



# How *EDFacts* Works with Program Offices on OMB Packages

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National Forum on Education Statistics  
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*Discussion with Policies, Programs, and  
Implementation Committee (PPI)*

# Representing the *EDFacts* Team

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# Agenda

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- “How *EDFacts* works with program offices to develop the items that end up in the OMB package”
- Context
  - *EDFacts* role in ED Data Management
  - Authority to collect data
- OMB package specifics
  - Roles
    - *EDFacts*
    - Role of stewards (grant program offices)
  - Timelines
  - Challenges
- Discussion

# Data Management: Getting the Most Out of ED Data

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### Data Management at ED

The Data Strategy Team (DST), EDFacts Data Governance Board (EDGB), and Disclosure Review Board (DRB) oversee the U.S. Department of Education's (ED) strategic and tactical data decisions, and set policies related to data release and privacy controls.

- EDGB is an intra-agency council with representatives from prekindergarten through grade 12 (PreK-12) program offices across ED, that resolves issues and creates the policies needed to manage ED's PreK-12 asset of education data.
- DST members represent ED policy and program offices. DST supports coordination of policy and data decisions to enable the release of better, more consistent and more comprehensive data resources for the public. DST provides direction about EDGB priorities.
- DRB members have analytic expertise and are from various ED offices. DRB reviews proposed ED data releases for appropriate privacy protections.

### Four Pillars of EDFacts Data Governance

- Define:** Set the rules, policies, and procedures related to data management and establish the lines of communication to do so.
- Acquire:** Provide user documentation and guidance, and the resolution of data submission issue escalations to support the quality checks, submission of EDFacts data.
- Validate:** Measure and improve the timeliness, completeness, accuracy, validity, and usability of EDFacts data through a system of data quality.
- Improve Usage:** Expand capacity of EDFacts users to effectively access and use EDFacts data.

### Meet ED Data

EDFacts collects data and metadata on behalf of program office data stewards throughout ED. Following is a summary (not all-inclusive) of data collected via EDFacts: General Information, Assessment, Charter, Children with Disabilities-IDEA, Graduates & Dropouts, English Learners, Safe & Healthy Schools, Finance, Migrant, Homeless, Neglected or Delinquent, and Career and Technical Education.

### A Comprehensive Approach to Administrative Data Quality

**Who decides when data are valid?**

What level of error is acceptable? Program office data stewards are responsible for assessing the validity of the data collected. With the assistance of the EDFacts team, program offices decide on appropriate edit checks to evaluate data quality. If the data submitted fail an edit check, data stewards set a level of acceptable error and apply an appropriate threshold to determine data quality. This informs the decision about whether data are valid for the intended use and publication or whether the data should be suppressed due to data quality concerns.

1. State Support
2. Data Acquisition Support
3. System Checks
4. Post-Submission Review
5. Feedback and Release

Counts Proficiency Suspensions/Expulsions  
Exiting Programs Reading Teachers  
Assessment Enrolled  
Directory Title III School  
Achievement Homeless Test Parents  
EDFacts EL FTE  
Schools Graduates Vocational Children  
Academics Staff Paraprofessionals Firearms Grades  
Education Membership Transitional GFSA NorD  
Students Dropouts REAP Childhood Magnet  
Participation Truants  
IDEA Data Title Discipline  
Charter Personnel Results Science  
Agencies Services Funding  
Migrant Mathematics ACGR

### Escalation Path

1. ID the issue
2. Try to resolve
3. If not resolved, go to EDGB
4. Review the issue
5. Develop resolution
6. Inform stakeholders
7. Report issue
8. Resolve issue

Communication coordinated by the Data Governance Team

### Disclosure Avoidance

One of the main responsibilities of data governance at the ED is working to ensure the security of data assets managed by ED. Much of the data collected by ED is protected under one or more federal privacy or confidentiality statutes (e.g., FERPA, Privacy Act, etc.). When ED releases public reports, data tools, tables, and other data products derived from these data, special care must be taken to ensure that these data releases do not violate the privacy of the individuals about whom the data was collected. Consequently, data disclosure avoidance plans are a required component of ED's data releases. Disclosure avoidance refers to the efforts to reduce the risk of disclosure of personally identifiable information (PII) in data released to the public. Note that only aggregate counts are reported; no individual student data are reported to EDFacts.

### Stewarding Offices

- Institute of Education Sciences/National Center for Education Statistics (IES/NCES)
- Office for Civil Rights (OCR)
- Office of Career, Technical, and Adult Education (OCTAE)
- Office of the Deputy Secretary/Risk Management Service (ODS/RMS)
- Office of English Language Acquisition (OELA)
- Office of Elementary and Secondary Education (OESE)
- Office of Innovation & Improvement (OI)
- Office of Special Education Programs (OSEP)

For more information about ED data management and governance visit the EDFacts Initiative website: [www.ed.gov/edfacts](http://www.ed.gov/edfacts)

# Context

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- **EDFacts role in ED Data Management**
  - Primary role: facilitate Data Governance Board
    - Develop OMB package; share proposed changes with Board
    - Manage centralized data collection system
  - Data Strategy Team
  - Disclosure Review Board
- **Authority to collect data**
  - Survey data
    - Statute: Education Science Reform Act
  - Administrative data
    - Statutes: ESSA, IDEA, Perkins, GFSA
      - Represent approximately 15 separate grant programs
    - Associated regulations

# Role of *EDFacts* – OMB Package



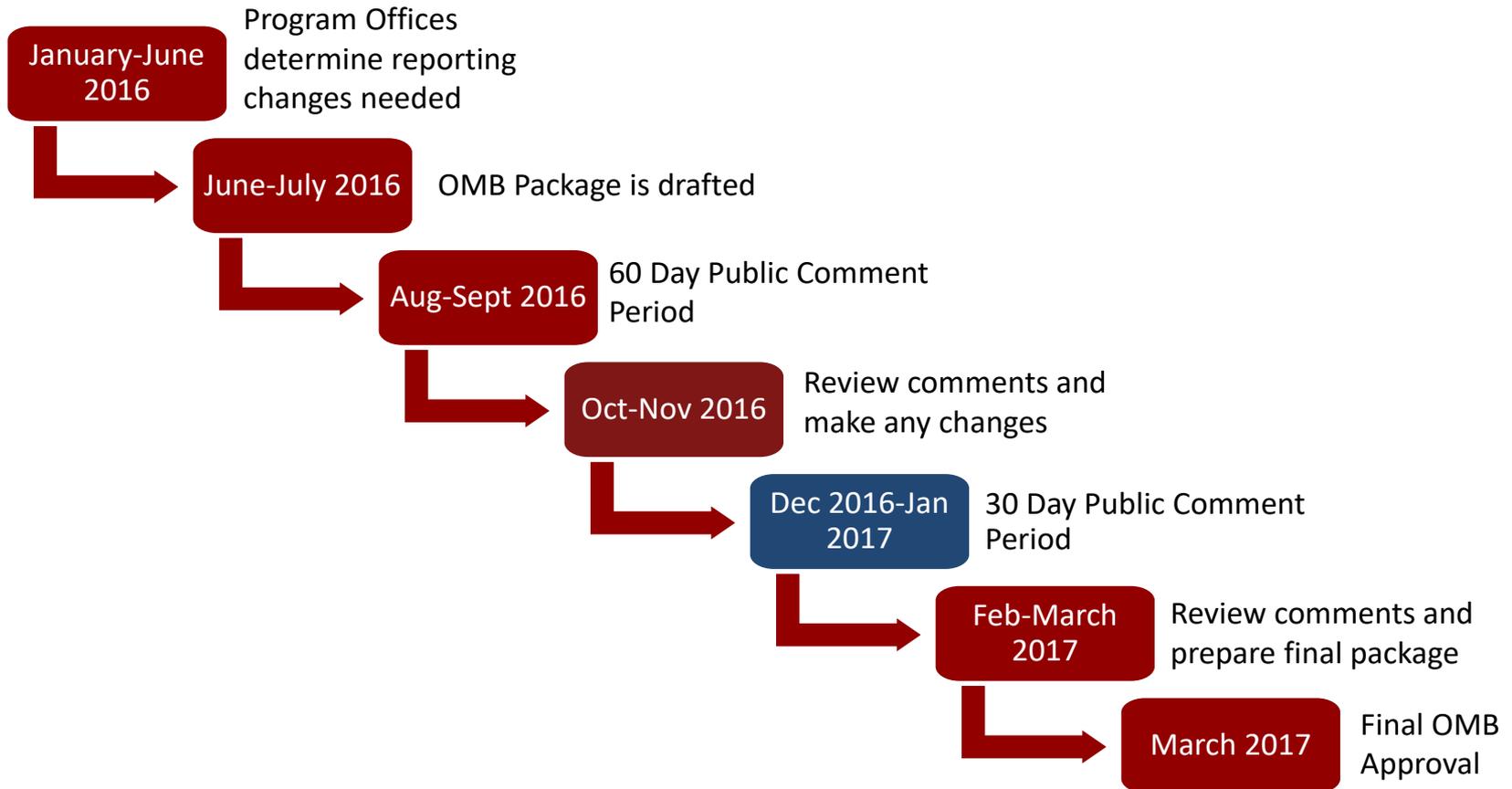
- Gather content from stewards
- Maintain technical focus
  - Standardized reporting instructions
  - Identify and eliminate duplication
  - Data use – align requirements to steward data usage plans
    - Level of reporting, zeros/missing/NA, etc
- Present proposed changes to Data Governance Board
  - Remind members of their independent roles
- Manage OMB package development
  - Draft and revise package
  - Communication with OMB
  - Draft response to comments
    - Gather responses from program offices
- **Communicate**

# Role of Data Stewards – OMB Package



- **Who are stewards? ED staff associated with:**
  - NCES Survey – Common Core of Data (only)
  - Administrative Data
    - Formula grant programs
    - Discretionary grant programs (few)
  
- **Responsible for OMB package content**
  - Notify EDFacts of statutory and regulatory changes
    - Administrative: every reporting element has an associated grant requirement and monitoring office
  - Burden reduction – retire data when no longer needed
  - Responsive to timely request for content decisions
    - Questions about technical sufficiency
    - Response to public comments
  - Facilitate within and across office approvals
  - Implement data management principles
    - Centralized
    - Standardized
  
- **Communicate at Data Governance Board meetings**
- **Anticipate data use to inform data requirements**

# Schedule Overview - Timeline



# Current Challenges

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- **Resourcing**
  - Knowledge
  - Authority to make decisions
  - Hiring freeze
- **Timelines**
  - Statute and regulation changes do not occur when it is ideal to build a data system
  - Ideal world: Everyone knows data reporting requirements 18 months prior to the start of a school year



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# DISCUSSION AND QUESTIONS