Current Status and Future Priorities: Statewide Data Systems for IDEA Early Intervention and Early Childhood Special Education

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Background

* The Center for IDEA Early Childhood Data Systems, the DaSy Center, was funded by the Office of Special Education Programs (OSEP) to provide technical assistance (TA) to states to support them in developing or enhancing Part C and Part B Section 619 (Part B 619) data systems.

* TA will assist Part C and Part B 619 state agencies in participating in the development of integrated early childhood data systems and longitudinal data systems in their states.

* The DaSy Center collected information about the current status of Part C and Part B 619 state data systems, priorities for improvement, and areas where the states would like TA.

* In this poster, selected findings about the current status of Part C and Part B 619 data systems and where states are in moving to improve their data systems.

Methods

* State Part C and Part B 619 coordinators, their respective data managers, and other state staff completed an online survey in summer of 2013.

* Responses were obtained from 94% of the 50 states, DC, and Puerto Rico for Part C and from 96% for Part B 619.
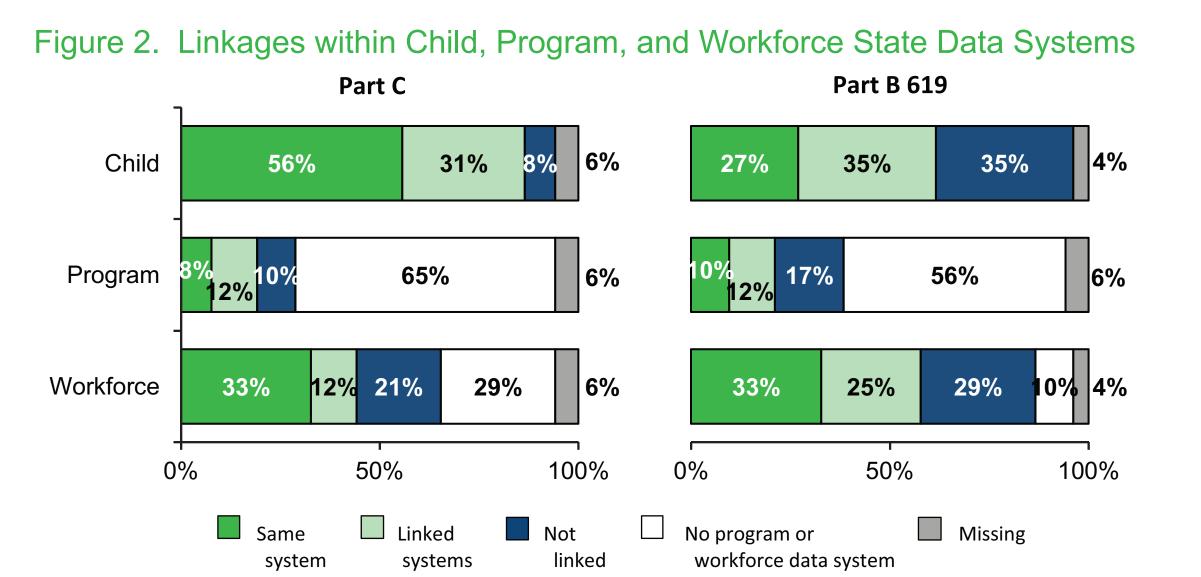
Findings

Statewide Data Systems with Identifiable Data (Figure 1)

* For both Part C and Part B 619, all responding states reported having a child-level state data system containing personally identifiable information for children receiving services.

* Less than half of states have data systems containing program-level data.

* Nearly two-thirds of states have state data systems containing Part C workforce data.

* A majority of states have Part B 619 data systems containing data about preschool special education teachers, related services personnel, and general education personnel who work with children receiving preschool special education.

Figure 1. States that Have Statewide Data Systems with Different Kinds of Identifiable Data

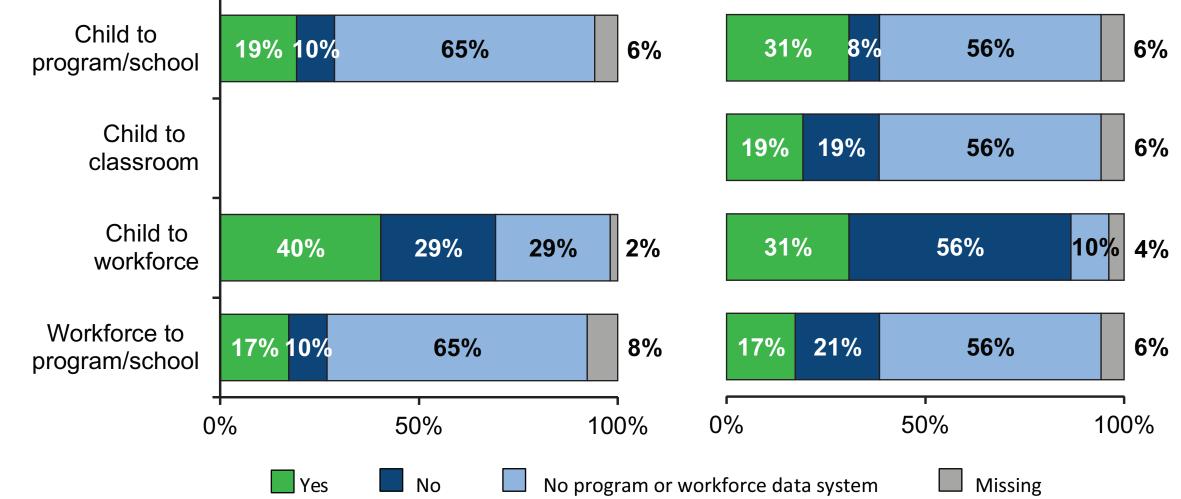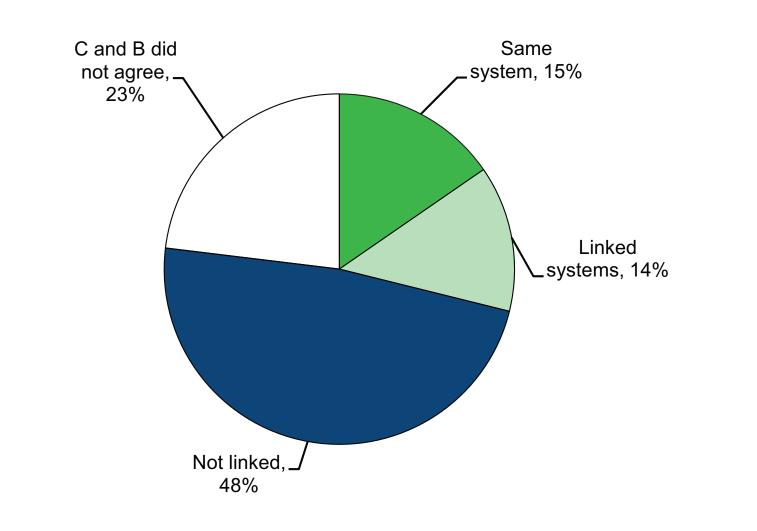Note: EI = early intervention; sp ed tchr = special education teacher; rel svcs pers = related services personnel; gen ed tchr = general education teacher.

Figure 2. Linkages within Child, Program, and Workforce State Data Systems

Figure 3. Linkages between Child, Program, and Workforce Data Systems

Figure 4. Linkages between Part C and Part B 619 State Data Systems

Figure 5. Linkages between Part C/Part B 619 and K-12 Special and General Education Data Systems

Linking Data within Part C and within Part B 619 Data Systems (Figures 2 & 3)

* As defined on the survey, linking refers to the process of joining or connecting records about one individual or entity in one data system or dataset with those in another data system or dataset.

* Figure 2 shows that linkages with child data are the most common.

* Figure 3 shows that linkages between child, program, and/or workforce data systems are not common, largely because states do not have program data systems.

Linkages between Part C and Part B 619 Data Systems (Figure 4)

* Almost one-third of states reported that their state's Part C and Part B 619 data systems were in the same system or have been linked at least once, while nearly half reported that the two data systems have not been linked.

* Results for 23% of states were ambiguous because the answers given by Part C and Part B 619 coordinators did not agree.

Linkages with K-12 Education Data Systems (Figure 5)

* Less than half of states have connected Part C child data to K-12 special education data.

* Most states have linked Part B 619 child data to K-12 special education data.

Linkages with Other Early Childhood, Social Service, and Health Data Systems (Table 1)

* Linkages to early childhood, social service, and health data systems allow states to track children's participation, and their outcomes as a result of participation in these different programs.

* With a few exceptions, few states have linked Part C data to other data systems

* For Part B 619, linkages to other data systems are not common. Compared to Part C, more states have linkages to early childhood program data and fewer have linkages to health data.
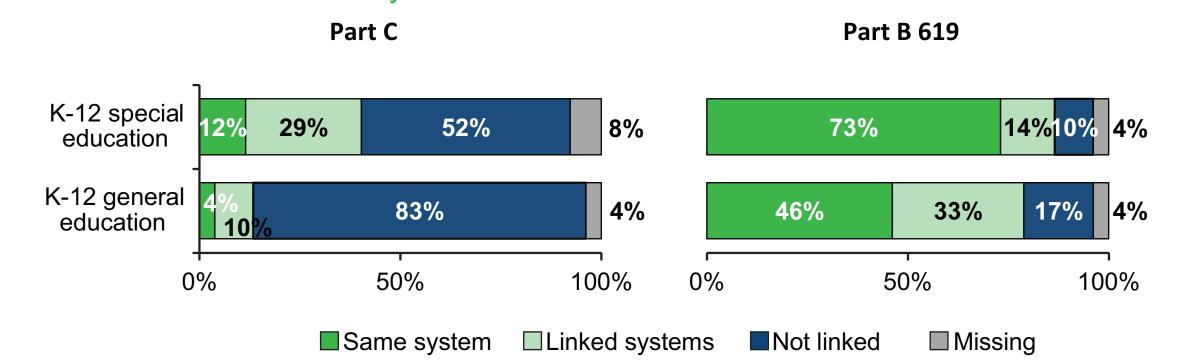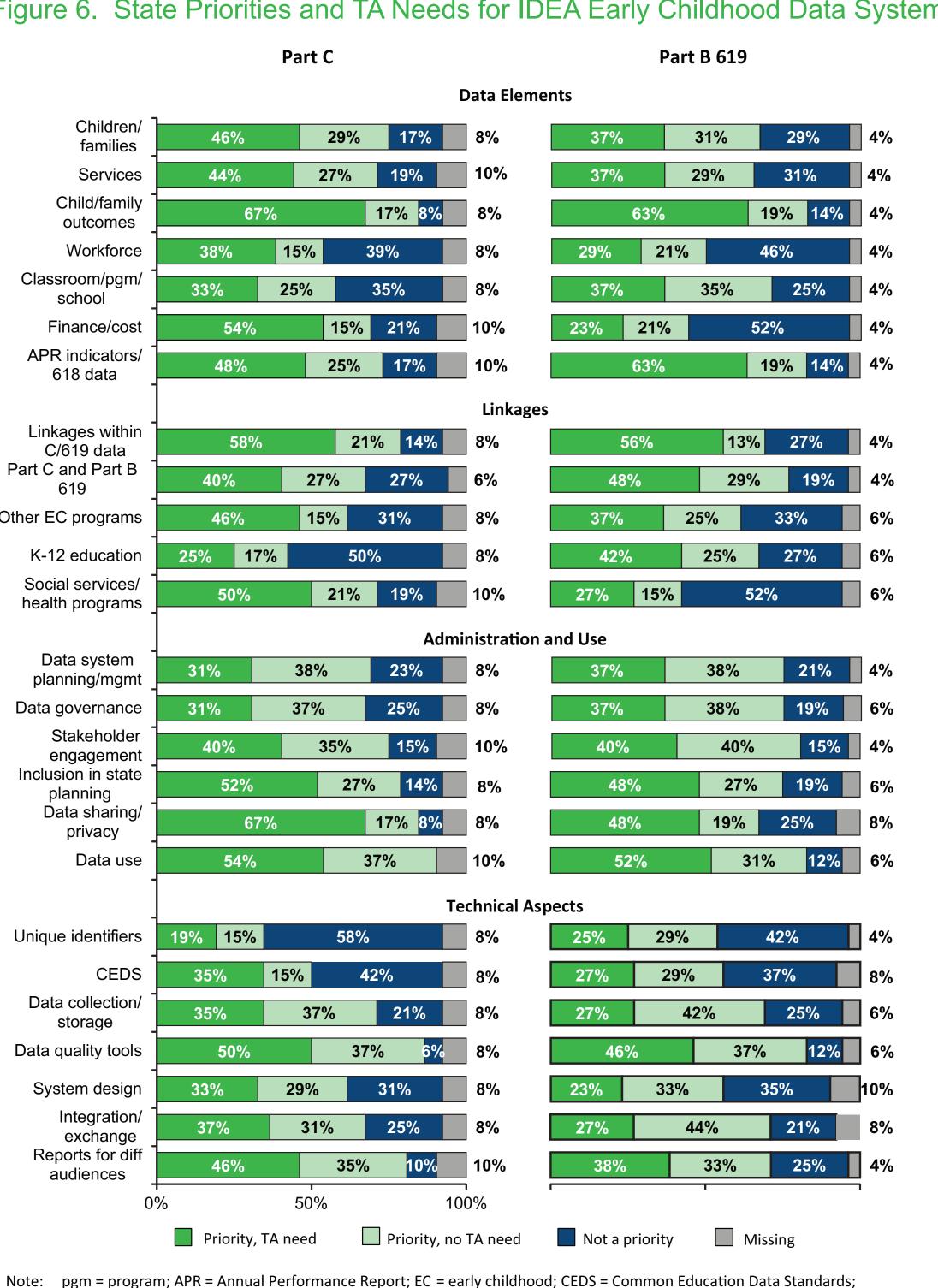
Table 1. Connections between Part C/Part B 619 Child Data and Other State Programs' Child Data

	Part C	Part B 619
Early childhood program data		
State pre-K	12%	46%
Head Start	6%	22%
Early Head Start	2%	10%
Child care	6%	8%
Home visiting	8%	8%
Social service data		
Child welfare	21%	10%
Foster care	12%	8%
Temporary Assistance for Needy Families (TANF)	10%	14%
Homeless services	6%	14%
Vital records and health data		
Medicaid/SCHIP	42%	12%
EHDI	37%	8%
Vital records	21%	0%
Birth defects registry	21%	2%
All-payer claims (insurance)	13%	0%
WIC/SNAP	8%	6%
Hospital	6%	2%
Behavioral health	4%	2%

Note: Percentages are percent of states that reported the data are in the same system with Part C/Part B 619 or have been linked at least once. SCHIP = State Children's Health Insurance Program; EHDI = Early Hearing Detection and Intervention; WIC/SNAP = Women, Infants, and Children/Supplemental Nutrition Assistance Program.

Figure 6. State Priorities and TA Needs for IDEA Early Childhood Data Systems

Note: pgm = program; APR = Annual Performance Report; EC = early childhood; CEDS = Common Education Data Standards; diff = different; TA = technical assistance.

State Priorities and Needs for Technical Assistance for IDEA Data Systems (Figure 6)

* For Part C, the most frequent topics for which the Part C coordinators want assistance from the DaSy Center were child and family outcome data; data sharing permissions and privacy issues; linkages to Part B 619 data; data use; and increasing the type or quality of finance data.

* For Part B 619, the priorities reported most frequently were data use; data quality, verification, and audit systems; child and family outcome data; and increasing the type or quality of data for the APR indicators or 618 data.

Conclusions and Implications

* Many state EI and ECSE programs have made substantial strides in building state data systems.

* More work remains to continue building data systems capable of driving meaningful program improvement.

* Researchers can play important roles in assisting states to build data systems and using their data effectively to address policy and programmatic questions.

Citation

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