Family Data Leaders Training for Families

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Session Three

Center for Parent Information & Resources

DaSy The Center for IDEA Early Childhood Data Systems

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Stuck with junk...

or is it treasure?

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Today's Learning Objectives

Learn about *Look! Think! Act! (LTA)*-- a strategy for using data when solving problems, making recommendations or decisions, or identifying next steps.

Practice using LTA so you are prepared to join a local, regional or state-level discussion that includes understanding data.

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BEGIN ENGAGE ENRICH APPLY REVIEW RESOURCES

LOOK! THINK! ACT!

Using Data for Program Improvement

DaSy The Center for IDEA Early Childhood Data Systems

LOOK THINK ACT

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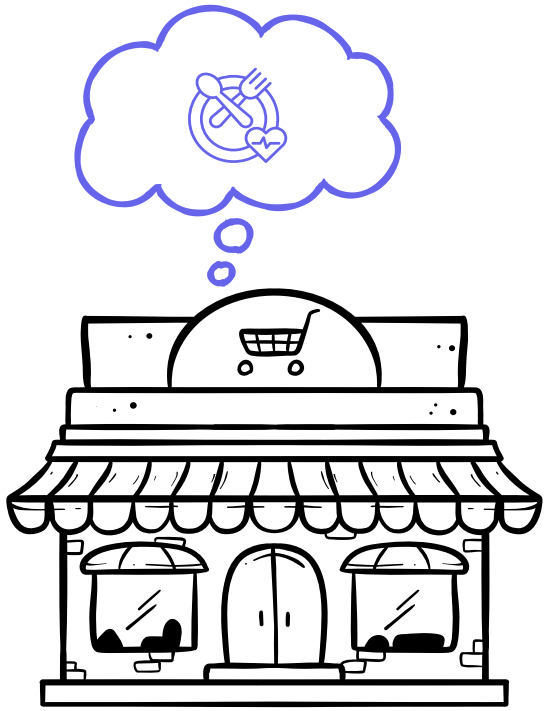
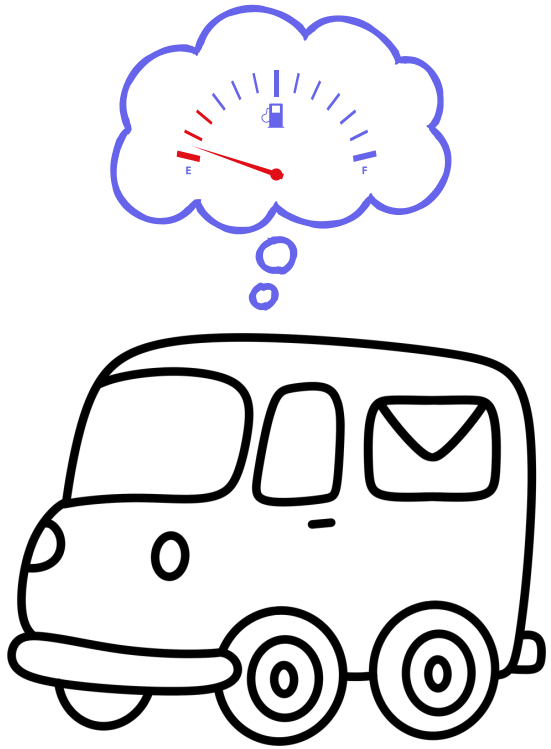
You may use Look! Think! Act! every day





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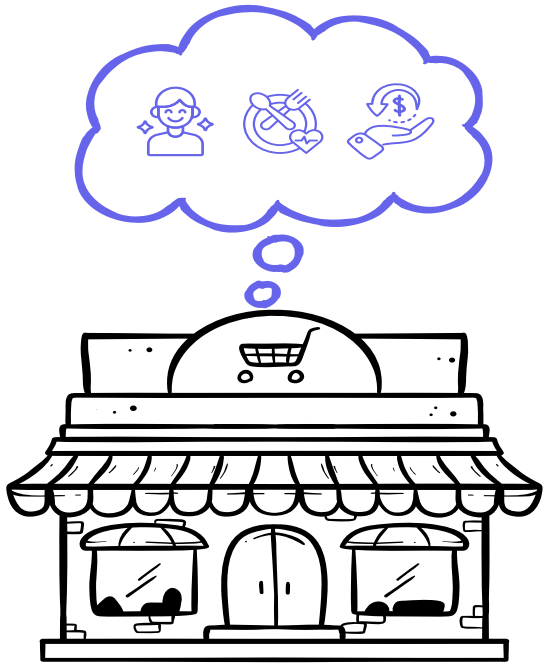
Let's unpack Look! Think! Act!

- Identify your purpose
- Make my child happy!
- Provide my family with a healthy breakfast!
- Get the most for my money!



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Make my child happy!

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Cheerios

Nutrition Facts / Datos de Nutrición

About 8 servings per container (age 4+ years)/Aproximadamente 8 raciones por envase (de 4+ años)
17 servings per container (age 1-3 years)/17 raciones por envase (de 1 a 3 años)

Serving size/Tamaño por ración 1½ cup/1½ taza (39g) (age 4+ years/de 4+ años)
¾ cup/¾ taza (20g) (age 1-3 years/de 1 a 3 años)

	Cheerios	with ¾ cup skim milk/con ¾ taza de leche descremada	Age 1-3 years/ Edad de 1 a 3 años
Calories/Calorías	**140**	**210**	**70**
	% DV/VD**	% DV/VD**	% DV/VD***
Total Fat/Grasa Total 2.5g*	3%	4%	3%
Saturated Fat/Grasa Saturada 0.5g	3%	4%	0%
Trans Fat/Grasa Trans 0g			
Polyunsaturated Fat/Grasa Poliinsaturada 1g			
Monounsaturated Fat/Grasa Monoinsaturada 1g			
Cholesterol/Colesterol 0mg	0%	1%	0%
Sodium/Sodio 190mg	8%	12%	7%
Total Carbohydrate/Carbohidrato Total 29g	10%	14%	10%
Dietary Fiber/Fibra Dietética 4g	15%	15%	15%
Soluble Fiber/Fibra Soluble 2g			
Total Sugars/Azúcares Totales 2g			
Incl. Added Sugars/Incluye azúcares añadidos 1g	2%	2%	2%
Protein/Proteínas 5g			8%
Vitamin D/Vitamina D 4mcg	20%	30%	15%
Calcium/Calcio 130mg	10%	25%	8%
Iron/Hierro 12.6mg	70%	70%	90%
Potassium/Potasio 250mg	6%	10%	4%
Vitamin A/Vitamina A	10%	20%	15%
Vitamin C/Vitamina C	10%	10%	30%
Thiamin/Tiamina	20%	25%	25%
Niacin/Niacina	10%	10%	15%
Vitamin B_6/Vitamina B_6	20%	20%	30%
Folate/Folato (45mcg folic acid/ácido fólico)	20%	20%	25%
Vitamin B_{12}/Vitamina B_{12}	20%	50%	25%
Phosphorus/Fósforo	15%	25%	15%
Magnesium/Magnesio	10%	15%	30%
Zinc/Zinc			

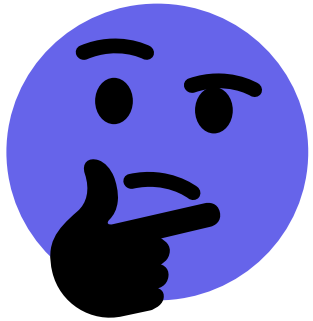
Essential EVERYDAY®

Nutrition Facts

About 8 servings per container
Serving size 1 1/2 cup (41g)

Amount per serving	
Calories	**160**
	% Daily Value*
Total Fat 2.5g	3%
Saturated Fat 0.5g	3%
Trans Fat 0g	
Polyunsaturated Fat 1g	
Monounsaturated Fat 1g	
Cholesterol 0mg	0%
Sodium 230mg	10%
Total Carbohydrate 31g	11%
Dietary Fiber 3g	12%
Soluble Fiber 1g	
Insoluble Fiber 2g	
Total Sugars 2g	
Includes 2g Added Sugars	4%
Protein 4g	
Vitamin D 2.1mcg	10%
Calcium 140mg	10%
Iron 11.5mg	60%
Potassium 250mg	6%
Vitamin A	10%
Vitamin C	10%
Thiamin	25%

Provide a healthy breakfast!



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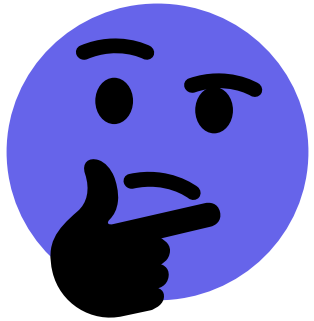
Get the most for my money!



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Think! Attach meaning

- Both boxes featured yellow. Both had hearts. My child will be happy with either brand.
- Cheerios were lower in calories per ounce than the store brand and included more dietary fiber, more protein and less sodium per ounce.
- Cheerios were 2 boxes for $3.00 ($.125 per ounce). The cost of 2 boxes of the store brand was $6.00 ($.25 per ounce). Because of the sale price, Cheerios will give me more for my money today.

Now it's time to Act!

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Clarify the Purpose

Before looking, decide what critical question you or your group would like to answer.

- Concerns could be for specific populations, situations, or outcomes
- In looking at family outcomes, for instance, it may be important to look at the data by:
  - Region or program
  - Length of time in service and the setting in which services are provided
  - The child's type of disability, developmental delay, or eligibility category?

Consider questions at multiple levels of the system: state, region, local program, practitioner, and the child and family.

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Look!

In the **Look** stage, you objectively examine data as a first step in answering an important question or solving a problem.

You look to identify the facts communicated by your data.

The information (or evidence) may create a picture or tell a story.

- Do lines on a chart move up or down over time?
- Are some bars on a chart tall while others are short?
- Are some percentages larger than others?

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Look!

As you begin to Look, get comfortable and examine the data to obtain context. Look to learn…

- Who are members of the group that was measured?
- What was measured?
- During what periods of time were measurements taken?

Where might you look for this critical information?

- Chart title
- Axis labels or categories and values (across the bottom [x axis] and/or up the side [y axis])
- Legend (often indicating what a color in the chart means)

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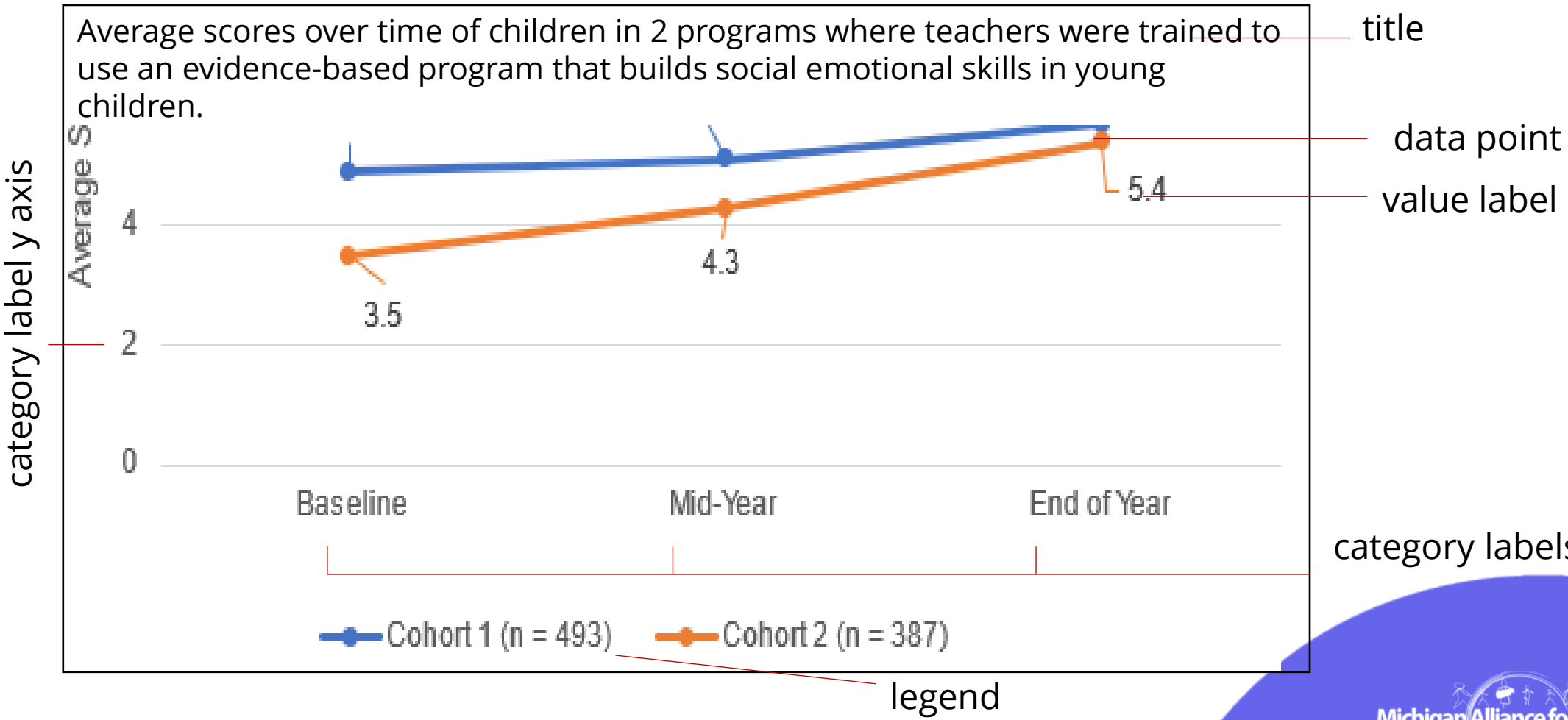
Get to Know the Chart Elements



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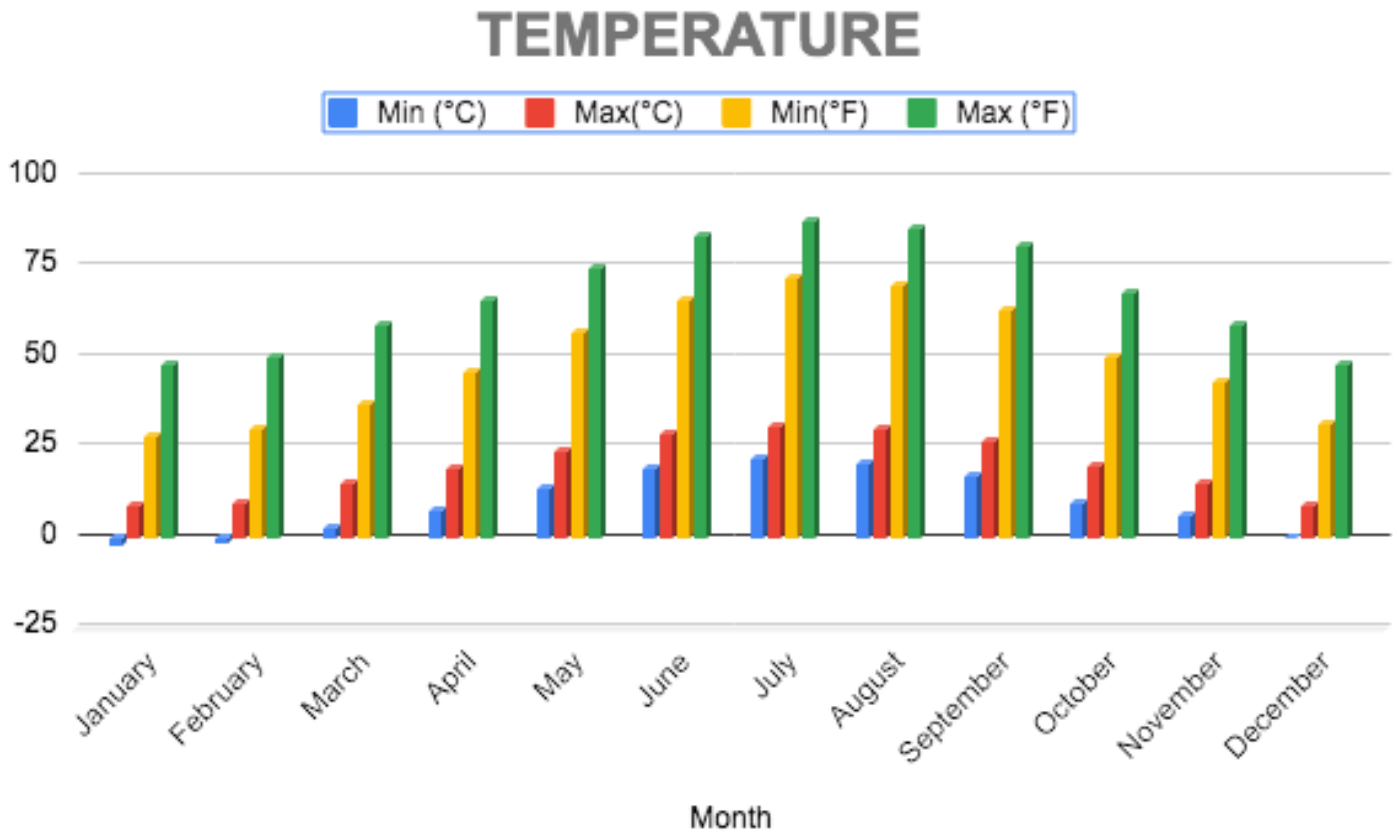
Look!



Where to look for clues:

- Chart title
- Axis labels or categories and values (across the bottom [x axis] and/or up the side [y axis])
- Legend (often indicating what a color in the chart means)

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Look!

The **Look** stage is often overlooked. There's a natural tendency to jump to conclusions, which may be based on personal experiences or limited anecdotal observations and not on the data.

Discussion questions in the Look stage

- *What do you see? What catches your attention?*
- *How do results vary for different groups, topics, or time points?*
- *What trends or patterns do you see or not see?*
- *Do you notice data points outside the middle range or anything unusual?*
- *What do you not see? What data might be missing?*

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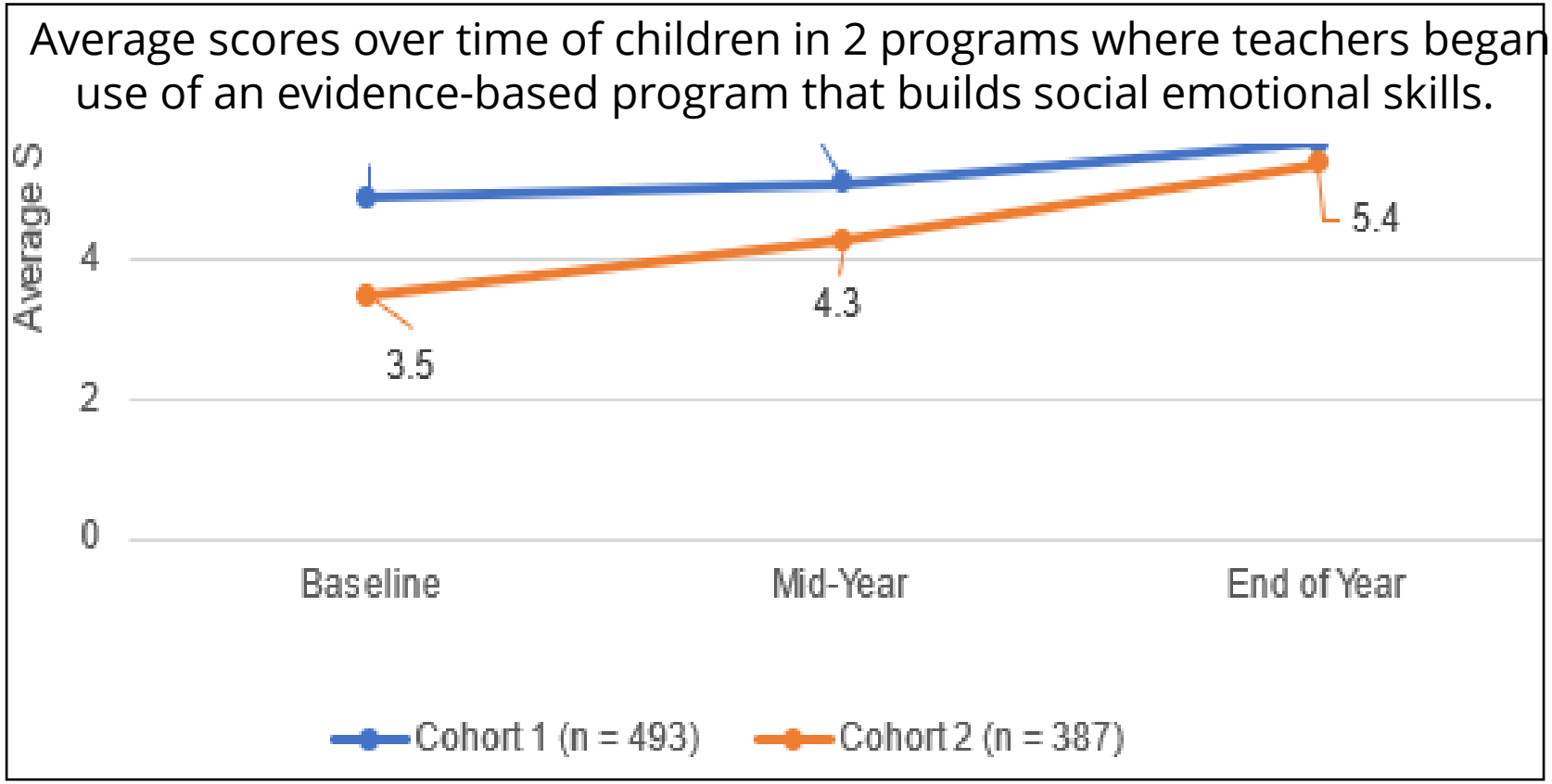
Is this an accurate look statement?



"Both cohorts of children had higher social-emotional scores at the end of the year."

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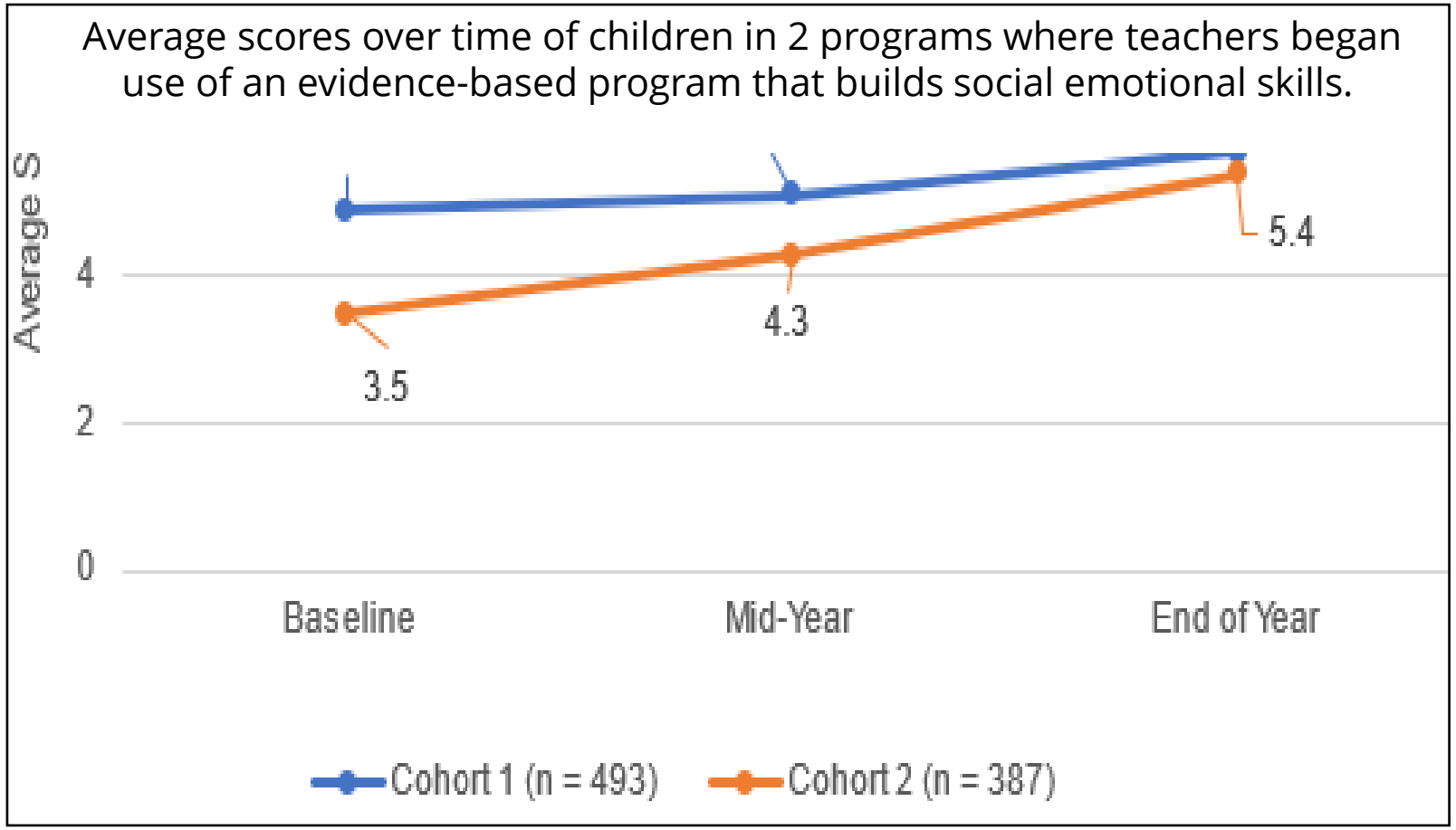
Is this an accurate look statement?



"Children in Cohort 1 started and ended the year with higher average scores than children in Cohort 2."

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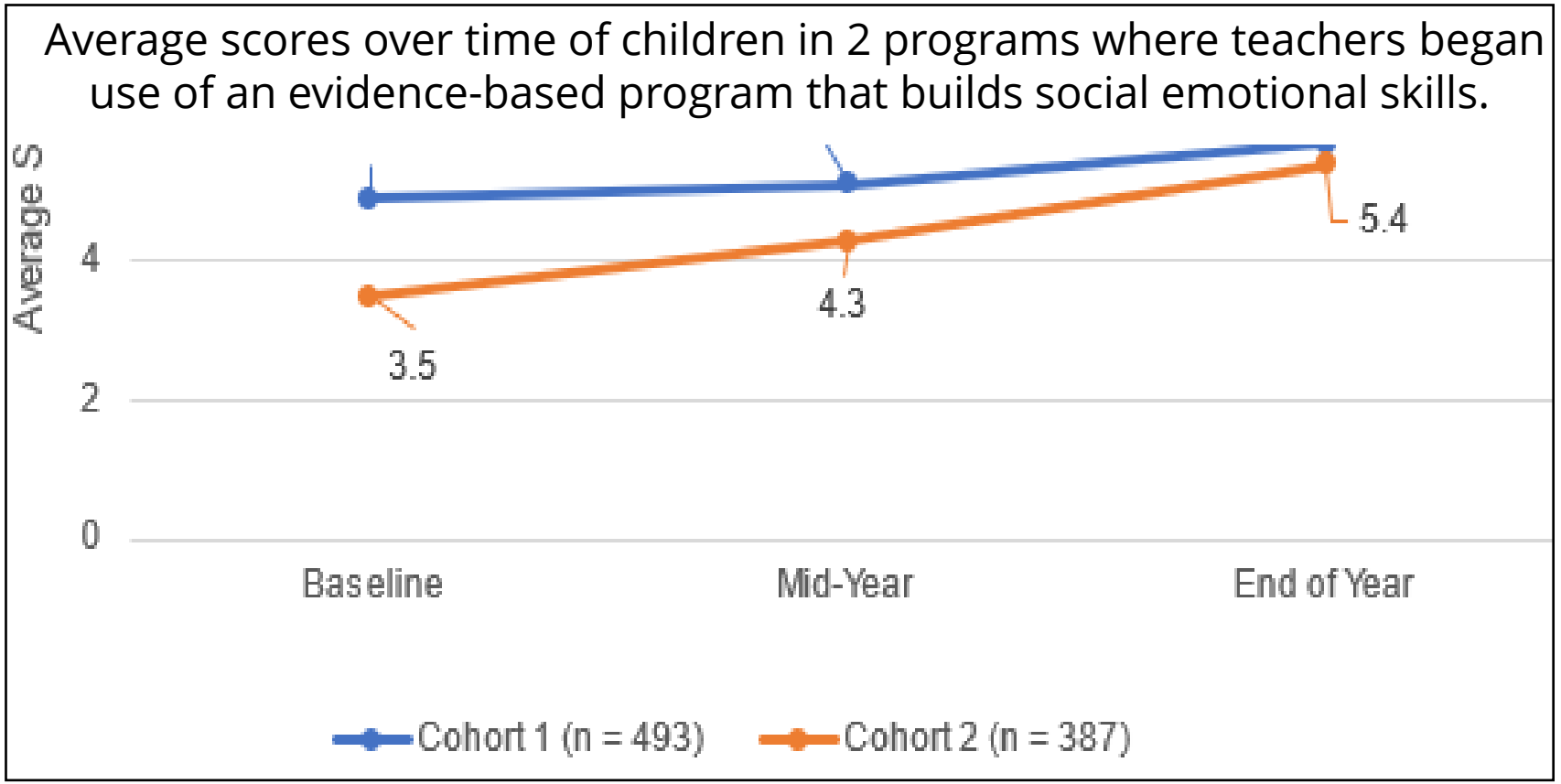
And what about this one?



"The training for Cohort 2 providers was a good investment."

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Think!

In the **Think** stage, you (and the team) interpret or attach meaning to the data you have just thoroughly examined.

- While the facts you identified during the **Look** stage were not debatable, interpretations are.
- Different people will offer different interpretations based on their unique perspectives and experiences. Use the facts from the **Look** stage and other evidence you have and consider why you are getting the results that you see.
- Getting to the bottom of the results is called root cause analysis.

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Let's think:

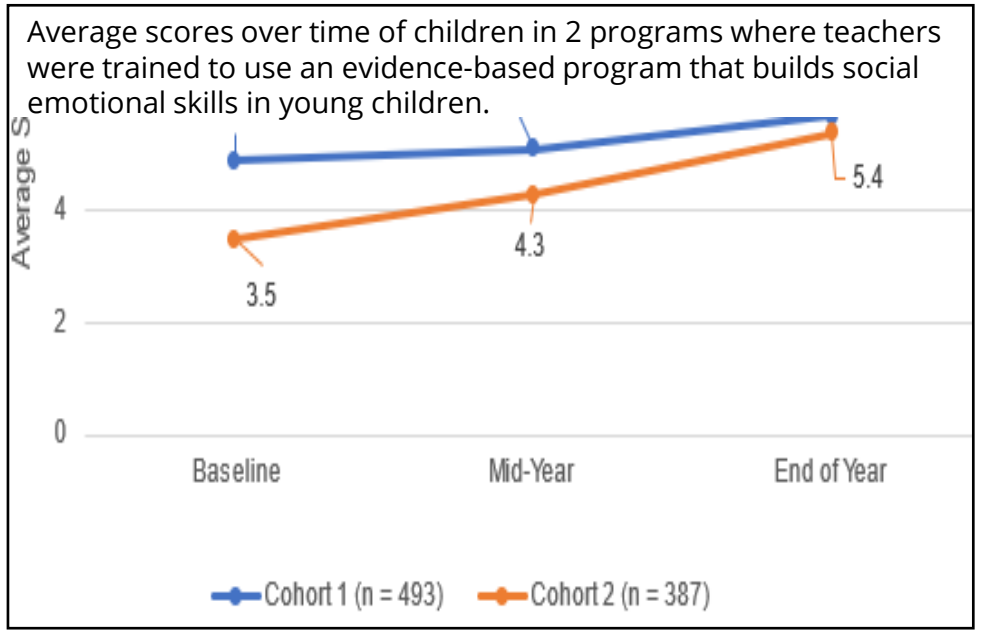
Was the training for Cohort 2 providers was a good investment?

Did any of your **Look** stage observations surprise you? Why?

What do these data tell us about the question we wish to answer?

What are the limitations of the data, or the conclusions being made?

What else do we need (or want) to know?



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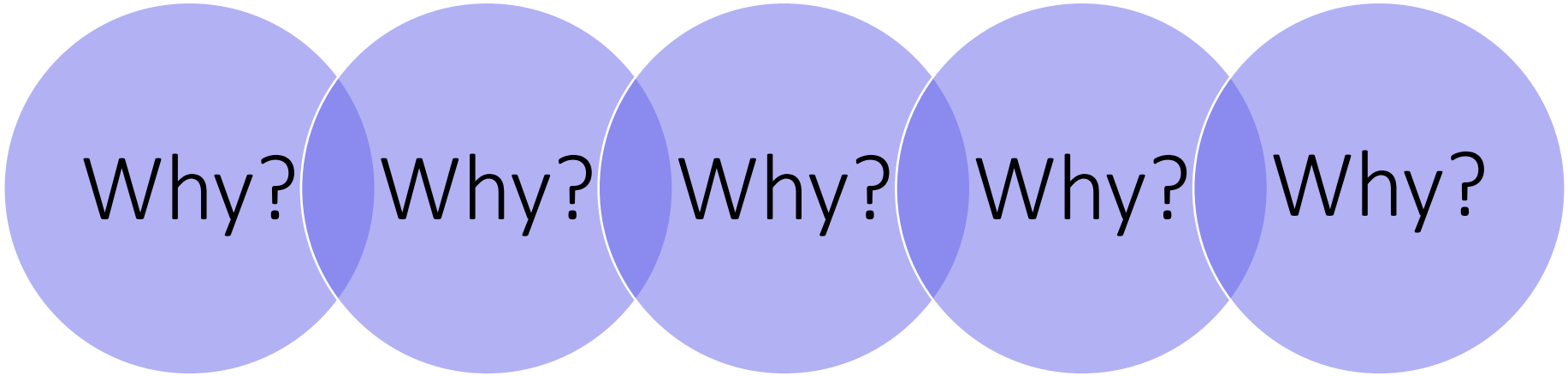
The 5 Whys: A Think Stage Resource



Digging Deeper:

- When problems arise, it is reasonable to take steps to prevent the same thing from happening again. To do this, ask why things happened over and over until you reach the root of the problem.

- In short, we ask, “why,” over and over until we reach the root cause. Typically, you will find the root cause by the time you’ve asked, “why,” five times.

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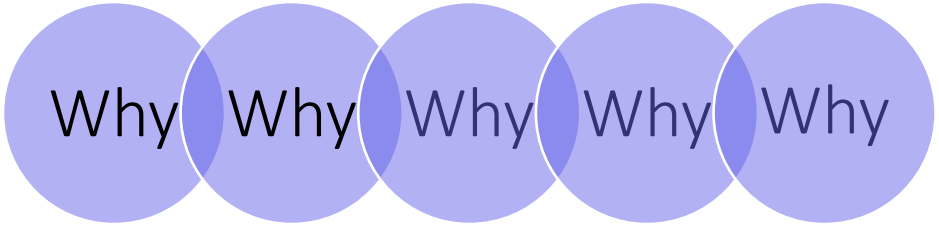
A 5 Whys Example

The Jefferson Memorial experienced ongoing deterioration that required frequent and costly cleaning due to buildup on the structure.

It was discovered that large numbers of insects were being attracted to the memorial's lights at night, which then attracted spiders and birds, leading to residue buildup on the building.

To discover why the building required such frequent clean up (the problem), they asked a series of "why" questions.

A 5 Whys Example



Why is the memorial deteriorating?
Because it needs frequent cleaning.

Why is there so much buildup?
Because there are large numbers of birds around the memorial.

Why are there so many birds?
Because birds are feeding on insects.

Why are there so many insects?
Because insects are attracted to the lights at night.

Why are the lights attracting so many insects?
Because the lights are turned on early in the evening, when insects are most active.

Act!

Using data for program improvement involves more than making decisions based on data—it involves identifying actions that will lead to meaningful change.

In the **Act** stage, you (and the team) identifies actions based on conclusions made in the **Think** stage. Actions may be small and short-term, or they may involve large changes in a program or system.

Improvement planning sounds very formal and sometimes it is. It can also be a simple set of action steps depending on what is needed to produce the change you want to see.

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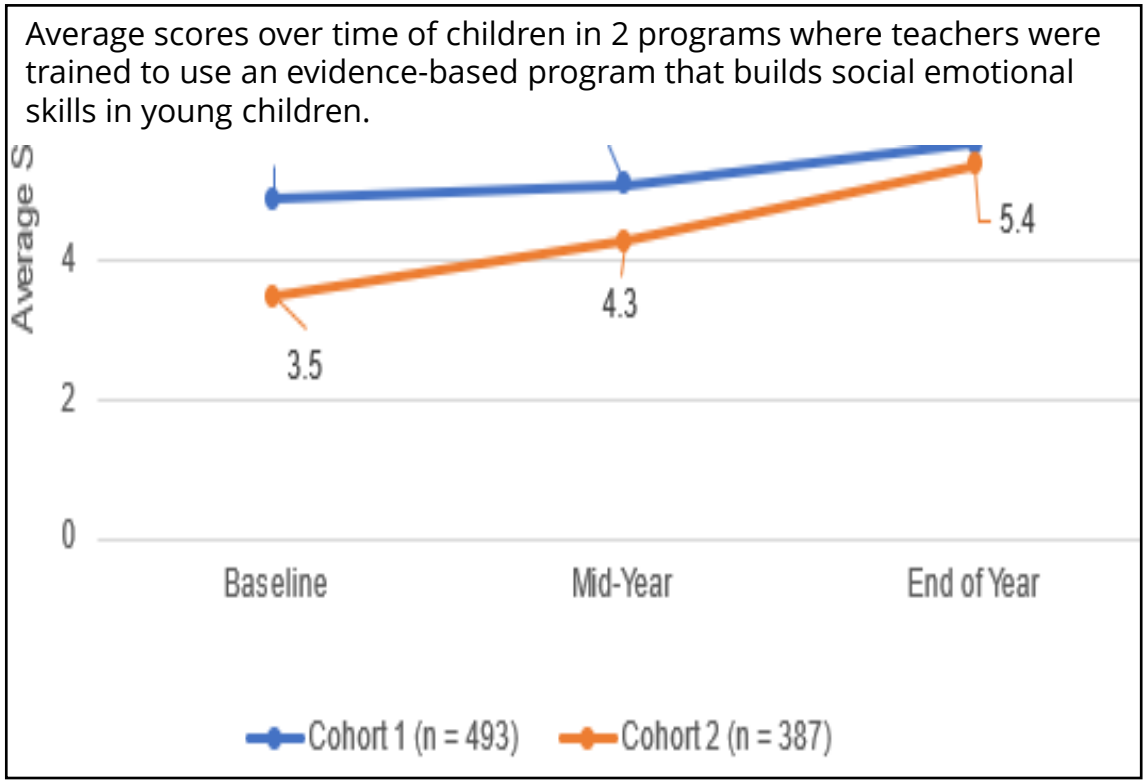
Let's Act!

What additional data do we need to determine actions?

What actions should be considered based on these results?

What resources do we need to implement the actions?

What additional data do we need to determine actions?



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Act!

Act for Family Data Leaders and other stakeholders

- Stakeholders may be asked to work with state teams to develop the plan for improvement activities and to review the impact of those activities over time.
- What is the role and/or next steps for stakeholders
- **Act!** discussion questions

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Let's Practice *Look! Think! Act!*

- Everyone gets the same scenario.
- Data has already been determined to be of high quality.
- Examine the data display.
- Indicate whether the statements below the data display are accurate "Look!" observations, reasonable "Think!" conclusions, and reasonable "Act!" steps. *You have Yes/No options for responses and a place for explaining your thoughts.*

You will be in a breakout room and then return to the large group to discuss.

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Scenario

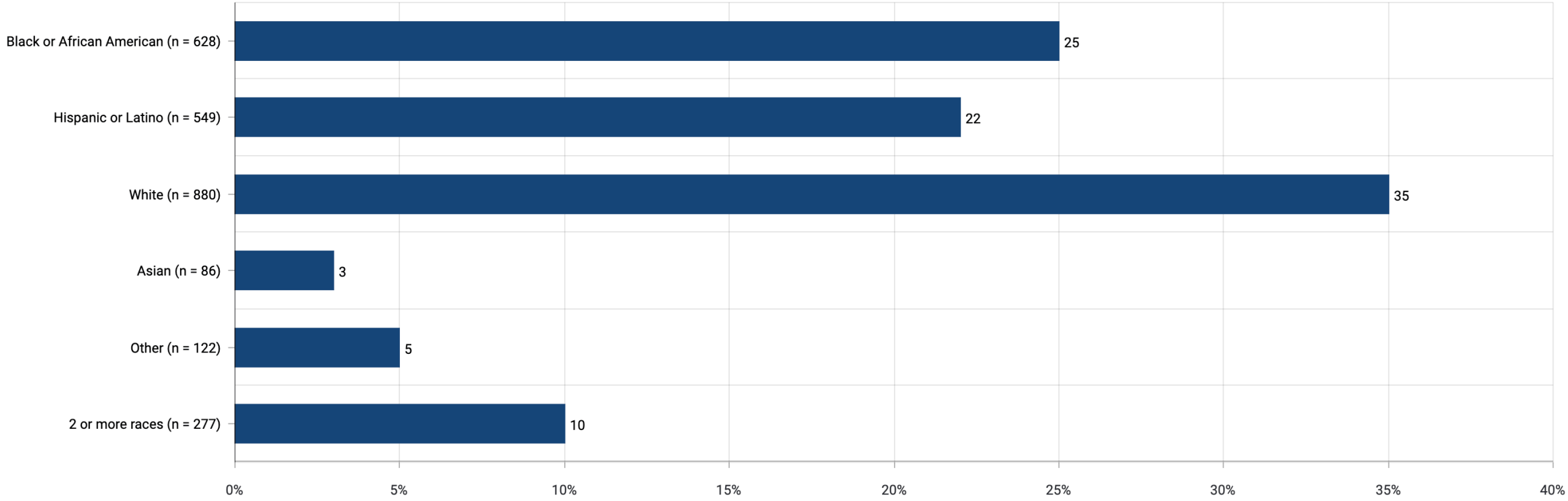
Are there differences by race/ethnicity in the children served by our state's Early Intervention program?

Leaders from a state program would like to understand the characteristics of the children served by their program. They have collected data on race/ethnicity to see if their efforts to identify and serve children are effective and equitable.

The state leadership team has invited you to join a work group of individuals bringing diverse perspectives to consider the available data.

Program leaders have prepared data displays for the work group to use during the *Look! Think! Act!* process.

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



Source: State Child Find Data System
Note. n = the number of children represented in each group

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Let’s get moving!

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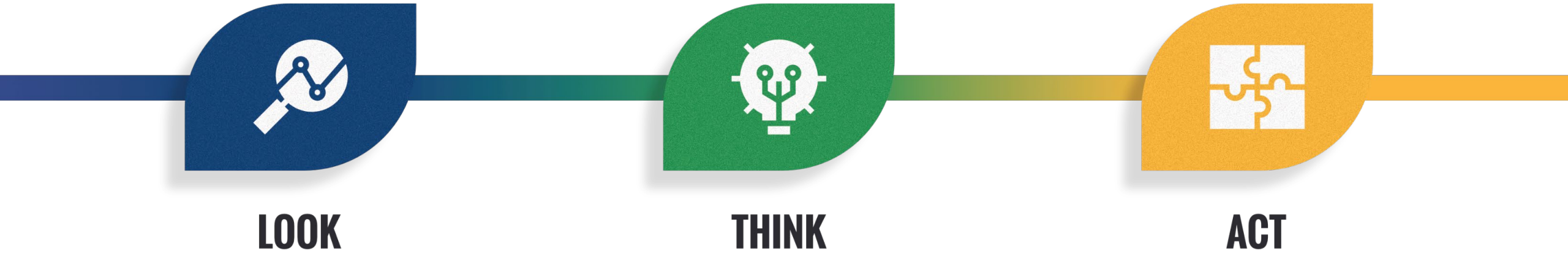
What are your thoughts?



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Scenario—Response Key Look!

Are these accurate observations?

1. More children that are white received services than children of any other race ethnicity category.

2. More children who are either Black/African American or Hispanic/Latino received more services than children who are white.

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Scenario—Response Key Think!

Are these accurate observations?

1. Efforts to identify eligible children were most effective for children who are White.
2. Some of the 549 children served who are Hispanic or Latino are likely children belonging to two or more races.
3. The state served children from multiple racial and ethnic backgrounds.

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Scenario—Response Key Act!

Are these reasonable next steps?

- Increase efforts to identify children who are Asian who could be eligible for services.
- Gather additional data showing the distribution of race/ethnicity across all children in the state to compare to the distribution of race/ethnicity of children served.

Reflection

- What did you find yourself noticing about the data around you as you went through your day? (Look!)
- What conclusions did you make based on what you saw? (Think!)
- What contextual factors led to your conclusions? (Think!)

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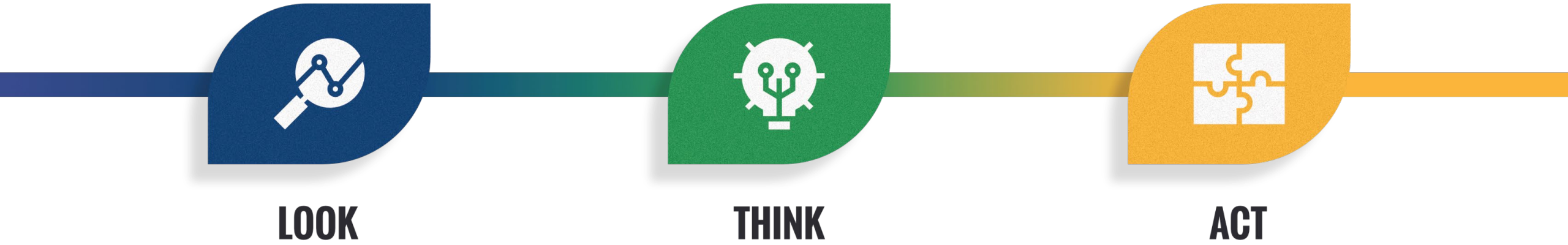
Recap of Session 3

- About Look! Think! Act!
- How to Use Look! Think! Act!



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Up Next!

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

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Michigan Alliance for Families is an IDEA Grant Funded Initiative of the Michigan Department of Education, Office of Special Education (MDE-OSE); the Michigan Department of Lifelong Education, Advancement, and Potential (MiLEAP); and Michigan's Federal Parent-Training and Information Center (PTIC) funded by the U.S. Department of Education, Office of Special Education Programs(OSEP).

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