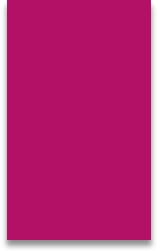


# 2018 Improving Data, Improving Outcomes Conference

Arlington, VA  
August 2018



## Getting Connected: Including Part C and Part B 619 Data into Early Childhood Integrated Data Systems (ECIDS)

# Welcome & Agenda

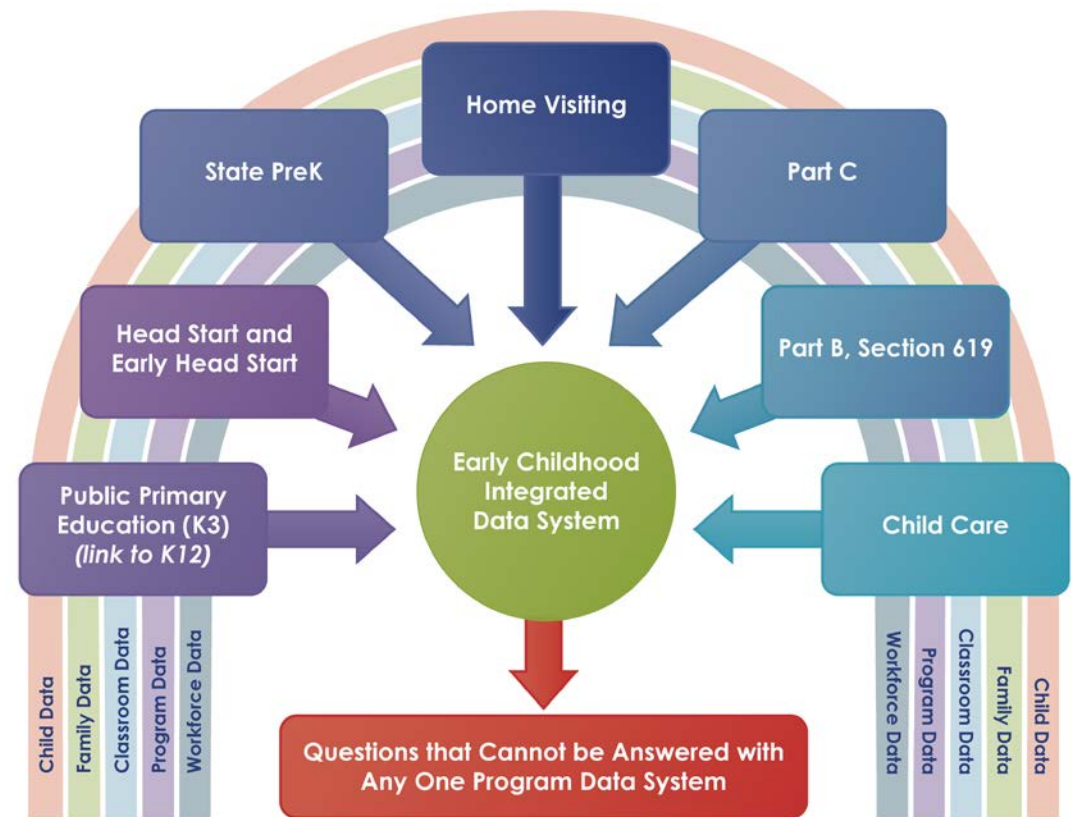


# Today's Agenda

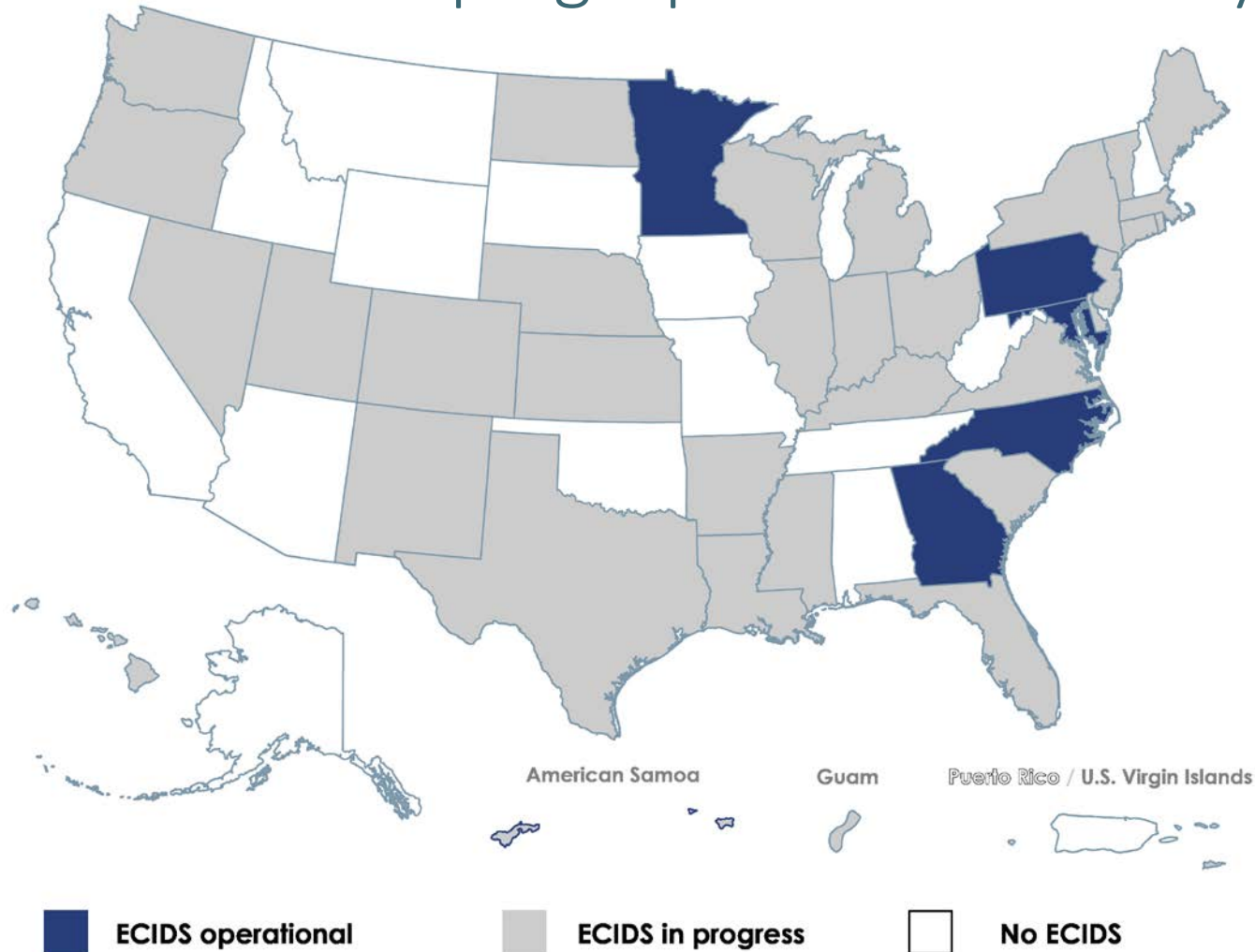
- ▶ ECIDS National Context & Background
- ▶ Resources for States Developing ECIDS
- ▶ State Examples
- ▶ Data Story Activity
- ▶ Making the Connection



# ECIDS National Context & Background



# Progress in Developing Operational Data Systems



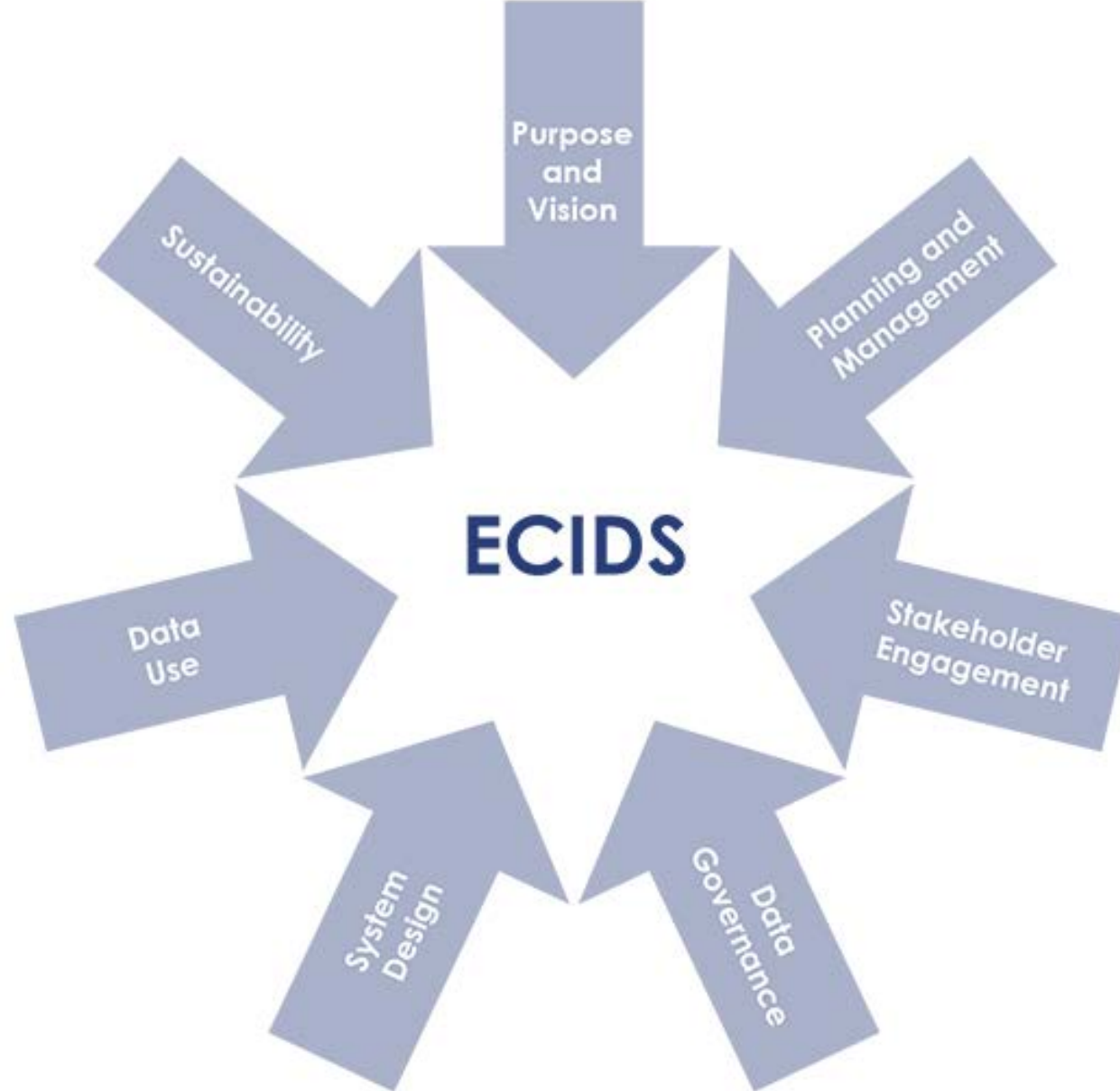
- In 2011, only PA was operational, in 2018 we have 4 more states with a few close to launch.



# Part C and Part B 619 Involvement in ECIDS

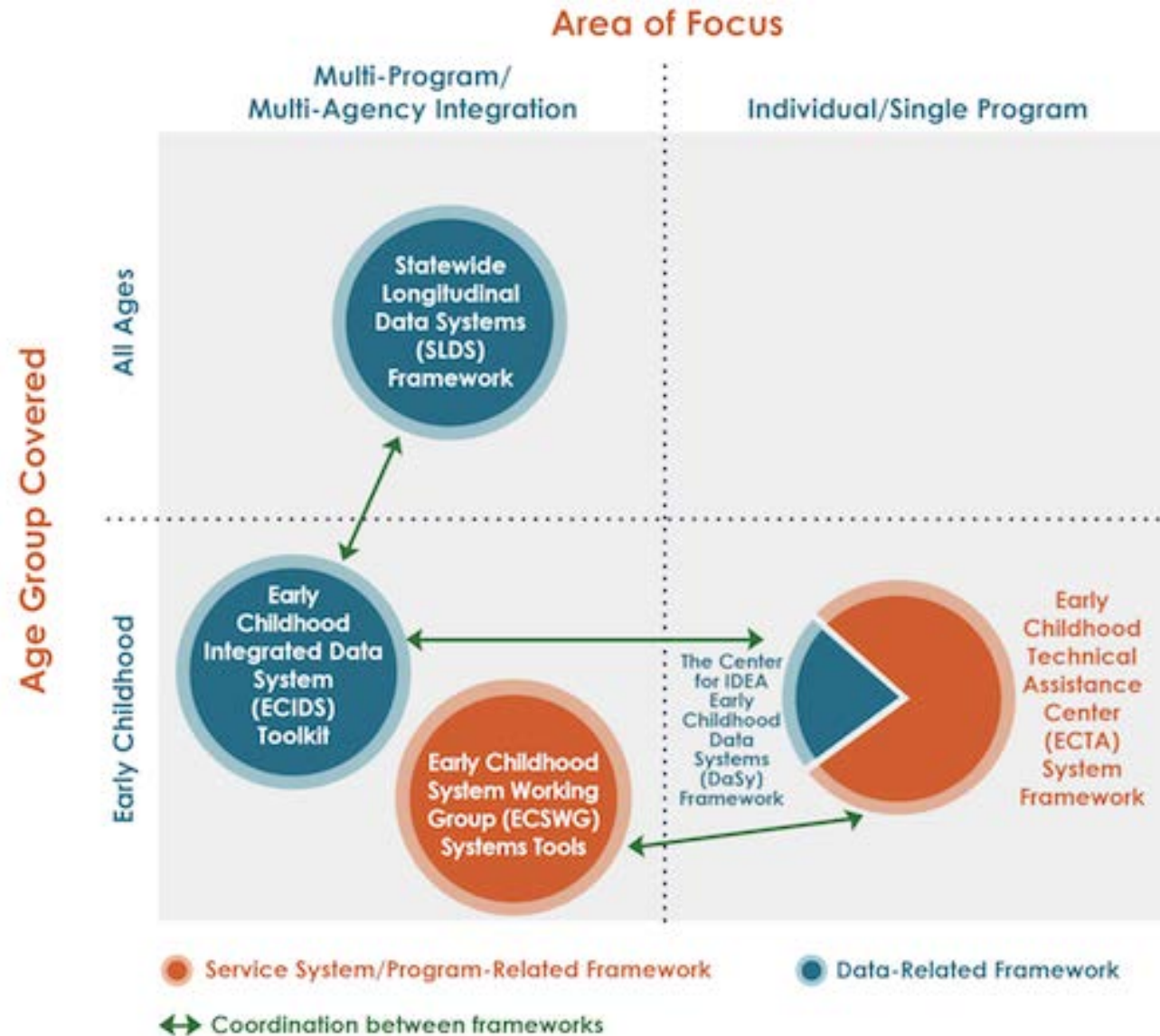
- ▶ **Most states working on an ECIDS include Part C and Part B 619 Data**
  - ▶ 34 states are planning to include Part C and Part B 619 data in their ECIDS
  - ▶ 3 states have some Part C and Part B 619 data included in their ECIDS
  - ▶ 2 states have all necessary Part C and Part B 619 data included in their ECIDS
- ▶ **Of the 5 states that include Part C and Part B 619 data in their ECIDS, 4 have minimal access, 1 has full access, and 0 have adequate access**

# Key Components of ECIDS





# Alignment of Frameworks to Guide Quality Early Childhood Data Systems

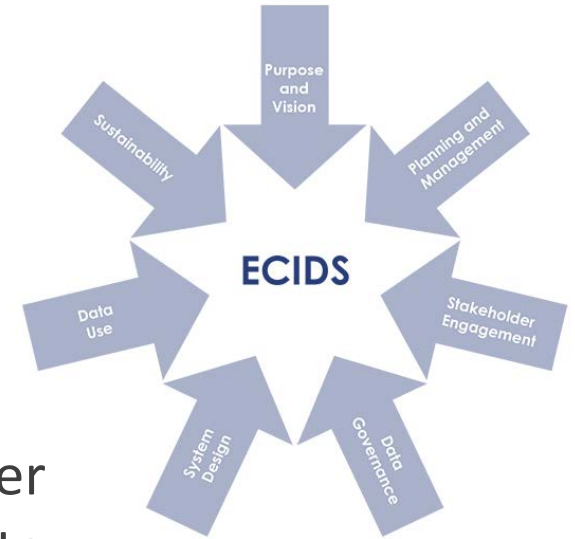


# Supports for States Developing ECIDS



# Purpose of the ECIDS Toolkit

- **Provide a method for states to assess progress** in developing an ECIDS
- **Enhance the capacity** of states working to integrate data across early childhood to understand the key pieces of an ECIDS and how it connects with the states' other integrated data system efforts so they can lead or actively participate
- **Provide resources and state examples** to help build better systems of services and programs that will improve outcomes for young children and families
- **Offer practical strategies** for each step in the overall process of integrating early childhood data and connecting that data to an SLDS





# ECDataWorks

- ▶ Provide technical, financial, and organizational support to help states improve their use of data to inform decisions related to early childhood programming and policy.
- ▶ Conceptualize and develop customized solutions that address the state's data use priorities within the context of their existing ECIDS efforts
- ▶ Examine why gaps in EC data use currently exist and what specific strategies might help close the gaps in a practical manner.



# ECDataWorks



Advancing Early Childhood Policy & Programs  
through Strategic Use of Integrated Data

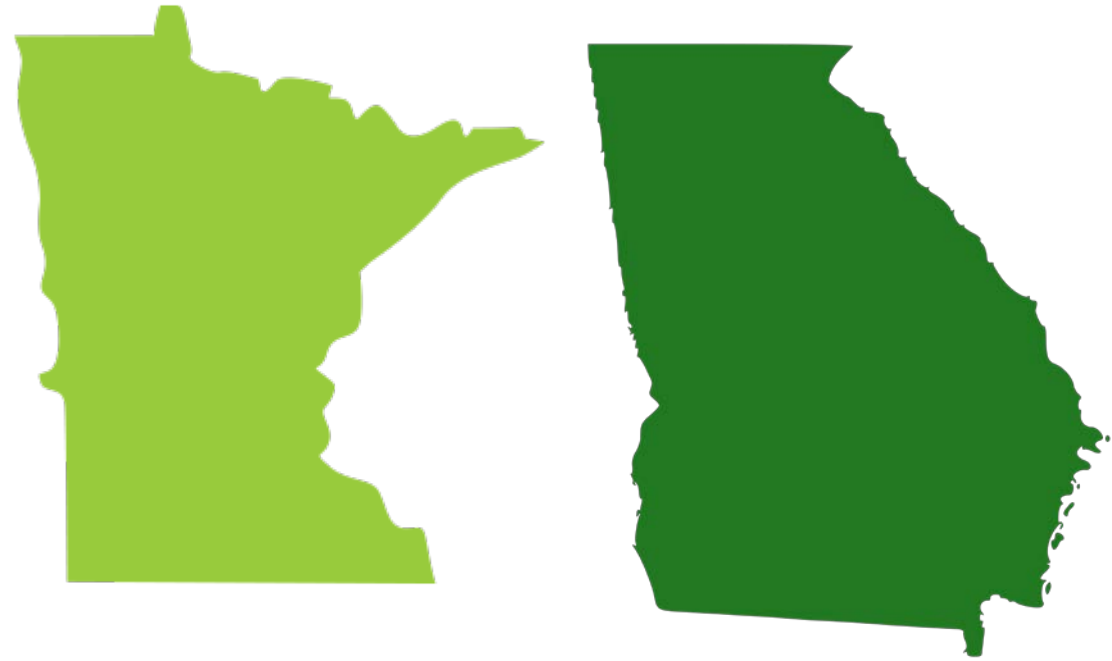


# DaSy Overview



- ▶ National technical assistance center funded by the U.S. Department of Education, Office of Special Education Programs (OSEP)
- ▶ Provides technical assistance (TA) and resources to state agencies to assist with the development or enhancement of data systems for Part C early intervention and Part B preschool special education programs supported through IDEA
- ▶ Collaborates with other projects to leverage what is known and generate new ideas and products to help state agencies create and expand early childhood cross-agency and longitudinal data systems that include the Part C and Part B preschool data needed to collect, analyze, and report high-quality data required under IDEA.

# State Examples



# Minnesota: ECDataWorks Project

- ▶ Minnesota Kids Explorer:
  - ▶ Leverages the ECIDS to provide users with created narrative description in a structured, sharable data story
  - ▶ Provides flexibility in creating data stories on various topics and narrative alongside data visualizations
  - ▶ Supports timely decision-making by users.

# Minnesota: IDEA Part C Data Integration

- ▶ Why did you choose to participate in your ECIDS?
- ▶ What unique benefits for Part C have you gained from participation? What actions have you been able to take?
- ▶ How does it help you partner with other special education programs?



# Georgia: ECDataWorks Project

- ▶ Georgia ECIDS Governance Dashboard
  - ▶ Gathers feedback on Georgia's Cross-Agency Child Data System (CACDS), which is Georgia's ECIDS.
  - ▶ Supports continuous improvement of the system and website
  - ▶ Allows the state to track the changing content and functionality needs of stakeholders to ensure the long-term effectiveness of CACDS.

# Georgia: IDEA Part B 619 Data Integration

- ▶ What has been your experience so far participating in conversations in Georgia about ECIDS?
- ▶ What benefits do you think your Part B 619 program will gain from participating in Georgia's ECIDS?
- ▶ How do you think participating in the ECIDS will help you partner with other special education programs?

# Activity: Building a Data Story



# Data Story Drafting

- ▶ Select a topic and break into groups
  - ▶ Autism
  - ▶ Referrals
  - ▶ Child Outcomes
  - ▶ Transitions

## Autism

### Topic Background

As more states face a higher incidence of autism, they must focus resources on the identification, diagnosis, and intervention of autism in children. Research suggests signs of autism present early in childhood, allowing communities that invest in identification to provide treatment and interventions earlier. Data on autism will help Title V programs coordinate efforts to improve screening opportunities and services for children and families. The number and location of children diagnosed with autism, age of diagnosis, services received, and other types of data allow early childhood state systems to fill existing gaps and measure the impact of coordinated efforts. When Title V programs participate in ECIDS, they can use autism data from local and state agencies to strategically plan for improved identification programs and services, thus improving early childhood developmental health.

### Instructions

Use the below questions to guide you when filling out the data story template. You may want to use the Use Case on autism in the Title V Data Integration Toolkit to help you get started, but should also consider other key questions that are of interest to your state.

#### Step 1: Identify Your Question

- Identify key research questions you want to answer related to this topic
- When developing your questions start with "hows" or "whys"
- For each question, consider the following:
  - "So what"? Why is it important and useful to answer this question? Will answering it result in an action?
  - Is it answerable/measurable? If your question is too broad or too narrow, it may be difficult to answer. It may also be difficult to know what data you need to answer it.
- Review the Title V Early Childhood Data Integration Toolkit-Use Cases for examples of key research questions.

#### Step 2: Collect Data

- What programs would you need data from to address questions about this topic?
- Who would you want to connect with in your state to begin discussions about integrating data to support work on this issue?
- What issues related to data sharing or governance would you anticipate? How would you mediate them?

#### Step 3: Answer Question (Analytics)

- What support would you need to be able to analyze the data?
- What would you expect the answer to be?

#### Step 4: Develop Data Story

- Who will be the audience of your data story?
- What decisions could your audience make with this information?
- What context would be helpful to communicate the results from your analysis?

#### Step 5: Share Your Message

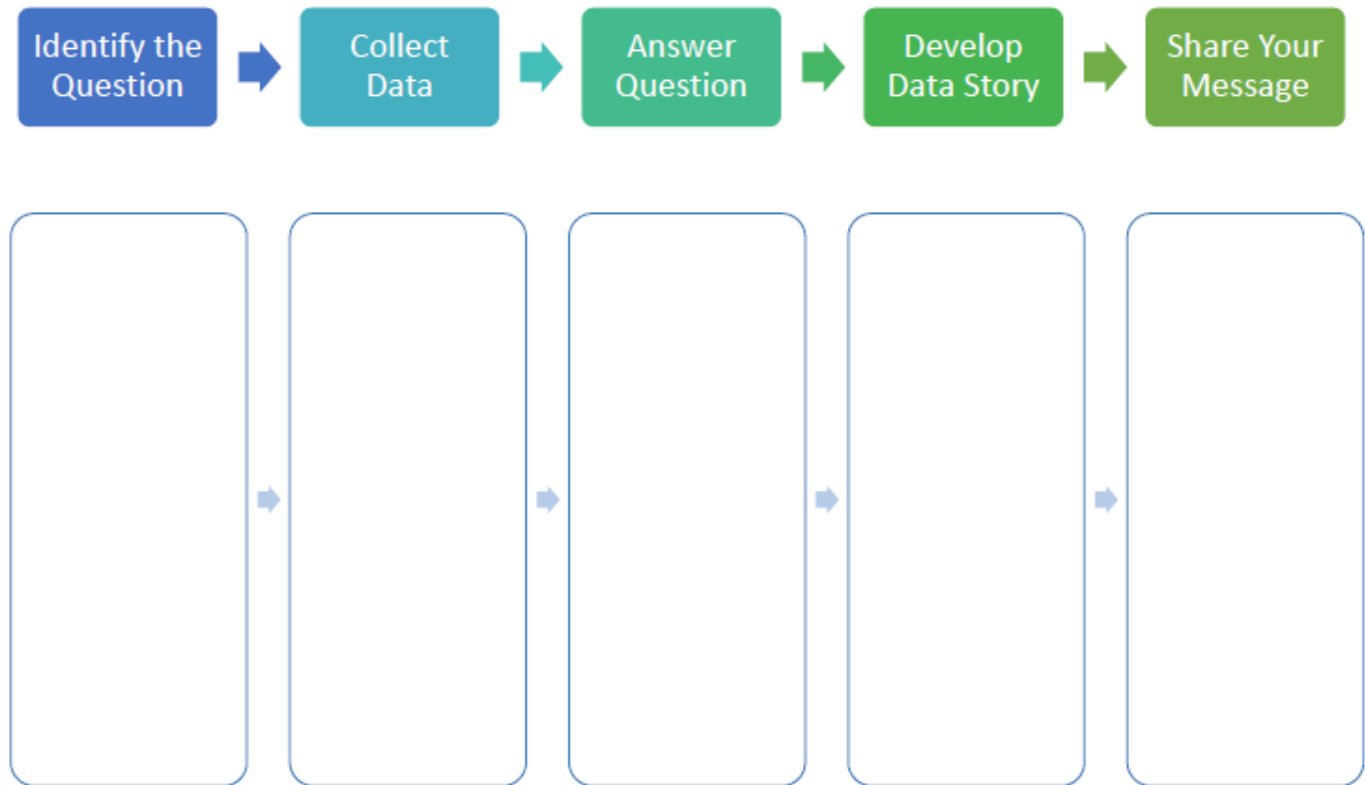
- How would you tailor your communication to effectively communicate your story with different audiences?

Note: This activity was adapted from work completed for the Association of Maternal & Child Health Programs (AMCHP)



# With Your Groups...

- ▶ Review the description of the topic on your worksheet
- ▶ Fill out the Data Story Template poster using the prompts and guidance in the instructions



# Gallery Walk

- ▶ Walk around and view the Data Story posters for each of the groups
- ▶ Consider the following:
  - ▶ What questions or clarifications do you have for the group?
  - ▶ What would you add based on your own state context?
- ▶ Provide your feedback by placing sticky notes on/near the posters you view

## Discussion & Input

- ▶ Meet back with your group and take 5 minutes to discuss the input you received from others
- ▶ Select a representative from your group to share out with the larger group the following:
  - ▶ Description of your scenario
  - ▶ Key feedback you received

# Making the Connection





# Table Discussion

What work is your state doing with early intervention and early childhood special education data integration?



# Key Resources

## UNDERSTANDING THE CONFIDENTIALITY REQUIREMENTS APPLICABLE TO IDEA EARLY CHILDHOOD PROGRAMS

### FREQUENTLY ASKED QUESTIONS (FAQS)

October 2016

#### INTRODUCTION

The purpose of this document is to assist early childhood programs under the Individuals with Disabilities Education Act (IDEA)—Part B section 611 (Grants to States), Part B section 619 (Preschool Grants), and Part C (Grants for Infants and Toddlers with Disabilities)—with addressing privacy and confidentiality questions. The Office of Special Education and Rehabilitative Services (OSERS) in the U.S. Department of Education (Department) has received requests for clarification of the privacy and confidentiality provisions. This document is intended to provide responses to frequently asked questions to facilitate and enhance States' implementation of IDEA privacy and confidentiality provisions and can be used in conjunction with the 2014 side-by-side guide of the [IDEA and FERPA Confidentiality Provisions](#).<sup>1</sup> The Confidentiality of Information regulations under both Part B and Part C of the IDEA incorporate some of the requirements under the Family Educational Rights and Privacy Act (FERPA), but also include several provisions that are specifically related to infants, toddlers and children with disabilities receiving services under IDEA and provide protections beyond the FERPA requirements. When analyzing the privacy and confidentiality requirements for children with disabilities, it is critical to begin by examining the IDEA requirements first. If you or members of your staff have questions, please contact your [State Lead](#) in OSERS Office of Special Education Program's (OSEP) Monitoring and State Improvement Planning Division.



## Stakeholder Engagement in Data System Initiatives: An Online Module for Part C and Part B 619 State Staff

*This professional development module provides information on stakeholder engagement to help Part C and Part B 619 state staff in their work with data system initiatives. Over the course of three online learning sessions, you will become equipped with information and strategies to apply when participating as a stakeholder in statewide coordinated data system initiatives, as well as when leading stakeholders in your own data system initiatives.*

*Please register to access the module by providing the information below so that we can track the audience for this product. After you fill out the form and click "**Submit**" at the bottom of the page, you will be taken directly to the module website.*



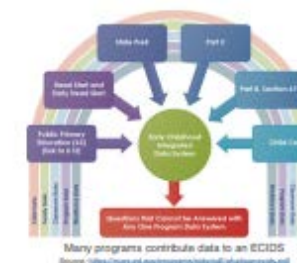
## Informed & Ready: Questions Part C and Part B 619 Program Leaders Should Ask About an Early Childhood Integrated Data System

Nancy Copa, Gary Harmon, & Kathleen Hebbeler

Many young children with disabilities participate in multiple programs before they start kindergarten. In addition to receiving both early intervention (EI) or early childhood special education (ECSE) services, they might attend Early Head Start, Head Start, public prekindergarten, or child care programs. Many states are building an Early Childhood Integrated Data System (ECIDS) so they can answer questions about the number, characteristics, and outcomes of the children who are served in multiple programs. An ECIDS collects and reports data from early childhood programs across agencies within a state for a specified number of years.

An ECIDS can be an extremely valuable resource for Part C and Part B 619 programs, but realizing

its full benefit requires that state staff be informed about what sharing data means for their program. This brief is designed for Part C and Part B 619 state staff (referred to as Part C and Part B 619 program leaders) in states that either do not have an ECIDS or whose ECIDS does not include data from Part C or Part B 619. The brief discusses the benefits for Part C and Part B 619 program leaders of participating in an ECIDS, explores some of the questions that these leaders need to ask as part of deciding whether to contribute data to their state's ECIDS, and recommends additional resources. It is designed to help programs reap maximum benefits from ECIDS participation while ensuring that their interests are protected.



#### What is an ECIDS?

An ECIDS contains a set or subset of data linked together for the purpose of answering questions and for analyses for those participating in data-driven decision making. It is not real-time information; rather, each program contributes data that are integrated into the ECIDS to be linked with data from other early childhood programs. See the brief [An Early Childhood Integrated Data System](#) for more information.



Wrap-Up &  
Thank you!

