

# CIID Annotated Bibliography, Version 3

## Organized by Topic

January 2017 • Author: Lindsay Wise

This annotated bibliography is intended to provide resources that will inform decision making and give in-depth background information as SEAs undertake the task of IDEA data integration. Selected resources are listed more than once as they contain information that is relevant to more than one topic area.

The bibliography is organized by the following topic areas (click below to navigate directly to each section):

- [Data Governance](#)
- [Security and Privacy](#)
- [System Design](#)
- [EDFacts](#)
- [Project Planning](#)
- [Data Integration](#)
- [Data Visualization/Data Use](#)

## Data Governance

**Common Education Data Standards (CEDS) Stakeholder Group, National Center for Education Statistics. (n.d.). *Using CEDS: Data Governance*. U.S. Department of Education. Washington, DC: Author.**

<https://ceds.ed.gov/pdf/using-ceds-data-governance.pdf>

*This brief focuses on how CEDS can be used to support data governance efforts within an organization or across organizations as part of a P-20W initiative. It describes specific ways CEDS tools can be used to support data governance, including examples from the state of Washington.*

**The DaSy Center. (2014). *DaSy Data Systems Framework*. Menlo Park, CA: SRI International.**

<http://dasycenter.org/resources/dasy-framework/introduction/>

*This comprehensive early childhood data system framework is organized around six subcomponents: Purpose and Vision, Data Governance and Management, Stakeholder Engagement, System Design and Development, Data Use, and Sustainability. The stated purpose of the framework is "to assist Part C and Section 619 programs in developing and enhancing high-quality state data systems and in improving the*

quality of their IDEA data.” It was designed specifically for early intervention and preschool special education data, but much of the information on Data Governance, Security, and Stakeholder Engagement can be applied to a data system containing data for school-age students.

**Dulaney, D., Pond, K., and Williams S. (2015 May). *SLDS Topical Webinar Summary: Use of the Common Education Data Standards (CEDs)*. U.S. Department of Education, National Center for Education Statistics. Washington, DC: Institute of Education Sciences.**

<https://nces.grads360.org/services/PDCService.svc/GetPDCDocumentFile?fileId=14584>

*This webinar summary includes information on the experiences of North Carolina and Virginia as they used CEDs to support data sharing, data governance and other SLDS work. The summary details how CEDs offers help and tools to tackle the challenges that accompany the work of instituting data management structures in a state.*

**National Forum on Education Statistics. (2010). *Traveling Through Time: The Forum Guide to Longitudinal Data Systems*. Washington, DC: U.S. Department of Education.**

*This series of four extended-length guides provide a comprehensive look at longitudinal data systems (LDS). Book 1: “What is an LDS?”; Book 2: “Planning and Developing an LDS”; Book 3: “Effectively Managing LDS Data”; and Book 4: “Advanced LDS Usage.” This series identifies and offers solutions to issues that states may face as they work to enhance and maintain their data systems. State agency personnel may find sections applicable to their SLDS development and integration. The series also provides a wealth of context and background on many relevant topics including data governance and system design.*

- **National Forum on Education Statistics. (2010). *Traveling Through Time: The Forum Guide to Longitudinal Data Systems. Book one of four: What is an LDS?* (NFES 2010–805). Washington, DC: U.S. Department of Education.**  
<http://nces.ed.gov/pubs2010/2010805.pdf>
- **National Forum on Education Statistics. (2010). *Traveling Through Time: The Forum Guide to Longitudinal Data Systems. Book two of four: Planning and Developing an LDS* (NFES 2011–804). Washington, DC: U.S. Department of Education.**  
<http://nces.ed.gov/pubs2011/2011804.pdf>
- **National Forum on Education Statistics. (2011). *Traveling Through Time: The Forum Guide to Longitudinal Data Systems. Book three of four: Effectively Managing LDS Data* (NFES 2011–805). Washington, DC: U.S. Department of Education.**  
<http://nces.ed.gov/pubs2011/2011805.pdf>
- **National Forum on Education Statistics. (2011). *Traveling Through Time: The Forum Guide To Longitudinal Data Systems. Book four of four: Advanced LDS Usage* (NFES 2011–802). Washington, DC: U.S. Department of Education.**  
<http://nces.ed.gov/pubs2011/2011802.pdf>

**Statewide Longitudinal Data System Grant Program. (2014 May). *SLDS Best Practices Brief: Technical and Business Documentation for an SLDS*. U.S. Department of Education, National Center for Education Statistics, Institute of Education Sciences. Washington, DC: Author.**

<https://sls.grads360.org/services/PDCService.svc/GetPDCDocumentFile?fileId=8589>

*This publication provides an overview of documentation processes and deliverables frequently used for SLDS. It defines types of documentation, provides dos and don'ts, and lists examples of state documentation. The documents it describes are common to information technology and data-related projects and can help ensure effective implementation, ongoing maintenance, and sustainability of an SLDS.*

**Statewide Longitudinal Data System (SLDS) Grant Program, State Support Team. (2015 July). *SLDS Glossary*. (Version 1.0). U.S. Department of Education, National Center for Education Statistics, Institute of Education Sciences. Washington, DC: Author.**

<https://slds.grads360.org/#communities/pdc/documents/8541>

*The SLDS Glossary defines common terms related to SLDS, data use, and privacy. It covers terms and definitions commonly used by various workgroups within the SLDS Grant Program, as well as by the Privacy Technical Assistance Center.*

**U.S. Department of Education. (2013). *EDFacts Data Governance Board (EDGB) Overview*. Washington, DC: Author.**

<http://www2.ed.gov/about/inits/ed/edfacts/edfacts-edgb-data-governance.pdf>

*This overview of the EDFacts Data Governance Board (EDGB) provides an example of the structure of a Data Governance Board. It contains the mission, organizational structure, and accomplishments of the EDGB. States may choose to use the federal system as a model when planning changes to their own data governance practices.*

**Townsend, B., and Votta, P. (2015 January). *SLDS Topical Webinar Summary: Managing Leadership Change: Keeping the Work Going*. U.S. Department of Education, National Center for Education Statistics. Washington, DC: Institute of Education Sciences.**

<https://nces.grads360.org/services/PDCService.svc/GetPDCDocumentFile?fileId=10075>

*This document addresses the importance of planning for leadership change. It describes the risks associated with leadership change that can be spontaneous or due to election cycles. The webinar summary shares experiences of SLDS representatives from Vermont and Rhode Island as they worked to ensure continuity of SLDS work in the face of leadership change.*

**U.S. Department of Education. (2013). *EDFacts Data Governance Board (EDGB) Charter*. Washington, DC: Author.**

<http://www2.ed.gov/about/inits/ed/edfacts/index.html>

*The EDFacts Data Governance Board (EDGB) Charter describes the function and membership of the EDFacts Data Governance Board. As with the EDGB Overview, listed above, this charter might be used as an example as states plan and enhance their data governance practices when integrating IDEA data into the SLDS.*

**National Center for Education Statistics. *State Longitudinal Data System Best Practices Brief: P-20W Data Governance*. U.S. Department of Education. Washington, DC: Author.**

[https://nces.ed.gov/programs/slds/pdf/brief4\\_P\\_20W\\_DG.pdf](https://nces.ed.gov/programs/slds/pdf/brief4_P_20W_DG.pdf)

*This SLDS Best Practices Brief provides an overview of data governance, i.e., establishing responsibility for data and organizing staff to improve data quality through the systematic creation and enforcement of policies, roles, responsibilities, and procedures. It discusses the work of and effective practices from three states experienced with P-20W data governance. As states work to integrate IDEA data, they may use this document as they re-examine their data governance to take system and organizational changes into account.*

# Security and Privacy

**The DaSy Center. (2014). *DaSy Data Systems Framework*. Menlo Park, CA: SRI International.**

<http://dasycenter.org/resources/dasy-framework/introduction/>

*This comprehensive early childhood data system framework is organized around six subcomponents: Purpose and Vision, Data Governance and Management, Stakeholder Engagement, System Design and Development, Data Use, and Sustainability. The stated purpose of the framework is “to assist Part C and Section 619 programs in developing and enhancing high-quality state data systems and in improving the quality of their IDEA data.” It was designed specifically for early intervention and preschool special education data, but much of the information on Data Governance, Security, and Stakeholder Engagement can be applied to a data system containing data for school-age students.*

**Gibson, N., and Swiggum, R. (2012 May). *SLDS Topical Webinar Summary: Identity Management Approaches: Protecting Access while Serving Multiple Stakeholders*.**

[http://nces.ed.gov/programs/slids/pdf/webinar\\_id-mgmt.pdf](http://nces.ed.gov/programs/slids/pdf/webinar_id-mgmt.pdf)

*This webinar summary presents state approaches to identity management. It advocates for a “coherent approach to identity management,” presents a multi-system approach in Arkansas, and describes a single sign-on in Georgia. Each state approach is reviewed, along with a discussion of issues surrounding identity, authorization, and authentication. As states integrate special education data into SLDS, new identity management issues may arise; this webinar summary provides an introduction into some of those potential issues.*

**National Center for Education Statistics. (2011). *Statewide Longitudinal Data Systems (SLDS) Technical Brief 2. Data Stewardship: Managing Personally Identifiable Information in Electronic Student Education Records (NCES 2011-602)*. U.S. Department of Education. Washington, DC: Author.**

<http://nces.ed.gov/pubs2011/2011602.pdf>

*This technical brief gives an overview of issues surrounding privacy and security of Personally Identifiable Information (PII). Topics covered are Data Stewardship Defined, Conducting an Inventory of PII, Implementing Internal Procedural Controls to Protect Identifiable Information, Providing Public Notice of Education Record Systems, and Accountability and Auditing. For users new to student information systems, this brief provides an overview of PII issues pertinent to system designers and administrators.*

**National Center for Education Statistics. (2010). *Statewide Longitudinal Data Systems (SLDS) Technical Brief 1. Basic Concepts and Definitions for Privacy and Confidentiality in Student Education Records (NCES 2011-601)*. U.S. Department of Education. Washington, DC: Author.**

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2011601>

*This SLDS brief covers basic concepts and definitions that establish a common set of terms related to the protection of personally identifiable information, especially in education records in the SLDS. It will be of use to states as a primer on privacy and confidentiality terms and an introduction to important considerations.*

**Privacy Technical Assistance Center. (2015 August). *Responsibilities of Third-Party Service Providers under FERPA (PTAC-FAQ-5)*. U.S. Department of Education. Washington, DC: Author.**

<http://ptac.ed.gov/responsibilities-third-party-service-providers-under-ferpa>

*The Privacy Technical Assistance Center developed this document to assist online educational services providers, vendors, and contractors in understanding the Family Educational Rights and Privacy Act (FERPA). This guidance presents the same material as the Protecting Student Privacy While Using Online Educational Services, but in a format geared toward third-party service providers. As emphasized in the document, states working toward integration should keep privacy considerations a high priority and should share information about FERPA with third parties.*

**State Longitudinal Data System (SLDS) Grant Program, State Support Team. (2015 July). *SLDS Glossary. (Version 1.0)*. U.S. Department of Education, National Center for Education Statistics, Institute of Education Sciences. Washington, DC: Author.**

<https://slds.grads360.org/#communities/pdc/documents/8541>

*The SLDS Glossary defines common terms related to SLDS, data use, and privacy. It covers terms and definitions commonly used by various workgroups within the SLDS Grant Program, as well as by the Privacy Technical Assistance Center.*

## System Design

**Anagnostopoulos, D., and Bali, V.A. (2011). *Implementing Statewide Longitudinal Student Data Systems: Lessons from the States*. East Lansing, MI: The Education Policy Center, Michigan State University.**

[http://education.msu.edu/epc/publications/documents/WP22Anagnostopoulos\\_Bali\\_2011\\_Implementing\\_Statewide\\_Student\\_Data\\_Systems.pdf](http://education.msu.edu/epc/publications/documents/WP22Anagnostopoulos_Bali_2011_Implementing_Statewide_Student_Data_Systems.pdf)

*This report provides both an overview of longitudinal student data systems (LSDS) across the 50 states as well as specific information on the creation and maintenance of state data systems in three states. The report defines and discusses three levels of progress markers: Emergent State, Accelerated State, and Established State. It also reviews particular challenges and strategies used by state education agencies in their efforts to develop, implement, and expand LSDS. This document provides background information for states as they begin working to integrate their own systems.*

**The DaSy Center. (2014). *DaSy Data Systems Framework*. Menlo Park, CA: SRI International.**

<http://dasycenter.org/resources/dasy-framework/introduction/>

*This comprehensive early childhood data system framework is organized around six subcomponents: Purpose and Vision, Data Governance and Management, Stakeholder Engagement, System Design and Development, Data Use, and Sustainability. The stated purpose of the framework is “to assist Part C and Section 619 programs in developing and enhancing high-quality state data systems and in improving the quality of their IDEA data.” It was designed specifically for early intervention and preschool special education data, but much of the information on Data Governance, Security, and Stakeholder Engagement can be applied to a data system containing data for school-age students.*

**Early Childhood Data Collaborative. (2014 February). *The 2013 State of States’ Early Childhood Data Systems*. Washington, DC: Early Childhood Data Collaborative.**

<http://www.ecedata.org/files/2013%20State%20of%20States’%20Early%20Childhood%20Data%20Systems.pdf>

*This report is based on a survey of 50 states and the District of Columbia and assesses the coordination of their early childhood data systems. The survey was completed by state education, health, and social services program staff and focused on states’ capacity to securely link child-level ECE data, collect state-level child screening and assessment data, and manage the security and use of coordinated ECE data.*

**Mathematica. (2013 December). *Developing and Enhancing Data Systems: InFocus Brief*. Princeton, NJ: Mathematica Policy Research.**

<https://www.mathematica-mpr.com/download-media?MediaItemId={3AB264C7-53C9-4652-A328-8DA5E211E314}>

*This brief provides an overview of some of the important considerations as SEAs consider building a P-20W data system across several agencies. It reviews several recommendations on planning and thinking ahead, including identifying the persons involved, defining data governance and data term definitions, and budgeting.*

**MindTools.com (n.d.). *Business Requirements Analysis. Clearly Agreeing What You're Going to Deliver.* [Online].**

[http://www.mindtools.com/pages/article/newPPM\\_77.htm](http://www.mindtools.com/pages/article/newPPM_77.htm)

*This brief document provides a guide to analyzing business requirements for a new product or service. Steps included in the process are identifying key stakeholders, capturing stakeholder requirements, categorizing requirements, interpreting and recording requirements, signing off. While not specific to state data systems, this article may help states think through the process of designing and communicating business rules for their SLDS.*

**National Center for Education Statistics. (2012). *State Longitudinal Data System Issue Brief. Centralized vs. Federated: State Approaches to P-20W Data Systems.* U.S. Department of Education. Washington, DC: Author.**

[https://nces.ed.gov/programs/slds/pdf/federated\\_centralized\\_print.pdf](https://nces.ed.gov/programs/slds/pdf/federated_centralized_print.pdf)

*This issue brief helps to define and weigh the merits of centralized and federated data systems. States can use the information to help decide which type will suit their needs. The brief defines the two types of systems, lists questions designed to guide states as they consider a suitable approach, and includes a table comparing the two types of system characteristics.*

**National Forum on Education Statistics. (2010). *Traveling Through Time: The Forum Guide to Longitudinal Data Systems.* Washington, DC: U.S. Department of Education.**

*This series of four extended-length guides provide a comprehensive look at longitudinal data systems (LDS). Book 1: "What is an LDS?"; Book 2: "Planning and Developing an LDS"; Book 3: "Effectively Managing LDS Data"; and Book 4: "Advanced LDS Usage." This series identifies and offers solutions to issues that states may face as they work to enhance and maintain their data systems. State agency personnel may find sections applicable to their SLDS development and integration. The series also provides a wealth of context and background on many relevant topics including data governance and system design.*

- **National Forum on Education Statistics. (2010). *Traveling Through Time: The Forum Guide to Longitudinal Data Systems. Book one of four: What is an LDS?* (NFES 2010–805). Washington, DC: U.S. Department of Education.**  
<http://nces.ed.gov/pubs2010/2010805.pdf>
- **National Forum on Education Statistics. (2010). *Traveling Through Time: The Forum Guide to Longitudinal Data Systems. Book two of four: Planning and Developing an LDS* (NFES 2011–804). Washington, DC: U.S. Department of Education.**  
<http://nces.ed.gov/pubs2011/2011804.pdf>
- **National Forum on Education Statistics. (2011). *Traveling Through Time: The Forum Guide to Longitudinal Data Systems. Book three of four: Effectively Managing LDS Data* (NFES 2011–805). Washington, DC: U.S. Department of Education.**  
<http://nces.ed.gov/pubs2011/2011805.pdf>
- **National Forum on Education Statistics. (2011). *Traveling Through Time: The Forum Guide To Longitudinal Data Systems. Book four of four: Advanced LDS Usage* (NFES 2011–802). Washington, DC: U.S. Department of Education.**  
<http://nces.ed.gov/pubs2011/2011802.pdf>

**U.S. Department of Education. (2015). *EDFacts Business Rules Guide. (2008-2015).* [Online]. Washington, DC: Author.**

<http://www2.ed.gov/about/inits/ed/edfacts/business-rules-guide.html>

*The EDFacts Business Rules Guide (BRG) provides a comprehensive list of the business rules that apply to each file submission. This guide helps states understand and correct any problems identified on their file submissions. Starting with SY 2008-09, the BRG includes two documents: (1) a PDF detailing the terminology used in the BRG spreadsheet and other information helpful in using the BRG spreadsheet and (2) an Excel spreadsheet describing each business rule. States can refer to the BRG to incorporate the federal business rules into the SLDS.*

## **EDFacts**

**U.S. Department of Education. (2015). *EDFacts Business Rules Guide. (2008-2015).* [Online]. Washington, DC: Author.**

<http://www2.ed.gov/about/inits/ed/edfacts/business-rules-guide.html>

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**U.S. Department of Education. (2013). *EDFacts Data Governance Board (EDGB) Overview.* Washington, DC: Author.**

<http://www2.ed.gov/about/inits/ed/edfacts/edfacts-edgb-data-governance.pdf>

*This overview of the EDFacts Data Governance Board (EDGB) provides an example of the structure of a Data Governance Board. It contains the mission, organizational structure, and accomplishments of the EDGB. States may choose to use the federal system as a model when planning changes to their own data governance practices.*

**U.S. Department of Education. (2013). *EDFacts Data Governance Board (EDGB) Charter.* Washington, DC: Author.**

<http://www2.ed.gov/about/inits/ed/edfacts/index.html>

*The EDFacts Data Governance Board (EDGB) Charter describes the function and membership of the EDFacts Data Governance Board. As with the EDGB Overview, listed above, this charter might be used as an example as states plan and enhance their data governance practices when integrating IDEA data into the SLDS.*

**U.S. Department of Education. (2013) *EDFacts Data Set Reference Book (SYs 2013-14, 2014-15, and 2015-16).* Washington, DC: Author.**

<http://www2.ed.gov/about/inits/ed/edfacts/index.html>

*The EDFacts Data Set Reference Book contains information on all data sets required under EDFacts for School Years 2013-14, 2014-15 and 2015-16. It may be useful for states as they examine the connections between various EDFacts files. The Data Set Reference Book also contains common definitions of standard EDFacts terms, lists Data Groups contained within files, and names program stewards for each file.*

**U.S. Department of Education. (2013). *EDFacts Overview*. Washington, DC: Author.**

<http://www2.ed.gov/about/inits/ed/edfacts/edfacts-overview.pdf>

*This document provides a high-level view of all the EDFacts data collections, presented in a visual format and grouped by program area. The document continues with a brief description of each file, including the file number and level at which each file is collected. This overview is useful as an introduction to the EDFacts Data Collection and provides background on the size and complexity of the collection. Note that this document is slightly out of date and contains references to data files that have been discontinued. Despite that, it may still provide context for state team members who are only familiar with the IDEA-related data collections.*

## Project Planning

**Common Education Data Standards (CEDs) Stakeholder Group, National Center for Education Statistics. (n.d.). *Using CEDs: Data Governance*. U.S. Department of Education. Washington, DC: Author.**

<https://ceds.ed.gov/pdf/using-ceds-data-governance.pdf>

*This brief focuses on how CEDs can be used to support data governance efforts within an organization or across organizations as part of a P-20W initiative. It describes specific ways CEDs tools can be used to support data governance, including examples from the state of Washington.*

**Jordan, E., and King, C. (2015). *Rising to the Challenge: Building Effective Systems for Young Children and Families; A BUILD E-book*. Chapter 7, *Stacking the Blocks: A Look at Integrated Data Strategies*. Boston, MA: BUILD Initiative.**

<http://www.childtrends.org/wp-content/uploads/2015/08/2015-35BuildChap7.pdf>

*Seven states participated in interviews about early childhood data system development. The authors discuss the similar goals and processes that they identified across the states, laying out five “building blocks” that are commonly used as states plan for data integration.*

**Mathematica. (2013 December). *Developing and Enhancing Data Systems: InFocus Brief*. Princeton, NJ: Mathematica Policy Research.**

<https://www.mathematica-mpr.com/download-media?MediaItemId={3AB264C7-53C9-4652-A328-8DA5E211E314}>

*This brief provides an overview of some important considerations as SEAs consider building a P-20W data system across several agencies. It reviews several recommendations on planning and thinking ahead, including identifying the persons involved, defining data governance and data term definitions, and budgeting.*

**McQuiggan, J., and Sapp, A.W. (2014). *Implement, Improve and Expand Your Statewide Longitudinal Data System: Creating a Culture of Data in Education*. Hoboken: John Wiley and Sons, Inc.**

<https://books.google.com/books?hl=en&lr=&id=f8rDAgAAQBAJ&oi=fnd&pg=PT8&ots=1tD9VWjH1b&sig=JwWIDJ-YmgTBxrs15sRF2Do-IO4#v=onepage&q&f=false>

*This book, available for purchase on google.com, provides a long-form guide to implementing a statewide longitudinal data system. It contains “detailed and contextualized discussion of SLDSs, which will serve as a recipe for states that want to implement an SLDS, develop design and enactment of new and existing SLDS systems, addressing implementation, operation and optimization.”*



**Statewide Longitudinal Data System Grant Program. (2014 May). *SLDS Best Practices Brief: Technical and Business Documentation for an SLDS*. U.S. Department of Education, National Center for Education Statistics, Institute of Education Sciences. Washington, DC: Author.**

<https://slds.grads360.org/services/PDCService.svc/GetPDCDocumentFile?fileId=8589>

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**Statewide Longitudinal Data Systems Grant Program State Support Team. (2012). *SST TA Services-Based Early Learning Self-Assessment Tool*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.**

[https://nces.ed.gov/programs/SLDS/pdf/EarlyChildhoodSelf-Assessment\\_Interactive.pdf](https://nces.ed.gov/programs/SLDS/pdf/EarlyChildhoodSelf-Assessment_Interactive.pdf)

*This tool, created for integrating early childhood data into SLDS, provides states with a template to assess readiness or progress on integrating early childhood data. It examines Defining the Purpose, Developing a Plan, Identifying the Current Capacity and the Need, Identifying and Engaging Stakeholders, Identifying and Defining the Data Governance, System Design Planning, Planning to Use the Data within the SLDS, and Sustainability Planning to Keep Early Learning Integrated into the SLDS. Although geared toward early childhood, this tool has direct parallels to the work of states trying to integrate special education data for school-age students into the SLDS.*

**Statewide Longitudinal Data Systems Grant Program State Support Team. (2012). *SLDS Early Childhood Planning Guide*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.**

<http://nces.ed.gov/programs/slds/publications.asp>

*This guide is the companion to the SST Early Learning Self-Assessment Tool. It offers practical suggestions and resources for steps in the process of integrating early childhood data into an SLDS. As with the Self-Assessment Tool, this guide is focused on Early Childhood data, but much of the advice can be applied to school-age special education data. These documents can provide a direct resource for states or be used as references in the creation of school-age data integration tools.*

**Townsend, B., and Votta, P. (2015 January). *SLDS Topical Webinar Summary: Managing Leadership Change: Keeping the Work Going*. U.S. Department of Education, National Center for Education Statistics. Washington, DC: Institute of Education Sciences.**

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*This document addresses the importance of planning for leadership change. It describes the risks associated with leadership change that can be spontaneous or due to election cycles. The webinar summary shares experiences of SLDS representatives from Vermont and Rhode Island as they worked to ensure continuity of SLDS work in the face of leadership change.*

## Data Integration

**Mueller E. (Nov. 2010). *State Longitudinal Data Systems for Tracking Outcomes for Students with Disabilities through Postsecondary Activities*. Project Forum. In Forum Brief Policy Analysis. Alexandria, VA: National Association of State Directors of Special Education.**

[http://nasdse.org/DesktopModules/DNNspot-Store/ProductFiles/76\\_e501d36a-f082-44f1-8aca-52d96c886c3e.pdf](http://nasdse.org/DesktopModules/DNNspot-Store/ProductFiles/76_e501d36a-f082-44f1-8aca-52d96c886c3e.pdf)

*This brief outlines the results of a survey on state efforts to implement longitudinal systems that track special education students through post-secondary activities and to integrate the data into state longitudinal data systems for all children. The survey tracks the SLDS integration progress as well as information on staffing, types of data collected, funding, collaborative activities, data governance boards, and reports. It also outlines barriers and benefits of integrating IDEA data. This brief provides a historical snapshot of the progress states are making on IDEA integration as well as raising considerations for states planning change now.*

**Statewide Longitudinal Data Systems Grant Program State Support Team. (2012). *SST TA Services-Based Early Learning Self-Assessment Tool*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.**

[https://nces.ed.gov/programs/SLDS/pdf/EarlyChildhoodSelf-Assessment\\_Interactive.pdf](https://nces.ed.gov/programs/SLDS/pdf/EarlyChildhoodSelf-Assessment_Interactive.pdf)

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[http://nces.ed.gov/programs/slds/pdf/Early\\_Childhood\\_Planning\\_Guide.pdf](http://nces.ed.gov/programs/slds/pdf/Early_Childhood_Planning_Guide.pdf)

*This guide is the companion to the SST Early Learning Self-Assessment Tool. It offers practical suggestions and resources for steps in the process of integrating early childhood data into an SLDS. As with the Self-Assessment Tool, this guide is focused on Early Childhood data, but much of the advice can be applied to school-age special education data. These documents can provide a direct resource for states or be used as references in the creation of school-age data integration tools.*

## Data Visualization/Data Use

**Mathematica. (2014 December). *Districts and Data: Developing Capacity for Effective Data Use: Issue Brief*. Princeton, NJ: Mathematica Policy Research.**

<https://www.mathematica-mpr.com/our-publications-and-findings/publications/districts-and-data-developing-capacity-for-effective-data-use>

*This issue brief focuses on district data use. It lays out four recommendations for strategic data use and ways to overcome hurdles.*

National Forum on Education Statistics. (2016). *Forum Guide to Data Visualization: A Resource for Education Agencies* (NFES 2017-016). U.S. Department of Education, National Center for Education Statistics. Washington, DC: Author  
<http://nces.ed.gov/pubs2017/NFES2017016.pdf>

*This guide to data visualization is designed specifically for state education agency staff and recommends practices to “communicate data meaning in visual formats that are accessible, accurate, and actionable for a wide range of education stakeholders.”*



Contact Us:

By email at [CIIDTA@aemcorp.com](mailto:CIIDTA@aemcorp.com)

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