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| Automated Data Sharing or Linking Use Case: IDEA Part C to Part B 619 Transition Notification |  " " |
|  | April 2024 |

Purpose

This is a resource for Part C and Part B 619 program staff looking to share or link their IDEA Part C to Part B 619 transition notification data. This resource contains both an example use case and a sample template for states and territories to use.[[1]](#footnote-2) The use case is organized into three sections, Section 1: Rationale, Section 2: Technical Approaches, and Section 3: Considerations and Resources. Part C and Part B 619 staff may use the example use case and adapt it using the template to their individual state or territory contexts by engaging relevant partners (e.g., primary data users or other partners).

Example Use Case

Section 1. Rationale

| Component | Description |
| --- | --- |
| **Background** | In most states, the Individuals with Disabilities Education Act (IDEA) Part C, early intervention, and Part B 619, preschool special education programs are administered in different lead agencies, most commonly in the departments of health (Part C) and education (Part B 619). The IDEA requires the Part C program to notify both the State Education Agency (SEA) and the local education agency (LEA) where the child resides of all Part C eligible toddlers who are potentially eligible for Part B services at least 90 days before the child’s third birthday. This notification is considered a referral for special education services. (If a toddler is determined eligible for Part C more than 45 but less than 90 days before the child’s third birthday who is potentially eligible for Part B services, notification to the SEA and LEA should occur as soon as possible after determining the child's eligibility. These children are considered “late referrals” to the Part C system.)The Part C program must provide a one-way exchange of required information to both the LEA and SEA to meet the IDEA notification requirement. Notification does not require parental consent, and must include the child’s name, date of birth and parent contact information including parents’ names, addresses, and telephone numbers. A program may also include family service coordinator name, family service coordinator email, family primary language.Some states have an OSEP approved policy that allows parents/guardians to opt out of the required notification. Please visit the EC Guidance/OSEP EC Transition Topic areas page: [Individuals with Disabilities Education Act (IDEA) Topic Areas](https://sites.ed.gov/idea/topic-areas/#Early-Childhood-Transition) |
| **State Priority/Goal** | The following statements reflect possible state priorities for the transmission of transition data:* Improve the timeliness and efficiency of transition notification from the local Part C program to the SEA and LEA where the child resides in order to support the LEA’s planning so that Part B 619 services are provided as soon as possible, in accordance with the Individualized Education Program (IEP).
* Improve and expedite the transition process, including the Part C transition planning conference (TPC) and the Part B 619 eligibility determination process.
* Facilitate continuous service delivery for children transitioning from Part C.
* Generate more accurate and efficient transition reports for the State Systemic Plan/Annual Performance Report (SPP/APR) via automation rather than manual data transfer.
* Establish a longitudinal child-level dataset to assess the impact of Part C participation on early childhood and elementary social and educational outcomes.
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| **Critical Question(s) (related to Indicator 8 and 12)** | * What percentage of notifications from Part C to Part B 619 were made in a timely manner?
	+ Why were notifications missing or late?
* How many children required late notification (i.e., were enrolled in a Part C program on or after 33 months of age)?
* What percentage of children served in Part C were referred to Part B for an eligibility determination?
* What percentage of the children exiting from Part C at age 3 were found eligible for Part B 619 services?
* What percent of children found eligible have an IEP developed and implemented by their third birthdays?
	+ Why did children not have an IEP in place by their third birthday?
* What percentage of parent refusals to provide consent caused delays in evaluation or initial services?
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| **Primary Users/ Audience** | * State Part C and Part B 619 administrators
* Local Part C and Part B 619 administrators
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| **Impact** | * Part C programs are able to complete their transition processes in a timely manner.
* Local Part B 619 programs have timely and accurate access to information about children who are potentially eligible to begin scheduling meetings with families early in the process, which may prevent having to work under tight timelines.
* Families are connected with Part B 619 programs earlier so that the information needed to make informed decisions about eligibility can be obtained and shared with parent permission.
* Children’s service provision is more likely to be continuous without delays.
* Part C lead agencies and SEAs have access to information for monitoring and training, to support smooth transitions.
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Section 2. Technical Approaches

| Component | Description |
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| **Examples of Technical Approaches** | ***Shared Part C Data System Reporting**** This is a one-way automated [***data sharing***](https://dasycenter.org/glossary/data-sharing/) scenario.
* Local programs enter required transition data into the Part C data system.
* The Part C system includes user management functionality to allow for the creation of an SEA and LEA Part B 619 transition user role with restricted permissions to only see either a statewide or an LEA-specific transition notification report when they log in (depending on whether they are an SEA or LEA user).
* The report runs on a batch schedule (e.g., weekly).
* Part B 619 users can export the report to a desired external format (e.g., Excel).

***Shared Part C Data System Module*** * This is a two-way automated [***data sharing***](https://dasycenter.org/glossary/data-sharing/) scenario.
* Local programs enter required transition data into the Part C data system.
* The Part C data system includes a separate, interactive Part C to Part B 619 transition notification module. It also includes user management functionality to allow for the creation of an SEA and LEA Part B 619 t5ransition user role with restricted permissions to only see either a statewide or an LEA-specific transition notification report when they log in (depending on whether they are an SEA or LEA user).
* Part B 619 users log in to the system to access the module and its related reports.
* Part B 619 users interact with the data within the module to accept or reject child referrals.
* Part B 619 users can export reports on data within the module to a desired external format (e.g., Excel).

***Single (Same) Statewide Part C and B 619 Data System*** * This is a one-way [***data linking***](https://dasycenter.org/glossary/data-linking/) scenario.
* The Part C and Part B 619 data are collected and managed within the same data system. It includes user management functionality to allow for the creation of various user roles and permissions, including an SEA and LEA.
* Part C and Part B 619 use the same unique child identifier. A child is assigned a unique ID when they enroll in Part C, and that ID remains the same throughout their education within the state.
* The shared data system contains functionality to support an automated approval process when a child is ready for transition notification.
	+ Local Part C program staff indicate the child is ready for transition and request a review of the child’s record.
	+ The request is reviewed by a local Part C administrator. If approved, the data system creates a new transition record with required transition information to send to designated SEA and LEA Part B 619 users.
	+ If the parent/guardian grants permission to share the child’s full Part C data history (other helpful data) with the Part B 619 program, then that information is included in the new transition record as well.
	+ The data system notifies Part B 619 users in real time that the record is ready for their review.
* Part B 619 users log in to the system to access the shared transition records.
* Part B 619 users can export related transition record reports to a desired external format (e.g., Excel).
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| **Data Elements** | ***Required Elements (aligned to*** [Common Education Data Standards](https://ceds.ed.gov/)):* Child First Name
* Child Middle Name
* Child Last or Surname
* Child Generation Code or Suffix
* Child Birthdate
* Parent/Guardian First Name
* Parent/Guardian Middle Name
* Parent/Guardian Last or Surname
* Parent/Guardian Generation Code or Suffix
* Parent/guardian First and Last name
* Parent/Guardian Address Street Number and Name
* Parent/Guardian Address Apartment Room or Suite Number
* Parent/Guardian Address City
* Parent/Guardian State Abbreviation
* Parent/Guardian Address Postal Code
* Parent/Guardian Address County Name
* Parent/Guardian Telephone Number
* Parent/Guardian Electronic Mail Address
* Local Education Agency Identifier

***Other Helpful Elements (shared with parent/guardian permission)**** Child Part C Eligibility Category
* Child Demographics (e.g., gender, race and ethnicity)
* Part C Entry Date

***Other Helpful Elements (shared without parent permission)*** * Family Service Coordinator Name
* Family Service Coordinator Email
* Family Primary Language
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| **Reporting Functionality** | * Filter by county or LEA or local program
* Sort by child birthdate and date of notification
* Tables (e.g., annual counts by LEA) and graphs (e.g., annual percentage of timely notifications)
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| **Access Levels** | * State
* Region (if applicable)
* LEA/county
 |
| **Frequency** | * Daily
* Weekly
* Monthly
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Section 3. Considerations and Resources

| Component | Description |
| --- | --- |
| **Other Considerations** | * Ensure the transition notification interagency agreement and/or data sharing agreement specifically addresses data sharing and use responsibilities, processes, and training for Part C and Part B 619 program staff.
* Examine the state’s Part C to Part B 619 transition notification for parents/guardian policy and identify needed revisions, if any, to align with the data sharing agreement (e.g., ensure desired data elements in the agreement match what is included in the policy).
* Detail requirements for access controls (e.g., role-based permissions).
* Clearly articulate process to analyze and reconcile transition notification data (as required for APRs).
* Consider using a single unique child identifier across Part C and Part B 619 programs to allow for more accurate child record matching.
* Although it has its benefits, an automated data sharing or linking process cannot fully replace the “human touch” that facilitates effective Part C to Part B 619 transition. Local programs should continue to be encouraged to build and maintain relationships between Part C and Part B 619 program staff.
* Consider using the [Assess Partner Readiness Packet](https://dasycenter.org/wp-content/uploads/2022/05/DaSy_DataLinkingToolkit_AssessPartnerReadiness_Step2Packet_Acc.docx) and review [Step 2 of the Data Linking Toolkit](https://dasycenter.org/data-linking-toolkit/steps/2assess/).
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| **Related Resources** | * [What’s the Difference Between Data Sharing, Data Linking and Data Integrations?](https://dasycenter.org/whats-the-difference-between-data-sharing-data-linking-and-data-integration/)
* [DaSy Data Linking Toolkit](https://dasycenter.org/data-linking-toolkit/)
* [Exploring Notification: How Data Are Communicated to Initiate Transition](https://dasycenter.org/exploring-notification-how-data-are-communicated-to-initiate-transition/)
* [DaSy Linking Transition Notification Data from Part C to Part B: Designing and Implementing Effective Data System Processes](https://dasycenter.org/linking-transition-notification-data-from-part-c-to-part-b-designing-and-implementing-effective-data-system-processes/)
* [DaSy Critical Questions About Early Intervention and Early Childhood Special Education](https://dasycenter.org/resources/critical-questions/)
* [Look! Think! Act! Module](https://dasycenter.org/look-think-act/)
* [DaSy Data Visualization Toolkit](https://dasycenter.org/datavis-toolkit/)
* [Office of Special Education Programs (OSEP) Policy Letter on Transition Requirements](https://sites.ed.gov/idea/files/OSEP-Response-to-Nix-03-17-2023.pdf%22%20%5Cl%20%22%3A~%3Atext%3DFor%20toddlers%20with%20disabilities%20who%20are%20exiting%20Part%2Caccordance%20with%20State%20law.%2034%20C.F.R.%20%C2%A7%20303.209%28b%29%281%29%28i%29.%22%20%5Co%20%22Office%20of%20Special%20Education%20Programs%20%28OSEP%29%20Policy%20Letter%20on%20Transition%20Requirements)
* [Common Education Data Standards (CEDS)](https://ceds.ed.gov/)
* [IDEA and FERPA Crosswalk](https://studentprivacy.ed.gov/sites/default/files/resource_document/file/IDEA-FERPA%20Crosswalk_08242022.pdf)
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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. | IDEAS that Work. U.S. Office of Special Education Program logo |

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| To learn more about the DaSy Center, visit the DaSy Center website at <https://dasycenter.org/>. |

Sample Template

Section 1. Rationale

| Component | Description |
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| **Background** |  |
| **State Priority/Goal** |  |
| **Critical Question(s)** |   |
| **Primary Users/ Audience** |  |
| **Impact** |  |

Section 2. Technical Approaches

| Component | Description |
| --- | --- |
| **Examples of Technical Approaches** |  |
| **Data Elements** |  |
| **Reporting Functionality** |  |
| **Access Levels** |  |
| **Frequency** |   |

Section 3. Considerations and Resources

| Component | Description |
| --- | --- |
| **Other Considerations** |  |
| **Related Resources** | * [What’s the Difference Between Data Sharing, Data Linking and Data Integrations?](https://dasycenter.org/whats-the-difference-between-data-sharing-data-linking-and-data-integration/)
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* [Office of Special Education Programs (OSEP) Policy Letter on Transition Requirements](https://sites.ed.gov/idea/files/OSEP-Response-to-Nix-03-17-2023.pdf%22%20%5Cl%20%22%3A~%3Atext%3DFor%20toddlers%20with%20disabilities%20who%20are%20exiting%20Part%2Caccordance%20with%20State%20law.%2034%20C.F.R.%20%C2%A7%20303.209%28b%29%281%29%28i%29.%22%20%5Co%20%22Office%20of%20Special%20Education%20Programs%20%28OSEP%29%20Policy%20Letter%20on%20Transition%20Requirements)
* [Common Education Data Standards (CEDS)](https://ceds.ed.gov/)
* [IDEA and FERPA Crosswalk](https://studentprivacy.ed.gov/sites/default/files/resource_document/file/IDEA-FERPA%20Crosswalk_08242022.pdf)
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1. For conciseness, the word “states” is used to refer to both states, territories and entities for the rest of this document. [↑](#footnote-ref-2)