IDC Interactive Institutes on High-Quality Part B Data

In collaboration with **CIFR, CIID, & NTACT**

Data Process Mapping

Kansas City, MO – May 10-11, 2016
Susan Davis, IDC
Lindsay Wise, IDC
Joe McCowan, KY Department of Education

Savannah, GA – June 1-2, 2016
Susan Davis, IDC
Lindsay Wise, IDC
Amy Patterson, KY Department of Education

Session Objectives

- Participants will be introduced to Data Process Mapping and understand the connection between this and strong Data Governance.

- Participants will learn about the work that one state is undertaking to build capacity, ease transitions, and instill a culture of high-quality data.

- Participants will be introduced to the new IDC IDEA Part B Data Processes Toolkit.

- Participants will have an opportunity for discussion around preparing for Data Process Mapping work in their states.

Data that does not conform to any standards of quality, consistency or shareability is not valuable, and decisions made based on ungoverned data can be problematic.

Anne Marie Smith, Ph.D.

Standards of Quality, Consistency, and Shareability Can Be Established Through …

- Data Governance

- Business Rules

- Processes

Capability Maturity Model Integration (CMMI)

- Level 1 – Performed Process

- Level 2 – Managed Process

- Level 3 – Defined Process

- Level 4 – Quantitatively Managed Process

- Level 5 – Optimizing Process

Characterizations of Processes

- **Performed**
  - Processes unpredictable, poorly controlled
  - Accomplishes the needed work and work products

- **Managed**
  - A process that is planned in accordance with policy
  - Has adequate resources and buy-in from leadership

- **Defined**
  - A managed process that is tailored from a set of standard organizational processes

ED*Facts*/IDEA Reporting Process

- **Performed**
  - Hero driven
  - Undocumented
  - Inconsistent results

- **Managed**
  - Documented process
  - Management buy-in
  - Repeatable process – consistent results

- **Defined**
  - A managed process based off of an organizationally defined process

What Does This Have to Do With Data Quality?

A poorly managed ED*Facts*/IDEA reporting process

can lead to poor data quality.

Kentucky Department of Education

Staff Changes in Recent Years:

- Three different Part B Data Managers within the past 3 years

- A new State Special Education Director within the past year

- A new Commissioner of Education within the past year

Kentucky Department of Education (cont.)

- Majority of Special Education staff have 5 or fewer years at the state department.

- There is limited collaboration with Office of Knowledge Information and Data Services, Division of Enterprise Data.

- Collaboration among Special Education programs staff and data managers has been on a needs to know basis

Data Process Mapping

Essential Elements

- Data Collection Name
- ED*Facts or* E*MAPS* Collection Information
- Data Stewards
- Data Collection Level(s)
- Federal Reporting Period and Submission Dates
- State Collection and Submission Schedule

Processes

- Collection
- SSS-IDEA Considerations
- Data Validation
- Internal Approval Process
- Submission
- Response to OSEP Data Quality Report
- Data Governance

Kentucky Department of Education and IDC Partnership

Joe McCowan and Amy Patterson

KDE, Division of Learning Services

Pre-requisites for This Work

- State Director of Special Education support and vision for this work

    - All data stewards participate (including Program staff who use the data and staff from other departments).

    - Allocation of time to do the work.

- Staff willingness to fully participate and learn

- Involvement of someone with prior data collection, validation, and submission experience

- Commitment to focus on the current process (an in-depth discussion of needed changes are roadblocks to completing this work, but should be noted and discussed at a later date)

A Focused Work Environment

The Division of Learning Services and the Division of Enterprise Data at KDE work together to provide ongoing maintenance and support for special education data. We have been working to make improvements in the following areas:

- Emphasis on systems thinking and development methods with a problem-solving response approach

- Development of consistent and clear process requirements for the collection and reporting of data

- Documentation of clearly defined role and responsibility expectations

- Creation of a collaborative culture

- Increased attention on a continuous improvement process (lessons learned approach)

Lesson Learned: Create Data Process Protocols

- The support IDC provided has allowed our staff to reflect on the current data processes and improvements to consider.

- To ensure consistent implementation of the process, a well-documented description of the process must be accessible and understood by all related support staff.

- The IDC facilitated and modeled this process to help us fully coordinate a well-designed process.

- This work is difficult, stressful, and time consuming but essential for long-term success (well worth it in the long run)!

Lesson Learned: Build Capacity of Data Stewards

- Having consistent, well-document processes allows us to coordinate with program staff who are responsible for data stewardship.

- Clear processes understood by data stewards help us collaborate on data needs across the agency (e.g., data requests, data governance, data storage, data security).

- A collaborative culture is developed and staff feel more confident in their role within the agency (expectations are clear).

- Data collection and reporting processes become more streamlined, timely, and seamless.

Lesson Learned: Instill a Culture of High-Quality Data

- Staff involved in this process feel much more confident in their work as a result of having a clearly defined process.

- The data collected and reported is more accurate and helps to meet needs better (overall better decision making).

- Partners and outside agencies have more confidence in those managing the data and the accuracy of the information.

- A continuous process allows more reflection to ultimately make improvements along the way.

- Loss of institutional knowledge is not as painful over time.

- Staff are happy, decision makers are happy, and the data is being used for a purpose!

IDEA Part B Data Processes Toolkit Protocols

- There is one protocol per data collection; each protocol has two sections.

- *Essential Elements* captures basic collection information (i.e., due date, contact information, etc.).

- *Processes* captures specific steps for the collection, validation, and submission of state IDEA data.

IDEA Part B Data Processes Toolkit Calendar

- Calendar assists with organizing and scheduling data tasks.

- Calendar is prefilled with reporting deadlines and other selected dates.

- While each *Data Collection Protocol* is being developed, tasks should be added to the calendar to ensure it reflects what is to be completed each month.

- As processes or dates change, the calendar should be updated to reflect those changes.

IDEA Part B Data Processes Toolkit Other Resources

- **Acronym list:** A list of frequently used acronyms pertaining to ED*Facts* and IDEA

- **Data Collection and Submission Timeline:** A graphic illustrating how different IDEA data collections can span multiple years as well as how a state may be simultaneously working with data from multiple school years

- **Resource list:** A list of helpful links to various supports available to states, including a list of relevant tools, products, and publications.

IDEA Part B Data Processes Toolkit Other Resources (cont.)

- **Due Date list:** A list of ED*Facts* due dates for both Parts B and C. This list is updated yearly and contains dates for both ED*Facts* Submission System (ESS) files and E*MAPS* submissions.

- **Guide for Outlying Areas and Territories:** A summary of the potentially variant IDEA requirements for Outlying Areas and Freely Associated States, Territories, and Bureau of Indian Education

Questions

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Preparing for This Work

Table Discussion

Citations

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Presenter Contact Information:

joseph.mccowan@education.ky.gov

amy.patterson@education.ky.gov

susan.davis1@uky.edu

lindsaywise@westat.com

For More Information

Visit the IDC website
http://ideadata.org/

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Project Officers: Richelle Davis and Meredith Miceli