

## Slide #77: Welcome and Introduction

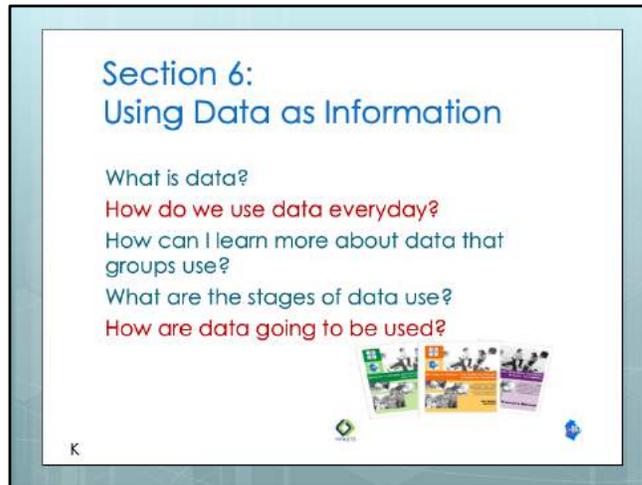
### Procedural Directions:

1. Have a copy of the Guidebook and the Training manual with you.
2. Make sure everyone has the materials needed for the presentation.
3. Ask if everyone can hear you and see the slides.
4. Introduce yourself and give a brief background of your experience (relevant to the group you are speaking to). Add information about why your family organization is offering this leadership development to families, and how your family organization is available to support and collaborate with parent leaders interested in serving on groups, and how connection to your family organization can provide support, information about challenges, barriers, and solutions for a range of diverse families, and ongoing support. Note: This training was developed by a family-led organization, Wisconsin FACETS, and modified as part of the Family Voices National Center for Family-Professional Partnerships. F2Fs/FV SAOs are connected across the country through Family Voices and bring that national connection of shared experiences and approaches through their peer supported family organizations in every state. This nationally connected voice makes family engagement at every level stronger.
5. Address “housekeeping” such as restrooms, breaks, “parking lot”, group transitions, etc.

### Presenter Notes:

- Hello and welcome to this Serving on Groups that Make Decisions: A Guide for Families training.
- My name is insert name and I am the insert position at insert location.
- \*Give a brief background of your experience (relevant to the group you are speaking to).

### Activities



**Slide #78:** Section 6 Introduction

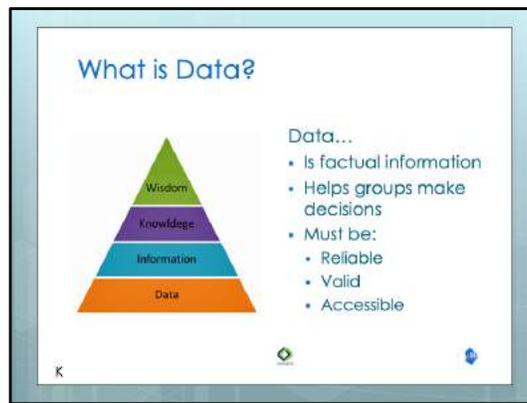
**Procedural Directions:**

1. Share information from the presenter notes.
2. If participants have a copy of the Guidebook, guide them to the appropriate section.

**Presenter Notes:**

- All groups use data. This section will be an introduction to understanding data as information within decision-making groups.
- We will go through the eight stages of data use.
- **How do we use data everyday?**
- **How are data going to be used and how is that important to children and families?**
- There are a lot of different terms used in talking about data. Some may be new to you. So let's get started.

**Activities**



**Slide #78:** What is Data?

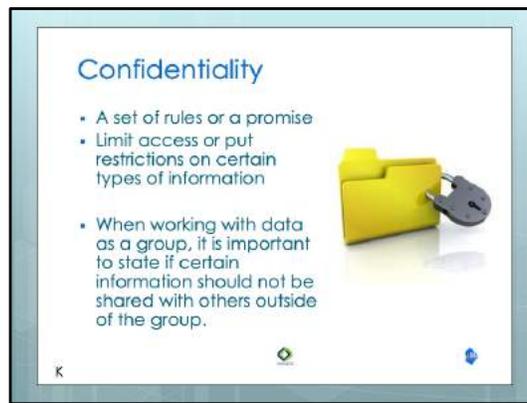
**Procedural Directions:**

1. Share information from the presenter notes.

**Presenter Notes:**

- What is Data? Data is, most simply, factual information.
- Now think about times when you’ve come across sources of data that are confusing and hard to understand? How did you deal with it? These are points to consider when we discuss understanding data in decision-making groups.
- When decision-making groups use data to make decisions, they are basing their decisions on facts, not guesswork or feelings. This is called “Data Based Decision Making”.
- Data doesn’t just apply to more formal decision-making groups. It is used by all kinds of groups and can come in many different forms.
- **Reliable** means the data is accurate and true every time. Would it be the same if someone else collected the data?
- **Valid** means the data reflects a truth and produces the desired result. In other words, does the data measure what it claims to measure?
- Data also needs to be **accessible**. All concerns, needs, and abilities of the audience need to be considered when using data.
- Reliability problems in education often arise when researchers overstate the importance of data drawn from too small or too restricted a sample.
- For example, health data would be the information that is collected from the healthcare market place from the time people enroll to when enrollment closes. Look at data on the chart to see how many signed up during that period of time.

**Activities**



**Slide #80:** Confidentiality

**Procedural Directions:**

1. Share information from the presenter notes.

**Presenter Notes:**

- **Confidentiality** is a set of rules or a promise that a person makes to limit access or put restrictions on certain types of information.
- When working with data as a group, it is important to always state if certain information should stay in the group and not be shared with others.

**Activities**

## Forms of Data



**Quantitative Data**

- Typically numbers
- Answers the questions:
  - How much? How often?
  - When? Where?



**Qualitative Data**

- Typically descriptions
- Answers the questions:
  - What is it like? What do you observe about it?

### Slide #81: Quantitative vs. Qualitative Data

#### Procedural Directions:

1. Share information from the presenter notes.
2. Share examples of quantitative and qualitative data.

#### Presenter Notes:

Examine the differences between qualitative and quantitative data.

- **Quantitative Data** deals with numbers.
- It is data which can be measured.
- Length, height, area, volume, weight, speed, time, temperature, humidity, sound levels, cost, members, ages, etc.
- **Quantitative** → **Quantity**
- **Qualitative Data** deals with descriptions.
- Data can be observed but not measured.
- Colors, textures, smells, tastes, appearance, beauty, etc.
- **Qualitative** → **Quality**
- For example, when we think of weather, quantitative data would be the exact temperature, barometric pressure, and wind speed.
- The qualitative data can be a bit more subjective. Is it partly cloudy? Windy or calm? Cool or warm? It describes what is observed or felt.

#### Activities

## Challenges- Presenting Data to show...

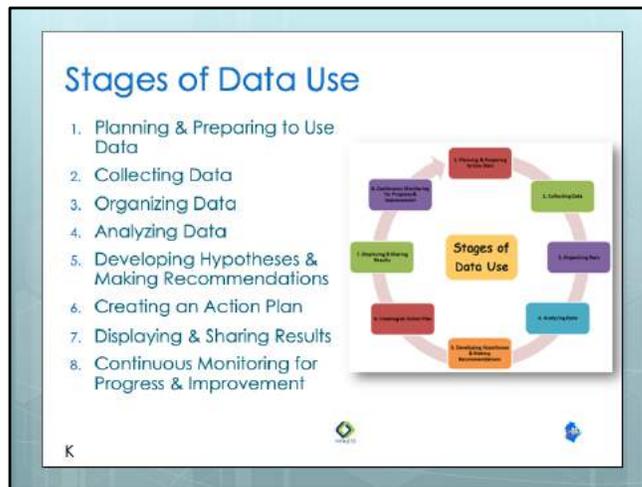
- Differences/Commonalities between **your own experiences** versus what the group you are serving on already knows/believes
- Differences/Commonalities between the **disease specific/genetic condition community** you are in versus what the group you are serving on already knows/believes about that condition
- Differences/Commonalities between the **group you are representing (ex. CYSHCN community, rare disease)** versus what the group you are serving on already knows/believes about that group.

K



FPCMH 11-2016





**Slide #82:** Introduction to Stages of Data Use

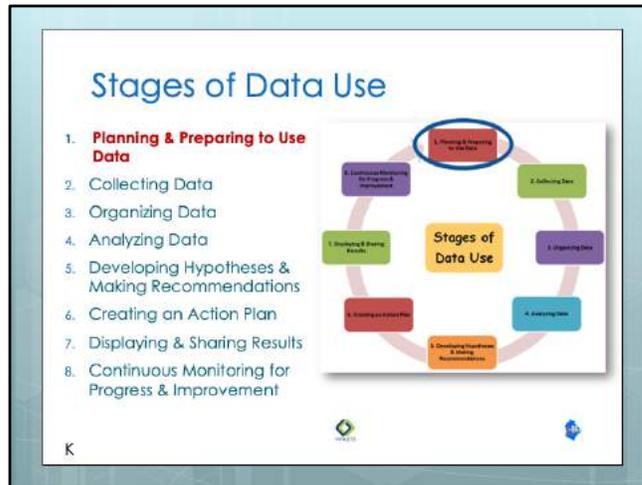
**Procedural Directions:**

1. Briefly introduce the eight stages of data use.

**Presenter Notes:**

- Using data in a decision-making group is a process with multiple steps or stages.
- These eight stages help make sure a decision-making group is effectively using data to inform its decisions.
- The following slides describe each of the eight stages decision-making groups are in when they use data to help make decisions and take action.

**Activities**



**Slide #83:** Introduce Stage 1 of Data Use

**Procedural Directions:**

1. \*Slide contains animation. Click for animation to appear.
2. Share information from the presenter notes.

**Presenter Notes:**

- The first step in working with data is to plan and prepare by asking questions.
- The group needs to reflect and plan before the data are collected.

**Activities**

Stage 1:  
Planning & Preparing to Use Data

**What do we want to know?**

Tips

- Ask focusing questions
- Use a variety of methods & sources
- Find data already out there - baseline
- Try to find gaps
- Pinpoint possible roadblocks
- Ask others knowledgeable of the data



K

**Slide #84:** Stage 1 of Data Use

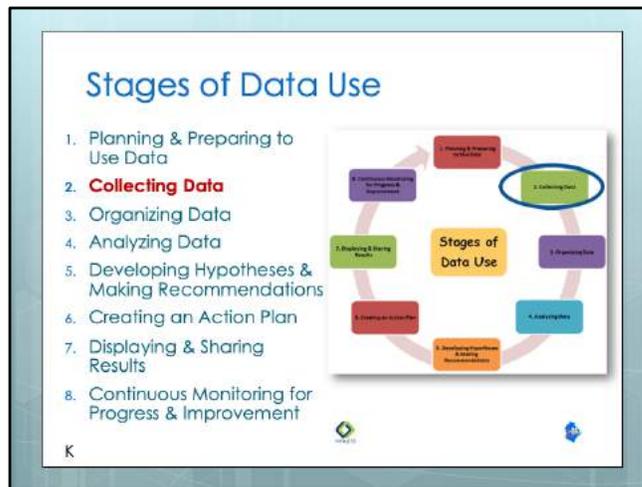
**Procedural Directions:**

- Share information from the presenter notes.

**Presenter Notes:**

- All data planning should start with the question, "What do we want to know?" This helps to focus the data search and keeps the group on track.
- Selecting or collecting data is not always about finding new data.
- The group needs to look at what data they already have and what data they need. More often groups spend time trying to find the right data.
- Ask focusing questions that help pinpoint the information that you need to be able to make an informed decision and take action.
- Use a variety of methods & sources to select data. You will want to have multiple sources of data to inform your decisions.
- Find out what data is already out there to use. What is the baseline?
- Try to find gaps in information found in the current data.
- Pinpoint possible roadblocks in finding information and figure out how to overcome them.
- Ask professionals familiar with data to explain what the providers or local agency knows. Have them also share areas where there is not enough data to make a hypothesis.
- Work closely with your family organization(s) to find out what larger numbers of diverse families want to know; to access data that already exists; and to help you plan to gather and use data

**Activities**



**Slide #85:** Introduce Stage 2 of Data Use

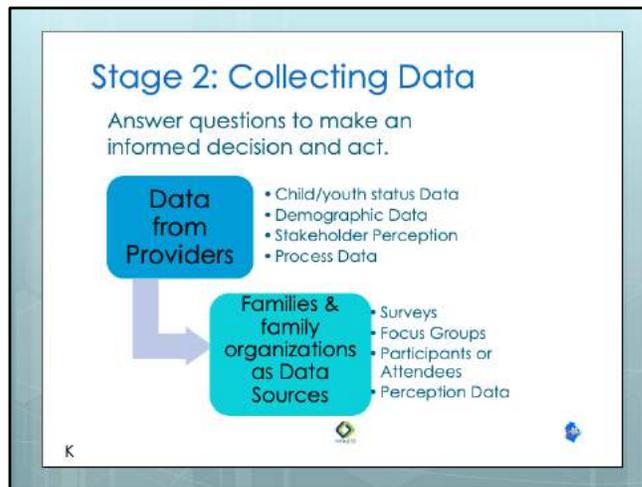
**Procedural Directions:**

1. \*Slide contains animation. Click for animation to appear.
2. Share information from the presenter notes.

**Presenter Notes:**

- The next step in working with data is to collect it. Data should be collected for a specific reason or purpose relevant to the work of the group.
- Groups can collect data themselves or use data that someone else has collected.
- The question a group needs to answer when collecting data is “How do I find the data –both new and existing -that I need?”
- Groups should only collect data they will use.
- Too much information can be overwhelming. Too little information won't help the group find the answers they're looking for.

**Activities**



**Slide #86:** Stage 2 of Data Use

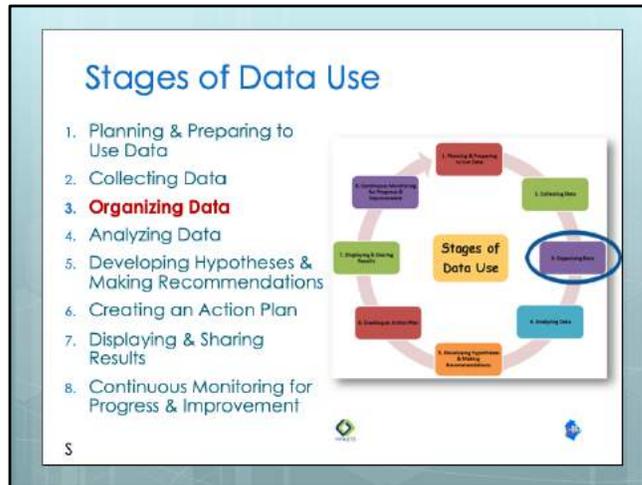
**Procedural Directions:**

1. Share information from the presenter notes and slide.

**Presenter Notes:**

- Systems are full of data. For example there is:
  - **Child/youth status data** is about the status (health, educational performance, etc.) of individual children and youth
  - **Family demographic data** are the personal factors about each family.
  - **Perception data** is information about the situation/issue based on views of professionals/providers, families, children and youth, community, etc.
  - **Process data** provide information about management, administration, structure and general workings of the institution or system.
- Ways Families can serve as Source of Data
  - Surveys
  - Focus groups
  - Participants/attendees
  - From Perception Data
- It is important for decision-making groups/group members to communicate to families why they are collecting data provided by families and what will be done with the data, and to report back to families on findings, activities to address findings, and results. Example of focus groups with the NJ Commissioner of the Department of Children and Families.

**Activities**



**Slide #87:** Introduce Stage 3 of Data Use

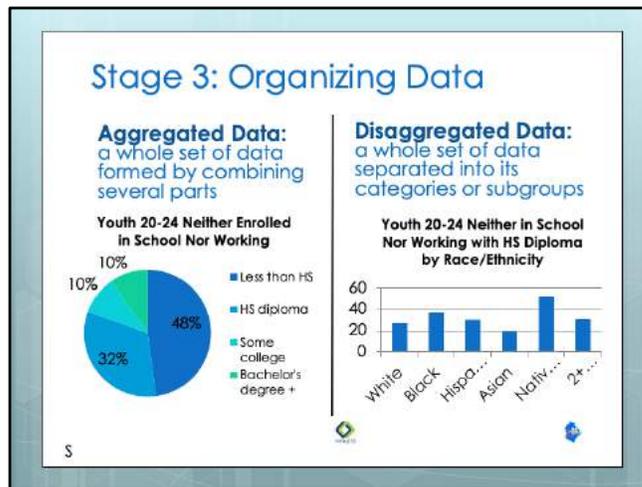
**Procedural Directions:**

1. \*Slide contains animation. Click for animation to appear.
2. Share information from the presenter notes.

**Presenter Notes:**

- The third step in working with data is to organize it in a way that helps others to understand it.
- Data is organized for different purposes. Finding the right way to organize data should depend on both your audience and the data you're trying to present.

**Activities**



## Slide #88: Aggregated & Disaggregated Data

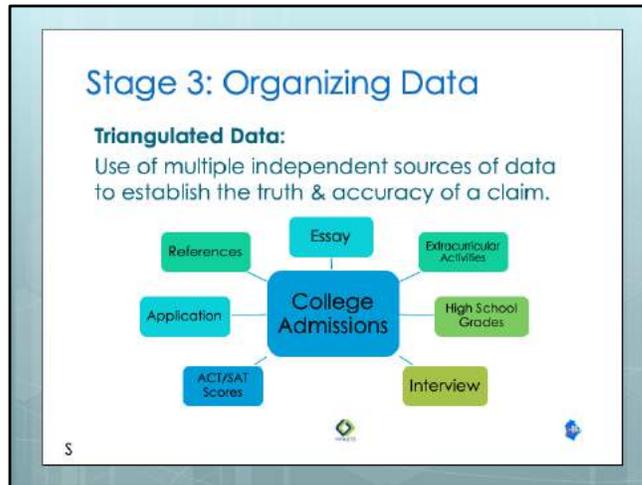
### Procedural Directions:

1. Share information from the presenter notes. **Have this available as a handout!**

### Presenter Notes:

- Groups may look data that is *aggregated* and/or *disaggregated*.
- **Aggregated Data**
- Most data is first shown as aggregated data. When you **aggregate data**, you total all the data from the whole group which gives you the big picture. For example, teachers aggregate data to get an overall picture of their classes. This “big picture” view of data is especially useful in sharing information with audiences such as your governing body. Aggregated data is also appropriate for annual reports to the public.
- **Disaggregated Data**
- A group may want to **disaggregated data**. This means looking at results or scores from the whole or larger group and breaking it down by smaller groups to get more and more details.
- When you disaggregate data, you can dig deeper and deeper. You can disaggregate district-wide data by geographic area, system, race & ethnicity, and special healthcare needs data.
- You can disaggregate five-year data by year, yearly data by month, and monthly data by week. Each time, you get a better look of one part of data.
- Sometimes disaggregated data can surprise you. Disaggregated data can help you decide on and prioritize your action plans.
- **Make sure the group(s) on which you serve are looking for disaggregated data and if none are available, they can collect data (quantitative or qualitative) using surveys, focus groups, etc. to gather data on how policies are being experienced by various racial, ethnic, language, socio-economic, gender etc. children and families.**

### Activities



### Slide #89: Triangulated Data

#### Procedural Directions:

1. Share information from the presenter notes.

#### Presenter Notes:

- Groups may look data that is *triangulated*.
- **Triangulated data** means that the group looks at, or compares, three or more different sources of data that applies to the same person, place, object, or subject. They do this to see if the information from one source is supported by other sources. Comparing data from different sources also can provide insights.
- For example, a college admission process wants to see the whole picture of the student.
- It answers the questions: Is this student ready to be successful in college? At our college? How do we know?
- Data includes not just the grade point average from high school but also listing the volunteer and extracurricular activities, an essay, application form, references, interview, etc.

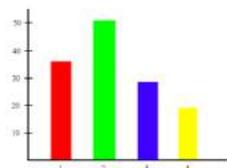
#### Activities

### Stage 3: Organizing Data

#### Tips for Interpreting Graphs

Read all labels.

- What is...
  - in each COLUMN?
  - in each ROW?
  - the RANGE OF VALUES?
- Where was...
  - the MOST change or growth?
  - the LEAST change or growth?



5

### Slide #90: Tips for Interpreting Graphs

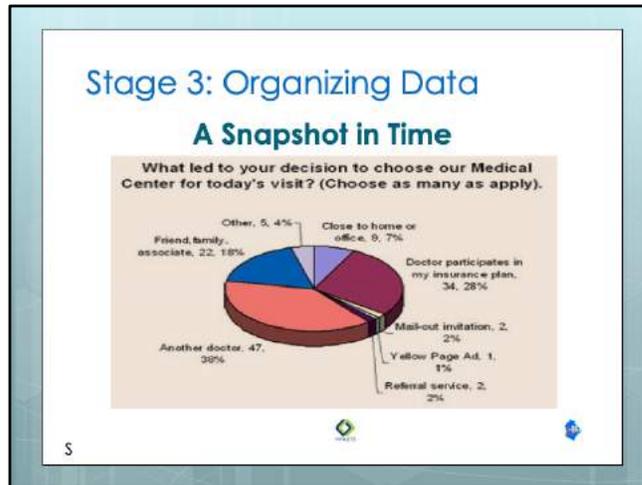
#### Procedural Directions:

1. Share information from the presenter notes.

#### Presenter Notes:

- There are still more ways of organizing data to make it easier to understand.
- Formats like lists, tables, charts, spreadsheets, and written and verbal descriptions help you see a visual representation of data.
- **Tips for Interpreting All Graphs**
- Remember to read all of the labels on the presented graph or table.
- Ask yourself:
  - What is in each column?
  - What is in each row?
  - What is the range of values?
  - Does the data have a direct or indirect relationship?
  - Do the lines have positive or negative slopes?
  - Where was there the most change or growth?
  - Where was there the least?

#### Activities



### Slide #91: A Snapshot in Time

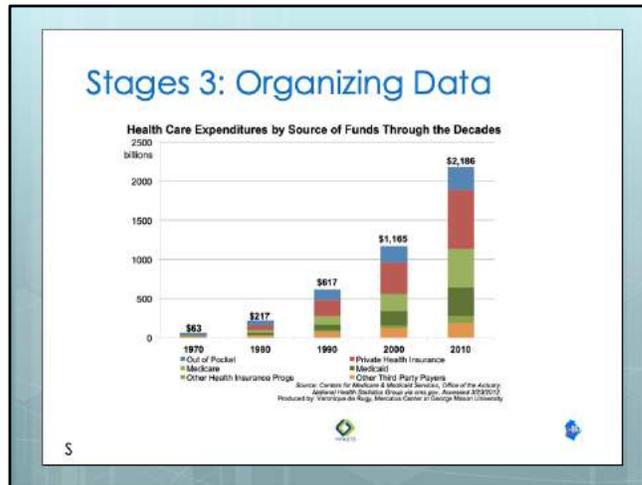
#### Procedural Directions:

1. Share information from the presenter notes. **Have this available as a handout!**
2. Talk out loud as you observe and study the pie chart or have participants provide statements based on the pie chart.

#### Presenter Notes:

- **A Snapshot in Time**
- All data is a snapshot in time. For example, a *pie chart* shows a snapshot in time. A pie chart shows information by dividing a circle into several parts and showing how each part relates to the whole. There always needs to have a total of 100% when using pie charts.
- **Pie Chart Example**
- For example, a public health research student is at a community medical center interviewing patients on why they chose that particular medical center for their visit.
- The pie chart shows the reason why each individual interviewed chose to visit that community medical center.

#### Activities



## Slide #92: Comparisons

### Procedural Directions:

1. Share information from the presenter notes. **Have this available as a handout!**
2. Talk out loud or ask for volunteers to provide information based on the bar graph as you view it and take it in.
3. Ask the suggested activity questions.

### Presenter Notes:

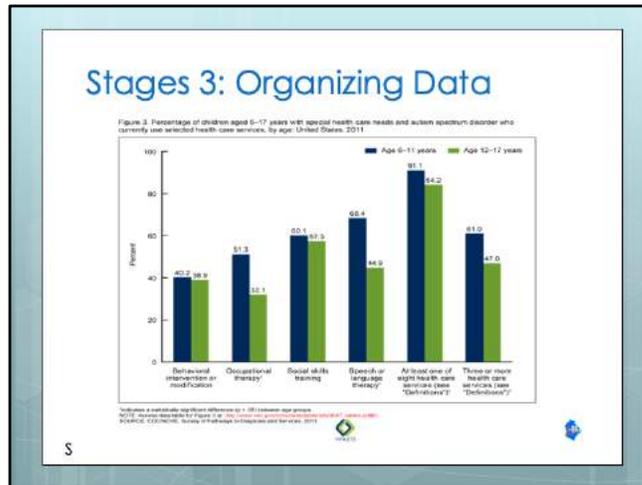
- **Comparisons**
- Using a bar graph or a line graph can help us compare the relationship between several variables.
- **Variables** may be the grade level, gender, disability/special healthcare need status, English Language Learner or other categories. Studying this data can help draw conclusions about student achievement.
- **Bar Graph Example**
- This bar graph displays the components of personal health care expenditures through each decade from 1970 to 2010, using the most recent data from the CMS. Total health care expenditures in 2010 were 34 times the total amount in 1970. After every decade, total health care expenditures increased at least two-fold. During the initial decades of 1970 through 1990 these amounts increased three-fold.

### Activities

**Reflect**– Use the bar graph on the slide to answer the questions.

How does the number of students in a grade affect the staffing needs of the school?

How do enrollment numbers affect instructional needs (textbooks, computers, office supplies)?



## Slide #92: Trends

### Procedural Directions:

1. Share information from the presenter notes. **Have this available as a handout!**
2. Talk out loud or ask for volunteers to provide information based on the line graph as you view it and take it in.
3. Ask the suggested activity questions.

### Presenter Notes:

- **Trends**
- Comparing data over time helps identify trends. This can help you make predictions about the future.
- Using baseline data, you can track progress towards goals over time.
- To see achievement trends in different groups of students over time, it is helpful to use a bar graph, line graph or spreadsheet.
- When data from multiple periods of time (weeks, months, years, etc.) is also displayed, we begin to see trends form.
- **Line Graph Example**
- This line graph displays a example of the percentage of children aged 6-17 in the United States in 2011 with special health care needs and autism spectrum disorder who currently use an array of health care services.

### Activities

**Reflect**– Use the line graph and spreadsheet on the slide to answer the questions.

Which age group(s) of children used the most of one therapeutic service

Which age group(s) of children used just about the same level of service.

What do you notice about the data over time?

What questions do you have based on the data?

## Stage 3: Organizing Data

### Tips to Validate the Findings

To make sure the data are sound:

- Use trusted sources
- Follow-up with questions
- Use different ways of gathering data
- Ensure everyone agrees and accepts the findings



5

### Slide #94: Validate Findings

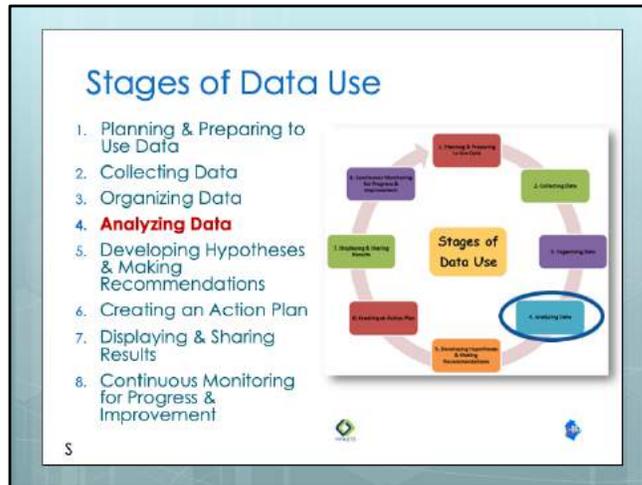
#### Procedural Directions:

1. Share information from the presenter notes.

#### Presenter Notes:

- To validate the findings means to accept the results as accurate.
- We may use the following processes to make sure your data are sound:
  - Look for trusted sources
  - Follow-up with questions to make sure data are accurate and understood
  - Use many different ways of gathering data
  - Make sure the group agrees and accepts the findings
- **It is important that parent leaders are standing up for data they find trustworthy and questioning the data or data sources that don't seem believable to them based on their personal or organizational or cultural knowledge. Engage other family leaders and family organizations in the data finding validation process to get different perspectives.**

#### Activities



**Slide #95:** Introduce Stage 4 of Data Use

**Procedural Directions:**

1. \*Slide contains animation. Click for animation to appear.
2. Share information from the presenter notes.

**Presenter Notes:**

- After collecting and organizing the data, the next step is to analyze it. This means thinking about what the data mean and finding patterns in it.
- Analyzing data is not a simple process and the group may have to look at the data in several ways to make a decision.

**Activities**

**Stage 4: Analyzing Data**

**Look for Relationships in the Data**

- Each view provides unique insight
- Look from many viewpoints
- Understand the parts as well as the whole
- Strengths and challenges
- Don't draw conclusions too soon
- Record information as it appears in the source
- Electronic health records

S  

**Slide #96:** Look for Relationships in the Data

**Procedural Directions:**

1. Share information from the presenter notes.

**Presenter Notes:**

- When **analyzing data**, similarities, differences, trends, and other relationships may show information that the group otherwise could not see.
- Each view of the data provides a unique insight, making it important to look at the data from many viewpoints. Only after studying the data do patterns become apparent, whether surprising, expected, or repeated.
- Sometimes data is collected automatically and people ask questions about it later.
  - For example, electronic health record is filled out by every family in August. This information is stored in the school district's database. Official school enrollment is counted on the third Friday of September and a report is shared in October. August's registration could be compared to the enrollment data from September. The school board could sort and display the information if they want to know how many students are male, female, minorities, in a grade level, with IEPs, resident status, etc. Patterns may begin to be seen by looking at the data.
- During this step it may be possible to begin describing findings from the data as strengths and challenges.
  - **Strengths** are results in the data that show a success.
  - **Challenges** are results showing areas where focus is needed.
- *Remember...* Do not draw conclusions too soon. And check with other family leaders and family organizations to help you look for and find relationships in the data.
- When finding and recording data, you must always remind yourself to record information *as it appears* in the data source, and to avoid analyzing the information too early.

**Activities**

Stage 4: Analyzing Data 

**Terms when Working with Numbers**

- MEAN – average of a group of numbers
- MEDIAN – middle value
- MODE – most frequent value
- RANGE – difference between lowest & highest values
- OUTLIER – very high or very low number
- STATISTICALLY SIGNIFICANT – results true & not because of chance

5  

**Slide #97:** Terms when Working with Numbers

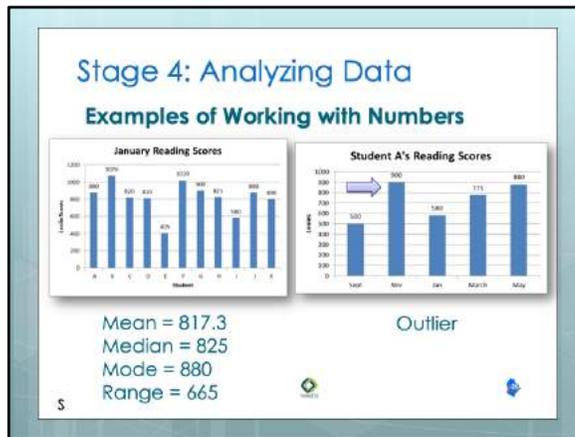
**Procedural Directions:**

1. Share information from the presenter notes.

**Presenter Notes:**

- There will be unfamiliar terms that may come up when you are analyzing data as a group. It is important to have a way of understanding those terms. However, it is not always necessary to memorize these terms! Just remember to ask questions about what terms that are used by the group facilitator or convener mean.
- Analyzing numbers can be done a few different ways. Depending on how it is done, results can be very different. Calculating the **mean, median, mode, and range** for a series of numbers can help you in analyzing data, but first you have to know what the terms mean.
  - **Mean** is the average of a group of numbers. It is not always a good way of show the middle of a data sample.
  - **Median** is the middle value of numbers when they are ordered from smallest to largest. It is better at showing the middle of a data sample.
  - **Mode** is the most frequent value or the number that shows up the most in a data sample.
  - **Range** is the difference between the lowest and highest values.
- An **outlier** is either a very high or very low number in a data sample that can distort the average. It also leads to more discussion and questions.
- A term that may come up in discussions around data is the term statistically significant. **Statistically significant** means the data results are probably true and not because of chance.

**Activities**



**Slide #98:** Examples of Working with Numbers

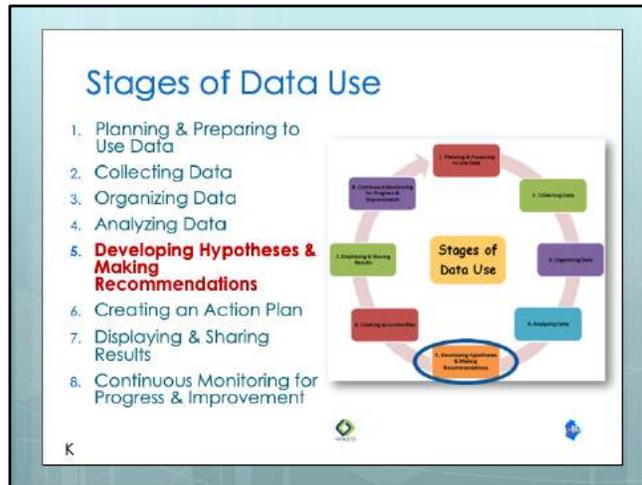
**Procedural Directions:**

1. Discuss graphs on slide by sharing information from the presenter notes. **Have this available as a handout!**

**Presenter Notes:**

- Graph of January Reading Scores
- For example, Mrs. Smith checks her students' reading scores five times a year. Here is a graph showing the reading scores of her students in January. Reading scores are based on a scale of zero to 1800.
- Looking at the data in the one graph, the Mean is figured out as 817.3, the Median is 825, the Mode is 880, and the Range is 665.
  - The **Mean** is computed as follows:
  - $880+1070+820+810+405+1020+900+825+580+880+800 = 8,990$ ,  $8,990 / 11 = 817.3$ .
  - The **Median** is the middle number. In this case, we place the numbers in order:
  - 405, 580, 800, 810, 820, 825, 880, 880, 900, 1020, 1070. The middle number is the 6<sup>th</sup> number out of 11 numbers, or 825.
  - The **Mode** is the number which shows up the most in the data set. In this case, 880 is present twice and is therefore the Mode.
  - The **Range** is the difference between the highest number and the lowest number in the data set. The highest number is 1070 and the lowest is 405. The difference is 665.
- Graph of Student A's Reading Scores
- For example, Student A's reading scores during the school year are as follows. The student's second checkpoint during the school year could be considered an outlier. Student A did unusually well, scoring 400 points higher in just two months. By the time January rolled around, Student A scored lower again and then showed steady progress through the rest of the year. Was the November reading material used to test Student A an area of high interest or something familiar that he did so well? Could the dip in January be due to the student not feeling well, uninteresting testing materials, or is it exactly where the student should be? Remember each score is just a snapshot of that student's reading at that time. One just doesn't know, however what we do know is that the student made great progress during the year in reading.

**Activities**



**Slide #99:** Introduce Stage 5 of Data

**Procedural Directions:**

1. \*Slide contains animation. Click for animation to appear.
2. Share information from the presenter notes.

**Presenter Notes:**

- When developing a *hypothesis*, you'll explain what the data represents and why it looks the way it does.
- Then you will decide what recommendations to make based on those hypotheses.
- And check with other family leaders and family organizations to help you think about the hypotheses that might be appropriate based on the data.

**Activities**

Stage 5: Developing Hypotheses  
& Making Recommendations

**Hypotheses & Recommendations**

- Understand why we *think* it is happening
- Look at other data
- Ask additional questions
- Agree upon the conclusions
- Figure out possible solutions



K 

**Slide #100:** Hypotheses & Recommendations

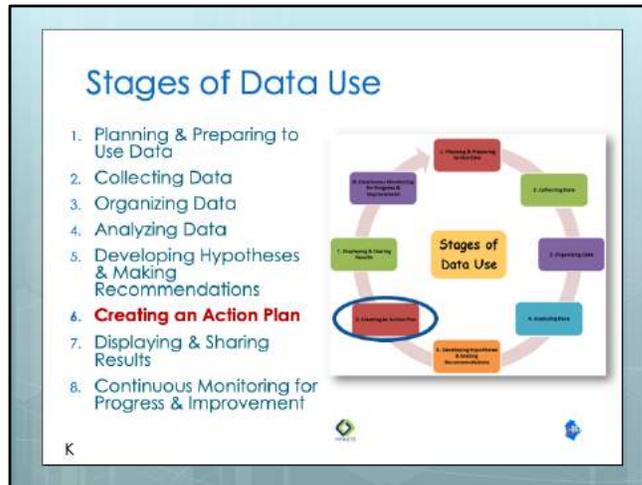
**Procedural Directions:**

1. Share information from the presenter notes.

**Presenter Notes:**

- Now that you've analyzed the data, it's time to develop a hypothesis and use what you've learned.
- Data may tell you what is happening but not why. The more you analyze and understand the data, the better your conclusions and solutions are likely to be. In this stage, you will try to figure out the "why."
  - First try to understand why something might be happening. Brainstorm possible ideas based on the data.
  - Look at other data. See if these data help support your ideas or not.
  - If still not sure, ask additional questions about the data. Your questions may help clear up why something might be happening.
  - The group must agree upon the conclusions drawn from analyzing the data before recommendations are made.
  - Once you know why something is happening, you can figure out possible solutions.

**Activities**



**Slide #101:** Introduce Stage 6 of Data Use

**Procedural Directions:**

1. \*Slide contains animation. Click for animation to appear.
2. Share information from the presenter notes.

**Presenter Notes:**

- Making something happen requires creating an action plan.
- Groups who want to make something happen after looking at a variety of data often create an action plan.
- Action plans can help you improve and encounter less challenges.
- An **action plan** usually includes goals, steps, assignments, and deadlines. Some action plans will occur over a short period of time and have quick evaluations. Other action plans will take longer and may require more time to put in place.

**Activities**

**Stage 6:  
Creating an  
Action Plan**



WHO	WHAT	WHEN	WHERE	RESOURCES	COMMUNICATION

1. Bring key people together
2. Figure out:
  - What
  - Who
  - When
  - Where
  - Resources
  - Communication
3. Review completed action plan
4. Follow through
5. Communicate
6. Keep track of progress
7. Celebrate!

**Slide #102: Action Planning**

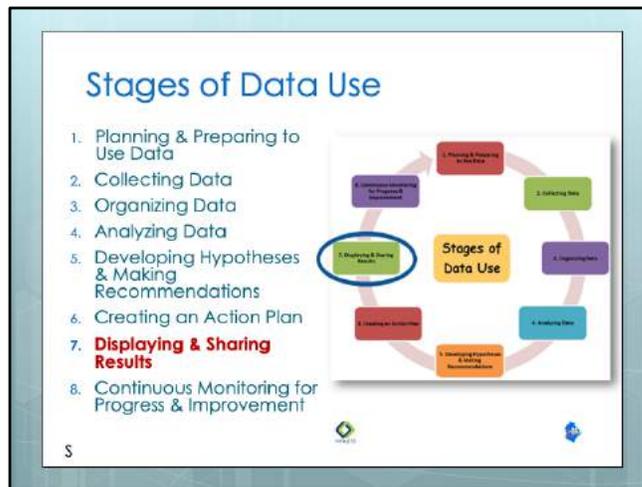
**Procedural Directions:**

1. Share information from the presenter notes.

**Presenter Notes:**

- Steps to create an action plan.
  - 1. Bring key people together to design the action plan. And check with other family leaders and family organizations to help you think about an appropriate action plan.
  - 2. Create an action plan made up of action steps that address all possible changes. Goals must be clearly stated. Figure out:
    - What action or change will occur
    - Who will carry it out
    - When it will take place, and for how long
    - Where will it happen
    - What resources (i.e., money, staff) are needed to carry out the change
    - Communication (who should know what)
  - 3. Review your completed action plan carefully to check if it is complete.
  - 4. Follow through on the work by using a **timeline**.
  - 5. Let everyone in the group know what's going on.
  - 6. Keep track of what is happening.
  - 7. Celebrate when action plan goals are met!

**Activities**



**Slide #103:** Introduce Stage 7 of Data Use

**Procedural Directions:**

1. \*Slide contains animation. Click for animation to appear.
2. Share information from the presenter notes.

**Presenter Notes:**

- When people of different perspectives look at the same data, they may make new conclusions and see ways to make changes.
- This is how sharing data can be useful.

**Activities**

Stage 7: Displaying & Sharing Results

**Sharing Results**

- Make Sure the Report is:
  - Appealing
  - Accessible
  - Accurate
  - Audience-specific
- Be Fair and Objective



5

**Slide #104:** Displaying Results

**Procedural Directions:**

1. Share information from the presenter notes. **Have a sample of an appealing report available for review.**

**Presenter Notes:**

- The group needs to present information found in the data in a way that is easy for an audience to understand. Checking with other diverse family leaders and family-led organizations can help identify how to ensure the report is appealing and accessible for families overall and for families from diverse backgrounds.
- Make sure the report is:
  - **Appealing:** Keep it simple, clear, and visually attractive.
  - **Accessible:** Use a reading level accessible to your audience. Avoid jargon or acronyms that the audience doesn't understand. Use bulleted lists and the language(s) spoken by the audience members.
  - **Accurate:** Data must be free of errors. The report must be about what the data actually say, not what you wish the data said.
  - **Audience-specific:** Focus on the issues that the audience cares about. Think about the level of detail needed by the audience and what the audience already knows.
- Be Fair and Objective
- Use data to drive decision making. It may be tempting to make a decision and then search only for those data that support it.
- Such selective choosing of data is unethical and not useful.

**Activities**

**Stage 7: Displaying & Sharing Results**

**Sharing Results**

- Know the Purpose of your Report
  - Does it need to provide information?
  - Is it to raise awareness?
  - Will it be used to make decisions?
- Know your Audience
  - What do they already know about the topic?
  - Do they need the big picture or lots of details?



5

**Slide #105: Sharing Results**

**Procedural Directions:**

1. Share information from the presenter notes.

**Presenter Notes:**

- A lot depends on the audience when figuring out what, how, and even when to share data. Different audiences need different views of the data. As a report of the results is written, think about the following questions:
  - What is the purpose of your report?
  - Does it need to provide information or to raise awareness?
  - Will it be used to make decisions?
  - What information is new and surprising?
  - What does the audience already know about the topic? Are there issues of trust, understanding, relevance, understanding? What level of dialogue is needed? What are the obstacles? Intended outcomes?
  - What level of information do they need: the big picture or lots of details?
- Be sure to share the results of your group. Decide where this data will be shared.
- Consider sharing data with families at:
  - school board meetings
  - district website and newsletter
  - HMO advisory meeting
  - Community newspaper and newsletter
  - Parent support group
  - Medicaid advisory meeting

**Activities**

Stage 7: Displaying & Sharing Results

**Make the Data Come Alive**

**Social Math**

- Relating data numbers to what is familiar and concrete to your audience.

**Data Stories**

- Compelling narrative
- Audience-Specific
- Be objective
- Don't censor
- Explain the data

**Slide #106:** Make the Data Come Alive

**Procedural Directions:**

1. Share information from the presenter notes.

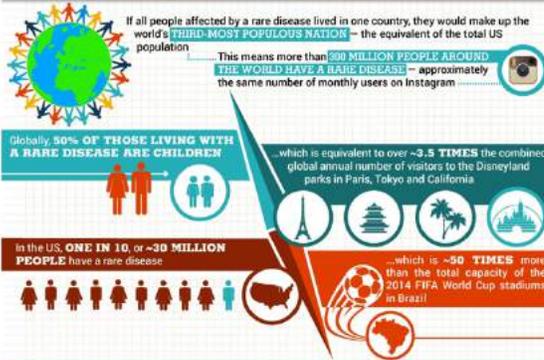
**Presenter Notes:**

- **Social math** is about painting a picture with data. Sometimes numbers are just numbers when the context is missing or unfamiliar. Social math is all about relating data numbers to what is familiar and concrete to your audience. It brings numbers down to earth by blending them with compelling stories and by providing comparisons with familiar things. It works by analogy.
- For example, if every person in the U.S. were to change their page margins from 1.25 to .75, we would save a forest around the size of Rhode Island each year.
- Social math can backfire if the story and the visual comparisons are not linked to the message you want to convey. Numbers can be presented in a memorable way but may sometimes cause the opposite reaction in your audience.
- **Data stories** are being used more and more to explain and visualize information that is collected and analyzed. Behind every data example is a story just waiting to be told.
- Here are strategies on telling a good story that apply to data visualizations.
  - Find the compelling narrative.
  - Think about your audience and what they know about the topic.
  - Be objective and offer balance.
  - Don't censor the data in the visualization.
  - Edit and try to really explain the data.

**Activities**

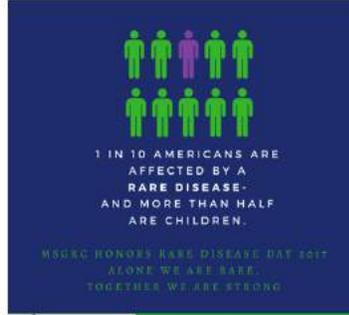


# HOW COMMON ARE RARE DISEASES?



Source: <https://i.pinimg.com/originals/87/7e/1b/877e1b8eb98af14e1a21af3880c75fb8.jpg>

Another way to present the data...

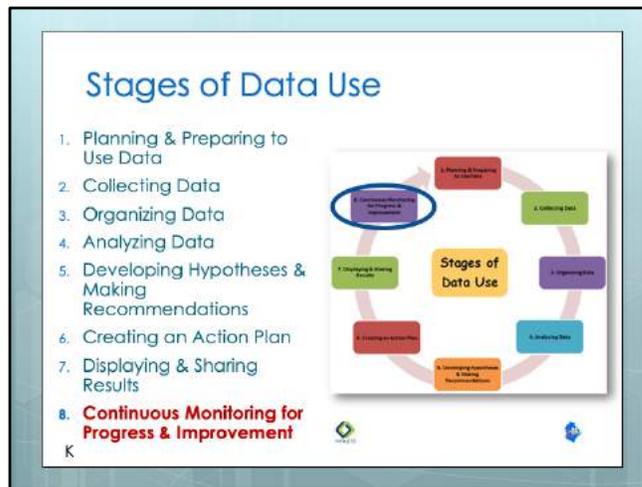


S

Mountain States Genetics  
Regional Collaborative

WWW.MOUNTAINSTATESGENETICS.ORG





**Slide #107:** Introduce Stage 8 of Data Use

**Procedural Directions:**

1. \*Slide contains animation. Click for animation to appear.
2. Share information from the presenter notes.

**Presenter Notes:**

- Dealing with data doesn't end with creating an action plan. It is only the beginning!
- Good data practice involves continuously collecting and evaluating data to make sure progress is made.

**Activities**

**Stage 8: Continuous Monitoring for Progress & Improvement**



**Check Your Work**

- Regularly revisit the plan
  - Identify challenges
- Make changes as needed

**Evaluate the Action Plan**

- Collect the same TYPE of data from the same data SOURCE

K  

**Slide #108:** Continuous Monitoring for Progress & Improvement

**Procedural Directions:**

1. Share information from the presenter notes.

**Presenter Notes:**

- Groups should regularly revisit the action plan which was developed as a result of data received.
- Group members should regularly check in with one another, identifying challenges, making changes as needed, and celebrating successes.
- When checking to find out if the action plan is working, the group should collect the same type of data from the same data source used to start the data cycle.
- When data are used from different sources, differences in how the data were collected could lead to different results.
  - For example, if a group received and used survey data from community members to make their action plan, they should again survey community members to discover if their plan is working. They should not survey some other group to see if their decisions are making a difference. The group can more easily compare results if the same group is surveyed twice.

**Activities**

## Stage 8: Continuous Monitoring for Progress & Improvement

**Process Begins Again**

Ask yourself:

- To what extent has the initial question been answered?
- What new concerns or questions have come up?
- Which factors are clearly understood and which ones need more data?
- *Has the situation improved?*



K

### Slide #109: Process Begins Again

#### Procedural Directions:

1. Share information from the presenter notes.

#### Presenter Notes:

- Sometimes looking at how well the action plan is working leads to new questions or the needs for new data. Effective, continuous progress monitoring often addresses questions such as:
  - To what extent has the initial question been answered?
  - What new concerns or questions have come up?
  - Which factors are clearly understood and which ones need more data?
  - Has the situation improved?
- The Drive to Continue
- Monitoring for progress and improvement gives group members a chance to see the results of their hard work. If things are not working as planned, the group can revisit their questions and data to adjust their plan. Stay connected to other diverse family leaders and your family organization(s) to help in the monitoring and improvement process.

#### Activities



**Slide #110:** Review of the Stages of Data Use

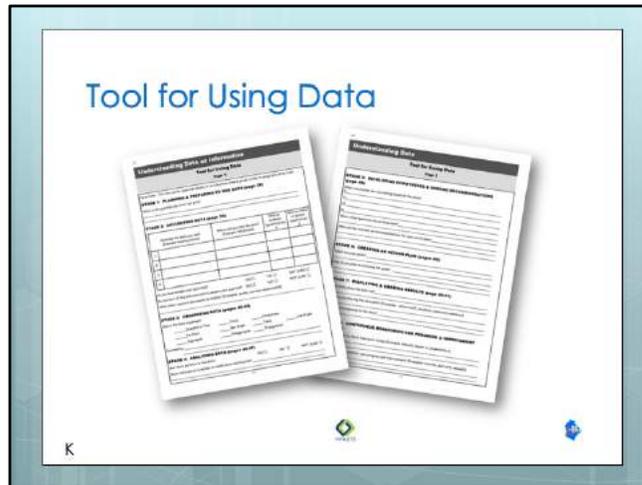
**Procedural Directions:**

1. \*Slide contains animation. Click for each animation to appear.
2. Review the eight stages of data use by sharing information from the presenter notes.

**Presenter Notes:**

- Using data in a decision-making group is a process with multiple steps or stages.
- These eight stages help make sure a decision-making group is effectively using data to inform its decisions.
- **Stage 1: Planning and Preparing to Use Data**
  - Pinpoint the information you need.
- **Stage 2: Collecting Data**
  - Gather new and/or already collected data.
- **Stage 3: Organizing Data**
  - Help to make the data understandable.
- **Stage 4: Analyzing Data**
  - Find out what the data means.
- **Stage 5: Developing Hypotheses and Making Recommendations**
  - Look at the data to try to figure out why and possible next steps.
- **Stage 6: Creating an Action Plan**
  - Make a plan to get something done.
- **Stage 7: Displaying and Sharing Results**
  - Show others the data and future plans.
- **Stage 8: Continuous Monitoring for Progress and Improvement**
  - Check the work to make sure things are getting better.

**Activities**



**Slide #111:** Tool for Using Data

**Procedural Directions:**

1. Provide copies of the handout or refer to the Guidebook pages 54 & 55 and highlight its important features.

**Presenter Notes:**

- On pages 54-55, there is a tool people may use to help work through the stages of data use.
- This tool can be used individually or as a decision-making group to help in using data effectively to make informed decisions.

**Activities**

Handout: Tool for Using Data

## Section 6 Data Resources

<p>Fact Sheet on Your Community  <a href="http://factfinder2.census.gov/">http://factfinder2.census.gov/</a>            Data about Children in Your State  <a href="http://datacenter.kidscount.org/">http://datacenter.kidscount.org/</a>            U.S. Census Bureau Quick Facts  <a href="http://quickfacts.census.gov/qfd/">http://quickfacts.census.gov/qfd/</a>            Disability Statistics  <a href="https://www.disabilitystatistics.org/">https://www.disabilitystatistics.org/</a>            Disability Data Resources  <a href="https://www.dol.gov/odeo/pubs/fact/data.htm">https://www.dol.gov/odeo/pubs/fact/data.htm</a>            CDC Data  <a href="http://www.cdc.gov/mch/child/disabilityandhealth/data.html">http://www.cdc.gov/mch/child/disabilityandhealth/data.html</a>            Data Resource Center for Child &amp; Adolescent Health, a project of the Child &amp; Adolescent Health Measurement Initiative (CAHMI)  <a href="http://www.childhealthdata.org">http://www.childhealthdata.org</a></p>	<p>MCHB Title V Information Center  <a href="https://mchb.tvisdata.hrsa.gov">https://mchb.tvisdata.hrsa.gov</a>            MCHB &amp; Core Outcomes  <a href="http://www.tv-nctpa.org/quality-health-care/mchb-outcomes/">http://www.tv-nctpa.org/quality-health-care/mchb-outcomes/</a>            NCES Kid's Zone  <a href="https://nces.ed.gov/ipeds/data/nceskids/tools/">https://nces.ed.gov/ipeds/data/nceskids/tools/</a>            State Education Data Profiles  <a href="http://nces.ed.gov/ipeds/data/stateprofiles/">http://nces.ed.gov/ipeds/data/stateprofiles/</a>            Post High School Survey Data  <a href="http://www.posthighsurvey.org">www.posthighsurvey.org</a>            Making Student and School Data Accessible and Meaningful To Families (webinar)  <a href="https://admin.ccsobot.com/_a17179333269261178/launcher.html?content=live&amp;PRMode=normal">https://admin.ccsobot.com/_a17179333269261178/launcher.html?content=live&amp;PRMode=normal</a></p>
--	---

K

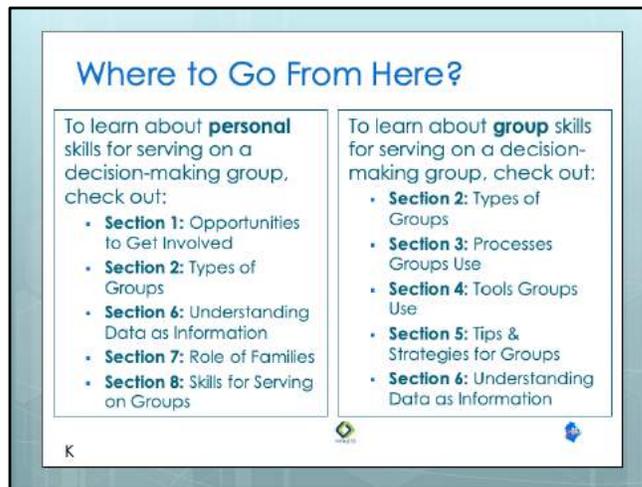
include the HRSA Maternal and Child Health Bureau Title V Information Center, <https://mchb.tvisdata.hrsa.gov/>

**Slide #112:** Section 6 Resources

**Procedural Directions:**

1. Highlight 1 or 2 online resources listed on the slide.
2. Have one or two web links accessible and ready to show.

**Presenter Notes:** See chart



**Slide #131:** Guidebook Sections for Personal or Group Skills

**Procedural Directions:**

1. \*Slide contains animation. Click for animation to appear.
2. Share information from the presenter notes.

**Presenter Notes:**

- If you are someone who is interested in learning about personal skills for serving on a group, then you will want to review:
  - Section 1 – Opportunities to Get Involved,
  - Section 2 – Types of Groups
  - Section 6 – Understanding Data as Information
  - Section 7 – The Role of Families on Groups
  - Section 8 – Skills for Serving on Groups
- These sections contain information about the personal skills, knowledge, and roles that an individual plays in a group.
- If you are interested in group skills, then you will want to view:
  - Section 2 - Types of Groups
  - Section 3 - Processes Groups Use
  - Section 4 - Tools Groups Use
  - Section 5 - Tips and Strategies for Groups
  - Section 6 - Understanding Data as Information
- You will find a great deal of information about how groups function, their use of data, and overall group strategies.

**Activities**



### Slide #132: Serving on Groups Website

#### Procedural Directions:

1. Share information from the presenter notes.
2. Have the website link accessible and ready to show.

#### Presenter Notes:

- There are online modules, upcoming trainings, and many additional resources found on the ServingOnGroups website.
- Also, you can either order the Guidebook online or download each individual section as a pdf. Check it out!

#### Activities

For more information on NCFPP:

- <http://www.fv-ncfpp.org/>



K



## Thank you to reviewers!

- Family Voices
  - Jennifer Bolden-Pitre
  - Maria Isabel Frangenberg
  - Trish Thomas
- SPAN
  - Ayo Bajomo
  - Nicole Pratt
- National Diverse Leadership Development Advisory Team
  - Oanh Bui
  - Lori Moore
  - Yolanda Sandoval-Nez
  - Deepa Srinivasavaradan
  - Kristine Thai

K





### Slide #133: Closing Remarks and Evaluations

#### Procedural Directions:

1. Thank participants for attending the workshop.
2. Share information from the presenter notes.
3. Remind participants about completing evaluation forms.

#### Presenter Notes:

- Thank you so much for attending this workshop.
- This training was originally developed as part of the Wisconsin State Personnel Development Grant (SPDG) under the Wisconsin Department of Public Instruction (DPI) and the Office of Special Education Programs (OSEP).
- This training was developed by funds from the Center for Parent Information Resources (CPIR) under the National Center for Systemic Improvement (NCSI) and the Office of Special Education Programs (OSEP).
- It was created by the Wisconsin Family Assistance Center for Education, Training, and Support (WI FACETS) and the Wisconsin Statewide Parent-Educator Initiative (WSPEI).
- Family Voices was awarded the National Center for Family-Professional Partnerships cooperative agreement by the Maternal and Child Health Bureau.
- Your feedback is important so please remember to complete the evaluation.
- Words to remember: “Leaders are not born ~ they rise out of a person’s passion for how they want the world to be”.

#### Activities

Evaluation Forms