Protocol—618: Exiting

Essential Elements

| Element | Response |
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| **Exiting Data Collection Name:** Reference the name the exiting collection is known by in the Lead Agency (LA). For accuracy of communication throughout the LA, reference each data collection by only one name. | Click or tap here to enter text. |
| **ED*Facts* Submission Method:** | * Submitted via E*MAPS.* |
| **Data Stewards:** Provide titles and names, contact information, department, and any notes on persons responsible for collections, validation, and submission. List all parties and their role in the process, e.g., Part C coordinator, Part C data manager, program coordinator, provider. | Click or tap here to enter text. |
| **Data Collection Levels:** These are the levels at which data are collected and reported. | Exiting Data: Report the unduplicated number of children with an active individualized family service plan (IFSP) in place at some point during the 12-month reporting period, and at the end of the reporting period, that were either 1) no longer receiving services under Part C, or 2) had reached his or her third birthday.  Individual child-level data aggregated at the LA level for:   * Count of children by reason for exit and race/ethnicity * Count of children by reason for exit and gender |
| **Federal Reporting Period and Submission Dates:** The reporting period as defined by the LA (fiscal year or calendar year) and final due date. | The reporting period is defined by the LA and must be a 12-month period.  New for 2019-2020, the reporting period date fields must include day as well as month and year.  The data are due annually on the first Wednesday of November. |
| **State Collection and Submission Schedule:** Provide a list of dates when the data collection period opens, when data are due to the LA from the local early intervention (EI) program, when data are pulled after the collection closes, etc. | Click or tap here to enter text. |

Processes

| Elements | Response |
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| **Collection:** Provide detailed information about how data are pulled from the database, how local EI programs submit data to the LA, etc. | Click or tap here to enter text. |
| **Data Quality:**a Describe the data cleaning processes used to prepare these data for submission. | Click or tap here to enter text. |
| **Internal Approval Process:** Describe any internal approval processes, including who must sign off and timelines. | Click or tap here to enter text. |
| **Submission:**b Describe the process for generating and submitting the data via E*MAPS.* | Click or tap here to enter text. |
| **Response to OSEP Data Quality Report:**c Describe the procedures for reviewing OSEP feedback and submitting a data note or resubmitting data. | Click or tap here to enter text. |
| **Data Governance:** Describe the process for reviewing potential or actual changes to the data collection systems and/or processes. | Click or tap here to enter text. |
| **Public Reporting:** Describe the process, persons responsible for, and location for posting state level data for public reporting. | Click or tap here to enter text. |

a**Data Validation**—(1) At the LA level, confirm that all expected exiting records and/or data are submitted. (Review against children counted as receiving services during the previous reporting period.). (2) Review and correct, or have local EI programs correct, children reported as exiting more than once. (3) At the LA level, confirm each exiting child was receiving EI services during the reporting period, that the child was not enrolled in EI services at the end of the reporting period (in any local EI program in the state), that the basis (reason) of exiting EI is captured, and the child’s demographic data (race/ethnicity, gender) are correct. (4) The LA exiting total may not equal the sum total of the local EI programs’ exiters. For example, a child exiting one local EI program who moves to another may be enrolled in another local EI program (elsewhere in the state) and therefore not be included as an exiter on the state-level E*MAPS* submission. (5) Clarify (and disseminate) LA business rules regarding exit reasons.

b**Submission**—Describe where and how a copy of the submitted E*MAPS* HTML report is accessed for future reference.

c **Response to OSEP Data Quality Report**—OSEP reviews IDEA data submissions for timeliness, completeness, and accuracy and provides feedback via OMB Max. Following collection due dates, OSEP posts a data quality report to each LA’s individual OMB Max webpage. LAs then review the data quality report and respond as necessary (e.g., submit data notes, resubmit data).

Resources

Part C 618 Exiting Data

* E*MAPS* IDEA Part C Child Count and Settings User Guide  
  <https://www2.ed.gov/about/inits/ed/edfacts/index.html>

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| **Acknowledgment**  This resource was adapted from the Part C IDEA Data Processes Toolkit designed by the IDEA Data Center (IDC). The current resource relied heavily on the contents of the IDC Part C IDEA Data Processes Toolkit. Additions and revisions to the toolkit were informed by the expertise and input of DaSy staff. | | |
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| **About Us**  The contents of this brief were developed under a grant from the U.S. Department of Education, #H373Z190002. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government. Project Officers, Meredith Miceli and Amy Bae.  The DaSy Center is a national technical assistance center funded by the U.S. Department of Education, Office of Special Education Programs. The DaSy Center works with states to support IDEA early intervention and early childhood special education state programs in the development or enhancement of coordinated early childhood longitudinal data systems. | | Logo of the U.S. Office of Special Education Program IDEAS that Work |
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