



# High Quality Statewide Virtual Data Systems

**Friday • August 28 • 2020**

**Presenters:**

David Blumenthal • *Technical Assistance Liaison*

Jake Sokolsky • *Data Lead*



**The National Technical Assistance Center**  
for the Education of Neglected or Delinquent Children and Youth (NDTAC)  
[neglected-delinquent.ed.gov](http://neglected-delinquent.ed.gov)



# Session Objectives

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- Identify strategies for improving State data systems, focusing on data collection and verification.
- Explore ways that peers oversee State data systems to ensure high-quality data, including strategies for improving collection and analysis.



# Agenda

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- Welcome and Introductions
- Strategies for Improving State Data Systems for Title I, Part D
- Virtual Breakout Sessions 1 and 2
- Breakout Session Highlights
- Questions and Answers





# Welcome and Introductions



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# Welcome and Introductions

**David Blumenthal**

NDTAC Technical Assistance

Liaison



# Welcome and Introductions



**Jake Sokolsky**

Team Lead

NDTAC Data Team





# Welcome and Introductions

- **Karen Auble**, Education Program Specialist, Ohio Department of Education
- **Ada Daniels**, Institutional Education and Title I Neglected-Delinquent Program Supervisor, Washington Office of Superintendent of Public Instruction
- **Daniel Froemel**, Director of Non-Traditional Educational Programs, Tennessee Department of Education
- **Murray Meszaros**, State Coordinator, Title I, Part D, Utah Department of Education



A photograph of several students in a school cafeteria. In the foreground, a young woman with long dark hair is smiling and looking towards a young man whose back is to the camera. To her right, another young woman is looking down at something in her hands. In the background, other students are seated at tables, some eating. The scene is brightly lit and has a warm, positive atmosphere.

# Strategies for Improving State Data Systems for Title I, Part D



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# Reporting and Evaluation: Coordinator Responsibilities

## Understanding the requirements related to data and reporting

- Be familiar with the CSPR measures.
- Know your State's reporting requirements.
- Understand the Federal reporting cycle.



*What are other approaches or strategies you have taken to support your Statewide data system?*



# Reporting and Evaluation: Coordinator Responsibilities

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## Facilitating the data reporting process and focusing on data quality

- Identify the programs receiving funds.
- Develop relationships with the data contacts in your State.
- Establish reporting timelines.
- Review the data you receive and assess the quality.
- Provide training.



# Poll Question

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**Which of the following statements best summarizes the relationship you have with the data contacts in your State?**

- I am on a first name basis with the data contacts in my State.
- I know the contact information of the data contacts in my State.
- I would have to ask someone to find the contact information for the data contacts in my State.
- I was not aware that we had data contacts in my State.
- I prefer not to answer this question.



# Reporting and Evaluation: Coordinator Resources



U.S. Department of Education

Student Loans

Grants

Laws

## The EDFacts Initiative

EDFacts is a U.S. Department of Education (ED) initiative to collect, analyze, and promote the use of high-quality, pre-kindergarten through grade 12 data.

- Supports planning, policymaking, and management/budget decision-making.
- Centralizes data provided by state education agencies (SEAs).
- Collects data on district and school demographics, program participation, and performance data.

EDFacts centralizes performance data supplied by state education agencies (SEAs) with other data assets, such as financial grant information, within the Department to enable better analysis and use in policy development, planning and management. The purpose of EDFacts is to:

- Place the use of robust, timely performance data at the core of decision and policymaking in education.
- Reduce state and district data burden and streamline data practices.
- Improve state data capabilities by providing resources and technical assistance.
- Provide data for planning, policy, and management at the federal, state, and local levels.

### More Resources

[EDFacts Log-In \(ED staff only\)](#)

[EDEN Submission System Log-In \(State users and ED staff\) and EDFacts Log-In \(State users with EDFacts access\)](#)

[EDFacts Metadata and Process System \(EMAPS\) Log-In \(All Users\)](#)

[CCD Data Management System \(DMS\) Log-in \(All users\)](#)

- Latest updates for the Title I, Part D data collection
- Review of data collection process
- Comprehensive reporting instructions

## General Information About EDFacts

- [EDFacts Data Governance Board \(EDGB\) Overview](#) PDF
- [EDFacts Overview - Meet ED Data](#) PDF
- [EDFacts Data Governance Board Charter](#) Word
- [EDFacts Data Stewarding Overview](#) PDF
- [EDFacts Data Quality Process Overview](#) PDF
- [Disclosure Avoidance Overview](#) PDF
- [EDFacts Discussion Points](#) Word

## Key EDFacts Reporting Documentation

- [EDFacts Business Rules Single Inventory \(BRSI\)](#)
- [Acronym List](#) PDF
- [EDFacts Workbook](#)
- [EDFacts FAQs](#) PDF

<https://www2.ed.gov/about/inits/ed/edfacts/index.html>



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# Importance of Data

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## What can program enrollment and performance data do?

- Identify struggling and high-performing subgrantees and facilities/programs.
- Determine subgrantee and facility/program technical assistance and professional development needs.
- Evaluate program processes and effectiveness.
- Review subgrantee applications.
- Monitor subgrantees.
- Promote interagency data sharing and collaboration.



# NDTAC Data Products: Fast Facts

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Present National and State longitudinal data for children and youth who are neglected, delinquent, or at risk and are enrolled in Title I, Part D, Subpart 1 and Subpart 2 programs.

- National and State data provided on the following:
  - Funding
  - Program types
  - Student demographics
    - Race
    - Individuals with Disabilities Education Act
    - Limited English proficiency
- National data provided on the following:
  - Key academic outcomes
  - Pre- and posttest assessment results in reading and mathematics





# NDTAC Data Products: Fast Facts

NDTAC's Fast Facts Web pages present national and State longitudinal data on funding, program types, and student demographics for children and youth who are neglected, delinquent or at-risk and enrolled in Title I, Part D, Subpart 1 and Subpart 2 programs. National data on key academic outcomes and pre-posttest assessment results are also provided.

Select a State then a Subpart:

United States

[View Subpart 1](#)

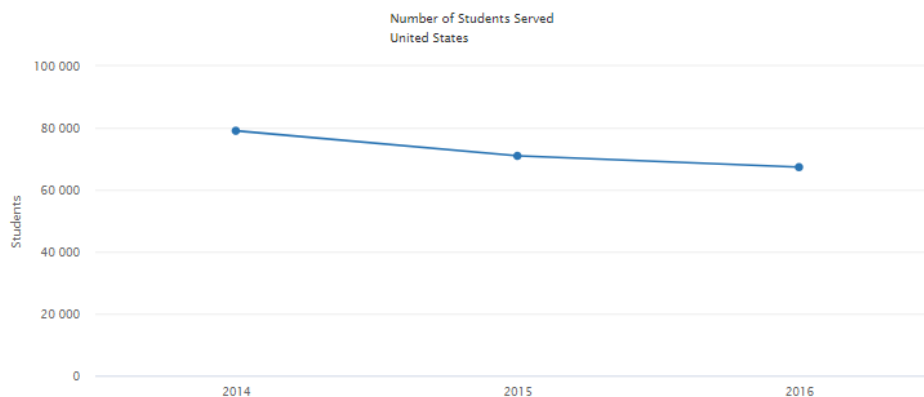
[View Subpart 2](#)

## I. Funding, Programs, and Students

Title I, Part D, Subpart 1 provides supplemental funds for education programs for youth who are neglected or delinquent. Subpart 1 funds are awarded directly to State education agencies, which then award subgrants to State agencies.

### Funding Allocation, Number of Programs, and Students Served

Program Information	2014-15	2015-16	2016-17
<b>Subpart 1 Funding</b>			
United States	\$46,423,650.00	\$47,614,000.00	\$46,423,650.00
<b>Number of Programs</b>			
United States	673	671	682
<b>Number of Students Served</b>			
United States	79,084	70,983	67,353

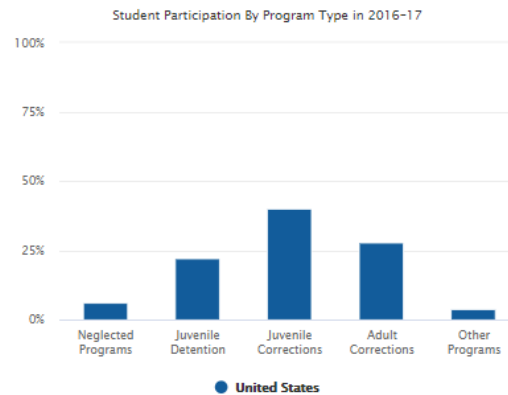


# NDTAC Data Products: Fast Facts

## II. Program Types

States may use Subpart 1 funds to assist educational programs for youth who are neglected and programs for youth in juvenile detention, juvenile corrections, and adult corrections facilities.

Programs for youth who are neglected serve youth placed in public or private residential facilities due to abandonment, neglect, or the death of their parents or guardians. Programs for youth who are delinquent serve youth in public or private institutions (e.g., detention or corrections facilities) who have been adjudicated delinquent or who are otherwise in need of supervision.



Student Participation Data

### Student Participation by Program Type

Program Types	United States					
	2014-15		2015-16		2016-17	
<b>Neglected Programs</b>	5,614	7%	4,462	6%	3,903	6%
<b>Juvenile Detention</b>	20,502	26%	17,196	24%	15,108	22%
<b>Juvenile Corrections</b>	28,550	36%	25,894	36%	26,931	40%
<b>Adult Corrections</b>	22,294	28%	21,175	30%	19,032	28%
<b>Other Programs</b>	2,124	3%	2,256	3%	2,379	4%

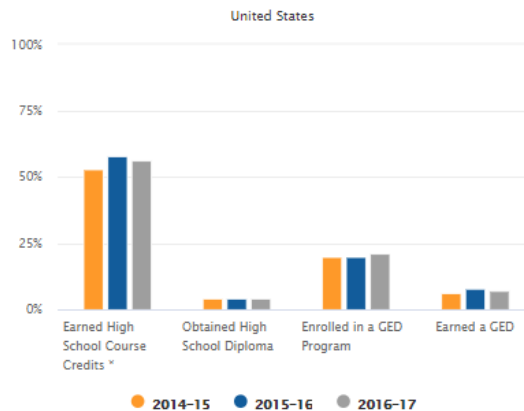


# NDTAC Data Products: Fast Facts

## IV. Academic Outcomes

All State education agencies must report on a series of academic and vocational outcomes attained by students enrolled in programs that receive Title I, Part D funds. The figures below feature four of the key performance measures: earning high school course credits, obtaining a high school diploma, enrolling in a GED program and earning a GED. These figures reflect the percentage of age-eligible students who attain these outcomes while enrolled in, or shortly after leaving, an educational program funded by Title I, Part D, Subpart 1.

### Academic Outcomes Achieved While in Facility



\*The Earned High School Course Credits indicator does not include students in adult corrections facilities.

Academic Outcomes Achieved While in Facility

### Academic Outcomes Achieved While in Facility

Academic Outcomes	United States					
	2014-15		2015-16		2016-17	
<b>Earned High School Course Credits (ages 13-21)*</b>	29,281	53%	28,029	58%	26,630	56%
<b>Obtained High School Diploma (ages 16-21)</b>	2,466	4%	2,174	4%	2,365	4%
<b>Enrolled in a GED Program (ages 14-21)</b>	15,384	20%	13,912	20%	13,819	21%
<b>Earned a GED (ages 16-21)</b>	4,092	6%	4,548	8%	4,075	7%



# Fast Facts

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*Have you created a resource similar to Fast Facts looking at data for both Subpart 1 and 2 programs?*





# Breakout Sessions 1 and 2



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A photograph of students in a school cafeteria. In the foreground, a young man and woman are smiling and talking. The woman is holding a red apple. They are sitting at a table with plates of food. In the background, other students are sitting at tables, some eating. The scene is bright and lively.

# Breakout Session Highlights



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# Program Components by Data Function

	<b>Accountability</b>	<b>Improvement</b>	<b>Marketing/ promotion</b>
<b>Demographics</b>	Are the appropriate students being served?	Which students need to be better served?	How are the needs of diverse learners addressed?
<b>Achievement</b>	Are students learning?	How can student achievement be increased?	What are students learning? What gains have been made?
<b>Academic outcomes</b>	Are students continuing their education?	How can academic outcomes be achieved?	What are students doing to continue their education?



# Strategies for Improving Data

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- **Accountability**
  - Analyze data based on National benchmarks.
  - Set or revise State benchmarks and monitor program performance.
- **Program evaluation:** Conduct formative and summative evaluations.
- **Marketing:** Develop and distribute State/program report cards.



# Strategies for Improving Data

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- Meet with State education agency staff, including *EDFacts* coordinators, to analyze existing data.
- Request disaggregated data from subgrantees/programs.
- Discuss findings with subgrantees.
- Support subgrantee/program evaluations:
  - Communicate allowable uses of funds.
  - Include evaluation requirements in program applications and formal agreements.
  - Provide technical assistance at conferences and meetings or during monitoring.





# Questions and Answers



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# Contact Information

## NDTAC

Website: <https://neglected-delinquent.ed.gov>

Listserv: <https://neglected-delinquent.ed.gov/sign-our-mailing-list-1>

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