

Engaged Families: Using Data to Make a Difference in Policy and Programmatic Decision-Making

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Improving Data, Improving Outcomes Conference

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Welcome

Who's in the room?

- Parents and family members
- Parent organizations
- Part C staff
- Part B staff
- Data managers/data role
- State administrators
- SICC or SAP representatives
- National TA center staff
- Federal partners



Logistics



- Workshop time
 - 8:30-11:30 a.m.
 - One 15-minute break
- Restrooms
- Parking lot questions

Workshop Outcomes

- Participants will identify strategies for enhancing family participation in conversations about IDEA Part C and Part B 619 data to support engagement in policy and programmatic decision-making.
- Participants will describe how national TA tools and resources can be used within their state contexts to strengthen family and family organization stakeholder engagement in data conversations.

Data are collected and can be used to:

- Help programs help children and families achieve good outcomes.
- Help programs improve their services.
- Show policymakers that services make a difference for children and families.

How are families engaged in accomplishing these purposes of data use?

IDEA Data Requirements

- States receiving funds to implement IDEA are required to collect and report on a variety of data for different purposes, including:
 - Section 618
 - The State Performance Plan (SPP) and Annual Performance Report (APR)
 - Family survey data on helpfulness of EI and parent involvement
- Program data are routinely shared with stakeholder groups, e.g., State Interagency Coordinating Councils (SICCs) and State Advisory Panels (SAPs).
- Lead agency staff are expected to support stakeholders with using data to participate in conversations about important policy and programmatic issues/decisions.

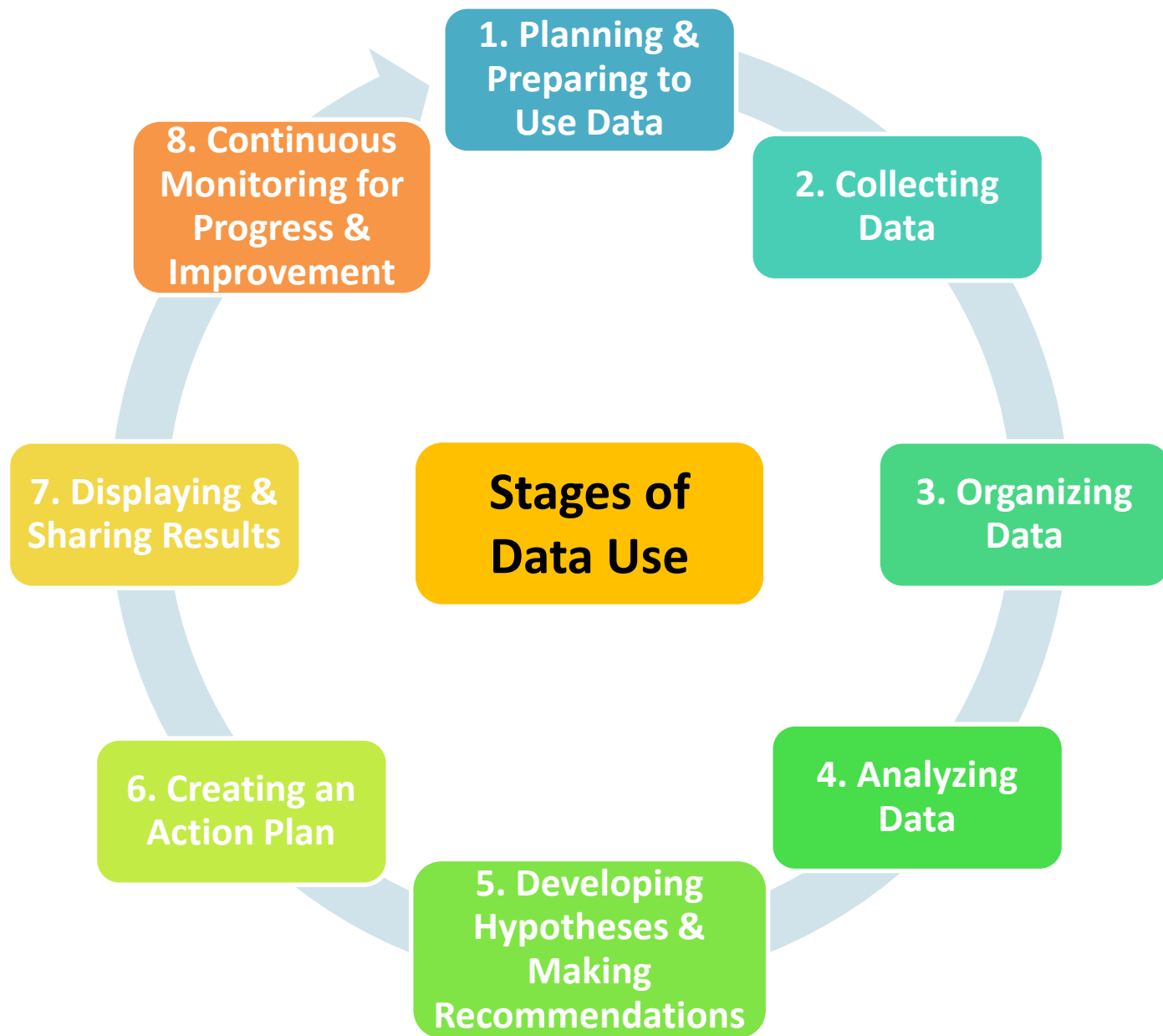
Stakeholder Engagement in the SSIP Process

- Effective FFY13 (submitted April 2015), as part of the SPP/APR, states are required to develop a comprehensive, multi-year SSIP focused on improving outcomes/results for children with disabilities and their families.
- Each state has selected an area of focus for the SSIP (referred to as the State-Identified Measurable Result or SiMR), and is now implementing strategies to make progress towards achieving the SiMR and evaluating those efforts.
- Stakeholders are required to be involved in all aspects of the SSIP, e.g., reviewing and responding to results data.

To effectively serve as program stakeholders, families and family organization representatives need to...

- Understand why data are important;
- Understand what data are being collected and how those data are used;
- Know who is involved in data conversations and their roles in decision-making;
- Understand how they are/can be involved in data use; and
- **Feel comfortable asking questions about data.**





Workshop Topics



- Identifying Technical and Adaptive Solutions
- Facilitating Meaningful Data Conversations
- Evaluating Engagement Efforts
- Debrief/Takeaways

Identifying Technical & Adaptive Solutions



A Family Leader's Perspective: “It felt like their meeting.”



Leading by Convening: A Theory of Action

- There are both informational and attitudinal barriers to important practice changes.
 - *Decision makers often lead change through technical strategies, such as information, training, and authority.*
 - *Stakeholders impact the extent of change by exercising adaptive strategies, such as using their influence with other stakeholders (positively or negatively).*
- Practice change requires both technical information and human approaches.

Overcoming Barriers

- **Technical** challenge

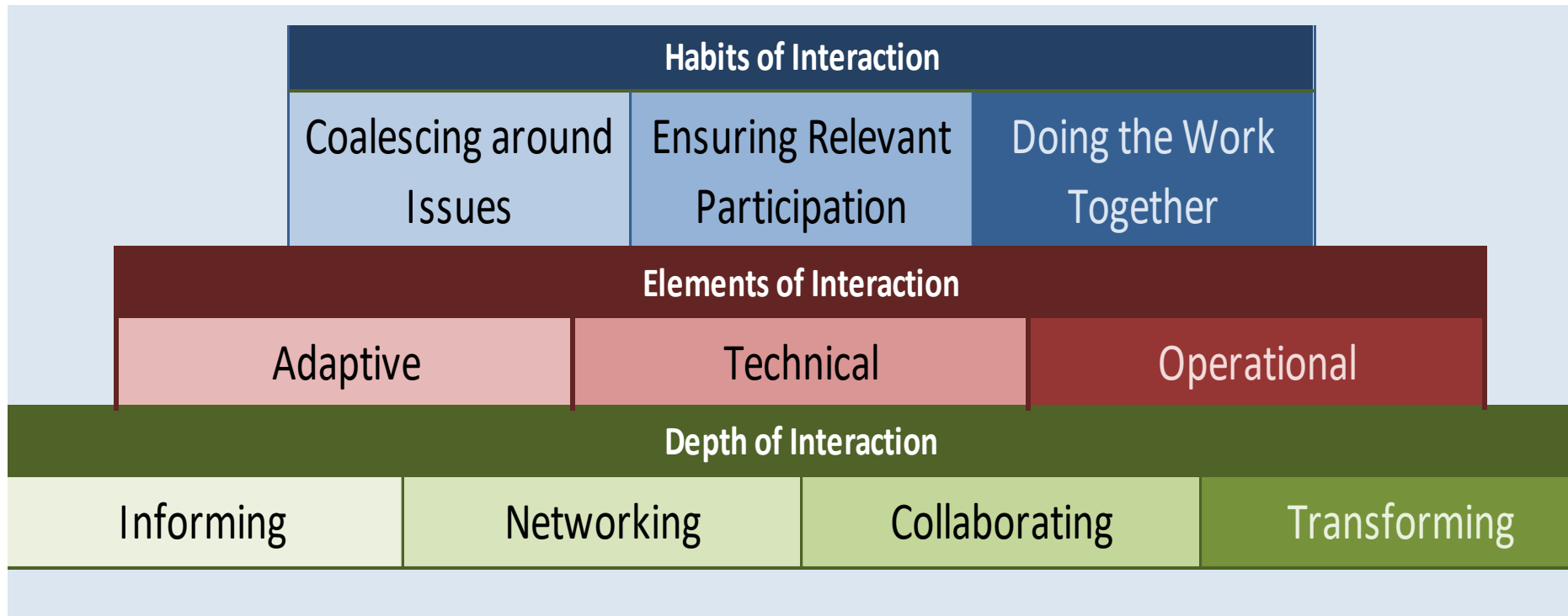
Requires information, knowledge, or tools

- **Adaptive (Relationship)** challenge

Requires understanding and a willingness to make behavior changes

Source: Heifetz & Linsky (2002), Leadership on the Line

Leading by Convening Structure

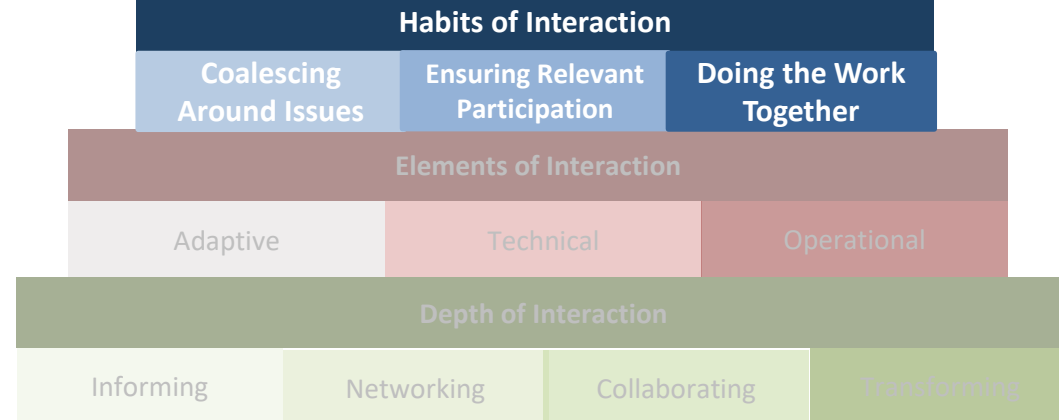


Habits of Interaction

Coalescing Around
Issues

Ensuring Relevant
Participation

Doing the Work
Together



Doing the Work Together



Family and family organization stakeholders come to the decision-making table with...

- Unique life stories that give them motivation to serve as thought leaders and change agents on behalf of *all* children and families, not just their own.
- Different levels of access to information and support.
- Different experiences with using data in both their personal and professional lives.
- Varied feelings about today's "data-rich" culture.

Most family and family organization stakeholders...

- Come to their role with some, or even extensive, experience with using data to inform decisions about their own children.
- Are not knowledgeable about all of the different types of data collected by EI and ECSE programs.
- Are not familiar with how various types of data are used to make funding and other decisions about program operations, management, and improvement.

What might limit engagement?

- May be intimidated by data or lack confidence in their ability to use it, particularly when large data sets and complex analyses are involved.
- May feel hesitant to ask questions and instead rely on others' interpretations or conclusions because they are unclear about what the data are telling them.
- May not understand how to apply their experiences with using data about their own children to using data about the services provided through the state.

Problems Come Bundled



Leading by Convening

Doing the Work Together

Problems Come Bundled

Technical Problems— Can be solved by the right information or expert advice.

Adaptive Problems— Need different accommodations for different situations.

Few problems have just a technical side or just an adaptive human side. As organizational theorist Ronald Heifetz says, "Problems come bundled." Find out more at the following video links.

Video: Adaptive vs. Technical - Dr. Ronald Heifetz

http://www.youtube.com/watch?v=UwWyllUivmo&list=PL687TFPU5_2DpZgF_z5TAx9x5ecPI_9RI

Video: The nature of adaptive leadership - Dr. Ronald Heifetz

<http://www.youtube.com/watch?v=QfLLDvn0p18&list=PLYGfXGGVWYdS4ia5zdNH1D6GiKW44VtK>

Activity 1: Problems Come Bundled

- Each group will focus on one “problem of practice” related to the engagement of diverse family stakeholders in understanding and using policy and programmatic data:
 - Individual level
 - Program Level
 - State Level
- Please identify **2 technical** and **3 adaptive** strategies to address the challenge assigned to your table.

Activity 1 Debrief

- Which was harder to identify and why?
 - Technical solution
 - Adaptive solution
- Name one adaptive strategy you discussed for the:
 - Individual family/provider level
 - Program level
 - State/policy level

Facilitating Meaningful Data Conversations



A Family Leader's Perspective: “Good luck with that.”



The video player shows a woman with short brown hair and glasses, wearing a pink shirt, speaking in an office setting. To her right is a bookshelf filled with books. A blue text box on the right side of the video frame contains the text: "What may keep families from becoming involved as program leaders and advocates?". The video player controls at the bottom show a progress bar at 4:22 / 10:39, along with icons for play, pause, volume, and other video controls.

What may keep families from becoming involved as program leaders and advocates?

4:22 / 10:39

Preparing and Engaging Family and Family Organization Stakeholders

Before

- Articulate purpose of the work/ decision/discussion
- Describe role of stakeholders
- Provide resources to build background knowledge on programmatic data

During



After



Online Toolkit: Building Stakeholder Knowledge About Data



Provides stakeholders with an orientation to IDEA data and other data-related topics to help them meaningfully participate in conversations about important programmatic issues and decisions.

What is included in the toolkit?

Information, activities, and other resources to increase stakeholders' knowledge and understanding of:

- Data as Information
- IDEA Section 618 Data
- The State Performance Plan/Annual Performance Report (SPP/APR)
- The State Systemic Improvement Plan (SSIP)
- Data Privacy and Confidentiality
- Cross-Program/Agency Data Linkages

What information is provided about each topic?

- Brief overview of the topic
- Key points about the topic that stakeholders need know
- A content presentation providing more in-depth information about the topic
- Suggestions for how stakeholders can take what they learned about the topic and apply it to their state's context
- Supplemental resources

Preparing and Engaging Family & Family Organization Stakeholders

Before

- Articulate purpose of the work/ decision/discussion
- Describe role of stakeholders
- Provide resources to build background knowledge on programmatic data

During

- Invite unique perspectives
- Provide a safe forum to ask questions, share information, and confirm understandings
- Use group process techniques to ensure each voice is heard

After



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After

- Close the loop—communicate decision and provide rationale
- Identify areas of needed improvement and strategies for addressing those areas in a timely and effective manner

Break



Activity 2: Facilitating Data Conversations

- Think about a stakeholder meeting that you recently facilitated or in which you participated that involved a discussion about data and share your answers to the following questions with your tablemates:
 - What went well? Why do you think this was a success?
 - What didn't go well? Why do you think this was a challenge?
- Answer the additional prompts assigned to your table to further explore strategies for maximizing family engagement in data conversations. Be sure to assign a recorder and reporter to capture and share highlights of your discussion with the large group.

Activity 2 Debrief

Based on your table's discussion, please share:

- One stakeholder group success that resonated among your tablemates
- One stakeholder group challenge
- One “big idea” about engaging family and family organization stakeholders

Let's Talk Data: Making Data Conversations Engaging and Productive

- Thursday, Aug. 16th
- 10:30 a.m.-12:00 p.m.
- Salon J
- DaSy & IDC
 - Data Meeting Protocol
 - Data Visualization Toolkit
 - More on the Building Stakeholder Knowledge about Data Toolkit

Evaluating Efforts to Engage Family and Family Organization Stakeholders in Data Use



Leading by Convening: Building Support Through Data Rubric

- Designed to support groups in their efforts to deepen collaboration and engagement of stakeholders
- Includes criteria and levels of performance to describe the behavior of systems, leaders, and stakeholders
- Can be used to assess stakeholder engagement needs and strengths for different groups and identify next steps

Building Support Through Data Rubric



Problem of Practice: Building Support through Data

Operational Decisions & Processes Key actions and behaviors to pay attention to	Informing Level Sharing/Disseminating One-way communication	Networking Level Exchanging Two-way communication	Collaborating Level Engaging- Working together on the issue over time	Transforming Level Committing to approach issues through engagement and consensus building
Increase the number and types of stakeholders who are "data literate"	The convener/state lead agency explains to stakeholders: the available data, the purpose of that data, how it was collected and how it was analyzed (e.g., at a stakeholder meeting; in a newsletter; posted on a website; memo to districts or EI providers; etc.).	A core group of interested stakeholders meets with the convener/state lead agency to discuss available data and what the data means for the issue under consideration (e.g., causes of low performance, improvement strategies, etc.).	A diverse group of stakeholders representing state, regional and local agencies and organizations discusses who else cares about the issue, and how to engage and involve others who care about the issue, in sharing, understanding, analyzing, and using data for systems improvement.	Stakeholders from different roles understand, customize, use and share information on data with others from their stakeholder groups. The convener/state lead agency, together with the stakeholders, builds a strategy for increasing data literacy across roles and levels of the system.
Identify the relevant data collection practices and conditions related to the outcome goals we are trying to achieve	The convener/state lead agency shares data collection practices and findings with stakeholders.	Identified stakeholders define their valued outcomes and how they collect and use data to inform and strengthen their work.	The group works together to review existing systems and implement improved strategies and innovations within their network.	From the beginning of the data discussion, an inclusive group of stakeholders implements a process to identify, discuss and use data in meaningful ways.
Reach agreement on relevant data	The convener/state lead agency explains to stakeholders the data that it considers to be relevant and why.	A core group of interested stakeholders meets with the convener/state lead agency to discuss available data, their relevance to the issue and data gaps.	A broad range of diverse stakeholders discusses available data and generates ideas on what data is most useful to measure intended outcomes.	Stakeholders commit their resources to identify, develop, and use relevant data to bridge data gaps and to inform improvement activities.
Identify a strategy (or strategies) and procedures to monitor data changes.	The convener/state lead agency establishes an ongoing process for updating and sharing the data between the state and the various stakeholder groups.	The convener/state lead meets with the core group of interested stakeholders to define the process for ongoing data reviews and sharing of data.	Stakeholders and convener/state lead jointly review the data and make decisions on action plans.	Ongoing review and revisions of improvement activities - and their impact - by the larger group of stakeholders is an integral part of the data use process.

Taking a Closer Look at Key Actions and Behaviors (Criteria)

- Increase the number and types of stakeholders who are “data literate”
- Identify the relevant data collection practices and conditions related to the intended outcomes
- Reach agreement on relevant data
- Identify a strategy (or strategies) and procedures to monitor data changes

Levels of Engagement

Informing

- Sharing or disseminating information with others who care about the issue; top-down, one-way communication

Collaborating

- Engaging a more representative group of stakeholders who care about the issue in trying to working together around the issue to make change

Networking

- Asking a select group what they think about this issue & listening to what they say; limited two-way communication

Transforming

- Leading by convening, facilitating deep cross-stakeholder engagement & leadership, sharing leadership, building consensus

Activity 3: Using the Building Support Through Data Rubric

Step 1: Individual reflection

- Think individually about your experiences as a member or a convener of a stakeholder group.
- Consider each of the Operational Decisions and Processes along the left-hand side of the chart and each of the levels of engagement.
- Put an X in the appropriate column for each of the rows.

Step 2: Table discussion

- Where do family/family organization stakeholders feel they are on the chart?
- Where do conveners feel they are on the chart?
- What are 1-2 concrete steps that family and family organization stakeholders and conveners can take to get to the next level?

Activity 3 Debrief

- How similar or different were the ratings on the rubric between family/family organization stakeholders and conveners of stakeholder groups?
- What steps did your group come up with as ways to move to the next level?
- What other takeaways do you have from this activity?

Workshop Takeaways & Next Steps

- What's one important “aha” that you had today?
- What is one potential next step that you can take when you get back?
- What additional resources or technical assistance would be helpful to you in your role?

Resources

- Building Stakeholder Knowledge about Data Toolkit:
<https://dasycenter.org/building-stakeholder-knowledge-toolkit/>
- Serving on Groups that Make Decisions:
www.servingongroups.org
- Leading by Convening:
<https://ncsi.wested.org/resources/leading-by-convening/>
- Telling Your SSIP Story in an Infographic:
https://dasycenter.sri.com/downloads/DaSy_papers/SSIPY511_InfographicGuide.pdf

Find Us Online

- DaSy website: <http://dasycenter.org/>
Twitter: @DaSyCenter
- ECTA website: <http://ectacenter.org/>
Twitter @ECTACenter
- Center for Parent Information and Resources (CIPR):
www.parentcenterhub.org
Twitter: @parentcenterhub

Thank you!

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