Improving Data, Improving Outcomes Conference (ECDataWorks)

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2018 Improving Data, Improving Outcomes Conference
Getting Connected:
Including Part C and Part B 619 Data into Early Childhood Integrated Data Systems (EC IDS)
Welcome & Agenda
Today’s Agenda

▸ ECIDS National Context & Background
▸ Resources for States Developing ECIDS
▸ State Examples
▸ Data Story Activity
▸ Making the Connection
EC IDS National Context & Background
Progress in Developing Operational Data Systems

- In 2011, only PA was operational, in 2018 we have 4 more states with a few close to launch.
Part C and Part B 619 Involvement in ECIDS

- Most states working on an ECIDS include Part C and Part B 619 Data
  - 34 states are planning to include Part C and Part B 619 data in their ECIDS
  - 3 states have some Part C and Part B 619 data included in their ECIDS
  - 2 states have all necessary Part C and Part B 619 data included in their ECIDS

- Of the 5 states that include Part C and Part B 619 data in their ECIDS, 4 have minimal access, 1 has full access, and 0 have adequate access
Key Components of ECIDS

- Purpose and Vision
- Planning and Management
- Stakeholder Engagement
- Data Governance
- System Design
- Data Use
- Sustainability
Alignment of Frameworks to Guide Quality Early Childhood Data Systems
Supports for States Developing EC IDS
Purpose of the ECIDS Toolkit

• **Provide a method for states to assess progress** in developing an ECIDS
• **Enhance the capacity** of states working to integrate data across early childhood to understand the key pieces of an ECIDS and how it connects with the states’ other integrated data system efforts so they can lead or actively participate
• **Provide resources and state examples** to help build better systems of services and programs that will improve outcomes for young children and families
• **Offer practical strategies** for each step in the overall process of integrating early childhood data and connecting that data to an SLDS
Provide technical, financial, and organizational support to help states improve their use of data to inform decisions related to early childhood programming and policy.

Conceptualize and develop customized solutions that address the state’s data use priorities within the context of their existing ECIDS efforts.

Examine why gaps in EC data use currently exist and what specific strategies might help close the gaps in a practical manner.
DaSy Overview

National technical assistance center funded by the U.S. Department of Education, Office of Special Education Programs (OSEP)

Provides technical assistance (TA) and resources to state agencies to assist with the development or enhancement of data systems for Part C early intervention and Part B preschool special education programs supported through IDEA.

Collaborates with other projects to leverage what is known and generate new ideas and products to help state agencies create and expand early childhood cross-agency and longitudinal data systems that include the Part C and Part B preschool data needed to collect, analyze, and report high-quality data required under IDEA.
State Examples
Minnesota: EC DataWorks Project

- **Minnesota Kids Explorer:**
  - Leverages the ECIDS to provide users with created narrative description in a structured, sharable data story
  - Provides flexibility in creating data stories on various topics and narrative alongside data visualizations
  - Supports timely decision-making by users.
Minnesota: IDEA Part C Data Integration

- Why did you choose to participate in your ECIDS?
- What unique benefits for Part C have you gained from participation? What actions have you been able to take?
- How does it help you partner with other special education programs?
Georgia: ECDataWorks Project

- Georgia ECIDS Governance Dashboard
  - Gathers feedback on Georgia’s Cross-Agency Child Data System (CACDS), which is Georgia’s ECIDS.
  - Supports continuous improvement of the system and website
  - Allows the state to track the changing content and functionality needs of stakeholders to ensure the long-term effectiveness of CACDS.
Georgia: IDEA Part B 619 Data Integration

- What has been your experience so far participating in conversations in Georgia about ECIDS?

- What benefits do you think your Part B 619 program will gain from participating in Georgia’s ECIDS?

- How do you think participating in the ECIDS will help you partner with other special education programs?
Activity: Building a Data Story
Data Story Drafting

Select a topic and break into groups

Autism

Referrals

Child Outcomes

Transitions

**Topics Background**

In recent years, face a higher incidence of autism, they must focus resources on the identification, diagnosis, and intervention of autism in children. Research suggests signs of autism present early in childhood, allowing communities to respond rapidly to provide treatment and interventions earlier. Autism affects and helps to improve the lives of children and their families. The number of children diagnosed with autism, age of diagnosis, services received, and other types of autism and early intervention services systems to fill existing gaps and measure the impact of coordinated efforts. When this is complete and possible in 2024, there is an autism data from local and state agencies to identify gaps in autism screening and intervention services, thus improving early childhood development and health.

Instructions

Use the following questions to guide you when filling out the data story template. You may want to use the Case Study on autism in the Title V Data Integration Toolkit to help you get started. You should also consider other key questions that are off-interest to your state.

**Step 1. Identify your question**

- What is a research question you want to address related to this topic?
- Without developing your question start with “What” or “Why”?
- What would you consider the following?
- “So what?”: Why is it important and useful to answer this question? Why is answering it important in an equation?
- “Is it available or measurable”? Is your condition too broad or too narrow, it may be difficult to measure. How should you define it, or is there a definition you recommend?
- What is the Title V child welfare data that uses the condition or cases for examples of key research questions?

**Step 2. Collect Data**

- What program data do you need data to address questions about this topic?
- What would you want to measure well in your case to begin discussions about addressing gaps to support work on this issue?
- What issues related to collecting or gathering what you anticipate? How would you measure them?

**Step 3. Display data (charts)**

- What do you think people need to be able to analyze the data?
- What do you expect the answer to be?

**Step 4. Develop data story**

- What will be the audience of your data story?
- What do you think your audience needs to know about this information?
- What would be helpful to communicate the results that you are analyzing?

**Step 5. Share your message**

- How will you tailor your key communication to effectively communicate your story with different audiences?

*Note: This activity was adapted from work provided by the Association of Maternal & Child Health Programs (AMCHP).*
With Your Groups...

- Review the description of the topic on your worksheet
- Fill out the Data Story Template poster using the prompts and guidance in the instructions
Gallery Walk

- Walk around and view the Data Story posters for each of the groups
- Consider the following:
  - What questions or clarifications do you have for the group?
  - What would you add based on your own state context?
- Provide your feedback by placing sticky notes on/near the posters you view
Discussion & Input

- Meet back with your group and take 5 minutes to discuss the input you received from others.
- Select a representative from your group to share out with the larger group the following:
  - Description of your scenario
  - Key feedback you received
Making the Connection
What work is your state doing with early intervention and early childhood special education data integration?
**Understanding the Confidentiality Requirements Applicable to IDEA Early Childhood Programs Frequently Asked Questions (FAQs)**

**Introduction**

The purpose of this document is to assist early childhood programs under the Individuals with Disabilities Education Act (IDEA)—Part B section 611 (Grants to States), Part B section 619 (Preschool Grants), and Part C (Grants for Infants and Toddlers with Disabilities)—with addressing privacy and confidentiality questions. The Office of Special Education and Rehabilitative Services (OSERS) in the U.S. Department of Education (Department) has received requests for clarification of the privacy and confidentiality provisions. This document is intended to provide responses to frequently asked questions to facilitate and enhance States’ implementation of IDEA privacy and confidentiality provisions and can be used in conjunction with the 2014 side-by-side guide of the IDEA and FERPA Confidentiality Provisions. The Confidentiality of Information regulations under both Part B and Part C of the IDEA incorporate some of the requirements under the Family Educational Rights and Privacy Act (FERPA), but also include several provisions that are specifically related to infants, toddlers, and children with disabilities receiving services under IDEA and provide protections beyond the FERPA requirements. When analyzing the privacy and confidentiality requirements for children with disabilities, it is critical to begin by examining the IDEA requirements first. If you or members of your staff have questions, please contact your State Lead in OSERS Office of Special Education Program’s (OSEP) Monitoring and State Improvement Planning Division.

**Key Resources**

**Stakeholder Engagement in Data System Initiatives: An Online Module for Part C and Part B 619 State Staff**

This professional development module provides information on stakeholder engagement to help Part C and Part B 619 state staff in their work with data system initiatives. Over the course of three online learning sessions, you will become equipped with information and strategies to apply when participating as a stakeholder in statewide coordinated data system initiatives, as well as when leading stakeholders in your own data system initiatives.

Please register to access the module by providing the information below so that we can track the audience for this product. After you fill out the form and click "Submit" at the bottom of the page, you will be taken directly to the module website.
Wrap-Up & Thank you!