



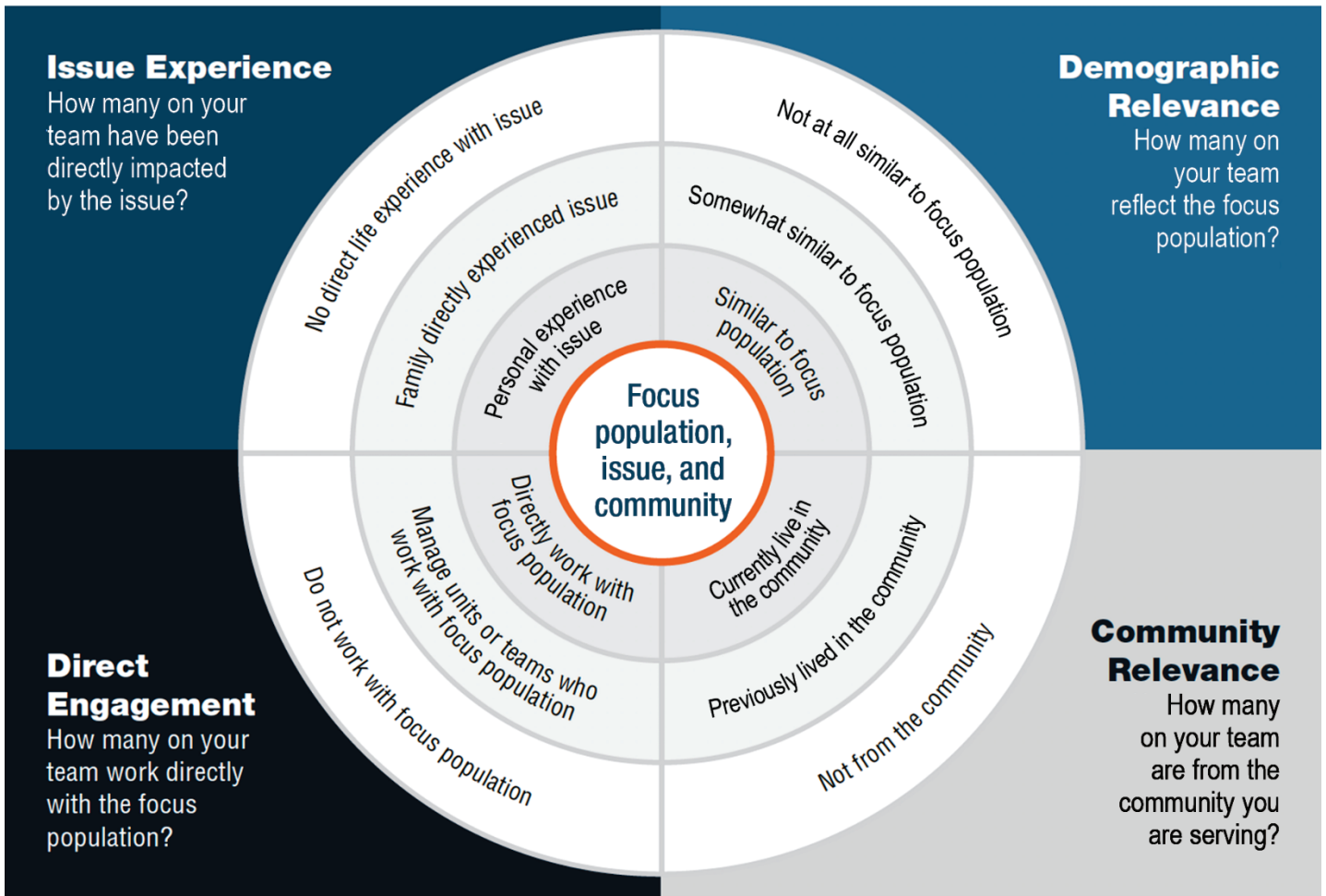
Including a Range of Perspectives in Interpreting Data and Decision-Making¹

Program staff, clients, and community partners play important roles in continuous quality improvement (CQI), including understanding and using data to identify challenges, likely causes, and solutions. These individuals, particularly those who reflect the people you serve, should both participate in the implementation team and be informed about CQI progress. This means that your team should include a range of perspectives and have a formal process for engaging community partners, including sharing CQI efforts, gathering community partners' feedback, and providing updates. This resource helps you "map" the characteristics of your implementation team members to understand the team's strengths and gaps in perspectives and experience. Use this diagram to help your implementation team think through how to include a range of perspectives in data analysis, interpretation, and decision-making.

Before you begin, discuss as an implementation team:

- Why is it important to include program staff, clients, community partners, and other relevant collaborators into your CQI efforts? How will this contribute to results?
 - Do you have the right mix of actors involved to understand and interpret the data?
 - What gaps exist on your team? What steps could you take to correct for them?
- 1. Next, map your current implementation team onto the circle on the next page. If the majority of your team is in the outer circle, you may need a broader range of perspectives. Discuss with your team and identify changes to include additional perspectives into your implementation team and CQI efforts.**

¹Adapted from the Community Engagement Toolkit. (2017). Leading Inside Out and Collective Impact Forum. Retrieved from <https://collectiveimpactforum.org/sites/default/files/Community%20Engagement%20Toolkit.pdf>.



This resource was written by Sarah Avellar (Mathematica) and Liz Pollock (Office of Planning, Research, and Evaluation (OPRE)) based on materials from the University of North Carolina's Frank Porter Graham Child Development Institute - National Implementation Research Network in collaboration with the Administration for Children and Families' Office of Family Assistance (OFA) and OPRE (contract #HHSP2332009564WC/HHSP23337050T). OPRE Project Officers: Katie Pahigiannis and Pooja Gupta Curtin. Mathematica Project Director: Sarah Avellar.

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