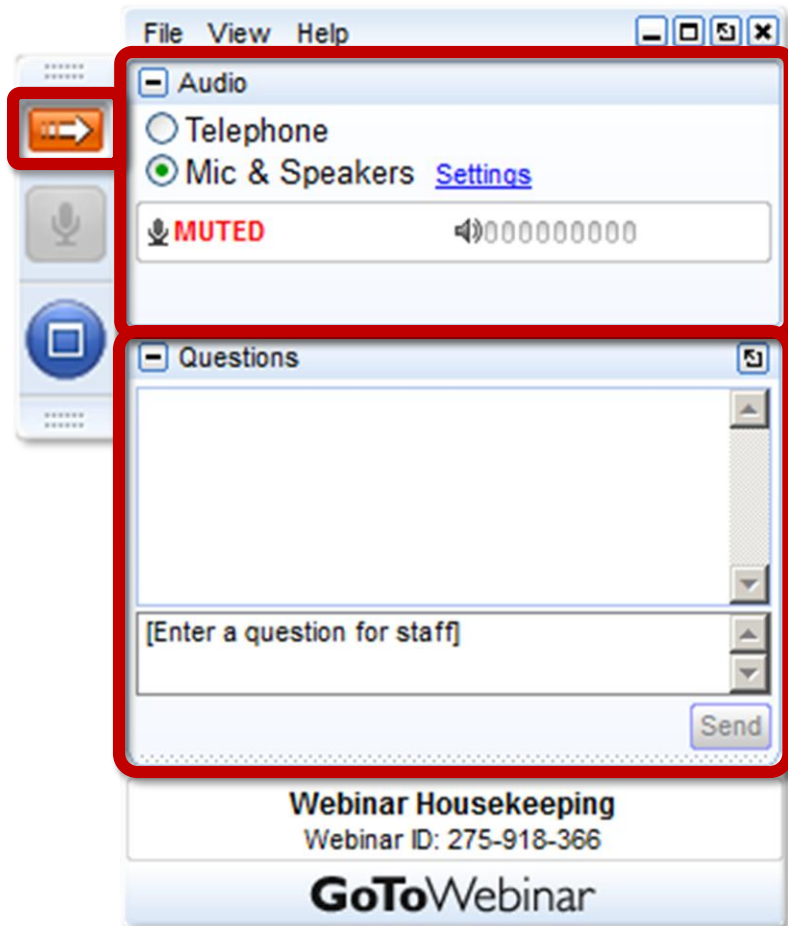


# Serving on Groups That Make Decisions

September 8, 2016

Welcome! The webinar will begin shortly.

## Attendee Participation



## Your Participation

Open and close your control panel

Join audio:

- Choose **Mic & Speakers** to use VoIP
- Choose **Telephone** and dial using the information provided
- If you are joining the audio by telephone mute your computer speakers

Submit questions and comments via the Questions panel

**Note:** Today's presentation is being recorded and will be provided within 48 hours.

# Housekeeping

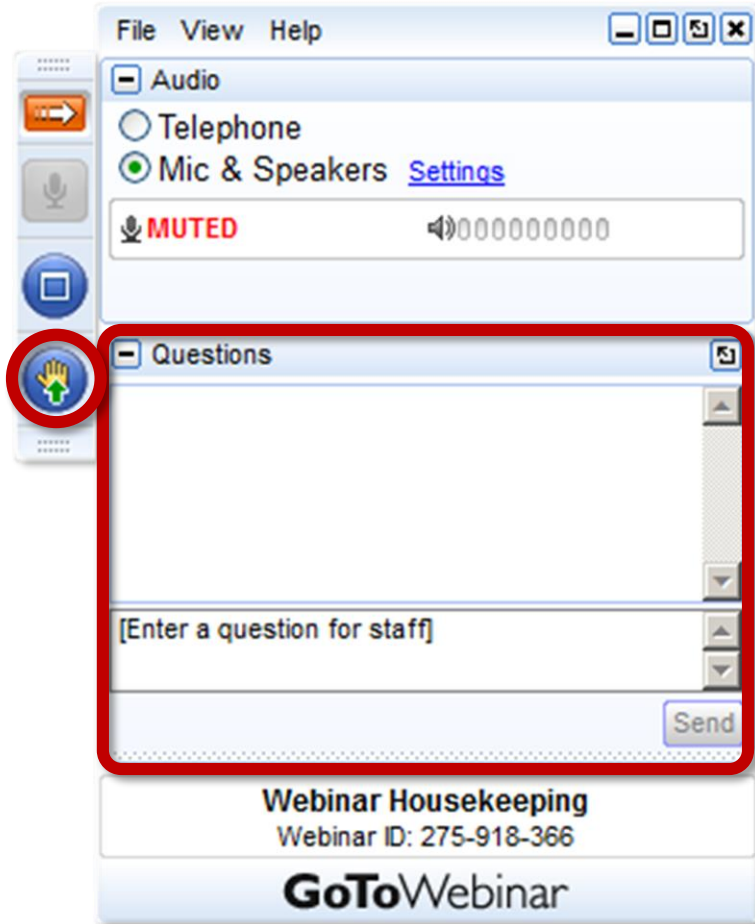
The screenshot displays the GoToWebinar Viewer interface. The main content area shows a slide titled "Webinar Housekeeping" with the Citrix logo in the bottom left corner. On the right side, there is a control panel with the following sections:

- File View Help** (Menu)
- Audio** section:
  - Radio buttons for  Telephone and  Mic & Speakers [Settings](#)
  - A volume control bar showing **MUTED** and a speaker icon with a volume level of 0000000000.
- Questions** section:
  - A text input field containing "[Enter a question for staff]".
  - A **Send** button.
- Webinar information:
  - Webinar Housekeeping**
  - Webinar ID: 275-918-366
  - GoToWebinar** logo

The Windows taskbar at the bottom shows the Start button, icons for Explorer, Internet Explorer, Chrome, and Mail, and the system tray with the date and time: 9:01 AM, 12/1/2010.

# Questions

## Use hands for unmuting!



## Your Participation

- Please continue to submit your text questions and comments using the Questions panel
- Please raise your hand to be unmuted for verbal questions.

**Note:** Today's presentation is being recorded and will be provided within 48 hours.

# START Parent Leadership Development Training

Serving on Groups That Make Decisions

*How To Use Data on a Decision Making Group*

September 8, 2016

[www.servingongroups.org](http://www.servingongroups.org)



The Parent Leadership Development Training is funded by The New Jersey Department of Children and Families' (DCF) Division of Family and Community Partnerships (FCP) Race to the Top–Early Learning Challenge Grant (RTT-ELC)

# Meet the Presenters



Brenda Figueroa



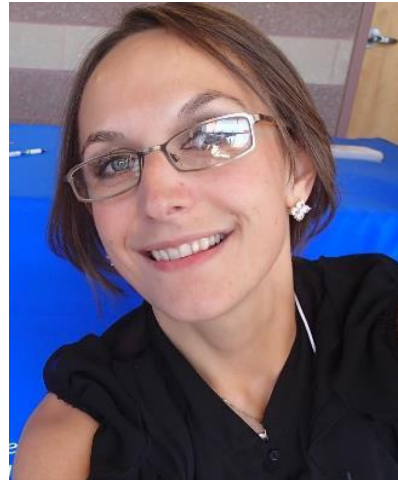
Michele Tyler



Myriam Alizo



Monique Dujue



Tatsiana DaGrosa



Debbie Esposito

# Serving on Groups That Make Decisions

**ALL Webinars are from Noon to 1 pm**

July 14 <sup>th</sup>	Opportunities to Get Involved and Types of Groups
August 11 <sup>th</sup>	Processes and Tools Groups Use
<b>September 8<sup>th</sup></b>	<b>How to Use Data on a Decision Making Group</b>
September 29 <sup>th</sup>	Overview of Serving on Groups in <b>Spanish</b>
October 13 <sup>th</sup>	Roles of Families and Skills for Serving on Groups

**For more information contact SPAN:**

**973-642-8100 ext. 123 or [start@spannj.org](mailto:start@spannj.org)**

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**GUIDEBOOK FOR SERVING ON GROUPS**

## Guidebook Sections

INTRODUCTION

SECTION 1 OPPORTUNITIES TO GET INVOLVED

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

SECTION 7 THE ROLE OF FAMILIES ON GROUPS

SECTION 8 SKILLS FOR SERVING ON GROUPS

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English



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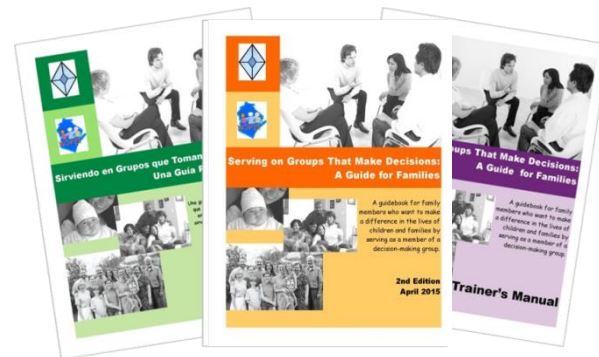
[Comprar ahora](#)

# Using Data as Information

What is data?

How can I learn more about data that groups use?

What are the stages of data use?



Serving on Groups That Make Decisions





# 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



# 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? \_\_\_\_\_

54

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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) \_\_\_\_\_

55

# Stages of Data Use

1. **Planning & Preparing to Use Data**
2. Collecting Data
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# Stage 1: Planning & Preparing to Use Data

## What do we want to know?

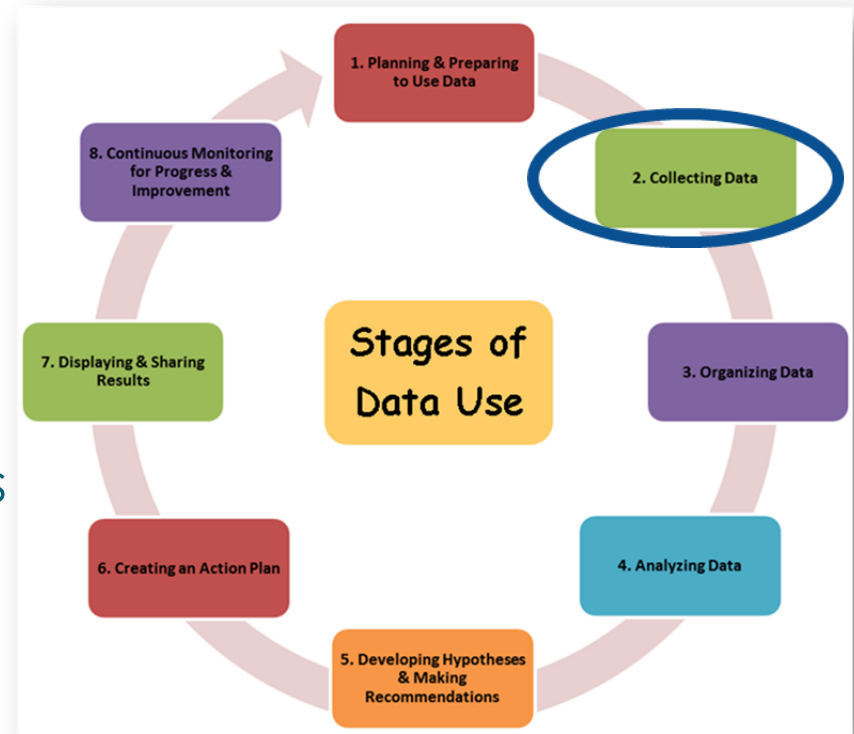
### Tips

- 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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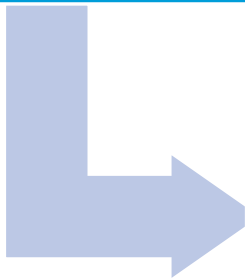


# Stage 2: Collecting Data

Answer questions to make an informed decision and act.

## Data from Schools

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



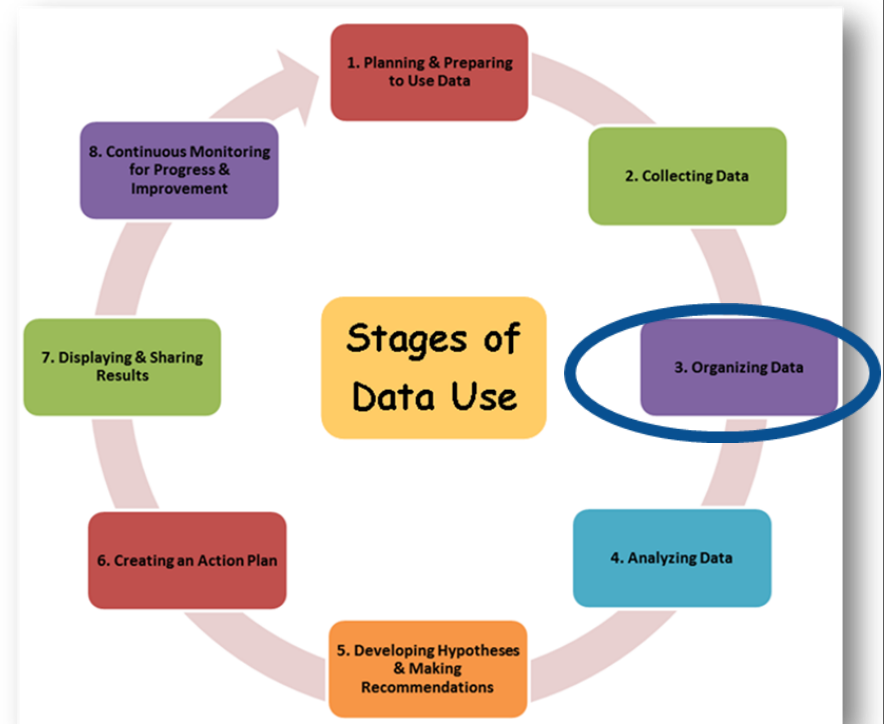
## Families as a Data Source

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



# Stages of Data Use

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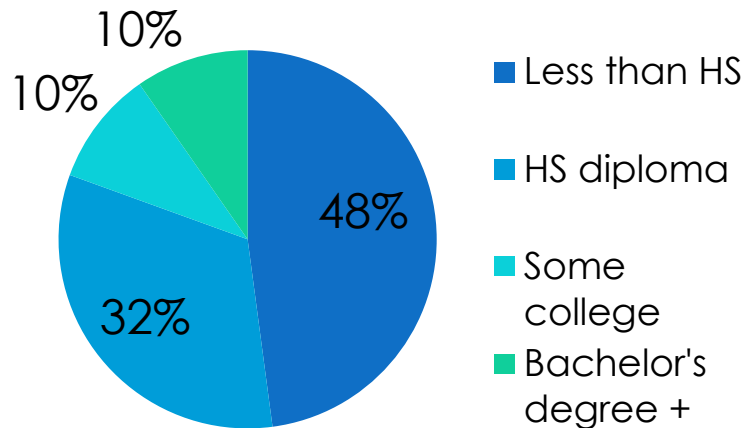


# Stage 3: Organizing Data

## Aggregated Data:

a whole set of data formed by combining several parts

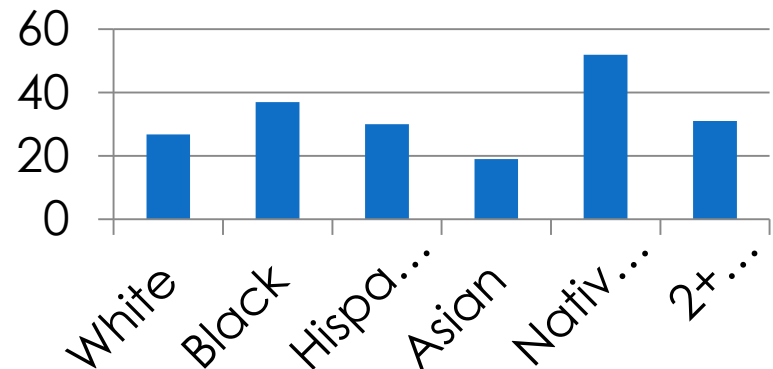
### Youth 20-24 Neither Enrolled in School Nor Working



## Disaggregated Data:

a whole set of data separated into its categories or subgroups

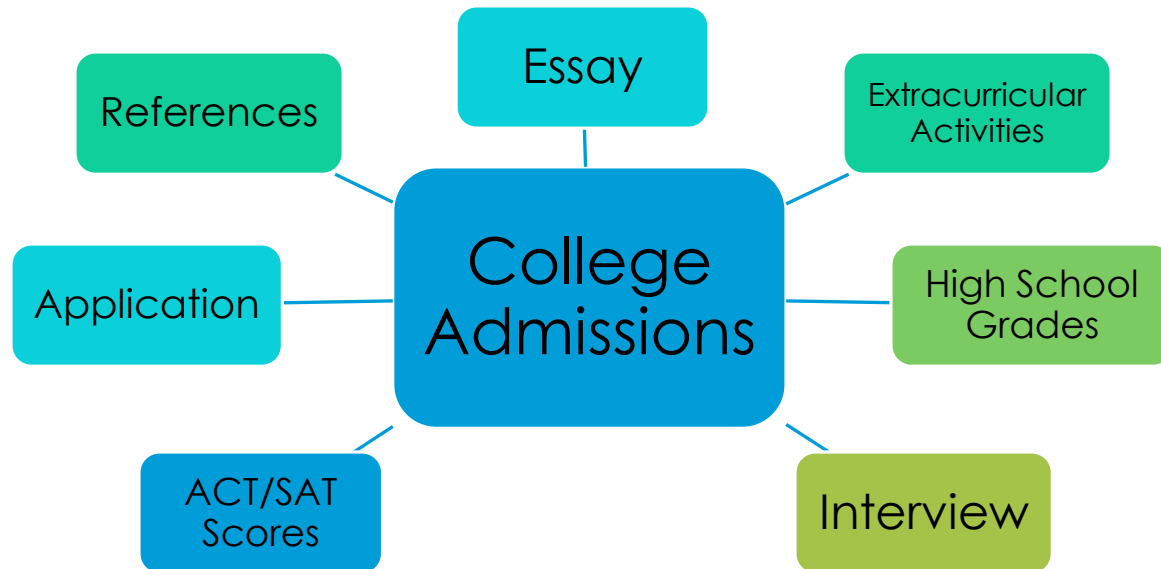
### Youth 20-24 Neither in School Nor Working with HS Diploma by Race/Ethnicity



# Stage 3: Organizing Data

## Triangulated Data:

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

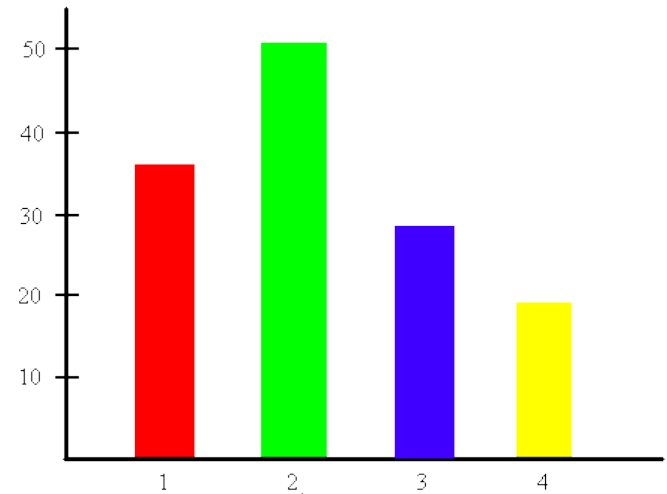


# Stage 3: Organizing Data

## Tips for Interpreting Graphs

Read all labels.

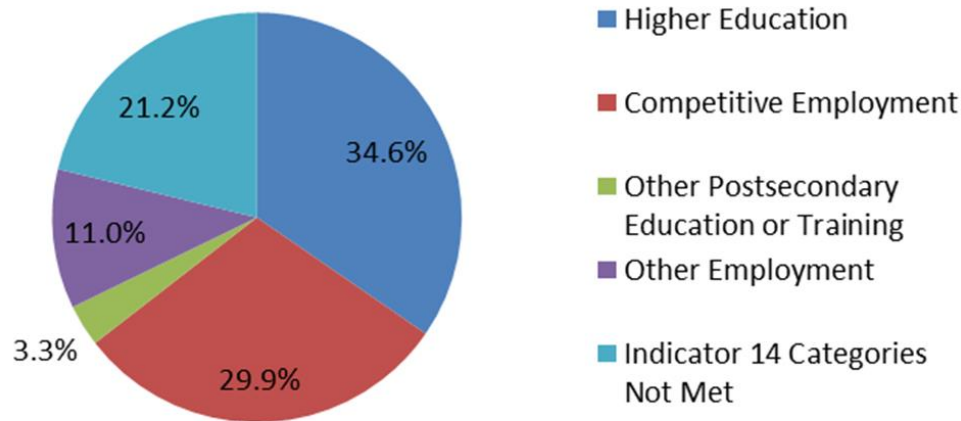
- What is...
  - in each COLUMN?
  - in each ROW?
  - the RANGE OF VALUES?
- Where was...
  - the MOST change or growth?
  - the LEAST change or growth?



# Stage 3: Organizing Data

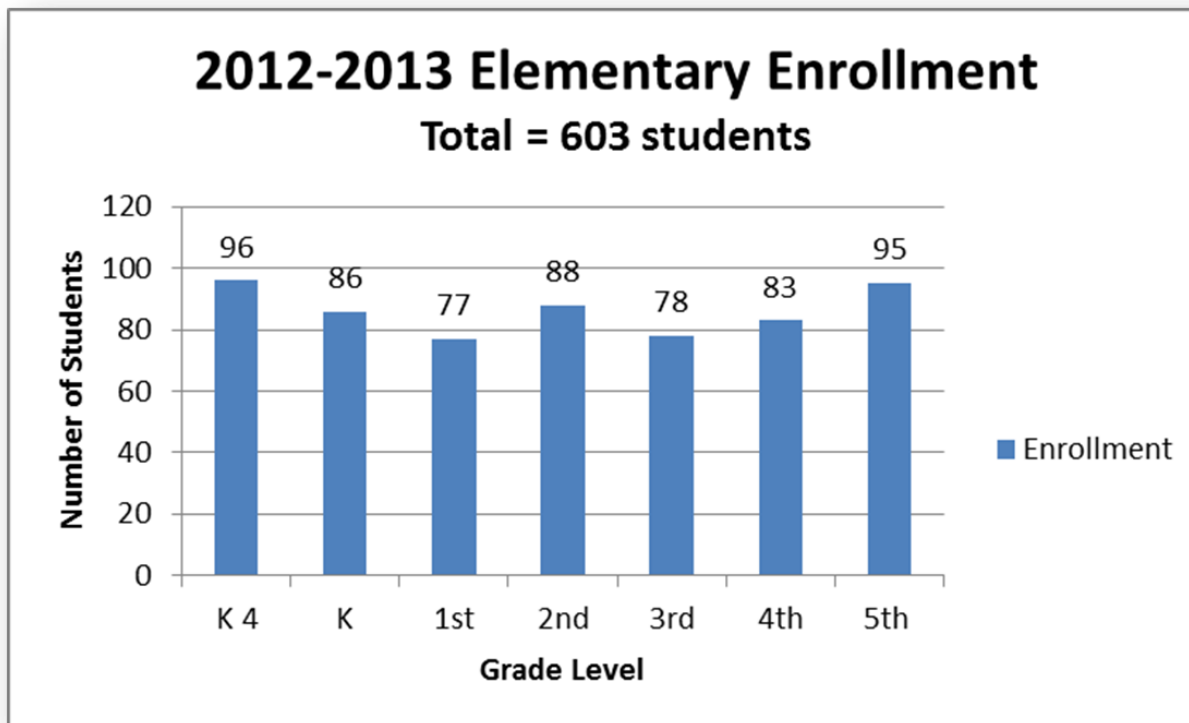
## A Snapshot in Time

**2012 Post High School Outcomes**  
(699 Students responded Statewide)



# Stages 3: Organizing Data

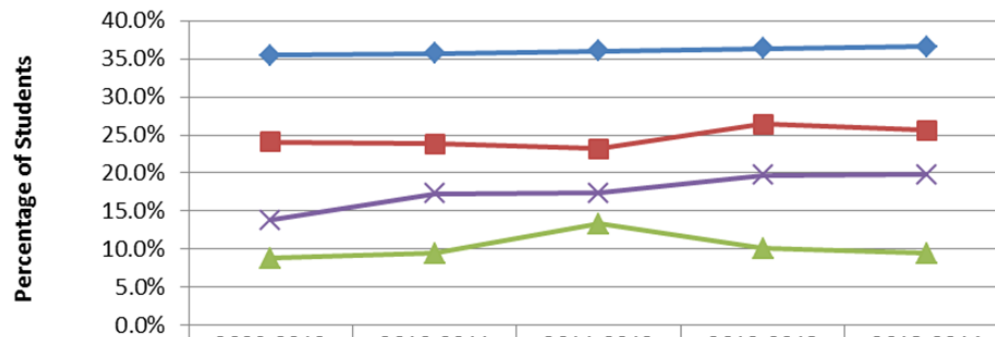
## Comparisons



# 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

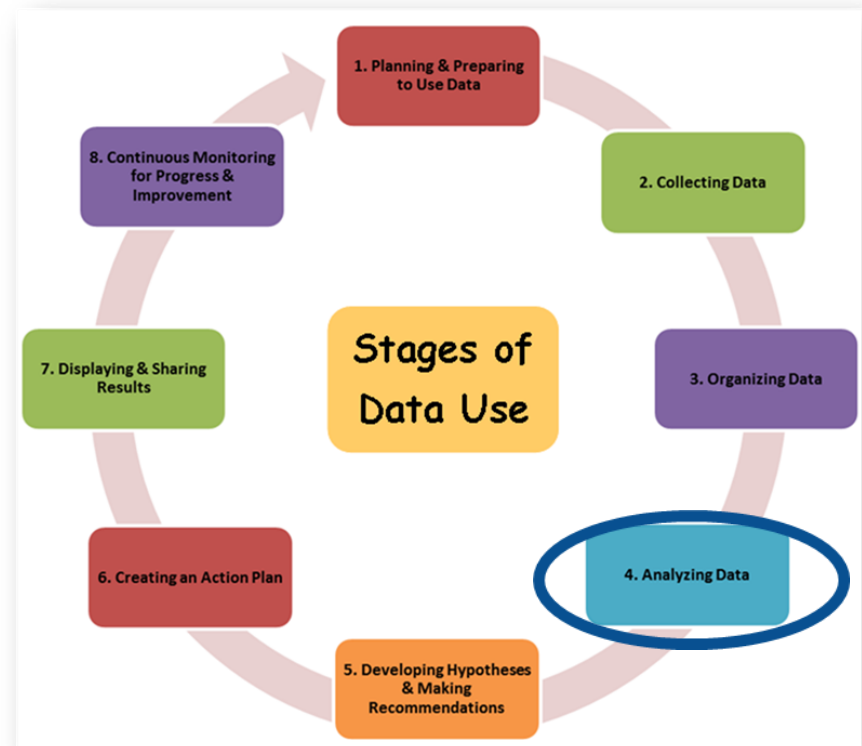
To make sure the data are sound:

- 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



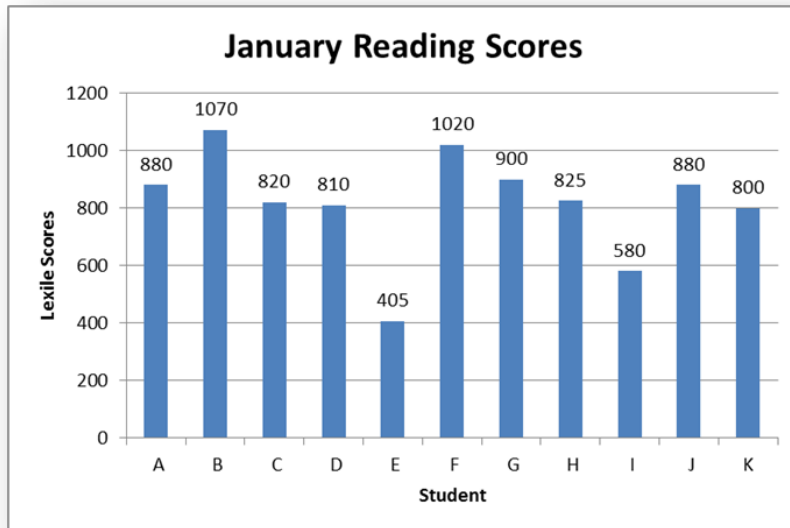
## Terms when Working with Numbers

- 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

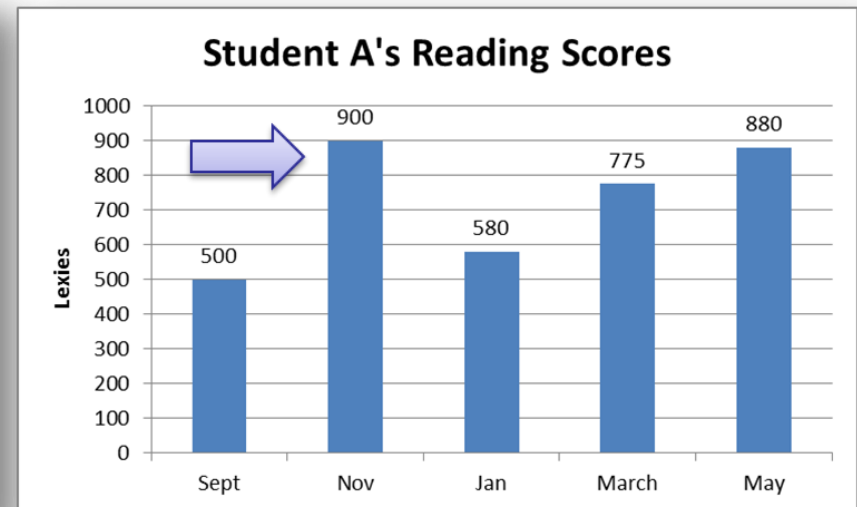


# Stage 4: Analyzing Data

## Examples of Working with Numbers



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



Outlier



Serving on Groups That Make Decisions



# Questions

**Questions**

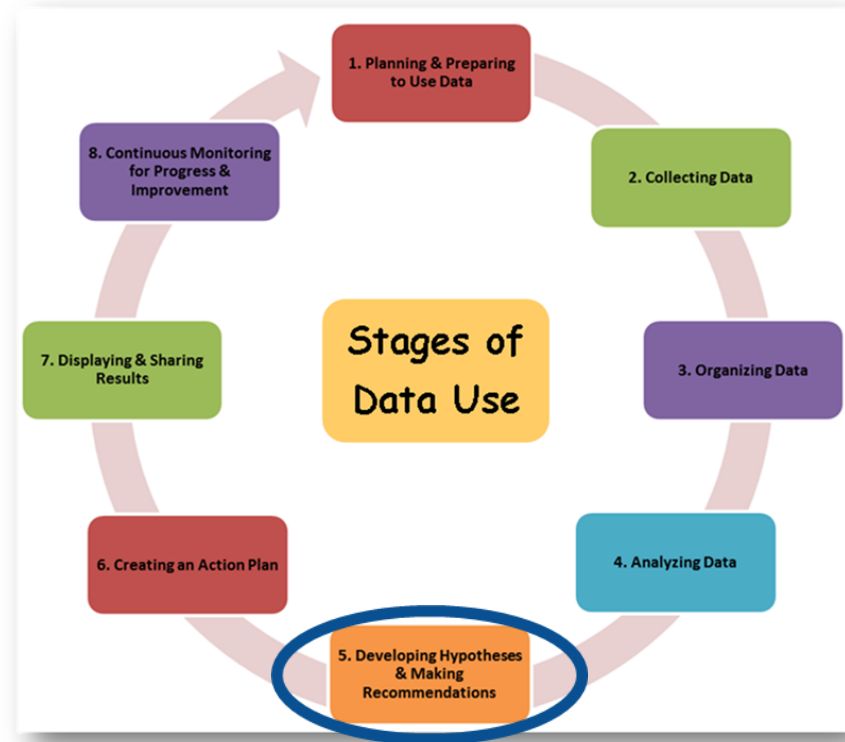
[Enter a question for staff]

Send



# Stages of Data Use

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# Stage 5: Developing Hypotheses & Making Recommendations

## Hypotheses & Recommendations

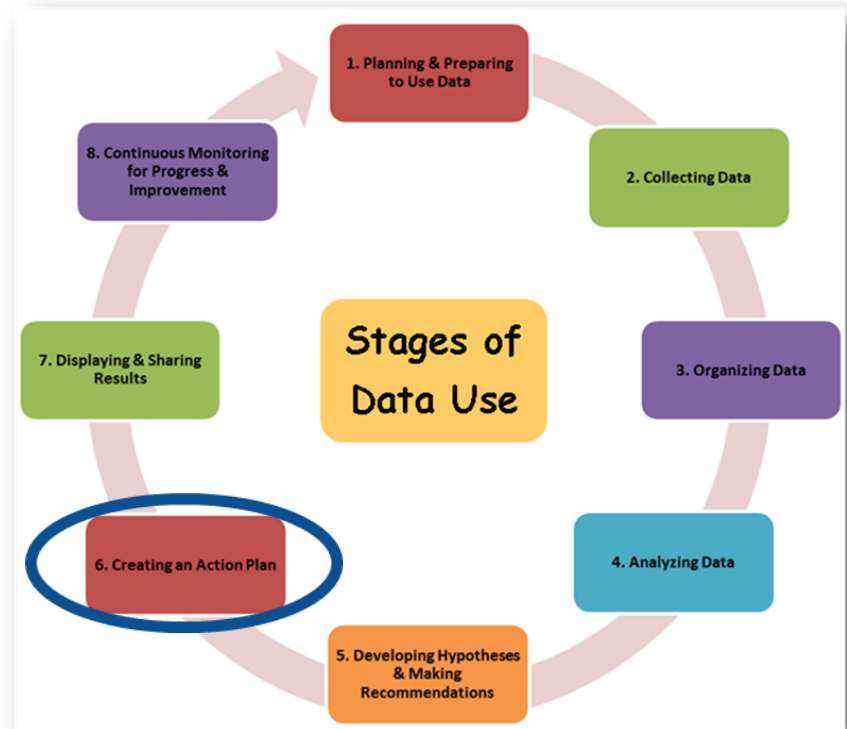
- Understand why we *think* it is happening
- Look at other data
- Ask additional questions
- Agree upon the conclusions
- Figure out possible solutions





# Stages of Data Use

1. Planning & Preparing to Use Data
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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!



# Action Planning Template

## CCYC Action Planning Plan with the End in Mind

Use this page to outline action steps for each identified strategy for the goal that is to be achieved.

**GOAL:** (choose one goal that you would like to work on first)

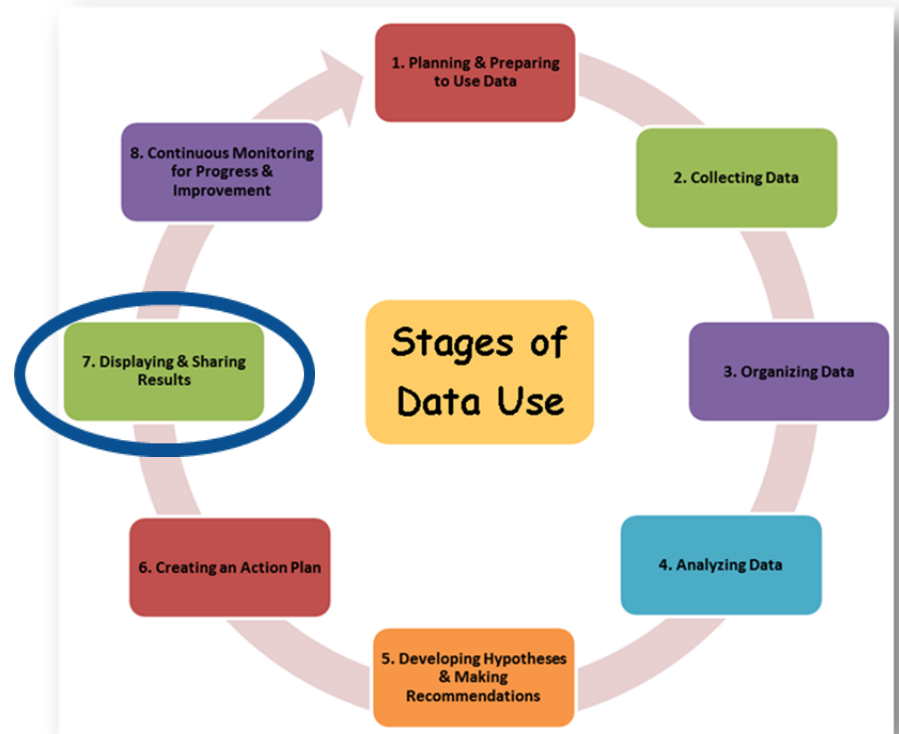
**Strategy:** (write specific strategies that address how your council will accomplish each goal)

Actions	By Whom	By When	Resources & Supports	Communication	Anticipated Results/ Outcomes
What needs to be done? List the major action steps needed to attain each strategy.	Who will take actions?	By what date will the action be done?	What resources are needed? available?	Who needs to know about your efforts and how will you share information?	What change has occurred because of your actions? Focus on small wins.
1.					
2.					
3.					



# Stages of Data Use

1. Planning & Preparing to Use Data
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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

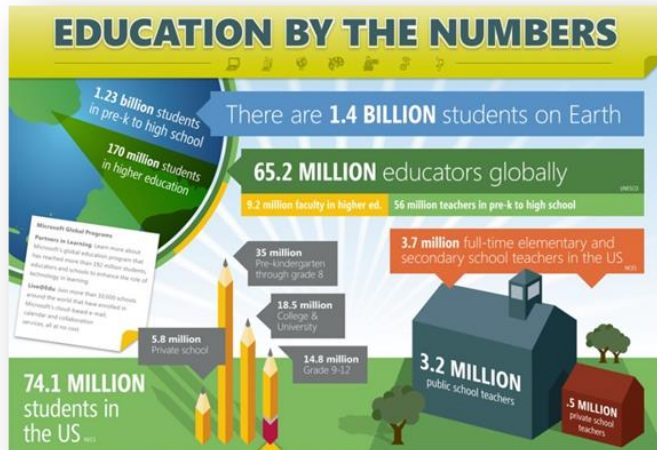
## Make the Data Come Alive

### Social Math

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

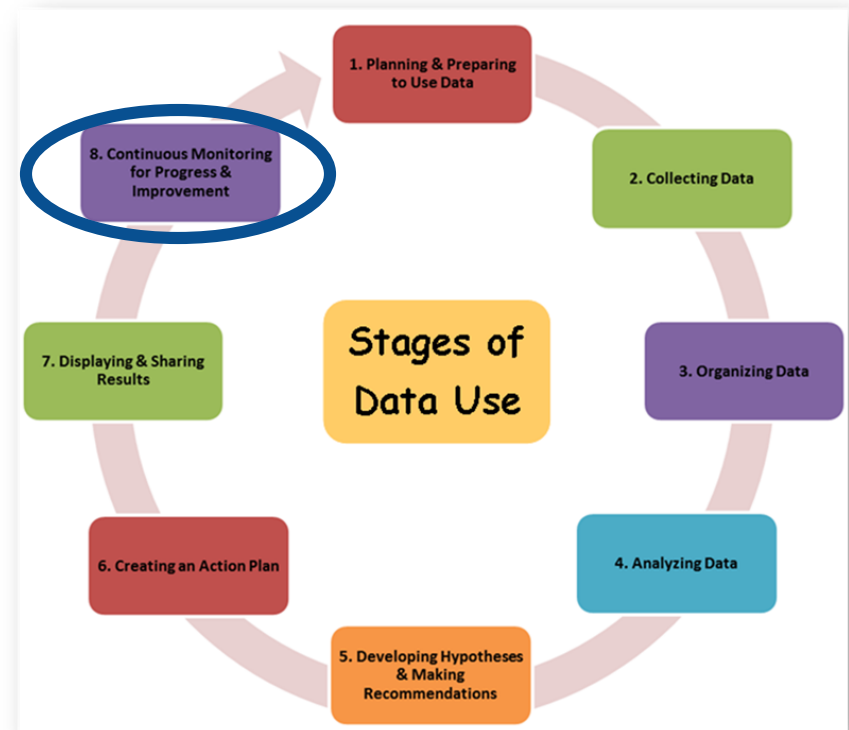
### Data Stories

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



# 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?***



# Questions

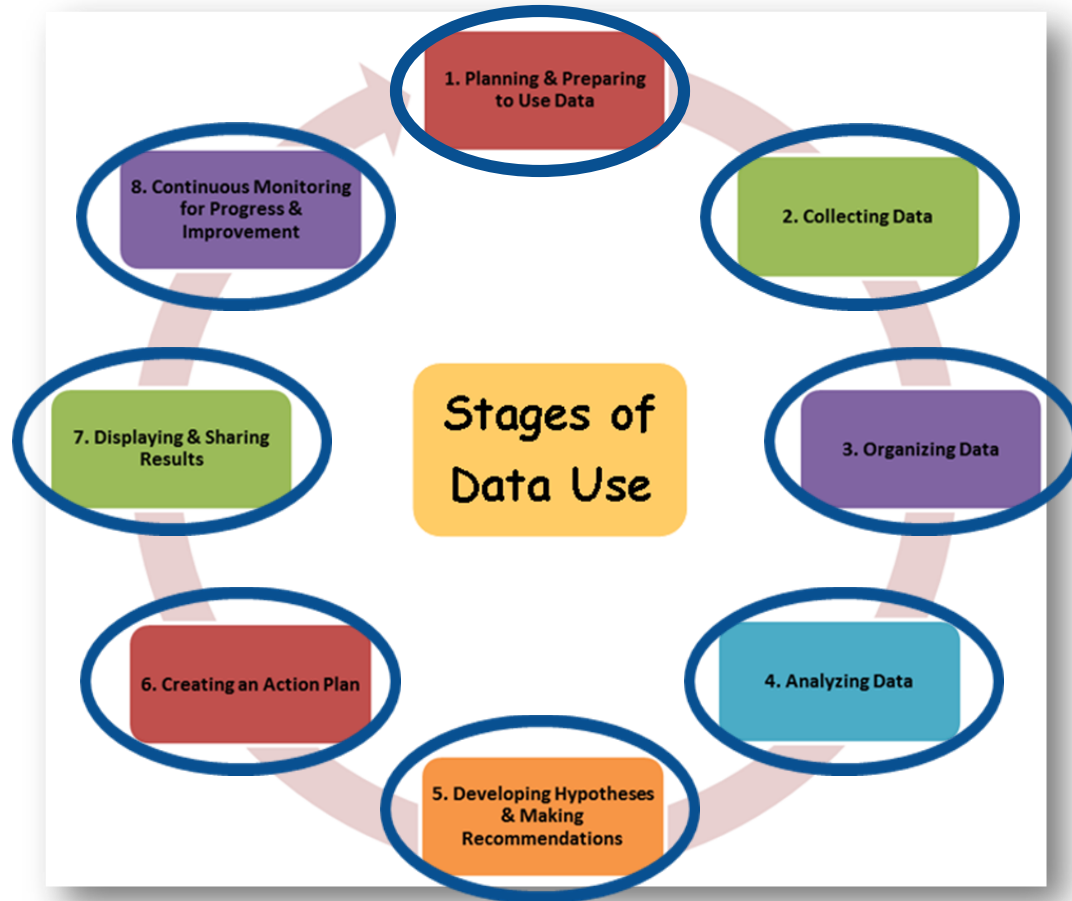
**Questions**

[Enter a question for staff]

Send



# 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.

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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: \_\_\_\_\_

Are there patterns in the data? YES  NO  NOT SURE

What information is unclear or needs more clarification? \_\_\_\_\_

54

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## 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? \_\_\_\_\_

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Are you sharing the data with? (Examples: school staff, students, community members)

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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)

55

# Resources

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



Serving on Groups That Make Decisions



# Resources

- **Serving on Groups That Make Decisions: A Guide for Families** <http://www.servingongroups.org/guidebook>
- **START Project Up Coming Events Page:** Check here for up coming events and links to register for trainings <http://tinyurl.com/start-upcomingevents>
- **CCYC Parent Leadership Development Training:** <http://tinyurl.com/CCYC-Capacity-Building>
- **SPAN:** Statewide Parent Advocacy Network, your 1st Stop for information and resources. For individual assistance, please call 800-654-7726. <http://www.spanadvocacy.org/>



# Serving on Groups That Make Decisions

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July 14 <sup>th</sup>	Opportunities to Get Involved and Types of Groups
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October 13 <sup>th</sup>	Roles of Families and Skills for Serving on Groups

**For more information contact SPAN:**

**973-642-8100 ext. 123 or [start@spannj.org](mailto:start@spannj.org)**



Serving on Groups That Make Decisions





# Thank You

Website: <http://www.spanadvocacy.org/content/start-project/>

For more information contact us at:

Dianne Malley, **START Project Director**

856-397-5294

[dmalley@spannj.org](mailto:dmalley@spannj.org)

