

TOPICAL BURSTS DISCUSSIONS

Data Collection – Indicator 6

- How does your division enter indicator 6 data?
- Are you involved in the data collection? If so, how are you involved?
- When is data entered?
- Who enters the data?
- What data system do you use?
- How is it working?
- What is something you are doing well regarding data collection?
- What are areas in need of improvement regarding data collection?

Data Accuracy – Indicator 6

- Do you believe your data are accurate?
 - Why?
 - Why not?
- Do you have any plans to work on the data accuracy?
 - Describe
- How does your division check for accuracy prior to submitting data?
- Are you involved in checking for accuracy? If so, how are you involved?
- What are possible ways you could increase your data accuracy?

Professional Development and Training – Indicator 6

- Who is responsible for entering data?
- Do you provide professional development to those who enter the data?
- Describe any professional development provided.
- How often is professional development provided?
- What tools do you use to provide professional development?
- What are ways you could improve the professional development provided?

Data Analysis and Use – Indicator 6

- Do you review and analyze your indicator 6 data?
- What other stakeholders are involved?
- Describe any positive observations.
- Describe areas of need for improvement.
- Describe any surprises.
- Describe how you have used indicator 6 data to make any program changes.
- What are ways you could use indicator 6 data to make program changes?

Inclusion

- What is the continuum of placement options provided for preschool children in your division?
- Describe the types of programs your division provides that offer inclusive opportunities (e.g., VPI, community-based preschool)
- Is increasing inclusion of preschool children a priority in your division? Why or why not?
- What are the barriers your division is experiencing regarding including children with disabilities?
- What is something your division is doing well regarding inclusion of children with disabilities?
- Describe how your division has overcome any of these barriers.

Part C to B Transition (Indicator 12)

- Do 100% of the children transitioning from Early Intervention meet the timeline and have an IEP in place (Unless there is an appropriate reason for missing the timeline. For example, in the case where a parent repeatedly does not make the child available for evaluation)?
- How do you communicate with the Infant and Toddler Connection for smooth transitions from Early Intervention?
- What procedures or processes do you have in place?
- What tools do you use?
- How can you use the tools discussed this morning (the Talks on Tuesdays, Question and Answer Document)