

12

00:04:13.560 --> 00:04:30.410

Claire Kelley, NDTAC: Hi everybody, I'm Claire. I'm one of the data leads at Inditech. What you're looking at on my screen, which hopefully everyone can see, is the Title I, Part Data Toolkit, a guide to collecting, reporting, analyzing, and using federal Title I, Part D data.

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00:04:30.740 --> 00:04:43.080

Claire Kelley, NDTAC: This data toolkit is designed to answer all of your questions, or might be an exaggeration, many of your questions, from how you collect data all the way to how you can use it to make better decisions.

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00:04:43.130 --> 00:05:02.749

Claire Kelley, NDTAC: Basically, the toolkit is designed using drop-down menus, so when you enter the landing page, you should be able to see an overview, an accordion-style overview of the main sections. Section 1, Introduction to Ed Facts and Consolidated State Performance Reports, is a good place to start. This

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00:05:02.880 --> 00:05:14.299

Claire Kelley, NDTAC: section of the text, describes the purpose of EDFACS and CSPR, and it's a great starting point for newer state coordinators, or those who want to understand what data is gathered and why.

16

00:05:14.700 --> 00:05:24.219

Claire Kelley, NDTAC: The other drop-downs walk you through, in essentially conceptual order, then what data is collected, including what federal requirements exist.

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00:05:24.570 --> 00:05:31.580

Claire Kelley, NDTAC: What you can do to maintain data quality, and how you can use data notes to help

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00:05:31.970 --> 00:05:37.629

Claire Kelley, NDTAC: the Department of Education, and help your own team maintain data quality and understand your data.

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00:05:37.730 --> 00:05:39.890

Claire Kelley, NDTAC: All the way through data reporting.

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00:05:40.030 --> 00:05:44.570

Claire Kelley, NDTAC: And then into data analysis and data-driven decision-making.

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00:05:45.910 --> 00:05:53.079

Claire Kelley, NDTAC: So in order to not take up too much of your time, I'll pass it back to David, who's going to tell us a little bit about what he's doing in his state.

22

00:05:56.490 --> 00:06:07.500

Dave Coffey (NYSED): Hi, everyone. So I am just gonna share some of the information that, I had gleaned from

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00:06:07.500 --> 00:06:27.779

Dave Coffey (NYSED): my data workbook from... from the New York Data Workbook. And, you know, before we really do a deep dive into that, just kind of share some of the things. Heather sat down with me, we walked through it, and she showed me all the miraculous things that we can... we can do with that resource, so I want to share some of that with you now.

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00:06:28.010 --> 00:06:34.959

Dave Coffey (NYSED): I'm going to share, give me one second... application windows... okay.

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00:06:36.200 --> 00:06:40.810

Dave Coffey (NYSED): Alright, so you're seeing my workbook, right?

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00:06:41.950 --> 00:06:42.820

Kristine Chan, NDTAC: Yes, we are.

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00:06:43.000 --> 00:06:45.739

Dave Coffey (NYSED): Alright, thank you. Alright. So,

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00:06:49.800 --> 00:06:51.850

Dave Coffey (NYSED): Are you still seeing my workbook?

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00:06:52.880 --> 00:06:53.820

Kristine Chan, NDTAC: Yes, I do.

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00:06:54.400 --> 00:06:55.620

Dave Coffey (NYSED): Thank you, sorry.

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00:06:55.930 --> 00:07:03.379

Dave Coffey (NYSED): I'm more used... I'm more of a Teams guy, I guess, than a Zoom. So anyway, so what you're looking at here is the worksheet, and

32

00:07:03.590 --> 00:07:22.120

Dave Coffey (NYSED): If you are anything like me, when you get a spreadsheet or anything that contains this amount of data, you get anxious, and you can shut down and maybe start watching clips of old classic, sports moments, which is what I do. But if we really clip,

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00:07:22.330 --> 00:07:34.040

Dave Coffey (NYSED): click through these tabs at the bottom here. We can really start to get a sense of the way all of this is organized. Now, I'm not going to steal, really,

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00:07:34.630 --> 00:07:37.409

Dave Coffey (NYSED): Heather's thunder from what she's going to...

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00:07:37.880 --> 00:07:56.669

Dave Coffey (NYSED): go over when she discusses a workbook, but let me just say that, you know, initially, there's an incredible amount of data here, but as you work through it, a picture really begins to materialize that you can go through, and you can derive useful information.

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00:07:57.030 --> 00:08:03.810

Dave Coffey (NYSED): from it. So I'm just gonna tell you about a few things, few ways in which this data can be useful.

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00:08:03.860 --> 00:08:26.540

Dave Coffey (NYSED): The first way is to really gauge the effectiveness of your neglected and delinquent programs, right? It's a way to assess the data, you know, assess your programming by using the data. You can cross-reference so many different pieces of data, data points, including age, ethnicity.

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00:08:26.540 --> 00:08:31.290

Dave Coffey (NYSED): Language acquisition, gender, cognitive diversity, etc.

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00:08:31.290 --> 00:08:37.129

Dave Coffey (NYSED): The other way that this data can be used, and an equally important way.

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00:08:37.340 --> 00:08:41.619

Dave Coffey (NYSED): Is to measure the quality of the actual data

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00:08:41.620 --> 00:09:04.359

Dave Coffey (NYSED): that's been collected. So, if you know where to look and how to look, there are going to be some red flags within the data that will let you know that there are somehow, for some reason, some data collection issues. The first thing I want to look at is the state agency level analysis, so we're looking at Subpart 1 level of analysis.

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00:09:04.390 --> 00:09:20.180

Dave Coffey (NYSED): In New York, we have two state agencies with Title I, Part D programs. The New York State Department of Corrections and Community Supervision, which is an adult correctional agency, and then there's the New York State Office of Children and Family Services.

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00:09:20.220 --> 00:09:22.279

Dave Coffey (NYSED): For juvenile detention.

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00:09:22.640 --> 00:09:39.390

Dave Coffey (NYSED): The page you're looking at provides the data count, if you look up here in the left, from 24 to 25. Then you see down below in that next box, there's the EDFACS demographic data and the academic outcome data.

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00:09:40.290 --> 00:09:45.220

Dave Coffey (NYSED): On this whole page, you get a really general...

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00:09:45.440 --> 00:09:48.980

Dave Coffey (NYSED): Report the demographic and academic data.

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00:09:49.210 --> 00:10:03.379

Dave Coffey (NYSED): The next few tabs down here will give you a further breakdown of these numbers, but now for me, when I'm looking at this page, some numbers jump out that seem questionable. The first is this number, right here.

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00:10:05.550 --> 00:10:22.839

Dave Coffey (NYSED): students with disabilities in the adult correctional demographic. Of the 801 students served total, the data reports that 0% of them were students with disabilities. And obviously, that's not appropriately capturing the demographics.

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00:10:23.520 --> 00:10:25.530

Dave Coffey (NYSED): Then we can look...

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00:10:25.720 --> 00:10:37.239

Dave Coffey (NYSED): down, he... over here to the right, and we're seeing a very small number of English... English learners being reported as well.

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00:10:37.240 --> 00:11:00.109

Dave Coffey (NYSED): So, we can assume, just by looking at this data and what we know, that this is really a data reporting issue. Or at least we hope it's a data reporting issue. If it's not, then that just means the state agencies are not recognizing or serving the needs of English learners and the students with disabilities, but, you know, we know, I know that's not the case.

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00:11:00.460 --> 00:11:05.030

Dave Coffey (NYSED): So... Identifying these...

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00:11:05.820 --> 00:11:25.690

Dave Coffey (NYSED): as areas of... of bad data is... is the first step. So what I did is I look into them, and I look into the adult correctional facility, and I see that it did, in fact, report to me that we had... that it had, and that it served over 200 students with disabilities.

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00:11:25.820 --> 00:11:34.009

Dave Coffey (NYSED): So, in New York, and I'm not... I'm sure other states do this as well, I'm not the one who personally uploads the EDFACTS data.

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00:11:34.270 --> 00:11:41.470

Dave Coffey (NYSED): reports. There are a number of, of different programs, ESF programs, that.

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00:11:41.490 --> 00:11:57.049

Dave Coffey (NYSED): have other, you know, leads in New York State who get the information for their program, Title II, Title IV, etc. And we pass all that along to our, sort of, like, data entry office person, and

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00:11:57.410 --> 00:12:05.450

Dave Coffey (NYSED): I am... I'm happy to say that the information I passed to them did, in fact, include the 200 students.

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00:12:05.590 --> 00:12:16.719

Dave Coffey (NYSED): But at some point in my passing of that information to that office, and that office passing information to Ed Fax, it was lost. So...

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00:12:17.060 --> 00:12:20.289

Dave Coffey (NYSED): This is a yes,

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00:12:20.490 --> 00:12:36.839

Dave Coffey (NYSED): An example of when we can use this data to really sort of look back at our own data collection process and see that there wasn't necessarily a problem with the initial

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00:12:37.000 --> 00:12:56.619

Dave Coffey (NYSED): collection of the data, but with the reporting of the data, that we don't have enough, checks and balances built in to make sure that the data that we're collecting is actually being appropriately reported. So that's just one example of something that can happen. Another

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00:12:56.790 --> 00:13:03.299

Dave Coffey (NYSED): data reporting issue that I discovered was the low number of English learners being reported.

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00:13:03.770 --> 00:13:19.299

Dave Coffey (NYSED): And this one was actually a different issue. This was an error in our collection tool. So, I looked back at the numbers and spoke with some of the... some of the people in those agencies, and I determined that

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00:13:19.300 --> 00:13:27.149

Dave Coffey (NYSED): There's some ambiguity in the forms, there's some language in the forms that we sent out to have them complete and send back to us.

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00:13:27.150 --> 00:13:37.620

Dave Coffey (NYSED): that kind of led them to believe, are we reporting the students who were served a Title I, Part D who were English language learners, or are we reporting English learners

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00:13:37.620 --> 00:13:56.410

Dave Coffey (NYSED): who were receiving services specifically for English learners, and it caused a lot of ambiguity and confusion, and that wound up being the reason. So, that is something that on our data collection tool that I send out to be completed, is something that can be improved upon going forward.

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00:13:56.410 --> 00:14:03.499

Dave Coffey (NYSED): So, those are examples of how the data... That we see here.

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00:14:03.760 --> 00:14:09.260

Dave Coffey (NYSED): can indicate there has been a reporting issue, right? All right.

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00:14:09.850 --> 00:14:18.640

Dave Coffey (NYSED): So, the next examples, though, are examples of things that, look like they may be a problem.

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00:14:18.700 --> 00:14:30.129

Dave Coffey (NYSED): But in fact, I've double-checked them and determined that they are not a data collection issue, but really an opportunity for growth.

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00:14:30.220 --> 00:14:38.520

Dave Coffey (NYSED): So... Yeah, let's look at... This tab down here is going to give us...

72

00:14:39.160 --> 00:14:46.810

Dave Coffey (NYSED): our outcomes, right, for the state agencies. Our state agency, math outcomes,

73

00:14:47.620 --> 00:14:57.150

Dave Coffey (NYSED): reading outcomes for tested students and for all tested students. So, if we look at the total number of students, we can see

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00:14:57.670 --> 00:14:58.820

Dave Coffey (NYSED): Second.

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00:15:01.020 --> 00:15:02.920

Dave Coffey (NYSED): Here,

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00:15:13.240 --> 00:15:21.130

Dave Coffey (NYSED): Alright, so we look at this, we can see that between the two agencies, there were about 1,540

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00:15:21.130 --> 00:15:34.619

Dave Coffey (NYSED): who were long-term, and yet only 304 of them were tested in math and 305 in English, okay? Now, these were, used to receive both pre-test and post-tests.

78

00:15:34.620 --> 00:15:38.229

Dave Coffey (NYSED): Now, we would like to see that number increased, obviously.

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00:15:38.610 --> 00:16:03.190

Dave Coffey (NYSED): So this is where we can have a discussion with these two organizations. Why are they really only testing one-fifth of the students, giving both the pre-test and the post-test? And we can anticipate a lot of those answers, right? A lot of them are in and out, they're moving between facilities, the data is being completed, right? These tests are being done, but they're not being reported to the correct

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00:16:03.190 --> 00:16:06.880

Dave Coffey (NYSED): people... The imp...

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00:16:07.090 --> 00:16:28.100

Dave Coffey (NYSED): a lot of it's actually happening in the facility level, but whoever's completing this form, and that's unfortunately one of the things that I think a lot of us find is

those people who are reporting these things to us are not necessarily the ones in those organizations who have the best access to that information. They're very often somebody in an office who's

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00:16:28.100 --> 00:16:33.620

Dave Coffey (NYSED): been given this task. So, this is one of the things where we can sit down with them, we can figure out

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00:16:33.620 --> 00:16:50.560

Dave Coffey (NYSED): Why is it only 300, you know, out of the 1,500 who received both a pre-test and a post-test, and what can we do to get the data for those who were tested and were not included in this, and what can we do to actually increase the number of data points that we can get?

84

00:16:54.170 --> 00:16:58.550

Dave Coffey (NYSED): Continuing on with what we see on this page...

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00:17:01.610 --> 00:17:04.740

Dave Coffey (NYSED): Trying to wanna get this so we can see this.

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00:17:07.460 --> 00:17:13.260

Dave Coffey (NYSED): This... this gives us some more information. It tells us how many of those who were tested in math

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00:17:13.380 --> 00:17:22.519

Dave Coffey (NYSED): improved, 212 out of 304, and in reading, 300... 163 out of 305, showed growth.

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00:17:22.720 --> 00:17:23.520

Dave Coffey (NYSED): Right?

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00:17:23.880 --> 00:17:27.309

Dave Coffey (NYSED): So, it looks like we're doing great. Academic growth.

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00:17:27.630 --> 00:17:39.649

Dave Coffey (NYSED): is up to one full year is 375 out of 609. So, with that in mind, we're going to go to the next... the next... okay, here we are.

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00:17:40.590 --> 00:17:42.179

Dave Coffey (NYSED): So we've got this tab.

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00:17:42.720 --> 00:17:45.740

Dave Coffey (NYSED): So, I love this because it's a pie chart.

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00:17:45.830 --> 00:17:54.899

Dave Coffey (NYSED): Right, and pie charts show us things, visualize things in ways that, for me anyway, because I love pie, I guess, makes more sense.

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00:17:54.920 --> 00:18:08.380

Dave Coffey (NYSED): So, what we see here, though, is that while 375 out of the 609 showed academic growth, only 38 showed no change, so that...

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00:18:08.400 --> 00:18:15.589

Dave Coffey (NYSED): orange slice of the pie is very small. So, what does that tell us?

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00:18:16.160 --> 00:18:20.229

Dave Coffey (NYSED): Alright, that tells us that there has been a negative change.

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00:18:20.570 --> 00:18:30.579

Dave Coffey (NYSED): for nearly one-third of the students, right? In this, for math, it's 25%. For reading, it's 39%.

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00:18:32.930 --> 00:18:43.970

Dave Coffey (NYSED): This makes sense. We know this makes sense. Basically, we have youths who have been removed from their homes, they've been taken out of schools, they haven't been to school in, in some cases, years. They've put into

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00:18:43.970 --> 00:18:54.590

Dave Coffey (NYSED): Residential correctional programs are having a lot of social-emotional, needs that may or may not be being addressed. There's a lot of trauma.

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00:18:54.730 --> 00:19:04.289

Dave Coffey (NYSED): all these things are going to lead to academic backsliding, which, of course, we can anticipate, and we're going to see that number. So, this is actually one of those indications where the numbers

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00:19:04.340 --> 00:19:13.180

Dave Coffey (NYSED): look, oh man, I wish they weren't that high, but at the same time, we can also probably guess that it's actually very good.

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00:19:13.180 --> 00:19:29.549

Dave Coffey (NYSED): quality data, right? The quality of the data collected is good, what the data is reflecting isn't that good. If it were 0% showed a negative change, then we could say, you know, our conclusion wouldn't be, wow, we're doing great. It would be that there's probably a data

103

00:19:29.550 --> 00:19:33.190

Dave Coffey (NYSED): collection era in here. But now that we're seeing this.

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00:19:33.430 --> 00:19:57.400

Dave Coffey (NYSED): we can start asking questions, especially based on some of the other data points that we get in the other tabs that give us more specific information that's broken down by demographic. We can start seeing trends. We can start trying to identify who are these 25 to 39% who are backsliding, and what can we do to maybe change some of, or pinpoint

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00:19:57.400 --> 00:20:03.789

Dave Coffey (NYSED): Some of our programming to meet the needs of those who are, regressing academically.

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00:20:04.450 --> 00:20:13.820

Dave Coffey (NYSED): Alright, so I'm just gonna try to go through the rest of this relatively quickly, because I can always talk and talk and talk and talk.

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00:20:15.500 --> 00:20:23.869

Dave Coffey (NYSED): Over here, this is the same data reports, but this is for Subpart 2, this is for the LEAs.

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00:20:23.870 --> 00:20:35.849

Dave Coffey (NYSED): And so, I've mentioned sometimes this workbook is really useful in letting us know that we have a data collection issue, and other times the data is reliable, it can help guide programmatic decisions.

109

00:20:35.950 --> 00:21:00.020

Dave Coffey (NYSED): In the second case, there's another thing that this can help us out with, right? And that has to do with facility eligibility. So, when I'm looking at my Subpart 2 general pie charts over here, it's giving me some information, but what I really want to do is, there's... if I look at these from a district level, it might give me

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00:21:00.030 --> 00:21:15.349

Dave Coffey (NYSED): more useful information. So, I'm going to share a fake page I made here with, LEAs and numbers that are named different things, and with some of the data that I have seen in my reports that showed me something.

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00:21:15.730 --> 00:21:27.129

Dave Coffey (NYSED): And I want us to look at Mouse School District here, and what we're seeing with Mouse School District is 123 total students, 65 long-term.

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00:21:27.130 --> 00:21:39.860

Dave Coffey (NYSED): Of the 65 long-term, we've had 57 tested in math, 57 tested in reading, 55 improvement rates, high school credits 71.

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00:21:40.300 --> 00:21:41.600

Dave Coffey (NYSED): What are we seeing here?

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00:21:42.160 --> 00:21:55.380

Dave Coffey (NYSED): We're seeing that there seems to be a correlation between the number of long-term students and the students being tested, but we're also seeing that half of the students who are there are neither long-term nor being tested.

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00:21:55.590 --> 00:21:57.689

Dave Coffey (NYSED): So suddenly, we've got to ask ourselves.

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00:21:58.330 --> 00:22:06.559

Dave Coffey (NYSED): And this is one LEA, by the way, so this is breaking it down by LEA, not facility. So this is when you can start asking yourself.

117

00:22:07.560 --> 00:22:17.690

Dave Coffey (NYSED): If there's a correlation between long-term students and those who are being tested, but it's very different than the total number of students there.

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00:22:17.990 --> 00:22:36.479

Dave Coffey (NYSED): what might be going on. So, in one of the cases that I found, what we had discovered with a little deeper diving is that this LEA serves one facility, right? So we always had it in our minds one facility. Well, as it turns out, this facility has two

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00:22:36.540 --> 00:22:38.290

Dave Coffey (NYSED): separate programs.

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00:22:38.840 --> 00:22:49.310

Dave Coffey (NYSED): with separate populations. And one of those populations were pre-adjudicated youth, right? And this, for those of you who were knee-deep in the eligibility issue.

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00:22:49.310 --> 00:23:00.599

Dave Coffey (NYSED): you've got court-place pre-adjudicated youth, that's... that's not, you know, that's not an eligible facility. So, we can look at this data, and it can give us numbers, and it can tip us off to the

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00:23:00.600 --> 00:23:07.629

Dave Coffey (NYSED): When the data is showing us that we actually have a facility eligibility issue.

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00:23:07.630 --> 00:23:31.049

Dave Coffey (NYSED): So these are just examples of different things that we can do with the data. Number one, we've got a data reporting issue. We need to work on how we're getting that data, how we're transmitting the data. Number two, we don't have a data reporting issue, but what we do have are areas in which we can improve our programming. And three, we don't have a data reporting issue. What we have is a facility eligibility.

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00:23:31.050 --> 00:23:38.340

Dave Coffey (NYSED): issue. And what we find with so many of the different reports that we do, with child count, CSPR, and all these different things.

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00:23:39.350 --> 00:24:03.300

Dave Coffey (NYSED): poverty counts, etc, that a lot of these really can reinforce one another, and that we can draw information from some, and if we don't have a complete picture, we can use some of these other, such as CSBR reports, to help fill in the blanks of that picture, and kind of get a fuller sense of what's going on in our Title IRT programming. So, with that said, I probably went over a little bit, hope that was helpful.

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00:24:03.300 --> 00:24:06.300

Dave Coffey (NYSED): I'm going to stop sharing and stop talking.

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00:24:09.060 --> 00:24:10.179

Kristine Chan, NDTAC: Thanks, Dave.

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00:24:11.390 --> 00:24:27.410

Kristine Chan, NDTAC: I'm gonna pass the stage to Christina, who's gonna share her screen, and then we're gonna walk through and start kind of an introduction to the basics of just what should you look at data, and then we're going to give you some instructions on going into the breakout rooms.

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00:24:32.930 --> 00:24:45.060

Kristine Chan, NDTAC: And give Christina a moment to find the share button, and we'll get to it as soon as possible. If you haven't, again, for the final, final, final reminder, download your data workbooks on your desktop.

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00:24:45.130 --> 00:24:54.170

Kristine Chan, NDTAC: And ensure that it opens up without any errors, or private message Heather now, if you have any.

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00:24:54.320 --> 00:24:59.950

Kristine Chan, NDTAC: And then hopefully we are gonna get through this very smoothly.

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00:25:05.620 --> 00:25:11.520

Christina Endres, NDTAC: I am sorry about this, guys, it's just taken me, a quick second here.

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00:25:13.550 --> 00:25:18.310

Kristine Chan, NDTAC: Okay, why don't do that. Data Toolkit. It is 80 pages.

134

00:25:18.310 --> 00:25:21.379

Kristine Chan, NDTAC: We don't expect anyone to sit through

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00:25:21.380 --> 00:25:44.549

Kristine Chan, NDTAC: and read all 80 pages, unless you want to on a Sunday afternoon, you can. There's a lot to learn. We will, in the next year, slowly break down parts of those each sections, but it is kind of helpful to just get, you know, an overview of all the sections, expand out all the accordions, and just see, well, what is each

136

00:25:44.550 --> 00:25:55.839

Kristine Chan, NDTAC: section about, how can it be helpful to you, and then slowly, kind of, just use the sections as you run through problems, with your own data. So just...

137

00:25:55.840 --> 00:26:11.049

Kristine Chan, NDTAC: Again, I'm gonna plug the link back in the chat again so that you have access to that, or if you came in late, you can click on that and download it. And yes, I talked enough just to have the presentation. There you go, Christina.

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00:26:11.300 --> 00:26:28.459

Christina Endres, NDTAC: Thank you. I apologize for the slow load on that, but I do need to give, Dave a huge shout out. I feel kind of like he gave such good information that our work here is done. And so thank you very much for that.

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00:26:28.630 --> 00:26:48.169

Christina Endres, NDTAC: I do want to give you a little bit of a heads up on something. There is going to be some homework as a result of what, we talk about in this session. So at the

end of this session, we are going to have a little bit of a goal-setting activity, which is one of the reasons why it's so great that Dave was able to kick us off with how he's looking at his data.

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00:26:48.200 --> 00:26:52.909

Christina Endres, NDTAC: Then we're gonna move into a period where we give you some information, and it's gonna...

141

00:26:53.100 --> 00:27:11.159

Christina Endres, NDTAC: start out kind of high level, because as Obioma mentioned on Day 1, some of the basics information is gonna get touched on here, and then we're going to look at things that, when Heather put together Data Workbooks 2.0 for us, the new fancy version of those.

142

00:27:11.300 --> 00:27:30.820

Christina Endres, NDTAC: then, she was able to see, patterns across all states. And so, we're gonna touch on some of those, and it's really gonna set you up well then to go into your breakout sessions and have those conversations and start digging around and seeing what's there, similar to what Dave did.

143

00:27:31.090 --> 00:27:45.500

Christina Endres, NDTAC: Now, when we come back, that's when the homework starts, because we are gonna set some goals for you in terms of, or help you set some goals, thinking about what you can do, moving forward, now that we've done this. Okay?

144

00:27:47.930 --> 00:27:58.639

Christina Endres, NDTAC: So the first thing up, I mean, it's only fair that if we're asking you to set goals, we talk to you about what our priority areas are, and what our, goals are for the year, and in general.

145

00:27:58.640 --> 00:28:14.799

Christina Endres, NDTAC: So, I'm gonna do... I'm gonna share that with you right now. So, the very first thing, of course, we want to increase the understanding of data requirements, and I think some of the data information that we have here today, and then actually in some resources that are going to be coming out,

146

00:28:14.920 --> 00:28:32.670

Christina Endres, NDTAC: later on in the year, we're gonna get to that. And we want not only for our state coordinators and all of our participants on the call today to get a better understanding of the data requirements, but we also want to help you as you are thinking about how to train and teach your state agencies.

147

00:28:32.750 --> 00:28:46.670

Christina Endres, NDTAC: and your LEAs about that information, so that seems like a place, through our needs sensing conversations and just other conversations throughout the week that you guys are also extremely interested in. So that's fantastic that we're syncing up very well.

148

00:28:47.840 --> 00:29:02.680

Christina Endres, NDTAC: One of the things that I do when I work, with program data is that I do always track the number of errors that we see in the data. So, I have to admit, guys, this is a little bit of a bad news, good news situation.

149

00:29:02.860 --> 00:29:16.679

Christina Endres, NDTAC: So, when I, took, the analysis that Heather did, I took it a step further, and I started looking at how many, how many data errors are there in different, different ways.

150

00:29:16.860 --> 00:29:22.089

Christina Endres, NDTAC: Across the board. So basically, I just did some tallying to what she had put together.

151

00:29:22.640 --> 00:29:27.469

Christina Endres, NDTAC: on average, States have 5 errors apiece.

152

00:29:27.820 --> 00:29:36.589

Christina Endres, NDTAC: Some states it's less than that, some states it's more than that, but on average, it works out to 5 data errors a state.

153

00:29:36.970 --> 00:29:46.349

Christina Endres, NDTAC: And that's only looking at your annual count data, because in Data Workbook 2.0, Heather did include your annual count data.

154

00:29:46.520 --> 00:29:53.189

Christina Endres, NDTAC: And then it's looking at your EDFACS data. It doesn't include any of the CSPR manual entry data.

155

00:29:53.630 --> 00:30:04.079

Christina Endres, NDTAC: So, on average, we have 5 data errors a state. So, the good news to that, though, is that, A, we're gonna knock that out, we're gonna fix that, we're gonna change that.

156

00:30:04.080 --> 00:30:14.909

Christina Endres, NDTAC: It's gonna be an area for easy growth, and we are gonna see lots of growth there, and we're gonna help you with that. So, that's one of the reasons why I track it, is so that we know

157

00:30:15.150 --> 00:30:18.850

Christina Endres, NDTAC: where the TA, can be most effective.

158

00:30:20.030 --> 00:30:23.729

Christina Endres, NDTAC: And of course, it's not enough to just

159

00:30:23.800 --> 00:30:34.969

Christina Endres, NDTAC: collect and report data. If that's all we're doing, that's just mean. That's just mean if you just collect it and report it, but you don't actually use it.

160

00:30:34.970 --> 00:30:48.890

Christina Endres, NDTAC: So, of course, we want to see how we can imbue data across your work to... because that's where we start to see those impacts on our programs and our students, and that's where we get those warm fuzzies for the work that we do.

161

00:30:51.340 --> 00:31:04.549

Christina Endres, NDTAC: So what exactly does this mean for you as a state coordinator, when it comes to data? So first and foremost is ensuring that your data are timely, accurate, and complete.

162

00:31:04.810 --> 00:31:09.300

Christina Endres, NDTAC: Now, those are the criteria that Ed looks at when it's evaluating your data.

163

00:31:09.720 --> 00:31:28.999

Christina Endres, NDTAC: But that's just a core philosophy amongst any data, activity that you take. And this has come up across the days in different ways. I'm gonna summarize it as the phrase that you've probably heard before, which is garbage in, garbage out.

164

00:31:29.160 --> 00:31:32.620

Christina Endres, NDTAC: It's because data is so fundamental. If you're using it

165

00:31:32.730 --> 00:31:35.120

Christina Endres, NDTAC: Data quality is so fundamental.

166

00:31:35.220 --> 00:31:39.610

Christina Endres, NDTAC: That if you're using data to make decisions, if your data is bad.

167

00:31:40.570 --> 00:31:49.130

Christina Endres, NDTAC: any decision that you make based on that is gonna send you down a path that is not the best or correct path. And so,

168

00:31:49.510 --> 00:31:51.720

Christina Endres, NDTAC: Obviously, a lot of stress.

169

00:31:51.940 --> 00:31:54.480

Christina Endres, NDTAC: Accurate, timely, and complete data.

170

00:31:56.100 --> 00:32:13.319

Christina Endres, NDTAC: The other thing that I want to point out about this is, I know that one of the challenges, actually, that you guys probably have is that your programs can't always use the standard student information system that school districts in your state typically use. And so.

171

00:32:13.320 --> 00:32:20.689

Christina Endres, NDTAC: I use that phrase, though, of student information system, because it is really important to work with those folks.

172

00:32:20.730 --> 00:32:30.089

Christina Endres, NDTAC: who design your reporting, who do the reporting. This goes back to some of the things that Dave was saying about, well, no, his...

173

00:32:30.180 --> 00:32:31.230

Christina Endres, NDTAC: he did

174

00:32:31.350 --> 00:32:37.849

Christina Endres, NDTAC: include a count of students, and it just didn't make it through the chain. And some... so some of this is...

175

00:32:38.000 --> 00:32:53.269

Christina Endres, NDTAC: Making sure that you do review that data up front, and you do work with those folks, and that you do know how to explain to your state agencies and your LEAs what the process is for data collection.

176

00:32:53.290 --> 00:33:09.839

Christina Endres, NDTAC: And if you don't know what that looks like in your system, then I would encourage you to go to your data unit, sit down with them, ask them to show you what it looks like, possibly even get some screenshots, so that you can use that in training. And that's really important, because I've seen huge

177

00:33:09.910 --> 00:33:14.299

Christina Endres, NDTAC: I've seen states lose huge swaths of data.

178

00:33:14.430 --> 00:33:25.239

Christina Endres, NDTAC: Just because somebody moved a checkbox farther down on the page, or they moved it to page 2, and then because we didn't communicate that out to the districts or our grantees.

179

00:33:25.250 --> 00:33:36.529

Christina Endres, NDTAC: then huge chunks of data got lost. And so that's why we put that on there, and I wanted to point it out because it's not something that we necessarily think of right away as a state coordinator.

180

00:33:38.230 --> 00:33:52.989

Christina Endres, NDTAC: In terms of the other things on the screen, though, the reality is that because everybody's state looks a little bit different, all of your programs look a little bit different, your collection procedures may look a little bit different, there's lots of different forms and shapes that this can take.

181

00:33:52.990 --> 00:34:04.840

Christina Endres, NDTAC: There are a million different variations in terms of activities that you, as a state coordinator, need to focus on. So, I'm going to give you, kind of, two higher-level thoughts about things.

182

00:34:05.130 --> 00:34:09.469

Christina Endres, NDTAC: One is something that I never, ever wanna... I never ever want you to do.

183

00:34:09.969 --> 00:34:17.179

Christina Endres, NDTAC: The other is something that I always want you to do, and always I want you to embrace. So the first thing is.

184

00:34:17.489 --> 00:34:21.989

Christina Endres, NDTAC: I want you to ban the phrase, but we've always done it this way.

185

00:34:22.840 --> 00:34:33.389

Christina Endres, NDTAC: Those are bad words. They're dangerous words. Don't use those words. They're lovely as individuals, but when we string them together in that way, we get caught in patterns that are...

186

00:34:33.389 --> 00:34:45.959

Christina Endres, NDTAC: completely antithetical to everything that we're trying to do in terms of program development and growth, in terms of any of our data activities. So ban those words from your vocabulary.

187

00:34:46.139 --> 00:34:50.659

Christina Endres, NDTAC: However, I want you to embrace asking questions.

188

00:34:50.840 --> 00:34:52.850

Christina Endres, NDTAC: So, a lot of times.

189

00:34:53.310 --> 00:35:01.799

Christina Endres, NDTAC: We feel like that if we have, data, we have all the answers that we need. But in reality, a lot of times what we have is a starting point.

190

00:35:02.160 --> 00:35:12.659

Christina Endres, NDTAC: And a path for moving forward. So I want you to ask questions. Do our data make sense? Dave was talking about that. His data were missing. No, that did not make sense. What went wrong?

191

00:35:12.870 --> 00:35:21.329

Christina Endres, NDTAC: Why or why not? Does, you know, if we're looking at that. Do our students... did our students achieve outcomes? Why or why not?

192

00:35:21.720 --> 00:35:26.840

Christina Endres, NDTAC: Were all of our students, assessed? Why or why not?

193

00:35:27.380 --> 00:35:40.379

Christina Endres, NDTAC: And I don't know the last time that you got to hang out with a toddler, but anybody who's hung out with toddlers too much, you know that they go through that why phase, right? They just start asking why all the time, on repeat.

194

00:35:40.800 --> 00:35:48.010

Christina Endres, NDTAC: I want you to embrace that. Embrace your inner toddler, ask questions, because that's really one of the core

195

00:35:48.530 --> 00:35:55.870

Christina Endres, NDTAC: functions of your job is to ask questions and help people connect those ideas and concepts and activities.

196

00:36:00.480 --> 00:36:15.329

Christina Endres, NDTAC: Okay. Now, as Dave said, too, I'm just gonna... see, I told you, Dave just needs to take over. I get to sit back now. But, as Dave mentioned, this can get a little bit overwhelming, so when I think about how I'm gonna, divide up activities.

197

00:36:15.870 --> 00:36:30.400

Christina Endres, NDTAC: I start thinking about, does something that I want to do fall into one of these three buckets? And the first is data integrity, you know, again, accurate, reliable, complete data. And really, what that comes down to, another way to say that is.

198

00:36:30.570 --> 00:36:32.459

Christina Endres, NDTAC: Are your data trustworthy?

199

00:36:32.710 --> 00:36:36.400

Christina Endres, NDTAC: Can I trust them that they represent what's really happening?

200

00:36:36.620 --> 00:36:39.960

Christina Endres, NDTAC: If they are quirky for some reason.

201

00:36:40.070 --> 00:36:55.030

Christina Endres, NDTAC: Do we know why, and how are we communicating that to others? So, for example, Heather and I had some conversation yesterday about public release data, and we were talking about, well, do we need to put a data quality note

202

00:36:55.110 --> 00:37:07.250

Christina Endres, NDTAC: on any of this data, or can we just release it because it's all fine? Because if your data falls outside the expected norm from what you're expecting, we really need to be able to explain that.

203

00:37:07.380 --> 00:37:09.839

Christina Endres, NDTAC: It builds that trust in your data quality.

204

00:37:10.930 --> 00:37:17.080

Christina Endres, NDTAC: In terms of compliance, you know, I know our... we all go to that compliance word really fast.

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00:37:17.520 --> 00:37:21.199

Christina Endres, NDTAC: But another way to describe that is program fidelity.

206

00:37:21.420 --> 00:37:27.359

Christina Endres, NDTAC: Are we loyal and true to the program design as laid out in the law, in the guidance.

207

00:37:27.560 --> 00:37:30.130

Christina Endres, NDTAC: And in your grantee applications.

208

00:37:30.330 --> 00:37:44.190

Christina Endres, NDTAC: Are we doing what we are required to do? Missing data is an issue for a lot of us, so that's an example of, well, we need to think about some things that relate to that bucket.

209

00:37:44.810 --> 00:37:56.030

Christina Endres, NDTAC: Program growth, of course, is the real purpose of all of this, that's the real reason we do this. At the end of the day, we want to know what we did, or our programs did, impacted students in a positive way.

210

00:37:56.030 --> 00:38:14.000

Christina Endres, NDTAC: And so this is where we can start looking, at things. I think earlier in the week, another example was... that was given was, well, you're spending all of your money on math, but it's very clear from your assessments that your students really need reading language arts support.

211

00:38:14.100 --> 00:38:24.410

Christina Endres, NDTAC: So that's what... that's the kind of thing that we're getting at here when we're looking at this. I do want to remind you, because every time, and I've been that person too.

212

00:38:24.630 --> 00:38:36.389

Christina Endres, NDTAC: Every time somebody says, well, let's look at your data, we all internally groan a little, because we think that it's gonna be, you know, it's test time, it's evaluation time, it's gonna be painful.

213

00:38:36.390 --> 00:38:47.080

Christina Endres, NDTAC: But the reality is that we do need to look out for those shining stars, too, and we always want to emphasize that, because if you do have shining stars, then of course we want to figure out

214

00:38:47.130 --> 00:38:52.649

Christina Endres, NDTAC: What... about what they're doing is something that we can replicate and spread.

215

00:38:52.930 --> 00:38:54.170

Christina Endres, NDTAC: and celebrate.

216

00:38:55.000 --> 00:39:12.050

Christina Endres, NDTAC: So this is an illustration of the data collection and submission process. The three points that you do see that have starbursts around them, or sunbursts around them, are just really there to go ahead and highlight, again, the importance of you reviewing your data before it gets submitted.

217

00:39:12.050 --> 00:39:32.299

Christina Endres, NDTAC: As a state coordinator, I also had a similar issue to Dave, where I had to call a program coordinator and say, you do understand I can't tell the federal government that I just gave you 50 grand and you told me you have zero students. And they had no idea, they had submitted their data, there was a... there was a miscommunication along the way.

218

00:39:32.300 --> 00:39:36.210

Christina Endres, NDTAC: So, this is really, truly about how you communicate.

219

00:39:36.210 --> 00:39:43.249

Christina Endres, NDTAC: I know it's tempting to leave that data quality review up to, your data teams. I saw that

220

00:39:43.320 --> 00:39:47.410

Christina Endres, NDTAC: Our Virginia state coordinator also noted that

221

00:39:47.500 --> 00:39:57.150

Christina Endres, NDTAC: they don't know our programs. You guys know your programs. You will see things that they just don't. And so it is really important.

222

00:39:57.530 --> 00:40:03.780

Christina Endres, NDTAC: This is built around the EDFACTS data collection, but the reality is your annual account process

223

00:40:03.900 --> 00:40:21.090

Christina Endres, NDTAC: and your CSPR manual data entry, process should have similar aspects and a similar feel. Again, I just want to stress the importance of providing that TA, preferably alongside your data units.

224

00:40:21.410 --> 00:40:30.250

Christina Endres, NDTAC: To make sure, when appropriate, to make sure that, you and the folks doing the actual data collection and submission

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00:40:30.420 --> 00:40:33.769

Christina Endres, NDTAC: Are on the same page about everything.

226

00:40:38.510 --> 00:40:40.240

Christina Endres, NDTAC: There we go.

227

00:40:41.220 --> 00:40:57.830

Christina Endres, NDTAC: Now when we talk about these different issues, then we obviously are stressing a lot about the CSPR data, the manual entry data, the EDFACS data, the annual count data, these very discrete data collection points that we have along the way, right? That's what we all think about when we come to this.

228

00:40:57.830 --> 00:41:07.119

Christina Endres, NDTAC: However, we should really be thinking about it in a much more holistic way, because all of these different things, whether it's your subgrant application, your monitoring reports.

229

00:41:07.120 --> 00:41:14.419

Christina Endres, NDTAC: your data workbooks, they all tell you important and relevant information. For example, if you monitor your districts.

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00:41:14.670 --> 00:41:18.990

Christina Endres, NDTAC: And, two-thirds of them are seeing the same problem area.

231

00:41:19.100 --> 00:41:34.400

Christina Endres, NDTAC: oh my goodness, okay, let's do something about that, let's talk about that. If you monitor a grantee, and you find that, gosh darn it, they have the same monitoring finding for the third time in a row.

232

00:41:34.750 --> 00:41:39.629

Christina Endres, NDTAC: That tells us something very important, and it's going to impact how we approach that.

233

00:41:39.900 --> 00:41:49.790

Christina Endres, NDTAC: And so, these are all very different, valid pieces of information, and truly make up part of the data,

234

00:41:49.950 --> 00:42:07.449

Christina Endres, NDTAC: collection and use that you do, and one of the things that I like about having this information here for you, too, is people have the tendency to say, I can't do data, or I don't like data, or I'm overwhelmed by data. You're already doing it, and you don't necessarily even realize it.

235

00:42:07.650 --> 00:42:12.419

Christina Endres, NDTAC: The other thing, though, that I do have to note is that we do need

236

00:42:13.110 --> 00:42:29.459

Christina Endres, NDTAC: To make sure that we are looking at those subgrant applications in comparison to the financial reimbursement requests that they make, because if those don't align, then we have a problem and we need to go back to that district. So some of these we have to cross-compare.

237

00:42:33.330 --> 00:42:41.630

Christina Endres, NDTAC: Okay, now I'm going to talk a little bit about how we actually think about when we're reviewing data, what does that look like? So again, going back to these three buckets...

238

00:42:44.630 --> 00:43:00.680

Christina Endres, NDTAC: do data... do your data align to the July 1st to June 30 program year? That's really important. In talking with some states or program areas, then, it seems like that's not always clear for people, or they're... they need to realign a little bit.

239

00:43:00.860 --> 00:43:17.139

Christina Endres, NDTAC: Does everyone understand what data are collected? There's actually some things I'm going to talk to you about in a couple of minutes where I think that there are some struggles with definitions. The whole eligibility conversation also makes it really clear that we're not always as...

240

00:43:17.490 --> 00:43:24.449

Christina Endres, NDTAC: In sync as maybe we thought that we were, and so it's a good idea to just review that on a regular basis.

241

00:43:24.560 --> 00:43:28.999

Christina Endres, NDTAC: How do you know your data are high quality?

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00:43:29.200 --> 00:43:37.050

Christina Endres, NDTAC: Have you identified those places in your data collection system in terms of who owns the data, who submits it, who gathers it?

243

00:43:37.170 --> 00:43:40.179

Christina Endres, NDTAC: All of those different things

244

00:43:40.400 --> 00:43:46.860

Christina Endres, NDTAC: Where are the threats in that system, and what kind of internal controls can you put in place

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00:43:46.980 --> 00:43:50.880

Christina Endres, NDTAC: To... to keep it from going off the rails, essentially.

246

00:43:54.290 --> 00:44:06.129

Christina Endres, NDTAC: Now, in terms of ensuring compliance, this came up, a little bit the other day. Some of you were actually using words like accountability, some of you were describing it in different ways.

247

00:44:06.130 --> 00:44:14.959

Christina Endres, NDTAC: But it came up very directly in a question yesterday about, well, what if they just won't turn in their data? Or what if there's this problem?

248

00:44:15.190 --> 00:44:17.770

Christina Endres, NDTAC: It... isn't my job to...

249

00:44:18.070 --> 00:44:31.319

Christina Endres, NDTAC: how do I put my foot down, essentially, was the question. And so, it is our job to say no when things are low quality, when our programs are low quality, when they... when they,

250

00:44:31.770 --> 00:44:46.609

Christina Endres, NDTAC: don't align across your comprehensive needs assessment to your budgets, to your outcomes. If there's disconnect across there, that's conversation that we need to have. If they're not meeting basic compliance.

251

00:44:48.360 --> 00:45:04.620

Christina Endres, NDTAC: requirements in terms of turning in that data, then yeah, there is, I think, Obama yesterday described it as a whole staircase of steps that we can take to get that district back into compliance.

252

00:45:04.620 --> 00:45:18.970

Christina Endres, NDTAC: So, there is this real need to pull out, again, your applications, and compare what people are saying they're gonna do versus what they're actually doing to make sure that it is, consistent, and to make sure that it's consistent with the law.

253

00:45:21.270 --> 00:45:32.039

Christina Endres, NDTAC: Now, of course, I kind of... because it's so easy to do, I did kind of jump into data for program growth a little bit when I was talking about the previous slide, but this is where you really embrace your why.

254

00:45:32.170 --> 00:45:49.410

Christina Endres, NDTAC: And one of the things that I'll do sometimes is I will talk to, program staff at a grantee, maybe not the person who writes the grant application and submits it, but other program staff, and I'll ask them, how do you know what you're doing is successful?

255

00:45:50.200 --> 00:46:09.160

Christina Endres, NDTAC: I've, you know, if I've talked to somebody at the facility who wasn't necessarily in the classroom with you, but they know what you're supposed to be doing, and they see your students, again, or you're talking to the sending LEA,

256

00:46:09.170 --> 00:46:15.979

Christina Endres, NDTAC: How would they describe your program? Would they say that it's successful? And how would they know that it's successful?

257

00:46:16.010 --> 00:46:24.180

Christina Endres, NDTAC: Those can be really, interesting conversations. People don't expect you to ask that.

258

00:46:24.550 --> 00:46:28.609

Christina Endres, NDTAC: They expect the grant coordinator to be asked that... a coordinator to be asked that.

259

00:46:28.800 --> 00:46:33.300

Christina Endres, NDTAC: And so it... it can tell you a lot about the culture of a program.

260

00:46:33.650 --> 00:46:36.379

Christina Endres, NDTAC: When you do ask them.

261

00:46:40.240 --> 00:46:41.919

Christina Endres, NDTAC: One quick reminder.

262

00:46:42.020 --> 00:46:52.309

Christina Endres, NDTAC: I know that AI, there's, like, 30 new tools a day, and I'm sure that's a vast undercount. Ai can do some pretty cool stuff.

263

00:46:52.350 --> 00:47:08.150

Christina Endres, NDTAC: But just a reminder that we cannot use it to analyze raw data, and the reason for that is that that creates privacy protection issues, so your raw counts of data, we can't feed that into an AI, analysis.

264

00:47:08.190 --> 00:47:26.560

Christina Endres, NDTAC: However, anything that's publicly available, so, for example, you go to Ed Data Express, you, go to the FastPax on the NDTAC website. If you want to put data like that into an AI tool, you can, because that has already been privacy protected.

265

00:47:26.560 --> 00:47:36.430

Christina Endres, NDTAC: So, just have to mention that, AI is popping up more and more every day, but we do have to still keep in mind that privacy protection issue.

266

00:47:37.070 --> 00:47:38.820

Christina Endres, NDTAC: I need to speed up, probably.

267

00:47:39.190 --> 00:47:47.959

Christina Endres, NDTAC: Okay, so we're gonna, jump into some of those things that really popped out when we looked at the workbooks, because this is gonna set you up to go into your breakout groups.

268

00:47:48.160 --> 00:48:03.390

Christina Endres, NDTAC: So the very first thing that you see on the slide is this teeter-totter, and much like a teeter-totter, the farther over into that bottom right-hand corner that the blocks are, the larger the number of programs.

269

00:48:03.390 --> 00:48:17.769

Christina Endres, NDTAC: there were that fit into that category. So this is, subpart 1, so it's your state agencies, and I don't think that it's particularly surprising, honestly, that the long-term secure juvenile facilities are the largest group.

270

00:48:17.890 --> 00:48:34.739

Christina Endres, NDTAC: Juvenile detention facilities being the next largest group. I do want to note that the shelter category is an option, but it's not represented here, because there actually were no shelter programs operated under Subpart 1.

271

00:48:36.900 --> 00:48:45.329

Christina Endres, NDTAC: Now, if we look at Subpart 2 programs, same thing, this is a count of all the programs that were, reported in the U.S.

272

00:48:46.310 --> 00:48:55.079

Christina Endres, NDTAC: Even though these are all Subpart II programs, you see the 3 on the right.

273

00:48:55.220 --> 00:49:03.460

Christina Endres, NDTAC: Against the others, because the three on the right make up more than 50% of all of the programs in the U.S. that were operated.

274

00:49:03.600 --> 00:49:16.190

Christina Endres, NDTAC: at-risk programs are down there over in the, you know, they're not even on the teeter-totters, they're kind of watching everything. I know that they were a hot topic, some yesterday, and then again in the coffee hour today, they were really a hot topic.

275

00:49:16.240 --> 00:49:24.789

Christina Endres, NDTAC: There's only 14 of them. Heather mentioned that earlier in the day. There's only 14 of them operating, at least in, the last school year.

276

00:49:25.090 --> 00:49:37.499

Christina Endres, NDTAC: it's obviously an area of interest that you all have, and there's lots and lots of questions around that. So we would love to see, some of those at-risk programs grow,

277

00:49:37.690 --> 00:49:39.930

Christina Endres, NDTAC: But for right now, there's 14.

278

00:49:40.800 --> 00:49:48.169

Christina Endres, NDTAC: Juvenile detention and long-term secure juvenile facilities, this is almost exactly the opposite.

279

00:49:48.300 --> 00:50:00.929

Christina Endres, NDTAC: Or the mirror image, to subpart 1. So, juvenile detention facilities are the biggest group here. Long-term juvenile secure facility...

280

00:50:00.930 --> 00:50:14.099

Christina Endres, NDTAC: Long-term secure juvenile facilities are the next largest, group of programs that are, being funded, and again, those counts are almost mirror image to the Subpart 1 programs.

281

00:50:15.800 --> 00:50:23.079

Christina Endres, NDTAC: Let me just make sure... Oh, one thing that we're going to talk about here in a second is the number of other programs.

282

00:50:23.260 --> 00:50:26.759

Christina Endres, NDTAC: Because it's... it's a fairly large number here, and there's 12.

283

00:50:27.100 --> 00:50:37.499

Christina Endres, NDTAC: And you will notice that right next to other on the screen, you see shelters. So, your local programs are operating those shelter programs, even though the state agencies are not.

284

00:50:40.280 --> 00:50:51.659

Christina Endres, NDTAC: Okay, now we're going to go into some very specific things. The next few slides are broken out like this to make it easy for you to flip between topic areas, and to use this, too, as you're looking at your workbooks.

285

00:50:51.840 --> 00:51:05.619

Christina Endres, NDTAC: So, I'm going to touch on what stood out, and then I'll touch on why, and then, of course, at the bottom of the screen, too, you see, what to check, what you can look at to see if this applies to you.

286

00:51:05.640 --> 00:51:15.420

Christina Endres, NDTAC: So, in terms of, long-term status, we saw a majority of students who were assigned to juvenile detention facilities

287

00:51:15.880 --> 00:51:20.840

Christina Endres, NDTAC: who were designated as long-term. Now, this strikes us as unusual.

288

00:51:21.000 --> 00:51:22.250

Christina Endres, NDTAC: Because...

289

00:51:22.790 --> 00:51:36.270

Christina Endres, NDTAC: Juvenile detention facilities are typically operated locally, and the students are typically only there while they're waiting for their adjudication, or their plea deal, or whatever the next step is for them. And then they tend to get

290

00:51:36.270 --> 00:51:50.589

Christina Endres, NDTAC: transferred over, to those long-term secure facilities, because now their, their court has... their trial has happened, their plea deal has been finalized, and now they have to serve the term of their commitment.

291

00:51:50.650 --> 00:51:59.069

Christina Endres, NDTAC: And so, it is much more expected that we would see a majority of long-term students in Subpart 1 facilities.

292

00:51:59.350 --> 00:52:05.729

Christina Endres, NDTAC: That are secure, long-term juvenile facilities versus those local detention facilities.

293

00:52:05.900 --> 00:52:12.220

Christina Endres, NDTAC: And you can see where you can check the total number of students, The number of long-term students.

294

00:52:12.440 --> 00:52:18.300

Christina Endres, NDTAC: And you can see the different file specifications, which are the tab names in your workbook.

295

00:52:18.550 --> 00:52:23.130

Christina Endres, NDTAC: To see where those, fall out for you.

296

00:52:28.530 --> 00:52:29.870

Christina Endres, NDTAC: There we go. Okay.

297

00:52:30.270 --> 00:52:37.079

Christina Endres, NDTAC: So, I mentioned this a couple of seconds ago, there was a large number of, programs designated as other.

298

00:52:37.310 --> 00:52:45.830

Christina Endres, NDTAC: For those Subpart 2 programs. That raises a ton of questions about eligibility in conversations with states.

299

00:52:46.300 --> 00:53:02.359

Christina Endres, NDTAC: it's come up as an issue, and so there are other reasons why it's a good idea to do that eligibility review annually. This is one of them, too. We really hope to see this get knocked down to zero, or very close to zero next year, because

300

00:53:02.460 --> 00:53:10.939

Christina Endres, NDTAC: As you do that eligibility review, we think that you will find that there are better categories that describe, your programs.

301

00:53:11.050 --> 00:53:20.269

Christina Endres, NDTAC: And if not, unfortunately, it may be that we, we have some programs that may not actually be eligible, and so that's another conversation that we can have.

302

00:53:20.460 --> 00:53:37.790

Christina Endres, NDTAC: But we would expect to see a rare use of other, and again, you can see the, where you can take your eligibility criteria for the two, two subparts, and then compare that to the demographic data in FileSpec 119 and FileSpec 127.

303

00:53:37.830 --> 00:53:40.569

Christina Endres, NDTAC: And again, those are the tab names in your workbooks.

304

00:53:41.640 --> 00:53:59.210

Christina Endres, NDTAC: In terms of age of students, not all age groups were represented. You know, theoretically, you would see all age groups represented. Now, there can be some good reasons why that wouldn't happen, but it does raise questions about whether all eligible students are counted.

305

00:53:59.350 --> 00:54:09.829

Christina Endres, NDTAC: As a part of the annual count, and whether or not they're all served. And obviously, we want to make sure that we count all eligible students, and that we serve all eligible students.

306

00:54:09.980 --> 00:54:23.080

Christina Endres, NDTAC: Now, there are some situations in which it does make a whole lot of sense as to why you would not have all age groups. For example, I really hope that we don't have a lot of 5-year-olds in, detention facilities.

307

00:54:23.450 --> 00:54:42.539

Christina Endres, NDTAC: That's probably not a good outcome, for anybody long-term. So, there's a high likelihood that you wouldn't have those. But what we are more concerned about are those older students. So, for example, you have a high school senior, they are 18, and so they're placed into a county jail.

308

00:54:42.800 --> 00:54:52.490

Christina Endres, NDTAC: your LEA could support them while they're incarcerated to make sure that they stay on track to graduate while they are in that county jail.

309

00:54:52.830 --> 00:54:58.730

Christina Endres, NDTAC: And so what we're concerned about a lot are those older students like that who are falling off

310

00:54:58.880 --> 00:55:01.770

Christina Endres, NDTAC: And not receiving services.

311

00:55:05.340 --> 00:55:12.989

Christina Endres, NDTAC: Similarly, to age, maybe you only have one sex served, or it's predominantly just the one.

312

00:55:13.130 --> 00:55:32.009

Christina Endres, NDTAC: So, in particular, what we're seeing is a number of states who are only serving males under Subpart 1. Now, sometimes, again, there are good reasons for this. Say, for example, you're a small state, or... and when I say small state, I mean geographically, like Vermont.

313

00:55:32.280 --> 00:55:45.390

Christina Endres, NDTAC: Or you're a big state, like Montana, where I happen to know that they did not have a facility for girls for a long time, and so, even though they were geographically big, their population was small enough.

314

00:55:45.540 --> 00:55:50.239

Christina Endres, NDTAC: That we just did not see that population there, because they didn't have a facility.

315

00:55:50.390 --> 00:56:06.040

Christina Endres, NDTAC: The other thing is that you could have... this is where those questions about program impact come into place, because you could have a population, but maybe the group is so small that it doesn't make sense to fund that program.

316

00:56:08.790 --> 00:56:19.050

Christina Endres, NDTAC: Another thing that it does come up for me and make me think about is actually some of the things that the YouthBuild, Department of Labor representative was talking about yesterday.

317

00:56:19.050 --> 00:56:30.459

Christina Endres, NDTAC: Because she talked about how when UseBuild started out, it was really focused on construction, but they've expanded, their skill development, so now they're looking at computer skills, they're looking at nursing.

318

00:56:30.460 --> 00:56:35.229

Christina Endres, NDTAC: And that is important because, for example, there's not a lot of women who go into construction.

319

00:56:35.650 --> 00:56:55.120

Christina Endres, NDTAC: But computers, nursing, those are program areas and job growth areas that, female students would be interested in. So, those are the kinds of things that we're looking at, and we're just looking at the rationale. Like, why did you choose to go this way? Again, embrace that inner toddler, ask those why questions.

320

00:56:56.980 --> 00:57:10.569

Christina Endres, NDTAC: In terms of the, total number of students versus the number of long-term students, something that stood out is that sometimes the total number of students was exactly the same as the count of long-term students.

321

00:57:10.570 --> 00:57:24.819

Christina Endres, NDTAC: We would not expect to see that, and the reason is, it's much harder to be, meet the criteria to be a long-term student than it is to meet the criteria to be a served student, so to meet... to fall into that total count.

322

00:57:25.040 --> 00:57:30.159

Christina Endres, NDTAC: So to be served, you only actually have to be in the classroom for one day. That's it.

323

00:57:30.490 --> 00:57:34.989

Christina Endres, NDTAC: But to be considered long-term, you know, it's that, 90 days or more.

324

00:57:35.100 --> 00:57:51.270

Christina Endres, NDTAC: And not only is it the 90 days, but it has to fall into the July 1st to June 30th window. So if I come into the program on May 1st, and I am in that facility until September 1st.

325

00:57:51.270 --> 00:58:00.780

Christina Endres, NDTAC: I've been in the facility for more than 90 days, but I'm crossing two different program years, so the clock is going to have to restart.

326

00:58:00.980 --> 00:58:03.340

Christina Endres, NDTAC: on, July 1st.

327

00:58:03.410 --> 00:58:16.090

Christina Endres, NDTAC: to see if I qualify as a long-term student. So we just don't expect those numbers to be equal, and it does make us wonder about how those students are being categorized.

328

00:58:16.090 --> 00:58:30.589

Christina Endres, NDTAC: Because of the way the data system is set up, at the U.S. Department of Education, when you look at that in your data workbooks, I just want to make sure that you know, if it says no category, code, that actually means total.

329

00:58:31.030 --> 00:58:32.159

Christina Endres, NDTAC: It's the same thing.

330

00:58:37.990 --> 00:58:39.600

Christina Endres, NDTAC: Okay, guys, we're almost done here.

331

00:58:40.490 --> 00:58:41.590

Christina Endres, NDTAC: So...

332

00:58:41.970 --> 00:58:49.430

Christina Endres, NDTAC: In terms of missing data, this is a big area of growth, this is a big area where we can make some really immediate impact.

333

00:58:49.910 --> 00:58:55.610

Christina Endres, NDTAC: We have two different kinds of issues here. This specifically is missing data.

334

00:58:55.930 --> 00:59:12.250

Christina Endres, NDTAC: What that means is that there's a whole category of information that you did not provide. So maybe you didn't provide any assessment data. Maybe you didn't provide any outcome data. Maybe, you didn't... you provided male and female data.

335

00:59:12.590 --> 00:59:19.720

Christina Endres, NDTAC: But you didn't provide any data on ages. That's missing data, you're missing a whole category set.

336

00:59:19.920 --> 00:59:27.929

Christina Endres, NDTAC: I looked at the summary of your data from school year 24-25. This is really big for you guys, Guy. This is really big for you.

337

00:59:28.190 --> 00:59:32.729

Christina Endres, NDTAC: 46% of states So almost half of all states

338

00:59:32.890 --> 00:59:39.610

Christina Endres, NDTAC: are missing Subpart 2 data. This is a place where we can have some very fast impact.

339

00:59:39.890 --> 00:59:45.180

Christina Endres, NDTAC: There are also different ways that we can look at the data and know that it's incomplete.

340

00:59:45.420 --> 00:59:49.920

Christina Endres, NDTAC: So you did provide partial data, but you didn't provide all of the data.

341

00:59:50.180 --> 00:59:53.410

Christina Endres, NDTAC: So, if I look at just your assessment data.

342

00:59:53.940 --> 00:59:57.689

Christina Endres, NDTAC: Depending on whether it's Subpart 1 or it's Subpart 2,

343

00:59:57.860 --> 01:00:05.089

Christina Endres, NDTAC: 37-38% of states had incomplete data for assessments.

344

01:00:05.230 --> 01:00:15.229

Christina Endres, NDTAC: This is an area where we can have fast and big impact. These are mandatory data collections. So, how are we having that conversation?

345

01:00:15.320 --> 01:00:26.259

Christina Endres, NDTAC: It's also really important to understand that while the CSPR manual entry, EDFACS data, annual count data, they're all used for different things in different ways.

346

01:00:26.590 --> 01:00:29.730

Christina Endres, NDTAC: But they're also all equally important.

347

01:00:30.090 --> 01:00:40.689

Christina Endres, NDTAC: I mention this because, again, Heather added your annual count data to the Workbooks 2.0, and so when we look at your annual count data.

348

01:00:41.680 --> 01:00:46.290

Christina Endres, NDTAC: and your served data that's available via EDVAX.

349

01:00:46.820 --> 01:00:48.940

Christina Endres, NDTAC: 69%.

350

01:00:49.160 --> 01:00:57.510

Christina Endres, NDTAC: of states had problems with their Subpart 2 data. That's a lot. That should be a major point of conversation.

351

01:01:03.030 --> 01:01:03.710

Christina Endres, NDTAC: Okay.

352

01:01:04.520 --> 01:01:09.560

Christina Endres, NDTAC: Last one that we're gonna talk about before we go into the, breakout groups.

353

01:01:09.950 --> 01:01:17.010

Christina Endres, NDTAC: Outcomes after exit. This is one of those things where I want to make sure that we all understand what's actually being collected.

354

01:01:17.340 --> 01:01:27.350

Christina Endres, NDTAC: Because I have a feeling that we're not all on the same page on this, just from talking to the program office, but then also hearing the conversation over the last few days.

355

01:01:27.900 --> 01:01:35.360

Christina Endres, NDTAC: So, there are less data outcomes, than expected based on the total count of students served.

356

01:01:35.860 --> 01:01:41.559

Christina Endres, NDTAC: We think that the data are likely being based on when the student left a facility.

357

01:01:41.600 --> 01:01:57.269

Christina Endres, NDTAC: We know that some of you cannot track that because of your state law. It doesn't allow you to track student outcomes once they leave a facility. But what we would expect to see is data based on when the student left a program.

358

01:01:57.840 --> 01:02:10.080

Christina Endres, NDTAC: So, what, an example from this is that maybe a student completed their diploma, so now they're receiving job training, they're moving from Title I, Part D,

359

01:02:10.240 --> 01:02:12.880

Christina Endres, NDTAC: to adult education.

360

01:02:13.680 --> 01:02:23.409

Christina Endres, NDTAC: Even if they're... if they're still in that same facility, even if they transferred from juvenile long-term secure detention to adult.

361

01:02:23.720 --> 01:02:25.630

Christina Endres, NDTAC: You know, corrections.

362

01:02:25.920 --> 01:02:28.759

Christina Endres, NDTAC: We... that's still within the same facility?

363

01:02:29.250 --> 01:02:31.789

Christina Endres, NDTAC: So, they left the program.

364

01:02:32.740 --> 01:02:38.010

Christina Endres, NDTAC: But they haven't left the facility, and we should make sure that we track that.

365

01:02:39.200 --> 01:02:45.429

Christina Endres, NDTAC: I think that that is gonna be an area, for some pretty definite growth as well.

366

01:02:48.860 --> 01:02:52.379

Christina Endres, NDTAC: Okay, that was a lot of information really fast.

367

01:02:54.680 --> 01:02:59.820

Christina Endres, NDTAC: I'm looking at Heather to see if she's gonna jump in, to see if I forgot anything. Okay. Nope!

368

01:02:59.820 --> 01:03:15.590

Heather Denny, USED: I think we're good. We're gonna go to breakout rooms now, right, Christine? And I can sort of facilitate this part. Everyone look for your state in your breakout room.

369

01:03:16.340 --> 01:03:28.390

Heather Denny, USED: If you do not see a little icon at the bottom of your screen for Join Breakout Room, you want to click on the little three dots in the circle under More.

370

01:03:28.730 --> 01:03:35.620

Heather Denny, USED: and it's going to pop up a bunch of icons. You should see one that says, Join Breakout Room.

371

01:03:35.730 --> 01:03:54.820

Heather Denny, USED: So please, join your breakout room. We have divided you up sort of according to some major issues. Everyone is excited to work with you, and we'll kind of do a

quick dive into some of those issues, and then I think we're going to meet back and give you your homework assignment.

372

01:03:54.920 --> 01:03:58.420

Heather Denny, USED: So... 1, 2, 3, go!

373

01:04:04.140 --> 01:04:21.250

Kristine Chan, NDTAC: So, Christina, I took over your share so that you can actually join your breakout room, and I will be here to kind of navigate folks who still need some technical support. So again, Heather and Christina, you can go ahead. For everybody else, the 40-something participants here.

374

01:04:21.260 --> 01:04:34.340

Kristine Chan, NDTAC: Walking through the instructions, just again, to join your facilitator breakout room, you're gonna look for the More icon, bottom right-hand side, click on it, and then look for the breakout rooms icon.

375

01:04:34.340 --> 01:04:55.060

Kristine Chan, NDTAC: And then you want to make sure you're looking for your state, and then join whatever state, you're assigned to. So, you know, if I'm Arizona, I'm going to go to Claire's breakout room. If I'm Texas, I'm going to Heather's. If I'm South Carolina, I'm going to Jeff. So just click on the blue button associated to the person's name, and then just hop on over.

376

01:04:55.060 --> 01:05:07.429

Kristine Chan, NDTAC: I am gonna just sit here and kind of navigate the remaining folks. If I can identify your state, I will move you to the breakout room, and...

377

01:05:07.580 --> 01:05:13.300

Kristine Chan, NDTAC: skim through this. So, Christina, you want to head over to your room when you're ready?

378

01:05:13.300 --> 01:05:15.950

Christina Endres, NDTAC: it won't impact you if I stop.

379

01:05:16.350 --> 01:05:18.139

Kristine Chan, NDTAC: Nope, I took over your share.

380

01:05:18.140 --> 01:05:18.870

Christina Endres, NDTAC: Okay.

381

01:05:27.800 --> 01:05:33.139

Kristine Chan, NDTAC: If we cannot identify you, then we'll probably just leave you in the main room.

382

01:05:33.320 --> 01:05:49.369

Kristine Chan, NDTAC: Unless you're just kind of hanging out with us, which is totally fine. But if we can identify you, we'll just move you to the breakout room so that you can listen to the conversation. But, you know, it's up to you in terms of whether you can participate.

383

01:05:49.370 --> 01:05:55.579

Kristine Chan, NDTAC: You don't have the data, workbooks, it's still a good time to maybe just listen to the conversations.

384

01:05:56.310 --> 01:06:03.680

Kristine Chan, NDTAC: Okay, Darren is on. We are just going to... actually, let me pause the screen share right now.

385

01:06:04.810 --> 01:06:06.409

Daron Clark, NDTAC: Yeah, do you need my help?

386

01:06:06.520 --> 01:06:08.450

Daron Clark, NDTAC: And, assigning...

387

01:06:11.920 --> 01:06:13.190

Kristine Chan, NDTAC: Welcome back!

388

01:06:13.810 --> 01:06:19.369

Kristine Chan, NDTAC: It's gonna take about 60 seconds for everybody to come back on.

389

01:06:19.660 --> 01:06:24.389

Kristine Chan, NDTAC: And slowly, we'll give it a few seconds.

390

01:06:29.800 --> 01:06:36.569

Kristine Chan, NDTAC: Waiting on about... 50 more people to come back to the main room.

391

01:06:43.880 --> 01:06:50.380

Kristine Chan, NDTAC: Waiting on about 40 more people to come back to the main room.

392

01:06:58.720 --> 01:07:03.789

Kristine Chan, NDTAC: People are shuffling in now, slowly but surely.

393

01:07:06.050 --> 01:07:17.710

Kristine Chan, NDTAC: This is your real-time closed captioning of me counting down. Just about probably 10 more people, and then we should be back to the full group now.

394

01:07:18.610 --> 01:07:20.000

Kristine Chan, NDTAC: Just checking...

395

01:07:24.270 --> 01:07:28.859

Kristine Chan, NDTAC: All right, Christina, I think we're ready for the wrap-up now.

396

01:07:30.620 --> 01:07:31.519

Kristine Chan, NDTAC: And Heather.

397

01:07:31.970 --> 01:07:33.439

Kristine Chan, NDTAC: I can pin you, too.

398

01:07:33.610 --> 01:07:34.880

Kristine Chan, NDTAC: on screen.

399

01:07:35.110 --> 01:07:35.890

Heather Denny, USED: Thank you.

400

01:07:45.290 --> 01:07:46.120

Kristine Chan, NDTAC: There you go.

401

01:08:02.690 --> 01:08:09.789

Christina Endres, NDTAC: And, christine, can you confirm for me, are you seeing the slide, or are you seeing...

402

01:08:10.330 --> 01:08:11.990

Christina Endres, NDTAC: My notes.

403

01:08:11.990 --> 01:08:13.649

Kristine Chan, NDTAC: I am seeing the slide.

404

01:08:13.880 --> 01:08:15.449

Christina Endres, NDTAC: Oh, good. Okay.

405

01:08:15.560 --> 01:08:25.870

Christina Endres, NDTAC: Whew! Okay, so... We do just have a couple of things to wrap up.

406

01:08:26.279 --> 01:08:38.020

Christina Endres, NDTAC: We want to, this came up in my data session, or my breakout room. Heather talked about this some yesterday. It's been a point of conversation. The... when we wrote this slide.

407

01:08:38.020 --> 01:08:48.980

Christina Endres, NDTAC: The CSPR window is still open for your data manual, or your manual entry data. It is now closed, and actually the program office now has your data. So they will be reviewing that.

408

01:08:49.200 --> 01:09:04.300

Christina Endres, NDTAC: It is very important that you watch out for an email from them, because the timeline for responding is very tight. So, it's less than 2 weeks in June, if there's an issue that needs to be corrected.

409

01:09:04.300 --> 01:09:18.970

Christina Endres, NDTAC: So I kind of told people that if you haven't heard anything by the end of the first week of June, then woohoo! Yay, you're safe! But, that is, definitely the window to watch out for, a message about that data.

410

01:09:22.670 --> 01:09:33.240

Christina Endres, NDTAC: Now, this is the goal-setting exercise. This is the... the part that we mentioned, earlier. I gave you some warning that we're gonna, we're gonna have, some homework.

411

01:09:33.590 --> 01:09:35.899

Christina Endres, NDTAC: We would like for you to take

412

01:09:36.040 --> 01:09:49.339

Christina Endres, NDTAC: one data point, and Heather, you jump in here whenever you want to, address some of this. We want you to take one data point, and we want you to identify a goal for improving it this year.

413

01:09:49.420 --> 01:10:06.539

Christina Endres, NDTAC: And we want you to think about what are the next steps that you need to achieve that change, and what do you need from Ed and NDTAC to make that happen? Somebody in my breakout group said, hey, this is helpful information, but I may want you to run something else past you later, based on what I find out.

414

01:10:06.890 --> 01:10:13.720

Christina Endres, NDTAC: Sure, if that's what you need. Think about that, put that in there. We're here for that.

415

01:10:14.390 --> 01:10:27.920

Christina Endres, NDTAC: The other thing that I do want to just mention super fast is that, you know, yesterday I just talked to my niece, because she was bummed because she's, looking at her classes for next year, and she's not getting put in the advanced math group.

416

01:10:27.920 --> 01:10:36.959

Christina Endres, NDTAC: And I think a lot of us carry that kind of stuff from when we were kids, where we think we're just terrible at math, and we can't do anything related to data because, oh my gosh, it's math.

417

01:10:37.200 --> 01:10:42.580

Christina Endres, NDTAC: And what I shared with her is, hey, kid, when I was your age, I was in the same position.

418

01:10:42.960 --> 01:10:47.710

Christina Endres, NDTAC: I was in that same math class, and now I help people understand their data all day.

419

01:10:47.820 --> 01:11:02.430

Christina Endres, NDTAC: And so, I want to encourage you that if that is in the back of your head, it's not true, it's false. You can do this, and we will help you get there. So, we just want you to identify that one area.

420

01:11:02.430 --> 01:11:09.969

Christina Endres, NDTAC: Not 30 areas, just that one area that you're gonna work on over the next year. Heather, what did I forget?

421

01:11:10.970 --> 01:11:12.350

Heather Denny, USED: Nothing. I think

422

01:11:12.480 --> 01:11:21.270

Heather Denny, USED: If you're... if you're looking at your data workbook, and it feels super overwhelming right now, and you're like, I don't... I don't know what data...

423

01:11:22.020 --> 01:11:25.720

Heather Denny, USED: I think we're gonna have some breakout rooms in a few minutes.

424

01:11:25.830 --> 01:11:28.960

Heather Denny, USED: Where, you can talk with us?

425

01:11:29.200 --> 01:11:34.920

Heather Denny, USED: And we're happy to sort of help you think through what that data point might look like.

426

01:11:36.070 --> 01:11:40.389

Heather Denny, USED: Keep it simple. It's the KISS method, right? Keep it simple.

427

01:11:40.650 --> 01:11:46.000

Heather Denny, USED: Yeah, there's another S in there, I didn't want to say that, but you know, keep it simple!

428

01:11:47.820 --> 01:11:57.409

Heather Denny, USED: think of something that you know you can achieve, like, take baby steps, and do the achievable ones first, and then we can work on the harder ones later.

429

01:11:57.810 --> 01:12:01.380

Heather Denny, USED: But yes, as Christina said, what do you need from us?

430

01:12:01.690 --> 01:12:12.359

Heather Denny, USED: Do you need a tip sheet? Do you need a resource? Do you need... and be really explicit. Say, I need a tip sheet that tells me how to do X.

431

01:12:12.620 --> 01:12:16.130

Heather Denny, USED: I need a resource that helps me support why.

432

01:12:16.680 --> 01:12:25.760

Heather Denny, USED: I need a thing for my subgrantees. I don't need it, but my subgrantees need this thing. Like, tell us those.

433

01:12:26.810 --> 01:12:31.260

Heather Denny, USED: If you want to have a data call with us, if you're like, holy cow, this is just...

434

01:12:31.650 --> 01:12:41.440

Heather Denny, USED: too much for me. Christina and I are happy to set up data calls with states. I have a feeling if a lot of you want data calls, we may

435

01:12:41.740 --> 01:12:45.640

Heather Denny, USED: We may divide those up, and Christina may take some, and I may take some.

436

01:12:46.160 --> 01:12:47.020

Heather Denny, USED: Jess?

437

01:12:49.380 --> 01:12:50.779

Jeff Buehler, Dept of Education: Yeah, hi,

438

01:12:51.080 --> 01:13:06.979

Jeff Buehler, Dept of Education: So, just based on my experience with our small group there, I think one of the things that would be really helpful, because we didn't get very far in our time, and so I think it would be great if we could take kind of the facilitator's guide, the questions we were going to have, and kind of create a companion.

439

01:13:07.160 --> 01:13:13.449

Jeff Buehler, Dept of Education: document, or that can go so that the states can kind of follow through. The same questions we would have asked

440

01:13:14.140 --> 01:13:32.609

Jeff Buehler, Dept of Education: you know, if we would have had all the time in the world to talk about it, but just something like that to kind of help, because I have a feeling many people might not be ready to identify what their goal is this year, because we didn't get as far. But hopefully, like, a companion little self-study or whatever can help people identify those.

441

01:13:33.350 --> 01:13:44.139

Christina Endres, NDTAC: And Jeff, you totally, you totally set us up, because we've, had similar thoughts. It's one of the first things I asked Heather about, actually, when I, when I joined the staff.

442

01:13:44.350 --> 01:13:55.439

Christina Endres, NDTAC: And so that is definitely top of mind for us. As well as some resources, like, when should you use Xero, or when should you not?

443

01:13:55.480 --> 01:14:04.890

Christina Endres, NDTAC: That are on our list, for helping you when you get to the point where you're actually submitting data. But absolutely, that's a great example. Heather?

444

01:14:05.500 --> 01:14:11.030

Heather Denny, USED: Yes, so we, we do have a companion guide.

445

01:14:11.220 --> 01:14:15.470

Heather Denny, USED: Full of questions and possible answers.

446

01:14:15.670 --> 01:14:28.579

Heather Denny, USED: to all of the things in your data workbook. And I think we are... NDTAC is preparing that document to be released. It is in draft form right now.

447

01:14:28.610 --> 01:14:43.500

Heather Denny, USED: It's a lot better than it originally looked when it started coming out of my brain in bits and pieces. As I was working through data workbooks and starting to see common data issues, I started drafting this guide of, like, oh.

448

01:14:43.690 --> 01:14:52.129

Heather Denny, USED: What do I want to bring attention to? What do I want folks to think about? What might be the possible causes of these data problems?

449

01:14:52.560 --> 01:14:54.979

Heather Denny, USED: So we do have those, and it is...

450

01:14:55.490 --> 01:15:04.900

Heather Denny, USED: I don't even know how many pages that thing is up to, but it's... it's a lengthy document. We didn't want to hand it to you up front, because I didn't want to scare you.

451

01:15:05.460 --> 01:15:16.219

Heather Denny, USED: But it is there, and it will be helpful, I think, as you work through your own data workbooks. It'll be helpful as you have conversations with LEAs around data.

452

01:15:16.670 --> 01:15:21.049

Heather Denny, USED: Sort of see if you can't suss out, like, what is the exact problem.

453

01:15:22.570 --> 01:15:32.149

Christina Endres, NDTAC: So, that... I know that, we may be stressing out Christine at this point because of time, and so, one thing I just want to mention.

454

01:15:32.420 --> 01:15:38.999

Christina Endres, NDTAC: Please do use the... I know that we're having some great conversation, I'm seeing some things pop up in the chat, we'll take a look at those.

455

01:15:39.120 --> 01:15:49.599

Christina Endres, NDTAC: But also still go back to this QR code or the link, to submit your goals, because what we'd like to do is drop those in that same folder for you.

456

01:15:49.650 --> 01:16:05.310

Christina Endres, NDTAC: where you... where your data, workbooks are, so that you... I can't remember stuff unless it's written down, so I'm going to assume that other people are in that same boat, and we're going to put those in there for you so that you can, have that information later.