

# Leading by Convening (LbC): Rubrics to Assess and Shape Practice

## Building Support Through Data

Sharing data is not the same as building support through data. Building support requires dialogue, exchange, shared meaning, and the commitment to joint messaging.



## About the LbC Rubrics

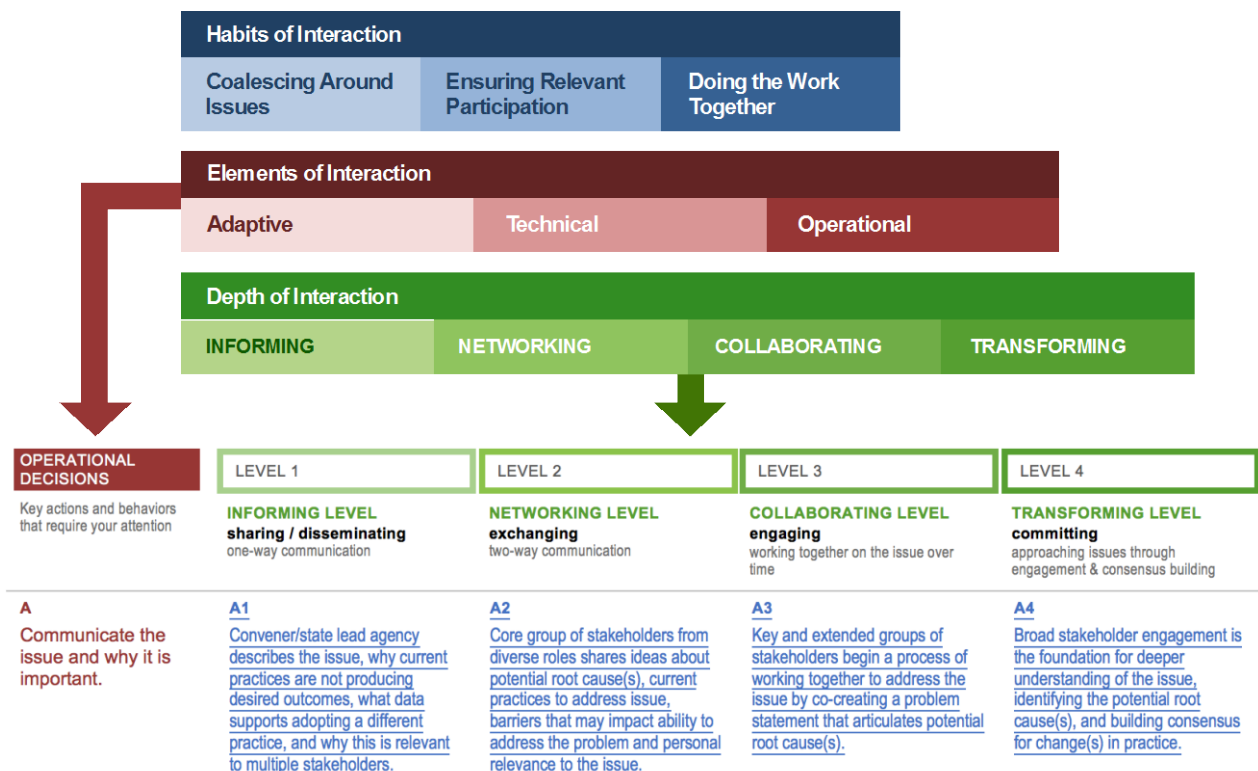
Each LbC rubric describes a set of observable behaviors focused on a change in the practice of authentic stakeholder engagement. The rubrics can be used by teams to:

- discuss authentic engagement from the viewpoint of the stakeholders;
- assess current levels of interaction;
- guide future interaction;
- routinely assess changes in perception and practice; and
- chronicle changes in outcomes as engagement deepens.

## Using the LbC Rubrics

The image below displays a graphic representation of the LbC framework and a rubric that is derived from it. LbC is based on three habits of interaction (Coalescing Around Issues, Ensuring Relevant Participation and Doing Work Together). These habits unpack into three elements of interaction (Adaptive, Technical, and Operational) that further unpack into four depths of interaction (Informing, Networking, Collaborating and Transforming).

The LbC rubrics use the operational elements and depths of interaction to help leaders and teams engage their stakeholders more actively. Rubrics typically list a criteria or behavior in the left column and describe levels of performance in columns moving to the right. This arrangement creates cells that describe the performance at each level for each criterion. In the LbC rubric below, the criterion column is called an “operational decision.” Operational decisions result when a team examines both the technical and adaptive elements of the change it envisions and defines several important aspects of interaction that they will attend to over time.



Each rubric is interactive. Follow the image below to see how you can interact with the rubrics as you move towards greater depths of interaction.

## A1 – Resources to move from Informing to Networking

You are on the Informing Level. You are working towards the Networking Level.

OPERATIONAL DECISIONS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Key actions and behaviors that require your attention	<b>INFORMING LEVEL</b> <b>sharing / disseminating</b> one-way communication	<b>NETWORKING LEVEL</b> <b>exchanging</b> two-way communication	<b>COLLABORATING LEVEL</b> <b>engaging</b> working together on the issue over time	<b>TRANSFORMING LEVEL</b> <b>committing</b> approaching issues through engagement & consensus building
<b>A</b> Communicate the issue and why it is important.	<b>A1</b> Convener/state lead agency provides information on evidence-based, evidence-informed, and promising practices and how they will address identified issue(s).	<b>A2</b> <a href="#">Core group of stakeholders from diverse roles shares their knowledge of effective practices, including levels of evidence, the context for implementation, and potential barriers.</a>	<b>A3</b> <a href="#">Stakeholders from diverse roles collectively analyze practices based on the problem statement, available data, contextual variables, and structural challenges. They identify a new practice to address need.</a>	<b>A4</b> <a href="#">Stakeholders from regularly work together and analyze practices to consensus on implementation of evidence-based practices.</a>

The header helps to know where you are and where you are working towards.


Tools from LbC to help you move towards the next level are hyperlinked for quick access.

Resources beyond LbC — such as slides, templates, toolkits and videos — are identified and hyperlinked.

Tips are given for each section.

### Links to useful tools in LbC

- Four Simple Questions:** Permits the convener and the stakeholders to communicate connections and knowledge from the standpoint of others.
- Download the book, *Leading by Convening*.  
[http://www.ideapartnership.org/documents/NovUploads/Leading by Convening 508.pdf](http://www.ideapartnership.org/documents/NovUploads/Leading%20by%20Convening%20508.pdf)



### Resources beyond LbC

Research the array of federal investments on the EBP under consideration. Begin with the OSEP Technical Assistance and Dissemination Network:

- [Graphic Version](#)
- [Word Version](#)

### Tips from implementers and stakeholders

- Use multiple means of representing information (e.g., audio narration, slides, graphics, Venn diagram)
- Widely share resources and continuing education opportunities that are specific to the practice.

# RUBRIC Building Support Through Data

Each operational decision has a progression of four corresponding levels. Click on each item to see additional resources.

OPERATIONAL DECISIONS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Key actions and behaviors that require your attention	<b>INFORMING LEVEL</b> <b>sharing / disseminating</b> one-way communication	<b>NETWORKING LEVEL</b> <b>exchanging</b> two-way communication	<b>COLLABORATING LEVEL</b> <b>engaging</b> working together on the issue over time	<b>TRANSFORMING LEVEL</b> <b>committing</b> approaching issues through engagement & consensus building
<b>A</b> Increase the number and types of stakeholders who are 'data literate.'	<b>A1</b> <a href="#">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 early intervention providers; etc.).</a>	<b>A2</b> <a href="#">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>	<b>A3</b> <a href="#">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.</a>	<b>A4</b> <a href="#">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.</a>
<b>B</b> Identify the relevant data collection practices and conditions related to the outcome goals you are trying to achieve.	<b>B1</b> <a href="#">The convener/state lead agency shares data collection practices and findings with stakeholders.</a>	<b>B2</b> <a href="#">Identified stakeholders define their valued outcomes and how they collect and use data to inform and strengthen their work.</a>	<b>B3</b> <a href="#">The group works together to review existing systems and implement improved strategies and innovations within the network.</a>	<b>B4</b> <a href="#">From the beginning of the data discussion, an inclusive group of stakeholders implements a process to identify, discuss, and use data in meaningful ways.</a>
<b>C</b> Reach agreement on relevant data.	<b>C1</b> <a href="#">The convener/state lead agency explains to stakeholders the data that it considers to be relevant and why.</a>	<b>C2</b> <a href="#">A core group of interested stakeholders meets with the convener/state lead agency to discuss available data, relevance to the issue, and data gaps.</a>	<b>C3</b> <a href="#">A broad range of diverse stakeholders discusses available data and generates ideas on what data is most useful to measure intended outcomes.</a>	<b>C4</b> <a href="#">Stakeholders commit their resources to identify, develop, and, use relevant data to bridge data gaps and to inform improvement activities</a>
<b>D</b> Identify a strategy (or strategies) and procedures to monitor data changes.	<b>D1</b> <a href="#">The convener/state lead agency establishes an ongoing process for updating and sharing the data between the state and the various stakeholder groups.</a>	<b>D2</b> <a href="#">The convener/state lead agency meets with the core group of interested stakeholders to define the process for ongoing data reviews and sharing of data.</a>	<b>D3</b> <a href="#">Stakeholders and convener/state lead agency jointly review the data and make decisions on action plans.</a>	<b>D4</b> <a href="#">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.</a>

[BACK TO FULL RUBRIC](#)

# A1 – Resources to move from Informing to Networking

You are on the Informing Level. You are working towards the Networking Level.

OPERATIONAL DECISIONS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Key actions and behaviors that require your attention	<b>INFORMING LEVEL</b> <b>sharing / disseminating</b> one-way communication	<b>NETWORKING LEVEL</b> <b>exchanging</b> two-way communication	<b>COLLABORATING LEVEL</b> <b>engaging</b> working together on the issue over time	<b>TRANSFORMING LEVEL</b> <b>committing</b> approaching issues through engagement & consensus building
<p><b>A</b></p> <p>Increase the number and types of stakeholders who are 'data literate'.</p> <p><i>Broad data literacy:</i></p> <p>Why should stakeholders understand how to use data? Why should decisions be 'data-driven?' How can data be used to improve services, systems, and outcomes?</p> <p><i>Data-specific literacy:</i></p> <p>What is the purpose of this data/why is it important, what does it measure, how was/is it collected, how was/is it analyzed, how was/is it scaled?</p>	<p><b>A1</b></p> <p>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 early intervention providers; etc.).</p>	<p><b>A2</b></p> <p><a href="#">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></p>	<p><b>A3</b></p> <p><a href="#">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.</a></p>	<p><b>A4</b></p> <p><a href="#">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.</a></p>

## Links to useful tools in LbC

- [How People Are](#): This resource helps teams create interaction with a Think/Pair/Share activity using quotes about what makes change happen.
- [Seeds of Trust](#): This resource builds awareness of trust-building behavior by exploring some predictable situations.
- [Meet the Stakeholders](#): Using this resource, teams will learn to pay attention to partners with influence and authority.
- [Building Engagement](#): This resource poses ideas to generate learning activities for stakeholder engagement around a topic. Teams can maximize engagement by linking two or more activities.
- [Download the book, Leading by Convening.](#)



## Resources beyond LbC

The Data Quality Campaign and the Early Childhood Data Collaborative provides a good overall resource, [Roadmap for Early Childhood & K-12 Data Linkages](#), which can help with the understanding of the parts of data systems. The roadmap can be used as a format for developing common understanding of the system.

[Writing about research in everyday language](#): The National Center on Education Evaluation and Regional Assistance (NCEE) produced an informative document that helps state and local agencies to communicate clearly to the widest audiences on the most important topics.

## Tips from implementers and stakeholders

- Expand the number and types of stakeholders to whom data is disseminated (parent centers, PTA, teachers' union, related services provider associations, school level personnel, individual transition counselors, etc.).
- Provide context and explanation for the data that is easy to find and understand.
- Provide training to stakeholders on data literacy.
- Build data literacy by connecting data and analysis to examples in everyday living (reaction to medicines, food choices, where we live, and children's interests) and various jobs (real estate, retail, leisure). Data is an integral part of our lives.
- Check in on who is in the conversation and who is missing.
- Establish boundaries to keep conversation centered on the role of data in outcome goals.
- Expect and anticipate gaps in available data, and challenges to the analysis.
- Don't get lost with missing data. Don't defend data – it is what it is – it can always be improved.
- Remember the goal – how can data inform us. How can the data collected help students, teachers and schools improve outcomes?
- Establish protocols for the conversation and boundaries.
- Important to identify the key components of the data system and create information that is easily understood and helps others to understand why specific data is important.
- Share the context for examining the data such as lack of comparability across states, pressures experienced when data is compared in states with non-comparable systems, etc.
- Be mindful of the results that you want as a result of examining the data, that the data is actionable and can be used to shape future behavior that will improve outcomes; share this focus with stakeholders. Also see the rubric, Coalescing around an Evidence Based Practice.
- Have a place where states could add other tools that they have found useful, or give perspectives on various tools, e.g., how to use them, their effectiveness, etc.; and how to adapt tools that are created.

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# A2 – Resources to move from Networking to Collaborating

You are on the Networking Level. You are working towards the Collaborating Level.

OPERATIONAL DECISIONS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Key actions and behaviors that require your attention	<b>INFORMING LEVEL</b> <b>sharing / disseminating</b> one-way communication	<b>NETWORKING LEVEL</b> <b>exchanging</b> two-way communication	<b>COLLABORATING LEVEL</b> <b>engaging</b> working together on the issue over time	<b>TRANSFORMING LEVEL</b> <b>committing</b> approaching issues through engagement & consensus building
<p><b>A</b></p> <p>Increase the number and types of stakeholders who are 'data literate'.</p> <p><i>Broad data literacy:</i></p> <p>Why should stakeholders understand how to use data? Why should decisions be 'data-driven?' How can data be used to improve services, systems, and outcomes?</p> <p><i>Data-specific literacy:</i></p> <p>What is the purpose of this data/why is it important, what does it measure, how was/is it collected, how was/is it analyzed, how was/is it scaled?</p>	<p><b>A1</b></p> <p><a href="#">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 early intervention providers; etc.).</a></p>	<p><b>A2</b></p> <p>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.).</p>	<p><b>A3</b></p> <p><a href="#">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.</a></p>	<p><b>A4</b></p> <p><a href="#">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.</a></p>

## Links to useful tools in LbC

- [Four Simple Questions](#): Use this tool to plot an inclusive path toward better design, collection and interpretation of data.
- [Meet the Stakeholders](#): This resource helps teams to become more attentive to stakeholders who should be engaged by considering both authority and influence.
- [Building Engagement](#): Use this tool to consider activities that could be undertaken by the partners committed to better data.
- [Measuring Progress](#): Use this tool to collect data on engagement. Turn responses on qualitative rubrics into quantitative comparisons.
- [Co-Creating Tools](#): This resource allows teams to design meetings that bring stakeholders together to create useful tools.





- [Download the book, Leading by Convening.](#)



## Resources beyond LbC

[Effectively Engaging Stakeholders in Data Use](#): This 2015 presentation featured staff from Colorado and Tennessee sharing information, ideas, and resources for effectively engaging stakeholders in data use.

[Writing about research in everyday language](#): The National Center on Education Evaluation and Regional Assistance (NCEE) produced an informative document that helps state and local agencies to communicate clearly to the widest audiences on the most important topics.

## Tips from implementers and stakeholders

- Request data from other sources (other state agencies, parent centers, local districts or early intervention agencies, researchers, universities, etc.).
- Convene interested stakeholders to discuss the gaps in data literacy among stakeholders and potential/actual reasons for those gaps.
- Don't make assumptions that everyone knows the context, goals, etc. Take a few minutes to reintroduce the data study (who, what, how).
- Define any acronyms or data language short-cuts. Organize the presentation so there are planned stops where there is an opportunity to ask questions or make comments.
- Less is more – don't get lost in the weeds of data – focus on the data and strategies that inform the audience as to how to improve performance.
- Welcome feedback. No data is perfect.
- Don't defend the data.



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# A3 – Resources to move from Collaborating to Transforming

You are on the Collaborating Level. You are working towards the Transforming Level.

OPERATIONAL DECISIONS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Key actions and behaviors that require your attention	<b>INFORMING LEVEL</b> <b>sharing / disseminating</b> one-way communication	<b>NETWORKING LEVEL</b> <b>exchanging</b> two-way communication	<b>COLLABORATING LEVEL</b> <b>engaging</b> working together on the issue over time	<b>TRANSFORMING LEVEL</b> <b>committing</b> approaching issues through engagement & consensus building
<p><b>A</b></p> <p>Increase the number and types of stakeholders who are 'data literate'.</p> <p><i>Broad data literacy:</i></p> <p>Why should stakeholders understand how to use data? Why should decisions be 'data-driven?' How can data be used to improve services, systems, and outcomes?</p> <p><i>Data-specific literacy:</i></p> <p>What is the purpose of this data/why is it important, what does it measure, how was/is it collected, how was/is it analyzed, how was/is it scaled?</p>	<p><b>A1</b></p> <p><a href="#">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 early intervention providers; etc.).</a></p>	<p><b>A2</b></p> <p><a href="#">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></p>	<p><b>A3</b></p> <p>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.</p>	<p><b>A4</b></p> <p><a href="#">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.</a></p>

## Links to useful tools in LbC

- **Four Simple Questions:** Revisit this activity routinely as relationships deepen and new issues surface.
- **Meet the Stakeholders:** This activity could become a standard tool in thinking broadly and engaging stakeholders in data work.
- **Seeds of Trust:** Use this tool to become more aware of behavior that builds critical trust in understanding data and its implications.
- **What's in it for Me?:** This resource helps teams create professional and personal value for deeper engagement in data discussions.
- **Building Engagement:** Use this resource to explore ideas and generate learning activities that will bring stakeholders together around a topic. Maximize engagement by linking two or more activities.
- **Co-Creating Tools:** Use this tool as a guide to convening meetings that bring stakeholders together to create useful tools.



- [Download the book, Leading by Convening.](#)



## Resources beyond LbC

[Serving on Groups training series](#): This eight-part training for stakeholders who serve on groups, produced by the WI Family Advocacy Center for Education, Training and Support (WI FACETS) includes a session on data.

[World Café Method](#): This communication and exchange strategy could be useful in helping to engage stakeholders.

[Harvard Family Resource](#): This resource Harvard Family Research describes the value of family engagement strategies that also apply to a range of stakeholders. They also outlines the mindset and key practices that organizations need to adopt in order to use data to understand and improve upon their work.

## Tips from implementers and stakeholders

- Meet with a broad range of diverse stakeholders to discuss the extent of *their* data literacy and how to increase their data literacy. Take steps to implement those recommendations.
- Convene representatives of state, regional and local agencies and organizations to discuss the barriers to data literacy among diverse groups and how to overcome them.
- Set up agreed-upon ground rules for facilitated meetings that engage all participants. See: [A List of Ground rules For Effective Meetings](#).
- Using evaluations to assess participants' level of trust, comfort and engagement. Set a limited scope for each session. Stakeholders should discuss what they want to accomplish together.
- Use plain language throughout the session – no jargon – focus on key goals and outcomes.
- Make sure to ask before a meeting if anyone needs special accommodations or supports to participate.
- Provide agenda in advance for meetings. Give time to network.
- Access other important tips at [Data Use Strategy](#).

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# A4 – Resources to sustain Transformation

You are on the Transforming Level. Continue to engage your stakeholders to sustain your progress.

OPERATIONAL DECISIONS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Key actions and behaviors that require your attention	<b>INFORMING LEVEL</b> <b>sharing / disseminating</b> one-way communication	<b>NETWORKING LEVEL</b> <b>exchanging</b> two-way communication	<b>COLLABORATING LEVEL</b> <b>engaging</b> working together on the issue over time	<b>TRANSFORMING LEVEL</b> <b>committing</b> approaching issues through engagement & consensus building
<p><b>A</b></p> <p>Increase the number and types of stakeholders who are 'data literate'.</p> <p><i>Broad data literacy:</i></p> <p>Why should stakeholders understand how to use data? Why should decisions be 'data-driven?' How can data be used to improve services, systems, and outcomes?</p> <p><i>Data-specific literacy:</i></p> <p>What is the purpose of this data/why is it important, what does it measure, how was/is it collected, how was/is it analyzed, how was/is it scaled?</p>	<p><b>A1</b></p> <p><a href="#">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 early intervention providers; etc.).</a></p>	<p><b>A2</b></p> <p><a href="#">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></p>	<p><b>A3</b></p> <p><a href="#">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.</a></p>	<p><b>A4</b></p> <p>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.</p>

## Links to useful tools in LbC

- [Learn the Language Make the Connection](#): This tool helps teams to identify the key points that must be discussed about how initiatives are connected beyond vocabulary and funding.
- [Web of Connections](#): This resource helps teams discover agencies and stakeholders with shared interests, develop relationships, and find a path through complexity.
- [Building Engagement](#): Use this resource to explore ideas and generate learning activities for stakeholders. Maximize engagement by linking two or more activities.
- [Download the book, Leading by Convening.](#)





## Resources beyond LbC

[“Thinking with Data Overview”](#): This resource provides a good quick overview of data literacy in practical every-day terms.

[Serving on Groups training series](#): This eight-part training for stakeholders who serve on groups, produced by the WI Family Advocacy Center for Education, Training and Support (WI FACETS) includes a session on data.

[The School Reform Initiative \(SRI\)](#): This initiative is a private/non-profit dedicated to helping adults learn together about school reform. SRI provides protocols for building your system’s capacity to talk about and use data to improve schools and student achievement.

## Tips from implementers and stakeholders

- Consider the stakeholders who are representing diverse stakeholder groups.
- Provide training and support to help stakeholders expand the data literacy of their own group (i.e., parent centers train parent leaders; teachers’ union trains educators; early intervention provider agencies train individual early intervention providers). Help them understand and use data in their work.
- Respect the concerns people have with data being used in ways that cause conflict and stress without getting derailed in using data to improve systems (e.g. accountability for teachers). Be aware of the ‘politics’ and ‘media sound bites’ around data.
- Use positive messaging and encourage partner stakeholders to do the same. Messaging is key to transforming behavior and reaching agreement on relevant data, monitoring data changes and identifying the impact of data.
- Help partner stakeholders focus on the behavior they want based on the data.
- The more – and more deeply – stakeholders are engaged (transparency), the less reaction there is to the data (trust).

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# B1 – Resources to move from Informing to Networking

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<b>B</b> Identify the relevant data collection practices and conditions related to the outcome goals you are trying to achieve.	<b>B1</b> The convener/state lead agency shares data collection practices and findings with stakeholders.	<b>B2</b> <a href="#">Identified stakeholders define their valued outcomes and how they collect and use data to inform and strengthen their work.</a>	<b>B3</b> <a href="#">The group works together to review existing systems and implement improved strategies and innovations within the network.</a>	<b>B4</b> <a href="#">From the beginning of the data discussion, an inclusive group of stakeholders implements a process to identify, discuss, and use data in meaningful ways.</a>

## Links to useful tools in LbC

- [Four Simple Questions:](#) Use questions 1 and 2 to identify relevant stakeholders.
- [Engaging Everybody:](#) Use this tool to define roles and send important messages or invite participants.
- [Building Engagement:](#) Generate learning activities for stakeholder engagement around a topic. Maximize engagement by linking two or more activities.
- [A Quick Chronology of Engagement:](#) This resource will allow you to tell the story of your work together in short notes, recalling key people and groups. You will be able to identify big lessons from a quick chronology. This tool is useful in bringing new members ‘up to speed.’
- [Give Value First:](#) What does it look like to approach collaboration as if a partnership already existed? What level of formality about expectations and relationships feels right? This tool will help you to identify the factors that will influence your success.
- [Download the book, Leading by Convening.](#)



## Resources beyond LbC

[Harvard Family Research Project:](#) Tips for Administrators, Teachers and Families: How to Share Data Effectively. This newsletter and its related resources provide advice on how to present and clarify important data. The resource is available in English and Spanish.



[Introduction to Participatory Evaluation](#): This Guidebook produced by the Rochester Effectiveness Project includes a section on communicating data (p. 13-27).

[Effectively Engaging Stakeholders in Data Use](#): This 2015 presentation featured staff from Colorado and Tennessee sharing information, ideas, and resources for effectively engaging stakeholders in data use.

## Tips from implementers and stakeholders

- Begin with a longitudinal review of the data; develop the importance of why and how the group has collected data.
- Bring new members, including new agency leaders, into the collaboration.
- Stress the importance of sharing analysis of data, use of data, messaging, etc. with stakeholders.
- Meet stakeholders where they are, deepen their engagement.
- Maintain a child/student-centered focus. Communicate the interconnection between data and alignment with systems, including: physical, mental and behavioral health and wellness of families.
- Identify how to effectively link data collection across systems to impact services.
- Establish an ongoing refinement process to determine the value and use of all data collected. Look for outliers, unnecessary data and new data needed.
- Provide presentation tips that ensure everyone can follow the narrative.
- Provide models for sharing data that respect audience interests and goals.
- In order to move to the networking level, ask questions to assess audience knowledge; modify presentations in response to the audience. Try not to make moral judgments on data results.
- Model being objective, interested, curious and engaging with data.
- Sequence presentations so they are easy to follow.
- Use Universal Design for Learning (UDL) guidelines in preparing presentation materials. Do not include too many numbers, graphs and lines. Make sure legends on graphs are written out.
- Help stakeholders understand that you don't collect data unless you are going to use it!
- When considering state data, recognize context and lack of comparability across states, acknowledge pressures based on results of data when compared across non-comparable systems.

[BACK TO FULL RUBRIC](#)

# B2 – Resources to move from Networking to Collaborating

You are on the Networking Level. You are working towards the Collaborating Level.

OPERATIONAL DECISIONS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Key actions and behaviors that require your attention	<b>INFORMING LEVEL</b> <b>sharing / disseminating</b> one-way communication	<b>NETWORKING LEVEL</b> <b>exchanging</b> two-way communication	<b>COLLABORATING LEVEL</b> <b>engaging</b> working together on the issue over time	<b>TRANSFORMING LEVEL</b> <b>committing</b> approaching issues through engagement & consensus building
<b>B</b> Identify the relevant data collection practices and conditions related to the outcome goals you are trying to achieve.	<b>B1</b> <a href="#">The convener/state lead agency shares data collection practices and findings with stakeholders.</a>	<b>B2</b> Identified stakeholders define their valued outcomes and how they collect and use data to inform and strengthen their work..	<b>B3</b> <a href="#">The group works together to review existing systems and implement improved strategies and innovations within the network.</a>	<b>B4</b> <a href="#">From the beginning of the data discussion, an inclusive group of stakeholders implements a process to identify, discuss, and use data in meaningful ways.</a>

## Links to useful tools in LbC

- **Four Simple Questions:** Using this tool, teams should explore questions 3 and 4 to support deeper levels of collaboration and ongoing work.
- **What’s in it for Me?:** This resource will help partners create professional and personal value and move participants to partners.
- **Building Engagement:** This tool helps teams to explore ideas and generate learning activities for stakeholders. Teams can maximize engagement by linking two or more activities.
- **Problems Come Bundled:** Used as a standard protocol, this tool identifies the adaptive and technical challenges to achieving better data.
- **A Quick Chronology of Engagement:** Teams can use this engagement chronology to tell the story of joint work by recalling key activities, people, and groups. Participants will identify the big lessons from the quick chronology and decide on stories that should be told.
- **Download the book, Leading by Convening.**



## Resources beyond LbC

[Understanding and Effectively Engaging Stakeholders in Data Use:](#) The 2015 workshop highlights how the DaSy Framework can help engage stakeholders in data use.





## Tips from implementers and stakeholders

- Share the data collected and the findings through an open process.
- Analyze the data and determine its value in relationship to the agreed-upon outcomes.
- Establish and implement an effective communication system to engage all partners.
- Set the stage for active participation by taking the time to gather data on what participants want to achieve.
- Together, align the work around those identified goals.
- Try not to place your own values or judgment on various goals and data collection methods offered.
- Review each element of quality in relation to how you have engaged and/or plan to engage stakeholders in SSIP-related data use.

[BACK TO FULL RUBRIC](#)

# B3 – Resources to move from Collaborating to Transforming

You are on the Collaborating Level. You are working towards the Transforming Level.

OPERATIONAL DECISIONS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Key actions and behaviors that require your attention	<b>INFORMING LEVEL</b> <b>sharing / disseminating</b> one-way communication	<b>NETWORKING LEVEL</b> <b>exchanging</b> two-way communication	<b>COLLABORATING LEVEL</b> <b>engaging</b> working together on the issue over time	<b>TRANSFORMING LEVEL</b> <b>committing</b> approaching issues through engagement & consensus building
<b>B</b> Identify the relevant data collection practices and conditions related to the outcome goals you are trying to achieve.	<b>B1</b> <a href="#">The convener/state lead agency shares data collection practices and findings with stakeholders.</a>	<b>B2</b> <a href="#">Identified stakeholders define their valued outcomes and how they collect and use data to inform and strengthen their work.</a>	<b>B3</b> The group works together to review existing systems and implement improved strategies and innovations within the network.	<b>B4</b> <a href="#">From the beginning of the data discussion, an inclusive group of stakeholders implements a process to identify, discuss, and use data in meaningful ways.</a>

## Links to useful tools in LbC

- **Four Simple Questions:** Permits the convener and the stakeholders to communicate connections and gain knowledge from the standpoint of others.
- **Four Simple Questions:** Create an inclusive path to better data by revisiting this tool routinely.
- **Seeds of Trust:** Use this tool to build trust among partners and with the larger stakeholder group. Address what's at risk for stakeholders.
- **Building Engagement:** Use this tool to explore ideas and generate learning activities for stakeholders. Maximize engagement by linking two or more activities.
- **A Quick Chronology of Engagement:** This tool enables teams to use a motivating activity to tell the story of your work together in short notes by recalling key people and groups. Participants learn to define big lessons from the quick chronology and identify stories that should be told.
- **Co-Creating Tools:** Using this tool, teams learn to create agendas for meetings that bring stakeholders together to create useful tools.
- **Download the book, Leading by Convening.**



## Resources beyond LbC

**Education for the Future:** This website provides many downloadable rubrics for assessing districts, classrooms data collection strategies.



[DaSy Framework: Stakeholder Engagement](#): This framework outlines elements needed for groups to work together. Although this resource was developed for Part C, it can easily be adapted for Part B work.

[Serving on Groups training series](#): This eight-part training for stakeholders who serve on groups, produced by the WI Family Advocacy Center for Education, Training and Support (WI FACETS) includes a session on data.

## Tips from implementers and stakeholders

- Nurture the vision of a continuous quality improvement that engages stakeholders to analyze data gathered from multiple systems.
- Establish effective linkages to promote research to practice and practice-informed research as part of the ongoing process.
- Remember: Data can be disaggregated to find what has meaning and is useful to all the stakeholders.
- Create a mission statement for data collection strategies that identifies improvement outcome goals.
- Make sure you have the right stakeholders present to review the existing systems and develop improvements to try. Don't disinvite stakeholders just because they haven't participated; don't make new stakeholders feel like they are not welcome because they come in "late."
- Be aware of fear of change and personal bias.
- Make sure the bases are covered in terms of different perspectives. Ask for a commitment. Recognize that a stakeholder's level of commitment is conditional on circumstances and a stakeholder may opt in and out if circumstances change. Ensure that there are different opportunities for input.

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# B4 – Resources to sustain Transformation

You are on the Transforming Level. Continue to engage your stakeholders to sustain your progress.

OPERATIONAL DECISIONS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Key actions and behaviors that require your attention	<b>INFORMING LEVEL</b> <b>sharing / disseminating</b> one-way communication	<b>NETWORKING LEVEL</b> <b>exchanging</b> two-way communication	<b>COLLABORATING LEVEL</b> <b>engaging</b> working together on the issue over time	<b>TRANSFORMING LEVEL</b> <b>committing</b> approaching issues through engagement & consensus building
<b>B</b> Identify the relevant data collection practices and conditions related to the outcome goals you are trying to achieve.	<b>B1</b> <a href="#">The convener/state lead agency shares data collection practices and findings with stakeholders.</a>	<b>B2</b> <a href="#">Identified stakeholders define their valued outcomes and how they collect and use data to inform and strengthen their work.</a>	<b>B3</b> <a href="#">The group works together to review existing systems and implement improved strategies and innovations within the network.</a>	<b>B4</b> From the beginning of the data discussion, an inclusive group of stakeholders implements a process to identify, discuss, and use data in meaningful ways.

## Links to useful tools in LbC

- **Four Simple Questions:** Used regularly, this tool increases the likelihood that partners will stay engaged.
- **Learn the Language Make the Connection:** Habitually use this tool to begin discussions on initiatives to go beyond differences in vocabulary and funding. Learn how stakeholders believe issues are connected.
- **Building Engagement:** This tool is useful in exploring ideas and generating learning activities for stakeholder engagement around a topic. Maximize engagement by linking two or more activities.
- **A Quick Chronology of Engagement:** A key strategy for maintaining relationships in a transforming culture. Tell the story of your work together in short notes, recalling key people, activities, and groups. Define the big lessons learned from the quick chronology. Commit to stories that should be told.
- **Dialogue Guides:** This tool helps teams to build models for stakeholder exchange around issues. Learn to design reaction questions to surface perspectives and create application questions about the future state of practice.
- **Download the book, Leading by Convening.**



## Resources beyond LbC

[Why Teachers Must Become Data Experts:](#) This article by ASCD describes the importance of data from the teacher perspective.



[Understand Causes](#) (2013): This resource published by Better Evaluation describes steps to collect and analyze data to answer causal questions about what has produced outcomes and impacts that have been observed.

[Serving on Groups training series](#): This eight-part training for stakeholders who serve on groups, produced by the WI Family Advocacy Center for Education, Training and Support (WI FACETS) includes a session on data.

## Tips from implementers and stakeholders

- Invite all stakeholders to provide evidence that the data gathering process is successful in improving desired outcomes.
- Ensure that policies and procedures are in place that link data gathering systems and agreed-upon outcomes.
- Ensure that meaningful conversations about data gathering and use are occurring among all partners to promote improved outcomes for individual children, students and families.
- Encourage participants to identify any fears or concerns about data collection.
- Keep the process collaborative and meaningful so trust will grow in the group.
- Provide relevant information and data support that will enable stakeholders to take back and explain issues to their constituencies.
- Recognize that stakeholders may see the connections between data components that are collected separately but may not see the intersection.

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# C1 – Resources to move from Informing to Networking

You are on the Informing Level. You are working towards the Networking Level.

OPERATIONAL DECISIONS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Key actions and behaviors that require your attention	<b>INFORMING LEVEL</b> <b>sharing / disseminating</b> one-way communication	<b>NETWORKING LEVEL</b> <b>exchanging</b> two-way communication	<b>COLLABORATING LEVEL</b> <b>engaging</b> working together on the issue over time	<b>TRANSFORMING LEVEL</b> <b>committing</b> approaching issues through engagement & consensus building
<b>C</b> Reach agreement on relevant data.	<b>C1</b> The convener/state lead agency explains to stakeholders the data that it considers to be relevant and why.	<b>C2</b> <a href="#">A core group of interested stakeholders meets with the convener/state lead agency to discuss available data, relevance to the issue, and data gaps.</a>	<b>C3</b> <a href="#">A broad range of diverse stakeholders discusses available data and generates ideas on what data is most useful to measure intended outcomes.</a>	<b>C4</b> <a href="#">Stakeholders commit their resources to identify, develop, and, use relevant data to bridge data gaps and to inform improvement activities</a>

## Links to useful tools in LbC

- [Four Simple Questions](#): Use questions 1 and 2 to identify stakeholders who know and care about the issue.
- [Grounding Assumptions](#): This resource will help teams generate statements around perceptions, areas of need and action that would be useful to build consensus.
- [Dialogue Guides](#): This tool helps teams to create models for stakeholder engagement around specific issues.
- [Download the book, Leading by Convening.](#)



## Resources beyond LbC

[Tips for Presenting Data](#): This resource by the New York State Department of Health provides a step-by-step guide to presenting data to the public.

[Stakeholder Engagement and Data Use](#): National Center for Education Statistics offers a brief that summarizes a state support meeting in 2013. The brief describes the stakeholder role in designing statewide longitudinal data systems. Many key points equally apply to engaging stakeholders in the review of longitudinal data.

[Public Conversations Project](#) : This resource describes the benefit of both broad and deep engagement.

## Tips from implementers and stakeholders

- Explain to stakeholders the data the agency considers to be relevant and why (at a meeting, in a newsletter or website, memo to districts or early intervention providers, etc.).
- Expand the number and types of stakeholders (parent centers, PTA, teachers' union, related services provider associations, school level personnel, early intervention providers) with whom the agency shares its reasoning regarding what data is relevant and why.
- Start with goals. Next, ask key questions and align the data with the goals.
- Acknowledge the contribution of the stakeholders who participated.
- Add a glossary of data terms and have it available every time you meet with stakeholders.
- Do data crosswalks.
- Be mindful of the results that you want. The data is actionable and can be used to shape future behavior that will improve outcomes. Share this focus with stakeholders.



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# C2 – Resources to move from Networking to Collaborating

You are on the Networking Level. You are working towards the Collaborating Level.

OPERATIONAL DECISIONS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Key actions and behaviors that require your attention	<b>INFORMING LEVEL</b> <b>sharing / disseminating</b> one-way communication	<b>NETWORKING LEVEL</b> <b>exchanging</b> two-way communication	<b>COLLABORATING LEVEL</b> <b>engaging</b> working together on the issue over time	<b>TRANSFORMING LEVEL</b> <b>committing</b> approaching issues through engagement & consensus building
<b>C</b> Reach agreement on relevant data.	<b>C1</b> <a href="#">The convener/state lead agency explains to stakeholders the data that it considers to be relevant and why.</a>	<b>C2</b> A core group of interested stakeholders meets with the convener/state lead agency to discuss available data, relevance to the issue and data gaps.	<b>C3</b> <a href="#">A broad range of diverse stakeholders discusses available data and generates ideas on what data is most useful to measure intended outcomes.</a>	<b>C4</b> <a href="#">Stakeholders commit their resources to identify, develop, and use relevant data to bridge data gaps and to inform improvement activities</a>

## Links to useful tools in LbC

- [Four Simple Questions](#): Use questions 3 and 4 to identify ways to build understanding and opportunities to learn together.
- [Problems Come Bundled](#): This tool will help teams to identify the adaptive versus technical challenges to a shared understanding.
- [Measuring Progress](#): This resource uses qualitative rubrics to make quantitative comparisons and measure progress as interaction deepens.
- [Needs of the Field](#): Use this tool to create a unified vision for the future across stakeholders as well as a shared understanding of the current situation.
- [Download the book, Leading by Convening.](#)



## Resources beyond LbC

[Stakeholder Engagement and Data Use](#): National Center for Education Statistics offers a brief that summarizes a state support meeting in 2013. The brief describes the stakeholder role in designing statewide longitudinal data systems. Many key points equally apply to engaging stakeholders in the review of longitudinal data.

[Stakeholder Communication](#): This brief produced by Institute of Education Sciences (IES) conveys best practices from the states.

[Five Steps for Structuring Data Informed Conversations and Action in Education](#): This guide was produced by the Institute for Education Sciences (IES) and the Regional Education Laboratories (REL).

[Public Conversations Project](#): This resource describes the benefit of both broad and deep engagement.

## Tips from implementers and stakeholders

- Discuss available data sources and their relevance to the issue (causes of low performance, improvement strategies, etc.).
- Request information from other sources about their views on the relevance of state-identified data as well as other data that may be relevant (other state agencies, parent centers, local districts or early intervention agencies, researchers, universities).
- Discuss the gaps in availability of relevant data and how to bridge those gaps.
- Prepare a presentation with stakeholder input; present it as a panel when there is time.
- Breakout the data into separate reports – don't get lost in details.
- Keep checking in with participants. Note differences between research-based data and educational/accountability data.
- Take the fear out of data.
- Be mindful of the results wanted; the data is actionable and can be used to shape future behavior that will improve outcomes. Share this focus with stakeholders.

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# C3 – Resources to move from Collaborating to Transforming

You are on the Collaborating Level. You are working towards the Transforming Level.

OPERATIONAL DECISIONS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Key actions and behaviors that require your attention	<b>INFORMING LEVEL</b> <b>sharing / disseminating</b> one-way communication	<b>NETWORKING LEVEL</b> <b>exchanging</b> two-way communication	<b>COLLABORATING LEVEL</b> <b>engaging</b> working together on the issue over time	<b>TRANSFORMING LEVEL</b> <b>committing</b> approaching issues through engagement & consensus building
<b>C</b> Reach agreement on relevant data.	<b>C1</b> <a href="#">The convener/state lead agency explains to stakeholders the data that it considers to be relevant and why.</a>	<b>C2</b> <a href="#">A core group of interested stakeholders meets with the convener/state lead agency to discuss available data, relevance to the issue, and data gaps.</a>	<b>C3</b> A broad range of diverse stakeholders discusses available data and generates ideas on what data is most useful to measure intended outcomes	<b>C4</b> <a href="#">Stakeholders commit their resources to identify, develop, and, use relevant data to bridge data gaps and to inform improvement activities.</a>

## Links to useful tools in LbC

- [Measuring Progress](#): This tool will permit teams to routinely use qualitative rubrics to make quantitative comparisons, measure deepening interaction, and assess the impact of engagement on practice.
- [Dialogue Guides](#): This resource will help teams to create models for conversation that will broaden stakeholder engagement around issues.
- [Download the book, Leading by Convening.](#)



## Resources beyond LbC

[Serving on Groups training series](#): This eight-part training for stakeholders who serve on groups, produced by the WI Family Advocacy Center for Education, Training and Support (WI FACETS) includes a session on data.

[The Data Party: Involving Stakeholders in Meaningful Data Analysis](#): This resource was developed by the Iowa Extension Service, a data party can be used to enhance this stakeholder involvement specifically in data analysis. This type of event can not only increase participation in programming and research but also enhance community buy-in, reinforce human and community development, and provide more authentic data interpretation.

[Public Conversations Project](#): This resource describes the benefit of both broad and deep engagement.

## Tips from implementers and stakeholders

- Meet with a broad range of diverse stakeholders to discuss available data and solicit their ideas on (a) the relevance of the data to the issue from their perspectives; (b) other data that may be relevant and needed that may be available from other sources; and (c) other data that may be relevant and needed that may need to be developed, and take steps to implement those recommendations.
- With a diverse group of stakeholders representing state, regional and local agencies and organizations, discuss who else cares about the issue and how to engage and involve others who care about the issue in identifying existing relevant data sets and strategies to access that data.
- Capture lessons learned and strategies to overcome barriers to data relevance.
- Be mindful of the results that you want. The data is actionable and can be used to shape future behavior that will improve outcomes. Share this focus with stakeholders.
- Because data is typically so dense, the data will have to be pulled apart to be analyzed. Develop opportunities for smaller groups of stakeholders to work on segments of the data so that the group can take ownership of that data component and report back to the larger group with decisions based on that data component.
- If there are data gaps or other challenges (e.g., relevance of the data), the group may need to go back to the data literacy level (the first operational decision in this rubric).

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# C4 – Resources to sustain Transformation

You are on the Transforming Level. Continue to engage your stakeholders to sustain your progress.

OPERATIONAL DECISIONS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Key actions and behaviors that require your attention	<b>INFORMING LEVEL</b> <b>sharing / disseminating</b> one-way communication	<b>NETWORKING LEVEL</b> <b>exchanging</b> two-way communication	<b>COLLABORATING LEVEL</b> <b>engaging</b> working together on the issue over time	<b>TRANSFORMING LEVEL</b> <b>committing</b> approaching issues through engagement & consensus building
<b>C</b> Reach agreement on relevant data.	<b>C1</b> <a href="#">The convener/state lead agency explains to stakeholders the data that it considers to be relevant and why.</a>	<b>C2</b> <a href="#">A core group of interested stakeholders meets with the convener/state lead agency to discuss available data, relevance to the issue, and data gaps.</a>	<b>C3</b> <a href="#">A broad range of diverse stakeholders discusses available data and generates ideas on what data is most useful to measure intended outcomes.</a>	<b>C4</b> Stakeholders commit their resources to identify, develop, and use relevant data to bridge data gaps, and to inform improvement activities.

## Links to useful tools in LbC

- [One-Way, Two-Way Learning](#): This resource allows teams to plot activities in four quadrants to self-reflect on the level of interaction with stakeholders.
- [Your Brand](#): This tool permits teams to seek feedback on the brand that they are cultivating (which may or not be the brand they want to cultivate).
- [Dialogue Guides](#): This resource helps teams to create models for stakeholder conversation around issues.
- [Co-Creating Tools](#): Using this tool, team can create and host meetings that bring stakeholders together to create useful tools.
- [Download the book, Leading by Convening.](#)



## Resources beyond LbC

[Analyzing Qualitative Data](#): This brief produced by the University of Wisconsin-Extension Service gives tips on effective use of qualitative data.

[Collecting and Using Data on Improvement Strategies](#): This resource presents a 2015 gallery that focuses on potential ways to collect and use data on coherent improvement strategies and assess gaps in existing data for evaluation. Examples of existing data or information that states are already collecting (e.g., through monitoring) as well as examples of tools, checklists and other methods to gather and use data are provided.

[Serving on Groups training series](#): This eight-part training for stakeholders who serve on groups, produced by the WI Family Advocacy Center for Education, Training and Support (WI FACETS) includes a session on data.

[Public Conversations Project](#): This resource describes the benefit of both broad and deep engagement.

## Tips from implementers and stakeholders

- Ask that stakeholders who are represented on stakeholder groups undertake efforts and commit their own resources to identify/develop/access additional relevant data.
- Ask that stakeholders engage others in their own networks to help them become more aware about what data is relevant and why.
- Build a mechanism to capture lessons learned and barriers to data relevance.
- Be mindful of the results that you want. The data is actionable and can be used to shape future behavior that will improve outcomes. Share this focus with stakeholders.
- Because data is typically so dense, the data will have to be pulled apart to be analyzed. Develop opportunities for smaller groups of stakeholders to work on segments of the data so that the group can take ownership of that data component and report back to the larger group with decisions based on that data component.
- Learn from a New Jersey early intervention story: The PTI was a key partner from the beginning of the State Systemic Improvement Plan process, leading to the PTI committing resources to garner information from diverse families on the ground about social emotional development.

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# D1 – Resources to move from Informing to Networking

You are on the Informing Level. You are working towards the Networking Level.

OPERATIONAL DECISIONS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Key actions and behaviors that require your attention	<b>INFORMING LEVEL</b> <b>sharing / disseminating</b> one-way communication	<b>NETWORKING LEVEL</b> <b>exchanging</b> two-way communication	<b>COLLABORATING LEVEL</b> <b>engaging</b> working together on the issue over time	<b>TRANSFORMING LEVEL</b> <b>committing</b> approaching issues through engagement & consensus building
<b>D</b> Identify a strategy (or strategies) and procedures to monitor data changes.	<b>D1</b> The convener/state lead agency establishes an ongoing process for updating and sharing the data between the state and the various stakeholder groups.	<b>D2</b> <a href="#">The convener/state lead agency meets with the core group of interested stakeholders to define the process for ongoing data reviews and sharing of data.</a>	<b>D3</b> <a href="#">Stakeholders and convener/state lead agency jointly review the data and make decisions on action plans.</a>	<b>D4</b> <a href="#">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.</a>

## Links to useful tools in LbC

- [Four Simple Questions](#): Use questions 1 and 2 to identify the stakeholders who need to be engaged.
- [Problems Come Bundled](#): This resource will help teams to identify adaptive and technical challenges in communicating data relevance.
- [Developing a PowerPoint and Notes](#): This resource describes how to collaboratively develop a relevant PowerPoint presentation about the data.
- [Download the book, Leading by Convening.](#)



## Resources beyond LbC

[Data Use Through Visualization and Storytelling](#): This webinar produced by the Institute of Education Sciences (IES) and the National Center for Education Statistics (NCES) is part of a series on state approaches to communicating data.

## Tips from implementers and stakeholders

- Develop a way to update contact information for stakeholder groups and to add additional stakeholders as they are identified.
- Identify what data is held and how the barriers to sharing it can be bridged.
- Be mindful of the results that you want as a result of examining the data, the data is actionable and can be used to shape future behavior that will improve outcomes. Share this focus with stakeholders.



- Build a system that disseminates user-friendly, understandable information quickly to stakeholders.
- Develop a process to check for understanding without preconceived notions or assumptions.

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# D2 – Resources to move from Networking to Collaborating

You are on the Networking Level. You are working towards the Collaborating Level.

OPERATIONAL DECISIONS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Key actions and behaviors that require your attention	<b>INFORMING LEVEL</b> <b>sharing / disseminating</b> one-way communication	<b>NETWORKING LEVEL</b> <b>exchanging</b> two-way communication	<b>COLLABORATING LEVEL</b> <b>engaging</b> working together on the issue over time	<b>TRANSFORMING LEVEL</b> <b>committing</b> approaching issues through engagement & consensus building
<b>D</b> Identify a strategy (or strategies) and procedures to monitor data changes.	<b>D1</b> <a href="#">The convener/state lead agency establishes an ongoing process for updating and sharing the data between the state and the various stakeholder groups.</a>	<b>D2</b> The convener/state lead agency meets with the core group of interested stakeholders to define the process for ongoing data reviews and sharing of data.	<b>D3</b> <a href="#">Stakeholders and convener/state lead agency jointly review the data and make decisions on action plans.</a>	<b>D4</b> <a href="#">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.</a>

## Links to useful tools in LbC

- [Four Simple Questions](#): Use questions 3 and 4 to build collaboration on data sharing and review.
- [Meet the Stakeholders](#): Use this tool to identify potential partners that represent individuals with authority in the environments where practice must be implemented. Identify organizations with influence on practitioners and consumers who care about the issue.
- [Engaging Everybody](#): This resource will help to define ways that stakeholders can be involved and what is expected in each role.
- [Problems Come Bundled](#): Use this tool to articulate the adaptive and technical challenges in data review and sharing.
- [Measuring Progress](#): This tool enables the use of qualitative rubrics to make quantitative comparisons and assessing the impact of engagement on practice.
- [Grounding Assumptions](#): This resource helps teams to generate statements of agreement, identify perceptions, and describe areas of need that are useful to build consensus.
- [Download the book, Leading by Convening.](#)



## Resources beyond LbC

[Introduction to using Continuous Quality Improvement in Schools](#): This White Paper by the Carnegie Foundation for the Advancement of Teaching describes the structures that are necessary for continuous improvement.

## Tips from implementers and stakeholders

- Collaborate with a core group of stakeholders to gather and monitor the use of the data in their particular system. Nurture family connections and be respectful to all partners.
- Use the core group of stakeholders to identify any additional data that is missing and the process for gathering and integrating new data into existing data.
- The more you deeply and authentically engage stakeholders in the process, the more likely they are to feel like they are part of the solution and the less likely they are to sensationalize the data (this goes across each level of engagement).
- Create and use feedback loops with stakeholders to see what happened and ensure it is leading to the results wanted.
- Demonstrate individual value and contributions. Document conversations and create action steps that value the work that has been done.

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# D3 – Resources to move from Collaborating to Transforming

You are on the Collaborating Level. You are working towards the Transforming Level.

OPERATIONAL DECISIONS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Key actions and behaviors that require your attention	<b>INFORMING LEVEL</b> <b>sharing / disseminating</b> one-way communication	<b>NETWORKING LEVEL</b> <b>exchanging</b> two-way communication	<b>COLLABORATING LEVEL</b> <b>engaging</b> working together on the issue over time	<b>TRANSFORMING LEVEL</b> <b>committing</b> approaching issues through engagement & consensus building
<b>D</b> Identify a strategy (or strategies) and procedures to monitor data changes.	<b>D1</b> <a href="#">The convener/state lead agency establishes an ongoing process for updating and sharing the data between the state and the various stakeholder groups.</a>	<b>D2</b> <a href="#">The convener/state lead agency meets with the core group of interested stakeholders to define the process for ongoing data reviews and sharing of data.</a>	<b>D3</b> Stakeholders and convener/state lead agency jointly review the data and make decisions on action plans.	<b>D4</b> <a href="#">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.</a>

## Links to useful tools in LbC

- [One-Way, Two-Way Learning](#): Teams can use this tool to assess engagement strategies by plotting learning activities in four quadrants.
- [Your Brand](#): This tool helps teams to seek feedback on the brand that they are cultivating (which may or not be the brand that they want to cultivate)?
- [Needs of the Field](#): Use this resource to create a unified vision for the future across stakeholders and a shared understanding of the current situation.
- [Download the book, Leading by Convening.](#)



## Resources beyond LbC

[Minnesota Department of Education Continuous Quality Improvement and Evaluation Plan](#): A model to review.

[Serving on Groups Training Series](#): This eight-part training for stakeholders who serve on groups, produced by the WI Family Advocacy Center for Education, Training and Support (WI FACETS) includes a session on data.

## Tips from implementers and stakeholders

- Ask stakeholders to use their connections to clearly share the data and help everyone understand the impact of the data (leveling the playing field).
- Ask stakeholders to actively work with their constituents to review and understand the data and how it will be monitored and used.
- Involve stakeholders at the beginning in the establishing/revising process for data monitoring to minimize pushback.
- Celebrate success!
- Don't be afraid to ask stakeholders to help and exercise leadership!
- Explore the other rubrics to find tips on coalescing around issues, ensuring relevant participation and doing work together.
- Explore adaptive leadership strategies in [Leading by Convening \(LbC\)](#).

[BACK TO FULL RUBRIC](#)

# D4 – Resources to sustain Transformation

You are on the Transforming Level. Continue to engage your stakeholders to sustain your progress.

OPERATIONAL DECISIONS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Key actions and behaviors that require your attention	<b>INFORMING LEVEL</b> <b>sharing / disseminating</b> one-way communication	<b>NETWORKING LEVEL</b> <b>exchanging</b> two-way communication	<b>COLLABORATING LEVEL</b> <b>engaging</b> working together on the issue over time	<b>TRANSFORMING LEVEL</b> <b>committing</b> approaching issues through engagement & consensus building
<b>D</b> Identify a strategy (or strategies) and procedures to monitor data changes.	<b>D1</b> <a href="#">The convener/state lead agency establishes an ongoing process for updating and sharing the data between the state and the various stakeholder groups.</a>	<b>D2</b> <a href="#">The convener/state lead agency meets with the core group of interested stakeholders to define the process for ongoing data reviews and sharing of data.</a>	<b>D3</b> <a href="#">Stakeholders and convener/state lead agency jointly review the data and make decisions on action plans.</a>	<b>D4</b> Stakeholders from diverse roles regularly work together to review and analyze practices, and come to consensus on adoption and implementation of identified evidence-based practice.

## Links to useful tools in LbC

- [Problems Come Bundled](#): Use this tool to recognize the adaptive and technical challenges to building a strategy that includes stakeholders.
- [Co-Creating Tools](#): Use the ideas in this resource to build more collaborative meetings that bring stakeholders together to create useful tools.
- [Dialogue Guides](#): Create models for stakeholder engagement around issues using the process described in this tool.
- [Needs of the Field](#): Use this tool to create a unified vision for the future and a shared understanding of the current situation through the eyes of the stakeholders. Build shared agreement about how to achieve your shared vision.
- [Download the book, Leading by Convening.](#)



## Resources beyond LbC

[Serving on Groups training series](#): This eight-part training for stakeholders who serve on groups, produced by the WI Family Advocacy Center for Education, Training and Support (WI FACETS) includes a session on data.

[A Practical Guide to Evaluating Systems Change in a Human Services System Context](#) (Pp. 81 -82 steps 7-8): Tool provided by the Center for Evaluation Innovation that discusses the basics of Systems Change. Part 1 introduces the concept of system and system change and Part 2 provides tools to design and carry out an evaluation of systems change initiatives. Steps 7 through 8 take analysis a step further and explore the ways that an initiative's strategies contribute to the changes identified.

## Tips from implementers and stakeholders

- Ensure that there are multiple ways for stakeholder groups to share data that will make improvements for children, youth and families.
- Celebrate success!
- Don't be afraid to ask stakeholders to help and exercise leadership!
- Expect revisions. Create a process for making revisions together.
- Think about stakeholders as allies. Focus on sustainability!
- Explore the other rubrics to get tips on coalescing around issues, ensuring relevant participation, and doing work together.
- Practice adaptive leadership strategies expressed in [Leading by Convening \(LbC\)](#) .