

# IDEA State Early Childhood Data Systems: Overview of Changes from 2013 to 2019



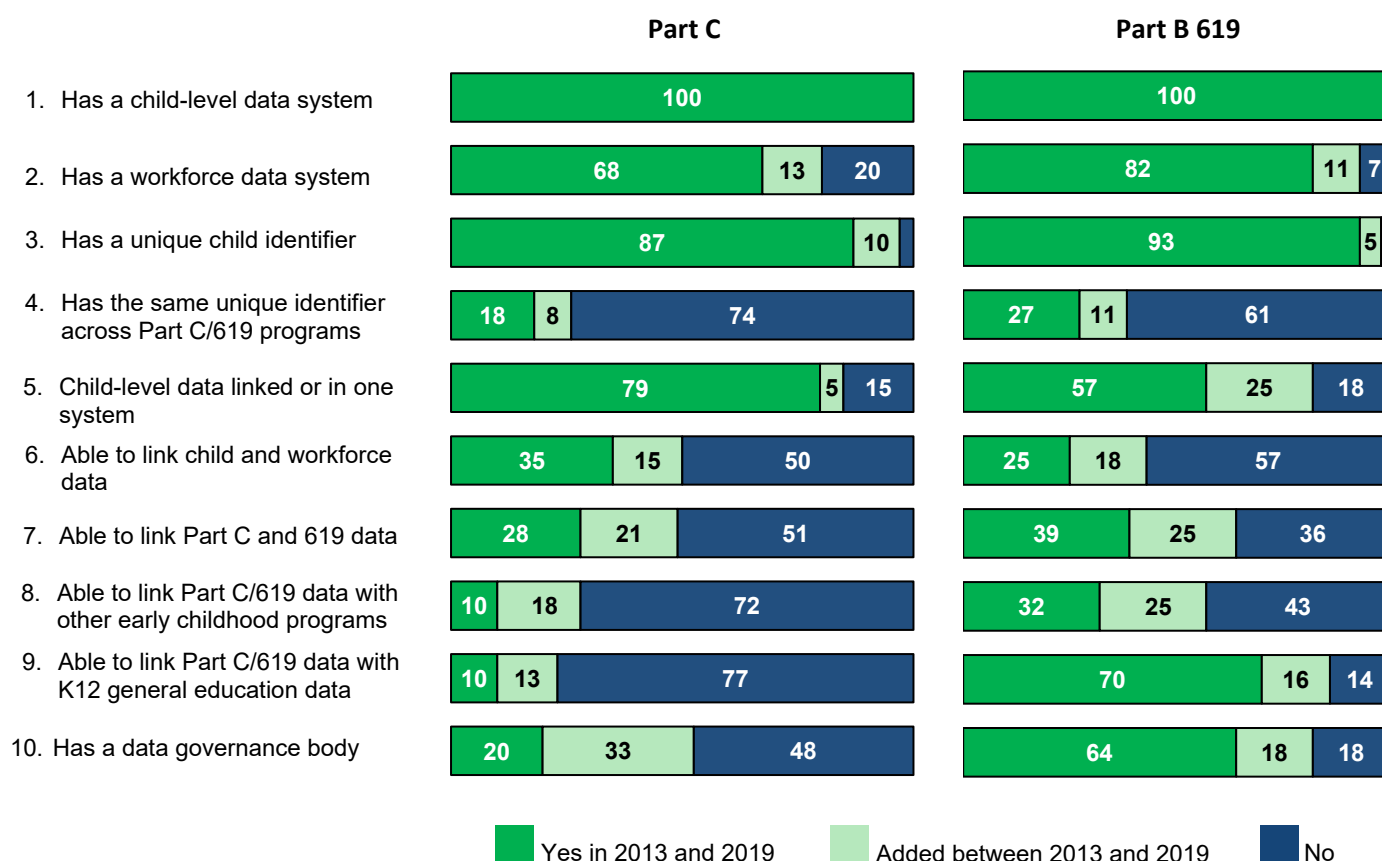
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Author: Sara Thayer

A high-quality statewide data system provides the information required for federal reporting as well as the information needed to improve early intervention and early childhood special education programs. The Center for IDEA Early Childhood Data Systems (DaSy) collected data from states on 10 key indicators of a high-quality data system (see <https://dasycenter.org/state-of-the-states-2019/> for more information on the indicators). This brief presents how Part C and Part B 619 state data systems changed on these indicators between 2013 and 2019.

The majority of Part C and Part B 619 state programs had child-level data systems and workforce data systems, and the programs used unique child identifiers at both time points, with a small percentage gaining those functions (Figure 1). Change in other system capabilities varied by data system indicator and program with one or more states reporting that they added at least one data system indicator. Especially noteworthy was the increase in the number of Part C programs able to link across programs by 2019, particularly with Part B 619 programs and other early childhood programs. More Part B 619 programs also were able to link data, with over 50% able to link their data with other early childhood programs by 2019.

**Figure 1. Percent of Part C and Part B 619 State Programs Having Key Data System Indicators**

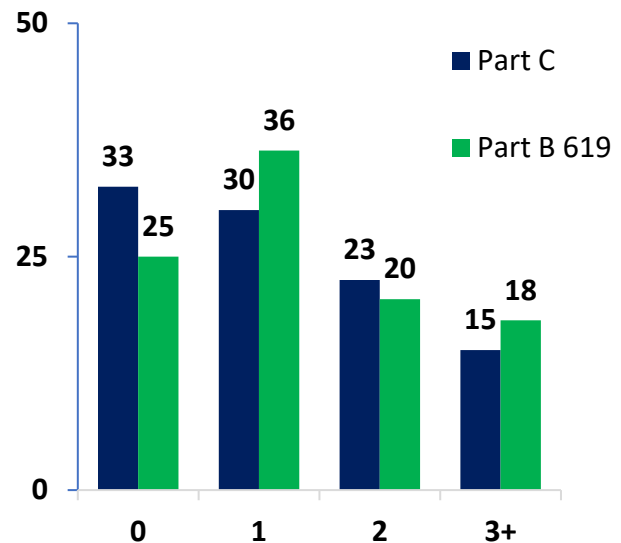


Note. N = 40 for Part C programs and N = 44 for Part B 619 programs.

The DaSy Center also looked at change across all the key data system indicators within each state between 2013 and 2019. About one-third of Part C state programs (38%) and Part B 619 state programs (38%) added two or more key data system indicators between 2013 and 2019 (Figure 2).

Both Part C and Part B 619 state programs made progress in moving toward more powerful data systems between 2013 and 2019. Making changes in a state data system is a long-term undertaking; thus, we expect it will take several years for major changes to occur in all states across all key data system indicators. Two thirds (67%) of the Part C coordinators indicated in 2019 that their state program intended to make major enhancements to their data system in the next two years as did 38% of the Part B 619 coordinators. The DaSy Center continues to track status and progress of state data systems and provide support for states in enhancing and developing data systems.

**Figure 2. Percent of Part C and Part B 619 State Programs that Made Progress on Zero, One or More Indicators**



### How the Data Were Collected

The DaSy Center sent online surveys to Part B 619 early childhood special education (ECSE) coordinators. In collaboration with the Infant Toddler Coordinators Association, the DaSy Center sent online surveys to the Part C early intervention (EI) coordinators. Data were collected in 2013 and again in 2019. Results are presented for the 50 states, the District of Columbia, and Puerto Rico ( $N = 52$ ) (all referred to as states in the brief). Table 1 shows response rates for both time points.

**Table 1. Survey Response Rates in 2013 and 2019**

Program	2013	2019	Both Time Points
Part C	49 (94%)	43 (83%)	40 (77%)
Part B 619	50 (96%)	45 (87%)	44 (85%)

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