

***Improving Data,
Improving Outcomes***

2016

***August 15 - 17
JW Marriott Hotel
New Orleans, LA***

Sponsored by:



**The Center for IDEA
Early Childhood Data Systems**

in collaboration with:

ECTA

IDC

WestEd 
ncsi
national center for systemic improvement

Sunday, August 14

8:00 AM - 5:00 PM

Registration

8:00 AM - 5:30 PM

Constituent Group Meetings

ITCA Annual Business Meeting for Part C Coordinators

Room: Ile de France II

Maureen Greer (ITCA)

Meeting registration begins at 8:00 a.m. The annual meeting is an opportunity to meet your fellow Part C Coordinators and discuss the challenges and opportunities that come with leading the Part C state system. Board elections for 2017 will be conducted and the results of the most current surveys will be shared. The 619 Consortium and the ICC chairs will join ITCA for a legislative update in the afternoon.

9:00 AM - 4:00 PM

Constituent Group Meetings

Consortium of State 619 Coordinators Business Meeting

Room: Ile de France III

Penny Dell (CO Dept of Education)

State 619 Coordinators are invited to attend the Consortium of State 619 Coordinators meeting. Please join the group to discuss the important issues regarding the provision of IDEA services to young children aged three through five. This meeting is for state 619 coordinators or their designated representative. In the afternoon, participants will attend a joint session with ITCA and the ICC Chairs to hear and discuss legislative updates Lunch will be on your own.

Part B Data Managers (and others with responsibility for 619 data)

Room: Maurepas

Anne Rainey (MT Office of Public Instruction)

Discussions will center around 619 data: Preschool Outcomes - collecting, reporting, and getting the information back to your districts; Preschool LRE - understanding the difference between the EC settings and the 6-21 year old settings; Transition from Part C to Part B - how is the data collected, analyzed, and used when they are in separate agencies, or the same agency; Significant Disproportionality and how the new proposed rules could affect 619 data.

9:00 AM - 5:00 PM

Constituent Group Meetings

State Interagency Coordinating Council (SICC) Chairs, Staff and Members Business Meeting

Room: Conde

Sharon Ringwalt (ECTA, IDC); Judy Swett (ECTA, PACER); Siobhan Colgan (ECTA, IDC)

This meeting will provide opportunities to discuss multiple aspects of the work of the SICCs. The meeting will use an Open Space format, with topics suggested through the SICC Members and staff listservs and by participants. In the afternoon, participants will attend a joint session with members of the Infant Toddler Coordinators Association (ITCA) and the 619 Consortium to hear and discuss legislative updates.

Monday, August 15

8:00 AM - 5:00 PM

Registration

8:30 AM - 11:30 AM

Pre-Conference Workshops

Child Outcomes Data Workshop: Hands-on analysis of your own state child outcomes data

Room: St. Jerome

Lynne Kahn (DaSy); Cornelia Taylor (DaSy, ECTA); Robin Nelson (DaSy); Abby Schachner (DaSy, ECTA); Lauren Barton (DaSy, ECTA)

How can you identify areas to improve your child outcomes data quality? How can you identify strategies to improve data quality based on findings from state data review? This workshop will involve hands-on analysis of your own state child outcomes data guided by a TA facilitator. During this face-to-face workshop, your state team will work with a TA facilitator to identify data quality patterns and concerns, prioritize concerns, and identify next steps for improvement.

Integrating the SSIP into Early Childhood Improvement Initiatives in Your State

Room: Rosalie/St. Claude

Kristin Reedy (NCSI); Virginia Reynolds (NCSI); Susan Hayes (NCSI)

This interactive session will provide an opportunity for Part C and 619 state staff to discuss and strategize how to position Part C and Part B-619 focused SSIPs within broader early childhood improvement efforts.

Constituent Group Meetings

Pacific & Caribbean States/Entities Early Intervention and Early Childhood Special Education Meeting

Room: Rex

Taletha Derrington (DaSy, NCSI); Cesar D'Agord (NCSI); Evelyn Shaw (ECTA); Kerry Belodoff (DaSy)

Are you looking for ways to make the Improving Data, Improving Outcomes conference more meaningful in the Pacific & Caribbean States/Entities? Join us for this invitation-only meeting! Pre-conference, we will provide a tailored edition of the post-conference workshop on implementing and evaluating state systemic improvement. Post-conference, we will focus on child and family outcomes data quality. Both will provide opportunities to discuss lessons learned with colleagues and work with your team, TA providers, and OSEP.

Pre-Conference Workshops

Who's in Charge? Improving How you Manage and Govern your Data System

Room: Maurepas

Gary Harmon (DaSy); Bruce Bull (DaSy, CIID, IDC); Sharon Walsh (DaSy, ECTA); Denise Mauzy (DaSy)

Most data problems occur when there is a lack of formal data system governance in place. This session will provide a road map for how any program with a data system should move beyond napkins and post its for their "written down" governance processes and procedures. The session will walk through DaSy's newest innovative toolkit that breaks down data system governance in easy-to-manage steps for going from napkins to governance charters.

11:30 AM - 1:00 PM

Lunch

1:00 PM - 2:30 PM

Plenary

Welcome and Opening Plenary

Room: Ile de France Grand Ballroom

Kathy Hebbeler (DaSy); Donna Spiker (DaSy); Libby Doggett (USDOE, Office of Early Learning); Richard Gonzales (USDHHS, Administration for Children and Families); Ruth Ryder (USDOE, Office of Special Education Programs)

WELCOME AND CONFERENCE OVERVIEW Federal leaders in the Departments of Education and Health and Human Services will share information on current early childhood policies and initiatives within their agencies and discuss the implications for supporting high-quality inclusive programs and services for infants, toddlers, and preschool children with disabilities and their families.

2:30 PM - 3:00 PM

Break

2:30 PM - 5:00 PM

Poster

Interactive Playground

Room: Orleans

Come to the interactive Playground where you can explore new tools and resources, learn about technical assistance centers, get help using the conference app, and collect toys and giveaways! The Playground is conveniently located in the Orleans room, adjacent to the coffee cart and across from the restrooms. It's open during all hours of the conference, and is a great place to relax between sessions, meet up with colleagues and peers, and play!

3:00 PM - 4:30 PM

Breakout

A Long Walk with Data: Leading Toward Results

Room: Bacchus

Jana Martella (CEELO); Lisa Wasacz (MI Dept of Education); Lisa Backer (MN Dept of Education)

In the course of two very intensive years of the CEELO Leadership Academy, participating fellows have focused on key components of leading the field, including systems thinking, and effective communications. But, the foundation of all has been leading with data and turning the curve for young children. Come hear and practice some of the exercises used by the leadership fellows within their job-embedded 619 projects.

Child Outcomes Data Collection: Results of the ITCA National Survey and Discussion of Policies and Considerations

Room: Endymion

Christina Kasprzak (DaSy, ECTA); Cornelia Taylor (DaSy, ECTA); Maureen Greer (DaSy, ITCA); Robin Nelson (DaSy)

This session is a facilitated discussion on policies and procedures related to child outcomes data collection, with a focus on approaches for determining six months of services. Participants reflect on their current policies/procedures in light of shared examples and key considerations for improving completeness and accuracy of child outcomes data. National data on policies/procedures related to defining length of time in services will be shared, and the implications of various decisions will be discussed.

Child Outcomes Summary (COS) Process Professional Development Tools

Room: Maurepas

Amy Nicholas (DaSy); Kellen Reid (DaSy, ECTA); Maureen Casey (AZ Early Intervention Program); Chelsea Guillen (IL EI Ombudsman/EI Training Program); Kathi Gillaspay (DaSy, ECTA); Cathy Smyth (DaSy, ECTA)

This session provides participants with an overview of three key professional development resources/tools for improving the quality of the COS process and enhancing COS teams' abilities to produce high-quality child outcomes data: 1) COS Online Module; 2) COS Competency Check; and 3) COS Team Collaboration (COS-TC): Quality Practices Toolkit. State presenters will also share information about their professional learning efforts around the COS process, including the use of the highlighted resources/tools.

Moving the Needle From a Focus on Discipline-specific Therapies to an Integrated Approach

Room: St. Jerome

Ardith Ferguson (NCSI); Christy Cronheim (ID Dept of Health and Welfare); Pam Thomas (MO Dept of Education); Patti Fougere (MA Bureau of Family Health and Nutrition); Noah Feldman (MA Bureau of Family Health and Nutrition)

Panel discussion of issues facing Part C programs as they transition from discipline-specific assessment and therapies to a focus on child and family intervention and outcomes. State leaders will share policy changes, funding issues, and professional development issues they have addressed or are in the process of addressing. They will share infrastructure strategies that other states may want to consider in Phase III of the SSIP to ensure progress in child and family outcomes.

SSIP: What was Learned from Phase II and How to Apply it to Phase III

Room: Ile de France I

Gregg Corr (OSEP); Leslie Fox (OSEP)

This session will use examples from Phase II to inform planning and implementation for Phase III. Topics include using data to inform feedback loops and using stakeholders to review data to inform decision making. Presenters will share an OSEP perspective on the results of SSIP content analysis. The session will be of special interest for Part C states and those states who are involving Section 619 in the SSIP work.

Unpacking Inclusion: A System's Framework Perspective

Room: Ile de France III

Kathy Whaley (DaSy, ECTA); Kristina Doan (IL State Board of Education); Ann Kremer (Early CHOICES)

Increasing high quality early childhood inclusive practices is a complex process. The ECTA Center System Framework is a tool that examines state infrastructure along different components and can support the recommendations of the joint HHS -ED position statement on inclusion by offering key indicators of a high quality system. Specific considerations for using the framework with an inclusion lens will be shared, including highlights of efforts currently underway in Illinois with opportunities for discussion.

Using Data to Improve Practice: Reducing Preschool Suspensions and Expulsions

Room: Ile de France II

Megan Vinh (DaSy, ECTA); Rosemarie Allen (Metro State University- Denver); Abby Schachner (DaSy, ECTA)

This session will support participants in understanding key issues surrounding preschool suspension and expulsion. Specifically, the presenters will focus on critically examining and using data to reduce preschool suspensions and expulsions; as well as discuss strategies and best practices that can be used at the state and program level. States will have an opportunity to discuss challenges and successes around using data and implementing best practices.

What's New in the IDC Part C Exiting Data Toolkit

Room: Muses

Haidee Bernstein (IDC); Siobhan Colgan (ECTA, IDC); Luis Romero (IDC)

Are you a new data manager? Are you an experienced data manager who has seen inconsistencies in how Part C Exiting data are reported? Are you a user of Part C Exiting data and want to learn more? Join our interactive session on the updated Part C Exiting Toolkit. Revisions include adding OSEP-approved examples for each exiting category, considerations for examining variation in national data, and an interactive app to determine Part C Exiting categories.

3:00 PM - 5:00 PM

Breakout

Data Breach Simulation

Room: Rosalie/St. Claude

Baron Rodriguez (DaSy, EDTAP, PTAC); Ross Lemke (IDC)

This interactive session will walk teams through a data breach scenario 'ripped from the headlines'. The intended outcome is to ready teams for the twists, turns, and bad assumptions or decisions made that sometimes can be more damaging than the data breach.

The RPs according to "aRPy": ECTA Center's Tools for Promoting the Use of the DEC Recommended Practices

Room: Rex

Joan Danaher (ECTA); Allison Jones (ECTA); Alex Lazara (ECTA); Christine Spence (University of Illinois); Robin Howse (ECTA); Katy McCullough (DaSy, ECTA)

This interactive session will explore the suite of the ECTA Center's RP products for individual self-evaluation and professional growth, individual and team-level professional development, coaching families, and program improvement efforts. The products include Performance Checklists, Practice Guides, a collection of Video Illustrations, Practitioner Guidelines for selecting and using the products, interactive activities for professional development, tools and guidance for states in using these resource to support state improvement efforts. Related sessions: aRPy's Ambassadors, RP Modules.

Tuesday, August 16

7:30 AM - 8:15 AM

Early Bird Discussion Sessions

Orientation for New Data Managers

Room: St. Jerome

Amanda Hoffman (OSEP); Richelle Davis (OSEP); Elizabeth Fening (NCES-EDFacts)

8:00 AM - 5:00 PM

Registration

8:30 AM - 10:00 AM

Breakout

Assistive Technology for Young Children - Effective yet Underutilized (or, is it un-documented?)

Room: Muses

Suzanne Milbourne (U of Delaware, Center for Disabilities Studies)

Considerations for making informed decisions about using assistive technology (AT) - an important discussion. Reports indicate that AT helps children, regardless of age or disabling condition to participate in everyday life activities; and therefore grow and develop. Despite its effectiveness, myths often curtail AT use with children. When AT is used, lack of intentional and meaningful documentation impedes the fields ability to report on its effectiveness and the opportunity to link use with child outcomes.

Evolving Roles of Part B 619 Data Managers: A New Era

Room: Maurepas

Tony Ruggiero (DaSy, IDC); Jeff Sellers (CIID, IDC); Fred Edora (SC Dept of Education); Carol Seay (GA Dept of Education)

This session will examine the evolving roles of Part B 619 data managers when it comes to promoting, collecting, and using high quality data. OSEP's shift from monitoring to results driven accountability and the creation of integrated data systems has ushered in a new era. It is critical today's data managers are actively engaged with LEAs, data governance, and P20W Councils to lead the way to enhance the use of data to improve outcomes.

Federal Inter-agency Early Learning Initiatives

Room: Ile de France III

Christy Kavulic (OSEP); Richard Gonzales (US Department of Health and Human Services, Administration for Children and Families); Libby Doggett (USDOE, Office of Early Learning)

This session will highlight federal early learning initiatives, including joint policy statements on suspension and expulsion, inclusion, family engagement, and dual language learners recently released by the Departments of Education and Health and Human Services. This session will highlight how States and local programs can collect and use data within these areas to change policies and practices across early learning programs and services.

How to Successfully Integrate the Child Outcomes Summary (COS) Process into the IFSP Process as a SSIP Implementation Activity

Room: Rosalie/St. Claude

Ardith Ferguson (NCSI); Kathi Gillaspay (DaSy, ECTA); Beth Tolley (Infant and Toddler Connection of VA DBHDS); Naomi Younggren (Department of Defense Army, Educational and Developmental Intervention Program)

Part C staff in states that are considering or are beginning to implement strategies to integrate the COS process and rating into the IFSP process will gain information from ECTA and NCSI staff about steps that are key to successful implementation and resources that provide suggestions for measuring progress. Directors from two Part C programs engaged in these efforts will share their successes and challenges and provide recommendations to others on infrastructure and practice changes.

Is it Working? Evaluating Implementation of Evidence-Based Practices

Room: Ile de France II

Abby Schachner (DaSy, ECTA); Megan Vinh (DaSy, ECTA); Maureen Casey (AZ Early Intervention Program); Dana Romary (WI Birth to 3 Program)

In this interactive session, participants will hear about and discuss feasible ways that states are planning to evaluate implementation of evidence-based practices. Presenters and state panelists will share concrete examples of different ways they are gathering and using data to evaluate implementation of practices such as practice profiles, coaching logs, DEC Recommended Practices Performance Checklists, fidelity measures, and state-developed tools.

Part C Data Managers -- Review, Resources, and Relationship Building

Room: Ile de France I

Lindsay Wise (IDC); Joy Markowitz (IDC); Carolee Eslinger (IDC)

This workshop is for Part C Data Managers, covering the following: use of existing EDFacts systems, overview of tools and resources, information on support and technical assistance, and a facilitated discussion of priority issues identified by Data Managers. This gathering will provide an opportunity for networking and relationship building among data managers.

See what I mean? Creating engaging and effective data products, presentations, and reports

Room: Rex

Kerry Belodoff (DaSy); Kellen Reid (DaSy, ECTA); Taletha Derrington (DaSy, NCSI); Alice Ridgway (CT Birth to Three System)

We've all suffered through presentations with slides full of text and data reports with cluttered, incomprehensible charts, but are we subjecting our stakeholders to the same? Presenting data effectively is essential to engaging stakeholders in data conversations and encouraging data-based decision making. In this interactive breakout, we will unpack the new DaSy-NCSI Data Visualization Toolkit. Bring your computer and data, leave with an engaging data display for your next presentation, report, or other data product.

SSIP Stakeholders: The Right People, The Right Purpose, The Right Plan

Room: Conde/Frontenac

Amy Nicholas (DaSy); Tracy Turner (AR Division of Develoepmental Disabilities); Yvonne Greene (AR Dept of Education); Ravyn Hawkins (AR Division of Developmental Disabilities); Sharon DeRego (CA Department of Developmental Services); Sharon Ringwalt (ECTA, IDC); Aileen McKenna (CT Birth to Three); Kristen Williams (CT Parent Advocacy Center); Wendy Studt (MT Dept Public Health & Human Services); Laura McKee (Interagency Coordinating Council)

States have found that effective stakeholder engagement and communication are essential, yet challenging, to the SSIP process. In this session, state presenters share their experiences to-date and describe their plans for stakeholder engagement in SSIP Phase III. Opportunities for peer-to-peer learning and collaborative problem solving will be provided through roundtable discussions facilitated by state Part C and 619 staff, as well as SSIP TA providers.

Tapping Into Data To Make A Difference

Room: St. Jerome

Jackie Nunn (DaSy); Marcella Franczkowski (MD State Dept of Education); Cynthia Millikin (DaSy); Pam Miller (MD State Dept of Education)

Today's early learning educators are inundated with countless types and representations of child progress data. Their paramount challenge is how to use these data to make effective instructional decisions for children, including those with disabilities. This session will demonstrate how to use a decision making process that "taps into the power of data" by implementing a five-stage TAP-IT Decision Making Process-Team, Analyze, Plan, Implement, and Track-and will explore how it has been successfully used in Maryland.

Use of Diagnosed Conditions for IDEA Part C Early Intervention Program Eligibility

Room: Endymion

Maureen Greer (DaSy, ITCA); Evelyn Shaw (ECTA); Julia Martin Eile (Office of Special Education Programs); Brian Barger (GA State University, School of Public Health)

This session describes how current diagnosed conditions eligibility criteria policies and practices create variable access to early intervention (EI) across states. This has the potential for delays in access to EI within state. The presenters proposes action steps to remedy policy deficiencies. The presentation is intended to facilitate discussion among the audience and presenters focusing on balancing the need to increase early identification and continue providing effective EI services to children and families.

What does it take to create a good RFP for a new data system?

Room: Bacchus

Bruce Bull (DaSy, CIID, IDC); Jamie Kilpatrick (DaSy)

A single session support group for those who experience (or might in the future) RFP-itis. Is there a RFP for a data system in your state's future? Learn from the experiences (thumbs up and down) of TA providers with both state agency and contractor backgrounds. Audience will also be encouraged to share their lessons learned.

8:30 AM - 4:30 PM

Poster

Interactive Playground

Room: Orleans

Come to the interactive Playground where you can explore new tools and resources, learn about technical assistance centers, get help using the conference app, and collect toys and giveaways! The Playground is conveniently located in the Orleans room, adjacent to the coffee cart and across from the restrooms. It's open during all hours of the conference, and is a great place to relax between sessions, meet up with colleagues and peers, and play!

10:00 AM - 10:30 AM

Break

10:30 AM - 12:00 PM

Breakout

A Seat at the SSIP Table: Aligning 619 with K-12

Room: Ile de France III

Robin Rooney (NC Early Learning Network); Vivian James (NC Department of Public Instruction)

Presenters will discuss North Carolina's 619 involvement in the Part B SSIP work including 1) promoting the pyramid of instructional practices for children's social-emotional development as a prevention of behavior issues that contribute to poor graduation rates for students with disabilities (NC's SIMR), 2) helping LEAs include preschool data in the SSIP self-assessment process, and 3) using implementation science to operationalize a Multi-Tiered System of Support (MTSS) that will help LEAs set and meet improvement goals.

Building Quality Practices with the COS-Team Collaboration (COS-TC) Toolkit

Room: Ile de France I

Lauren Barton (DaSy, ECTA); Naomi Younggren (Department of Defense Army, Educational and Developmental Intervention Program); Cathy Smyth (DaSy, ECTA); Barbara Jackson (Munroe-Meyer Institute, University of Nebraska Medical Center)

Wanting to improve quality practices in the COS process? Dig into the COS-TC Toolkit and its checklist to understand, implement, and gather data about quality practices, teaming, and engaging families in the COS process. The toolkit brings quality practices to life using descriptions, examples, video clips, and scenarios. Session participants will engage in hands-on activities to practice using pieces of the toolkit. COS-TC online: <http://olms.cte.jhu.edu/olms2/COSTC> COS-TC print version: http://ectacenter.org/~pdfs/eco/COS-TC_Toolkit.pdf

Checking Your Data with Outlier Analyses

Room: Orpheus

Joy Markowitz (IDC); Carolee Eslinger (IDC); Sarah Walters (IDC)

What are outlier analyses? How do I calculate them? IDC will address these questions during an interactive session introducing the Outlier Analysis brief, tutorial, and calculation tool. The session will include background information about outlier analyses, their importance to data quality, and an opportunity to engage in the tool.

Connecting family engagement with child and family outcomes

Room: Rosalie/St. Claude

Brenda Sharp (LA Department of Health); Danielle Howes (VT Child Development Division); Carol Seay (GA Dept of Education); Leslie Fox (OSEP); Julia Martin Eile (OSEP)

This session will highlight key principles from the ED/DHHS policy statement on Family Engagement, and discuss how improving family engagement practices can lead to improvements in child and family outcomes. State presenters will share examples of program improvements in engaging families, including improving practices in working with families, measuring improvements in family engagement, and correlating those changes with outcomes for children and families.

IDEA Section 618 Part C Data - Year In Review

Room: St. Jerome

Amanda Hoffman (OSEP); Richelle Davis (OSEP); Elizabeth Fening (NCES-EDFacts); Leticia Braga (OSEP)

Learn with AFIRM: Autism Focused Intervention Resources and Modules

Room: Bacchus

Ann Cox (FPG Child Development Institute, UNC)

The AFIRM modules are developed, with support from OSEP, to address the professional development needs of teachers and practitioners in the use of 27 evidence-based practices for learners with ASD. These modules are self-paced, delivered online, and free. The presenter will lead the group through the AFIRM modules' framework and features and will demonstrate how the content, learning activities, and resources are applied. An update of birth to five user data will be shared.

Measuring Part C Participation Rates: Results, Feasibility, and Utility of the Birth Cohort Methodology

Room: Muses

Amy Bitterman (IDC); Kirsten Siegenthaler (NY Dept of Health); Laura Taylor (DaSy, ECTA)

ITCA collects Part C participation rates from over 20 states using the birth cohort methodology. ITCA and IDC conducted interviews to understand how these states' 2010 birth cohort data is collected and analyzed, and the impact of state policies on their data. The presentation will include analysis of these interviews, in conjunction with the birth cohort data, and a discussion of how the results help inform the feasibility and utility of the birth cohort methodology.

OSEP Listening Session: Inclusion of Children with Disabilities in Early Childhood Programs

Room: Maurepas

Libby Doggett (USDOE, Office of Early Learning); Richard Gonzales (US DHHS, Administration for Children and Families); Ruth Ryder (US DOE, Office of Special Education Programs)

Last year the U.S. Departments of Education and Health and Human Services jointly released the Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs. Please join leaders from the Departments to share how the Inclusion Policy Statement has been used in your State or program to improve high quality inclusive practices, your successes and challenges in increasing high-quality inclusive programs, and how the Departments can support you to improve inclusive opportunities for young children and their families.

State of the States: Progress in Part C and 619 State Data Systems from 2013 to 2015

Room: Rex

Laura Hudson (DaSy); Donna Spiker (DaSy)

This session will be a look at the “DaSy 10” – ten key indicators providing a snapshot of data system capabilities in Part C and 619. It will present aggregated data about state data systems and explore changes occurring over time. We will also provide a demonstration of the recently updated “State of the States” maps (<http://dasycenter.org/state-of-the-states/>). An interactive discussion will focus on the factors supporting state change and the barriers to “moving the needle.”

Understanding what HIPAA Is and Is Not

Room: Endymion

Baron Rodriguez (DaSy, EDTAP, PTAC); Ann Agnew (DaSy)

The session will cover working knowledge on HIPAA regulations and requirements as well as ways HIPAA and FERPA overlap or interact. Participants will gain knowledge about HIPAA as it relates to Part C and Part B 619 agencies, programs, and service providers. Aspects of HIPAA relevant to early childhood programs under IDEA will also be discussed.

Using Formative Assessment to Evaluate Children's Progress in Early Intervention and Early Childhood Special Education

Room: Conde/Frontenac

Virginia Buysse (American Institutes for Research); Alise Paillard (WestEd); Taletha Derrington (DaSy, NCSI)

This session explores the “what” and “how” of using formative assessment for evaluating children’s progress within Early Intervention and Early Childhood Special Education. Formative assessment results for individual children can then be aggregated to the program/school and state levels to measure progress on the State-identified Measurable Result. Participants are invited to share which assessments are used in their states and their experiences with using these assessments to measure progress at individual, program/school, and state levels.

12:00 PM - 1:30 PM

Lunch

1:30 PM - 3:00 PM

Breakout

aRPy's Ambassadors

Room: Muses

Joan Danaher (ECTA); Deana Buck (VA EI Professional Development Center (VEIPD)); Susan Connor (IL Early Intervention Training Program (EITP)); Evelyn Shaw (ECTA); Alex Lazara (ECTA)

Meet members of the inaugural cohort of aRPy's Ambassadors and find out how they will be "taking it to the streets." Steering committee members will explain the concept of the initiative to build state capacity to use ECTA Center's products incorporating the DEC Recommended Practices. Audience members will react to ideas for reaching practitioners and families with the products and will brainstorm other ideas to extend the Ambassadors' successes and products to other states.

High Quality Inclusion: A Data Use Perspective

Room: Rosalie/St. Claude

Debbie Cate (ECTA, IDC); Mary Peters (ECTA); Sherry Bingham (NV Dept of Education); Catherine Quick (NM Public Education Dept)

This session will present ways in which states use data to improve the quality of inclusion for early childhood programs. State presenters will discuss their experiences collecting, analyzing, and using data around quality, including program and classroom assessment tools and program practice surveys. Participants will have an opportunity to engage in discussions about the importance of collecting and using data on the quality of inclusive programs.

IDEA Section 618 Part B Data - Year in Review

Room: St. Jerome

Richelle Davis (OSEP); Amanda Hoffman (OSEP); Elizabeth Fening (NCES-EDFacts); Leticia Braga (OSEP)

Improving and using family survey data

Room: Bacchus

Christy Cronheim (ID State Dept of Health and Welfare); Jennifer Surrusco (ID State Dept of Health and Welfare); Siobhan Colgan (ECTA, IDC); Melissa Raspa (RTI International)

Programs face ongoing concerns about improving the quality, and therefore usefulness, of survey data from families. The session will provide an overview to data quality when using survey methodologies. Presenters will share an overview to family survey data used for Indicator C4 (Family Outcomes), B8 (Parent Involvement), and other program improvement purposes. Hear a state example of how program changes in family survey measurement led to improved data quality (proposing Idaho Part C to present).

Improving Programs through Data-Driven Decisions: From Critical Questions to Data Reporting

Room: Ile de France II

Missy Coffey Cochenour (CIID, DaSy, IDC); Abby Schachner (DaSy, ECTA)

Now more than ever, states must use high-quality data to answer critical policy questions and support policies and laws that promote the well-being of children and families. This "hands-on" session will provide states with a roadmap for identifying, organizing, and visually displaying the data elements needed to answer state prioritized questions. This process will be demonstrated using the Center for Early Childhood IDEA Data Systems (DaSy) Critical Questions and the Common Education Data System (CEDS) Conne

Making RDA a Reality in your Part C General Supervision System

Room: Maurepas

Grace Kelley (DaSy, ECTA, NCSI); Sharon Walsh (DaSy, ECTA); Sherry Franklin (DaSY, ECTA); Anne Lucas (DaSy, ECTA)

Results driven accountability focuses on improving results for infants and toddlers with disabilities and their families through an ongoing process of reviewing and evaluating Part C programs to identify and address needed improvements. What does this mean for your general supervision system? We will discuss incorporating RDA principles in your general supervision system, including modifying monitoring processes, local determinations, implementing system improvement efforts, and providing resources for building an effective accountability and quality improvement system.

Pay For Success: An Innovative and Promising Financing Model in Expanding High Quality Services and Programs for Young Children

Room: Rex

Jennifer Tschantz (US DOE Office of Special Education Programs); Janis Dubno (US DOE); Donna Spiker (DaSy); Maureen Greer (DaSy, ITCA)

There is growing interest in using Pay for Success (PFS), an innovative funding model, to expand high quality services for young children. In PFS, investors finance a promising or proven program that has potential to improve outcomes for children and save the government money long-term. The government only pays back investors if outcomes are achieved. This session will provide an overview of PFS and explore ideas for using PFS to benefit young children with disabilities.

SSIP Phase III: Operationalizing Your Evaluation Plan

Room: Ile de France III

Tamara Nimkoff (IDC); Kim Schroeder (IDC)

States have developed plans for evaluating SSIP improvement processes and outcomes as part of the phase II requirements; however, many state teams still need to determine how they will put these plans into action in phase III. This session is intended to help state teams assess their readiness for implementing evaluation activities and identify specific action steps they need to take. Participants will walk away with new ideas for taking action on their evaluations.

Start Using Process and Data Models

Room: Conde/Frontenac

Robin Nelson (DaSy); Bruce Bull (DaSy, CIID, IDC)

Process and data models are excellent tools for improving communication between program and technical staff during data system development. Developing and using these models provides all parties a clear understanding of what the data system is (or will be) designed to do. This session will introduce the models and how Part C and B staff might work with IT/technical staff in developing business and data requirements.

Using the DEC Recommended Practices: Online Modules for Faculty and Professional Development Providers

Room: Endymion

Megan Vinh (DaSy, ECTA); Allison Jones (ECTA); Robin Howse (ECTA)

This interactive session will provide an overview and first look at the online modules being developed for faculty and PD providers to embed the DEC Recommended Practices within their coursework and trainings. Participants are asked to bring a computer or tablet because they will be given an opportunity to explore the module on interaction and provide feedback.

Wishful Thinking or Developmental Science? Appropriate Measurement of Part C Infant/Toddler Social-Emotional Outcomes

Room: Ile de France I

Taletha Derrington (DaSy, NCSI); Pam Thomas (MO Dept of Elementary and Secondary Education); Catherine Hoelscher (UT Dept of Health); Karen Finello (NCSI)

Is it wishful thinking, or do appropriate measurement tools/processes for infant/toddler social-emotional development exist? Join an interactive panel discussion on how to accurately measure social-emotional outcomes and developmental progress among infants and toddlers enrolled in Part C services. The panel will address the use of chronological age, functional age, and developmental trajectories to capture family input on functional level and developmental progress and to set goals for intervention services. Audience input will be encouraged.

3:00 PM - 3:30 PM

Break

3:30 PM - 5:00 PM

Breakout

Building comprehensive and integrated systems of personnel development: Using the system framework and data to build capacity

Room: Ile de France I

Mary Beth Bruder (ECPC); Maureen Casey (AZ Early Intervention Program); Mary Anketell (PA Early Intervention); Dee Gethmann (IA Dept of Education)

This session provides an overview of the intensive TA provided by the ECPC to state early childhood intervention systems to facilitate the development of a comprehensive and integrated system of professional development. Similarities and differences between 8 states that have participated in the intensive TA will be described, as will the process used to plan and implement the CSPD.

Building the Proper Data Foundation: Insights into Significantly Improving Data Quality in South Carolina

Room: Orpheus

Fred Edora (SC Dept of Education); Lesly James (SC First Steps)

The Data Managers of South Carolina's Part B and Part C programs have been creating training in conjunction with program staff who play a critical role in reviewing and updating recommended statewide practices, policies, and procedures to significantly improve data quality. This session will show South Carolina's process in improving training and creating data tools and dashboards in making better decisions in using data and ensure reporting requirements are met.

Evaluating activities intended to improve the quality of Child Outcomes Data

Room: Maurepas

Kathi Gillaspy (DaSy, ECTA); Ruth Chvojicek (WI Birth-Three Program); Kate Rogers (VT Early Childhood Special Education); Lauren Barton (DaSy, ECTA)

Is your state planning to evaluate the quality of child outcomes data and the effectiveness of data quality improvement strategies? Come to this session to think about evaluation questions that are important to ask throughout implementation of the COS process, and learn about national tools that are available to collect data and to understand what changes have occurred. Two states will share strategies they have learned to answer questions about their data quality improvement efforts.

Integrating Quality Family Practices Throughout the IFSP Process

Room: St. Jerome

Judy Swett (ECTA); Siobhan Colgan (ECTA, IDC); Sherry Franklin (DaSY, ECTA); Christine Spence (University of Illinois)

This session will illustrate how utilizing quality practices in working with families throughout the IFSP process (e.g. at intake, assessment/evaluation, IFSP development, intervention, and transition) enhances child and family outcomes. We will discuss how DEC Recommended Practices, ECTA Agreed-Upon Practices, and the constructs measured in the family survey can be integrated throughout the IFSP process. Participants will engage in discussions with peers about the implementation of selected practices in different phases of the IFSP.

It's About Us, Include Us: Engaging Families in Data Conversations

Room: Endymion

Darla Gundler (DaSy); Alice Ridgway (CT Birth to Three System); Laura McKee (MT SICC Chair); Jenny May (SC Dept. of Ed. Office of Special Ed Services); Stephanie Moss (GA Parent to Parent); Wendy Studt (MT DPHHS)

State presenters, including an ICC representative who attended the Year 3 DaSy Family Data Institute, share strategies for maximizing family engagement in data conversations (e.g., family-friendly data products, data system features/functionality that promote parent access to data, facilitating data discussions--e.g. SPP/APR ICC presentations). Presenters will also discuss common misconceptions families have around data and how they have addressed those challenges to partner with families to use data as a tool for improving outcomes for children.

Linking Transition Notification Data from Part C to Part B: Designing and Implementing Effective Data System Processes

Room: Conde/Frontenac

Kathy Whaley (DaSy, ECTA); Barbara A. Dayal (KS State Dept of Education); Sarah Kate Johnson (WI Dept of Health Services); Bruce Bull (CIID, DaSy, IDC); Sarah Walters (IDC); Nancy Fuhrman (WI State Dept of Public Instruction)

The IDEA Part C transition notification requirements for the disclosure of personally identifiable information (PII) now include notification to both the SEA and the LEA of residence for toddlers potentially eligible for Part B services. This regulatory change has required states to adjust data systems and processes. Kansas and Wisconsin will share their experiences in designing and implementing statewide data systems that share child referral/notification data. Strategies for local access and data use will be shared.

Make Data Work for Students: Opportunities in Early Education

Room: Muses

Elizabeth Dabney (Data Quality Campaign)

Meeting early education goals is impossible without empowering those closest to children with information they need. Data Quality Campaign will present a vision for using data in the service of learning and policy recommendations with actions leaders can take to make that vision a reality. Examples from states and districts demonstrate the art of the possible. By taking these actions, leaders in early education can realize the power of data to improve outcomes for children.

Performance Based Contracting in Part C

Room: Rex

Maureen Greer (DaSy, ITCA); Danielle Howes (VT Child Development Division); Pam Thomas (MO Dept of Education); Ann Freiburg (IL Dept of Human Services)

A number of state Part C programs are moving toward performance based contracting with providers of early intervention. Performance based contracts specify performance standards and/or measures to be met and tie a portion of payment, contract extension or renewal to the achievement of those standards and/or measures. States currently using performance based contracts will share their contract language, (payment) process used, and successes and challenges to date.

Status of Part B 619 State Data Systems: Findings from the DaSy Data System Survey

Room: Bacchus

Laura Hudson (DaSy); Kathy Hebbeler (DaSy); Cristina Novoa (DaSy)

This session will provide a detailed look at the cross-state findings from DaSy's 2015 survey of 619 state data systems and will explore changes over time. We will share information about data elements and linkages, use of unique identifiers, linkages to other data systems, presence of data governance bodies, data quality and use, and plans for data system enhancements. This will be a deep dive into data and an opportunity for lively discussion and feedback.

Taking your Evaluation Plan to the Next Level: Developing Evaluation Analysis Plans to Inform Data Collection Processes and Measurement

Room: Ile de France II

Taletha Derrington (DaSy, NCSI); Debbie Cate (ECTA, IDC); Tony Ruggiero (DaSy, IDC)

Does your state's SSIP Phase II submission include general ideas for analyses of implementation and outcomes data? Now it's time to take that evaluation plan to the next level! In this interactive session we will discuss methods for analyzing various types of performance measures and developing analysis plans to inform data collection processes and performance measures. Participants will have opportunities to learn from other states and develop/refine analysis plans with hands-on support from evaluation specialists.

The Insider's Guide to Data and Lessons Learned from the Race to the Top-Early Learning Challenge

Room: Rosalie/St. Claude

Beth Caron (AEM Corporation)

Participants will learn about the data RTT-ELC grantees are reporting on children with high needs, including children with disabilities, in programs that are enrolled in their Quality Rating and Improvement Systems. This presentation will include the latest APR data and lessons learned on how States are working to increase access to high quality early learning and development programs for all children.

Using Data for Coaching and Practice Change

Room: Ile de France III

Ted Bovey (ECTA); Denise Binder (ECTA)

Coaching is being considered by many states and programs as a necessary professional development strategy used to promote implementation fidelity of evidence-based practices. This session provides information on how data are used within practice-based coaching to promote the implementation of DEC Recommended Practices. The presenters will share information on tools for assessing practices for the focus of coaching, measuring change in practice implementation, and the practice-based coaching approach.

Wednesday, August 17

8:30 AM - 10:00 AM

Community of Practice Meeting

BDI Users Group: Community of Practice

Room: Muses

Cornelia Taylor (DaSy, ECTA); Batya Elbaum (University of Miami); Sharon Walsh (DaSy, ECTA); Dominique Tunzi (ECTA)

This will be a meeting of the BDI users group. This meeting is open to states using the BDI for child outcomes reporting. The format for this session will be open guided discussion led by members of the BDI users group. Topics that will be covered include, but are not limited to, business rules for calculating progress categories, fidelity of administration, and uses of data beyond child outcomes reporting.

Breakout

Coaching System Change: What? Me!

Room: Maurepas

Grace Kelley (DaSy, ECTA, NCSI); Kim Hartsell (DaSy)

Leading systemic change requires systems thinking, organizational management, content knowledge, and the ability to keep calm and carry on. In order to achieve the desired improvements, leaders often find themselves assuming many different roles and a common role is that of systems coach. What does it take as a leader to coach systemic change efforts? Join us for this interactive session.

Equity, Inclusion, and Opportunity: Addressing Success Gaps

Room: Ile de France III

Nancy O'Hara (IDC); Haidee Bernstein (IDC); Amy Bitterman (IDC)

The Equity, Inclusion and Opportunity: Addressing Success Gaps materials for Parts C and 619 will be presented. The documents present a framework for looking at the policies, procedures and practices that may result in opportunity or outcome gaps for young children, birth through kindergarten. White papers that identify the components of a framework and a rubric for evaluating the presence of the components have been developed and will be presented by IDC.

Evaluating Infrastructure Changes: Tracking Improvement Strategies and Identifying Outcomes

Room: Ile de France II

Kim Schroeder (IDC, University of Kentucky); Tamara Nimkoff (IDC)

To sustain the use of evidence-based practices to improve results for children with disabilities and their families, states must determine the barriers that exist in current infrastructure, develop a plan with infrastructure-based improvement strategies, and evaluate the implementation and impact of those strategies on long-term goals. This session will provide guidance to states in how to evaluate changes in infrastructure and make linkages between the analysis of infrastructure data for needs assessment and evaluation purposes.

Implementing Evidence-based Practices: What Does it Take at the State and Local Levels?

Room: Rex

Katy McCullough (DaSy, ECTA); Allison Jones (ECTA)

Join us for discussion about structures, process and tools that can be used for implementing evidence-based practices in Part C and 619 programs. Presenters will describe the infrastructure components of Reaching Potentials through Recommended Practices (RP2), an initiative of the ECTA Center on statewide implementation, scale-up and sustainability of DEC Recommended Practices. Participants will learn about RP2 tools and consider the implications for their program improvement planning efforts.

Learning from One Another: Occupational Therapy Practitioners as Valuable Team Members in the COS Process

Room: Conde/Frontenac

Ashley Stoffel (University of IL at Chicago; Aspire Kids, Chicago); Jennifer Rhein (Aspire Kids, Chicago, IL); Lesly James (SC First Steps); Anne Lucas (DaSy, ECTA Center); Christina Kasprzak (DaSy, ECTA Center)

This session will focus on how to include occupational therapy practitioners and other team members in a high-quality COS team process. Presenters will bring national, state and local perspectives and will involve participants in discussion about challenges, strategies and resources related to engaging IFSP/IEP team members in a meaningful team process for determining child outcomes summary ratings.

Live Video Conferencing as a Viable Tool for Coaching Providers on the Use of Evidence-Based Practices

Room: Bacchus

Ardith Ferguson (NCSI); Colleen Batchelor (Child and Family Services, The Resource Exchange); Maureen Casey (AZ Early Intervention Program); Kristina Blaiser (Communication Sciences and Disorders, ISU-Meridian); Cindy Weigel (IA Dept of Education)

This session will benefit state Part C staff who implement professional development activities to scale-up the use of EBPs. Live video conferencing, sometimes referred to as telehealth, is sparking interest as an intervention delivery method, but it is also an effective method for supporting professional development. Two states engaged in these efforts will share their successes and challenges. A higher education faculty will share research on the effectiveness of live video conferencing in early intervention.

Promoting Child and Family Outcomes through Partnerships between Part C Systems and Home Visiting Programs

Room: St. Jerome

Maureen Greer (DaSy, ITCA); Lynn Skene Johnson (CT Office of Early Childhood); Pam Roush (WV Birth to Three); Jill Singer (NC Dept of HHS)

In anticipation of a joint document from OSEP and HHS, this session will discuss successful collaborations between Part C and Home Visiting programs. Three states will discuss both the opportunities for developing complementary programs and address the challenges that remain to the establishment of a system of care that improves outcomes for infants and toddlers and their families.

Supporting Local Data Use for Program Improvement: Where are you now?

Room: Ile de France I

Abby Schachner (DaSy, ECTA); Tony Ruggiero (DaSy, IDC); Kerry Belodoff (DaSy)

This session is geared toward states that participated in one of the Supporting Local Data Use for Program Improvement Topical meetings, but is open to anyone interested in the bolstering data-driven decision-making at the local level. This session will facilitate informal sharing about the activities and improvements that have been made or are underway to increase supports for implementing a consistent approach and culture for local data use. Opportunities for cross-state collaboration will be identified.

Thinking about integrating your data? Where do I start?

Room: Endymion

Bruce Bull (DaSy, CIID, IDC); Jeff Sellers (CIID, IDC)

Integrating your data can help answer policy and education questions about your program and avoid issues including breaches and poor data quality. During this session, Center for the Integration of IDEA Data (CIID) staff will provide an easy-to-understand overview of the steps required to integrate state-level data systems. Focusing on the first step of integration, participants will define the purpose of integrating their data.

Use of Fiscal Data for Program Management

Room: Rosalie/St. Claude

Jamie Kilpatrick (DaSy); Catherine Hancock (VA Behavioral Health and Developmental Services); Christy Scott (CDHS Office of Early Childhood)

Come learn from states about the critical role of fiscal data and how they use it. Also Learn how current TA tools (ECTA System Framework, recent DaSy fiscal products) can be used to assess status, prioritize activities, make and track improvements.

8:30 AM - 12:00 PM

Poster

Interactive Playground

Room: Orleans

Come to the interactive Playground where you can explore new tools and resources, learn about technical assistance centers, get help using the conference app, and collect toys and giveaways! The Playground is conveniently located in the Orleans room, adjacent to the coffee cart and across from the restrooms. It's open during all hours of the conference, and is a great place to relax between sessions, meet up with colleagues and peers, and play!

10:00 AM - 10:30 AM

Break

10:30 AM - 12:00 PM

Plenary

Closing Plenary: Let's Make Data Part of Everyone's Toolkit!

Room: Ile de France Grand Ballroom

Kathy Hebbeler (DaSy); Donna Spiker (DaSy); Lisa Backer (MN Dept of Education); Tony Chambers; Ann Freiburg (IL Dept of Human Services); Chelsea Guillen (EITP at University of Illinois); Ovella Peaches Lott (University City Children's Center); Bob Morris (WA Dept of Early Learning)

Building a culture of data-informed decision-making sounds like an idea that we can all get on board with, but what does it really mean? In this multi-media, interactive closing plenary session, you will hear about how data can be used effectively at multiple levels, including national, state, and local levels. This closing session will focus on lessons learned about ways that data can be “the ties that binds” in the service of better outcomes for children and families.

12:00 PM - 12:00 PM

Meeting Adjourns

1:30 PM - 4:30 PM

Post-Conference Workshops

Coaching for Practice Change: Implementing Practice Based Coaching

Room: Conde/Frontenac

Denise Binder (ECTA); Ted Bovey (ECTA)

This workshop will provide participants with information on how coaching is used for practice implementation and considerations for implementing practice-based coaching as a component of professional development. Practice-based coaching (PBC) is a framework of coaching that is focused on the implementation of evidence-based practices by professionals. The framework is comprised of three core elements (1) goal setting and action planning, 2) observation, reflection and 3) feedback) within a collaborative partnership. Practice-based coaching can be implemented live

Let's get to work! Implementing and evaluating state systemic improvement.

Room: Ile de France II

Anne Lucas (DaSy, ECTA Center); Grace Kelley (DaSy, ECTA Center, NCSI); Carolee Eslinger (IDC); Megan Vinh (DaSy, ECTA Center); Ardith Ferguson (NCSI); Abby Schachner (DaSy, ECTA Center)

Participants will come together to gain skills to carry out Phase III of their State Systemic Improvement Plans (SSIPs). Information about implementation, evaluation, and revision of systemic improvement plans will be shared. This workshop will provide opportunities for states to practice developing or strengthening aspects of their improvement and evaluation plan, including measures to evaluate implementation of evidence based practices. Activities will be used to build state capacity to implement and evaluate their SSIP.

Constituent Group Meetings

Pacific & Caribbean States/Entities Early Intervention and Early Childhood Special Education Meeting

Room: Rex

Taletha Derrington (DaSy, NCSI); Cesar D'Agord (NCSI); Evelyn Shaw (ECTA); Kerry Belodoff (DaSy)

Are you looking for ways to make the Improving Data, Improving Outcomes conference more meaningful in the Pacific & Caribbean States/Entities? Join us for this invitation-only meeting! Pre-conference, we will provide a tailored edition of the post-conference workshop on implementing and evaluating state systemic improvement. Post-conference, we will focus on child and family outcomes data quality. Both will provide opportunities to discuss lessons learned with colleagues and work with your team, TA providers, and OSEP.