

ENGAGING FAMILIES WITH DATA: HELPING FAMILIES PARTICIPATE IN CONVERSATIONS ABOUT DATA AT VARIOUS LEVELS WITHIN THE SYSTEM

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PURPOSE OF THE SESSION

Highlight the importance of family involvement in data discussions at all levels within the system

Discuss ways to inform and engage families in conversations about local program and state level data

Share and brainstorm strategies for sharing data with families



WHO'S IN THE ROOM TODAY?



STAKEHOLDER ENGAGEMENT OVERVIEW



STAKEHOLDERS AND STAKEHOLDER ENGAGEMENT

Who are stakeholders?

- Can be internal *or* external to an organization/agency
- Are affected by the outcomes of a project or initiative
- Provide guidance on the progression of a defined scope of work
- Examples include: **families, ICC members, legislators, others?**

What is stakeholder engagement?

- Using individual and group participation in a collaborative process that guides the creation and execution of a defined scope of work
- A recurring and cyclical process

STAKEHOLDER ENGAGEMENT

Why involve stakeholders?

- Systems level impact
- Creative problem solving
- Satisfaction through collaboration
- Improved outcomes



EFFECTIVE STAKEHOLDER ENGAGEMENT

How to engage stakeholders, in particular *families*?

- Relevance of information
- Collaborative partnership
- Effective communication
- Shared ownership of problem-solving



PRINCIPLES OF EFFECTIVE STAKEHOLDER ENGAGEMENT

Relevance of information

- Define and articulate purpose of sharing data with families
 - *Why* are we collecting and sharing data?
- Specify and define desired outcomes
 - *What* outcomes are the program/state hoping to achieve by sharing data with families?

Collaborative partnerships

- Create partnership with families
 - *How* can we work together to achieve desired outcomes?



PRINCIPLES OF EFFECTIVE STAKEHOLDER ENGAGEMENT

Effective communication

- Establish consistent, responsive methods of communication
 - *When* will we communicate with families about data?
- Ensuring accessibility of information
 - *How* will information be shared with families?

Shared ownership

- Build family capacity for involvement in discussions about data
 - *How* will we help families understand data?
 - *How* will we engage families in discussions about data?



DISCUSSION QUESTIONS

- How are you currently engaging families in discussions about data?
- Are families different than other types of stakeholders?
- When/at what levels should you ask for involvement from families?
- How do you share information (aka data) back with stakeholders? Is data presented to families differently than for others?





CASE STUDY AND DISCUSSION

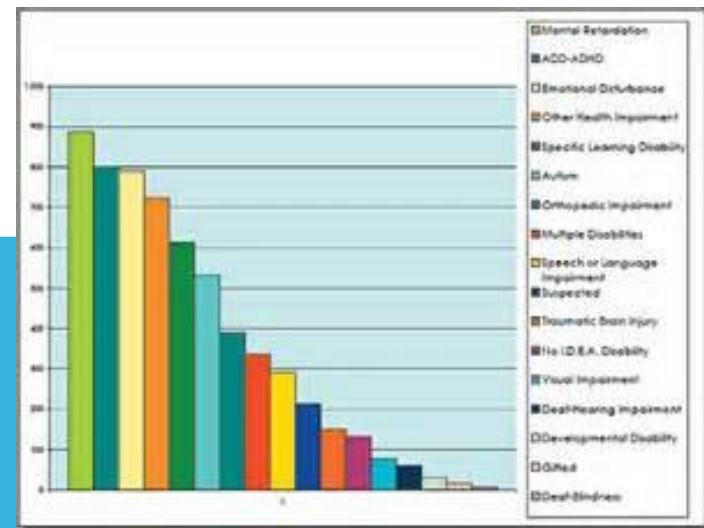


SHARING DATA WITH FAMILIES: EXAMPLES AND RESOURCES

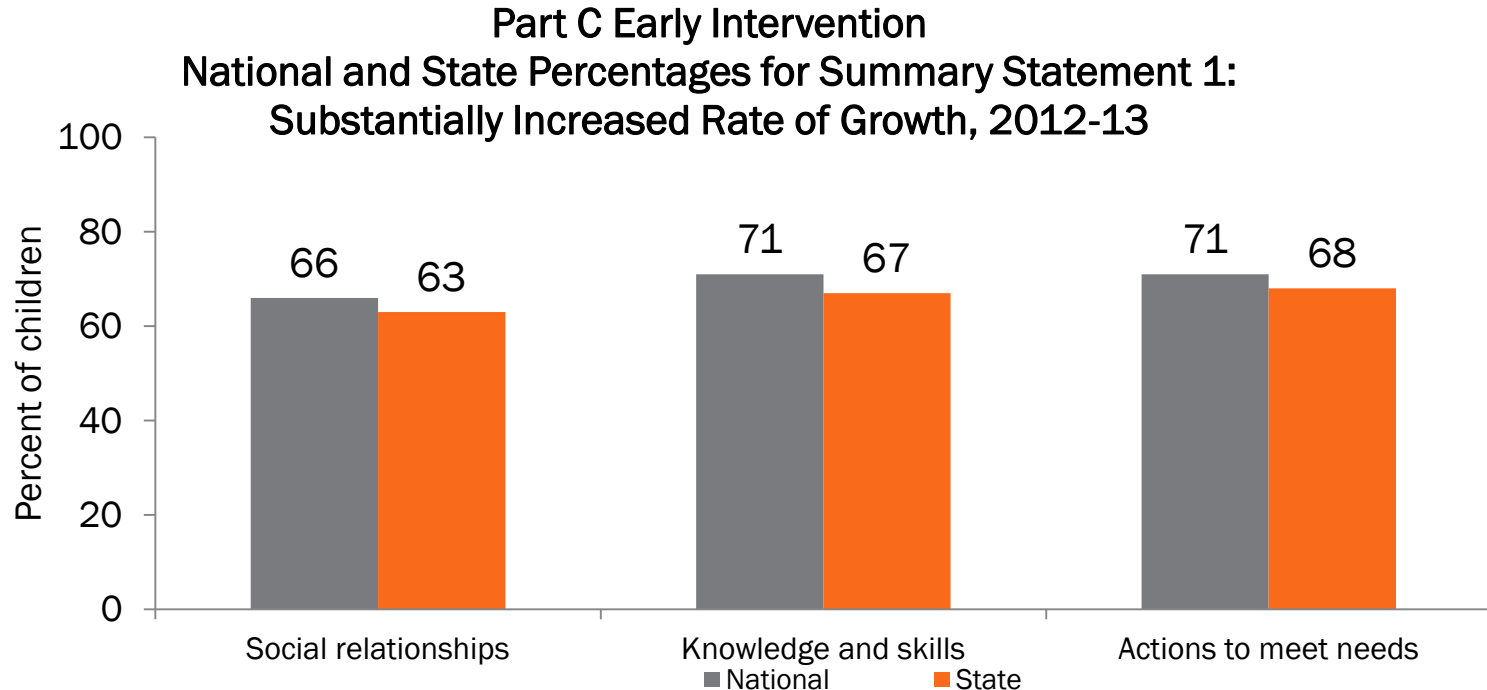
SHARING DATA WITH FAMILIES

What types of data can be shared with families?

- Child and family outcomes data
 - Program or State Level
- General supervision data
- Other APR indicator results and compliance data
- Tools to help share data
 - Calculators
 - Graphics



STATE LEVEL CHILD OUTCOMES DATA

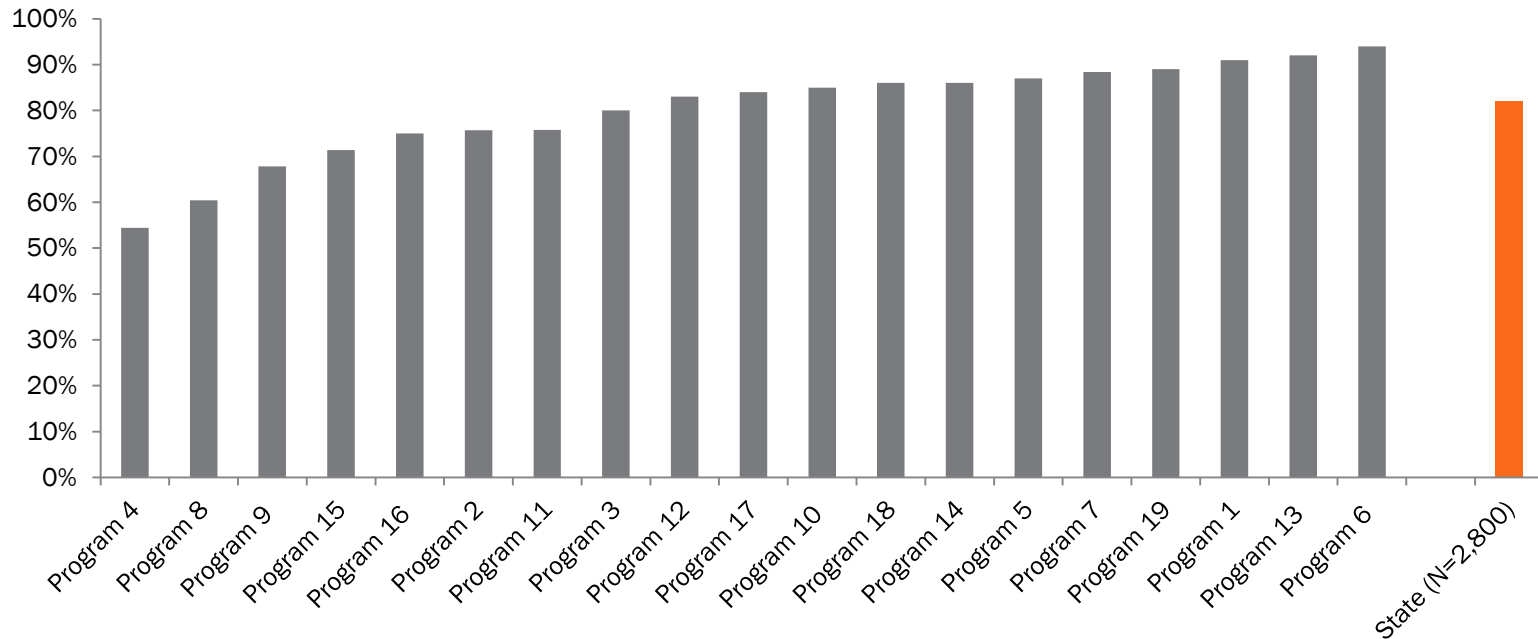


Note: National data based on 41 states with highest-quality data

- Overall, our state data is fairly comparable to the national average for each of the 3 child outcomes.

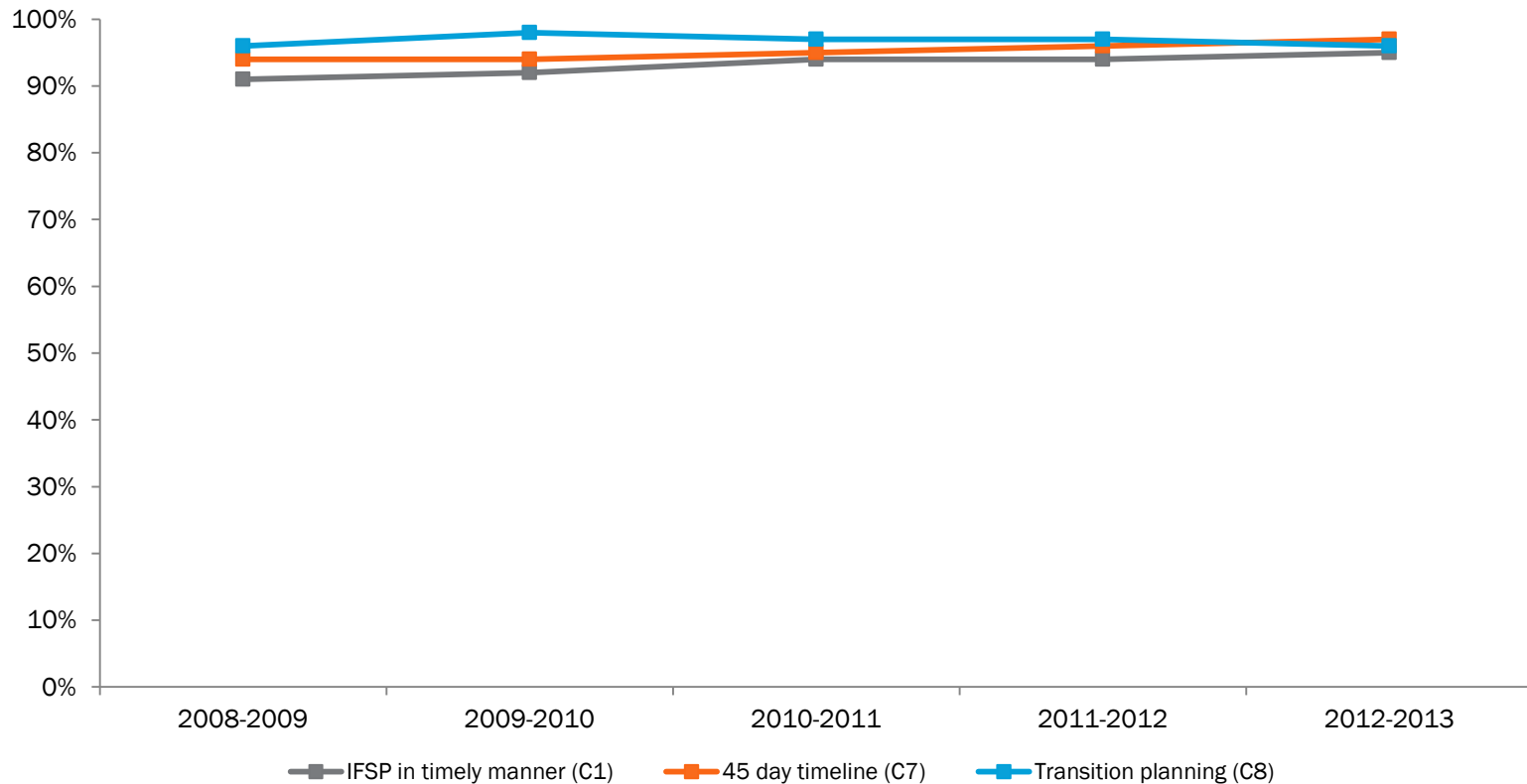
PROGRAM LEVEL FAMILY OUTCOMES DATA

Know their rights



- 12 out of the 19 programs in our state are above average on Indicator 1: Knowing your rights

OTHER APR INDICATOR DATA



- For the past 4 years, our state has made slight improvements or maintained high percentages for Indicators C1, C7, and C8.

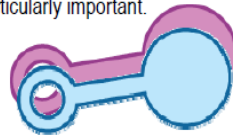
STATE EXAMPLES

North Carolina Early Intervention Program Annual Performance Report FFY 2012

Indicator
1

Percent of infants and toddlers with IFSPs who receive the early intervention services on their Individualized Family Services Plan (IFSPs) in a **timely manner**.

Child development research has shown that the rate of learning and development is most rapid in a child's first three years of life. Just as we try to identify infants and toddlers in need of intervention early, we try to get services started as soon after identification as possible. Because of this special period of readiness for learning, timing of intervention becomes particularly important.



Target: 100%

Actual: 98.68%

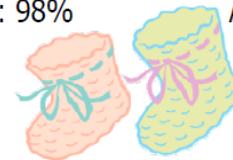
Indicator
2

Percent of infants and toddlers with IFSPs who primarily receive early intervention services **in the home** or community-based settings.

Early intervention activities are provided in settings where the child typically lives, learns and plays in order to ensure that the activities become a part of the child's and family's typical routines, such as mealtime, bath time, play time, etc. In this way, the learning opportunities for the child are maximized.

Target: 98%

Actual: 98%



Indicator
3

Percent of infants and toddlers with IFSPs who demonstrate improved: (a) positive **social-emotional** skills (including social relationships); (b) acquisition and use of **knowledge** and skills (including early language communication); and, (c) use of **appropriate behaviors** to meet their needs.

Measurement of these functional outcomes provides quantitative data on the benefits of early intervention for infants/toddlers.



a

b

c

Summary Statement 1 (SS1): of those children who entered the program below age expectations in this outcome area, the percent who substantially increased their rate of growth by the time they turned 3 years of age or exited the program.

Summary Statement 2 (SS2): the percent of children who are functioning within the age expectations in this outcome area by the time they turned 3 or exited the program.

Target/Actual

SS1: 73.5/70.6%

SS2: 59.6/61.3%

Target/Actual

SS1: 80.0/77.6%

SS2: 51.1/51.3%

Target/Actual

SS1: 78.0/76.5%

SS2: 57.8/59.3%



QUESTIONS & DISCUSSION