



Serving on Groups That Make Decisions: A Guide for Families Training of Trainers

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www.servingongroups.org

What brings you here today?



School



Family



Community



Leadership



Serving on Groups That Make Decisions



Agenda

- Workshop Objectives
- Guidebook Overview
 - Family Engagement & Leadership
- Guidebook Sections
 - 1. Opportunities to Get Involved
 - 2. Types of Groups
 - 3. Processes Groups Use
 - 4. Tools Groups Use
 - 5. Tips and Strategies for Groups
 - 6. Understanding Data as Information
 - 7. The Role of Families on Groups
 - 8. Skills for Serving on Groups
- Additional Information & Resources



Objectives



- Familiarize yourself with the Guidebook resource and the contents within it
- Build an understanding about decision-making groups
- Learn about the principles that guide group practices and the processes groups use
- Gain strategies to help you confidently and actively participate in a decision-making group



Beliefs in Leadership

- Leaders are not born ~ they rise out of a person's passion for how they want the world to be.
- Leadership isn't a gift ~ it's accessible to anyone who wants it.
- Leadership isn't a calling ~ it's a matter of listening to a question and trying to come up with an answer.
- A leader is anyone who has a very BIG and COMPELLING story of how it could all turn out.

Barbara Walsh, HP
Family Leadership Project



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Family Engagement & Leadership



- To support and increase participation of families on decision-making groups
- Research on family involvement in the decision-making process have found:
 - Children have better outcomes when families are involved
 - There needs to be support for families

Research of Dr. Joyce Epstein & others



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Family Engagement

Family Perspective



http://www.nationalpirc.org/engagement_forum/highlights-panel4.html

Minnie Pearce-Tate
Parent Representative & Parent/Community
Engagement Consultant
National Coalition of ESEA Title 1 Parents

Professional Perspective



http://www.nationalpirc.org/engagement_forum/highlights-panel1.html

Ron Mirr
President
RM Consulting



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Benefits to (Shared) Decision Making

Results for Families

- Awareness and input on policies
- Feeling of ownership
- Shared experiences and connections with professionals and other families

Results for Professionals

- Awareness of family perspectives
- Increased confidence and ability to partner with families
- Acceptance of family representatives in leadership roles

Adapted from studies from J. Epstein & others



Serving on Groups That Make Decisions



Overview of *Serving on Groups*

- Developed due to an identified need
- Collaborative effort by stakeholders
- Audience
 - Family Members
 - Students
 - Educators
 - Groups
 - Community Members
 - Administrators



Sample Page

Heading with a Focus Question & Objective

Informative Reading

Opportunities to Get Involved

How can I get involved?
All families have made decisions about their child's care, health and education, whether they realize it or not! Decision-making is an important way for families to be included and heard in the community.



Making a Difference
Once you feel comfortable with the processes that have helped make a difference for your own child, you may choose to reach out and make a difference for other children and families.

It is important to match issues you care about to the decision-making group with the authority to address the issue. This guidebook will help you focus your efforts and take action.

Did you know?
Researchers have found that better decisions are made about programs and services for children when families are involved.

RELATED RESOURCES
For more information about *research on family involvement*, visit: <http://www.csss.fhsu.edu/2009/>
For more information about *fastening parent & professional collaboration*, visit: <http://www.parentcenterhub.org/repository/improve-parent-professional-communication/>

Families Ask Questions

What levels of decision-making can parents be involved in?

"It depends on the group. The most effective groups have families involved at all levels. Even if families haven't been deeply involved before, don't shy away from seeking involvement."
-Courtney, non-profit administrator

"Overall, our district involves parents at almost all levels. In our recent interview process for a new elementary principal, there was a parent feedback group. We have a Parent Liaison that acts as an advisor on various committees. Parents are represented on our committee looking at our "High School of the Future." Parents are also involved in the development of the District 2025 Strategic Plan."
-Robyn, school district administrator

Real-Life Examples

Facts to Consider

Additional Resources

Family Engagement & Leadership Resources

National Center for Family and Community Connections with Schools

<http://www.sedl.org/connections/>

The Harvard Family Research Project

<http://www.hfrp.org/>

Project Appleseed: National Campaign for Public School Improvement

<http://www.projectappleseed.org/chklist.html>

National Coalition for Parent Involvement in Education (NCPIE)

<http://www.ncpie.org>

Family Leadership Project

<http://familieslead.org/>

SEDL Creating Collaborative Action Teams: Working Together for Student Success

<http://www.sedl.org/pubs/fam18/>



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Section 1: Opportunities to Get Involved

Questions

- How can I get involved?
- How can I share in decision making?
- Who can serve on these groups?
- Where do I begin?

Steps

- Self-Reflection
- Awareness of Possibilities
- Options to Explore



How can I get involved?

- **MAP Activity**



Step 1: Who Am I?

WHO AM I?: How do you describe yourself?

Think about:

- What words best describe you?
- What skills, gifts, and talents will support your journey as a member?
- What other skills and talents will you need?
- What do you like/dislike about your current role(s) in working on a team?
- What values and beliefs guide your life and work as a person?



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Step 2: History

HISTORY: Briefly describe the background and circumstances that led you here today.

Think about:

- What is significant about your personal history?
- What is significant about your family or child(ren)'s history?
- What were your first experiences in which you saw yourself as a leader or part of a decision-making team?
- What adult experiences and/or formal/informal training has helped you see yourself as a member of a group or team?



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Step 3: Dreams

DREAMS: What dreams do you have in relation to your personal and professional development as a group or team member?

Think about:

- What contributions and/or changes do you dream about that will involve your participation on a decision-making team?
- What one thing do you most want to see happen?
- What do you hope to accomplish in one year? 5 years? 10 years?
- What other dreams are important to you as you begin this journey?





Step 4: Fears & Concerns

FEARS & CONCERNS: Identify your worries or concerns about becoming part of a decision-making group or team.

Think about:

- What concerns arise when you envision yourself as a leader or member of a team and about your role on the team?
- What barrier might stand in the way of your realizing your leadership and participation dreams?



Step 5: Needs

NEEDS: What needs to happen to make your dreams about leadership and group membership become a reality?

Think about:

- What skills would you like to develop further?
- What else will you need to expand your role as a leader and team member?
- What supports do you need from others?





Discussion

What common experiences have group members had in relation to each of the MAPS steps?

How will you use the information from your MAP to expand your leadership skills, knowledge and roles?

Shared Decision Making



“ Decision-making means a process of partnering, of shared views and actions toward shared goals...not just a power struggle between conflicting ideas.”

-Dr. Joyce Epstein

Who can serve on groups?



Interested Individuals

- Especially if the group's decisions will affect them personally
- BUT choose your opportunity wisely
- AND consider the TIME & ENERGY needed to serve



Where to begin?

- Learn about available resources and services
- Find an issue you care deeply about
- Connect to a group with the authority to create or influence change
- Prepare yourself to serve



Section 1 Resources

Research on family involvement – National Network of Partnership Schools

<http://www.csos.jhu.edu/p2000/>

Fostering Parent & Professional Collaboration – Center for Parent Information & Resources

<http://www.parentcenterhub.org/repository/improve-parent-professional-communication/>

National Network of Partnership Schools

<http://www.csos.jhu.edu/p2000/>

Accessing Parent Groups – Center for Parent Information & Resources

<http://www.parentcenterhub.org/repository/parentgroups/>

National PTA Standards for Family-School Partnerships Implementation Guide

http://www.pta.org/national_standards.asp

Serving on Boards & Committees

http://www.familieslead.org/files/1114/1204/9477/Parents_Guide_Serving_on_Boards_Committees.pdf



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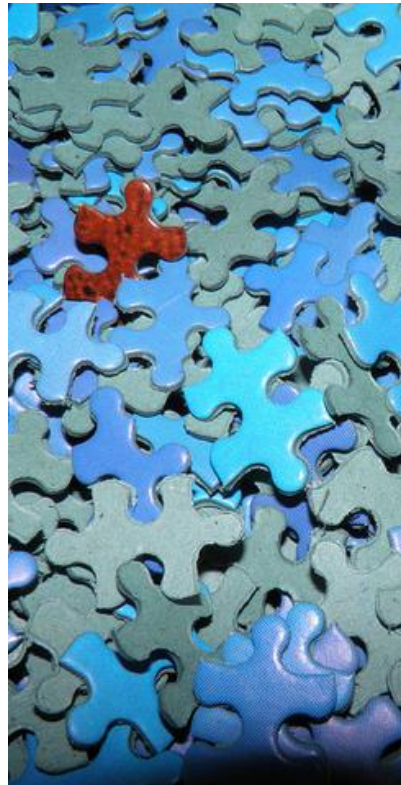
Section 2: Types of Groups

Questions

- What are the different functions of groups and member roles?
- What is a...
 - Governing group?
 - Advisory group?
 - Leadership group?
 - Planning group?
 - Evaluation group?
 - Practice group?



What Makes Decision-Making Groups *Unique*?



- Decision-making authority
- Issues
- Meeting structure
- Data used
- Input and feedback
- Processes
- Membership
- History
- Time since formation
- Diversity of perspectives



Member Roles



Responsibilities
are also different

<https://youtu.be/LmWiBnGkWww>

Sample Page

Definition


Activities

Examples

12

Types of Groups

What is an evaluation group?
 Although all groups should spend time evaluating their work together, some groups exist primarily to evaluate the work of others. These groups usually measure the work of large organizations, publicly funded agencies, or large projects.



Activities of an Evaluation Group:

- Create an action plan to explain the steps the group will use to collect, analyze, and report their evaluation results.
- Collect data to measure something and may come from many sources including numbers, surveys, samples and interviews.
- Display data like graphics, pictures and stories to help the data make sense.
- Analyze data, sometimes called *'statistical analysis'*, by asking questions about data and looking for patterns.
- Report results by writing a report to explain what was learned, its conclusions and its recommendations for change.
- *Focus monitoring*, sometimes called *'continuous improvement'*, to pay attention to the quality of services for families and children.

Examples: formal stakeholder groups, service improvement teams, focused monitoring

Remember...
Data can be useful when groups want to measure activities or show results.

Leadership Roles: usually led by a paid staff person or professional

Other Roles: interviewer, assessor, evaluator, family member, consumer or community representative

Length of Service: voluntary or paid staff, could be permanent, or only until their work is complete

Putting It Into Action

The school district implemented a new high school class schedule one year ago. The school board appointed a group of people to evaluate the implementation of the new schedule. The group was made up of administrators, school staff, parents, and students. Some of the activities the High School Schedule Review Group did were to survey teachers, parents, and students, conduct focus groups, and review data on overall student achievement. They analyzed the results, compiled a report, and presented their findings to the school board for their information and to consider if there's a reason to change or modify the schedule.

Leadership Roles

Other Roles

Length of Service

Putting It Into Action

Functions of Groups

Governing

Advisory

Leadership

Planning

Evaluation

Practice



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Governing

Activities

- Establish by-laws
- Govern an organization
- Develop policies
- Establish goals
- Communicate with the public & funding sources
- Employ & evaluate executives
- Negotiate with employee groups
- Allow for community participation



Examples

- School Board
- City Council



Advisory

Activities

- Represent a broader group of people
 - Seek out the views of those affected
- Advise on needs
- Bring awareness to issues
- Help develop action plans
- Make recommendations
- Serve as a resource

Examples

- Committee
- Panel
- Focus group



Leadership



Activities

- Initiate awareness of an emerging or systemic issue
- Collectively work on targeted issues
- Conduct listening sessions and public forums
- Actively plan and implement strategies
- Attract a collective voice
- Monitoring entities (watchdog)

Examples

- Associations/Organizations/Coalitions
- School improvement teams
- Initiatives/Grants

Planning

Activities

- Research and study a specific issue
- Assess needs and develop priorities
- Make recommendations
- Design information and conduct training
- Develop or select a curriculum
- A channel for communication and feedback
- Plan and carry out an activity

Examples

- Committee
- Workgroup
- Action team
- IFSP/IEP team



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Evaluation

Activities

- Create an action plan
- Collect, display, and analyze data
- Report results
- Continuous monitoring for progress and improvement

Examples

- Formal stakeholder groups
- Service improvement teams
- Focused monitoring



Practice



Activities

- Provide a structure to communicate, learn, & act
- Continually reach out to others
- Create opportunities for networking & sharing
- Enhance participation and connections
- Discuss emerging or systemic issues
- Promote interagency connections
- Share information and solutions
- Promote the spread of best practices

Examples

- A learning circle
- A community of practice



Section 2 Resources

Shared Work website

www.sharedwork.org

Guidelines for Establishing Family Advisory Boards

ftp://ftp.hrsa.gov/mchb/training/documents/grantee_products/00_guidelinesforestablishing02.pdf

Serving on Boards and Committees

<http://www.nichcy.org/informationresources/documents/nichcy%20pubs/pa11.pdf>

IDEA Partnership – Practice Groups

http://www.ideapartnership.org/index.php?option=com_content&view=article&id=557:change-theory-organization-development-stakeholder-involvement-in-systems-change&catid=37:reports&Itemid=60

10 Habits of Highly-Effective Governing Bodies

<http://www.mrsc.org/focus/ccadvisor/cc10habitshegb.pdf>



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Section 3: Processes Groups Use

Questions

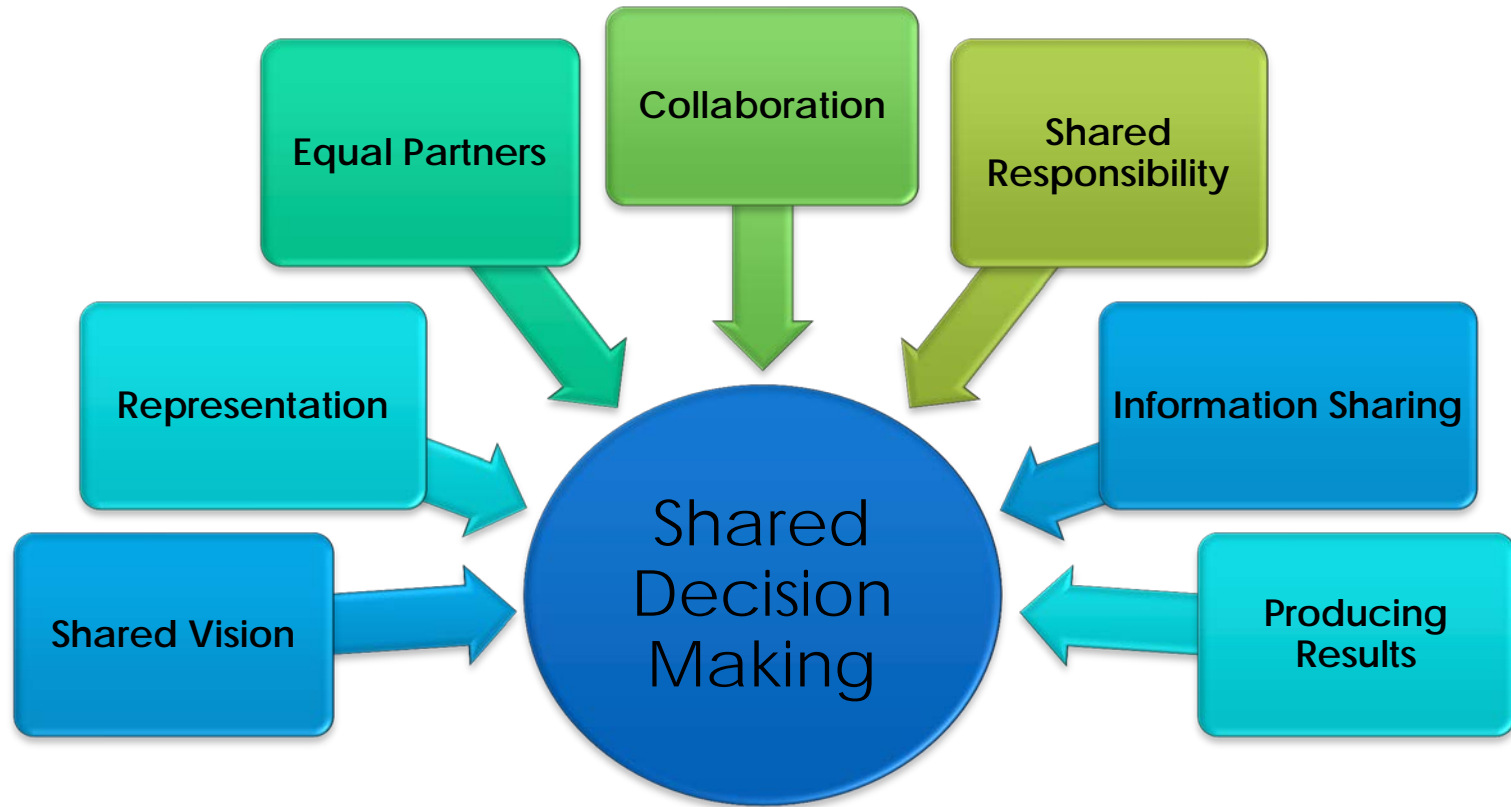
- What are the principles that guide group practices?
- What are important processes groups use?



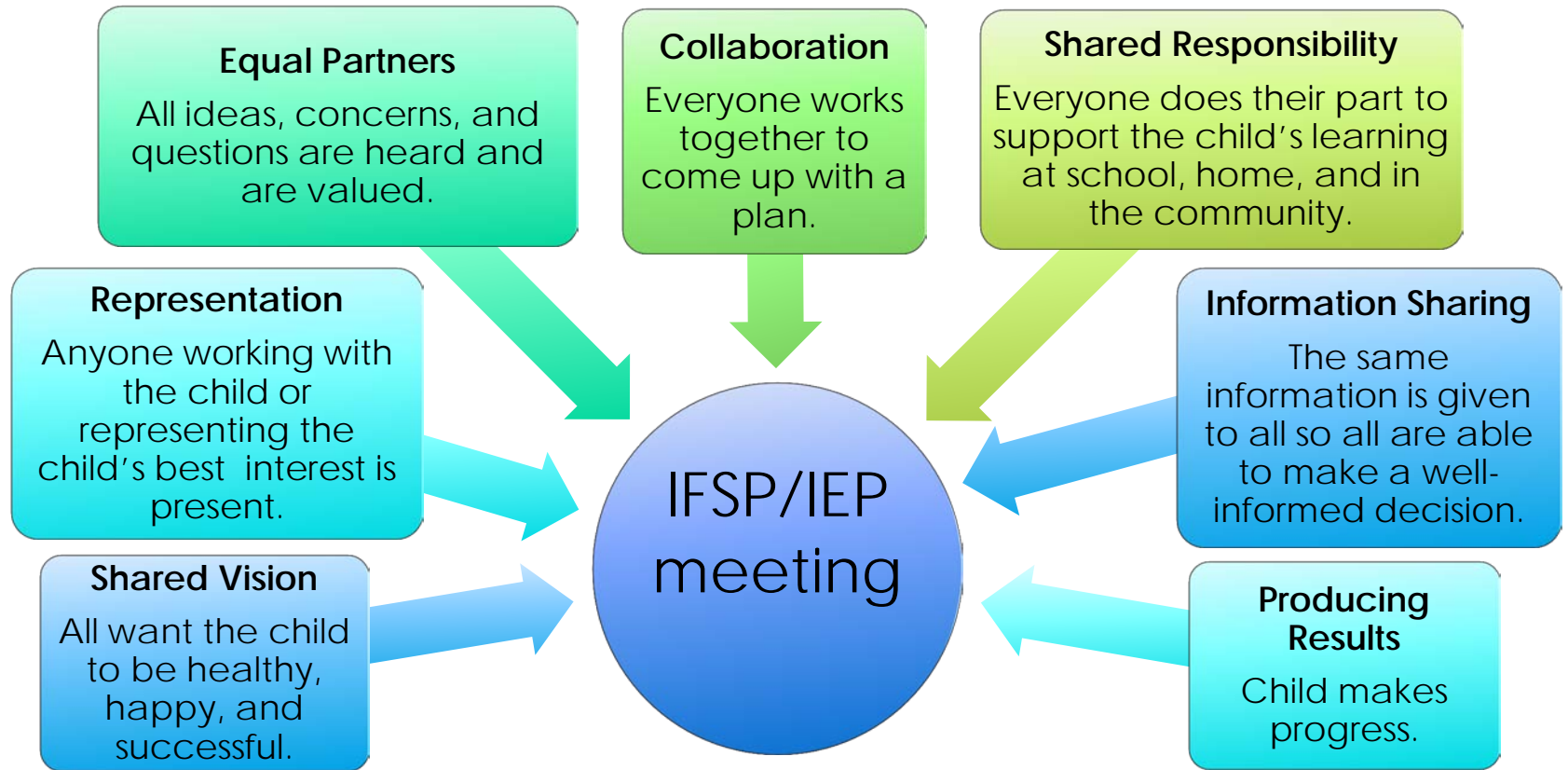
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Guiding Principles of Shared Decision-Making



Guiding Principles Example





Helpful Reminders:

Start with the end in mind

- Focus on Outcomes

Work towards positive results

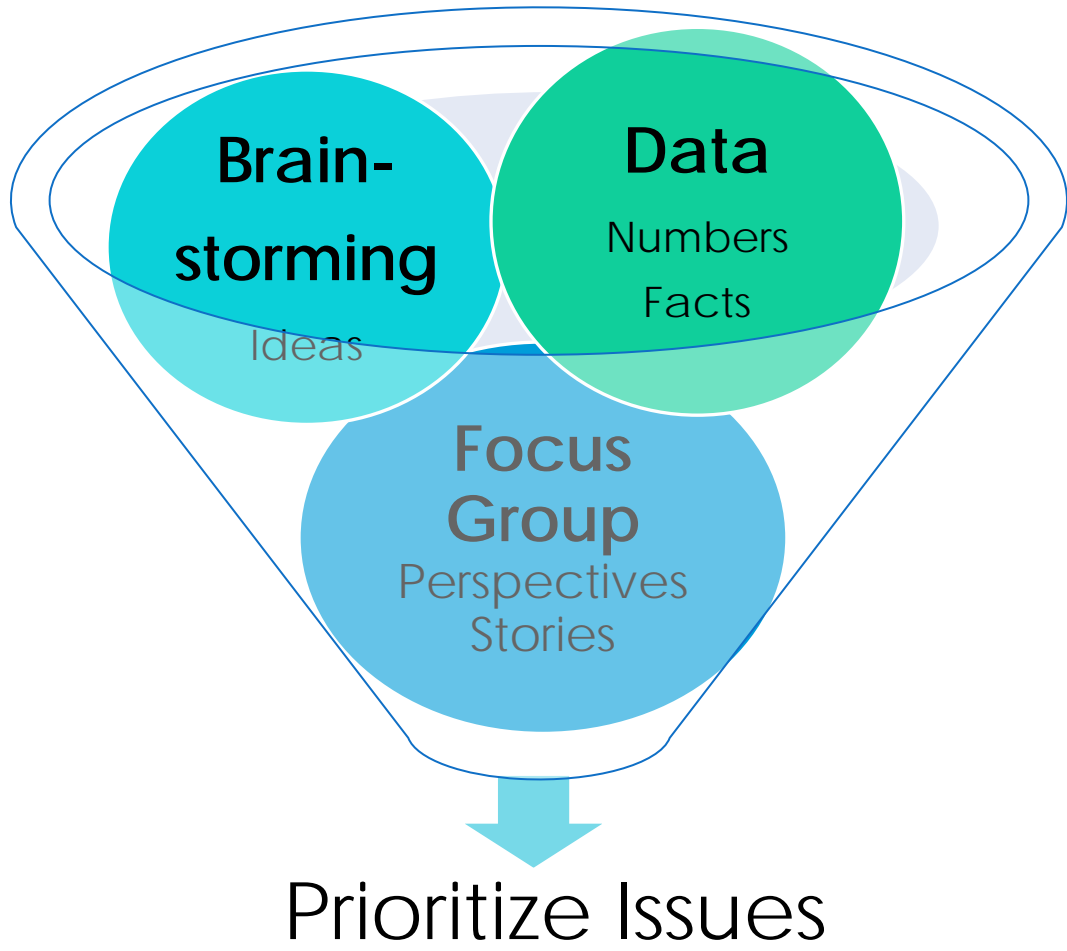
-  = Celebrate and publicize the success
-  = Go back and make adjustments



Processes Groups Use



1. Information Gathering



2. Goal Setting

What does the group wants to see happen?

Helpful Tools to Set Direction

- Vision Statement
- Mission Statement
- S.M.A.R.T. Goals

Specific
Measurable
Attainable
Realistic
Timely



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3. Planning

Who will do what, by when and in what order?

Helpful Tools to Reach Goals

- Action Plan
 - Logic Models
 - Schedules
 - Strategy Charts



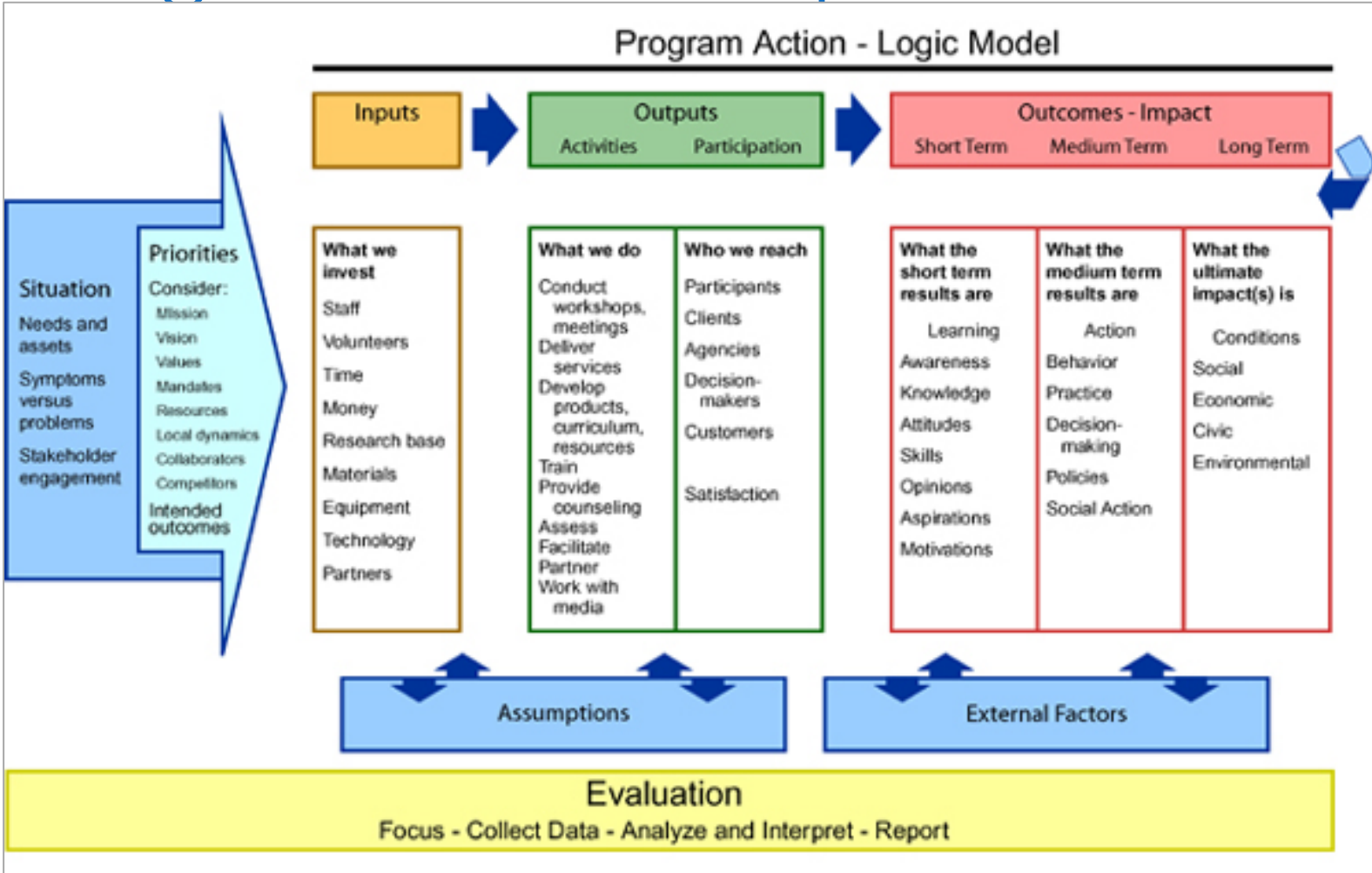
Logic Model Example

Example

Every day logic model – Family Vacation



Logic Model Example



4. Collaboration



Members working together toward a common goal.

Helpful Tools:

- Agreed Upon Expectations
- On-going Communication and Networking
- Neutral Facilitator
- Meaningful Activities
- Focused Training and Technical Assistance

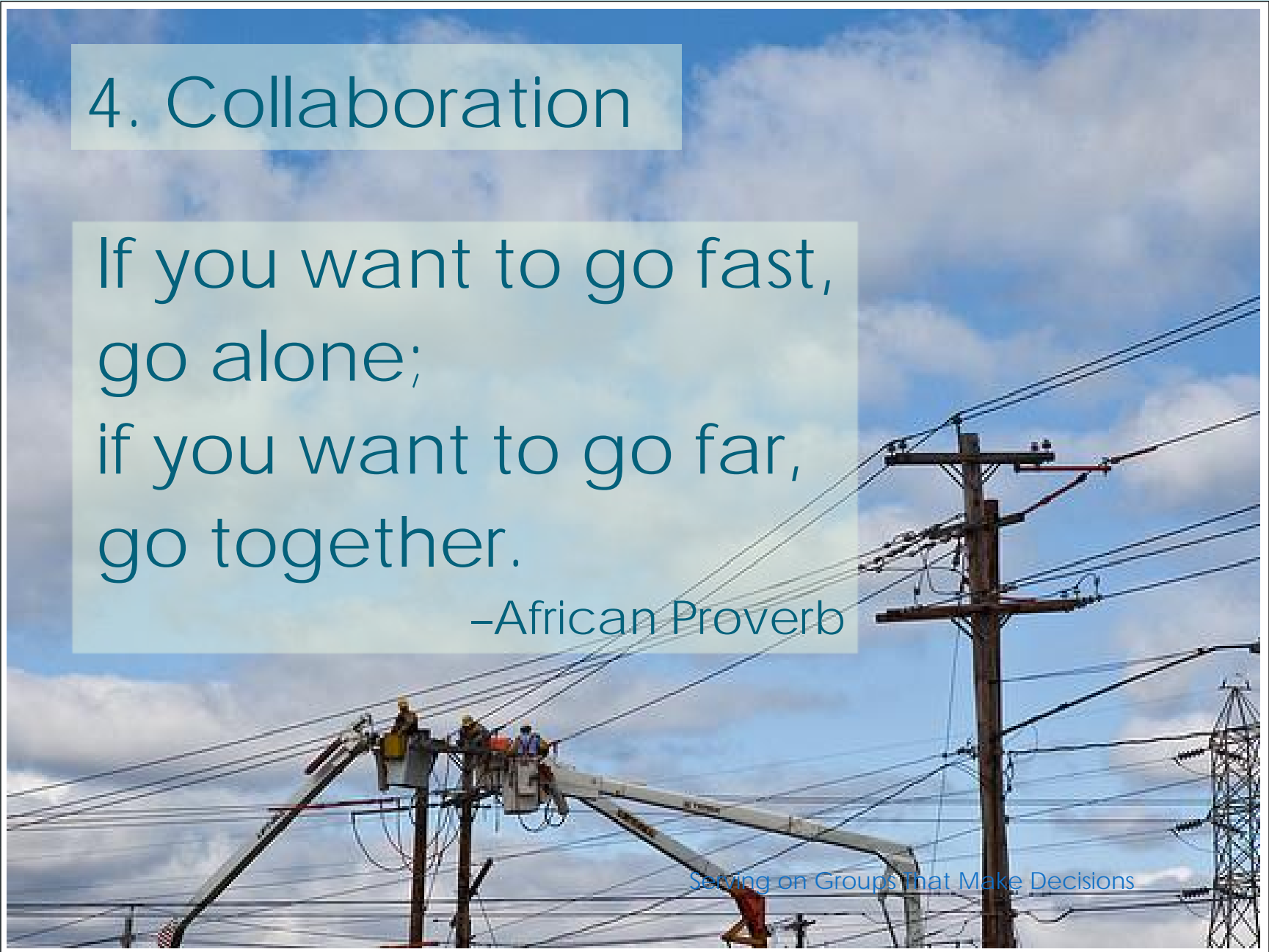


4. Collaboration

If you want to go fast,
go alone;
if you want to go far,
go together.

-African Proverb

Strong on Groups that Make Decisions



4. Collaboration



- More Involvement
- Better Relationships
- Greater Commitment
- Better Communication



5. Evaluation

- New information is compared to previously collected information
- Helpful Types of Evaluation

The infographic is titled "FORMATIVE SUMMATIVE" in large blue letters at the top. Below the title, there are two illustrations. On the left, a chef is shown stirring a pot of red soup with a spoon. Below this illustration is the text "WHEN THE CHEF TASTES THE SOUP". On the right, a bowl of red soup is shown on a saucer with a spoon. Below this illustration is the text "WHEN THE GUESTS TASTE THE SOUP". At the bottom of the infographic, there is a small lightbulb icon with the text "THINK YOUR LEARNING" inside it. The text "@bryantk12" and "FROM STEVE WHEELER'S BLOG 'THE AFL TRUTH ABOUT ASSESSMENT'" is also present at the bottom. Two callout boxes are connected to the infographic by lines: one on the left labeled "Monitor Progress" points to the chef illustration, and one on the right labeled "Measure Final Results" points to the bowl illustration.

6. Process for Reaching Agreement

Voting

- Robert's Rules of Order
 - A structured process
 - Making and Passing Motions



Consensus

- Discussion continues until all mutually agree
- Every member shares
- Key is compromise



Tips to Help YOU Personally be Effective

- Organize your information
- Keep in mind the group's goals
- List priorities
- Keep track of where others stand on decisions
- Ask the leader to explain member roles
- Take notes
- Write down the results of your activities



Section 3 Resources

Wisconsin State Personnel Development Model

http://www.reachwi.com/index.php?option=com_docman&task=cat_view&gid=83&Itemid=28

The Official Robert's Rules of Order website

<http://www.robertsrules.com/>

Understanding Group Processes

http://leadership.uoregon.edu/resources/exercises_tips/skills/understanding_group_process

Creating Agreement: Educators and Parents Working Together (WI DPI)

<http://dpi.state.wi.us/sped/agreement.html>

Logic Models

<http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html>

Vision Statements

<http://mystrategicplan.com/resources/topic/vision-statements//>

Mission Statements

<http://www.missionstatements.com/>



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Section 4: Tools Groups Use



What are helpful tools group

- Meeting Facilitator/Leader
- Ground Rules
- Agenda
- Meeting Minutes
- Written Guidance
- Open & Closed Sessions



Meeting Facilitator/Leader

- Keeps discussions on track and on time
- Makes sure everyone is able to share



Ground Rules

- Creates an atmosphere where thoughts and perspectives can be openly shared

Agenda

A roadmap for the meeting

- Only include items to be discussed at the meeting
- Created by leader or executive committee

The Opening

- Welcome and introduce participants
- Set the tone and pace
- Review and approve agenda
- Review minutes from previous meeting



Discussions & Decisions

- Keep the group on task
- Assess the group's interest level
- Discuss old & new business
- Make decisions
- Provide feedback
- Enforce ground rules



The Conclusion

- Identify next steps & future agenda items
- Announcements
- Evaluate the meeting



Meeting Minutes

- Summary of the meeting
- Records decisions and actions
- Typed and distributed
- Previous meeting minutes may be approved at the next meeting
- Reminder: Still take your own notes!



Meeting Time Management



If meetings continue to run over time, you may ask the group:

- Is the agenda too full?
- Do ground rules need to be established?
- Does there need to be a 'time keeper'?
- Does more time need to be scheduled for meetings?

Written Guidance

Helps individuals interact with the group

- May include:
 - Bylaws
 - Policies
 - Procedures & Protocols
 - Compacts



Open vs. Closed



Open Meetings

- Open to ANYONE
- Public is invited to LISTEN to group's discussion
- Public may share their views on the topics
 - Refer to written guidance regarding public participation

Closed Sessions

- Used when not appropriate for non-members
- Topics that should be in closed sessions:
 - Personnel Issues
 - Confidential Information



Common Reasons for Unproductive Meetings



- Participants aren't prepared
- No agenda in advance
- Group doesn't follow agenda
- Not everyone considers themselves "participants"
- Data is lacking or decisions made not based on data
- No action items are highlighted
- No timelines or deadlines
- No follow-ups



Section 4 Resources

Taking Good Meeting Notes

<http://www.effectivemeetings.com/meetingbasics/minutes.asp>

Mind Tools On-line training articles on problem solving, decision making, and practical creativity

http://www.mindtools.com/pages/article/newTMC_00.htm

Wisconsin's Open Meeting Laws

<http://www.doj.state.wi.us/sites/default/files/dls/open-meetings-law-compliance-guide-2010.pdf>

The Importance of Written Policies and Procedures

<http://www.mml.org/pdf/glv/chapter13.pdf>

Policies and Procedures

<http://www.mycommittee.com/BestPractice/Committees/Policiesandprocedures/tabid/248/Default.aspx>



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Section 5: Tips & Strategies for Groups

What makes effective meetings?

What improves group dynamics?

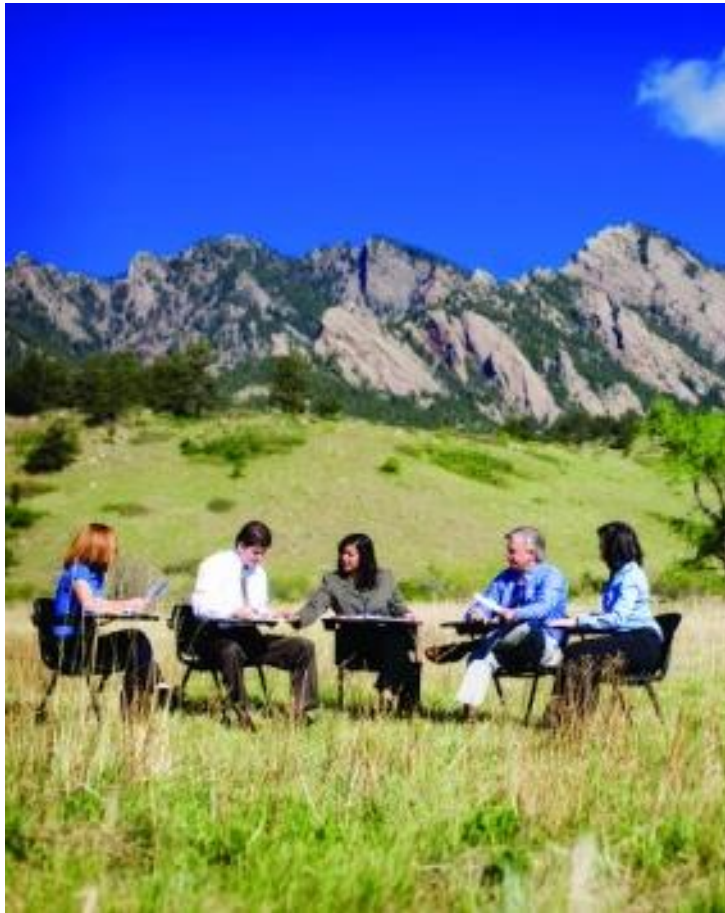
What is two-way communication?



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Tips for Effective Meetings



- Be prepared as a group
- Start and end on time
- Have the information needed to make decisions
- Make sure you are not missing someone who is critical to the discussion
- Follow a meeting agenda



Improve Group Dynamics



Internal group strategies can include:

- Have members get to know one another
 - Share experiences & opportunities
 - Use “ice breakers”
 - Allow time for cultural connections
- An orientation for new members
- A refresher for all current members
- Provide training & mentorship
- Give group’s background information & history





Alone we can
do so little;
together we
can do so
much.

-Helen Keller



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Two-Way Communication



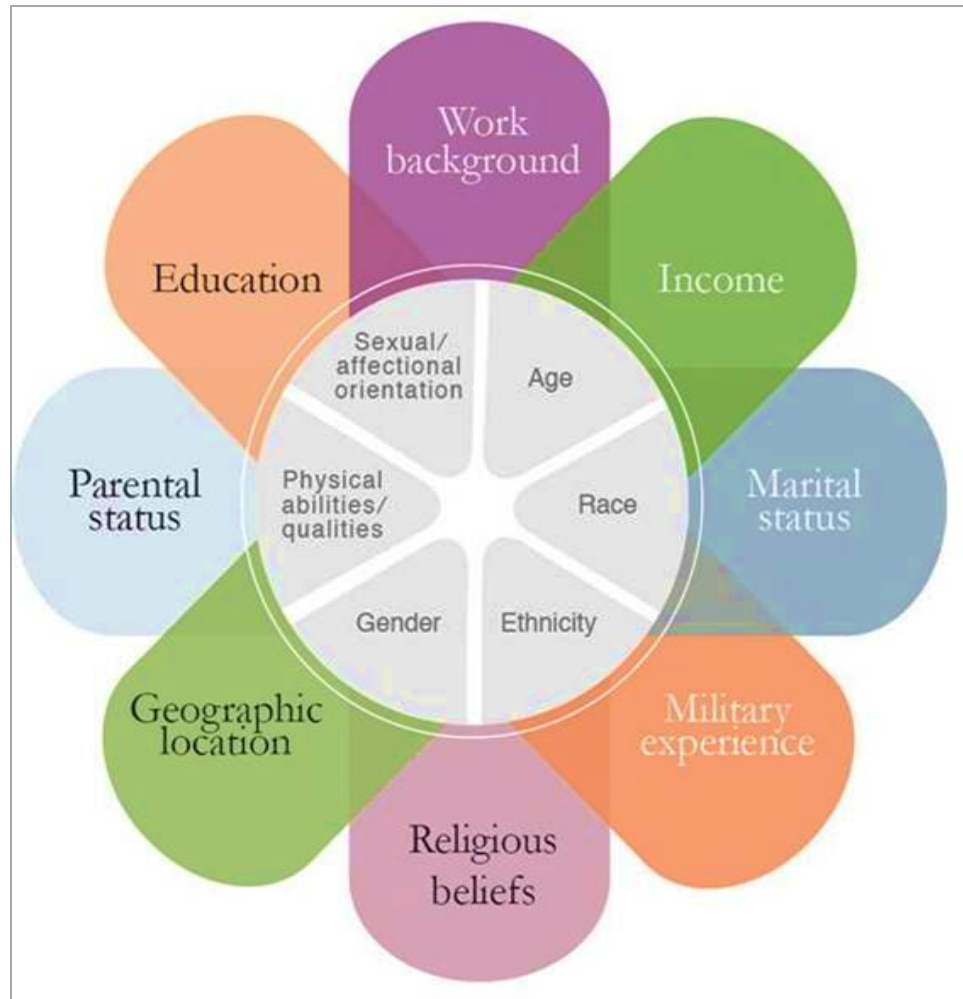
External strategies can include:

- Family surveys
- Family centers in the community or school
- Town meetings
- Public listening sessions
- 'Breakfast with the Principal or Policymaker'



What is culture?

A way of life by a group of people



Equity Alliance at ASU



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Culturally Responsive Family Engagement

- Latino Learning Modules “What is Culture?”



<https://www.youtube.com/watch?v=15jdTQlr7j4>



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Cultural Competency & Cultural Humility

Cultural Competency

can include:

- mandates
- laws
- rules
- policies
- standards
- practices
- attitudes

Cultural Humility

is a process and a lifelong commitment to self-evaluation and critique to improve relationships and outcomes.



Understand Cultural Norms



- Keep learning about the unique cultural values and beliefs of all members
- Recognize and honor racial and ethnic variations
- Provide trained interpreters
- Limit the use of jargon
- Encourage members to mentor one another
- Utilize cultural liaisons



Section 5 Resources

Fostering Home-School
Cooperation

<http://www.ncela.gwu.edu/files/rcd/BE018136/PIG6.pdf>

Parents as Collaborative
Leaders: Improving Outcomes
for Children

<http://www.uvm.edu/~pcl/modules.php>

Techniques for Improving
Meeting Effectiveness

<http://www.effectivemeetings.com/>

Participating in Meetings

<http://cshcn.org/support-connection/become-family-advisor/participate-meeting>

Running Effective Meetings
and Facilitating Groups (2002)

<http://sabes.org/resources/facilitationguide.pdf>

Facilitating Groups to Drive
Change by Bettina Buechel

<http://www.imd.ch/research/challenges/TC069-08.cfm>

Interactive Group Activities for
Special Education Advisory
Committee Meetings, PACER
Center (2009):

<http://www.mnseacinfo.org/pdf/InteractivegroupactivitiesforSEACmeetings.pdf>



Section 6: Using Data as Information

What is data?

How can I learn more about data that groups use?

What are the stages of data use?



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What is Data?



Data...

- Is factual information
- Helps groups make decisions
- Must be:
 - Reliable
 - Valid
 - Accessible



Confidentiality

- A set of rules or a promise
- Limit access or put restrictions on certain types of information
- When working with data as a group, it is important to state if certain information should not be shared with others outside of the group.



Forms of Data



Quantitative Data

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

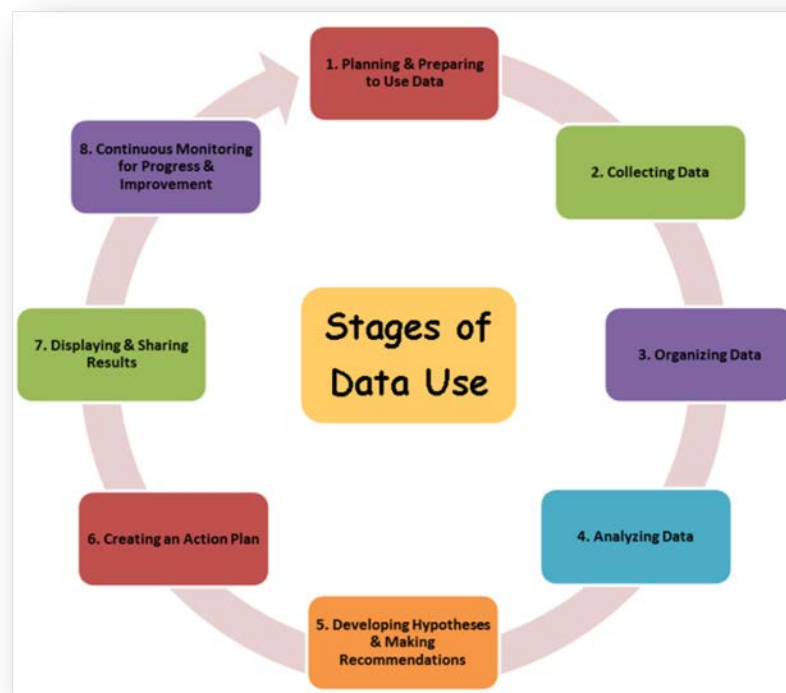


Qualitative Data

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

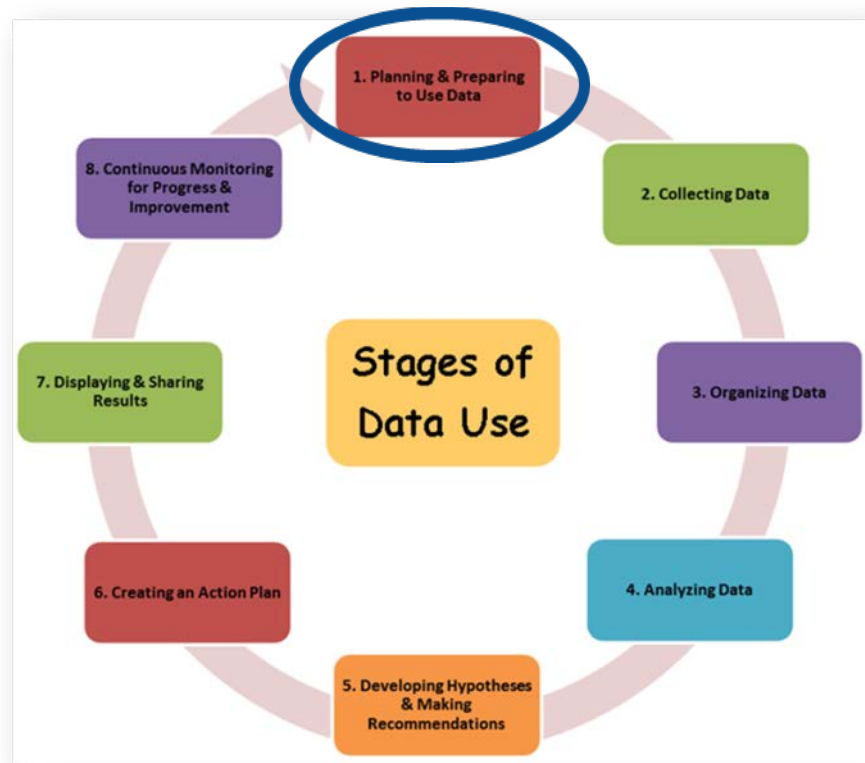
Stages of Data Use

1. Planning & Preparing to Use Data
2. Collecting Data
3. Organizing Data
4. Analyzing Data
5. Developing Hypotheses & Making Recommendations
6. Creating an Action Plan
7. Displaying & Sharing Results
8. Continuous Monitoring for Progress & Improvement



Stages of Data Use

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Stage 1: Planning & Preparing to Use Data

What do we want to know?

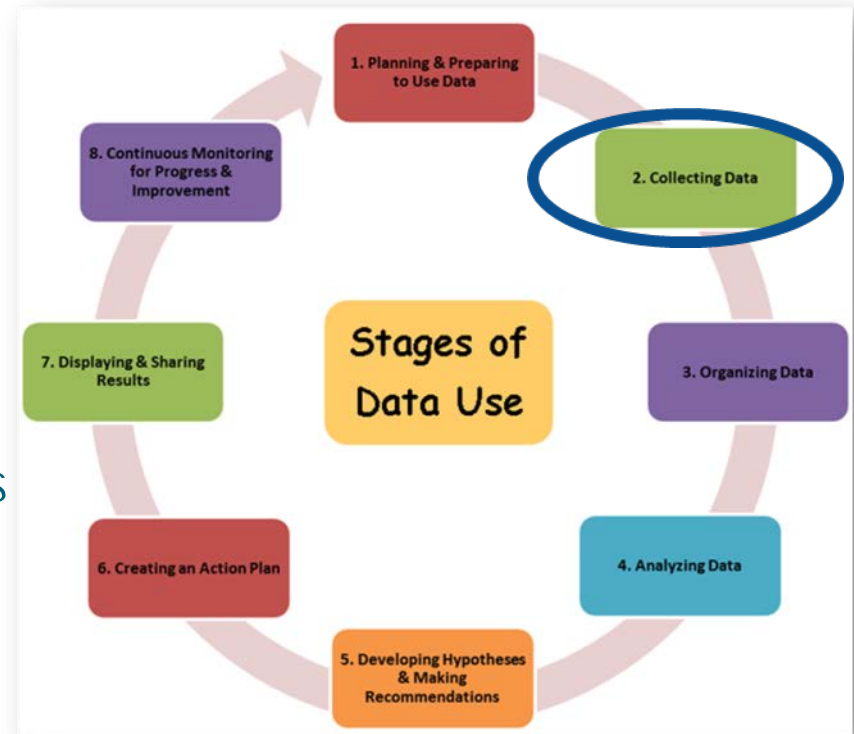
Tips

- 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



Stages of Data Use

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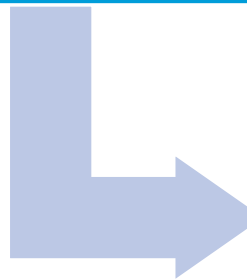


Stage 2: Collecting Data

Answer questions to make an informed decision and act.

Data from Schools

- Student Learning Data
- Student Demographic Data
- School Perception Data
- School Process Data



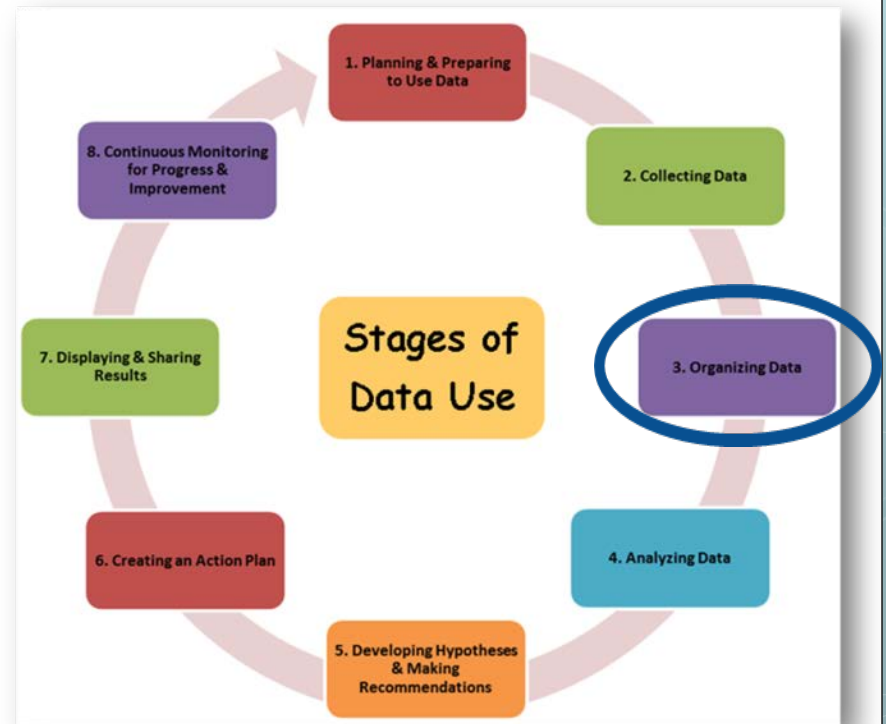
Families as a Data Source

- Surveys
- Focus Groups
- Participants or Attendees
- School Perception Data



Stages of Data Use

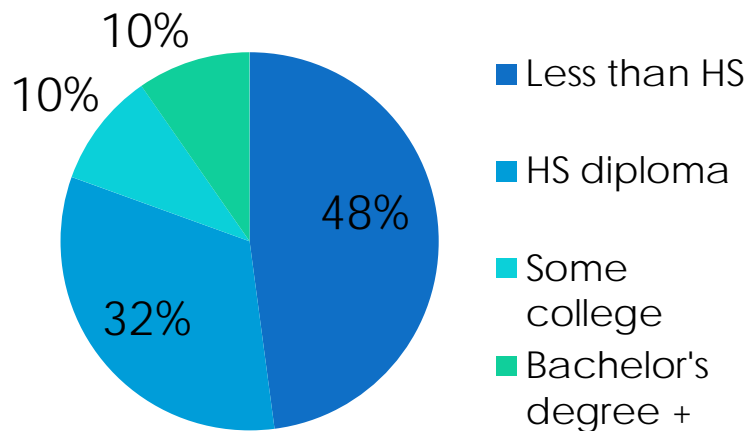
1. Planning & Preparing to Use Data
2. Collecting Data
3. **Organizing Data**
4. Analyzing Data
5. Developing Hypotheses & Making Recommendations
6. Creating an Action Plan
7. Displaying & Sharing Results
8. Continuous Monitoring for Progress & Improvement



Stage 3: Organizing Data

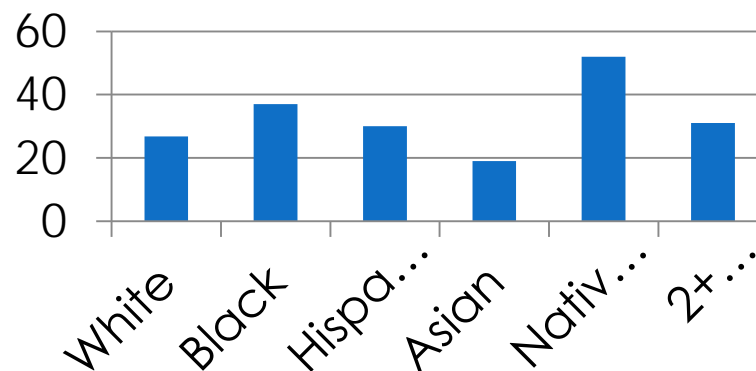
Aggregated Data:
a whole set of data
formed by combining
several parts

**Youth 20-24 Neither Enrolled
in School Nor Working**



Disaggregated Data:
a whole set of data
separated into its
categories or subgroups

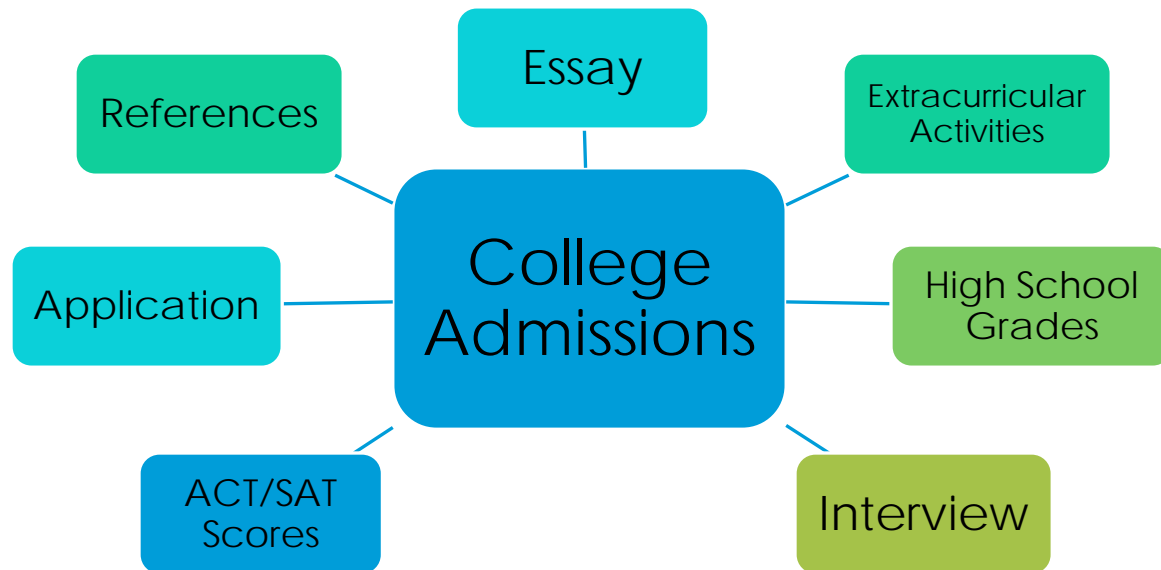
**Youth 20-24 Neither in School
Nor Working with HS Diploma
by Race/Ethnicity**



Stage 3: Organizing Data

Triangulated Data:

Use of multiple independent sources of data to establish the truth & accuracy of a claim.

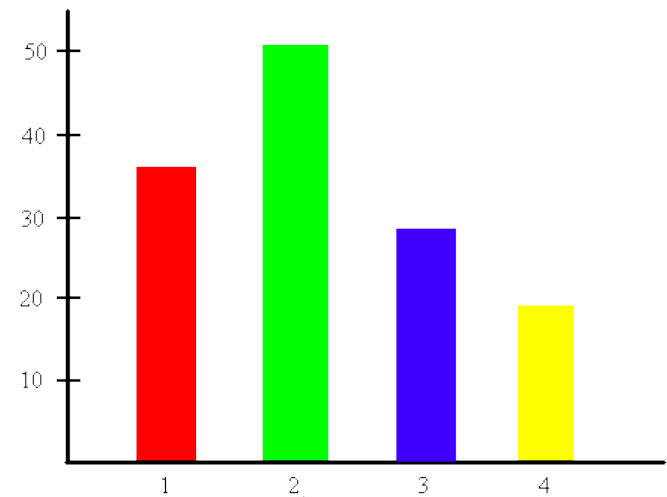


Stage 3: Organizing Data

Tips for Interpreting Graphs

Read all labels.

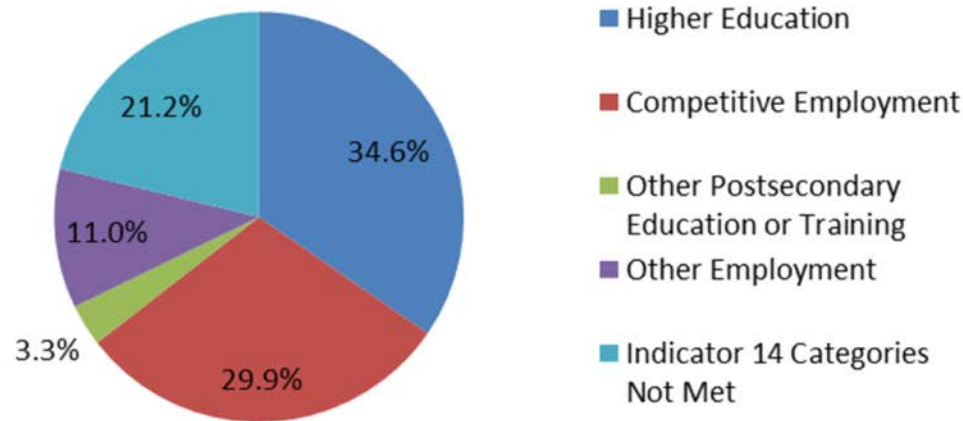
- What is...
 - in each COLUMN?
 - in each ROW?
 - the RANGE OF VALUES?
- Where was...
 - the MOST change or growth?
 - the LEAST change or growth?



Stage 3: Organizing Data

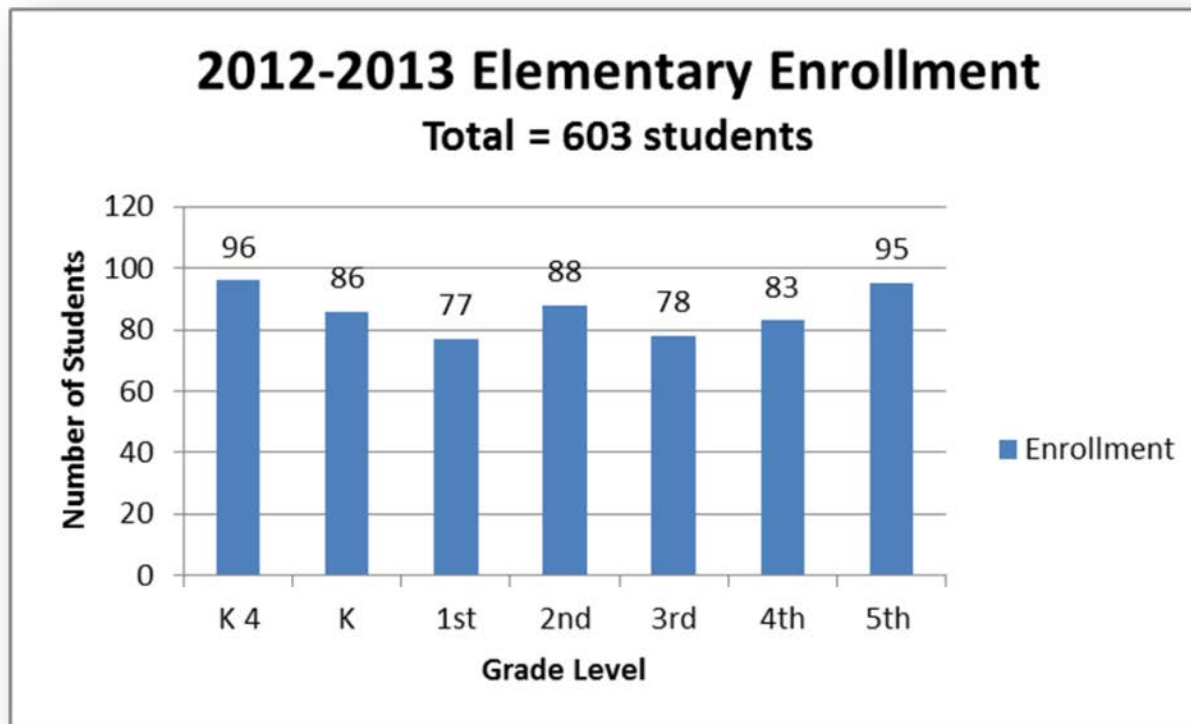
A Snapshot in Time

2012 Post High School Outcomes
(699 Students responded Statewide)



Stages 3: Organizing Data

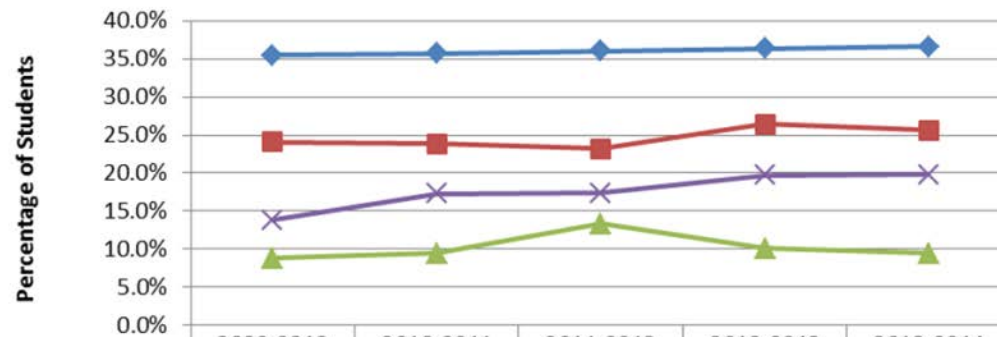
Comparisons



Stages 3: Organizing Data

Trends

Percentage of District Students Scoring Proficient or Advanced in Reading



	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
State - All Students	35.5%	35.7%	36.0%	36.4%	36.6%
District - All Students	24.1%	23.8%	23.2%	26.4%	25.6%
District - Students with Disabilities	8.8%	9.4%	13.3%	10.1%	9.4%
District - Economically Disadvantaged	13.8%	17.3%	17.4%	19.7%	19.8%

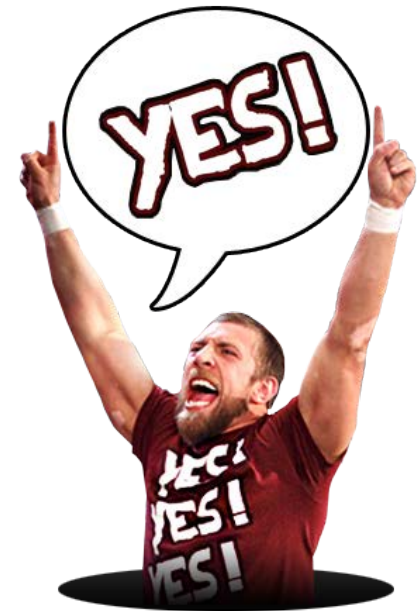


Stage 3: Organizing Data

Tips to Validate the Findings

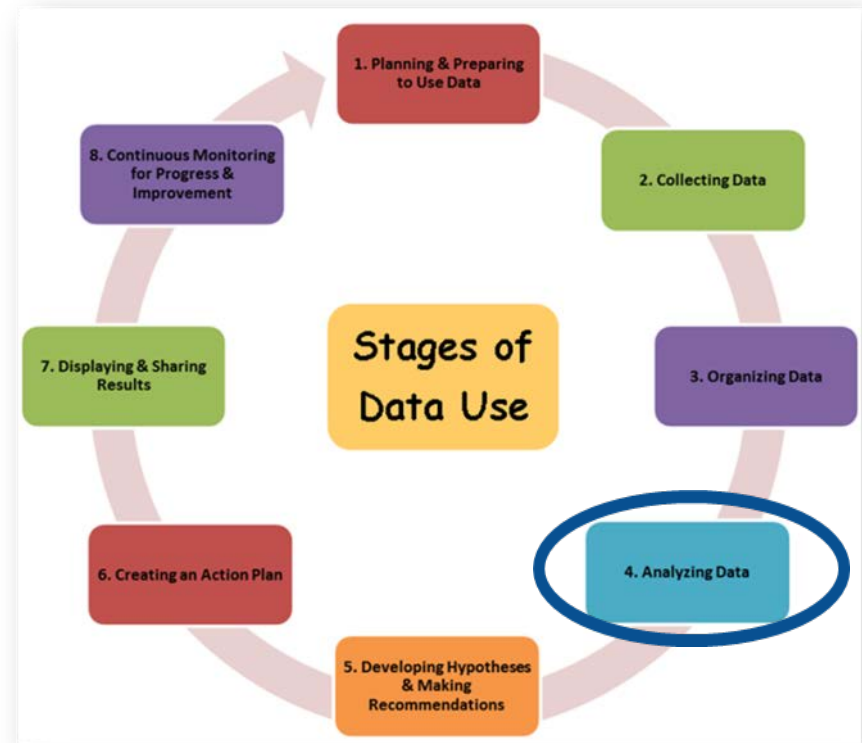
To make sure the data are sound:

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



Stages of Data Use

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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

Stage 4: Analyzing Data



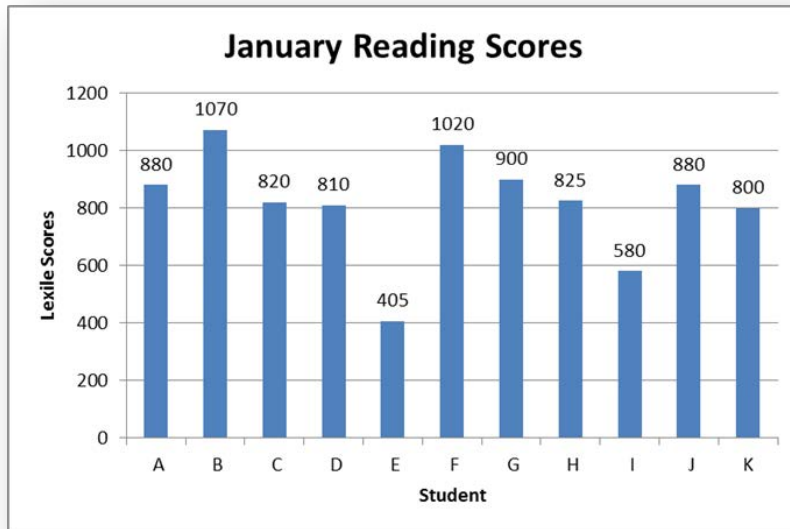
Terms when Working with Numbers

- 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

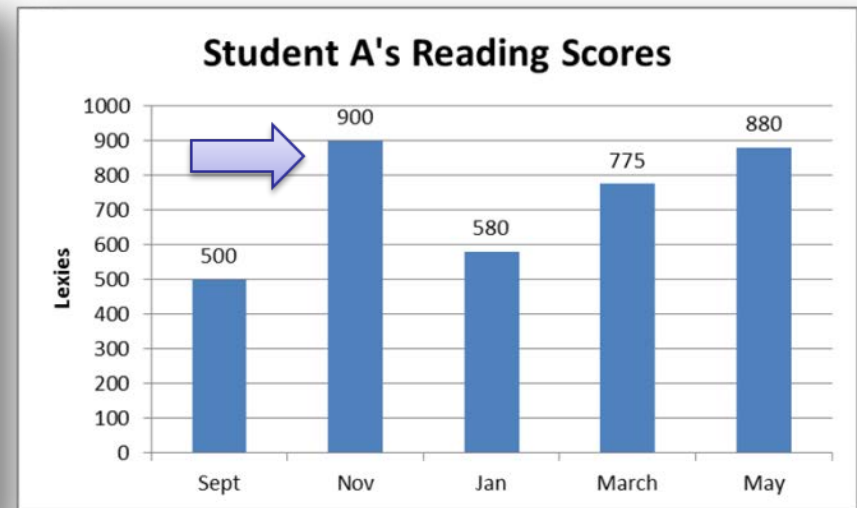


Stage 4: Analyzing Data

Examples of Working with Numbers



Mean = 817.3
Median = 825
Mode = 880
Range = 665



Outlier

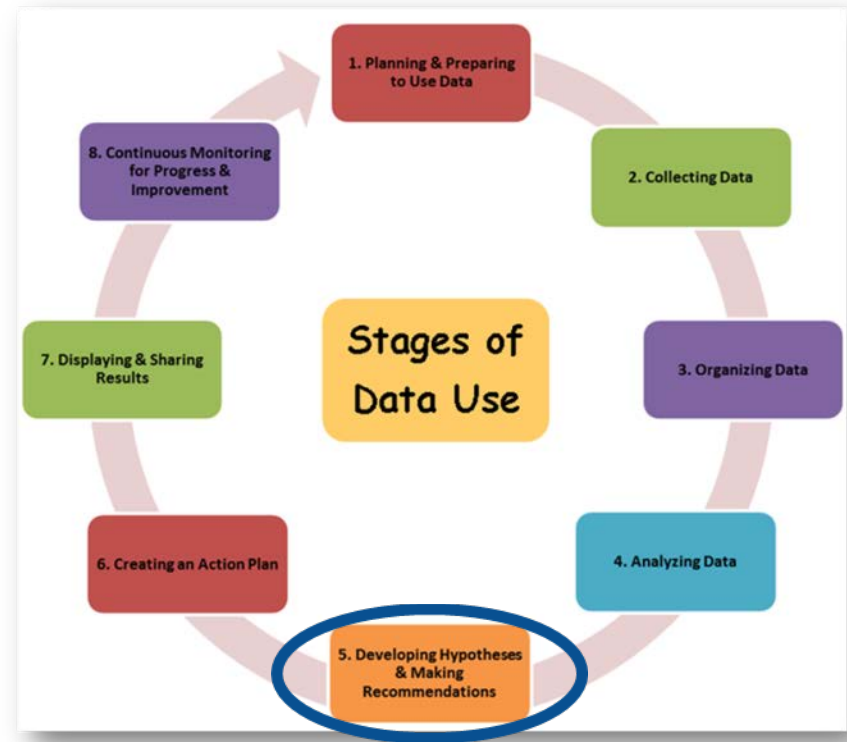


Serving on Groups That Make Decisions



Stages of Data Use

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Stage 5: Developing Hypotheses & Making Recommendations

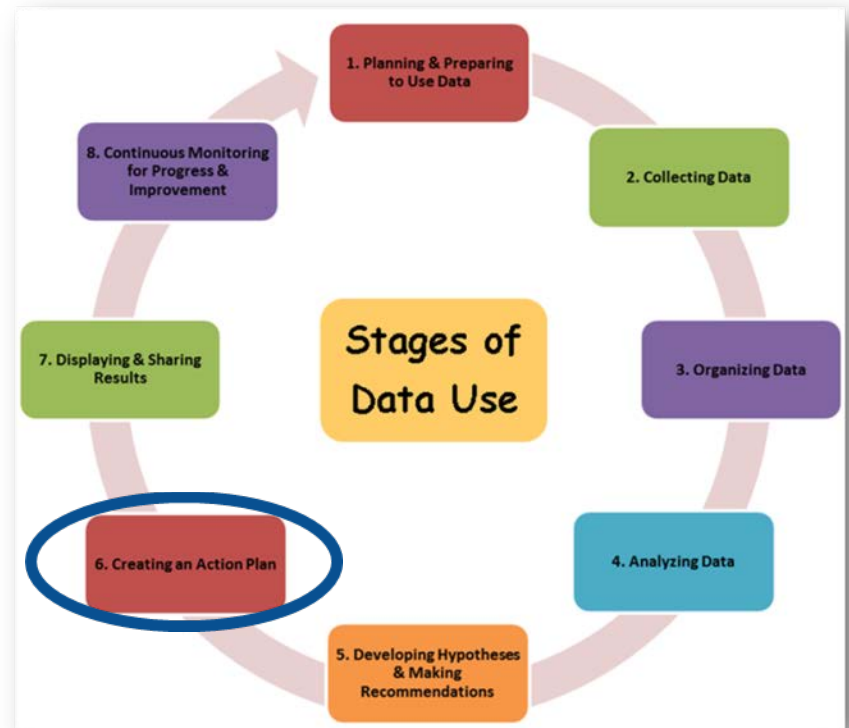
Hypotheses & Recommendations

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



Stages of Data Use

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Stage 6: Creating an Action Plan

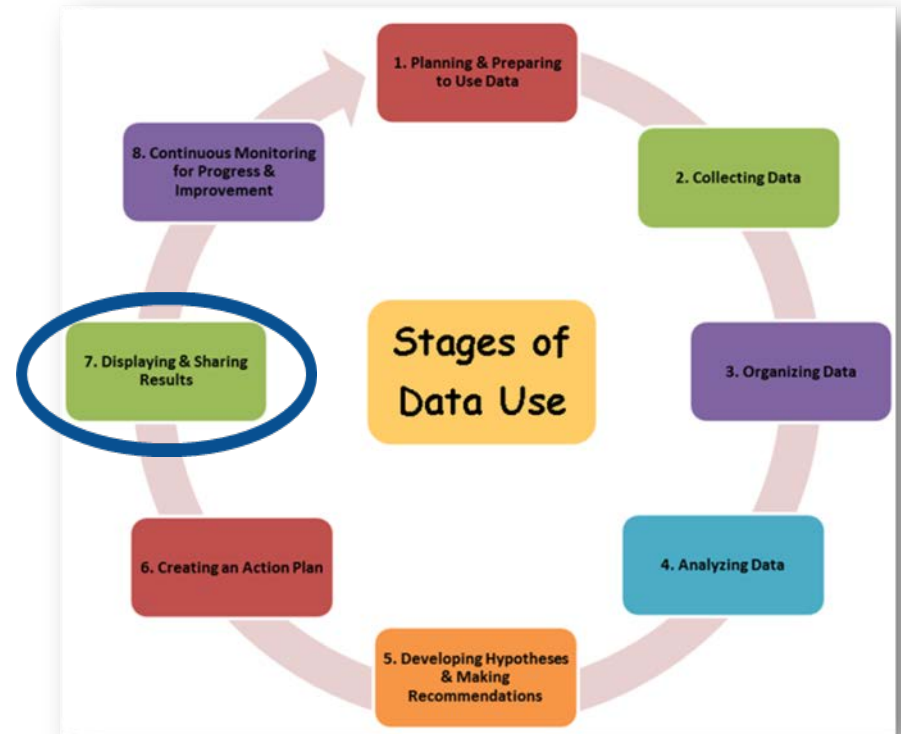


1. Bring key people together
2. Figure out:
 - What
 - Who
 - When
 - Where
 - Resources
 - Communication
3. Review completed action plan
4. Follow through
5. Communicate
6. Keep track of progress
7. Celebrate!



Stages of Data Use

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Stage 7: Displaying & Sharing Results

Displaying Results

- Make Sure the Report is:



- Appealing
 - Accessible
 - Accurate
 - Audience-specific
- Be Fair and Objective

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?



Stage 7: Displaying & Sharing Results

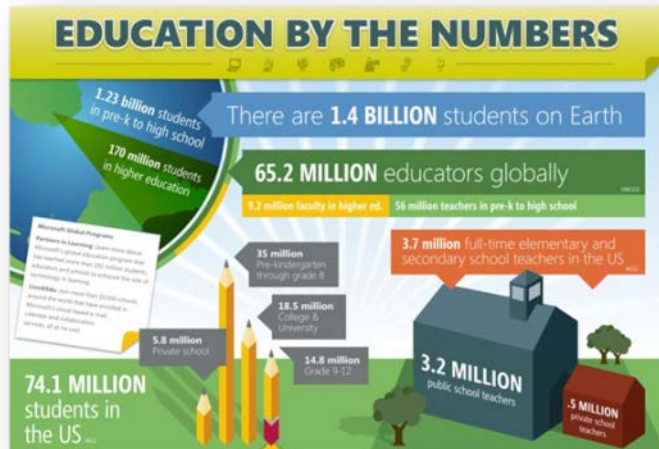
Make the Data Come Alive

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

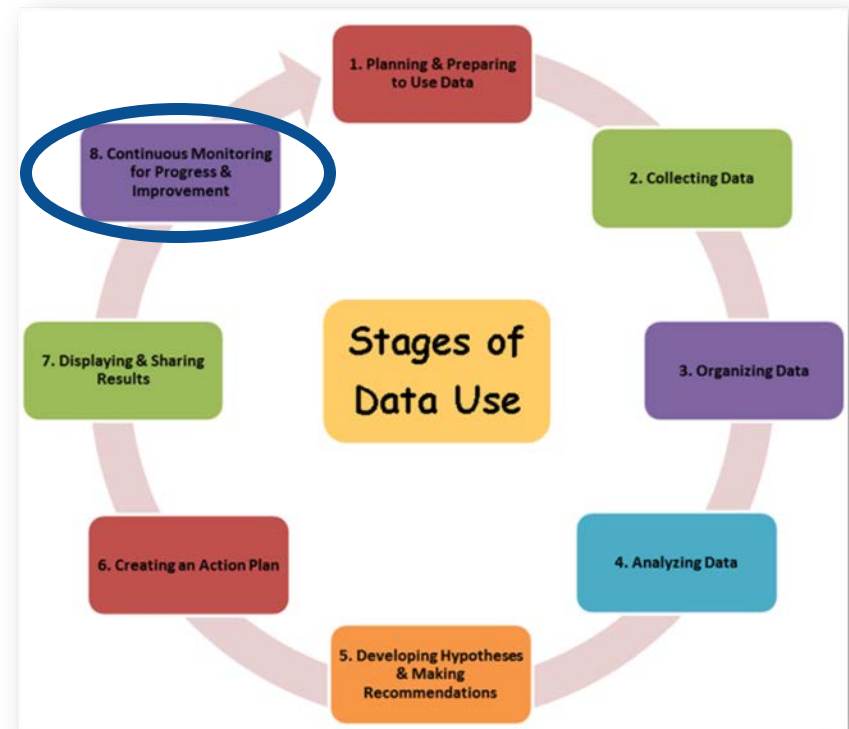


Serving on Groups That Make Decisions



Stages of Data Use

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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





Stage 8: Continuous Monitoring for Progress & Improvement

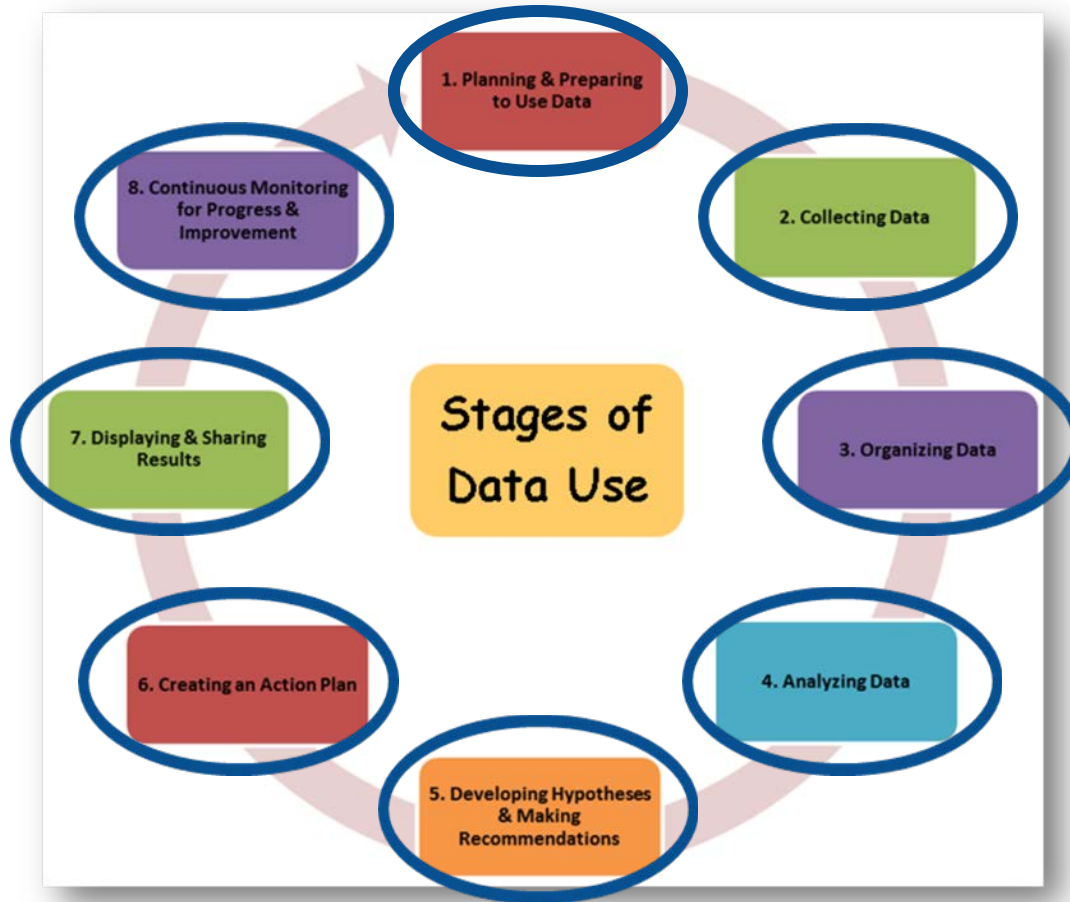
Process Begins Again

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?***



Review



Tool for Using Data

54

Understanding Data as Information

Tool for Using Data

Page 1

Directions: This tool can be used individually or as a decision-making group to help in using data effectively.

STAGE 1: PLANNING & PREPARING TO USE DATA (page 38)
 What is the question you start out with? _____

STAGE 2: COLLECTING DATA (page 39)

Describe the data you used. (Example: reading scores)	Where did you find the data? (Example: WISEdash)	Data as numbers (quantitative) X	Data as story or opinion (qualitative) X
1. _____	_____	_____	_____
2. _____	_____	_____	_____
3. _____	_____	_____	_____
4. _____	_____	_____	_____

Do you have reliable and valid data? YES NO NOT SURE
 Do you have all the data you need to answer your question? YES NO NOT SURE
 What other types of data would be helpful? (Examples: grades, surveys, assessments) _____

STAGE 3: ORGANIZING DATA (pages 40-44)

How is the data organized?
 _____ Snapshot in Time _____ Trend _____ Comparison _____ Line Graph
 _____ Pie Chart _____ Bar Graph _____ Table
 _____ Aggregate _____ Disaggregate _____ Triangulated

Comments: _____

STAGE 4: ANALYZING DATA (pages 45-47)
 Are there patterns in the data? YES NO NOT SURE
 What information is unclear or needs more clarification? _____

55

Understanding Data

Tool for Using Data

Page 2

STAGE 5: DEVELOPING HYPOTHESES & MAKING RECOMMENDATIONS (page 48)
 What conclusions are you making based on the data?
 1) _____
 2) _____
 3) _____
 4) _____

What other questions do you have now? _____
 What will be included as recommendations for your action plan? _____

STAGE 6: CREATING AN ACTION PLAN (pages 49)
 What are your goals? _____
 How do you plan on achieving the goals? _____

STAGE 7: DISPLAYING & SHARING RESULTS (page 50-51)
 What story does the data tell? _____
 Are you sharing the data with? (Examples: school staff, students, community members) _____
 What is your response to the data? _____

STAGE 8: CONTINUOUS MONITORING FOR PROGRESS & IMPROVEMENT (page 52)
 How often do you check how you're doing? (Example: Annual Report to Stakeholders) _____
 How do you monitor your progress and improvement? (Examples: monthly, quarterly, annually) _____

Section 6 Resources

WISEdash – Wisconsin Information System for Education (WISE) Data Dashboard

<http://wisedash.dpi.wi.gov/>

Introduction to WISEdash Video

<https://www.youtube.com/watch?v=Z3XHPglbe7g>

WISEdash Public Portal

<http://wisedash.dpi.wi.gov/>

NCES Kid's Zone

<https://nces.ed.gov/nceskids/tools/>

Fact Sheet on Your Community

<http://factfinder2.census.gov/>

Data about Children in Your State

<http://datacenter.kidscount.org/>

State Education Data Profiles

<http://nces.ed.gov/programs/stateprofiles/>

School District Performance Reports

<http://apps2.dpi.wi.gov/sdpr/>

EdMaps

<http://www.relmidwest.org/edmaps/>

Post High School Survey Data

www.posthighsurvey.org

U.S. Census Bureau Quick Facts Data

<http://quickfacts.census.gov/qfd/>

Data Driven: Making Student and School Data Accessible and Meaningful To Families (webinar)

https://admin.acrobat.com/_a17179333/p90826011/?launcher=false&csContent=true&pbMode=normal



Section 7: The Role of Families on Groups

Where do I start?

What do I need to know about my role?

What do I need to know about the group?

What ways might I represent the perspective of other families?

What ways might I share my family story?



Serving on Groups That Make Decisions



The Group

Learn about:

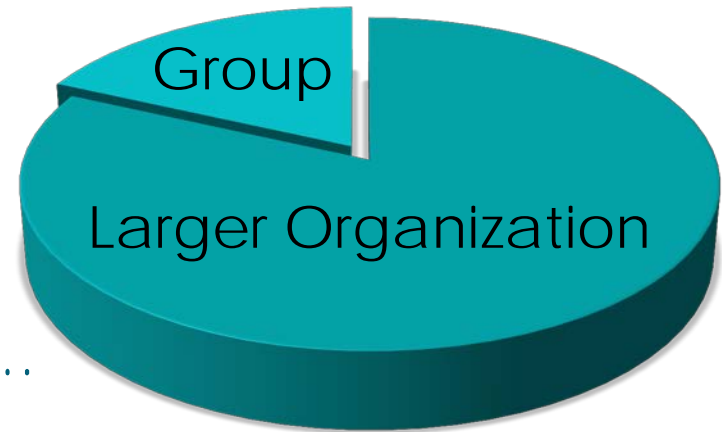
- Mission, Purpose, & History
- Style of leadership
- Priorities and goals
- Structure
- Decision-making process



Reminder...

- Review past meeting minutes
- Attend a meeting before joining

The Group



Important to understand....

- How the group's work fits into the work of the larger organization
- The process and timeline for getting things done
- Remember: Be patient and don't give up!



Resource

*Page 63:

What Information Do I Need to Know About the Group?

Uses:

- Learning Tool
- Reflection
- Assessment
- Mentorship

63

The Role of Families on Groups

What information do I need to know about the group?

My Reason for Joining the Group
The issues I care about: _____
My personal goal for making a difference: _____

Type of Group
Name of group _____ Contact person(s) _____
Phone/email _____ Website _____
Leadership (names/contact info): _____
Group's Purpose _____
Group's Vision _____
Group's Mission _____

Activities of the Group
Group's Function: governing advisory leadership planning evaluation practice group
Group's Authority: budgets services programs personnel policy advisory
 public awareness training and education legislation performance review other
How often does the group meet? _____ Time? _____

Membership and Roles
How are members selected? Volunteer Appointed Elected Mandated
Is there an application or nomination process? _____ Contact _____
Length of service? _____ Are additional committees required? _____
My role description and responsibilities: _____
Is there an orientation for new members? _____ Is there on-going training? _____
Is travel required? _____ Is mileage reimbursed? _____ Is a stipend provided? _____
Is a computer required? _____ Is liability coverage provided? _____

Adapted from:
"Guidelines For Exploring Interagency Opportunities," ACTION Sheet: PHP- c99, PACER Center, 2004 <http://www.pacer.org/>
[Parent/php/PHP-c99.pdf](http://php/PHP-c99.pdf)

63



Serving on Groups That Make Decisions



Your Role on the Group

- Connect with past representative
- Ask for a mentor
- Come prepared
- Ask for group's written guidance
- Inquire about attendance support
- Plan introduction carefully

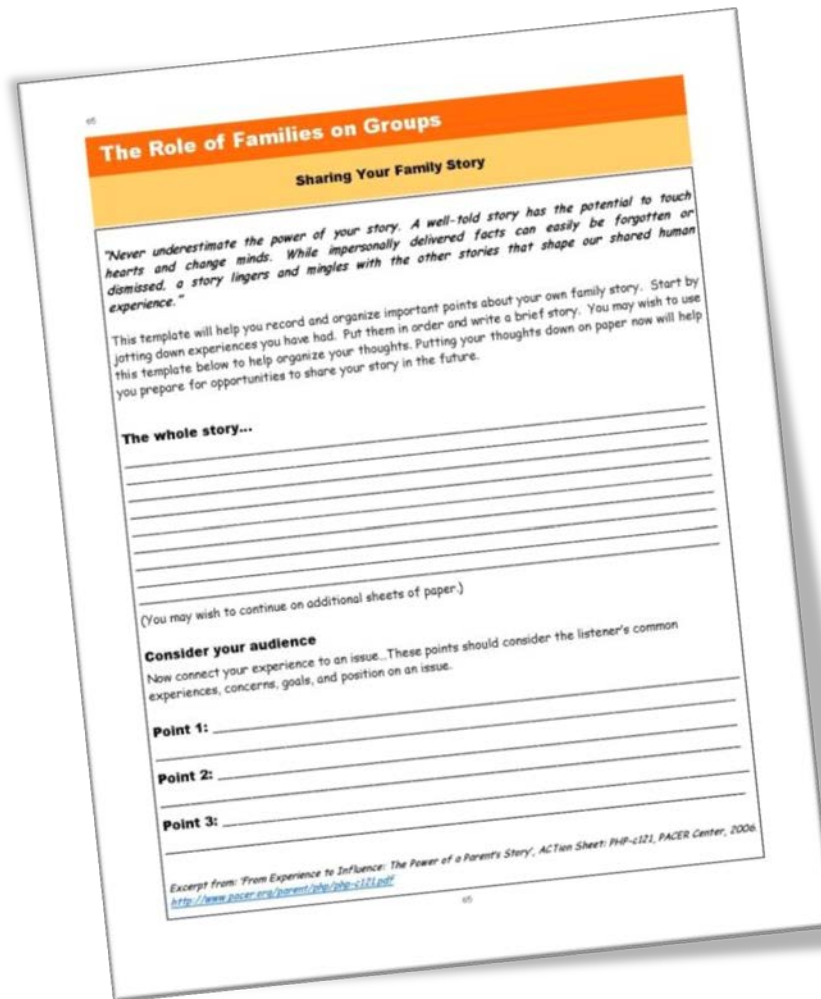


Resource

*Page 65:
Sharing Your Family Story

Answer the questions:

- Who are you?
- What brings you to the group?
- What will YOU bring to the group?



Best Ways to Represent Others

Welcome Input

- Create a brief survey
- Go where the families are



Be Accessible

- Attend meetings in the community
- Provide contact information
- Seek out and support involvement

Communicate

- Write and post summary reports
- Be the link between families and the group



Section 7 Resources

EPIC– Every Person Influences Children

http://www.youtube.com/watch?v=Bl4rqX_F69c

Guidelines for Exploring Interagency Opportunities ACTION Sheet

<http://www.pacer.org/Parent/php/PHP-c99.pdf>

From Experience to Influence: The Power of a Parent’s Story ACTION Sheet

<http://www.pacer.org/parent/php/php-c121.pdf>

Recruiting Families- Institute for Family-Centered Care

<http://www.familycenteredcare.org/advance/topics/med-recruit.html>

National Parents Council Primary - The Board of Management in Your Primary School: A Guide for Parents

<http://www.npc.ie/attachments/88f10722-40c1-4945-824f-59e8e22be306.pdf>

Local Interagency Team Parent Representative brochure – Vermont

<http://www.vffcmh.org/wp-content/themes/childrens-non-profit/images/prbrochureiast.pdf>



Serving on Groups That Make Decisions



Section 8: Skills for Serving on Groups

What skills will help me...

- prepare for a meeting?
- participate in a meeting?
- follow-up after the meeting?
- deal with conflict?
- facilitate a meeting?



Serving on Groups That Make Decisions



Prepare for a Meeting

Tips:

- Keep a calendar
- Read the agenda & additional items
- Review past meeting minutes
- Organize your thoughts
- Keep learning



Participate in a Meeting

- Attend all meetings
 - *If unable to attend:*
 - *Let leader know ahead of time*
 - *Make sure to get notes or meeting minutes*
- Take and keep notes
- Learn the lingo
- Try new roles
- Be a mentor
- Listen for understanding



Follow-Up after a Meeting

Tips:

- Refer to your notes
- Stay organized
- Use technology
- Review written guidance
- Reflect on what was learned
- Connect with mentor
- Review data
- Keep learning



Dealing with Conflict

Tips:

- Keep an open mind
- Use “I” statements
- Don’t take things personally
- Ask questions
- Stay focused on the topic
- Focus on solutions
- Take a break
- Remember the group’s purpose



Resolving Conflict



Tips:

- Pay attention to interests
- Listen first; talk second
- Good relationships are a priority
- Keep people and problems separate
- Set out the facts
- Explore options together



Facilitate a Meeting

Common strategies for good facilitation:

- Makes everyone feel comfortable, welcomed, and valued
- Encourages participation
- Prevents and manages conflict
- Listens and observes
- Clarifies group discussions
- Supports quality decisions
- Ensures outcome-based meetings
- Recognizes and appreciates contribution



Section 8 Resources

Developing Facilitation Skills Toolkit

http://ctb.ku.edu/en/tablecontents/sub_section_main_1154.aspx

Ideas for preparing and leading meetings

<http://www.effectivemeetings.com/>

Meeting Guru – Solving Meeting Dilemmas

http://www.effectivemeetings.com/guru/solution_index.asp

Conflict Resolution: Resolving conflict rationally & effectively

http://www.mindtools.com/pages/article/newLDR_81.htm

Planning and Structuring Effective Meetings - Skills You Need

<http://www.skillsyouneed.com/ips/meetings.html>

Forming, Storming, Norming, Performing: Team Stages Model - YouTube Video

<https://www.youtube.com/watch?v=nFE8laolnQU>

Understanding the Stages of Team Formation

http://www.mindtools.com/pages/article/newLDR_86.htm



Serving on Groups That Make Decisions



Where to Go From Here?

To learn about **personal** skills for serving on a decision-making group, check out:

- **Section 1:** Opportunities to Get Involved
- **Section 2:** Types of Groups
- **Section 6:** Understanding Data as Information
- **Section 7:** Role of Families
- **Section 8:** Skills for Serving on Groups

To learn about **group** skills for serving on a decision-making group, check out:

- **Section 2:** Types of Groups
- **Section 3:** Processes Groups Use
- **Section 4:** Tools Groups Use
- **Section 5:** Tips & Strategies for Groups
- **Section 6:** Understanding Data as Information



For more information, explore:
www.servingongroups.org

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SERVING ON GROUPS

THAT MAKE DECISIONS: A GUIDE FOR FAMILIES
A guidebook for individuals who want to make a difference in their community by serving as a member of a decision-making group. This resource was developed through a collaborative effort between statewide agencies, school representatives and family members.

Thank you!

Please remember to complete the evaluation!



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