



Webinar Series: Strengthening Data Quality Before, During, and After Child Outcomes Data Collection

Webinar #1 of 3: Data Quality During Data Collection

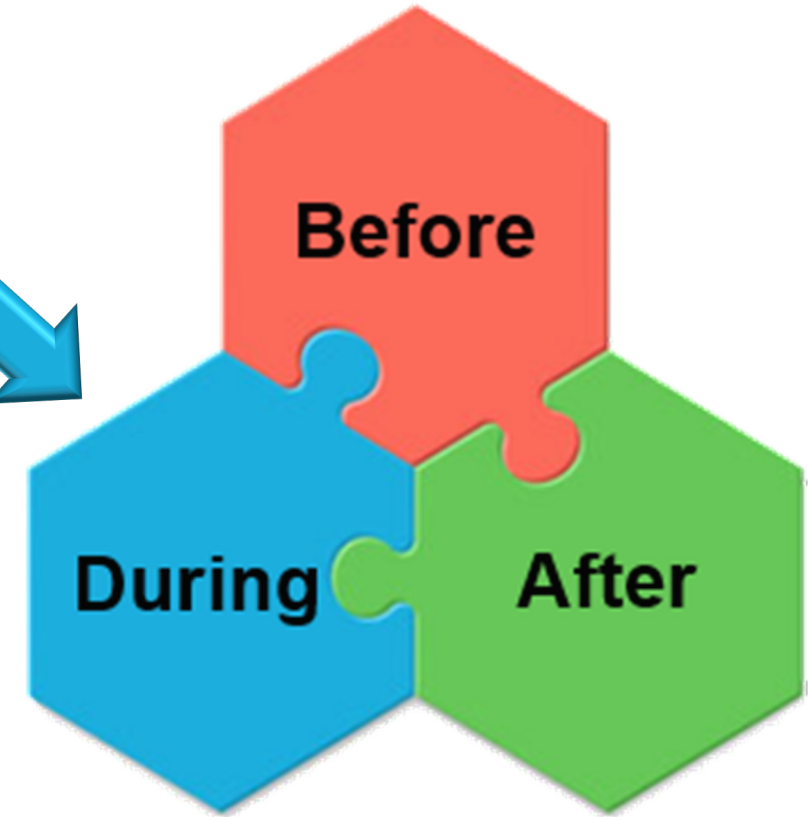
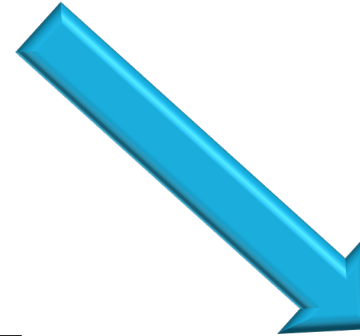
Monday July 27, 2026, 3:30–5:00 ET

Naomi Younggren, Lauren Barton, Robin Rooney, Nicholas Ortiz, Kellen Reid, and Tony Ruggiero

3-Part Webinar Series



1. Data Quality **During** Data Collection
 - **Monday July 27, 2026, 3:30–5:00 ET**
2. Data Quality Before Data Collection
 - Tuesday August 18, 2026, 3:00–4:30 ET
3. Data Quality After Data Collection
 - Wednesday August 26, 2026, 3:30–5:00 ET



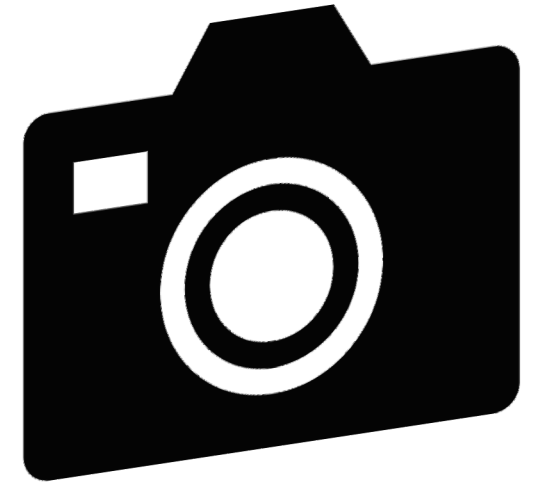
Candid Camera Activity

Please turn your cameras off to start this short activity.

We're going to ask you 2 questions.

- If your response is yes, please turn your camera on.
- If your response is no, please leave your camera off.

Ready?



Webinar Series Objectives

- As a result of attending this 3-part webinar series participants will:
- Learn about and understand the importance of data quality.
- Learn about strategies that improve data quality before, during, and after data collection.
- Be better able to identify issues with child outcomes data quality.

Data quality activities occur before, during, and after data collection and overlap across these times.

Today's Agenda

3:30–5:00 ET



Overview and Setting the Stage



Purpose of Child Outcomes Data Collection



Established Approach and Fidelity



Small Group By Outcomes Measurement Approach



Share Back Poll



Wrap Up

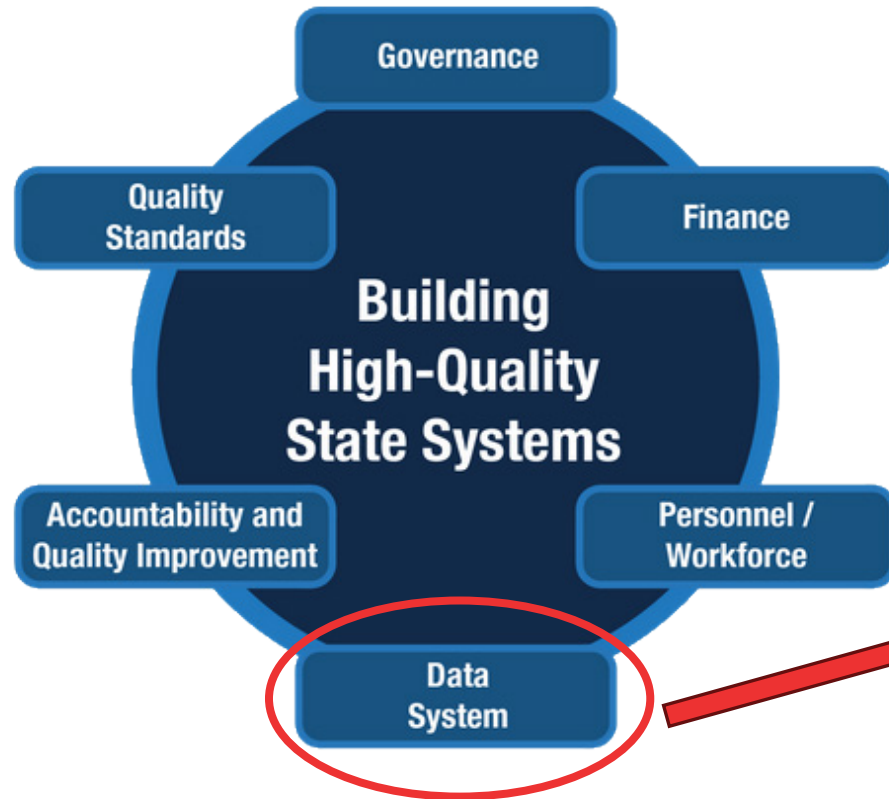
Chat Cloud

What words come to
mind when you think of
data quality?



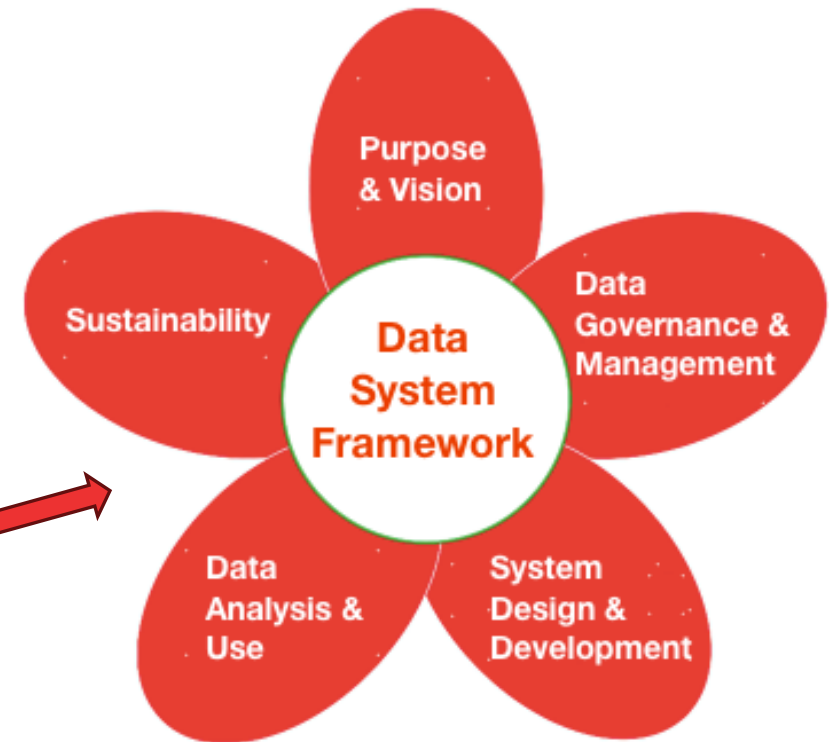


Producing good **child outcomes** requires a high-quality State Early Intervention (EI) and Early Childhood Special Education (ESCE) system



<https://ectacenter.org/sysframe/>

Having high quality **child outcomes data** requires a high-quality system for collecting, analyzing and reporting data.



<https://dasycenter.org/resources/dasy-framework-2022/>

DaSy Data Leadership Competencies



- 36 performance behaviors critical to individual, team, and agency success
- Support EI and ECSE staff in acquiring knowledge and skills required to be effective data leaders
- High-quality child outcomes data requires effective state and local data leadership



<https://dasycenter.org/data-leadership-competencies-for-part-c-and-part-b-619/>

The Data Inquiry Cycle is a series of steps for effective data use



- One step is Data Collection – the focus of this webinar
- While we dive deep into data collection, don't lose sight of how collection fits into the overall cycle
- The cycle is critical to improving data and ultimately using data to improve child outcomes

<https://dasycenter.org/data-inquiry-cycle/>

Outcomes Quality and Use are Connected



Program improvement requires
using the data

BUT

Data are only useful if they can
be trusted

BUT

Data quality only improves
when the data get used

Listen and think about

**What is one strategy you want to do,
try or find out more about related to
data quality during data collection?**

**Start
Thinking
Now...**

We'll ask you at the
end of this webinar..



Data Quality During Data Collection

Data Quality During Data Collection Means...

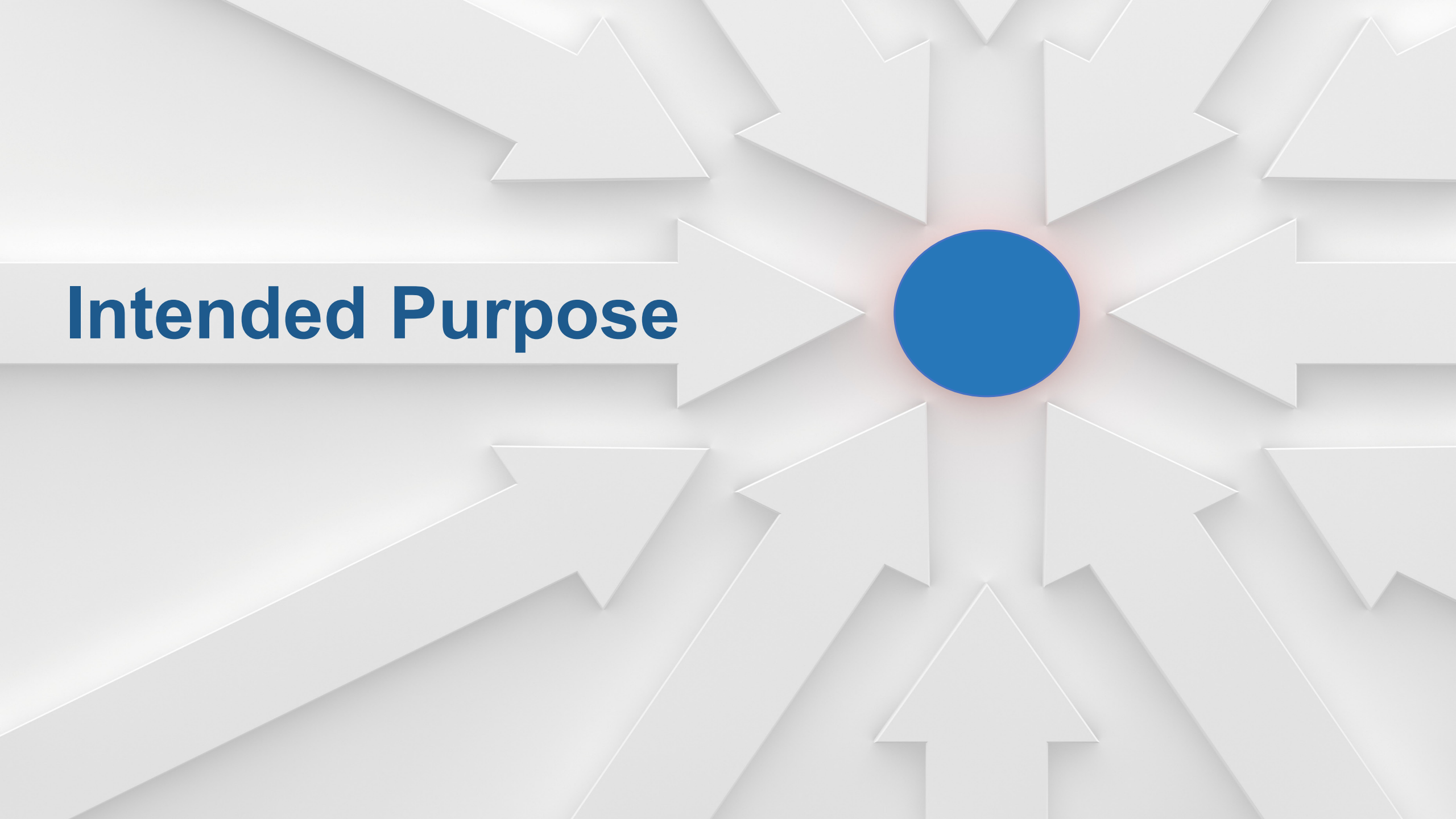
Collecting data for the **intended purpose**, using the **established approach**, implemented to **fidelity**, resulting in **consistent, timely, complete**, and **accurate data** that are **usable**.



Data Leadership Competencies - Foundational Data Skills:

FD-4. Is knowledgeable about the various aspects of data quality such as accuracy, completeness, timeliness, and the processes that are needed to ensure high-quality data statewide.





Intended Purpose

Child Outcomes Measurement

The percentage children who demonstrate improved:

- Positive social-emotional skills;
- Acquisition and use of knowledge and skills; and
- Use of appropriate behaviors to meet needs.



Requirement

Required as part of the IDEA SPP/APR.



Public Accountability

IDEA is funded with public dollars. The public has a right to know that these dollars are well spent.

Why We Measure Child Outcomes



Accountability to Children and Families

Children and their families are entitled to effective services and data provide insight into whether they are getting them.



Program Improvement

Outcomes data can help identify programs in need of improvement or programs where efforts are working.

Purpose First

Those collecting the child outcomes data must understand:

- **why** the data are being collected and
- **how** the data are being used

in order to **value** and **communicate** the importance of measuring and collecting child outcomes data.



Emphasizing Purpose During Data Collection Looks Like...



Which of the following does knowing and communicating the purpose of child outcomes measurement look like? EI/ECSE personnel...	Yes or No
a) use the resources available to share the purpose.	Yes
b) broadly refer to outcomes measurement without clearly stating the purpose or understanding how it connects to their work.	No
c) understand and communicate the importance and purpose of outcomes measurement while inviting and answering questions.	Yes
d) imply that the only purpose for outcomes measurement is “because we have to” without clear details about how the data collected can be used for program understanding and improvement.	No

State Examples of Child Outcomes Purpose Statements

- States have developed purpose statements to expand on what and why we measure child outcomes.
- These statements provide a guiding compass for strategic decisions.

Child Outcomes Measurement Purpose Statements: State Examples

Updated July 19, 2024 — <https://ectacenter.org/eco/pages/cosform.asp>

States have developed these [purpose statements](#) to support their [child outcomes](#) measurement systems. States use a variety of different [approaches](#) to collect child outcomes data.

If your state has a purpose statement to add or update, or needs TA on creating or disseminating a purpose statement, contact ECTA Center's [Child Outcomes Measurement specialist](#).

ECTA also provides [State-Developed Materials on the Child Outcomes Summary Process](#) and [State-Developed Outcomes Materials](#).

Colorado Part B, Section 619

"The Results Matter program improves outcomes for Colorado's youngest children by helping teachers, administrators, families, and other education stakeholders use authentic assessment data to inform classroom instruction as well as program and policy decision-making. In addition, Results Matter is a core part of CDE's Preschool Team Mission: Through mutual partnering, CDE's Preschool Team builds the capacity of leaders, educators, and families within systems to improve outcomes for preschoolers, by:



- Supporting high quality implementation of the

Delaware Birth-Five

"Delaware has established an early childhood outcomes (accountability) system, which is explained in this Delaware Early Childhood Outcomes Manual. This process is intended to respond to the federal requirements for reporting child outcomes to (OSEP) and to enable the state to monitor children's development to support effective intervention and inform decisions about program improvement for eligible children ages birth through five."



"OSEP uses each state's data to determine how well the state's programs have helped young children and to determine whether or not local school district programs are making a positive difference for young children and their families. Both Parts C and B are required to publicly report on the state's performance annually."

— [Delaware Early Childhood Outcomes Manual](#)

Department of Defense Educational and Developmental Intervention Services (EDIS)

"Why measure results: It tells us how our programs

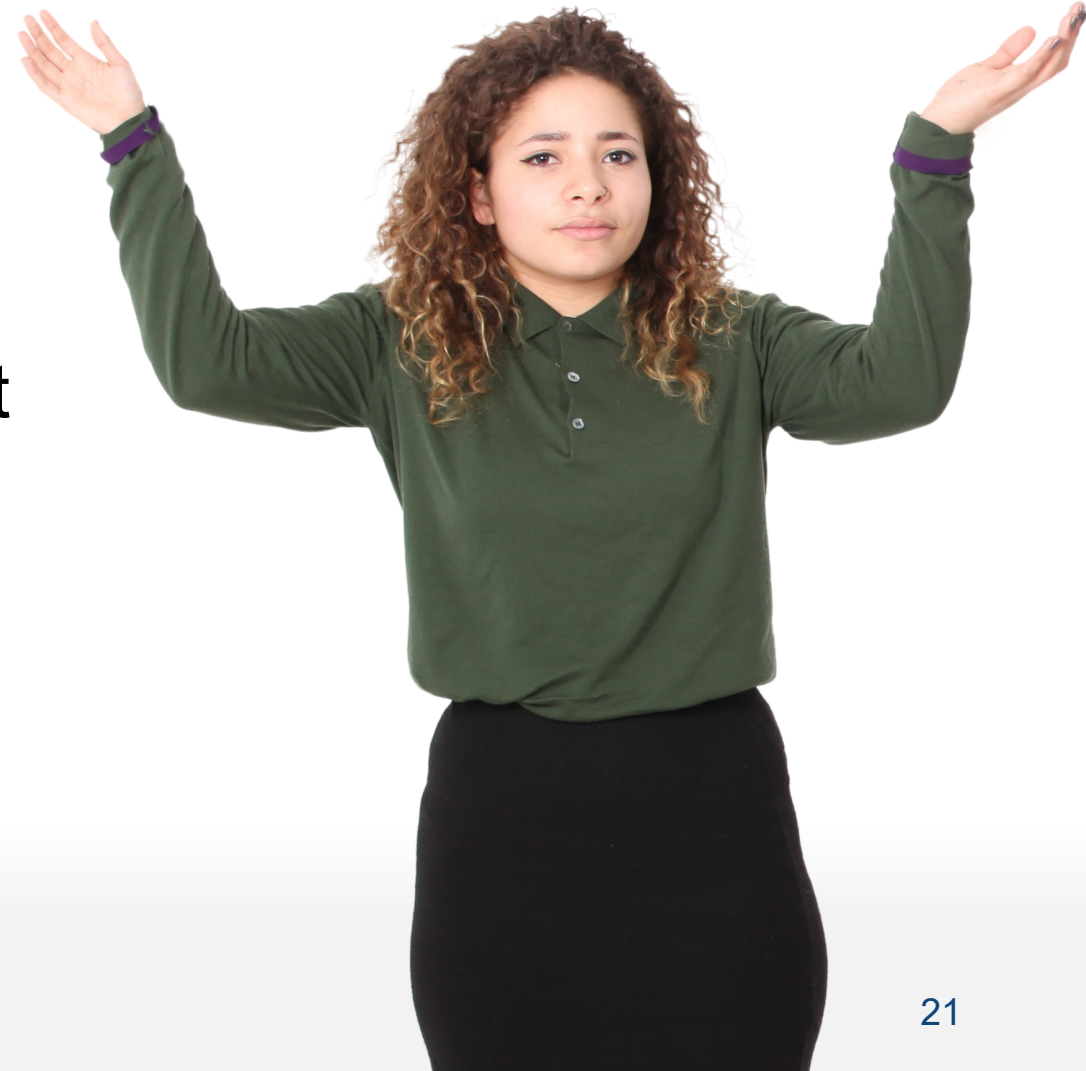


From: [Child Outcomes Measurement Purpose Statements](#)

Large Group Discussion

During data collection, how do you know if local EI/ECSE personnel understand and can explain **why** they collect child outcomes data and **how** it will be used?

What strategies can be useful?

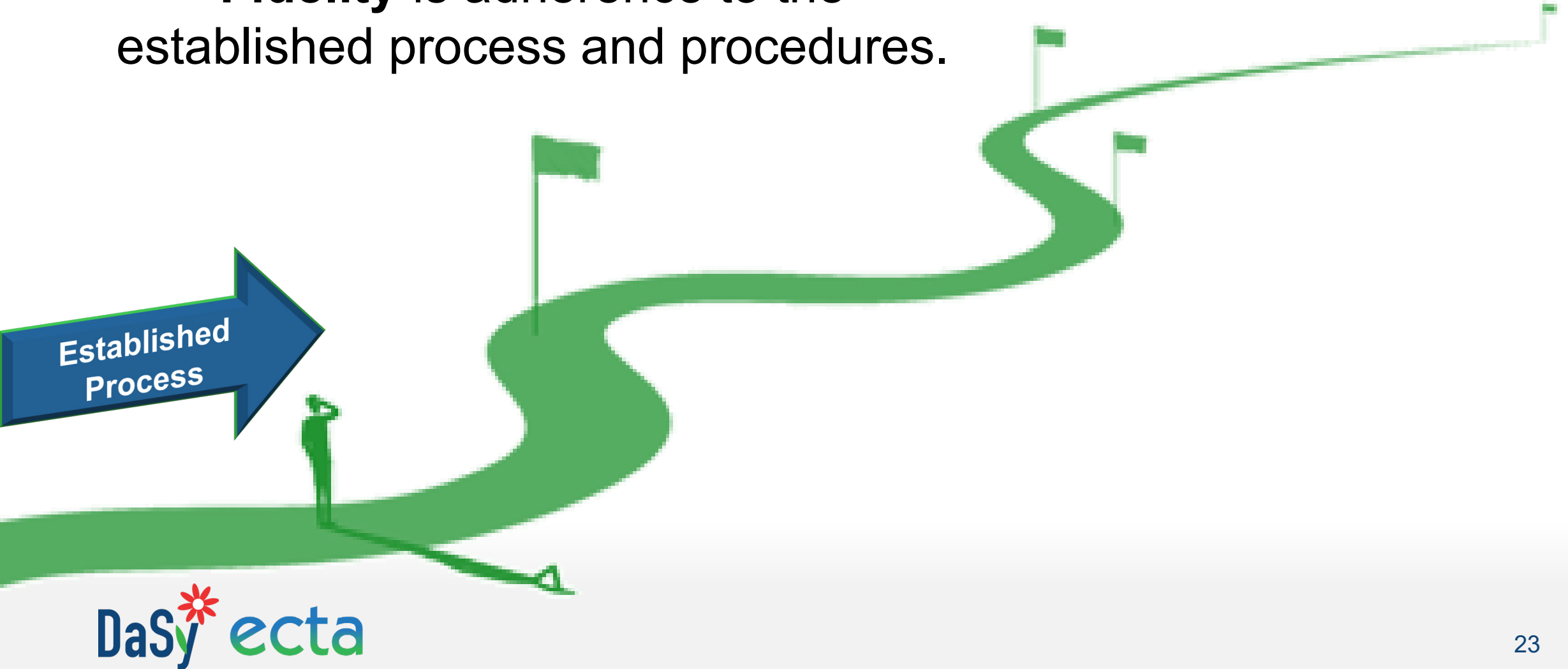


Using The Established Approach, Implemented to Fidelity



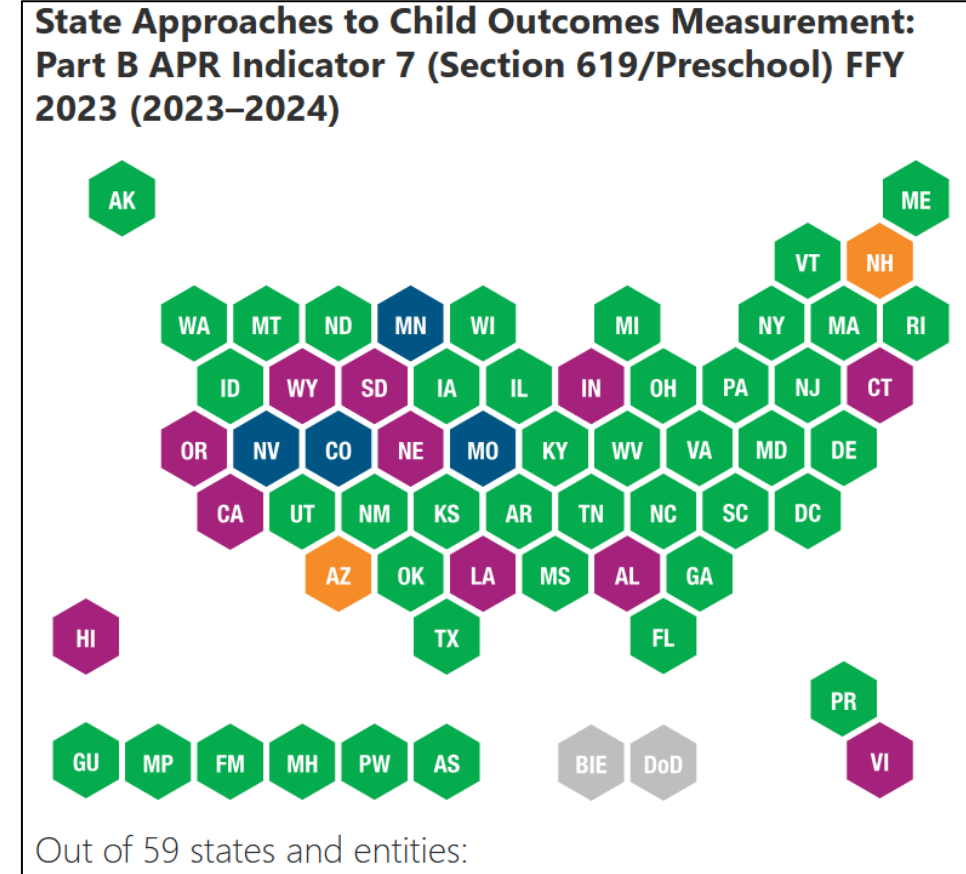
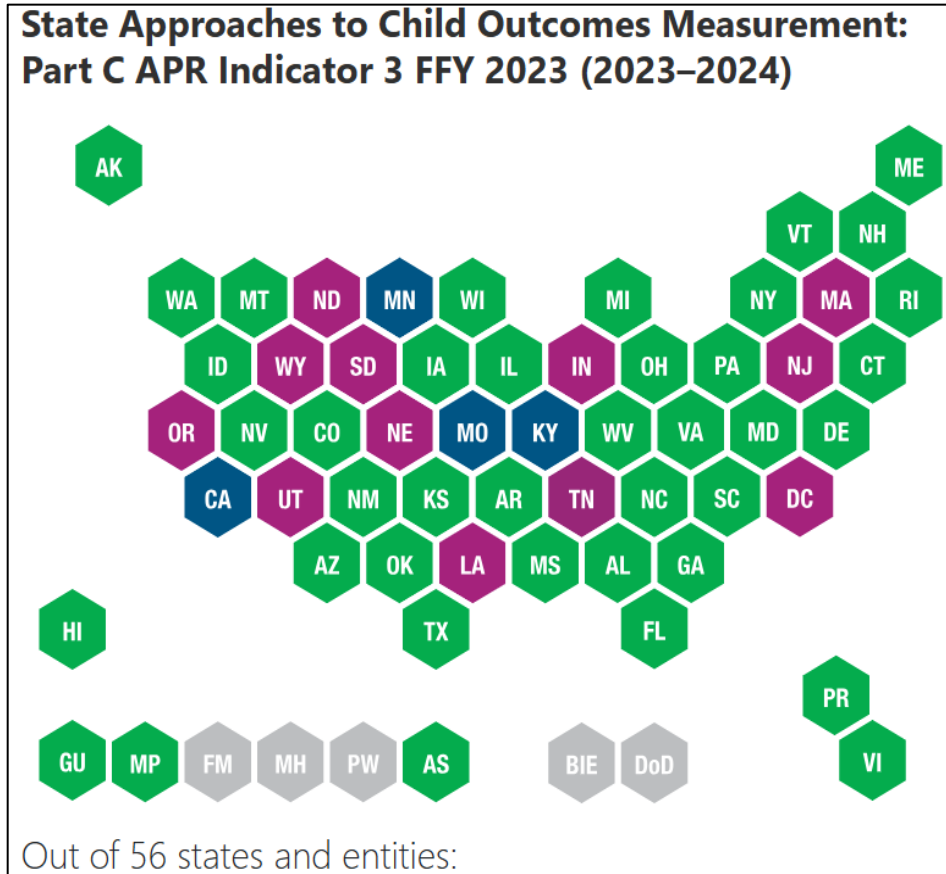
Implementing With Fidelity

Fidelity is adherence to the established process and procedures.



Established Approach

States use different approaches to measure child outcomes.



**Green - COS Process, Magenta - One Tool Statewide/Publisher System,
Navy - State-Specific, Orange – Changing Approach, Gray – Not reporting**

Child Outcomes Measurement **Fidelity** During Data Collection Looks Like...



Which of the following does fidelity of child outcomes measurement look like? EI/ECSE personnel...	Yes or No
a) follow the procedures and applying the criteria in the same way across programs, teams, and children and families.	Yes
b) receive feedback (coaching, supervision) to ensure fidelity of practice and knowing who to go if there are questions.	Yes
c) use different standards for data entry across programs and children.	No
d) check data as they are collected to ensure they are free of errors and include the required information in the documentation.	Yes
e) implement child outcomes measurement procedures based on individual interpretations of what to collect and how to collect it.	No

Implement the Established State Approach to Fidelity

It Looks Like

EI/ECSE Personnel...

- Use the state-defined method/s and resources to collect and enter data (e.g., BDI, COS, TSG, state-defined approach...).
- Follow procedures and apply established criteria uniformly across programs, teams, and with children and families.
- Check data for accuracy as they are collected.
- Know whom to contact with questions and receive feedback (coaching, supervision) to ensure fidelity of practice.

It Does Not Look Like

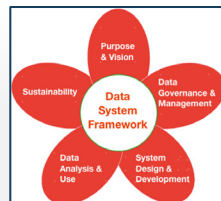
EI/ECSE Personnel...

- Use approaches different from the state-established one to collect and enter data.
- Implement the state approach without adhering to the procedures.
- Enter data without reviewing for accuracy.
- Use a guessing approach rather than referring to guidance or seeking help when questions arise.
- Lack on-going implementation support.

Promoting Fidelity

We cannot assume that data are collected in adherence to procedures just because training was provided.

- Ensuring fidelity requires leadership to provide EI/ECSE personnel ongoing support during data collection. Such as:
 - observing and discussing what happens, including what is and is not working.
 - using checklists or standard protocols to reinforce the process.
 - reviewing documentation and data entry.
 - asking questions, sharing feedback, and clarifying procedures.
 - providing responsive training.



DaSy Data System Framework

DU1. Part C/619 state staff implement the processes required to ensure quality data are available for analyses.

Strategies and Resources to Support Fidelity During Data Collection



Strategies

- Checklists of expected practices for use near and during data collection (developed based upon guidance)
- Peer mentoring/coaching
- Feedback on video clips of the data collection process

COS-Specific Resources

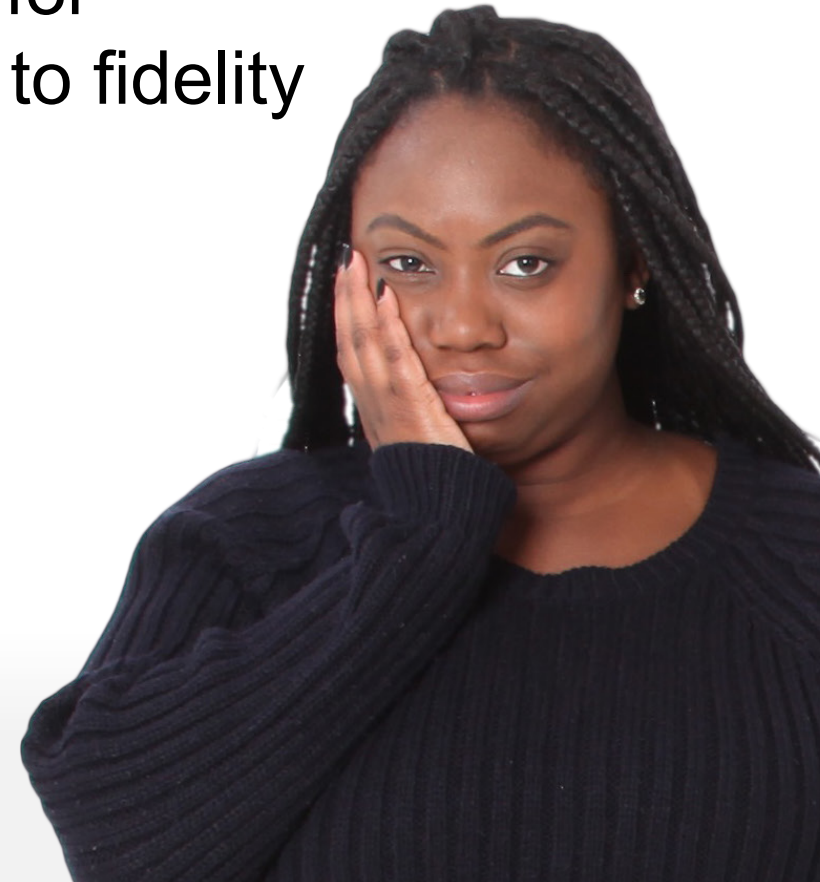
- [COS-Team Collaboration](#) (COS-TC)
- [COS Content Connector](#)
- [Breadth of the Three Child Outcomes](#)
- COS Rating Fidelity Tool

Small Group Discussion (By Approach) With Padlet

<https://padlet.com/gabbyhull/child-outcomes-data-quality-webinar-series-during-session-hktsfjbs6nth4e58>

During data collection:

- How do you know if the established practices for measuring child outcomes are being followed to fidelity during data collection?
 - What can you check?
 - What can you do?





Share Back Poll



Poll

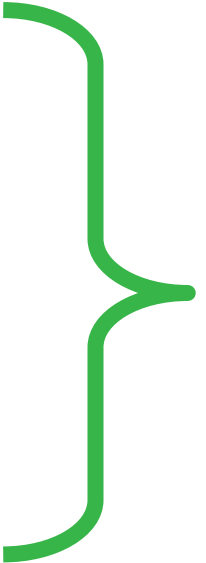
How closely are EI/ECSE personnel in your state/area following established practices to fidelity for child outcomes measurement?

- 4 – Almost always
- 3 – Often
- 2 – Sometimes
- 1 – Seldom or never
- 0 – Not Sure

High-Quality Data Collection

Produces data that are:

- Consistent
- Timely
- Complete
- Accurate



Therefore usable

Data Quality During Data Collection Means...

Collecting data for the **intended purpose**, using the **established approach**, implemented to **fidelity**, resulting in **consistent, timely, complete**, and **accurate data** that are **usable**.



One Thing

What is one strategy you want to do, try, or find out more about related to data quality during data collection?



Technical Assistance

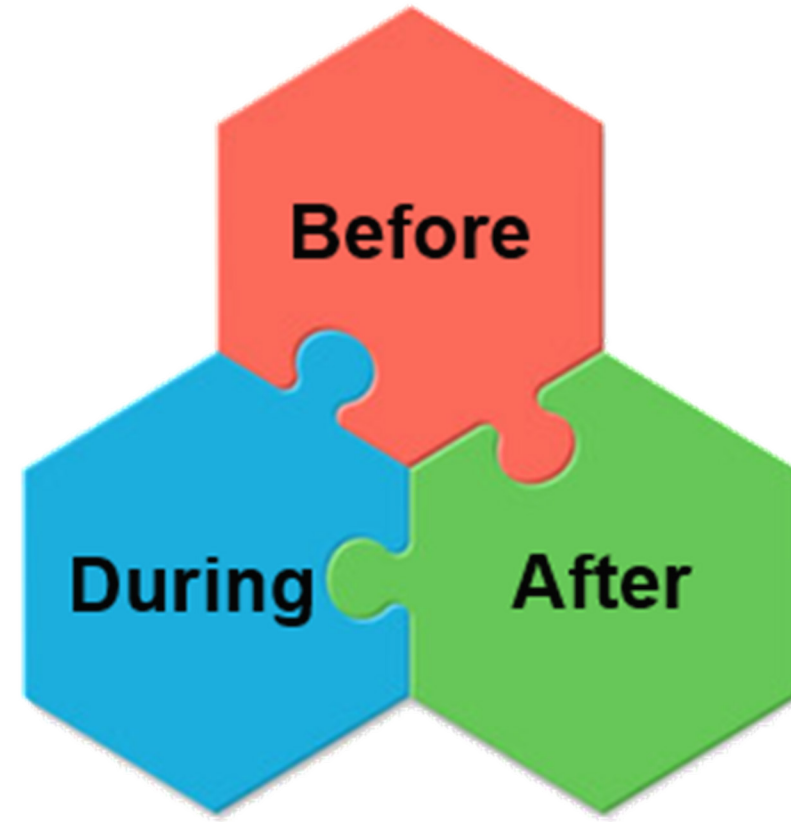
Remember you can always reach out for further technical assistance.

Contact your

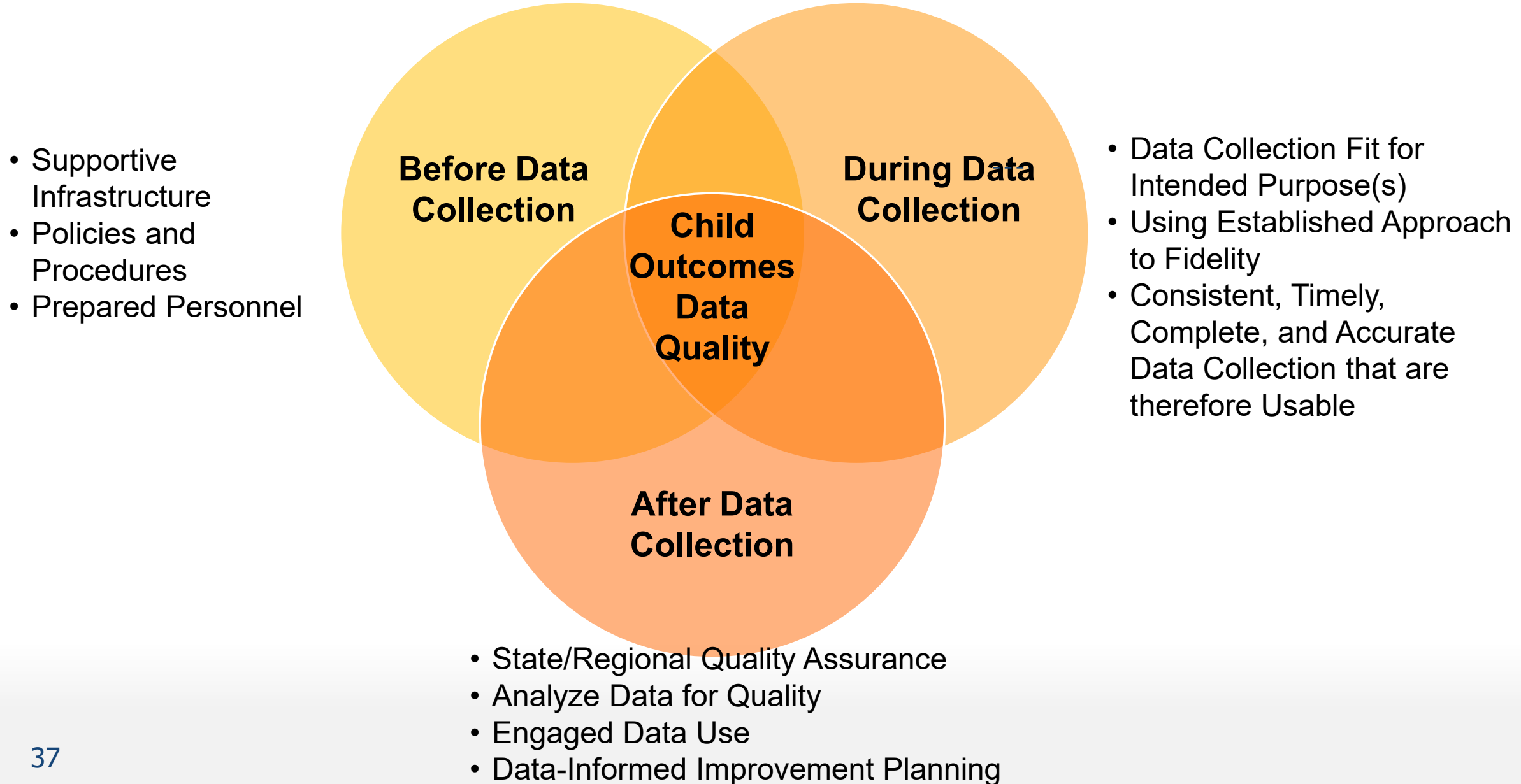
[DaSy state liaison](#) or [ECTA state contact](#)

3-Part Webinar Series - Upcoming Webinars

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Building a System That Promotes Quality Child Outcomes Data



Find out more at **dasycenter.org**
and **ectacenter.org**

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