The Center for IDEA Early Childhood Data Systems

Early Childhood Technical Assistance Center

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

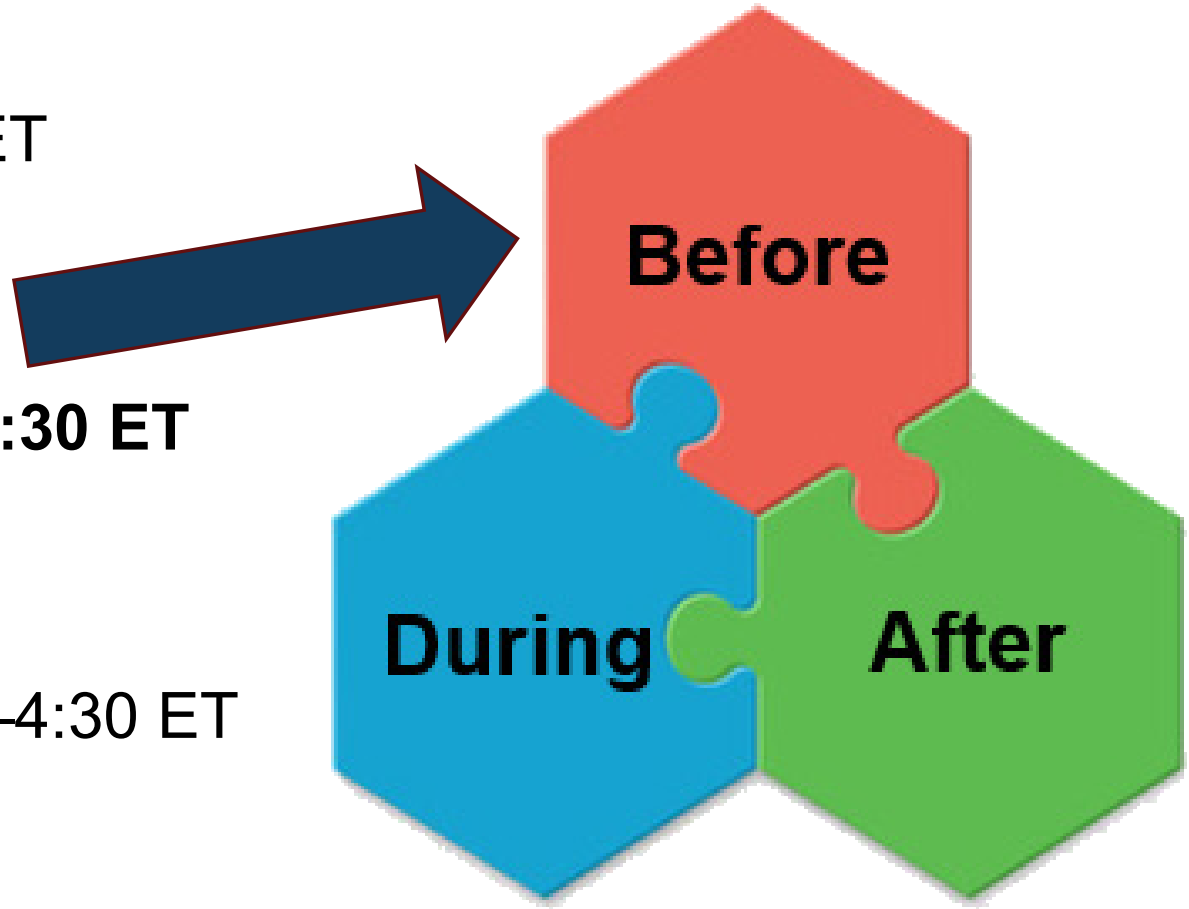
Webinar # 2 of 3: Systems to Support Data Quality Before Data Collection

Tuesday August 18, 2026, 3:00–4:30 ET

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

Three-Part Webinar Series

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



Webinar Series Objectives

As a result of attending this three-part webinar series, participants will:

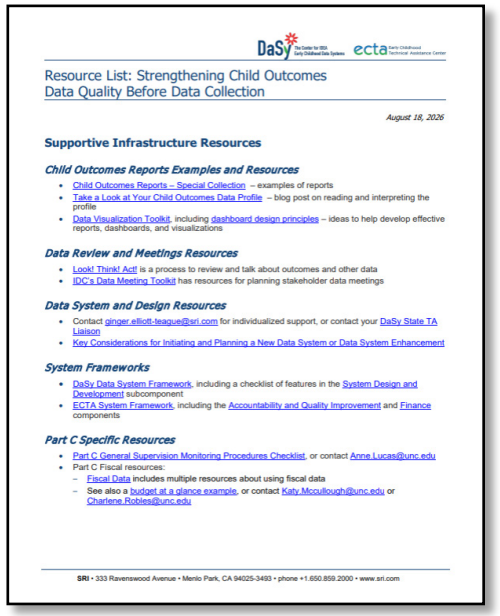
- Learn about and understand the importance of data quality.
- Learn about strategies that improve data quality before, during, and after data collection.
- Be better able to identify issues with child outcomes data quality.

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

Today's Agenda

Total Session: 90 minutes | 3:00–4:30 PM

- **Webinar Series and Recap**
- **Supportive Infrastructure**
- **Policies and Procedures**
- **Prepared Personnel**
- **Putting It All Together**
- **Wrap-Up and Preview of Next Session "After Data Collection"**



Resource List: Strengthening Child Outcomes Data Quality Before Data Collection

August 18, 2026

Supportive Infrastructure Resources

Child Outcomes Reports Examples and Resources

- Child Outcomes Reports – Special Collection – examples of reports
- Take a Look at Your Child Outcomes Data Profile – blog post on reading and interpreting the profile
- Data Visualization Toolkit, including dashboard design principles – ideas to help develop effective reports, dashboards, and visualizations

Data Review and Meetings Resources

- Look! Think! Act! is a process to review and talk about outcomes and other data
- IDC's Data Meeting Toolkit has resources for planning stakeholder data meetings

Data System and Design Resources

- Contact ginger.elliott-teague@sri.com for individualized support, or contact your DaSy State TA Liaison
- Key Considerations for Initiating and Planning a New Data System or Data System Enhancement

System Frameworks

- DaSy Data System Framework, including a checklist of features in the System Design and Development subcomponent
- ECTA System Framework, including the Accountability and Quality Improvement and Finance components

Part C Specific Resources

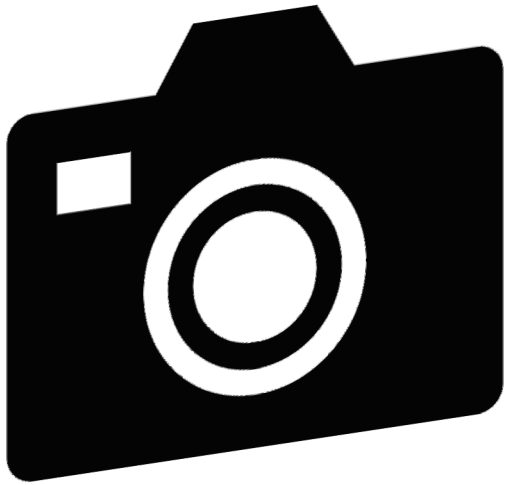
- Part C General Supervision Monitoring Procedures Checklist, or contact Anne.Lucas@unc.edu
- Part C Fiscal resources:
  - Fiscal Data includes multiple resources about using fiscal data
  - See also a budget at a glance example, or contact Katy.Mcullough@unc.edu or Charlene.Robles@unc.edu

SRI • 333 Ravenswood Avenue • Menlo Park, CA 94025-3493 • phone +1.650.859.2000 • www.sri.com

Handout

Candid Camera Activity

Please turn your cameras off to start this short activity.



We’re going to ask you one question.

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

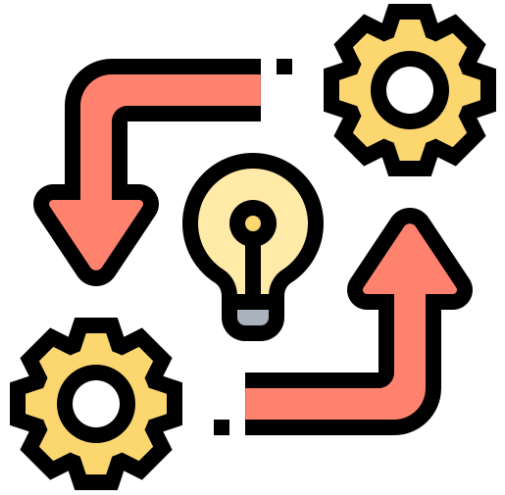
Ready?

Word Cloud on Data Quality

In the Previous Webinar “During Data Collection”

We discussed what quality during data collection looks like:

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



And we reviewed strategies to support quality data collection, so that personnel:

- Emphasize the purpose of data collection.
- Use the established approach implemented to fidelity.

Image thanks to Flaticon

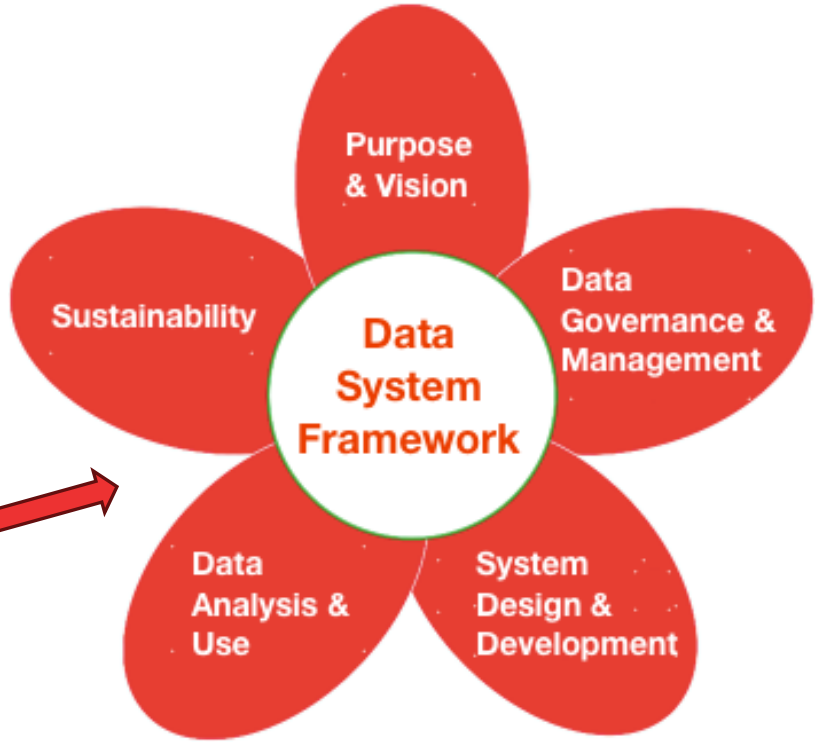
Quality data are an outgrowth of an effectively functioning system

DaSy ecta

Producing good **child outcomes** requires a high-quality state EI and ECSE 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 ecta

DaSy Data Leadership Competencies

Data Leadership Competencies for Part C and Part B 619

October 2022

Introduction to the Data Leadership Competencies

The value of data is increasingly recognized by organizations and programs, including Individuals with Disabilities Education Act (IDEA) Part C and Part B 619 programs. Data can help Part C and Part B 619 program coordinators, data managers and staff improve outcomes for children and families by strengthening their understanding of the needs of the children and families served and by operating the program more efficiently and effectively. Data also are critical to ensure ready access, high quality services and supports, and positive outcomes for all young children with developmental delays and disabilities and their families.

Using data to improve programs requires data leadership. Data leaders are defined as those who:

- build one's own capacity and the capacity of staff and other stakeholders to use data,
- build and enhance the data infrastructure needed for data collection, management, analysis, reporting and use, and
- create a culture of data use (e.g., uses data to guide decision-making and sets expectations that others in the organization are expected to do the same).

DaSy developed this set of Data Leadership Competencies to support Part C and Part B 619 staff in acquiring the knowledge and skills required to be effective data leaders. Competencies are a set of performance behaviors that are observable, measurable, and critical to successful individual, team, and agency performance.

Who are the competencies designed for?

The DaSy Data Leadership Competencies are designed to build the capacity of potential data leaders in the IDEA Part C and Part B 619 state and territory programs, including coordinators, data managers, and their teams. The competencies are relevant for any state agency staff who are responsible either directly or indirectly for the IDEA Part C and Part B 619 processes and systems for collecting, managing, analyzing, reporting, and using data because all these individuals can be data leaders. Although these competencies were developed for leaders of state programs, many are applicable to local program leaders as well.

Does an individual state leader have to possess all the competencies to be an effective data leader?

States and territories differ in the configuration of their agency personnel and their respective roles and responsibilities with some states having more staff than others. The DaSy Data Leadership Competencies identify a set of knowledge and skills that data leaders need to possess. One or two individuals may possess all the competencies in small states or a team of individuals may share the competencies across the team in states with more staff. State teams should collectively possess all the DaSy Data Leadership Competencies. The more competencies each team member possesses, the better positioned they will be to support the rest of the team in exercising data leadership.

SRI International · 333 Ravenswood Avenue · Menlo Park, CA 94025-3493 · 650.859.2000 · www.sri.com

- 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 require effective state and local data leadership.

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

DaSy ecta

The Data Inquiry Cycle Is a Series of Steps for Effective Data Use

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

- One step is Planning and Design for Data Collection.
- While we dive deep into “before” data collection, don’t lose sight of how this fits into the overall cycle.
- The cycle is critical to improving data and ultimately using data to improve child outcomes.

DaSy ecta

Outcomes Data Quality and Use Are Connected

Program improvement requires using the data.

BUT

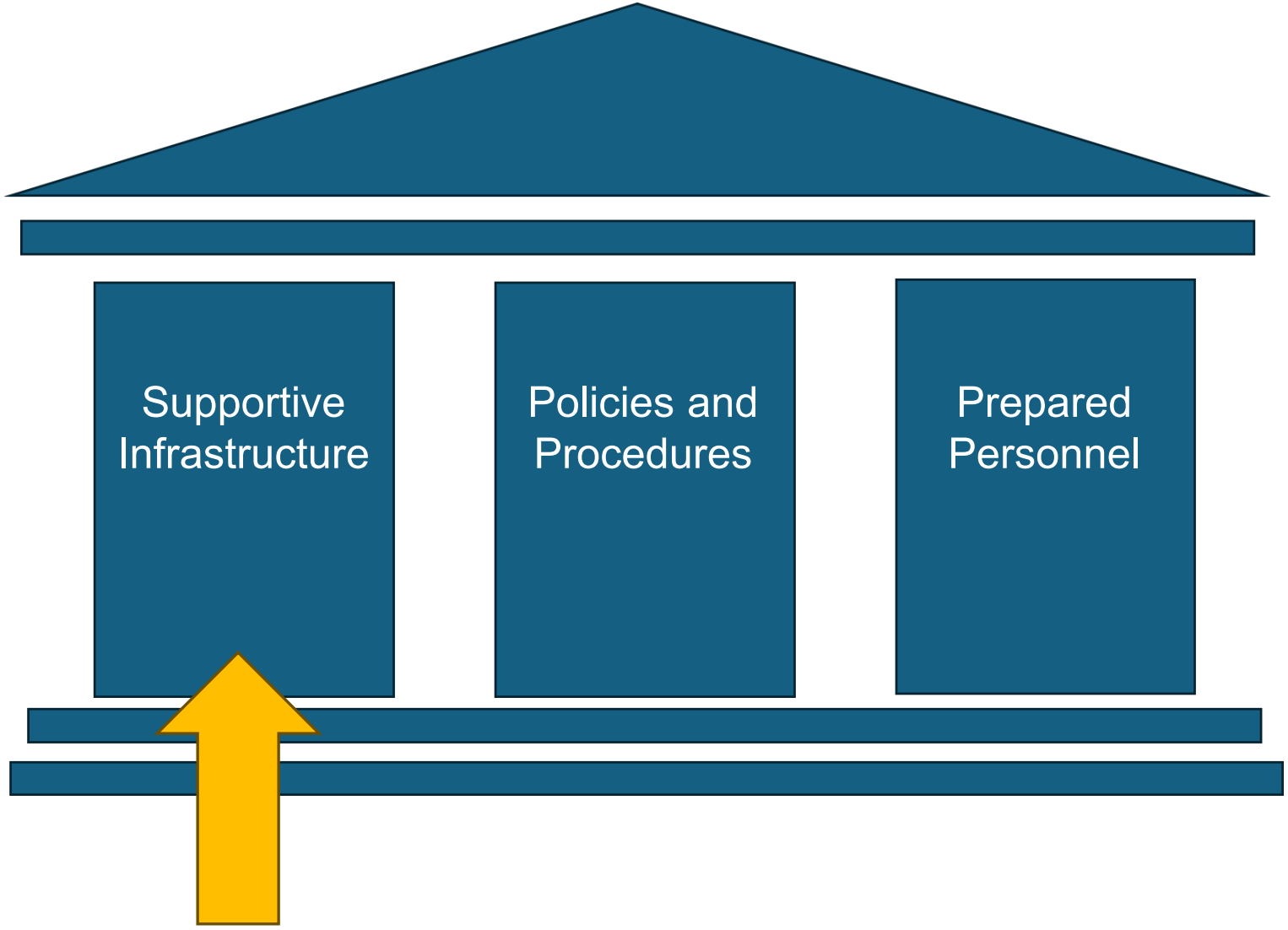
Data are only useful if they can be trusted.

BUT

Data quality only improves when the data get used.

DaSy ecta

Child Outcomes Data Quality Starts Before Data Collection: Supportive Infrastructure



Infrastructure Matters to Produce High-Quality Data

- Effective data systems
- Sufficient resources (fiscal, time, teams, and otherwise)
- Timely and relevant accountability and feedback loops to gather and use data for quality improvement

- All of these features support the agreed-upon purpose for outcomes data collection.

Across the System: What Are Signs of an Effective Data System?

Comment in chat or come off mute to speak up.

[Resource: Key Considerations for Initiating and Planning a New Data System or Data System Enhancement]

What Supportive Infrastructure Looks Like

Which of the following does a system with supportive infrastructure look like? A system with...	**Yes or No**
a) Sufficient resources, such as personnel and funding, for quality data collection, management, and use.	
b) Data fidelity tools without guidelines for use.	
c) Timely access to data reports from the data system for review and program improvement.	
d) Teams submitting outcomes data to the state without seeing what happens with it.	

What Supportive Infrastructure Looks Like

Which of the following does a system with supportive infrastructure look like? A system with...	**Yes or No**
a) Sufficient resources, such as personnel and funding, for quality data collection, management, and use.	Yes
b) Data fidelity tools without guidelines for use.	No
c) Timely access to data reports from the data system for review and program improvement.	Yes
d) Teams submitting outcomes data to the state without seeing what happens with it.	No

Supportive Infrastructure

LOOKS LIKE

- A data system with safeguards for error-free data entry and that checks data accuracy and security.
- Timely access to reports to certify and interpret child outcomes data.
- Sufficient personnel and resources to support data collection, management, and use.
- Feedback loops between monitoring, accountability, and data use.

DOES NOT LOOK LIKE

- A form for data entry with expectations for accurate completion without mistakes.
- Personnel submit outcomes data and never see what happens with it or reports about it.
- Programs have no opportunity to check and confirm data read by the system are correct.
- Outcomes data collection activities are added into responsibilities with no time, resources, or staffing for completion.
- Monitoring, accountability, and data fidelity results are used only by the group gathering them and not shared with other state or local program staff.

Resources: Supportive Infrastructure

- **Child Outcomes Reports Examples and Resources**
  - Child Outcomes Reports—Special Collection – examples of reports
  - Take a Look at Your Child Outcomes Data Profile – blog post on reading and interpreting the profile
  - Data Visualization Toolkit, including dashboard design principles – ideas to help develop effective reports, dashboards, and visualizations
- **Data Review and Meetings Resources**
  - Look! Think! Act! is a process to review and talk about outcomes and other data
  - IDC's Data Meeting Toolkit has resources for planning stakeholder data meetings
- **Data System and Design Resources**
  - Contact Ginger.Elliott-Teague@sri.com for individualized support or contact your DaSy State TA Liaison

DaSy ecta

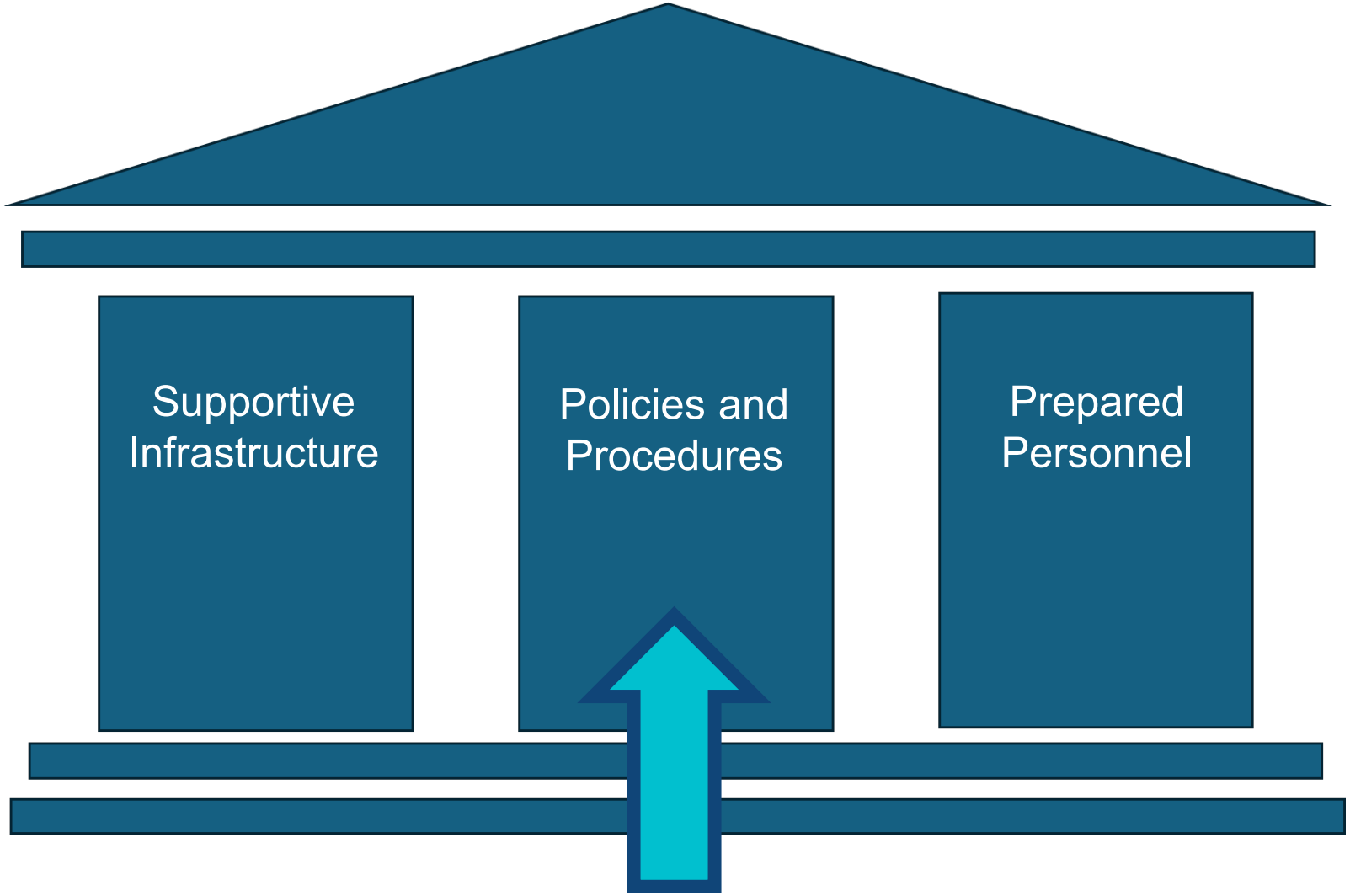
Resources: Supportive Infrastructure – General System

- **System Frameworks**
  - DaSy Data System Framework, including a checklist of features in the System Design and Development subcomponent
  - ECTA System Framework, including the Accountability and Quality Improvement and Finance components
- **Part C Specific Resources**
  - Part C General Supervision Monitoring Procedures Checklist or contact Anne.Lucas@unc.edu
- **Part C Fiscal Resources**
  - Fiscal Data – includes multiple resources about using fiscal data
  - See also a budget at a glance example or contact Katy.McCullough@unc.edu or Charlene.Robles@unc.edu

Upcoming Events Related to Supportive Infrastructure

Event	Timing	Contact
Data Systems Community of Practice	August 28 at 3 pm ET and the first Friday of each month from October onward	dasy-center@sri.com
State Monitoring Community of Practice	Every third Thursday at 4 ET in 2026. August 20 - focus: data validation and data verification activities and timelines, September 24 – focus: open-door questions/discussion	Anne.Lucas@unc.edu or register
Fiscal Monitoring Community of Practice	Coming soon	Charlene.Robles@unc.edu
Preparing for DMS 2.0	Quarterly calls. Next call is October 22, 2–3 pm ET	Anne.Lucas@unc.edu

Child Outcomes Data Quality Starts Before Data Collection: Policies and Procedures



Child Outcomes Measurement Policies and Procedures

Policy and Procedure Feature	What It Describes
Guidance with clear purpose and procedures	Why data are collected and what processes are expected

Child Outcomes Measurement Policies and Procedures

Policy and Procedure Feature	What It Describes
Guidance with clear purpose and procedures	Why data are collected and what processes are expected
Quality standards related to child outcomes data	The indicators that help you know data practices are being implemented effectively – shows what it looks like when it is being done well

Child Outcomes Measurement Policies and Procedures

Policy and Procedure Feature	What It Describes
Guidance with clear purpose and procedures	Why data are collected and what processes are expected
Quality standards related to child outcomes data	The indicators that help you know data practices are being implemented effectively – shows what it looks like when it is being done well
Documented processes for sustainability	Written information about processes used that support consistency over time, even through staffing changes

Child Outcomes Measurement Policies and Procedures

Policy and Procedure Feature	What It Describes
Guidance with clear purpose and procedures	Describes why data are collected and what processes are expected
Quality standards related to child outcomes data	Describes the indicators that help you know data practices are being implemented effectively – shows what it looks like when it is being done well
Documented processes for sustainability	Written information about processes used that support consistency over time, even through staffing changes
Formal data governance and management	Who is responsible and how they make decisions about data and hold people accountable for data procedures that are in place

Data Governance

Every place has some formal or informal approach to data governance. It may be decision-making without policy/structure or local program control over data governance.

- Overall management of availability, usability, integrity, quality, and security of data.
- Both an organizational process and an organizational structure.
- Establishes responsibility for data through the systematic creation and enforcement of policies, roles, responsibilities, and procedures.
- Organizes program staff to collaboratively and continuously improve data quality.
- Streamlines decision-making about data.

Data Leadership Competencies – Foundational Data Skills:
FD-7. Is knowledgeable of policies and procedures required for the governance and management of Part C/Part B 619 data, including those related to the quality and integrity of the data, and the security of and access to those data.

DaSy ecta

Defining and Coordinating Shared Responsibilities for Child Outcomes Data Quality: Speed Questions

Who _____ child outcomes data quality:

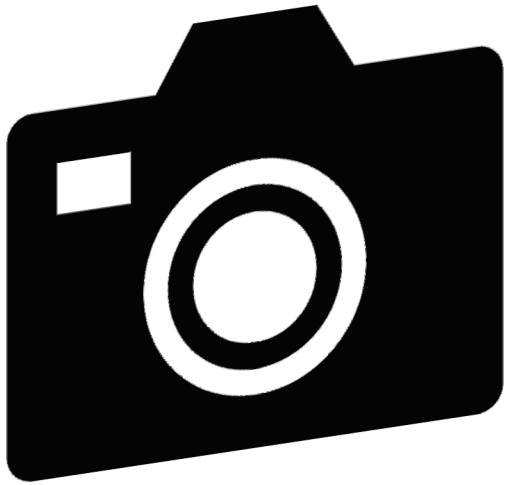
- monitors
- identifies and handles issues about
- answers questions about
- conducts checks for
- makes corrections in
- provides training and support on
- records analysis practices on
- collects input on

[Data Governance Toolkit]

DaSy ecta

Candid Camera Activity: Identifying Responsibility

Please turn your cameras off to start this short activity.



We're going to ask you a question.

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

Ready?

Policies and Procedures Work Ties into the Data Leadership Competencies

Demonstrates the ability to:

- IN-1. ...establish policies and procedures to ensure that all data processes, communications, products, reports, and other data-specific state resources are compliant with federal and state regulations.
- IN-2. ...establish policies and procedures that address the quality and integrity of Part C/Part B 619 data.
- IN-3. …establish policies and procedures that address the security of and access to Part C/ Part B 619 data.

What Effective Policies and Procedures Look Like

Which of the following do effective policies and procedures look like? A system in which…	**Yes or No**
a) Written policies are accessible, with a regular review/revision cadence.	
b) Guidance focuses on data collection, without other data processes (e.g., data entry, sharing, storage, analysis, and use).	
c) Key policy decisions are left up to individuals or individual programs.	
d) State, programs, and teams document data processes for sustainability.	

What Effective Policies and Procedures Look Like

Which of the following do effective policies and procedures look like? A system in which…	**Yes or No**
a) Written policies are accessible, with a regular review/revision cadence.	Yes
b) Guidance focuses on data collection, without other data processes (e.g., data entry, sharing, storage, analysis, and use).	No
c) Key policy decisions are left up to individuals or individual programs.	No
d) State, programs, and teams document data processes for sustainability.	Yes

Policies and Procedures

LOOKS LIKE

- Accessible, written policies with regular review and revision cadence.
- Clear data governance body identified with decision-making process for policies and procedures.
- Defined and clearly communicated purpose for data collection.
- Standards that describe quality data processes (e.g., collection, entry, sharing, transmission, storage, analysis, reporting, use).
- Data processes documented for sustainability.
- Data responsibilities specified for all personnel and who receive ongoing support, coordination, and oversight.

DOES NOT LOOK LIKE

- Varied guidance formats and content are used across locations.
- Key policy/guidance decisions are left up to individuals or individual programs.
- Guidance focuses only on data collection, without mentioning other data processes.
- Personnel with varied understandings about why outcomes data are collected, how to explain it to others, and what quality data collection looks like.
- Individuals who complete activities without documentation to ensure sustainability.
- Local programs and contractors carry out their responsibilities without coordination.

Discussion

What are strategies to ensure that child outcomes measurement policies/guidance are complete, useful, easy to understand, and accessible?

Resources: Child Outcomes Policies and Procedures

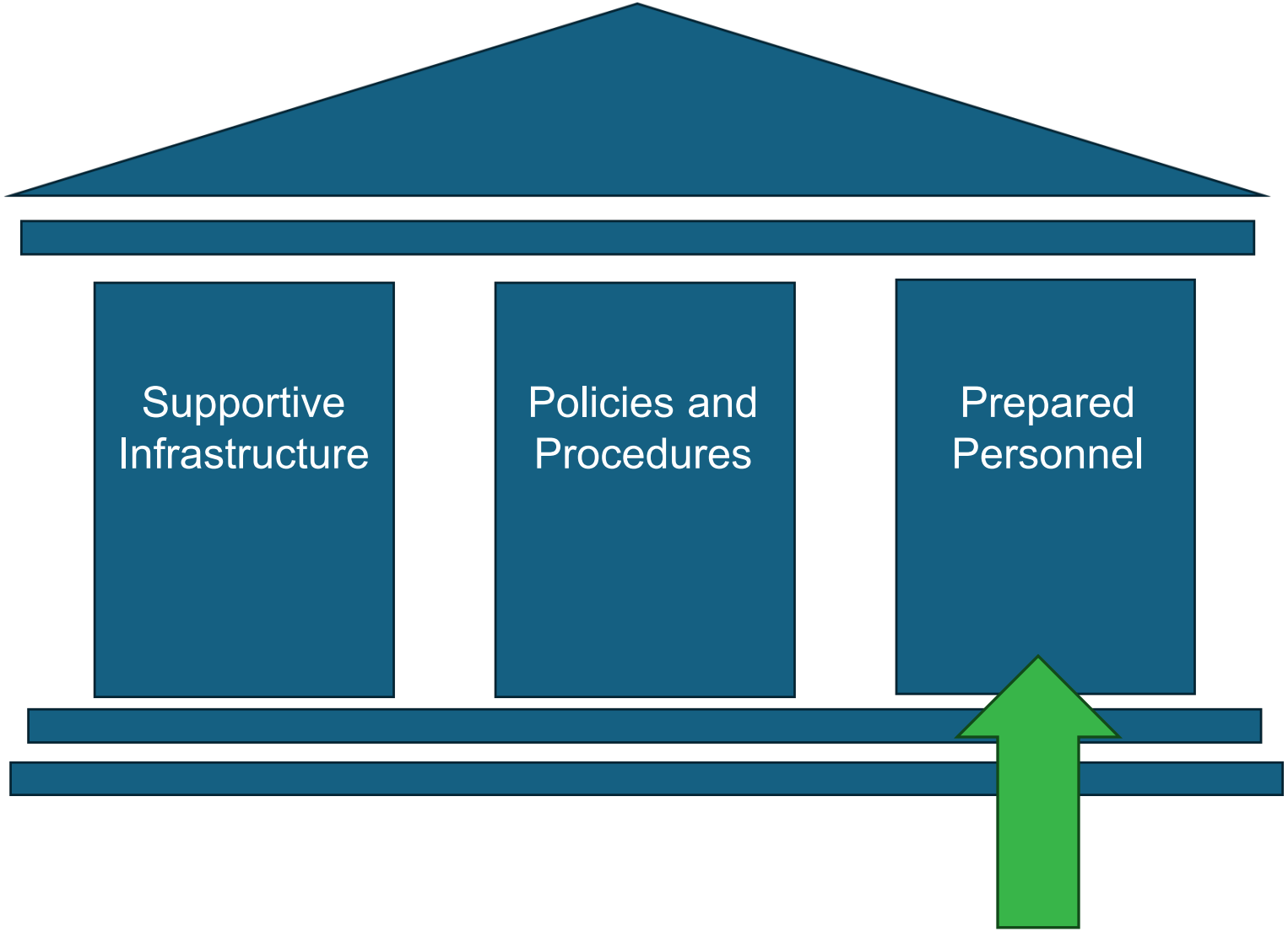
- **Guidance Documents**
  - COS Child Outcomes Policies and Procedures Checklist includes questions to consider when developing or revising guidance
  - State-specific child outcomes guidance and policy document examples
- **Data Governance**
  - Data Governance Toolkit and Data Governance and Management Subcomponent of the DaSy Data Framework
  - Data Governance Topic Collection
  - Data Governance Webinar: How Prepared Are You?
- Part C Data Processes Toolkit and SPP/APR Indicator Protocols, including C3/B7
- Timeline of Common Child Outcomes Measurement-Related Activities for Part B Preschool

DaSy ecta

Poll About Interest in Learning More

- Are you interested in meeting to learn more about (check all topics that apply):
  - Outcomes policies/guidance
  - Quality standards surrounding data collection and activities
  - Data governance and management
  - Data processes and documentation for sustainability
  - Other topics (write the topics into the chat)

Child Outcomes Data Quality Starts Before Data Collection: Prepared Personnel



System of Personnel Development

- Build a thoughtful system for personnel development.
- Systems will differ according to state context and measurement approach.

For more information about these quality indicators, see Personnel Component of the ECTA System Framework.

DaSy ecta

Prepared EI/ECSE Personnel for Outcomes Measurement

The personnel development system is built to effectively:

- Select qualified personnel
- Deliver professional development so that personnel have the knowledge and skills for:
  - Data leadership
  - Data collection
  - Data entry and transmission
  - Data use
- Provide responsive feedback and support to personnel for consistent, effective implementation
- Improve based on feedback and effectiveness

Data Leadership Competencies – Foundational Data Skills:
FD-10. Demonstrates the ability to provide opportunities for state team members, local program staff, and (other) stakeholders to learn data knowledge and skills essential to their respective roles (e.g., data collection, reporting requirements, data literacy).

DaSy ecta

What a System with Prepared Personnel Looks Like

Which of the following does a system that prepares EI/ECSE personnel* looks like? Is it one that…	**Yes or No**
a) Hires with intentional consideration of established competencies for collecting quality outcomes data.	
b) Offers lots of optional trainings or “one and done” trainings without a clear sequence for core content.	
c) Gives programs complete autonomy to develop and deliver PD without consideration of state priorities, policies, and procedures.	
d) Supports personnel with tailored supervision and ongoing coaching to build and sustain skills for outcomes measurement and use.	

DaSy ecta

* Personnel includes people in your system at all levels – contractors and collaborating partners as well as staff.

What a System with Prepared Personnel Looks Like

Which of the following does a system that prepares EI/ECSE personnel* looks like? Is it one that…	**Yes or No**
a) Hires with intentional consideration of established competencies for collecting quality outcomes data.	Yes
b) Offers lots of optional trainings or “one and done” trainings without a clear sequence for core content.	No
c) Gives programs complete autonomy to develop and deliver PD without consideration of state priorities, policies, and procedures.	No
d) Supports personnel with tailored supervision and ongoing coaching to build and sustain skills for outcomes measurement and use.	Yes

DaSy ecta

* Personnel includes people in your system at all levels – contractors and collaborating partners as well as staff.

Prepared EI/ECSE Personnel

LOOKS LIKE

- Identify competencies that inform hiring qualifications.
- Hire personnel* with the competencies needed for quality outcomes data collection or a capacity to build those skills.
- Train personnel* in core content for effective child outcomes measurement, analysis, and use.
- Support personnel* with tailored supervision and ongoing coaching to build and sustain skills for outcomes measurement and use.
- Systematically recognize individual skills and support advancement opportunities.

DOES NOT LOOK LIKE

- Use general job descriptions.
- Hire personnel* based solely on availability or gut feelings.
- Offer lots of optional trainings or “one and done” trainings without a clear sequence for core content.
- Leave each program on its own to support staff with gaps in key competencies.
- Give punitive feedback rather than providing ongoing support to build/sustain skills.
- Use random approaches to select individuals for career advancement.

* Personnel includes people in your system at all levels – contractors and collaborating partners as well as staff.

Core Content of Professional Development Varies by State-Established Outcomes Measurement Approach

- Need a clear picture of what successful, competence looks like and what content the PD system supports.
- Core knowledge and skills (*not an exhaustive list*):
  - For all approaches:
    - Gathering information from families and engaging them as team members
    - Observing and documenting the child's functional skills
    - Conducting assessment activities to fidelity
  - For COS: Breadth of the three outcomes, authentic assessment, age anchoring, use of definitions and decision tree in team rating decisions
  - For One Tool Statewide/Publisher System: Training on assessment tool and how to gather information and apply criteria

Breakout: What Strategies Are in Your System to Prepare Personnel for Quality Data Collection?

- Breakout rooms by outcomes measurement approach
- Record strategies and ideas on Padlet
- Padlet link: https://padlet.com/gabbyhull/dasy-child-outcomes-data-quality-webinar-series-before-sessi-rw65zbk28li1b9sr
- Discuss and reflect on:
  - What's in place?
  - Where are there gaps or opportunities for improvement? How do you know?
  - What helps it to be systematically implemented across the state?
  - What helps sustain effort and quality in preparing personnel over time?

DaSy ecta

Resources: Prepared Personnel

- **Competencies**
  - Data Leadership Competencies and EC Data University – resources to develop competencies
  - Examples of practitioner/provider competencies: WA EI, VA EI, ND Early Education and Care
  - European Association on Early Childhood Intervention practitioner competency framework and DEC Recommended Practices
- **Free Resources on COS Professional Development**
  - COS Professional Development – connects to many of the PD resources for the COS process, including to each of the resources below
  - COS Process Online Module –provides an overview of core knowledge about the COS process
  - COS Team Collaboration (COS-TC) – checklist of quality practices for teams conducting the COS process; can be used as observational tool, self-assessment, or online interactive training activity
  - COS Practice Scenarios (COS-PS) – online interactive activity with child scenarios and opportunities to review videos and information to identify functional skills, age-anchor them, and use the decision tree to rate a child's functioning using the COS process
  - COS Knowledge Check (COS-KC) – brief, online assessment to confirm if practitioners have the knowledge needed to conduct a high-quality COS process

Upcoming Events Related to Prepared Personnel

Event	Timing	Contact
COS Learning Community	Quarterly. Next call is August 27 at 2–3 ET. Topic is Child Outcomes Data Quality and Analysis	Kellen.Reid@unc.edu
Child Outcomes Summary Knowledge Check (COS-KC) Coffee Talk	September 23, 3–4 pm ET	MaryLee.Porterfield@sri.com or register
BDI/TS-Gold Learning Communities	September 8, 1–2 pm ET	Nicholas.Ortiz@sri.com
Early Childhood Personnel Solutions Learning Community	Second Tuesday of every other month. Next call is October 13, 3–4 pm ET	Ted Burke: beyondthebox.ted@gmail.com or register

Resources for Systems Reflection

- ECTA System Framework – description of components, self-assessment, information about the framework, and more
- DaSy Data System Framework – description of subcomponents, self-assessment, and resources to support each area
- State Child Outcomes Measurement System Framework (S-COMS) / Local System (L-COMS) – specific to child outcomes measurement; a framework with quality components and self-assessment at the state and local levels
- Local Contributing Factors Tool for SPP/APR Indicator C3/B7 – questions teams can consider to look at root causes that contribute to performance and quality issues in C3/B7 data

Putting It All Together

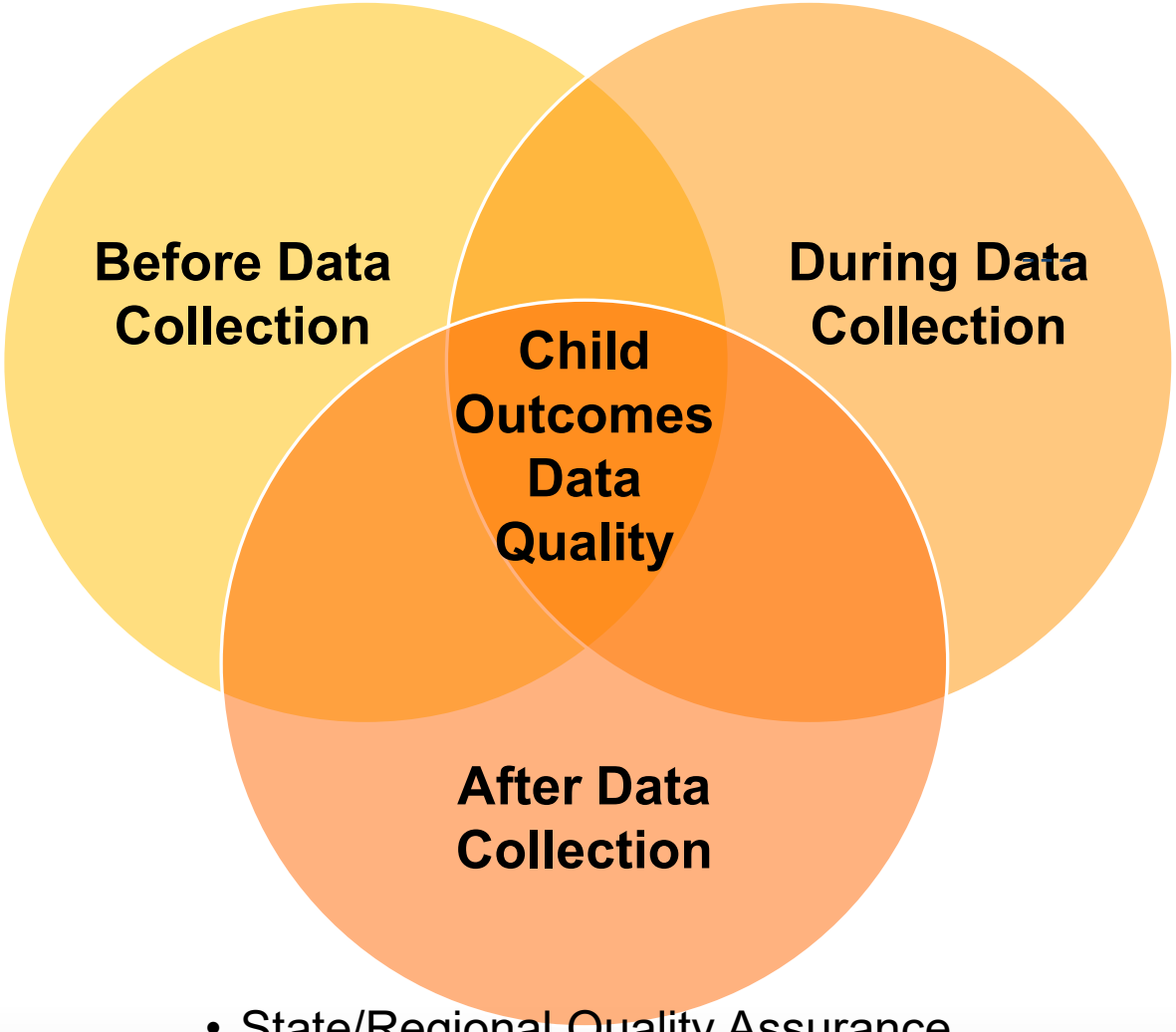
- Glasses of water mosaic video:
  - https://www.youtube.com/watch?v=WkfA7dpoUMM

- What linkages are there between this video and quality outcomes data collection?

- Reactions?

Building a System That Promotes Quality Child Outcomes Data

- Supportive Infrastructure
- Policies and Procedures
- Prepared Personnel



- Data Collection Fit for Intended Purpose(s)
- Using Established Approach to Fidelity
- Consistent, Timely, Complete, and Accurate Data Collection That are Therefore Usable

- State/Regional Quality Assurance
- Analyze Data for Quality
- Engaged Data Use
- Data-Informed Improvement Planning

Next Time: **After** Data Collection

- **August 26, 3–4:30 pm ET**

Building data quality through:

- State and Regional Quality Assurance
- Analyzing Data for Quality
- Data Use
- Quality Improvement Planning

DaSy The Center for IDEA Early Childhood Data Systems

ecta Early Childhood Technical Assistance Center

Find out more and request individualized TA at **dasycenter.org** and **ectacenter.org**

The contents of this document were developed under a grant, #H373Z240001, and a cooperative agreement, #H326P220002, from the Office of Special Education Programs, U.S. Department of Education. However, the content does not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.

DaSy Center Project Officers: Meredith Miceli and Alexis Lessans

ECTA Center Project Officer: Julia Martin Eile

Feedback

- What Worked Today?

- What Could Be Improved or Changed?