# Comprehensive IDC Part C Tool & Product List

| **Tool/Product** | **Description** |
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| **Data Analysis** |  |
| [*Data Meeting Protocol*](https://ideadata.org/resources/resource/1758/data-meeting-protocol) | This tool provides a structure that states and local teams can use to guide data conversations, including steps to follow before, during, and after meetings to support data-informed decisionmaking. |
| [*IDEA Data Quality: Outlier Analyses Tools*](https://ideadata.org/resources/resource/1508/idea-data-quality-outlier-analyses-tools) | State personnel responsible for the IDEA 618 and 616 data can use these tools to conduct outlier analyses. The resource includes a tutorial on completing an outlier analysis and a tool state staff can use to conduct outlier analyses with their local data. |
| [*Outlier Analyses: Step-by-Step Guide*](https://ideadata.org/sites/default/files/media/documents/2018-02/Step_by_Step_Outlier_Analysis.pdf) | State personnel can use this guide to identify data that deviate from an established norm so they can investigate deviations as possible data errors. |
| [*The Uses and Limits of Data: Supporting Data Quality With a Strong Data Chain*](https://ideadata.org/resources/resource/1944/the-uses-and-limits-of-data-supporting-data-quality-with-a-strong-data) | This online learning module provides a general overview of how the methods and design of data collection and analysis affect interpretation of the data. The self-paced module presents the different links in the data chain (e.g., defining the question, designing a measurement strategy) and describes how each link contributes to high-quality data and data analyses. The module also includes examples from a selection of Part B and Part C SPP/APR indicators to illustrate how each step in the data chain contributes to the integrity of the data and its interpretation.  This learning module is suitable for anyone who needs an introduction to the concept of data systems. Individuals at the local, state, and federal level who use early intervention and special education indicator data to guide policy, practice, or instructional decisions also will find it helpful. |
| **Data Reporting** |  |
| *Interactive Public Reporting Engine* **(UPDATED)** | The tool displays the complete set of IDEA data that states collect and submit to OSEP to meet the requirements of Section 618 of IDEA. This tool displays each dataset and the required disaggregations such as race/ethnicity, gender, and age. |
| [*IDEA Section 618 Public Reporting Data Element Checklists*](https://ideadata.org/resources/resource/1476/idea-section-618-public-reporting-data-element-checklists) **(UPDATED)** | States can use these interactive checklists to meet IDEA Section 618 public reporting requirements. The checklists enumerate data collections and the specific subgroups by which states are required to report the data publicly. |
| [*Section 618 Public Reporting Requirements*](https://ideadata.org/resources/resource/123/section-618-public-reporting-requirements) **(UPDATED)** | This infographic provides an overview of the public reporting requirements for IDEA Section 618 and processes for fulfilling the requirements. |

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| **Data Reporting** |  |
| [*Why, What, Who and HOW: Improving State Reporting of Local Performance*](https://ideadata.org/resources/resource/1880/why-what-who-and-how-improving-state-reporting-of-local-performance) | This toolkit provides an overview of the public reporting requirements in IDEA Section 616. SEAs and Part C lead agencies (LAs) must report on the annual performance of their LEAs and early childhood local programs on the targets in the SPP. The toolkit includes the Section 616 legislation and provides information about why, what, who, and how states can report local performance data. The user-friendly, web-based toolkit allows Part B state directors, 619 coordinators, Part C coordinators, data managers, and other internal and external stakeholders to better understand the scope of what states must report annually about each local programs. The resource goes also beyond the basic requirements for reporting and offers suggestions for ways to present local performance information in easy-to-understand formats for various audiences. |
| **Data Requirements** |  |
| [*Quick References for IDEA Data*](https://ideadata.org/resources/resource/1725/quick-references-for-idea-data) | These references contain basic information about IDEA Part B and Part C data collections, data systems, and how to access resources for IDEA data. |
| [*SPP Indicator Cards*](https://ideadata.org/resources/resource/1410/spp-indicator-cards) | States can use this set of laminated cards when referring to the Part B and Part C Indicators. The front and back of the three cards have Part B and Part C Indicators, Part B Indicators and details about the State Systemic Improvement Plan (SSIP) Indicator B17, and Part C Indicators and details about the SSIP Indicator C11, respectively. States can contact their IDC State Liaisons for more information or to obtain the cards. |
| **Data Submission** |  |
| [*618 Data Pre-submission Edit Check Tools*](https://ideadata.org/resources/resource/1427/618-data-pre-submission-edit-check-tools) | These tools help states in preparing their Part C and Part B data submissions, including identifying potential edit check errors or errors in subtotals or totals, prior to Office of Special Education Programs (OSEP) submission. |
| [*IDEA Data Training Modules*](https://ideadata.org/resources/resource/1564/idea-data-training-modules) | These modules provide information required for completion of the IDEA 618 data submissions and relevant Annual Performance Report (APR) indicators. |
| [*Part C Exiting Toolkit*](https://ideadata.org/resources/resource/1750/part-c-exiting-toolkit) | This toolkit allows users to access five different downloadable forms that will assist in the documentation of their Part C Exiting Process and provides checklists they can use to support high-quality data. The toolkit also contains the Part C Exiting Counts app. The app is a great tool for understanding the 10 federal Part C Exiting categories. The toolkit also contains links to documents that use Part C Exiting data and to other related resources. |
| [*Part C Exiting Counts*](https://ideadata.org/resources/resource/1543/part-c-exiting-counts) | This tool assists states in reporting high-quality Part C Exiting data that are consistent with the *EDFacts Metadata and Process System* (E*MAPS*). IDC's approach for this tool was based on multi-modal learning; therefore, the tool includes ways for users to test their knowledge, a glossary of terms, and a downloadable decision tree that will allow users to understand the relationship between the three Part C Exiting reasons and the 10 Part C Exiting categories. |

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| **Data System** |  |
| [*Part C IDEA Data Processes Toolkit*](https://ideadata.org/resources/resource/1561/part-c-idea-data-processes-toolkit) **(UPDATED)** | This toolkit documents the data processes for all 616 and 618 data collections to establish a well-managed process for data collection, validation, and submission. |
| [*IDEA Part C Confidentiality Checklist*](https://ideadata.org/resources/resource/1676/idea-part-c-confidentiality-checklist) | State agencies and local early intervention programs and service providers can use this tool to identify what actions, policies, and procedures may be needed to meet confidentiality provisions outlined in Part C of IDEA, 34 CFR Part 303. |
| [*The Importance of High-Quality Data and the Role of Business Rules*](https://www.google.com/https:/ideadata.org/resources/resource/1581/the-importance-of-high-quality-data-and-the-role-of-business-rules) | This instructional video provides a brief introduction to the concept of using business rules to promote and support the collection of high-quality data within state and local systems for IDEA Part B and Part C. |
| [*Working Principles of High-Quality IDEA Data*](https://ideadata.org/resources/resource/1582/working-principles-of-high-quality-idea-data) | This interactive resource displays the different components of high-quality data. High-quality data are timely, accurate, complete, usable, accessible, and secure. |
| **SSIP** |  |
| [*A Guide to SSIP Evaluation Planning*](https://ideadata.org/resources/resource/1487/a-guide-to-ssip-evaluation-planning) | This guide describes key steps for developing a well-thought-out plan for evaluating a State Systemic Improvement Plan (SSIP). |
| [*Considerations for Making Changes to SIMR Baseline and Targets*](https://ideadata.org/resources/resource/1471/considerations-for-making-changes-to-simr-baseline-and-targets) | This white paper outlines factors for Part B and Part C state agencies to consider when revising State-Identified Measurable Result (SIMR) baselines or targets. |
| [*Operationalizing Your SSIP Evaluation: A Self-Assessment Tool*](https://ideadata.org/resources/resource/1571/operationalizing-your-ssip-evaluation-a-self-assessment-tool) | This interactive self-assessment tool leads those within a state responsible for implementing the State Systemic Improvement Plan (SSIP) evaluation through the process of operationalizing their SSIP evaluation plan in tandem with implementation efforts. |
| [*Using a Theory of Action to Develop Performance Indicators to Measure Progress Toward a SIMR*](https://ideadata.org/resources/resource/1488/using-a-theory-of-action-to-develop-performance-indicators-to-measure) | This white paper offers an approach for using a theory of action as an outline to develop the State Systemic Improvement Plan (SSIP) Phase II evaluation questions and plan that will guide the SSIP work in Phase III and beyond. |
| [*Using Growth Models to Measure Child/Student Outcomes for State Systemic Improvement Plans*](https://ideadata.org/resources/resource/1570/using-growth-models-to-measure-child-student-outcomes-for-state-systemic) | This white paper, with a focus on special education populations, provides state and local education personnel with an overview of issues to consider with growth models, a look at models currently in use, and a description of common models and a scenario of their potential use within the State Systemic Improvement Plan (SSIP) process. |