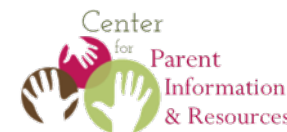


Family Data Leaders Training for Families

Kelsey Biswanger, Early Childhood Specialist
Stephanie Nicholls, Statewide Training Manager

Session Four



What's Your Leadership Anthem?

Just the Way You Are

I'm Still Alive

Fighter

Born This Way

Respect

How Far I'll Go

Don't Stop Believin'

Rise

Unstoppable

Not Afraid

Start Again

Rise Up

Honey, I'm Good

Shake It Off

Be Yourself

Run the World

Confident

Hungry Like the Wolf

Livin' on a Prayer

Won't Back Down

We Got This

Today's Learning Objectives

- Apply learning to data scenarios
- Learn strategies to prepare FDL to be successful during data discussions

Applying Learning to Data Scenarios

- Practice Look! Think! Act!
- Activity 1: Walk through a scenario together
- Activity 2: Review a scenario on your own and then share and discuss Think! & Act! questions

Activity #1: The Impact of COVID-19 on Early Intervention Services

Question: Did the numbers of children served by early intervention drop during COVID? Why or why not?

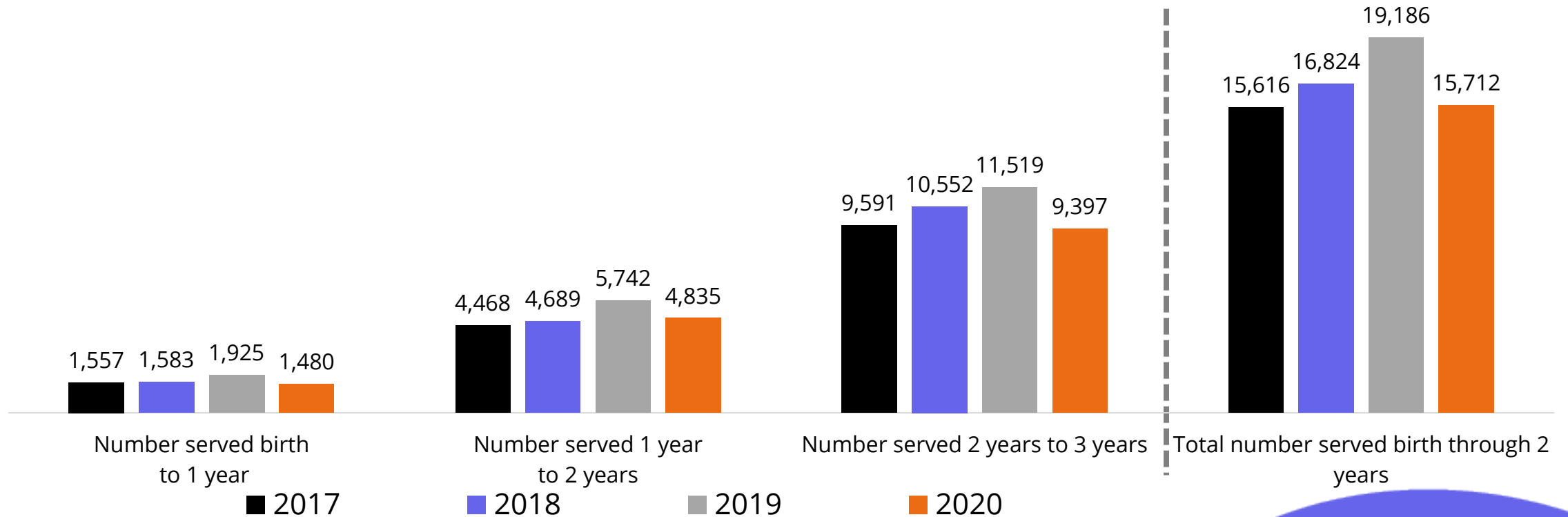
Review the quantitative and qualitative data.

As a group, answer the analysis questions.

What other questions did your analysis generate?

Quantitative Data: Child Count by Age, 2017-2020

State X December 1 Child Count, by Age Group and Year



Look! Practice

1. What do you see? What catches your attention?

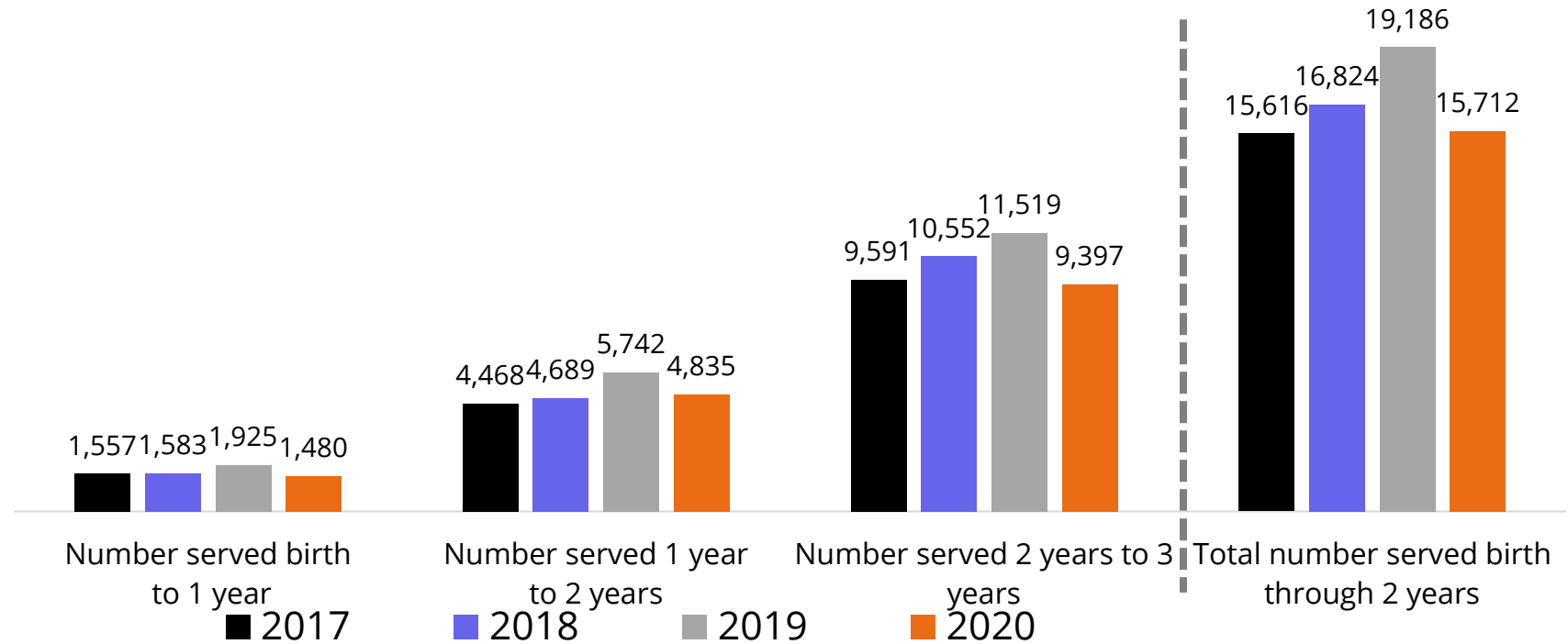
Who are in the groups being measured? What is it a measurement of?

2. How do the results vary for different groups, topics, or time points?

3. What trends or patterns do you see or not see?

4. What do you not see? What data might be missing?

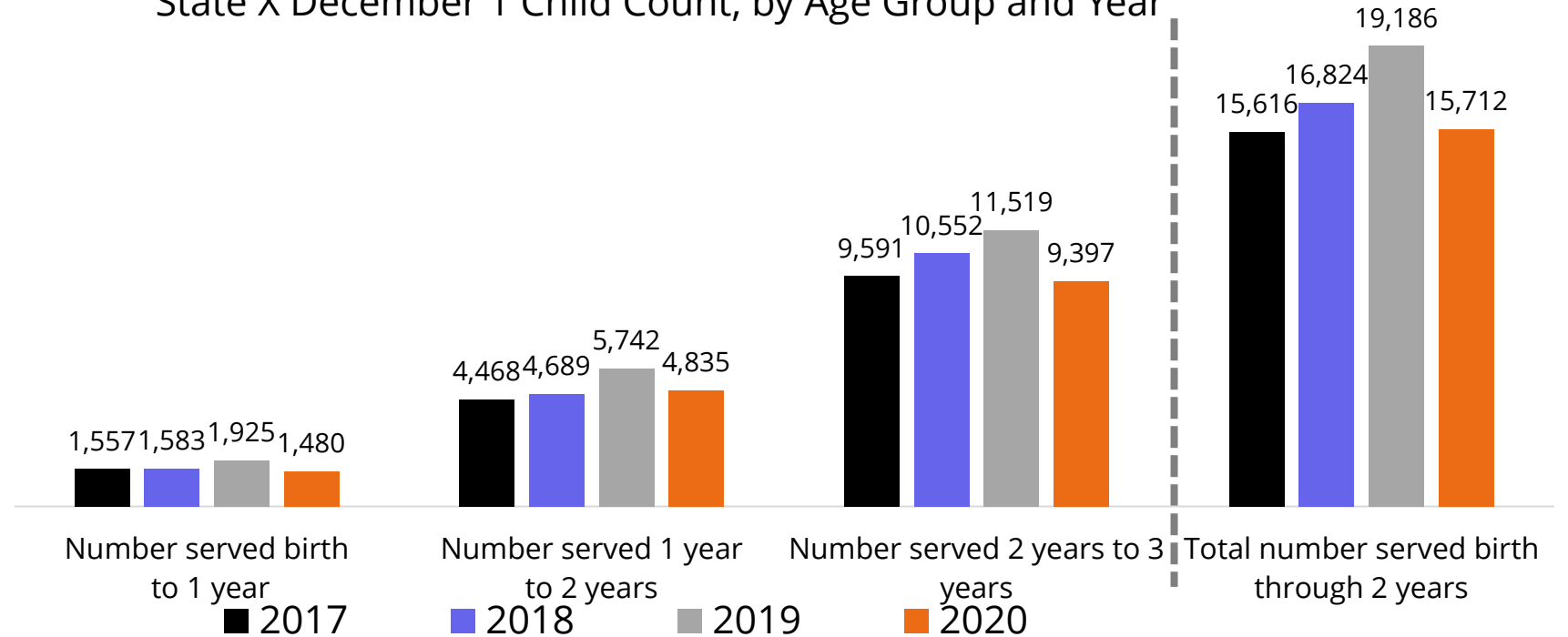
State X December 1 Child Count, by Age Group and Year



Think! Practice

1. Did anything in the Look stage surprise you? Why?
2. What are your hypotheses, explanations, or conclusions about the results?
3. What are the limitations of the data, or the conclusions being made?
4. What additional data do we need to interpret the results?

State X December 1 Child Count, by Age Group and Year



Qualitative Data: Parent Interview Responses (2020)

Interview Question: Please describe the process of getting your child evaluated for early intervention.

Parent 1

I had concerns about our daughter but didn't know who to talk to. I wanted to ask the pediatrician, but we had so much going on during COVID. Working remotely, trying to deal with the kids. When we finally got around to calling the doctor, they weren't taking appointments for well care visits. I finally got in last week and the doctor told me about early intervention.

Parent 2

I finally found out about EI from our doctor, but by then our well-child visit had been delayed for about 4 months. Then we got a referral for EI services, but they were booked out for months, and the first appointment was online. That was frustrating and did not accomplish much. I haven't gotten around to calling back.

Parent 3

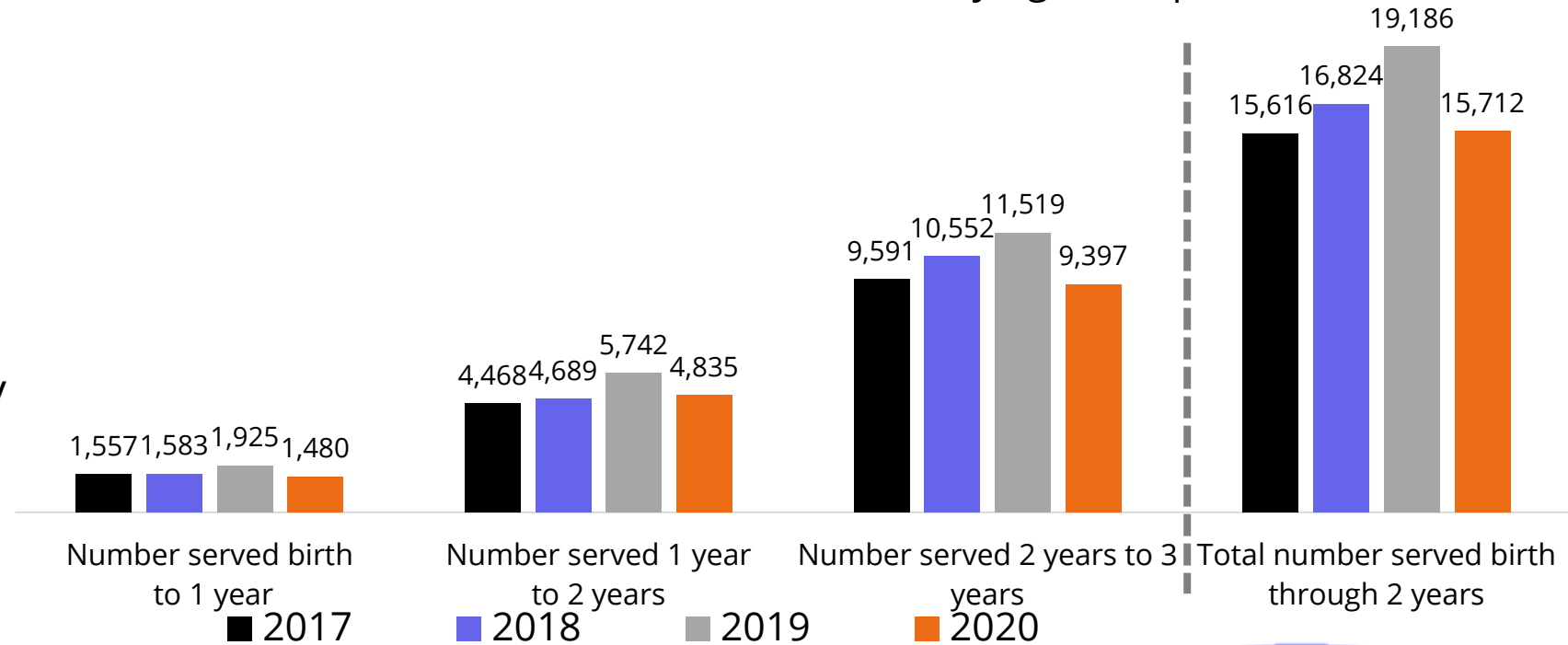
Our first appointment with early intervention was online. I don't have good Wi-Fi, so it was a very frustrating process to engage our child and have a useful session. The whole thing was stressful. After that we just waited until things opened up more. My son starts speech therapy next week.

Analysis Questions

State X December 1 Child Count, by Age Group and Year

Do we have a problem?

1. How many children were served in 2019? In 2020?
2. Did the numbers of children served drop during COVID? By how much?



Analysis Questions

Parent 1

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Why do we have a problem?

- What did parents report about getting their children evaluated?
- What challenges did families face around scheduling? Technology?

Act! Practice

1. What other questions did your analysis generate?
2. What additional data do we need to determine actions?
3. What actions should be considered based on these results?
4. What questions are still unanswered?

Don't be afraid to ask for additional data or data in different ways.

Activity #2: Child Characteristics

LOOK! THINK! ACT!

Using Data for Program Improvement ||| APPLY



Practice Look! Think! Act!

Are you ready to practice *Look! Think! Act!*? Each of the following three sets of practice exercise focuses on critical questions that early intervention and early childhood special education programs may have. Encourage your colleagues and stakeholders to do the exercises to increase their comfort level with *Look! Think! Act!*



EVIDENCE-BASED PRACTICE



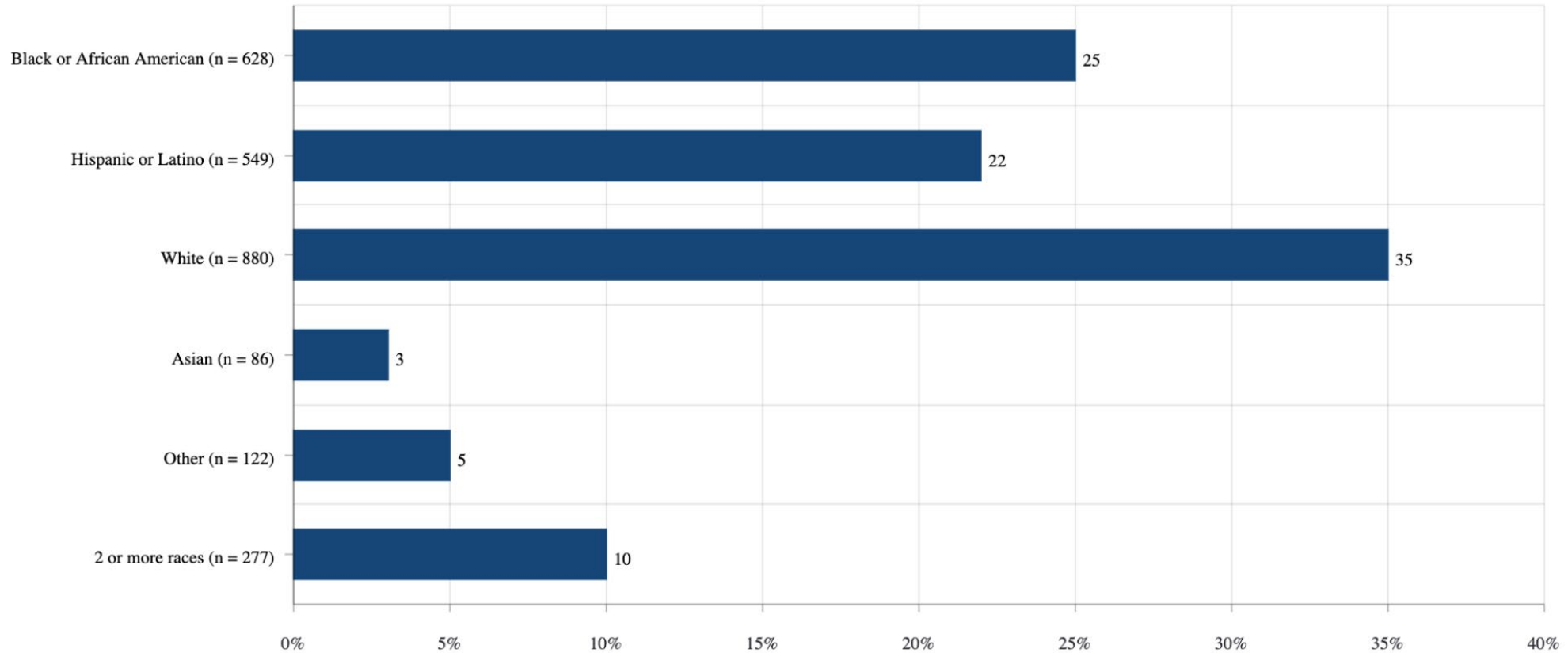
CHILD CHARACTERISTICS



CHILD OUTCOMES

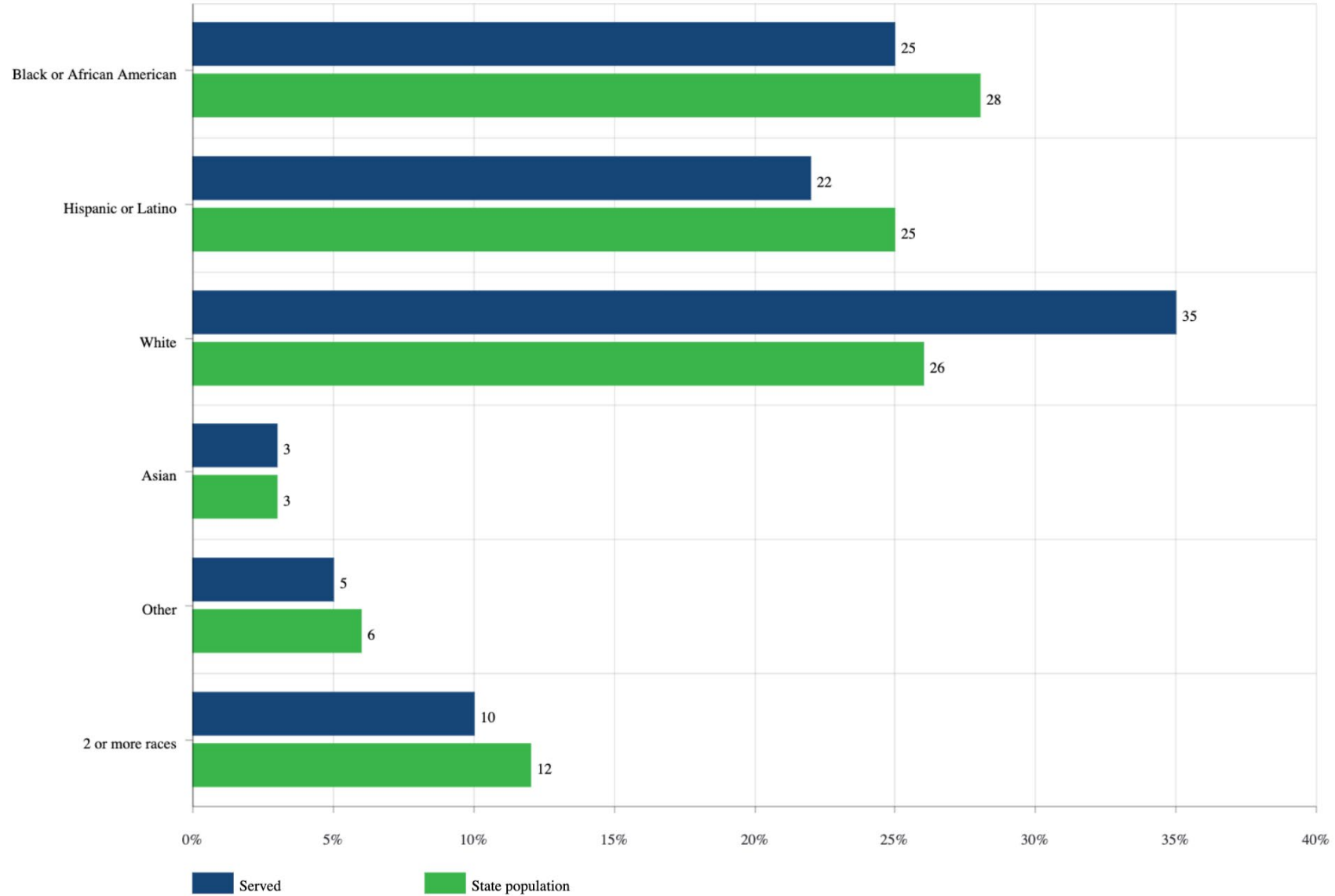
Question 2: What are the characteristics of children served in our program?

Figure 2-1. Percentage of infants and toddlers (ages 0–2) served during the most recent reporting year by demographic



Flashback to Session 3

Figure 2-2. Percentage of infants and toddlers (ages 0-2) served during the most recent reporting year and percentage of infants and toddlers (ages 0-2) living in the state, by demographic



Let's
take a
deeper
dive

Source: State Child Find Data System

Note. n = the number of children represented in each group

Reflection

1. What was the *Look! Think! Act!* process like for you?
2. What questions or aha moments do you have?
3. If you want to have a better understanding of the LTA process, feel free to complete the other two activities in the module

Let's check how we did! We learned...

- The role of a Family Data Leader, the importance of the family voice, and the multiple ways families can participate in data-based decision making at the local, state and national level (WHO)
- Why data is critical to inform systems change and program improvement across all levels (WHY)
- To understand and apply our knowledge of the basics of data, data analysis, and data use to understand the function of data as it relates to Part C and Part B 619 programs (HOW)
- To explore and begin to apply the *Look! Think! Act!* data-use framework to engage with data (including the state SPP/APR), for systems change program improvement, and better child outcomes (WHAT)

Successful Participation Before the meeting

When you are invited to participate in this group ask questions such as:

- What is the purpose/goal of the meetings?
- What is my role?
- Who are the other participants and their role?
- Will materials be sent to participants ahead of time if not ask for them to be sent.
- Review the materials sent to you before the meeting.
- Who can I go to with questions before the meeting?
- What is the time commitment?

Successful Participation During the meeting

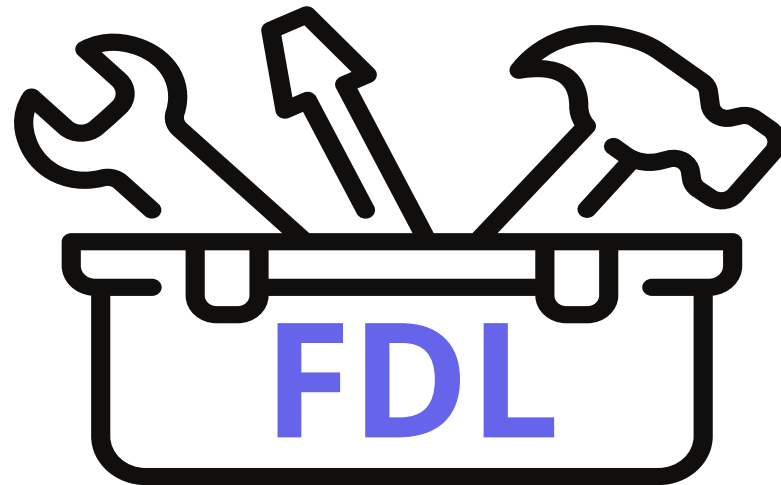
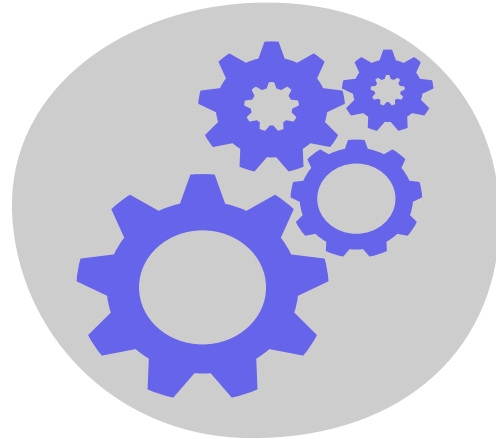
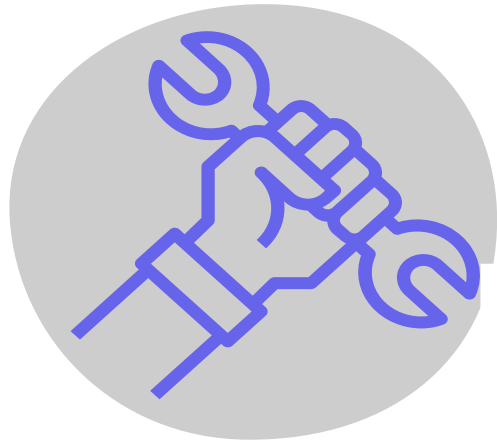
Things to think about when attending meeting:

- Take notes
- Remember, you are representing parents/families not just your child
- Be respectful of others' viewpoints
- Leave your baggage at the door
- There is a balancing act between not asking questions and asking too many
- Be confident and assertive not aggressive
- Use active listening strategies

Now What?

- What are you thinking will be your next step?
- Do you feel confident in joining a data group?
- To whom can you reach out to get invited to be on a group?
- Do you need more information?
- Did this session increase your knowledge?
- Do you feel better equipped than before?

Recap of Session 4



What's Next?

- Why Early Childhood Data Matters
- Navigating *Early On* Data
- Data and Child Outcomes

Final thoughts and questions

We are here to support you!

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Michigan Alliance for Families

In collaboration with



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