

Update on OSEP- Funded TA and Data Centers

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Alignment within the Department

School
Turnaround
(OESE/OST)

Results Driven
Accountability
(OSEP)

ESEA Flex
(OESE/SASA)

All Students have access to instruction aligned with college and career ready standards

States, locals, and schools are accountable to raise performance and close achievement gaps

All teachers are evaluated more accurately to support improvements to teaching and learning

IMPROVED OUTCOMES FOR ALL STUDENTS

IDEA: Results-Driven Accountability

All components of an accountability system will be aligned in a manner that best support States in improving results for infants, toddlers, children and youth with disabilities, and their families.

- State Performance Plan/Annual Performance Report (SPP/APR) measures results and compliance.
- Differentiated monitoring and support for all States, but especially low performing States.
- Annual determinations reflect State performance on results, as well as compliance.

Individuals with Disabilities Education Act, Part D: Purpose

Systemic change benefiting all students, including children with disabilities, requires the involvement of States, local educational agencies, parents, individuals with disabilities and their families, teachers and other service providers, and other interested individuals and organizations to develop and implement comprehensive strategies that improve educational results for children with disabilities.

OSEP Discretionary Program

Program	2015 Appropriation
Education Technology, Media and Materials	\$28,047,000
Parent Information Centers Program	\$27,411,000
Personnel Preparation	\$83,700,000
State Personnel Development Grants (SPDG)	\$41,630,000
Technical Assistance and Dissemination (TA&D)	\$51,928,000

Educational Technology, Media, and Materials Program

- Primary source of support for accessible technology and media-related activities under the Individuals with Disabilities Education Act (IDEA).
- Technology activities promote the development, demonstration, and use of technology, including products with universal design features. It includes activities such as:
 - Research on using technology to improve learning and provide access to curricula, and technical assistance and dissemination activities to enhance the use of technology by parents and teachers.
 - Media and materials activities include closed captioning, video description, the timely provision of books and other educational materials in accessible formats, and other activities that improve access to education for students with disabilities.



« 1 2 3 4 5 6 »

AIM Quality Indicators Components

The quality indicators and critical components assist state and local education agencies (SEAs and LEAs) with planning, implementing, and evaluating dynamic, coordinated systems for the timely provision of AIM.

[View the AIM QI Components](#)

LEARN

Learn about the basics of AIM, AIM-related policy, and creating accessible media.

EXPERIENCE

Experience teaching and training resources and decision-making tools.

COLLABORATE

Collaborate with the AIM Community and explore student stories.

GET STARTED: [ALL ABOUT AIM](#)



[Accessible Instructional Materials\(AIM\): Simply Said](#)

Watch this video about the basics of AIM.

Learn all about AIM from the basics to classroom practice from these resources.

- [What are AIM?](#)
- [Who needs AIM?](#)
- [What does NIMAS have to do with AIM?](#)
- [Why provide AIM?](#)
- [How are decisions made?](#)

UPCOMING EVENTS

 [View all Presentations](#)

 [View all Webinars](#)

 [AIM Advisory Committee Meetings](#)



ABOUT ACCESSIBILITY

- [Accessibility Resources](#)
- [Hardware-Based Resources](#)
- [Software-Based Resources](#)

AIM CENTER QUICK STARTS

- [Families](#)
- [Educators](#)
- [State and Local Education Agencies](#)
- [Teacher Educators](#)
- [Developers of NIMAS Filesets](#)
- [Producers of AIM](#)

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-  [Accessible Instructional Materials](#)
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AIM IN YOUR STATE

What is your state doing?

--Select your State-- [go](#)

Decision-Making Tools and Resources

 [AIM Navigator](#)

 [AIM Product Tutorials](#)

Parent Program

- Primary vehicle under the Individuals with Disabilities Education Act (IDEA) for providing information and training to parents of children with disabilities. The program supports competitive awards to help ensure that:
 - Children with disabilities and their parents receive training and information designed to assist these children in meeting developmental and functional goals and challenging academic achievement goals, and in being prepared to lead productive independent adult lives;
 - Children with disabilities and their parents receive training and information on their rights, responsibilities, and protections under IDEA, in order to develop the skills necessary to cooperatively and effectively participate in planning and decision making relating to early intervention, educational, and transitional services; and
 - Parents receive coordinated and accessible technical assistance and information to assist them in improving early intervention, educational, and transitional services and results for their children and families.



RESOURCES

Click on a topic to access a list of resources on that subject, then filter your list by Audience, Format, or Language using the menus on the right. This page is in development and will be more attractive and intuitive very soon!

[Accommodations](#)

[Apoyo familiar](#)

[Assessments](#)

[Behavior](#)

[Capacitación de Maestros](#)

[Career-ready](#)

[Child Care](#)

[College-ready](#)

[Conducta](#)

[Data-driven decision making](#)

[Decisión basada en los datos](#)

[Derechos de los Padres](#)

[Disability](#)

[Discapacidad](#)

[Dispute Resolution](#)

[Early learning](#)

[Edades 0-3](#)

[Effective practices](#)

Personnel Development Program

- Helps meet State-identified needs for adequate numbers of fully certified personnel to serve children with disabilities by supporting competitive awards to:
 - Provide research-based training and professional development to prepare special education, related services, early intervention, and regular education personnel to work with children with disabilities;
 - Ensure that those personnel are highly qualified, and possess the skills and knowledge that are needed to serve children with disabilities; and
 - Ensure that regular education teachers have the necessary knowledge and skills to provide instruction to students with disabilities in regular education classrooms.



The **CEEDAR Center**'s technical assistance is designed to help states, IHEs, and LEAs create coherent professional learning systems that provide "opportunities to learn for teachers and leaders" O(TL)². We are a national technical assistance center dedicated to supporting states in their efforts to develop teachers and leaders who can successfully prepare students with disabilities to achieve college and career ready standards.



teacher and leadership preparation programs to embed evidence based practices.

Tweets



Cedar Center
@CedarCenter

22 Jan

Congress approves \$500M increase in funding to programs to students with disabilities. ow.ly/sPKKP



Cedar Center
@CedarCenter

21 Jan

Here's a good resource for any of our partners who have questions about

State Personnel Development Grants

- Provides grants to assist State educational agencies (SEAs) in reforming and improving their systems for personnel preparation and professional development of individuals providing early intervention, educational, and transition services to improve results for children with disabilities.



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Home: Signetwork

Your one-stop connection to resources about the Office of Special Education Program State Personnel Development Grants!

The goal of Office of Special Education Program's (OSEP) funding program is to assist state education agencies and their partners to reform early intervention, educational, and transitional services systems to improve results for children with disabilities. To achieve this goal, the State Personnel Development Grants (SPDGs) may be used to improve systems of professional development, technical assistance and/or dissemination of knowledge about best practices.

Upcoming Events:

- [January 21st: Coaching](#)
- [January 24th: Technology](#)
- [January 30th: Directors' Webinar \(rescheduled\)](#)

NEWS

SPDG National Meeting - November 2013

In early November, we hosted the 3rd Annual SPDG National Meeting, which emphasized building stronger professional development systems through the use data to improve fidelity of implementation. To view and download the many relevant and useful materials resources use one of the following links:

- 1) Website Event Page: [SPDG National Meeting Events Page](#)
- 2) Dropbox: https://www.dropbox.com/home/SPDG%20National%20Meeting_Nov2013

Professional Learning Communities (PLCs) Topics and Schedule of Events

In August, Signetwork and OSEP staff will begin scheduling the next round of PLC events. [Click here](#) to learn more about the PLCs topics to be covered in 2013-2014 and the dates for the recurring webinars.

2014 SPDG Program Area Meeting at the OSEP Project Directors' Meeting

The 2014 OSEP Project Directors' Conference is scheduled July 21-23, 2014 at the Marriott Wardman Park Hotel. Information for the 2014 conference will be posted at American Institute of Research's [conference website](#). Our SPDG Program Area Meeting occurs the afternoon of the first day of the conference. A planning committee made up of SPDG Coordinators, Directors, and Evaluators will meet in early 2014 to plan the agenda content and process for our time together.



Technical Assistance and Dissemination (TA&D)

- The Department's primary vehicle under the IDEA for providing educators, policymakers, other service providers, and parents of children with disabilities with information on effective practices for meeting the needs of children with disabilities and their families.
- The program makes competitive awards to provide technical assistance, support model demonstration projects, disseminate useful information, and implement activities that are supported by scientific research.



Evaluation Briefs

If discipline referral rates for the school as a whole are reduced, will rates for students with disabilities also be reduced?

by Tary Tobin, Rob Horner, Claudia Vincent, Jessica Swain-Bradway

Issue 12 - Nov. 2012

1 2 3 4 5 6



PBIS Newsletter
 Influence of Socioeconomic Status and Racial Diversity
[read more](#)



What's New?
 Updates on the site: Newly added sections, items, and more
[view details](#)



Presentation Resources
 Slides from Training & Conference Presentations
[view details](#)

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Top 5 Current Topics

Advancing Education Effectiveness:

Interconnecting School Mental Health and School-Wide Positive Behavior Support

ODR Brief: Patterns of Minor Office Discipline Referrals in Schools using SWIS

Bully Prevention in SWPBS (Now In French & Spanish)

Basic FBA to BSP Trainer's Manual

- Defining & Understanding Behavior
- Asking About Behavior: FBA Interviewing
- Seeing Behavior – FBA



The TA Center on Positive Behavioral Interventions and Supports has been established by the Office of Special Education Programs, US Department of Education to give schools capacity-building information and technical assistance for identifying, adapting, and sustaining effective school-wide disciplinary practices.

What is School-Wide Positive Behavioral Interventions & Supports? Please click here for a quick summary of PBIS: 1) What is School-wide PBIS? 2) What does PBIS emphasize? and 3) What Outcomes Are Associated with Implementation of SW PBIS?

Newly Added !

Positive Behavioral Interventions and Supports: History, Defining Features, and Misconceptions Please click here to review historical development, characteristics, impact, and misconceptions of PBIS



PBIS State Coordinator Network: Contact your regional or state PBIS coordinators for technical support or questions concerning the implementation of PBIS

[view details](#)



2010 SWPBS Implementer's Blueprint and Self-Assessment

[view details](#)

Evaluation Blueprint for SWPBS

[view details](#)

Blueprint for SWPBS Training and Professional Development

[view details](#)



OUR PURPOSE

Equity and Excellence for ALL

Inequality in education hurts. We believe we can change this. We believe that, together, we can transform education so that it benefits each and every student, their families, and ultimately the communities in which they reside. The SWIFT Center community uses their talents, passion, and resources to ensure that every child is a valued member of their school and given the supports they need to achieve academic and social success.

What do we mean by "every child?" Students who are struggling readers, gifted, living in poverty, students with disabilities, high achievers, culturally and ethnically diverse students, and those with the most extensive needs.

The SWIFT Center is committed to eliminating the silos in education by bridging general and specialized education to create powerful learning opportunities for students and teachers and promote active, engaged partnerships among families and community members.

How can you get involved? Sign up for our email list, connect with us on the SWIFT Talk blog, like us on Facebook, and follow us on Twitter to learn how your school community can benefit from SWIFT Center resources.



WestEd's National Center for Systemic Improvement (NCSI) helps states transform their systems to improve outcomes for infants, toddlers, children, and youth with disabilities. NCSI provides states with technical assistance to support their school districts and local early intervention service programs in improving educational results and functional outcomes for children and youth with disabilities.



Targeted Outcomes for the NCSI

- 1 Increase the capacity of state education agencies (SEAs) and lead agencies (LAs) to develop, implement, and evaluate their State Systemic Improvement Plans (SSIPs)
- 2 Increase SEAs' and LAs' knowledge, selection, and utilization of evidence-based practices (EBPs)
- 3 Improve SEA and LA infrastructure and coordination within SEAs and LAs for delivering effective technical assistance (TA) on implementing and scaling-up effective strategies, stakeholder engagement, resource mapping and allocation, and instructional collaboration
- 4 Increase the use of effective dissemination strategies by SEAs and LAs to ensure that local education agencies (LEAs) and early intervention service (EIS) programs and providers have access to EBPs and can select and implement those EBPs in a sustainable manner
- 5 Increase the effectiveness of SEAs and LAs to meaningfully engage State and local stakeholders in the development and implementation of the SSIP
- 6 Increase the capacity of SEAs and LAs to effectively utilize TA resources funded by the Department of Education
- 7 Increase the capacity of SEAs and LAs to implement general supervision systems that support effective implementation of the Individuals with Disabilities Education Act (IDEA)

LEARN MORE



Download our [two-page flyer](#) to learn more about NCSI

NOW AVAILABLE



Register for upcoming Webinars or view archived presentations

NCSI ON TWITTER

Tweets Follow

NCSI @TheNCSI 12 Jun
 Q&A on NCSI Learning Collaboratives PPT now available on NCSI website ow.ly/OcSyB #targetedTA
 Expand

NCSI @TheNCSI 11 Jun
 OSEP will not include SSIP in either the 2015 or 2016 annual state determinations. "Systems change takes time." OSEP Monthly TA Call 6/11/15
 Expand

Tweet to @TheNCSI



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State Implementation & Scaling-up of Evidence-based Practices Center

Two New Modules Available on the Active Implementation Hub

◀ 1 of 3 ▶

Module 3: Implementation Teams - This module is designed to assist new and existing Implementation Teams in actively building capacity and scaling-up programs and innovations.

Module 4: Implementation Stages - This module provides an overview of Implementation Stages. Stages guide Teams on their journey to implement selected programs and practices.



Quick Resource Links

- [The Hexagon Tool - Exploring Context](#)
- [ImpleMap: Exploring the Implementation Landscape](#)
- [Stages of Implementation Analysis: Where Are We?](#)
- [Implementation Drivers: Assessing Best Practices](#)

[View All Resources >>](#)

SISEP eNotes

One of the most common concerns shared with SISEP is that, while many hours are devoted to training, it doesn't seem to "stick". In this issue of SISEP eNotes, we offer two planning tools for training and coaching.

[Read More >>](#)



This project is a program of the [FPG Child Development Institute](#) at [University of North Carolina at Chapel Hill](#).



**FIND A CENTER**

Select a category from the list below

Data Management
Deaf-Blind
Dispute Resolution
Dissemination
Early Childhood
Instruction / Behavior
Leadership

Network Coordination
Outcomes
Professional Development / Personnel
National and Regional Parent Centers
Regional Resource Center Program
Secondary / Postsecondary
Technology

Comprehensive Centers—Content
Comprehensive Centers—Regional
Equity Assistance Centers
Regional Educational Laboratories
(REL)

* Green Indicates Regional Centers

You can also download the Placemat PDF ([PDF1](#) and [PDF2](#)) or [Word Doc](#)

Data Management



The IDEA Center for Early Childhood Data Systems (DaSy)

The Center for the Individuals with Disabilities Education Act (IDEA) Early Childhood Data Systems (DaSy Center) provides national leadership and technical assistance (TA) to 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.

[\(Back to top\)](#)

Technical Assistance on State Data Collection Grant Program

(373 program)

- Purpose: To provide technical assistance to States to improve the capacity of States to meet the IDEA data collection and reporting requirements.
- Funding is specified in IDEA statute
- OSEP currently funds 4 national TA centers under this program

OSEP Data TA Centers

(373 Centers)

- Data TA centers help build state capacity to meet these expectations:
 - Collect, report, analyze, and utilize high quality IDEA data
 - Meet IDEA fiscal requirements
 - Meet IDEA data reporting requirements

OSEP-Funded Centers for TA on State Data Collection



Assists states with the development or enhancement of data systems for Part C early intervention and Part B preschool special education programs, including support for development of early childhood integrated data systems



Provides TA to SEAs to help them meet their federal obligation to collect and report special education fiscal data. Specifically, MFS and LEA MOE Reduction and CEIS.



Provides TA to SEAs to increase the capacity to report high quality data required under IDEA Part B 616 and 618 through the integration of IDEA Part B data systems.

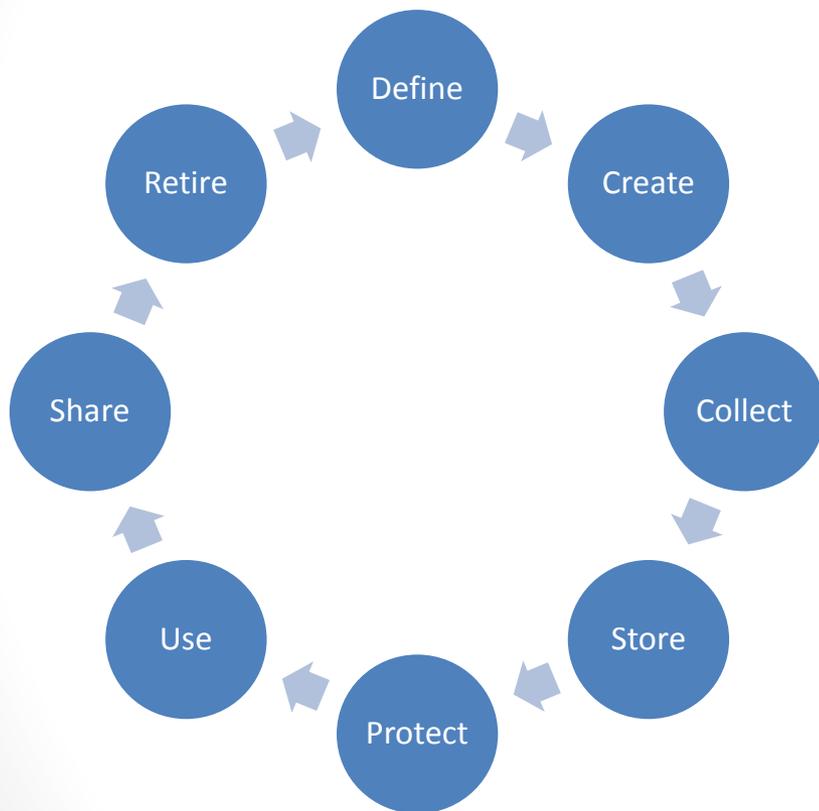


Provides TA to build state capacity for collecting, reporting, analyzing, and using IDEA Part B and Part C data, 616 and 618; including communicating with locals about data quality.

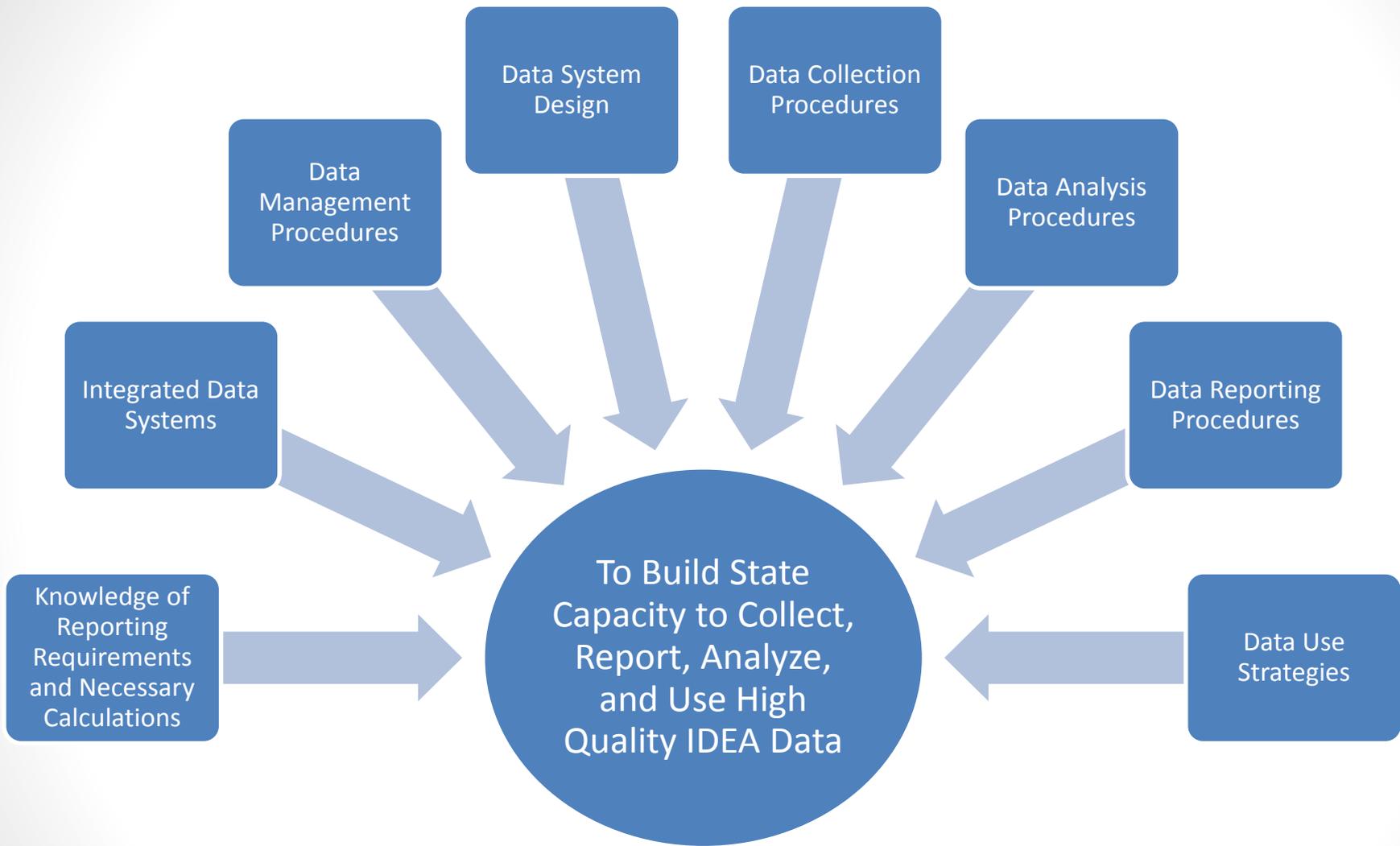
Value of High Quality Data

- Data are foundational components to strong systems of support at state and local level designed to improve outcomes for all students, including those with disabilities.
- Necessary but not sufficient- Other TA centers provide support to implement practices predicated on access to high quality data and reliable funding streams.

Life Cycle of Data



- **Define**: Identify and define the data elements to be collected.
- **Create**: Create data (descriptive data exist and other data are created by events).
- **Collect**: Collect the data in the least burdensome manner.
- **Store**: Store data in accessible formats for efficient access and use.
- **Protect**: Secure data from individual or technological intrusion. Protect the privacy of individuals.
- **Use**: Use data for compliance, analyses, and education improvement.
- **Share**: Provide the public with appropriate data.
- **Retire**: Archive permanent records with historical or legal value. Destroy electronic records with little or no value to the data owner.



Age Ranges

**Infants and Toddlers
– Birth Through 2**

**Preschool Children
with Disabilities –
Ages 3 through 5**

**School Aged
Children with
Disabilities –
Ages 6 through 21**

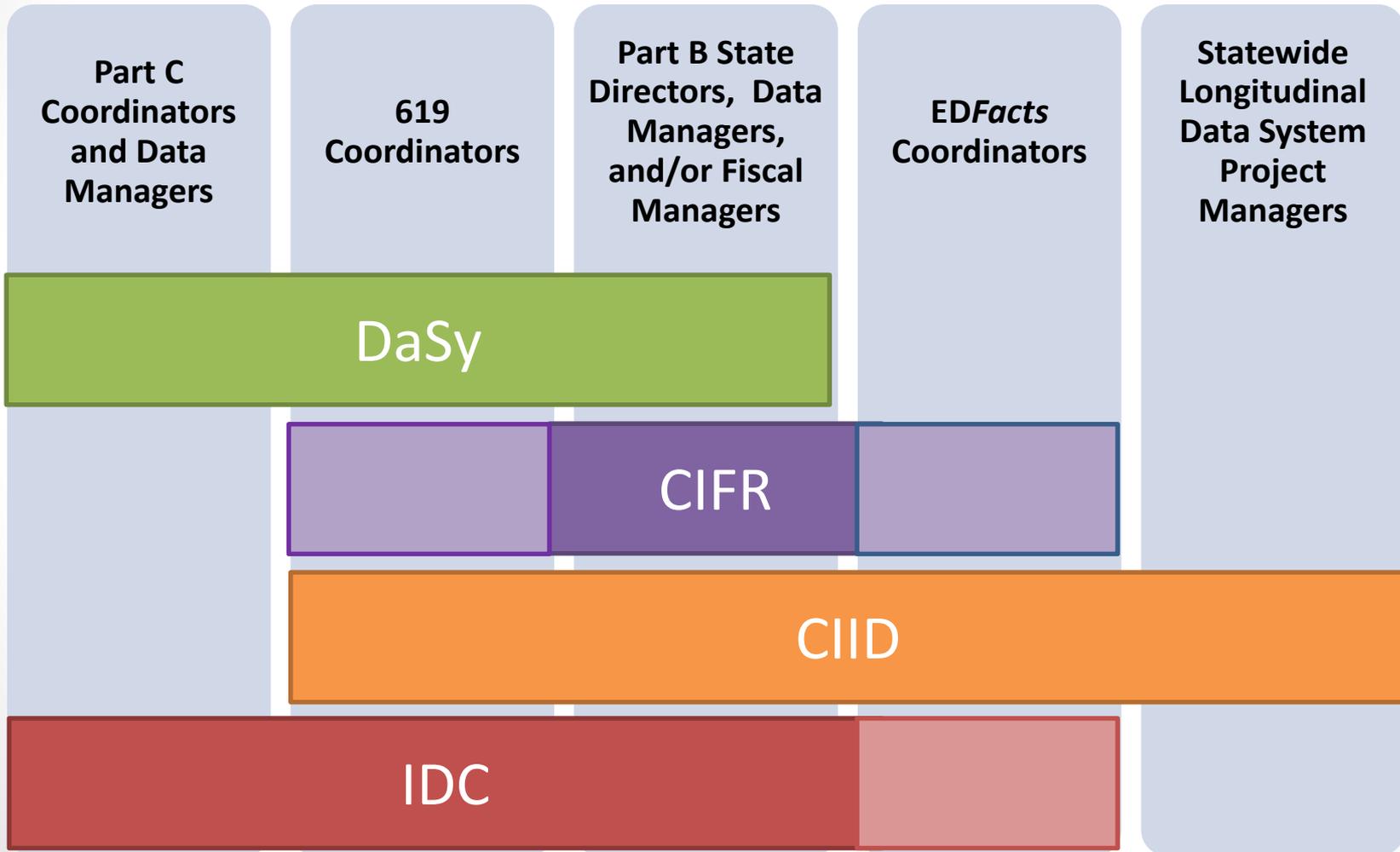
DaSy

CIFR

CIID

IDC

Primary Audiences





DaSy News

New! Framework Self-Assessment Tool

Our new Framework Self-Assessment is a companion to the ECTA System Framework and the DaSy Data System Framework. Developed by DaSy and ECTA, the self-assessment is an Excel-based tool that provides a structure for state Part C and Section 619/Preschool programs to record the current status of their state system and set priorities for improvement. You can access the [Self Assessment Tool](#) on the DaSy website or on the ECTA Center website. Be sure to download both the Guidance document and the Excel tool.

New Data System Glossary

Our new Glossary of data-related terms helps you to know exactly what we mean when we use a term in our resources and the work we do with states. Each term's Glossary "card" includes a brief definition of the term, a direct link to the source of this information or notation that the definition is "DaSy-developed," and the data-related topic(s) addressed in the DaSy Framework to which the term relates. You can find our Glossary in the *Online Learning* tab of our [DaSy Products](#) page, directly at [DaSyGlossary.org](#), or embedded throughout our [DaSy Data System Framework](#) pages.



Overview of DaSy Center

- Provide national leadership and coordination around IDEA early childhood (EC) data systems
- Generate new knowledge and useful products for IDEA Part C and Part B preschool state agencies regarding building integrated EC data systems with linkages to statewide longitudinal data systems
- Design and implement a continuum of technical assistance strategies to improve state capacity to collect, analyze, report, and use high quality IDEA EC data

Examples of DaSy Center Cross State TA

- [State of the States Interactive Map](#)
- [DaSy Framework for IDEA Data Systems](#)
 - [Framework Self Assessment Tool](#)
- [Planning, Conducting, and Documenting Data Analysis for Program Improvement](#)
- [Data Privacy & Confidentiality products](#)
 - [Data Sharing Agreement Checklist for IDEA Part C and Part B 619 Agencies and Programs](#)
 - [Data De-identification: An Overview of Basic Terms](#)
- [Types of Data Systems brief](#)

Welcome to the Center for IDEA Fiscal Reporting (CIFR). Our mission is to help states improve their capacity to report special education fiscal data.



What We Do

The Center for IDEA Fiscal Reporting (CIFR) at WestEd will provide technical assistance to state educational agencies (SEAs) to help them meet their federal obligation to collect and report special education fiscal data. The specific reporting requirements supported by the CIFR are: State maintenance of financial support (MFS) and local educational agency (LEA) maintenance of effort (MOE) reduction and coordinated early intervening service (CEIS) provision.

How State Educational Agencies (SEAs) Benefit

- Increased state staff knowledge of the underlying fiscal requirements and the calculations necessary to submit valid and reliable data on LEA MOE/CEIS and state MFS

News and Events

Now Available: Crosswalk of New IDEA MOE Regulations

The Crosswalk of New IDEA MOE Regulations with Current MOE Regulations is a side-by-side comparison, i...

[LEARN MORE >](#)

Now Available: Presentation from OSEP's LEA MOE TA Call

The PowerPoint used for OSEP's May 14th TA call on the LEA MOE regulations is now available at ...

[LEARN MORE >](#)

Overview of CIFR

- Build knowledge around reporting of IDEA fiscal data (including LEA Maintenance of Effort (MOE) Reduction & Coordinated Early Intervening Services (CEIS) data)
- Develop tools and templates to assist states in collecting valid and reliable state Maintenance of Financial Support (MFS) and LEA MOE/CEIS data.
- Provide general, targeted, and intensive TA services

Examples of CIFR Cross State TA

- [CIFR Resource Catalog](#)
- IDEA Data Center (IDC)/Center for IDEA Fiscal Reporting (CIFR) Maintenance of Effort (MOE) Reduction and Coordinated Early Intervening Services (CEIS) Pre-Submission Edit Check Tool (in development)
- State Maintenance of Financial Support Toolkit (in development)

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EXPLORE RESOURCES

*to support integration of
IDEA data into your state
longitudinal data system*

CIID NEWS

[DIA Webinar Recording Available](#)
CIID's Knowledge Development Center hosted a webinar on May 6 about [Data Integration Assessment](#). View the [recording](#) now and be sure to [complete the DIA](#) by May 15.

[FY2015 SLDS Grant Request Applications Released](#)
IES invites SEAs to apply for grants to assist them in using data in SLDS to inform their efforts to improve education in critical areas.

FEATURED RESOURCE



[Benefits of an Integrated Data System](#)
Center for the Integration of IDEA Data
March 2015

Welcome to the **Center for the Integration of IDEA Data (CIID)** website — your access point to technical assistance, useful resources and the latest news from CIID and our partners. Explore the site and work with us to improve the reporting and use of IDEA data.

The Center for the Integration of IDEA Data (CIID) provides technical assistance to states to increase the capacity to report high quality data required under the Individuals with Disabilities Education Act (IDEA) Part B Sections 616 and 618. CIID supports the integration of IDEA data systems and processes with the State Longitudinal Data System (SLDS). CIID will work directly with states to resolve the challenges associated with fragmented IDEA, SLDS and ED Facts data management practices and data systems architecture. When IDEA

Overview of CIID

- Supports SEAs by providing responsive TA around IDEA Part B data system integration and data management
- Focuses on SEA capacity to report IDEA Part B Sections 616 and 618 data
- Coordinates IDEA Part B, *EDFacts* and SLDS staff within SEAs to create efficiencies

Examples of CIID Cross State TA

- CIID 101
- Benefits of an Integrated Data System



EDFacts IDEA Discipline Data Infographic

The interactive infographic outlines details about discipline data for children with disabilities ages 3 through 21.

[View the Resource](#)

Building Capacity for High-Quality *IDEA* Data

[IDC](#) provides technical assistance to build capacity within states for collecting, reporting, and analyzing high-quality [IDEA](#) data.

The *IDEA* Data Center focuses on data requirements under Sections 616 and 618 of the *Individuals with Disabilities Education Act*, including data focused on programs for infants, toddlers, and their families (Part C) and on programs serving children ages 3 through 21 (Part B). Building capacity for high-quality *IDEA* data will affect states, school districts, and local early intervention

Announcements

The latest updates from IDC

SSIP Phase II Deadline Extended

OSEP Just announced at the Jacksonville [#ii15](#) that the deadline for phase II of the SSIP has been extended until April 1, 2016.

Overview of IDC

- Supporting ongoing and rigorous examination of *IDEA* data quality at state and local levels
- Providing full range of TA to meet states' diverse needs related to *IDEA* data quality
- Developing TA resources to support TA efforts and improve quality of *IDEA* data

Examples of IDC Cross State TA

- [Equity, Inclusion and Opportunity: Addressing Success Gaps](#)
- [Methods for Assessing Racial/Ethnic Disproportionality in Special Education](#)
- [EDFacts IDEA Discipline Data Infographic](#)
- [B6 Data Reporting Tools: Educational Environments, Ages 3-5](#)
- [618 Data Pre-submission Edit Check Tools](#)
- [Public Reporting of Section 618 Data: Regulations, Processes, and Pitfalls](#)

Collaboration Among OSEP Data TA Centers

- Continuum of approaches to working together, ranging from full collaboration to ongoing communication
- Five major ways the centers are working together:
 - Information Sharing
 - Conferences, Meetings, and Workshops
 - Webinars
 - TA Resources, Tools, and Products
 - TA to States (Individual and Group)

Who should States call for TA on IDEA Data?

- Making the Right Call
- IDC and PSC: Whom do I call and when?
- Who Are You Going to Call?
 - Focus: TA on early childhood topics, including data

More Information & Resources on OSEP Data TA Centers

- DaSy
 - <http://dasycenter.org/>
- CIFR
 - <http://cifr.wested.org/>
- CIID
 - <https://ciidta.grads360.org/#program>
- IDC
 - <http://ideadata.org/>

Questions?

- Contact Information:
 - David Guardino – David.Guardino@ed.gov
 - Meredith Miceli – Meredith.Miceli@ed.gov
- Resources:
 - <http://idea.ed.gov/explore/home>
 - <http://www.tadnet.org/pages/526-find-a-center>