

IDEA Reporting

By Sara Sinani and Jim Lesko



RHONDA WEISS CENTER
FOR ACCESSIBLE IDEA DATA



I D E A Reporting Overview:

- Part C Data:
 - The data reported tells the story of children from birth – 3 years of age, who are receiving Early Intervention Services in accordance with federal regulations under the Individuals with Disabilities Education Act.
- Part B Data:
 - The data reported tells the story of children from 3 – 21 years of age, who are receiving Special Education Services in accordance with federal regulations under the Individuals with Disabilities Education Act.

Importance of I D E A Data Collection:



- Drives understanding of developmental and educational needs of children and students.
- Informs the relationships between Early Intervention and outcomes for children as well as the relationship between environments where the child is served and the educational outcomes throughout their schooling and beyond.
- Drives policies that ensure early identification and appropriate staffing of schools to serve students with disabilities.
- Ensures children, students, and families have the support they need.



The I D E A Data Informs:

- Child Demographics,
- Disabilities of child,
- Timeliness of services and identification,
- Environment where child is served,
- Outcomes from assessments and progress,
- Outcomes post individualized services,
- And general State management.

Public Reporting Requirements (1 of 3)



- The Individuals with Disabilities Education Act (I D E A) requires states to publicly report the data.
- **Section 616** requires public reporting of the performance on specific indicators each year.
- **Section 618** requires annual public reporting on data categories — child count, settings, exiting, discipline, early interventions services, and dispute resolution — by specific subgroups (race, ethnicity, age, gender and dispute resolution categories).

Public Reporting Requirements (2 of 3)



- Public Reporting Requirements for All Data:
- No information about any individual should be made available to or inferable by unauthorized persons for aggregated and disaggregated data reported at the local and state levels.
- Requirements, strategies and common practices for disclosure avoidance are defined at a federal and state level.

Public Reporting Requirements (3 of 3)



- Public Reporting Requirements for All Data:
- All audiences should be able to review the public posting of these non-personally identifiable data.
- When reporting data publicly, it is appropriate to provide context for the data collection, management, and reporting.
- **Public reports should be accessible to individuals with disabilities, per Section 508 compliance standards.**

Rhonda Weiss Center for Accessible IDEA Data.

Open-Source Solution Stakeholder Meeting.

Location: Atlanta, GA.

Date: July 18-19, 2023



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Ground Rules:

- Silence phones by turning the ringer off.
- If you have a call, please take it in the hall.
- Refrain from sidebar conversations.
- Always identify yourself when you speak.
- Spell out acronyms.
- Minimize sounds of clapping applause. Instead, use other silent methods, such as, snapping fingers or handing waves.
- Any service animal(s) present are working.



Logistics:

- Main room: 1st floor meeting room.
- Breakout rooms:
 - Group 1 in 1st floor meeting room.
 - Group 2 in 2nd floor conference room.
 - Group 3 in 3rd floor conference room.
- Sensory-friendly room: if needed, talk with Johan.
- Bathrooms and Breaks.
- Focus Groups on Day 2: in 2nd conference room
 - Sign up with Judy Lee

Agenda for day-1:

- 1 Welcome and introductions.
- 2 Overview of Weiss and Accessibility.
- 3 Current data access environment discussion.
- 4 Breakout discussion groups.
- 5 Define next steps.



Welcome and Introductions:

Main Facilitators:

- Sara Sinani,
- Jim Lesko.

Technology Advisors:

- Nichole Bui (as Technology Lead),
- Sabrina Jones.

Accessibility Advisors:

- Marcelo Paiva.

External Evaluator, True North Evaluation:

- Judy Lee.

Technical Assistance (TA) Subject Matter Experts:

- Jennifer Schaaf (as TA Lead),
- Charlie Silva,
- Renee Ecckles-Hardy,
- Tony Ruggiero,
- Vera Stroup-Rentier.

Project Direction and Assistance:

- Fred Edora (as Co-Director),
- Bill Huennekens (as Senior Advisor),
- Darren Wright (as Communication and Dissemination lead),
- Emily Deaver (as Project Coordinator).

Let's Get to Know Each Other.

- Introduce yourself to the group:
- State your name,
- Where you are from,
- Organization you are representing,
- What is your favorite website? Why?



Project Overview

By Fred Edora



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Weiss Center Goals and Vision.

- Content Accessibility is the highest priority in everything we do.
- Activities conducted on this center are in remembrance and in honor of Rhonda Weiss.
- Broad activities:
 - Development of a FREE reporting tool that allows States to publish I D E A Data products that are accessible, usable, and manipulatable by persons with disabilities.
 - Providing Technical Assistance on making data reporting and publications accessible to persons with disabilities.



Weiss Center Priority (slide 1 of 2).

- The Accessible Data Center must provide a range of targeted and general Technical Assistance (TA) products and services for improving States' capacity to accurately collect, report, analyze, and use IDEA section 616 and section 618 data in accessible formats for persons with disabilities, particularly those with blindness, visual impairments, motor impairments, and intellectual disabilities.



Weiss Center Priority (slide 2 of 2).

- Such TA must include, at a minimum — Working with the Department to develop open-source electronic tools to assist States in reporting their IDEA data in accessible formats that allow for dynamic visualizations that can be manipulated for persons with and without disabilities. The tools must utilize accessibility best practices, exceed all Federal accessibility requirements, and be designed to accommodate continued enhancements to meet States' changing needs and updates in accessibility best practice.

Source: [Federal Register Notice - Request for Proposal Priority Guide](#)

Weiss Center Strategies (slide 1 of 2).



- Designing an innovative accessible reporting tool to increase equitable data access and transparency for everyone, including persons with disabilities. Outputs include:
 - Development of a reporting tool to make data visualizations and reporting accessible for everyone, including persons with disabilities.
 - Maintenance of the reporting tool over time.
 - Creation of tools and products that prioritize access and usability for everyone, including persons with disabilities.

Weiss Center Strategies (slide 2 of 2).



- Building a body of knowledge of content Accessibility, needs, requirements, tools, and technical products. Outputs include:
 - A training curriculum.
 - Strengthened knowledge base in the emerging field of data product accessibility and dynamic tools.
- Other Strategies and Outputs:
 - Creating a system for technical assistance (universal, targeted, and intensive).
 - Establishing the Rhonda Weiss Center National Advisory Council.

Why are you here?



To provide feedback on I D E A reporting practices on:

Access to I D E A data about individuals with disabilities, such as statistics or counts, and

Helping individuals with disabilities to access I D E A data and reports.

Achieving Better Accessibility

By Marcelo Paiva



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Achieving Better Accessibility for All:



- The Rhonda Weiss Center for Accessible I D E A data is dedicated to promoting equity and inclusion for students and individuals with disabilities.
- Achieving better accessibility goes beyond Section 508 compliance, as the current base level of Section 508 compliance establishes minimum accessibility requirements.
- Our goal is to provide individuals with disabilities full and equal access to I D E A Part B and Part C dataset in accessible formats.



Disabilities to Address (slide 1 of 2)

- The reporting tool will address the following disabilities from the [W3C-Web Accessibility Initiative](#) website:
- **Auditory disabilities:**
 - Users ranging from mild or moderate hearing loss in one or both ears (“hard of hearing”) to substantial and uncorrectable hearing loss in both ears (“deafness”), including people using hearing aids.
- **Physical or motor disabilities:**
 - Users with weakness, limitations of muscular control, or lack of coordination.



Disabilities to Address (slide 2 of 2)

- **Cognitive, learning, and neurological disabilities:**

Users with any part of the nervous system impacting how well they hear, move, see, speak, or understand information.

- **Visual disabilities:**

Users unable to see or process visual information, including individuals with color confusion syndrome, low vision, complete blindness, or deaf-blindness.

- **Speech disabilities:**

Users with difficulty producing speech that is recognizable by others or by voice recognition software.

Addressing Accessibility with Inclusive Design practices (slide 1 of 5)



Blindness:

- **Enhanced compatibility:** By including users with severe visual impairment can ensure the interface is compatible with various screen reader software, improving navigation and content accessibility for all users.
- **Proper labeling:** They can also help identify and implement appropriate labels and descriptions for buttons, links, and images, making it easier for screen reader users to understand and interact with the content.



Addressing Accessibility with Inclusive Design practices (slide 2 of 5)

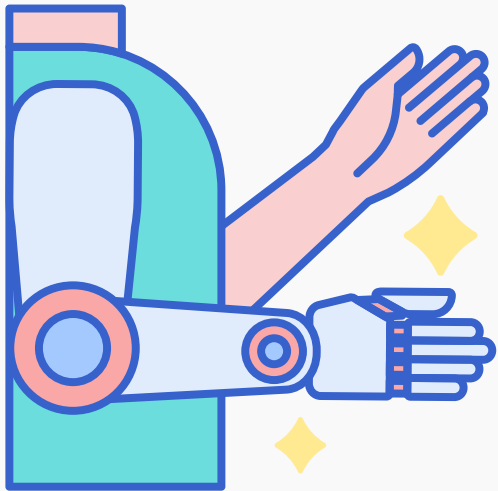


Low Vision:



- **Improved contrast and text legibility:** including users with low vision can advise on optimal color contrast, font sizes, and text formatting, enhancing readability for users with vision impairments.
- **Effective magnification and zoom features:** They can guide the implementation of user-friendly magnification and zoom options, ensuring the interface remains accessible and usable when enlarged.

Addressing Accessibility with Inclusive Design practices (slide 3 of 5)



Motor Impairment:



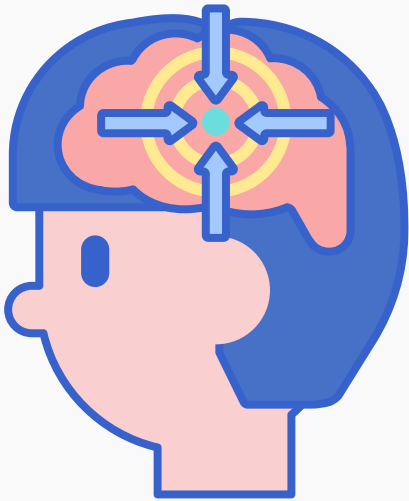
- **Inclusive navigation options:** Users with motor impairments can recommend alternative navigation methods, such as voice control, switch access, or keyboard-only navigation, welcoming users with limited dexterity or mobility.
- **Optimal button and link sizing:** Their input can help optimize the size and spacing of interactive elements, making them easier to select and interact with for users with motor impairments.

Addressing Accessibility with Inclusive Design practices (slide 4 of 5)

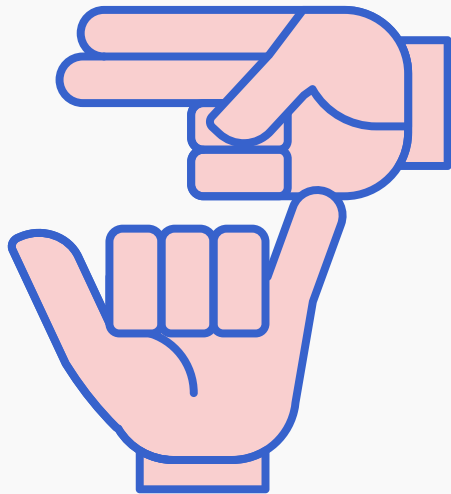


Neurodivergent:

- **Simplified layout and clear information hierarchy:** Users who are neurodivergent can provide insights on structuring content and design layout to minimize cognitive overload and enhance comprehension for users with cognitive differences.
- **Customizable user interface:** Their perspective can help develop customizable settings, allowing users to adjust text size, colors, and other interface elements to suit their needs and preferences.



Addressing Accessibility with Inclusive Design practices (slide 5 of 5)



Deafness*:



- **Effective visual communication:** People with hearing impairment can contribute to creating clear and concise visual communication strategies, such as icons and infographics, to convey critical information without relying on auditory cues.
- **Accessible multimedia content:** They can guide the integration of captions, transcripts, and sign language interpretation for videos and other multimedia content, ensuring that deaf or hard-of-hearing users can fully engage with the material.

*Not a Weiss Center priority



By including people with disabilities and their intersectionality early in our product life-cycle we can create better experiences for all users.

Weiss Center Reporting Tool

By Nichole Bui



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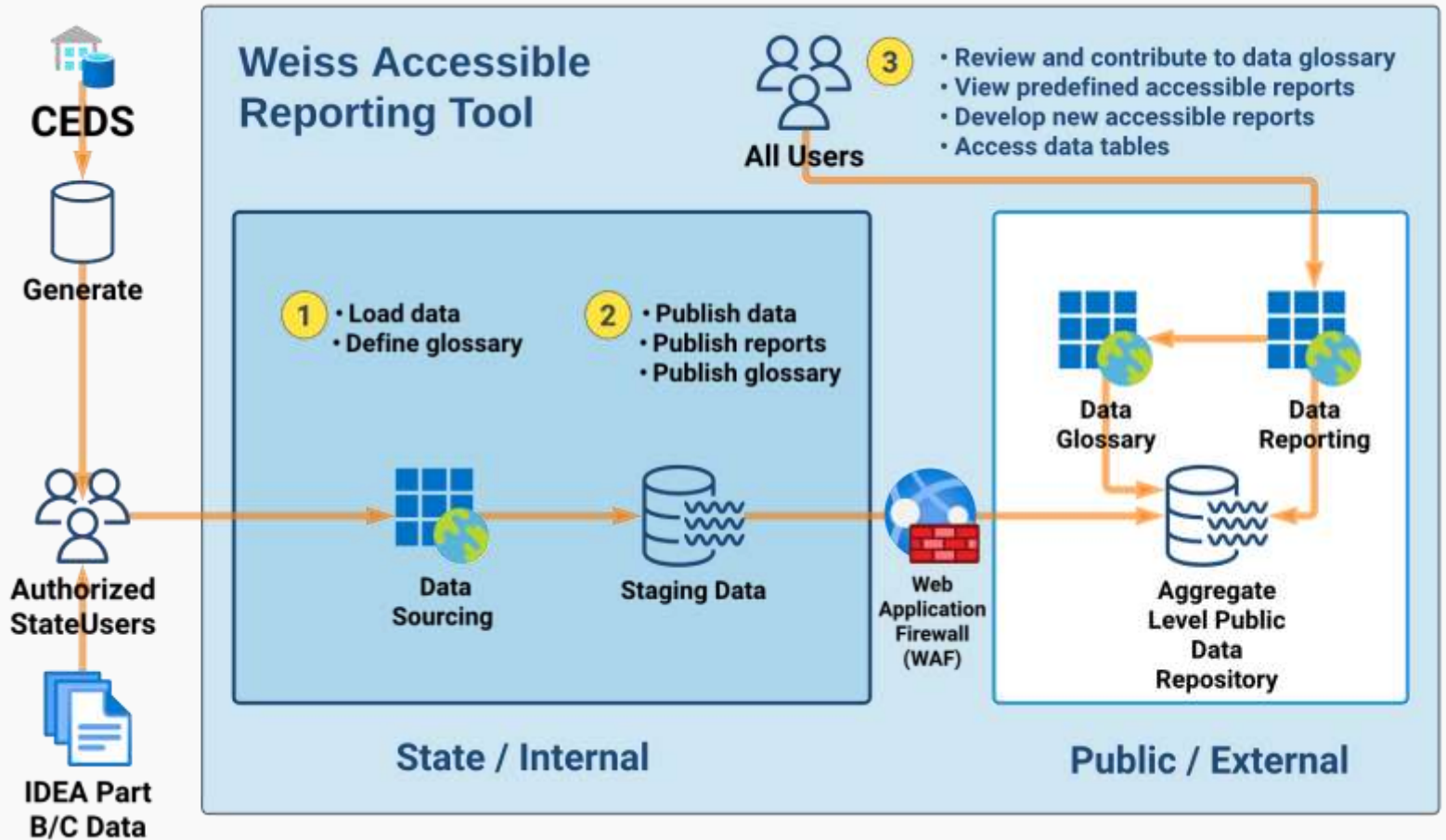


Users

- State users – have access to the Admin tool
 - Can be IT, data managers, state directors, administrators, etc.
- Public users – have access to public reports
 - Can be students, parents, educators, researchers, advocates, etc.



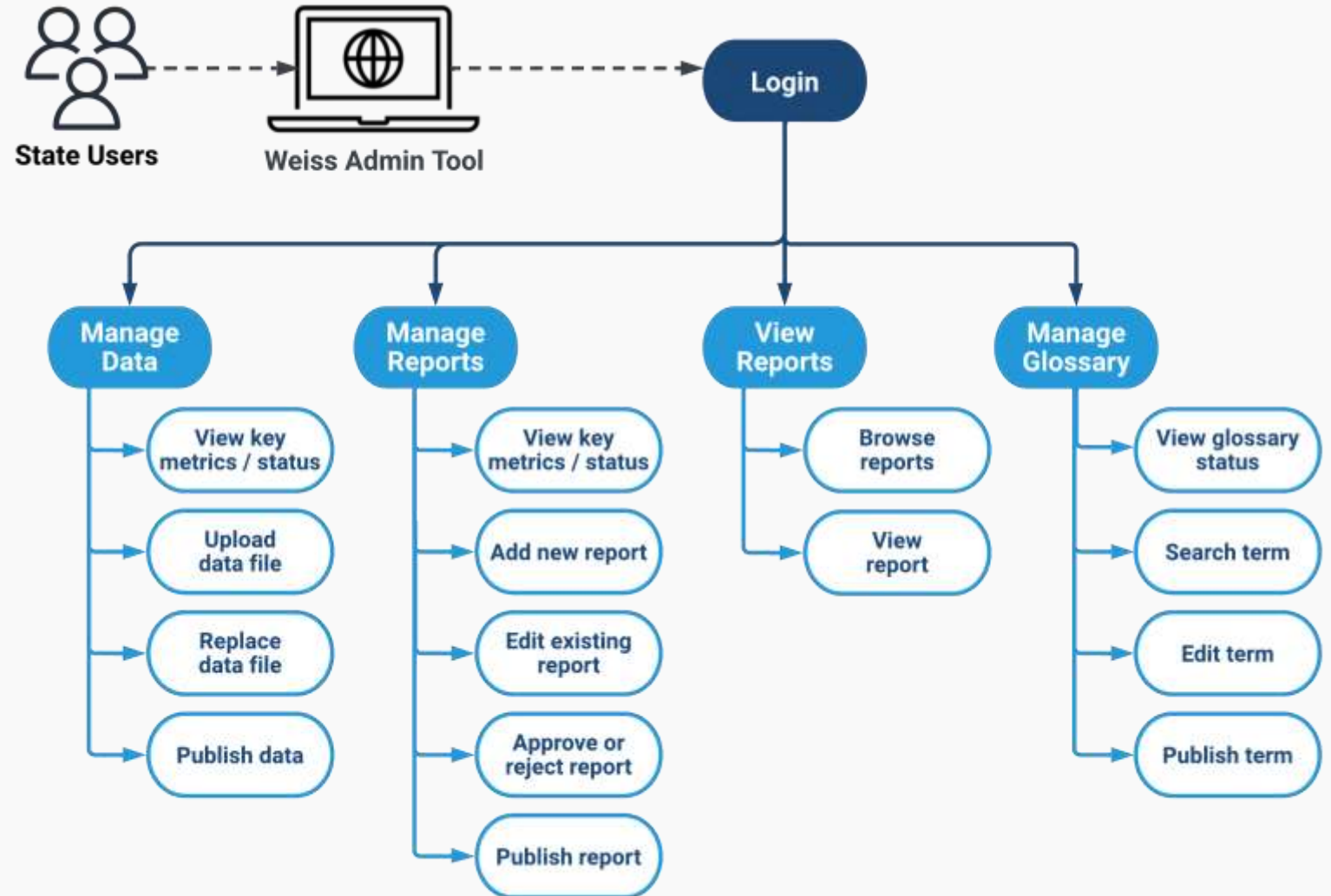
High-Level Functional Concept:



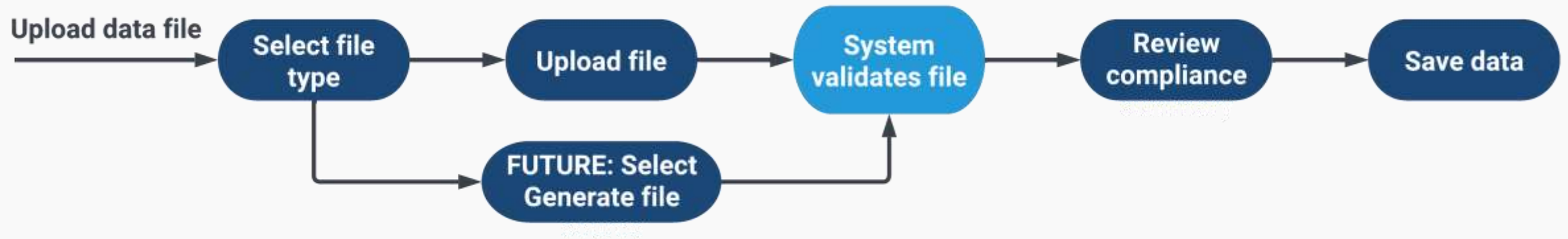


State User Journey Flow:

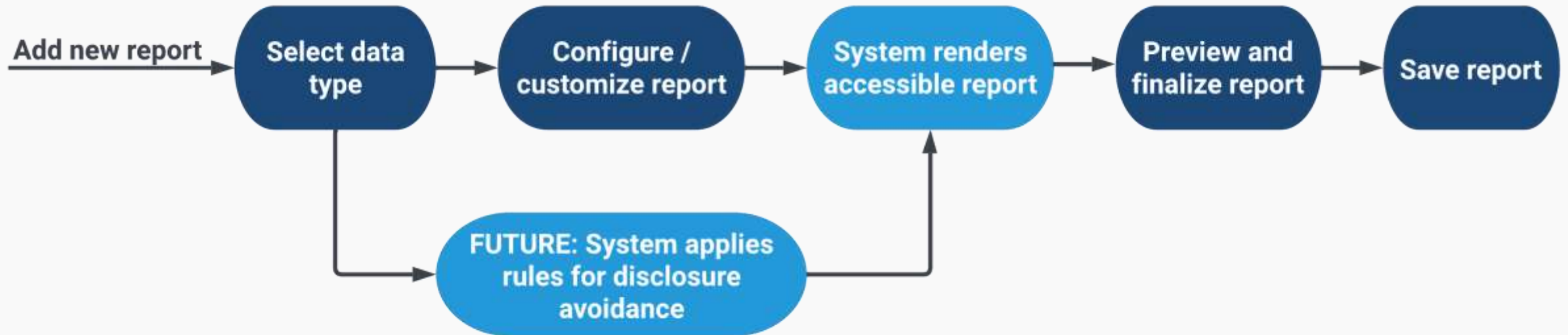
(Think of the game of Life)



State User Journey Flow: Upload Data File



State User Journey Flow: Add New Report





Public User Features

View Published Reports.

- Browse published reports**
- Select report to view**
- Filter data**
- View tabular data**
- Download data**

View Data Glossary.

- Browse glossary**
- View term**

Login.

- Login to access additional features**



Logged In Public User Features:

Manage Reports.

Proposed features:

View my reports status

Add new report

- Select data type
- Configure / customize report
- Preview and finalize report
- Save report

Edit existing report

Share report

Update Data Glossary.

Update term

Break-out Discussion.

We need your participation in the break-out groups.



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Let's talk about



Data Accessibility by individuals with disabilities.

How users that rely on assistive technologies might access I D E A data reports in your region?

How might we help individuals with cognitive disabilities understand I D E A data and reports?



The current state of data Accessibility to individuals with disabilities:

What is the current environment for accessible and inclusive access to web-based data?

What is needed to make data accessible to all?

What works?

If you could design a “perfect data digestion” experience, what would that look like?

Goals of Discussion:

- To gather information that will help guide the development of a tool that would serve the needs and address the challenges these users face.





Breakout Group Assignments

Group 1: First-floor meeting room

Debo Ogunjirin
Everett Deibler
Joel Boehner
Kasey Barnes
Kimberly Hokanson
Pepper Ray
Sarah Massengale

Group 2: Second-floor conference room

Alex C. Temples
Cheryl Lynch
Ginger Elliott-Teague
Jess Kupfer
Jody Fields
Joe Avalos
Marian Parker
Val Hurst

Group 3: Third-floor conference room

Brittany Shipley
Calvin Kennebrew Jr
Carolyn Bostick
Charlotte Alverson
Kimberly Mitman
Laura Wallis
Megan Benay
Kim Hopkins



Data Sourcing: Tools and Technology.

- Open questions about IT teams:
 - What tools or technologies do IT teams use and support?
 - Do IT teams leverage any Cloud systems?
 - If yes, what tools or services do they use?
- Who would use the tool?
- What permissions would they need?



Data Sourcing: Unit Record or Aggregate Data.

- Is there a workflow process to review and approve the data and reports before they are made available for public consumption?
- “Unit record” versus “aggregate data”:
 - What level of data can be uploaded into the tool?
 - What controls or rules need to be applied before data and reports are published for public consumption?
- What are potential challenges to getting the tool adopted in your State?

Data Glossary: User Experience.



- What do you want to learn about or see?
 - What information would be helpful?
- What would make it easy for you to learn about it?
- What would make it easy for you to find what you are looking for?
- Would you want to start with a high-level explanation, then option to learn more?

Data Glossary: Structure.



- How would the experience of searching and learning about the term be different for people who are blind, deaf, who have a 4th grade reading level, or people of the community you are representing today?
- Let's think about the Genre. Tell us how you categorize Special Ed concepts/terms.
- Can you give some examples of I D E A words, or list related I D E A words.

Data Glossary: I D E A Data.



- Who from your organization do you imagine be contributing to the I D E A data glossary?
- How do you imagine the contribution process to be like?
 - Are there organization's internal permissions, etc.?
 - Should there be a review/panel/mediator before making changes?
 - What do you see as a benefit or challenge of having an I D E A data glossary that's open to the users' knowledge contributions?



Data Reporting (slide 1 of 2)

- How do you identify the data that you are interested in or need to report?
- What reports do you often run/request?
- What improvements would you like for the reports?
- Have you ever been asked or requested to fix or remediate a report for an individual with a disability?
- What data is currently being reported at the State level?



Data Reporting (slide 2 of 2)

- Is there a workflow process to review and approve the reports before they are available for public consumption?
 - What is the approval process for outside requests
- How is the data currently being displayed?
- What tools are you using, if any, to analyze the data?
- What assistive technologies do you or your users use?
- What are the rules for suppression that need to be applied?
- What data are you sharing with researchers?

Questions?

Your comments and ideas are well received!



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Move the Conversation Forward

- Start discussions with your team and engage with your leadership about becoming an Early Adopter. As an Early Adopter, you have a unique opportunity to:
 - Influence the tool features and ensure it meets YOUR needs, and
 - Get ahead in meeting and exceeding 508 compliance requirements.
- Get TA involved with those discussions.
- Reach out to our team and sign-up to be an Early Adopter.

Next Steps: Get involved! (slide 1 of 3)



- Sign-up to participate in our User Research sessions:
 - Be the first to see our concepts,
 - Evaluate and contribute to ideas,
 - Review early prototypes, and
 - Co-design with us and provide timely feedback.



Next Steps: Get involved! (slide 2 of 3)

- [Sign up for the quarterly newsletter](#) to receive updates on our progress.



Next Steps: Get involved! (slide 3 of 3)

- [Register to join us for our upcoming webinar](#)

Introduction to Disability: A Cultural Shift (on July 27 at 2PM EDT)

- Explore disability as a legal, political, and cultural identity.
- Overview of disability activism in the United States.
- Examine the impact of ableism and disability bias in society today.
- Engage with disability researchers.





Connect with us



<https://weissta.org>



LinkedIn



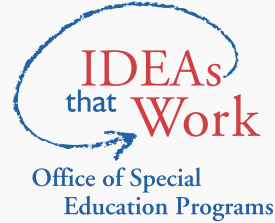


Contact Us

- Fred Edora, Co-Director (fred.edora@aemcorp.com)
- Nichole Bui, Technology Lead (nichole.bui@aemcorp.com)
- Jim Lesko, Senior Advisor & TA Provider (jim.lesko@aemcorp.com)
- Sara Sinani, Part B TA Lead (sara.sinani@aemcorp.com)
- Sabrina Jones, Business Analyst (sabrina.jones@aemcorp.com)
- Marcelo Paiva, Accessibility (mpaiva@aemcorp.com)



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Thank you!

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