Getting Connected:
Including Part C and Part B 619 Data into Early Childhood Integrated Data Systems (EC IDS)
Welcome & Agenda
Today’s Agenda

- ECIDS National Context & Background
- Resources for States Developing EC IDS
- State Examples
- Data Story Activity
- Making the Connection
EC IDS 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.
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 EC IDS
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.
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: EC Data Works 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.
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 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.
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
Select a topic and break into groups

- Autism
- Referrals
- Child Outcomes
- Transitions

**Autism**

In many states, face a higher incidence of autism, they must focus resources on the early detection, diagnosis, and intervention of autism in children. Research suggests a significant improvement in early childhood outcomes for children who are identified early and receive appropriate interventions. This training will help states identify their screening practices and develop systems to improve the quality and consistency of these services. When this is done on both the state and national levels, the success rates and effectiveness of these programs can improve early childhood development and health.

Instructions

Use the below questions to guide you when filling out the data story template. You may want to use the ASD Case Study Template in the TIDE Data Integration Toolkit to help you get started. You should also consider other key questions that are off topic to your guide.

**Step 1: Identify your questions**

- What key research questions do you want to answer related to this topic?
- What would your audience need to know about this topic?

**Step 2: Collect Data**

- What program data do you need information about this topic?
- What sources would you want to consider in your data? What are your key questions about collecting data to support work in this area?

**Step 3: Design/Write a Case Study**

- What is the purpose of the case study?
- What sources would help you understand the audience? What is the intended audience?

**Step 4: Develop Data Story**

- What will the audience of your data story expect to know?
- What sources would be helpful to communicate the results from your analysis?

**Step 5: Share Your Message**

- What role will you tell your story? How will you deliver your story to different audiences?
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
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.
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?
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) is 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. 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.

What is an ECIDS?

An ECIDS contains a list of each data field contained in the system, which can be used to determine the information that is available for each program. An ECIDS allows you to have a clear understanding of what data is available in each program and how it is organized. This information is essential for making informed decisions about how to use the data to support your research and evaluation activities.
Wrap-Up & Thank you!