



# IDEA Part C and Part B 619 State Data Systems: Current Status and Changes from 2013 to 2019

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# Contents

|   |            |
|---|------------|
| <b>List of Tables</b> .....                             | <b>iv</b>  |
| <b>List of Figures</b> .....                            | <b>v</b>   |
| <b>Executive Summary</b> .....                          | <b>vii</b> |
| State-Level Data Systems and Data Elements .....        | vii        |
| Cross-Agency Data Linkages.....                         | viii       |
| Data System Administration and Use of Data .....        | viii       |
| Progress Over Time .....                                | ix         |
| Future Directions for State Data Systems .....          | ix         |
| Concluding Comments.....                                | x          |
| <b>Introduction</b> .....                               | <b>1</b>   |
| Findings.....   | 2          |
| State-Level Data Systems and Data Elements .....        | 2          |
| Cross-Agency Data Linkages.....                         | 12         |
| Data System Administration and Use.....                 | 17         |
| State Priorities for Data Systems.....                  | 29         |
| Conclusion .....  | 32         |
| State Data Systems and Data Elements .....              | 32         |
| Cross-Agency Data Linkages.....                         | 33         |
| Data System Administration and Use of Data .....        | 33         |
| Progress Over Time .....                                | 34         |
| Future Directions for State Data Systems .....          | 35         |
| Limitations .....                                       | 35         |
| Concluding Comments .....                               | 36         |
| <b>References</b> .....                                 | <b>37</b>  |
| <b>Appendices</b> .....                                 | <b>38</b>  |
| Appendix A: Survey Response Rates and Methodology ..... | 39         |
| Appendix B: Responses Across Survey Items .....         | 40         |

# List of Tables

| Table   | Page |
|---|------|
| Table 1. Types of Reports Available from Part C Data System or Separate Reporting Application.....                        | 27   |
| Table B-1. Survey Responses on State-Level Data Systems and Data Elements .....   | 41   |
| Table B-2. Data Elements about Child and Family Demographics in Part C and Part B 619 State Data Systems.....             | 42   |
| Table B-3. Data Elements about Initial Referral and Entry into Services in Part C and Part B 619 State Data Systems ..... | 44   |
| Table B-4. Data Elements about Services and Outcomes in Part C and Part B 619 Data Systems .....                          | 47   |
| Table B-5. Data Elements about Transition in Part C and Part B 619 State Data Systems .....                               | 50   |
| Table B-6. Location of Child Data Elements.....   | 51   |
| Table B-7. Data Elements and Linkages about Programs or Classrooms in Part B 619 State Data Systems.....                  | 52   |
| Table B-8. Data Elements about Workforce Data in Part C and Part B 619 State Data Systems .....                           | 54   |
| Table B-9. Linkages Between Workforce Data and Other Data.....  | 55   |
| Table B-10. Data Elements about Workforce in State Level Systems .....  | 56   |
| Table B-11. Linkages between Part C and Part B 619 state data systems .....   | 64   |
| Table B-12. Linkages with Other Early Care and Education Data Systems.....  | 65   |
| Table B-13. Linkages Between Part C/Part B 619 and K-12 Special and General Education Data Systems.....                   | 68   |
| Table B-14. Data System Infrastructure and Design .....   | 69   |
| Table B-15. Method Used by Local to Transfer Data to State Agency.....  | 72   |
| Table B-16. Part C Data System Functionality .....  | 73   |
| Table B-17. Use of Unique Identifiers within State Data Systems.....  | 76   |
| Table B-18. State data system administration and use.....   | 78   |
| Table B-19. Tools and Procedures Used to Verify the Reliability and Validity of Part C/Part B 619 Data.....               | 79   |
| Table B-20. Ability of Staff to Access Individual Child-level Data in State Data System.....                              | 81   |
| Table B-21. Types of Reports Available from Part C Data System or Separate Reporting Application.....                     | 83   |
| Table B-22. Use of Data from Part C State Data Systems in Past 2 Years.....   | 84   |
| Table B-23. Part C APR Data Collection Methods.....   | 86   |
| Table B-24. Knowledge of Common Education Data Standards .....  | 93   |

# List of Figures

| Figure   | Page |
|--|------|
| Figure 1. Data Elements About Child and Family in Part C and Part B 619 State Data Systems   | 3    |
| Figure 2. Data Elements About Initial Referral and Entry into Services in Part C and Part B 619 State Data Systems.....                            | 4    |
| Figure 3. Data Elements About Services and Outcomes in Part C and Part B 619 State Data Systems .....  | 5    |
| Figure 4. Data Elements about Transition in Part C and Part B 619 State Data Systems.....  | 6    |
| Figure 5. Location of Child Data Elements .....  | 6    |
| Figure 6. Change Between 2013 and 2019 in the Child-Level Data Elements Being in the Same System or in Linked Systems .....                        | 7    |
| Figure 7. Data Elements About Programs or Classrooms in Part B 619 State Data Systems.....   | 7    |
| Figure 8. Data Linkages Between Child and School, Program and Classroom Data in Part B 619 State Data Systems.....                                 | 8    |
| Figure 9. Data Elements about Workforce in Part C State Level Systems or Another State System .....  | 9    |
| Figure 10. Data Elements About Workforce in Part B 619 State Level Data Systems .....  | 10   |
| Figure 11. Ability to Link Workforce Data to Child and Program/Classroom .....   | 11   |
| Figure 12. Change Between 2013 and 2019 in Ability to Link Child Data to Workforce Data....  | 11   |
| Figure 13. Linkages Between Part C and Part B 619 State Data Systems .....   | 13   |
| Figure 14. Change in Linking Part C and Part B 619 Data between 2013 and 2019.....   | 13   |
| Figure 15. Linkages Between Part C/Part B 619 Child Data and Other State Programs' Child Data .....  | 14   |
| Figure 16. Change in Linking Data with Other Early Care or Education Data Systems and Social Service Data Systems .....                            | 15   |
| Figure 17. Linkages Between Part C/Part B 619 and K-12 Special and General Education Data Systems .....  | 16   |
| Figure 18. Change Between 2013 and 2019 in the Ability to Have Data in the Same System or Link Child Data to Special Education and K-12 Data ..... | 16   |
| Figure 19. Timing of Development of Primary Part C State Data System.....  | 17   |
| Figure 20. Responsibility for Development and Maintenance of the State Part C Data System.   | 17   |
| Figure 21. Support for Part C Data Systems .....   | 18   |
| Figure 22. Method Used by Local to Transfer Data to State Agency .....   | 18   |
| Figure 23. Part C Data System Functionality.....   | 19   |
| Figure 24. Use of Unique Identifiers within State Data Systems.....  | 20   |
| Figure 25. Change Between 2013 and 2019 in Use of Unique Child Identifiers within State Data Systems.....  | 20   |
| Figure 26. Use of Common Unique Identifiers Across Part C and Part B 619 State Data Systems .....  | 21   |
| Figure 27. Change Between 2013 and 2019 in Use of Common Unique Identifiers Across Part C and Part B 619 State Data Systems .....                  | 21   |
| Figure 28. Scope and Responsibility of Part B 619 Data Governance Body.....  | 22   |

|  |    |
|--|----|
| Figure 29. Change Between 2013 and 2019 in States that Have a Formal Data Governance Body .....  | 22 |
| Figure 30. Tools and Procedures Used to Verify the Reliability and Validity of Part C/Part B 619 Data .....                            | 23 |
| Figure 31. Change Between 2013 and 2019 in State Use of Tools and Procedures .....   | 24 |
| Figure 32. Ability of Staff to Access Individual Child-level Data in State Data System .....   | 25 |
| Figure 33. Frequency of Access to Child-Level Data at the State Level for Part C Programs. ....  | 25 |
| Figure 34. Change Between 2013 and 2019 in Access to Child-level Data from State Data System .....                                     | 26 |
| Figure 35. Ability of Staff to Produce Aggregated Data Displays or Reports from State Data System .....                                | 26 |
| Figure 36. Change Between 2013 and 2019 in Ability of Staff to Produce Aggregated Data Displays or Reports from State Data System..... | 27 |
| Figure 37. Use of Data from Part C State Data Systems in Past 2 Years .....  | 28 |
| Figure 38. Change Between 2013 and 2019 in the Increase in Part B 619 Coordinator Knowledge and Use of CEDS.....                       | 29 |
| Figure 39. State Plans for Developing and/or Enhancing Data System in the Next 2 Years .....   | 29 |
| Figure 40. State Planned Enhancements for State Data System in Next 2 Years .....  | 30 |
| Figure 41. State Priorities for Increasing the Type or Quality of Data .....   | 31 |
| Figure 42. State Priorities for Building or Improving Linkages .....   | 31 |

## Executive Summary

A high-quality statewide data system provides the information required for federal reporting as well as the information needed to address important questions about early intervention and early childhood special education. This report presents a comprehensive look at the status of Part C and Part B 619 state data systems in 2019. It includes what data states are collecting, what data have been linked, how states are managing and using data, and what priorities states have for enhancing and developing their data system in the future. The report also presents how Part C and Part B 619 state data systems have changed between 2013 and 2019.

The Center for IDEA Early Childhood Data Systems (DaSy), a technical assistance (TA) center funded by the Office of Special Education Programs (OSEP) to improve state capacity to collect, report, analyze, and use Part C and Part B 619 IDEA data, collected information for Part B 619 early childhood special education (ECSE). The Infant Toddler Coordinators Association in collaboration with the DaSy Center collected information for Part C early intervention (EI). The DaSy Center is using the results to plan TA with the states.

Online surveys were sent at three points in time: 2013, 2015, and 2019. Results are presented for the 50 states, District of Columbia, and Puerto Rico ( $N = 52$ ) (hereafter referred to as states). This report summarizes what was learned about the current status of Part C and Part B 619 data systems in the 52 states in 2019 and changes in state data systems between 2013 and 2019.

Some of the key findings about Part C and Part B 619 data systems are summarized below.

### *State-Level Data Systems and Data Elements*

State agencies collect multiple kinds of data. We asked about three kinds of data states might collect: data about individual children, data about programs, and data about the workforce.

- **All states have child-level electronic data systems, and there are many commonalities in the types of data they collect.** For example, all Part C and Part B 619 data systems contain some type of child demographic information and most contain child outcomes (88% and 87%).
- **Not all states are collecting the full range of data elements required to address critical questions about service delivery.** As an example, while most states have data about services that were authorized (86%), many do not know if they were actually delivered (29%).
- **The majority of states collect workforce data, but states vary in what information they collect about their workforce.** The majority of Part C (79%) and Part B 619 (93%) state programs have workforce data with personally identifiable information. Most states have licensure and certification data, but far fewer have demographic information such as age and race/ethnicity or information about ongoing professional development. States recognize the need to have high-quality data on personnel; nearly half of Part C (58%) and Part B 619 (42%) programs indicated an intention to make improvements to workforce data.
- **Many states have limited capacity to link child data with workforce data.** These linkages allow states to look at relationships between personnel characteristics, child characteristics, services received, and child outcomes. Fewer than half the states are able to link child data to workforce data (49% for Part C and 42% for Part B 619).

- **Most Part B 619 state agencies do not collect data program-level information.**<sup>1</sup> Only about one-third of states had a data system with data about program characteristics (program or classroom level data) such as program quality data, staff ratios, class size, or licensing status.

## *Cross-Agency Data Linkages*

States need to build the capacity for various kinds of data linkages. The ability to link Part C data with Part B 619 data supports transition data and the ability to answer longitudinal questions. The ability to link Part C and Part B 619 data with other early childhood programs and with the K-12 education system substantially expands the types of questions states can address with their data. Although many states have established some key data linkages, most states need to make more progress linking Part C or Part B 619 data to data from other programs.

- **Linking Part C to Part B 619 data remains a challenge for many states.** The use of a common unique identifier is not a requirement for linking data but makes the process more straightforward. About one-third (31%) of Part C and Part B 619 data systems use the same unique child identifier. In a few states (8%), the coordinators did not agree on whether the same unique identifier was used. Slightly under half of the states (41%) reported that the child data for Part C and Part B 619 are in the same system or have been linked. The two programs did not agree on their answer to this question for nearly one-third of the states (31%).
- **Some states have the ability to link data with other early childhood programs.** Many children participate in several different kinds of programs before age 5. Linking data across early childhood programs allows states to understand whether children receiving Part C or Part B 619 services also are participating in other early childhood programs. About one-fourth (26%) of Part C states and a little over half (56%) of Part B 619 states have data systems that can be linked with at least one early education or care data system in the state.
- **Data linkages between Part B 619 and K-12 general education were more common than between Part C to K-12 general education.** Most states have the capacity to follow former recipients of preschool special education through K-12 (91%) and to examine whether they continue to receive special education. This is not the case for early intervention; three-fourths of the states (74%) cannot track children longitudinally from early intervention into K-12.

## *Data System Administration and Use of Data*

- **Formal data governance is more common for Part B 619 than for Part C.** About half of Part C states (53%) have a formal data governance body, while most Part B 619 states (86%) have such a body.
- **States employ a variety of mechanisms to promote high-quality data.** These include audits that are built into the data system (the most common mechanism—for 91% of states in Part C and 96% in Part B 619), user manuals, verification visits, and regular trainings. Some states still need better documentation about their available data; only

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<sup>1</sup> Only the Part B 619 coordinators were asked about program-level data systems, which refers to data on the program or the classroom.

about two-thirds of states have data dictionaries (67% for Part C and 60% for Part B 619).

- **Access to child-level data varies by different users.** For states to be able to use their data effectively for decision-making, data need to be accessible to users in a timely manner and in understandable formats. Nearly all Part C (98%) and more than two-thirds of Part B 619 coordinators (69%) have access to child-level data from their state data system. Access to state data systems and its data is less common at the local level.
- **Data reports from the state data system with aggregate data are available to state staff for nearly all states, but they are not routinely available at local levels.** Nearly all of Part C (98%) and four out of five 619 Coordinators (82%) were able to produce aggregate data reports from the state data system. A majority of local program administrators or district administrators also had access to aggregate data (91% for Part C and 84% for Part B 619). In only about half of states, Part C and Part B 619 service providers and teachers were able to produce aggregate data reports from a state data system (47% and 49%, respectively).
- **All states use their Part C data for a variety of purposes and report data to multiple types of stakeholders and audiences.**<sup>2</sup> Nearly all Part C state programs use data for reviewing or checking the quality of the data related to Part C (98%), identifying program improvement (95%), and monitoring the effectiveness of targeted program improvement (91%). Three-fourths of states reported using data for making decisions about resource allocation or identifying areas for professional development or TA. A majority of states also use the data in reports for the public (84%) and the governor or state legislature (74%). Common uses related to program improvement and program operations include data reports to identify areas for professional development and/or TA (72%) and for making decisions about resource allocation (70%).

## *Progress Over Time*

The DaSy Center’s goal in collecting data on state IDEA early childhood data systems in 2013 and 2019 was to be able to track the progress of state programs in their efforts to improve their data systems. We have learned that the survey data are somewhat limited in their ability to address change over time. Despite these limitations, the findings indicate that state programs are making progress in building better data systems. State Part C programs have made the kinds of changes that can facilitate data linking (e.g., through the availability of data and data security). Also, more Part C states now have a formal data governance body. A major improvement for Part B is that more states can link Part B 619 program data with state preK data.

## *Future Directions for State Data Systems*

States reported that they are planning to improve their data systems in various ways which will allow state administrators to make better use of their data to inform program and policy decisions. A substantial number of Part C and Part B 619 preschool agencies are planning to enhance their data system or build a new data system or both. Most of Part C (60%) and about one-third of Part B 619 agencies (29%) are planning to make major enhancements to their data system or to build a new data system (44% for Part C and 31% for Part B 619) in the next 2 years. Examples of some of the most frequently reported enhancements include improvements

<sup>2</sup> This question was only asked for Part C programs.

in reporting, fiscal functions, and adding an Individualized Family Service Plan/Individualized Education Program (IFSP/IEP) function. Adding data elements and establishing or enhancing linkages with other state data systems are also priorities for many states.

## *Concluding Comments*

To address IDEA reporting requirements and to serve multiple other purposes, state Part C and Part B 619 state agencies have developed and subsequently enhanced their state data systems. As the role of data in the administration of public programs has become more widespread over the years, the state data systems housing information on early intervention and early childhood special education recipients have grown more technologically sophisticated and more comprehensive in the range of data elements collected. Program leaders and stakeholders are using data to answer critical questions about their programs, such as, “What are the characteristics of the services and supports provided for children/families in EI/ECSE?” or “How do children enter and move through the EI and ECSE systems?” The survey findings show that states are making progress in the collection, analysis, reporting, and use of their data. Many states intend to build or expand data systems in the near future. By adding data elements and more sophisticated functionality (e.g., linking data across systems and over time), states will continue to increase the number and types of questions they can address with their data. Ready access to information about children, programs, and the workforce, and the ability to link information in various ways allows states to more effectively operate and monitor programs statewide. States can use data to track costs and maximize their resources for services, understand who they are serving and what kinds of outcomes are being achieved, and examine how outcomes are related to the kinds and quality of services and the personnel.

## Introduction

Data have been a consistent and evolving feature of the implementation of the Individual with Disabilities Education Act (IDEA) since the law was first enacted in 1975. States receiving IDEA funds have been required to report to the Office of Special Education (OSEP) on certain aspects of IDEA implementation, such as how many children are being served since the law's inception. In addition, states also now report on a number of performance indicators, including the most recent addition of the State Systemic Improvement Plan, which necessitates states engage in continuous improvement using data. To address IDEA reporting requirements and to serve multiple other purposes, state Part C early intervention (EI) and Part B 619 early childhood special education (ECSE) state agencies have developed and subsequently enhanced state data systems. As the role of data in the administration of public programs has become more widespread over the years, the state data systems housing information on EI and ECSE recipients have grown more technologically sophisticated and more comprehensive in the range of data elements being collected. Some states, for example, use their data system for billing for services. Some produce a number of reports for use by local programs and the general public. More recently, states have moved to establish longitudinal data systems which include linking their early childhood data to K-12 data and even postsecondary and labor market data. States also have come to recognize the value in linking data across early childhood programs because many children, including those receiving EI and ECSE services, may be enrolled in more than one type of program. Linked data also can help programs better serve children who transition from one program to another such as from EI to ECSE.

The common feature across all data systems supporting EI and ECSE state agencies is that they must be able to report the required data for OSEP. Building onto that commonality, each state EI and ECSE program has developed a unique data system with a set of data elements, features, and functionalities that addresses its individual state needs. Understanding the nature of these state data systems provides insight into how data are being used in different states to support EI and ECSE service delivery. It also illuminates the kind of support states need to report and use data more effectively. This report contains descriptive information about the state data systems for Part C and Part B 619 in 2019 and 2013. Specifically, the report presents information on:

- data elements collected for children, program, and workforce;
- cross-agency data linkages;
- data system administration and use of data; and
- state priorities for building and enhancing state data systems.

**Data Collection.** The Center for IDEA Early Childhood Data Systems (DaSy), a technical assistance (TA) center funded by OSEP to improve state capacity to collect, report, analyze and use IDEA data, collected information for Part B 619 to support states in developing data systems that can address critical policy questions, including questions that require the use of integrated data. The Infant Toddler Coordinators Association in collaboration with the DaSy Center collected information for Part C. The DaSy Center is using the results to plan TA with the states.

The DaSy Center sent electronic surveys to Part C and Part B 619 coordinators in all 50 states, the District of Columbia, the Department of Defense, the Bureau of Indian Education, and U.S. territories. Surveys were sent at three time points: 2013, 2015, and 2019. Results are presented for the 50 states, District of Columbia, and Puerto Rico ( $N = 52$ ) (hereafter referred to as states). This report summarizes what was learned about the current status of Part C and Part B 619

data systems in the 52 states in 2019 and the changes in state data systems between 2013 and 2019.

Part C and Part B 619 coordinators were encouraged to confer with other staff as needed. As such, data managers, and other early childhood staff contributed to some state survey responses. The response rate for Part C was 94% and for Part B 619 was 96% in 2013. The response rate for Part C was 83% and for Part B 619 was 87% in 2019. Responses were received from 77% of Part C state coordinators and 85% of Part 619 state coordinators at both time points. See Appendix A for additional details on survey methodology and response rates and Appendix B for information on missing data across items. The results presented in this report are from the 2013 and 2019 surveys and exclude missing data from the percentages reported.

**Limitations.** The reader is cautioned in the interpretation of the results due to several study limitations. First, the change data are only available for those state programs that responded to the survey at both time points, which means that the number of responses in 2019 is greater than the number of responses at both time points. Second, the change data only reflects a change in response for a given state agency, not necessarily true change. Finally, the accuracy of responses may be influenced by several factors, including a respondent's interpretation of the questions and their historical and current knowledge of their state data system's capabilities.

We took multiple steps to make the survey questions as clear as possible, but some data system concepts are nuanced and might not have been fully understood by all respondents. Also, although most of the questions on the Part C and Part B 619 survey were identical or parallel, some questions were only included on one of the surveys; in these cases, there will be no data for the other program.

Throughout this report, for ease of communication, we refer to the data systems that house Part B 619 data as *Part B 619 data systems*. We recognize that the 619 data generally are contained in a broader data system, for example, the state special education data system, and that there is not a standalone system solely for Part B 619 data.

## *Findings*

### **State-Level Data Systems and Data Elements**

State agencies collect multiple kinds of data. In the survey, we asked Part C and Part B 619 coordinators about three kinds of data their agency might collect: data about individual children, data about programs, and data about the workforce. Within each of these categories, we asked about the specific data elements that the state collected to learn about the breadth of information that the state agencies have available for accountability and program improvement.

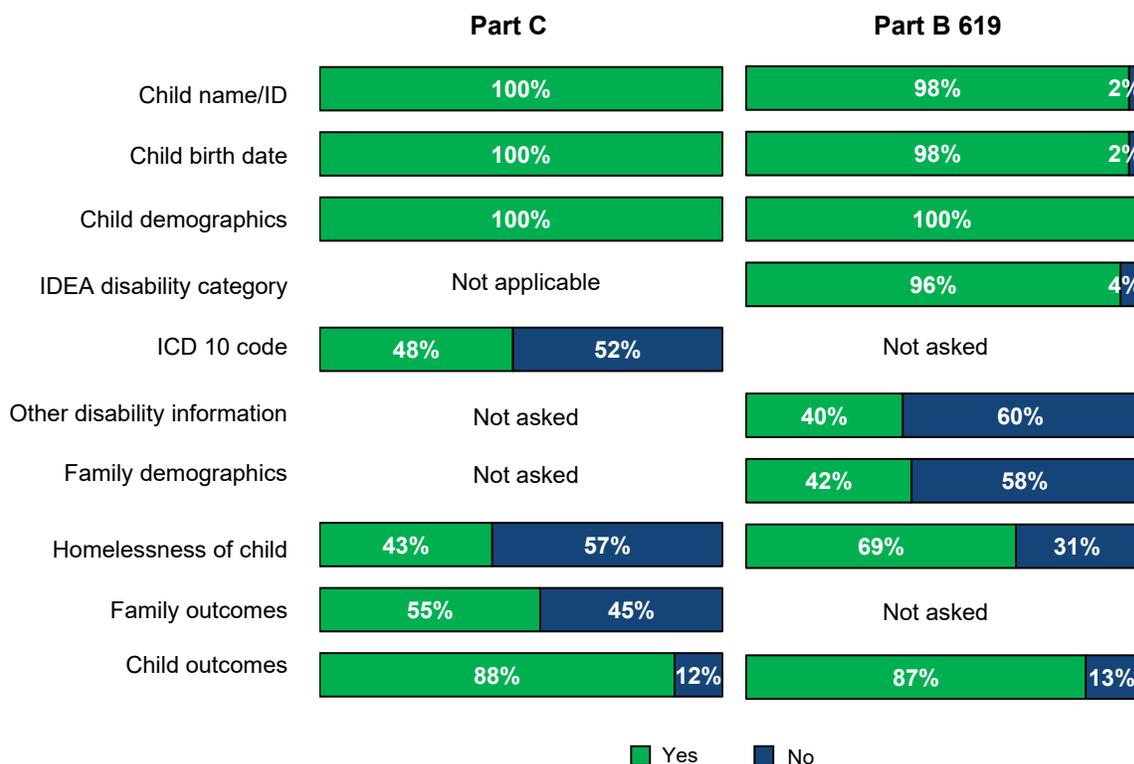
#### *Child-level data systems*

A child-level data system refers to an electronic data system that contains personally identifiable child-level data for all or nearly all children who are receiving Part C or Part B 619 services. Child-level elements within state data systems are the building blocks of program reporting and improvement. A set of key elements is needed for states to be able to answer critical program and policy questions. All state coordinators reported having an electronic data system with personally identifiable, child-level data in 2019 and 2013. The types of child-level data elements in state systems are described below.

### State data system elements: Child and family demographics

Most states collected basic information such as name, birthdate, and some type of demographic information (Figure 1). Homelessness is an important data element given the increased risk of health and well-being for children experiencing homelessness (Fazel et al., 2014; Rafferty & Shinn, 1991). Less than half of the Part C agencies and slightly over two-thirds of the Part B 619 agencies have information on homelessness in their state data systems. Part B 619 is required to report on disability, which is why nearly all states report collecting IDEA disability category. Less than half of the Part C states reported collected ICD-10 data (i.e., 10th revision of the [International Statistical Classification of Diseases and Related Health Problems](#)). Unless the rest of the states are collecting some other kind of disability-related information, they are limited in their capacity to describe the disability-related characteristics of the children they are serving. As reported in the next section, nearly all have information on primary eligibility, but that is not very informative as descriptive information about the nature of the child’s delay or disability. Interestingly, not all states reported collecting child outcomes data but since this is a federal reporting requirement, all states must collect this information. Some states have this information in a different data system and might have responded to the question based only on what is in their primary child-level data system.

**Figure 1. Data Elements About Child and Family in Part C and Part B 619 State Data Systems**

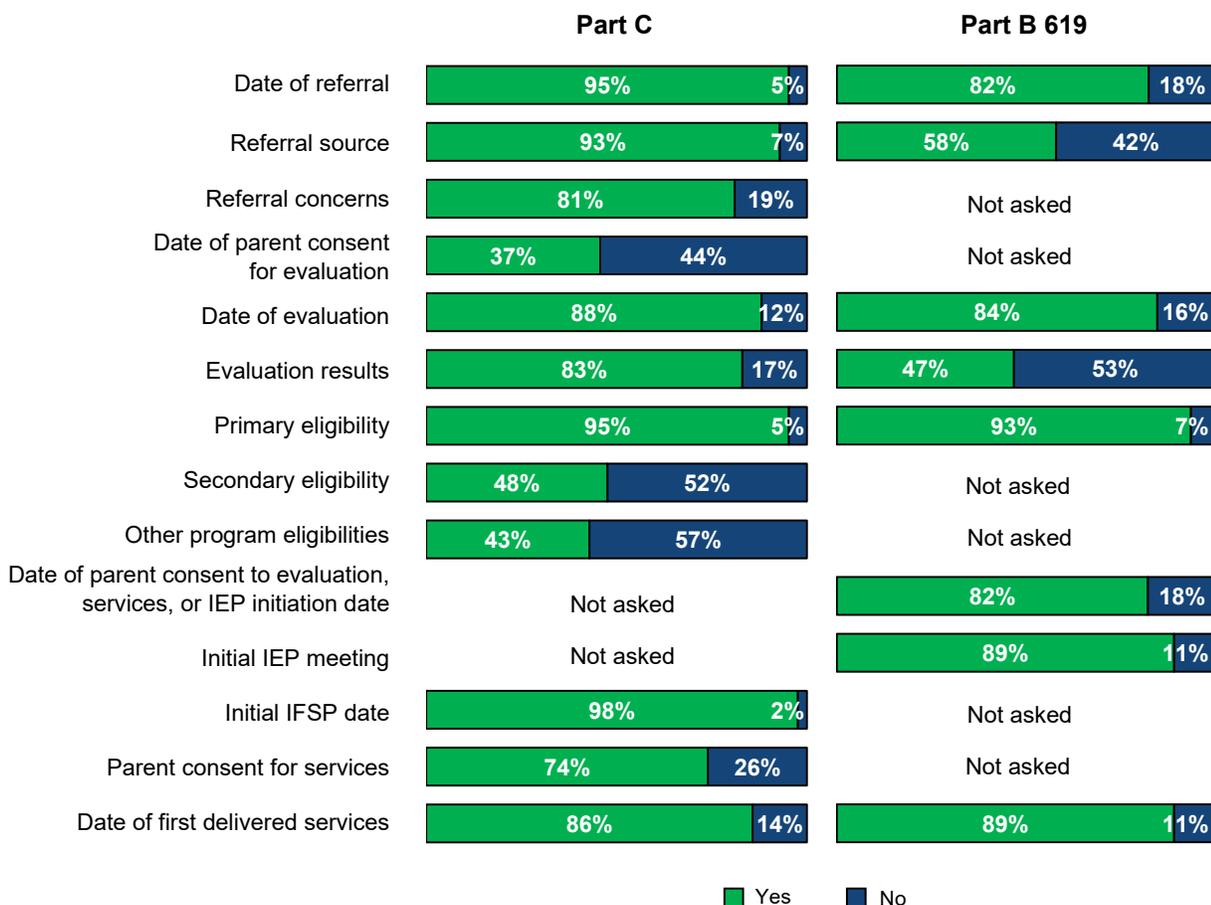


*Note.* N = 42 state Part C agencies. N = 45 state Part B 619 agencies. ICD 10 = International Classification of Diseases, Tenth Revision. ICD codes are diagnostic codes used by health care professionals and agencies across the world to represent diagnoses and to be used for billing purposes.

### State data system elements: Initial referral and entry into services

State coordinators reported that their data systems contained various information about the initial referral and entry into services for Part C and Part B 619 programs (Figure 2). Referral information can be used by states to examine the effectiveness of program outreach and efforts to ensure that referrals are made and followed up on within a timely fashion as required under IDEA. Most Part C and Part B 619 data systems contained some referral information such as the date of referral, and for Part C, the referral source. The majority of Part C and Part B 619 data systems contain information about children’s entry into services, such as parental consent for evaluation and/or services, initial individualized family service plan (IFSP), or individual education program (IEP) date, and initiation of services. Almost all Part C and Part B 619 data systems contained information on primary eligibility in their state data system.

**Figure 2. Data Elements About Initial Referral and Entry into Services in Part C and Part B 619 State Data Systems**



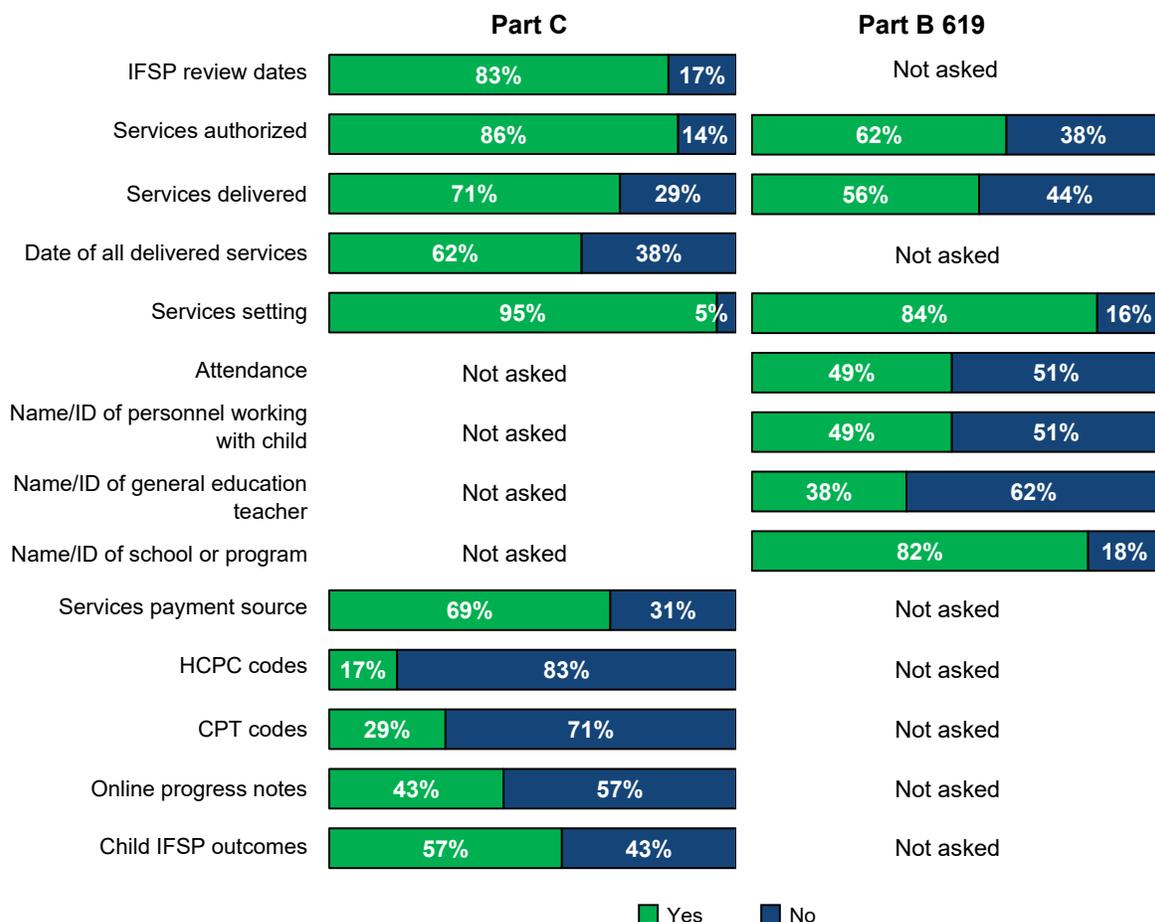
Note. N = 42 state Part C agencies. N = 45 state Part B 619 agencies.

### State data system elements: Services and outcomes

Information about services (i.e., early intervention, special education, and related services) and outcomes allows programs to examine how many and which children are receiving which services, how services are changing over time, and how services relate to outcomes. Service

data also could be used for billing purposes. Information about the services authorized, services delivered, and the setting was commonly available in Part C data systems, whereas data elements for Healthcare Common Procedure Coding (HCPC) and Current Procedural Terminology (CPT) codes were less frequently collected. Just over half of Part B 619 coordinators reported that services authorized and services delivered were included in their state data systems. For both Part C and Part B 619, slightly more states reported having data on services authorized than on services delivered. Being able to compare delivered to authorized service at a child-level provides important information on how much service is being missed and by which children. Nearly half of Part B 619 data systems contain attendance data. If children are not attending, they cannot reap the benefits of a quality early childhood program and are likely to miss the IDEA services being provided in that program. Attendance data provides states important insight into potential program impacts.

**Figure 3. Data Elements About Services and Outcomes in Part C and Part B 619 State Data Systems**

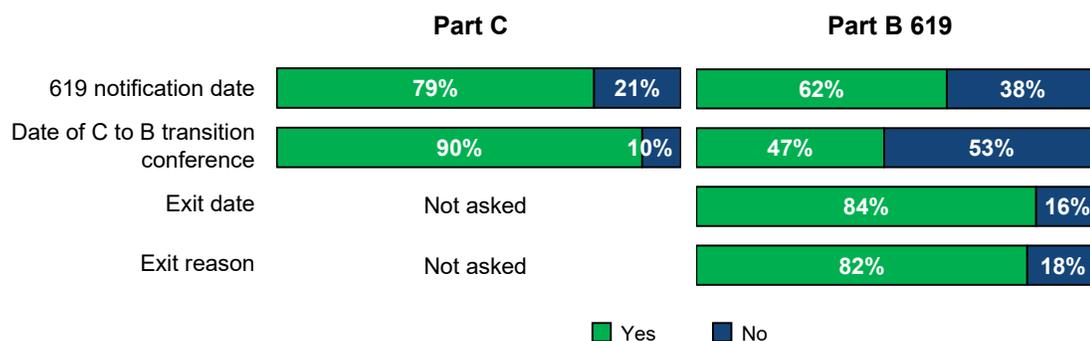


*Note.* N = 42 state Part C agencies. N = 45 Part B 619 agencies. HCPC = Healthcare Common Procedure Coding codes. HCPC codes are used by Medicare and Medicaid to code for medical procedures, products, and supplies. CPT = for Current Procedural Terminology codes. CPT codes are used by hospitals and medical practices to code for medical procedures.

## State data system elements: Transitions

Transition data allow states to manage and examine the timely movement of children from Part C into Part B 619. Both Part C and Part B 619 must comply with federal reporting requirements related to transition. Part C programs are required to report on the percentage of children with timely transition planning (i.e., timely development of an IFSP with transition steps and services, notification of the local education agency (LEA), and holding a transition conference). Part B 619 programs are required to report on the percentage of children who made a timely transition of children from early intervention to preschool special education. The date of the C to B transition conference is captured in nearly all Part C data systems but less than half of the Part B 619 data systems. More than three-fourths of Part B 619 data systems contain the exit date from preschool special education and the reason the child exited the program. Part C is required by OSEP to report on the reason the child exited the program so all states must collect this information.

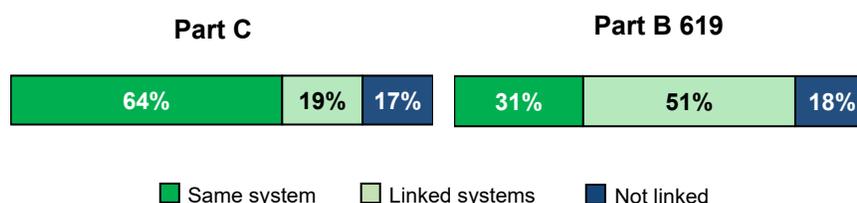
**Figure 4. Data Elements about Transition in Part C and Part B 619 State Data Systems**



Note. N = 42 state Part C agencies. N = 45 Part B 619 agencies.

Child-level data can be collected in multiple ways and are sometimes stored in different data systems. Having data in multiple systems can pose challenges for states if they want to look at relationships across data elements. For example, if a state has child demographic data in one data system and child outcomes data in another data system, the state will need to link these data to be able to examine outcomes for different groups of children. States that have their data in one data system or can routinely link all of their child-level data have a greater capacity to address critical policy questions than states that do not. The majority of Part C and Part B 619 data systems either have all of their child-level data in one system, or the state has linked child-level data across one or more systems on more than one occasion (Figure 5).

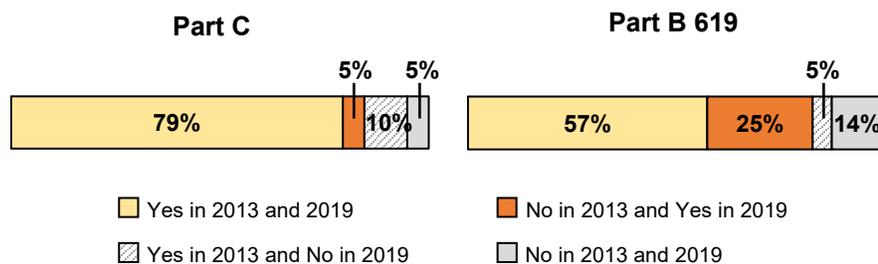
**Figure 5. Location of Child Data Elements**



Note. N = 42 state Part C agencies. N = 45 state Part B 619 agencies.

We asked about the state capacity to examine all of the state’s child-level data (that is, were all of the data in one system or had been linked) in 2013 and 2019. Figure 6 describes changes in state capacity based on comparing coordinator responses at the two time points. More than three-fourths of Part C state data systems and more than half of Part B 619 state data systems had the capacity to examine all of their child data elements in 2013. Few Part C state systems (5%) changed in their capacity to examine all of their child-level data in 2019 (i.e., moved from having child data in separate systems and not linked to having child data either in the same system or in linked systems), whereas one-fourth of Part B 619 systems added this capacity.

**Figure 6. Change Between 2013 and 2019 in the Child-Level Data Elements Being in the Same System or in Linked Systems**

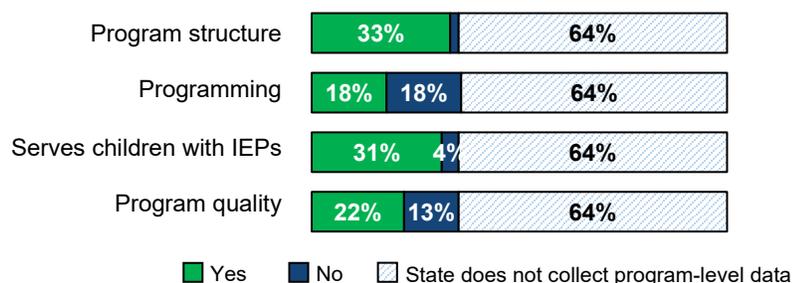


Note. N = 39 state Part C agencies. N = 44 state Part B 619 agencies.

### Program-level data systems

Program-level data is important to understand the context of service delivery. It provides state leaders and stakeholders with critical information needed, for example, to examine and improve the quality of services delivered to children and families. Only the Part B 619 coordinators were asked about program-level data systems, which refers to data on the program or the classroom. About one-third of respondents reported that they had a data system with program or classroom level data, with the most common data elements program structure data (e.g., licensing status, program setting, class data, staff ratio by age group) and whether the program or classroom serves children with IEPs (Figure 7).

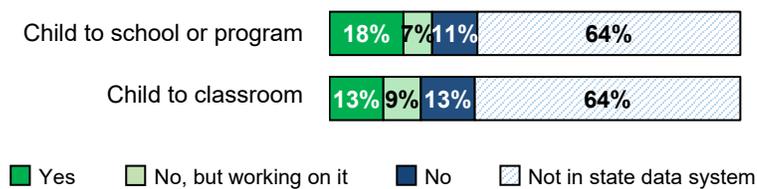
**Figure 7. Data Elements About Programs or Classrooms in Part B 619 State Data Systems**



Note. N = 45 Part B 619 agencies. Program structure refers to one or more of the following: licensing, status, program setting, program type, class data such as class size, teacher name or ID, staff ratio by age group, etc. Programming refers to elements such as curriculum, and program quality refers to one or more of the following: Early Childhood Environmental Rating Scale-Revised, Classroom Assessment Scoring System, Quality Rating and Improvement System, Program Administration Scale.

Fewer than one in five states reported that they have ever linked their child-level data to school or program data or to classroom-level data (Figure 8). Slightly more Part B 619 coordinators reported having linked child data to school or program data than reported linking child data to classroom data.

**Figure 8. Data Linkages Between Child and School, Program and Classroom Data in Part B 619 State Data Systems**

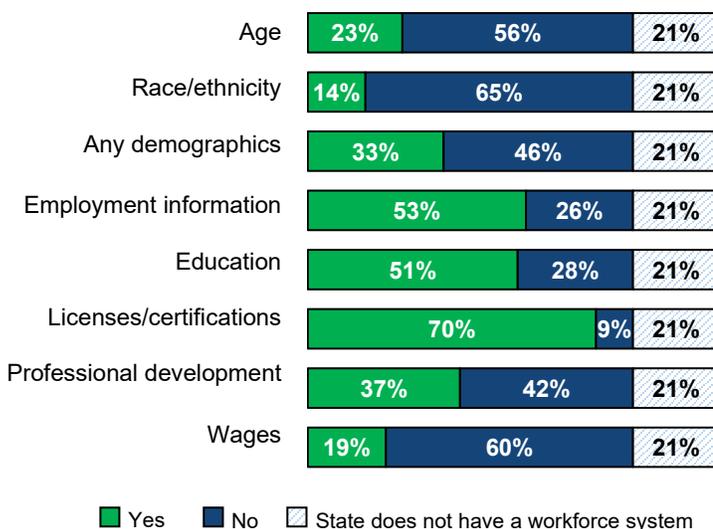


Note. N = 45 Part B 619 programs.

### *Workforce data systems*

Data on early intervention personnel could be maintained by the Part C agency or the data could be located in another state system. Part B 619 agencies were considered as having a workforce data system if the state had one or more data systems that contained data on preschool general or special education teachers or related services personnel. What states collect about their workforce is important. Data on the age of personnel allows states to anticipate the loss of staff due to retirement. Data on race/ethnicity allows the states to examine the diversity of their workforce and how well it aligns with the characteristics of those receiving services. The majority of both Part C and Part B 619 programs have a data system with workforce data. For Part C programs, about half of state coordinators reported their workforce data are located only in the early intervention data system, about one-fourth are located only in another data system, and a small percentage have data in both systems. Licenses and certifications are commonly included in the data systems, but demographic information on wages and professional development are less commonly collected.

**Figure 9. Data Elements about Workforce in Part C State Level Systems or Another State System**

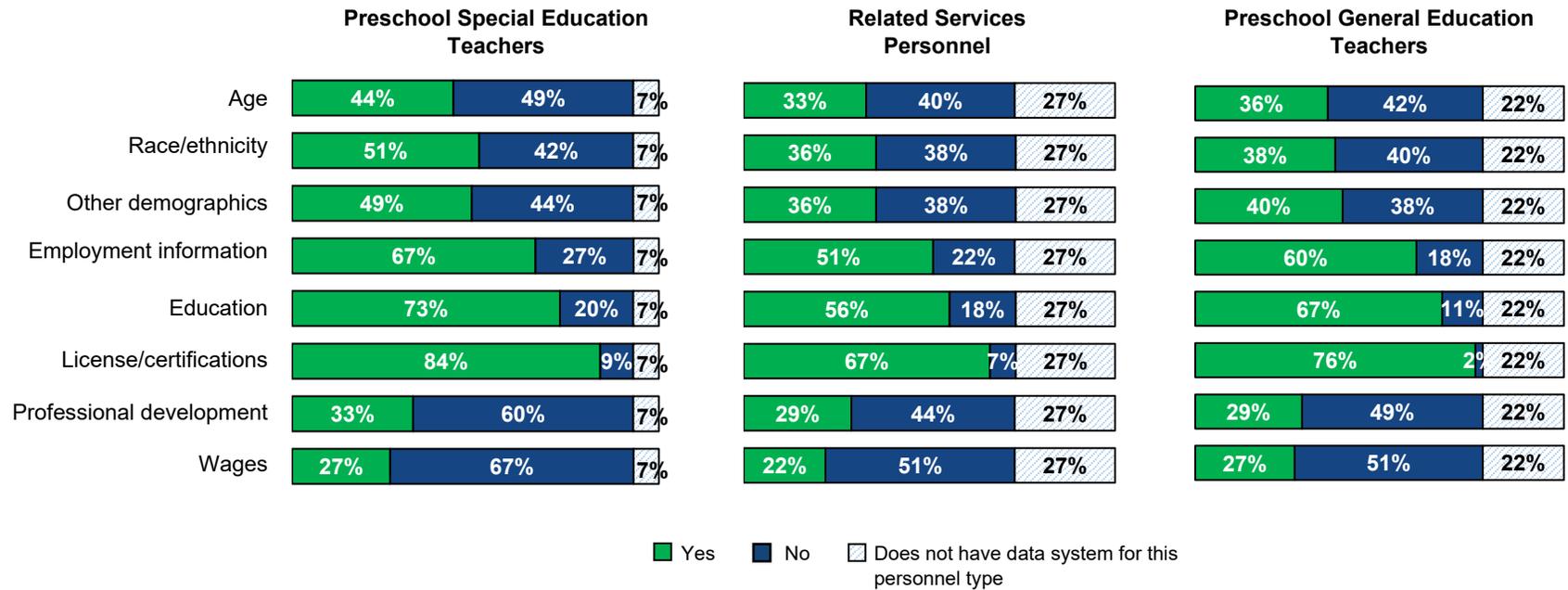


Note. N = 43 state Part C agencies.

### Part B 619 workforce data elements

Part B 619 coordinators reported which elements their state has in its data system for preschool special education teachers, related services personnel, and general education teacher (Figure 10). The pattern across states in the type of data collected for each of these three groups was similar across states. Over half of all Part B 619 workforce data systems have information on employment, education, and licenses/certifications for preschool special education teachers, related services personnel, and general education teachers. Information on demographics that include age, race/ethnicity, professional development, and wages were collected by fewer Part B 619 programs.

**Figure 10. Data Elements About Workforce in Part B 619 State Level Data Systems**

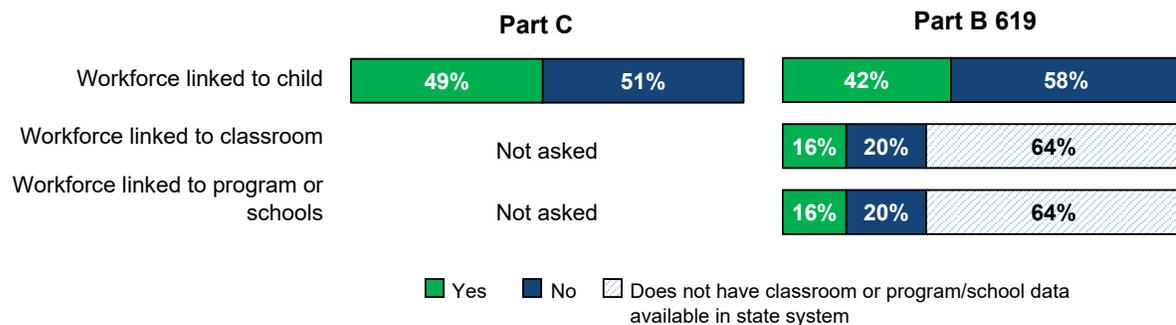


Note. N = 45 Part B 619 agencies.

## Linking workforce data to other data

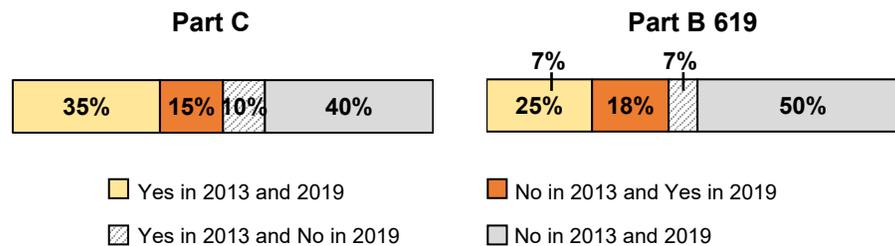
Being able to link workforce data with child data allows states to examine which staff are working with which children and families and how workforce characteristics such as licensure or the receipt of ongoing professional development are related to child outcomes. Slightly less than half of Part C and Part B 619 coordinators reported the ability to link child data to workforce data (Figure 11). Fewer than 20% of Part B 619 programs reported the ability to link workforce data to the program or classroom data in part because most states do not have data systems that contain program-level information. Some state coordinators did report adding the ability to link or have linked child data to workforce data between 2013 and 2019 (Figure 12).

**Figure 11. Ability to Link Workforce Data to Child and Program/Classroom**



Note. N = 43 state Part C agencies. N = 45 state Part B 619 agencies.

**Figure 12. Change Between 2013 and 2019 in Ability to Link Child Data to Workforce Data**



Note. N = 40 state Part C agencies. N = 44 state Part B 619 agencies.

## Cross-Agency Data Linkages

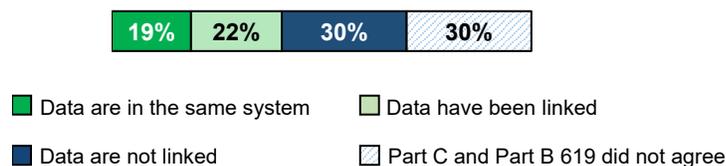
Different state programs, including other state early childhood programs, may have their own data systems, and the state may or may not be able to link data contained in these different data systems to the data collected by Part C or Part B 619. Linking Part C data to Part B 619 data in those states where the lead agency for Part C is not education is fundamental to understanding the transition process. Linking or integrating data across early childhood programs is essential for understanding whether children receiving Part C or Part B 619 services also are participating in other early childhood programs such as Head Start. For example, linking data provides information on how many and which children are served in multiple early childhood programs, including whether children with disabilities are being served in programs with typically developing peers. This information allows states to improve coordination across programs and examine developmental progress and outcomes for children who receive services in multiple programs. Linkages to social services data could assist states in better serving children and families by, for example, facilitating referrals from child welfare to Part C. Linking Part C or Part B 619 with data sets with information about children in kindergarten and beyond is needed to understand what happens to children after early childhood (Whaley & Bull, 2016).

In the 2019 survey, linking was defined as “the process of joining or connecting electronic, individual records in one state data set/system with those in another state data set/system. Records can be linked through a common identifier in both data sets or by some other method.” In the survey, we asked Part C and Part B 619 coordinators about linkages between Part C and Part B 619 programs, with other early childhood education and care programs, and with general K-12 and Part B school-age data. Within each of these categories, we asked whether Part C or Part B 619 data were in the same system with the other program, in a different system and had been linked, or were in different systems and had never been linked.

### *Linkages between Part C and Part B 619 data systems*

States with the capacity to examine Part C and Part B 619 data on the same child can answer multiple critical questions and possibly facilitate the transition from C to B depending on the structure of the data system. For example, access to Part C and Part B 619 data allows a state to address questions about how many children transitioned from Part C to Part B 619 and how many former Part C recipients continue to receive Part B services as 4-year-olds. Both the Part C and Part B 619 coordinators were asked about the linkage of Part C and Part B 619 data which opened the possibility for different answers for the same state. Nearly one in five states reported that the data from the two programs were in the same system (Figure 13) which would be likely in states where education is the lead agency for Part C. Another fourth of the states indicated the data had been linked and thus slightly less than half the states can address questions that require information about participation in both Part C and Part B 619. An interesting finding is that for nearly one-third of the states, the Part C and Part B 619 coordinators gave discrepant responses. Variations on this question had been asked in previous surveys where we also found discrepancies. We worked to make the question wording as clear as possible in the 2019 survey, but the continuing high level of non-agreement suggests that the respondents either have different conceptions of what it means to link data or different levels of knowledge about whether the data were ever linked.

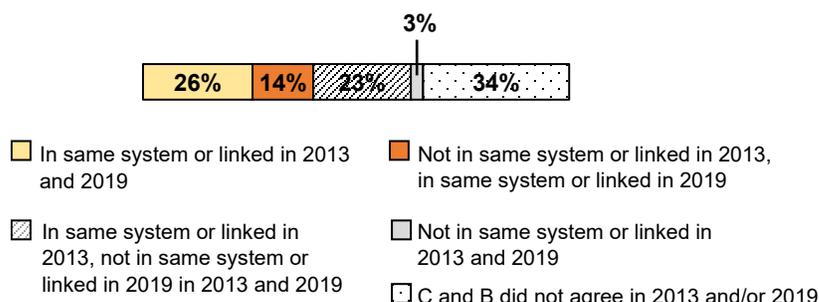
**Figure 13. Linkages Between Part C and Part B 619 State Data Systems**



Note. N = 35 Part C and Part B 619 agencies.

The data on changes between 2013 and 2019 suggest an increase in state capacity. Nearly one in four states reported that their state status had changed to data being located in the same data system or that the data had been linked. (Figure 14). Nearly one-third of state agencies did not agree with the other state agency at one or more time points making interpreting the change data challenging.

**Figure 14. Change in Linking Part C and Part B 619 Data between 2013 and 2019**



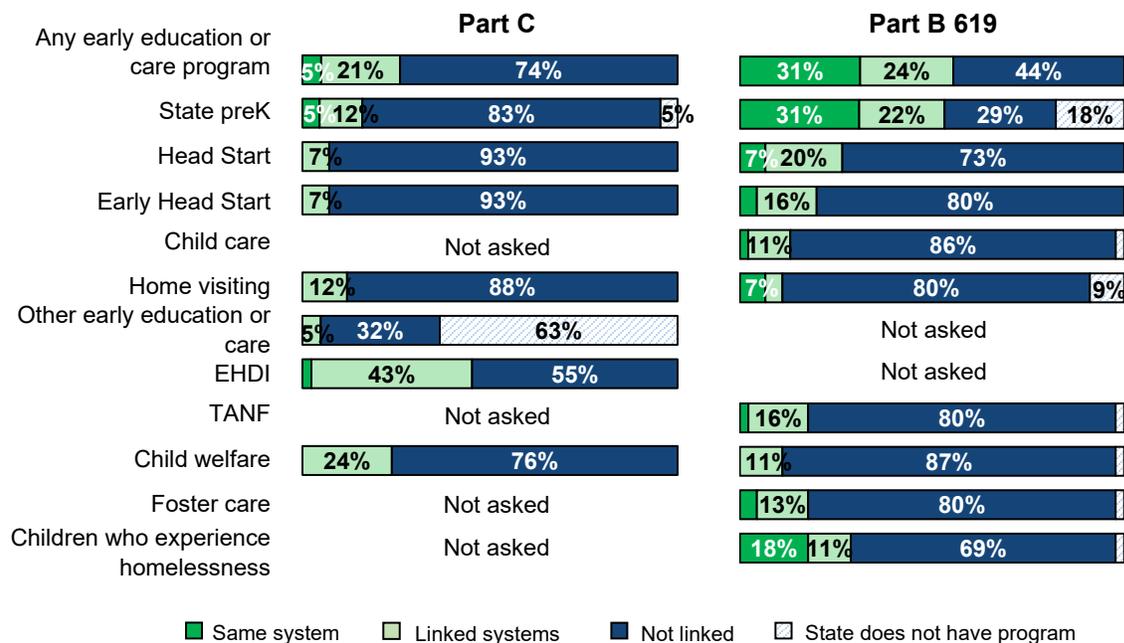
Note. N = 35 Part C and Part B 619 agencies.

### *Linkages between Part C and Part B 619 and other early education and care data systems*

Many children participating in Part C or Part B 619 also participate in other early childhood (e.g., Head Start, state preK) and social service programs (e.g., child welfare, income assistance). All states collect at least some types of health data on children (e.g., vital records, hospital data) which could be informative in understanding more about the population of young children receiving IDEA services. Connecting Part C and Part B 619 data to other early childhood, social service, and health data systems allows states to examine the full extent of children’s program participation, and their outcomes as a result of participation. Some states do not need to link because the data are in the same system although very few other programs have their data in the same data system with the Part C data. Twenty-six percent of Part C programs reported that they had data in the same system or could link to at least one early education or care system (i.e., Early Head Start, Head Start, child care, state preK, and home visiting). Very few Part C coordinators reported having these data in the same system as Part C data, though about one-fifth reported at least one early education or care program has been linked to the Part C data system. The comparable percentage of Part B 619 programs that reported they had data in the same system or could link to at least one early education or care system was 56%. Figure 15 shows the specific percentages of states that had linked their IDEA data systems with various other early childhood and state data systems. The most common connections for Part C data

systems were with Early Hearing Detection and Intervention (EHDI) and child welfare data. The most connections for Part B 619 were with state preK and Head Start.

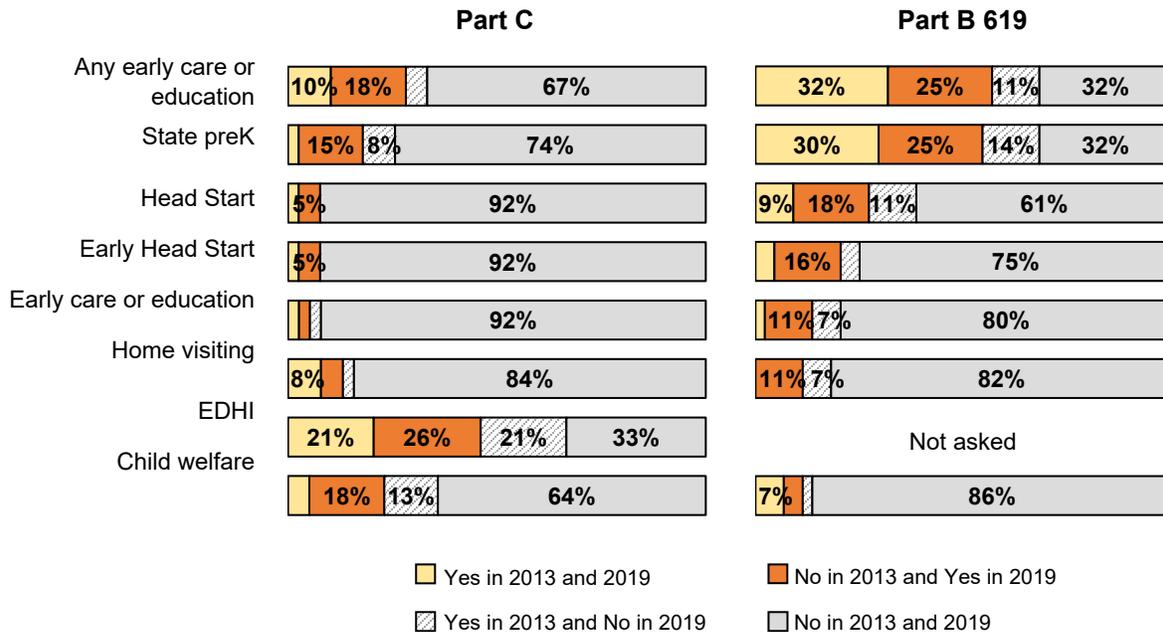
**Figure 15. Linkages Between Part C/Part B 619 Child Data and Other State Programs' Child Data**



Note. N = 42 Part C programs. N = 45 Part B 619 programs. \*The Part C survey did not ask specifically about child care but asked respondents about, "Other Early Care and Education" and then they were asked to write in what kind. The graph provides the percentage of coordinators who wrote in child care as their response. This may underreport child care as Part C coordinators may not have thought to report child care when responding.

Comparing responses in 2019 to 2013 shows an increase in the number of states reporting the capacity to link to other early childhood data systems. Nearly one in five Part C coordinators and one-quarter of Part B 619 coordinators reported in 2019 that their data were now either in the same system or had been linked with data for at least one other early care and education and care system (Figure 16). The percentage of positive change was largest for EDHI for Part C and state preK for Part B 619. Other programs showing notable positive change were child welfare for Part C and Head Start for Part B 619.

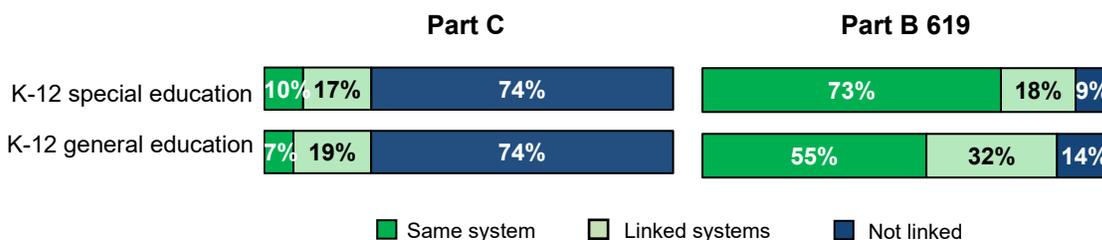
**Figure 16. Change in Linking Data with Other Early Care or Education Data Systems and Social Service Data Systems**



### *Linkages between Part C and Part B 619 with special education and K-12 data systems*

Linking data from Part C or Part B 619 data systems to K-12 special and general education data systems allow states to follow children’s progress longitudinally from their early childhood program participation into their later school career and address questions about long-term outcomes of Part C and Part B 619 program participants. Nearly three-fourths of Part C states cannot track Part C children into K-12 because the Part C child data are not in the same system or had not been linked with K-12 general education or K-12 special education data (Figure 17). Many Part B 619 coordinators reported that Part B 619 child data were either in the same data system or had been linked with K-12 general education or special education data. In most states, the Part B 619 data are contained in a broader state education agency data system, with, for example, the state special education or general education data.

**Figure 17. Linkages Between Part C/Part B 619 and K-12 Special and General Education Data Systems**

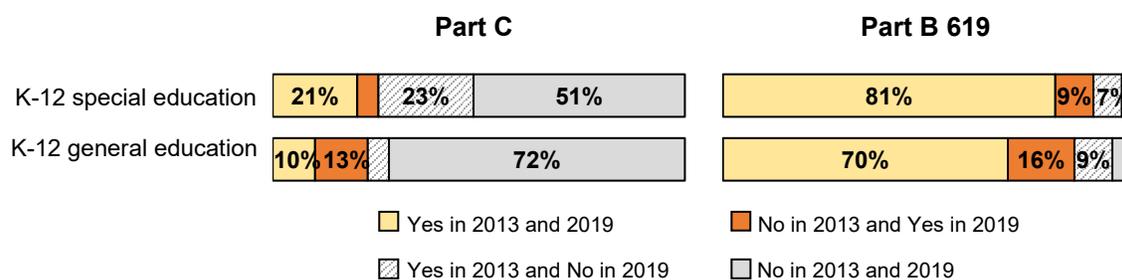


Note. N = 42 Part C programs. N = 45 Part B 619 programs.

As noted above, state capacity to answer questions about long-term outcomes for children who received Part C and 619 services requires longitudinal data (that is, data stored in one system or had been linked). Between 2013 and 2019, states made progress in adding the capacity to answer these kinds of longitudinal questions (Figure 18). Thirteen percent of Part C states and 16% of Part B 619 states added the capacity to answer longitudinal questions about K-12 general education between 2013 and 2016.

Only a few additional states improved their ability to answer longitudinal questions involving Part C, Part B 619, and K-12 special education data (Figure 18) by 2019. For Part B 619, a majority already had this capacity so there was not much room for growth. For Part C, nearly one-fourth of the states that reported having the capacity in 2013 indicated this was no longer the case in 2019, suggesting that either there was a loss of capacity or one of the respondents at one of the time points did not understand the question.

**Figure 18. Change Between 2013 and 2019 in the Ability to Have Data in the Same System or Link Child Data to Special Education and K-12 Data**



Note. N = 39 Part C programs. N = 44 Part B 619 programs.

## Data System Administration and Use

States have formal processes and procedures to ensure that data collected by state agencies and programs are well managed, meet high standards for reliability and validity, and are used in effective ways by a variety of users to address reporting needs and answer their critical questions are essential for effective data use.

### *Designing data system infrastructure*

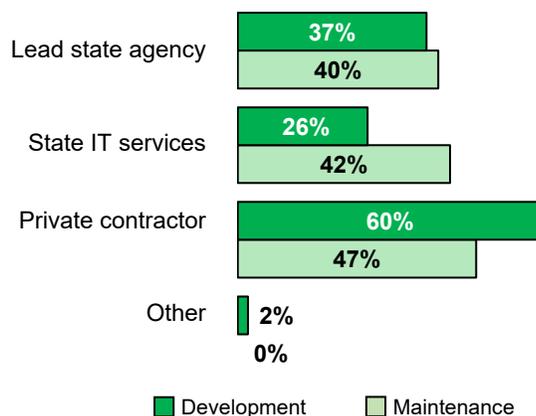
The design of a data system impacts the ability of state coordinators to access and use the data. According to state Part C coordinators, most Part C data systems are web-based. Over half the states have systems that are more than 10 years old (Figure 19). Older data systems can pose multiple challenges for states agencies as they move to increase the use of the data for decision-making and integrating data with other systems.

**Figure 19. Timing of Development of Primary Part C State Data System**



States vary in who developed and who maintains the Part C data system, and this has implications for cost and ability to request modifications. More than half of the Part C data systems were developed by private contractors. The state data systems are maintained by private contractors, state IT services, and the lead state agency with similar percentages of states reporting each of these (Figure 20).

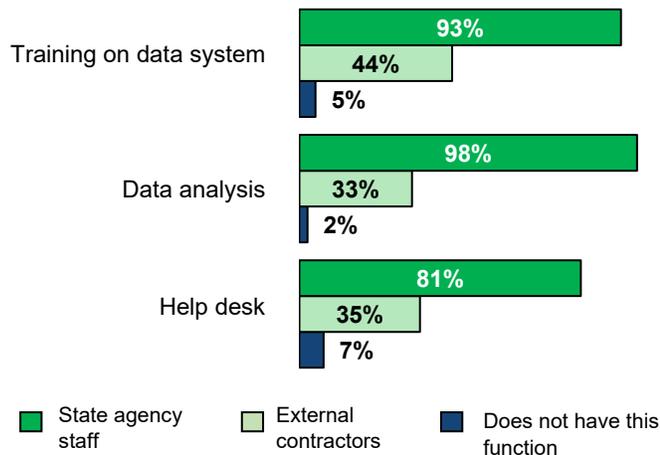
**Figure 20. Responsibility for Development and Maintenance of the State Part C Data System**



*Note.* N = 43 Part C agencies. One state reported in the “Other” category that another state had developed their state data system.

Functions to support the data system can be performed internally or externally. In most states, Part C coordinators reported that agency staff conduct training on the data system, analyze data, and operate a help desk (Figure 21). Some states have external contractors for these functions either in addition to or instead of state staff.

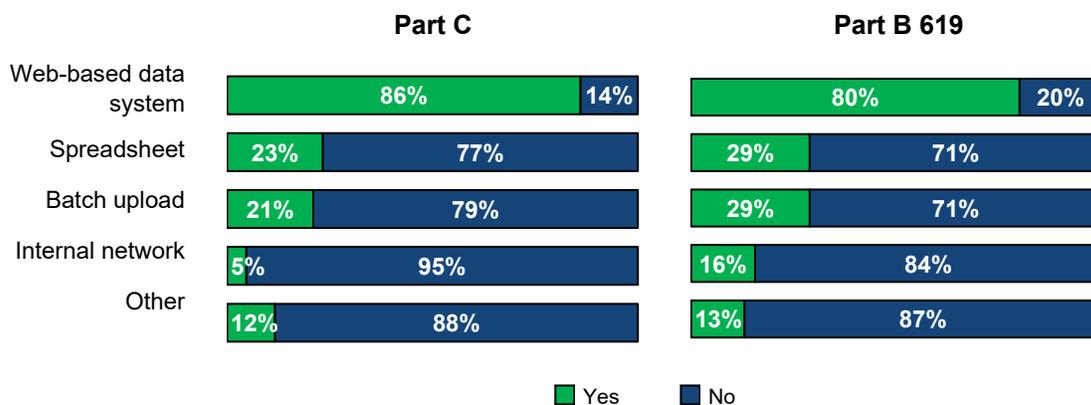
**Figure 21. Support for Part C Data Systems**



Having line items in the budget for the enhancement and maintenance of the state data system reflects a commitment and understanding of the importance of ongoing needs to ensure access to high-quality data to inform program decisions. About two-thirds of Part C coordinators reported that data systems enhancements are included in their budgets. Slightly more Part C coordinators indicated that maintenance costs are included in budgets as a standing line item.

The method local program staff use to report data influences the timeliness of data necessary to inform decisions. Most Part C and Part B 619 coordinators reported that local program staff use a web-based data system to report data to the state agency (Figure 22). Less common data reporting methods reported were using an internal network, spreadsheet, and batch upload.

**Figure 22. Method Used by Local to Transfer Data to State Agency**

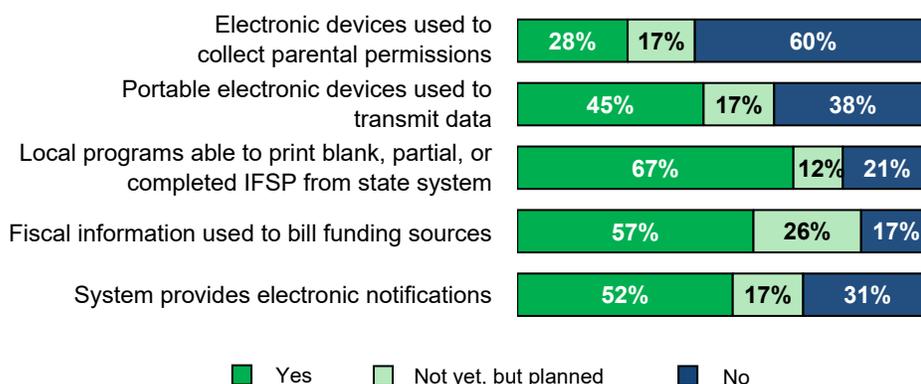


Note. N = 43 Part C programs. N = 45 Part B 619 programs.

Information on the functionality of the data system provides insights into how the data is currently collected and used. About two-thirds of Part C coordinators indicated that local programs were able to print a blank IFSP, a partially completed IFSP, or a complete IFSP from the state data system with or without signatures. A few coordinators reported that printing an IFSP was not a current function but was planned to be. Other functionalities common across states were to provide payments and to provide electronic notifications. Less common functionalities are the ability to use electronic devices to collect parental permissions and to provide electronic notifications (Figure 23).

State agencies may use fiscal information for billing purposes. Fifty-seven percent of state coordinators reported using fiscal information to bill funding sources. Within these states, 50% reported using fiscal information to bill Medicaid, 29% reported using fiscal information to bill SCHIP, and 24% reported using fiscal information to bill private third-party payers. Twenty-one percent of coordinators also reported using fiscal information to bill parent cost share.

**Figure 23. Part C Data System Functionality**

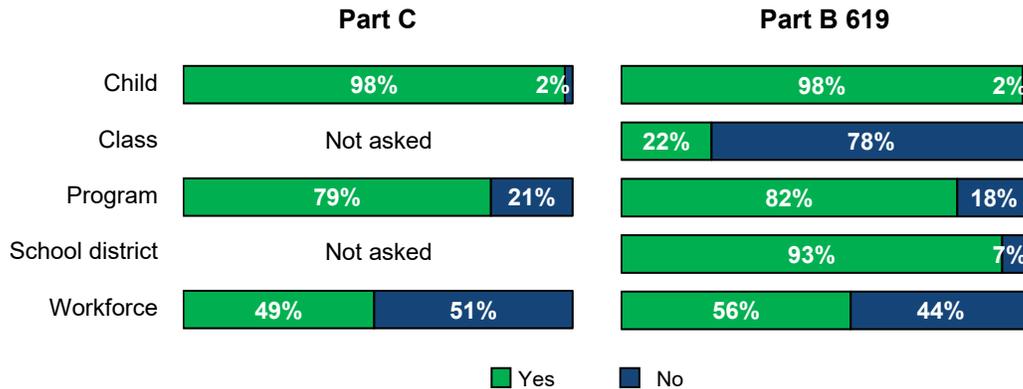


Note. N = 42 Part C programs.

### Creating unique identifiers

A unique identifier is an identifier that is assigned to one individual or entity, is associated with all the data for that individual or entity in a data system or dataset, and remains the same over time, i.e., it “follows” that individual or entity. Unique identifiers can be used to link data within a data system or dataset or across more than one data system or dataset. Linking data is easier to do if the same unique identifiers are used in different data systems or datasets. Almost all states use unique child identifiers in Part C and Part B 619 data systems and the majority also use unique identifiers for programs (Figure 24). Nearly all states reported that Part B 619 data systems use unique identifiers for school districts. About half of Part C and more than half of Part B 619 data systems contain unique identifiers for members of the workforce.

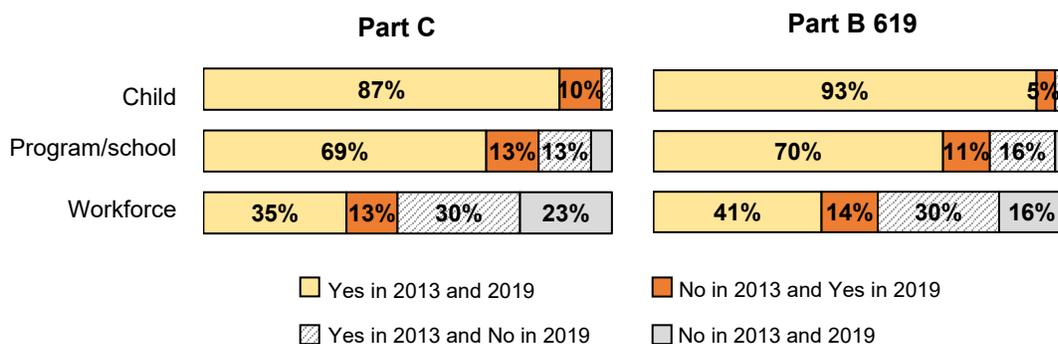
**Figure 24. Use of Unique Identifiers within State Data Systems**



Note. N = 42 state Part C agencies for child data; N = 43 state Part C agencies for program/school and workforce data. N = 45 state Part B 619 agencies.

Most states already used unique child identifiers in 2013, so there was not much room for improvement (Figure 25). An additional 10% of the Part C states added this capacity by 2019. The majority of Part C and Part B 619 state agencies used school or program identifiers in 2013, with a few adding these identifiers by 2019. Far fewer states used unique identifiers for the workforce in 2013 and only a few added this capacity between 2013 and 2019. Nearly one-third of both Part C and Part B 619 coordinators indicated that they did not use unique workforce identifiers in 2019, but the state had reported that they did use them in 2013. It is difficult to explain so many states ceasing to use unique identifiers. One possible explanation is that the Part C or Part B 619 agency in these states does not maintain the workforce data system, and therefore, the coordinators at one or both time points were not knowledgeable about whether the system did or did not use unique identifiers.

**Figure 25. Change Between 2013 and 2019 in Use of Unique Child Identifiers within State Data Systems**

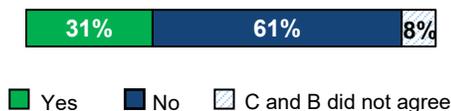


Note. N = 39, 40, and 39 for state Part C agencies for child data, program/school data, and workforce data, respectively. N = 44 state Part B 619 agencies.

The use of the same unique identifier across Part C and Part B 619 data systems facilitates the ability to link data between these two programs. About one-third of Part C and Part B 619 systems use the same unique identifier for children for both programs (Figure 26). As reported

above, in 19% of the states, the data for the two programs are in the same data system so one would expect that these states would use the same child identifier for Part C and Part B 619.

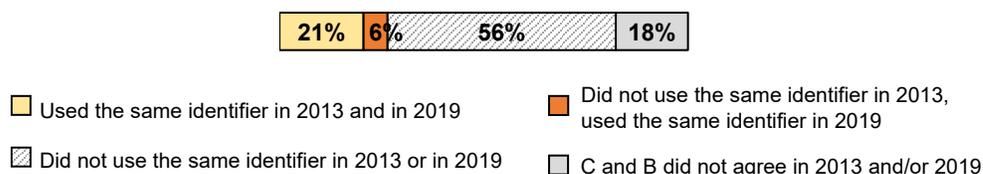
**Figure 26. Use of Common Unique Identifiers Across Part C and Part B 619 State Data Systems**



Note. N = 36 Part B and Part C 619 agencies. Data are only reported for states for which both coordinators responded.

Data from states for which both Part C and Part B 619 agencies responded in 2013 and 2019 were analyzed to learn how the use of unique identifiers across Part C and Part B 619 had changed over time (Figure 27). The results are inconclusive with only a small percentage of states reporting adding the use of a common unique identifier and (6%) with a similar percentage reporting conflicting answers from the Part C and Part B 619 coordinators.

**Figure 27. Change Between 2013 and 2019 in Use of Common Unique Identifiers Across Part C and Part B 619 State Data Systems**



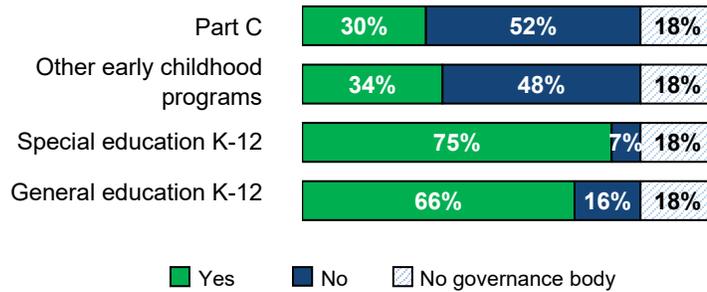
Note. N = 34 Part B and Part C 619 agencies.

### *Establishing data governance*

Formal data governance refers to policies and procedures established by the state for the overall management of the availability, usability, integrity, quality, and security of the data. Having formal data governance is essential to ensuring the security of the data (See [DaSy Data Governance and Management Toolkit](#), DaSy Center, 2018). About half of Part C agencies (53%) have a formal data governance body for their state data system and more than three-fourths of Part B 619 agencies (86%) have a formal data governance body for Part B data systems. Five percent of Part C and 11% of Part B 619 respondents indicated that they did not know whether their program had an established data governance body.

Part B 619 program coordinators also reported that the majority of their data governance bodies also includes the scope and responsibility for special education K-12 data and general education K-12 data (Figure 28). About one-third of Part B 619 data governance bodies also include Part C and other early childhood programs.

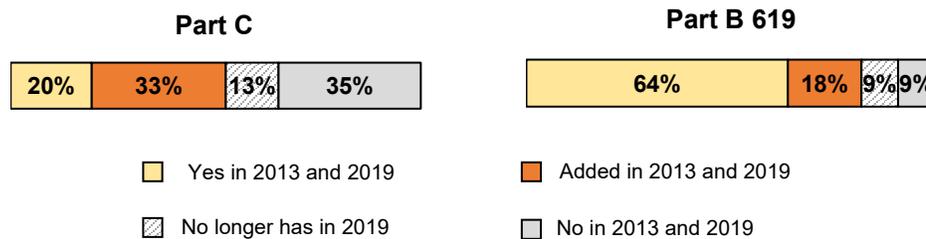
**Figure 28. Scope and Responsibility of Part B 619 Data Governance Body**



Note. N = 44 Part B 619 programs.

States made progress in adding data governance bodies in the years prior to 2019. One-third of the Part C states that did not have a formal data governance body in 2013 reported that they did have one in 2019 (Figure 29). For Part B 619, nearly one in five states added a formal data governance body between 2013 and 2019. The responses from a small percentage of Part C and Part B 619 states suggested that they lost their data governance body over the time period.

**Figure 29. Change Between 2013 and 2019 in States that Have a Formal Data Governance Body**



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

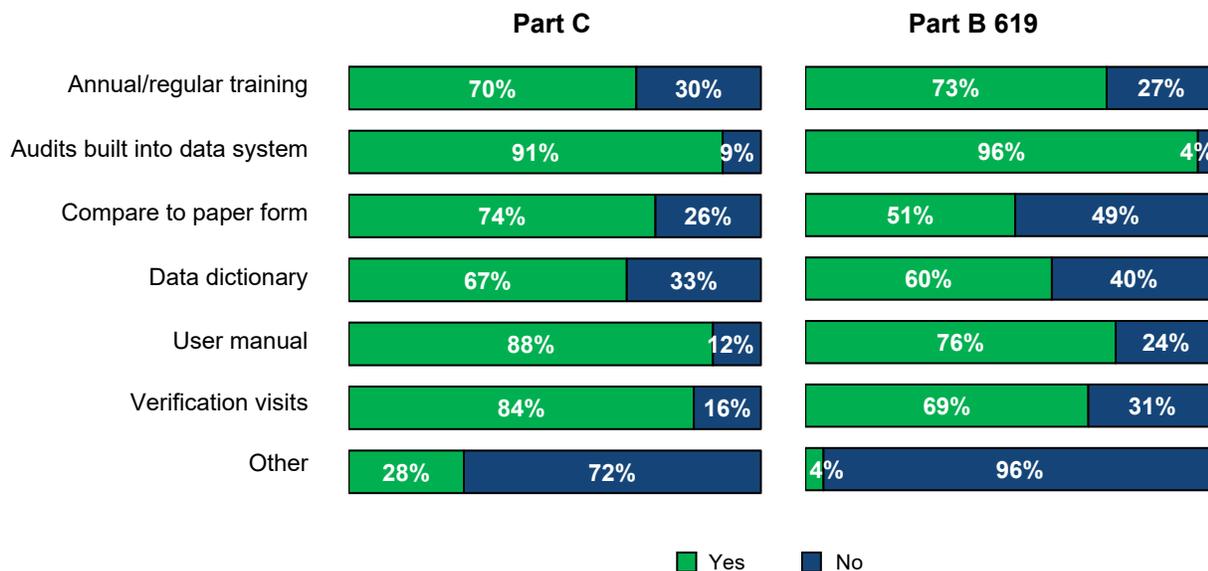
### Managing data quality

Managing data effectively requires having processes and procedures to check and verify that the data are accurate, complete, and internally consistent—that is, ways to ensure and check that data are trustworthy in their collection, that all data are entered into the data system, and that they are consistent with other data in the data system (See data management section of the DaSy [Data Governance and Management Toolkit](#), DaSy Center, 2018). Figure 30 shows the frequency with which states use various mechanisms and procedures to ensure the quality of their Part C and Part B 619 data.

Audits built into the data system are the most used mechanism for verifying the reliability and validity of data in both Part C and Part B 619. Possible examples of these kinds of audits include validity checks on dates, flagging missing data, or requiring the proper data entry for a given data field (e.g., a date within an acceptable range). A majority of states for both Part C and Part B 619 use verification visits in which staff randomly check and verify child data, have data dictionaries, and have annual or regularly scheduled trainings related to the data.

Comparison of paper forms to electronic data is used by three-fourths of Part C states and about half the Part B 619 states.

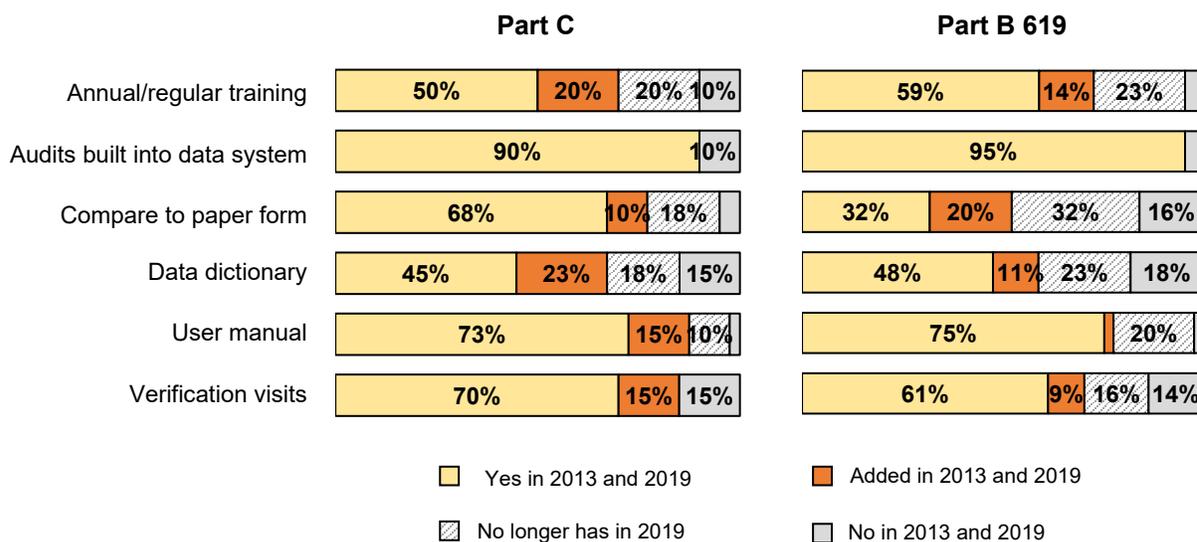
**Figure 30. Tools and Procedures Used to Verify the Reliability and Validity of Part C/Part B 619 Data**



*Note.* N = 43 Part C programs. “Other” Part C responses include TA, ad-hoc, and regular data reports, data, compliance checks, and meetings to address system issues. N = 45 Part B 619 programs. “Other” Part B 619 responses include onsite visits and reports to uncover issues.

The survey data shows numerous changes between 2013 and 2019 in the use of data quality processes with some states adding procedures and others reporting they no longer used them. There was no change reported by either Part C or Part B 619 for one category: audits built into the data systems, a procedure employed by nearly all states (Figure 31). For most of the other procedures, some states added it and others reported no longer using the procedure. For example, nearly one-fourth of the Part C states (23%) added a data dictionary between 2013 and 2019, while 18% no longer had one. The comparable figures for Part B 619 were 11% and 23%.

**Figure 31. Change Between 2013 and 2019 in State Use of Tools and Procedures**



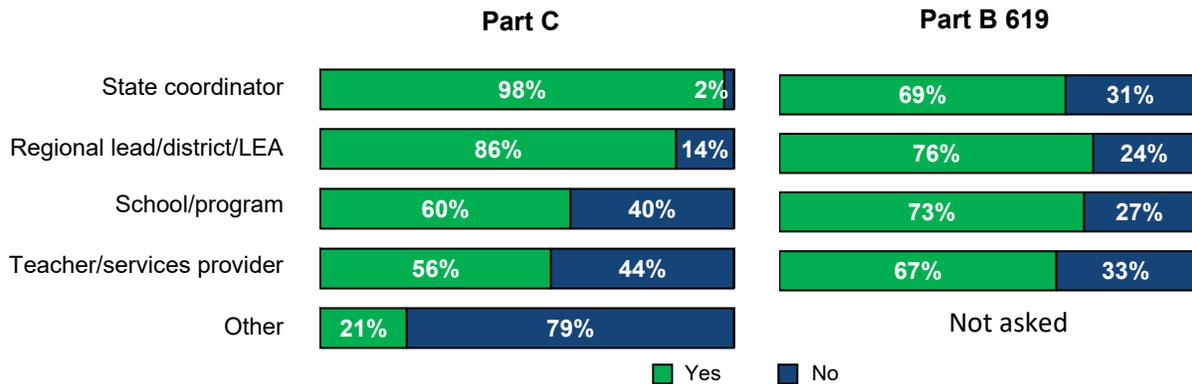
Note. N = 40 Part C programs. N = 44 Part B 619 programs.

### Providing access to data

Data systems are configured with access and security settings to give different types of individuals working in Part C and Part B 619 systems access to aggregated data (summaries of data for groups of children without individual identifying information included) and/or individual-level data (with or without individual identifying information included). Users across different levels of the Part C and Part B 619 systems may have different levels of access to the data, depending on their role and the state’s data security policies and procedures. For example, a teacher may have access to individual child data only for children in their classroom but also have access to aggregated data for their district or state. For data-driven decision-making to be effective, users across all levels of the service system need appropriate access to the data. The information reported here refers only to access to the state-level data system and might not reflect the overall level of access to data for all users. Local or regional administrators might have access to their data through their local system, for example, but not access to that same data in the state data system.

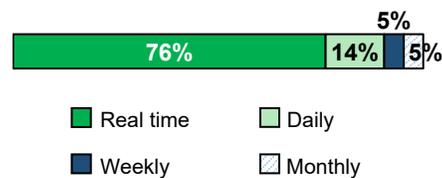
Nearly all Part C coordinators reported access to child-level data from their state data system. Coordinators in a majority of states reported that regional and local area staff and program staff and teachers/service providers also can access child-level data, though fewer states provide local access to the state data system (Figure 32). Over three-fourths of the Part C coordinators reported that their access was in “real-time,” with much smaller percentages reporting daily or less frequent access (Figure 33). Only 69% of Part B 619 coordinators reported that they could access child-level data which was less than the percentages of states that reported the regional lead (or district or local education agency lead) could access child-level data (Figure 32). State Part B 619 coordinators reported that, in approximately three-fourths of the states, the program school staff (73%) have access to child-level data.

**Figure 32. Ability of Staff to Access Individual Child-level Data in State Data System**



Note. N = 43 Part C programs. Other responses include billing contractor, child development Infoline, and key administrative staff at local and state levels.

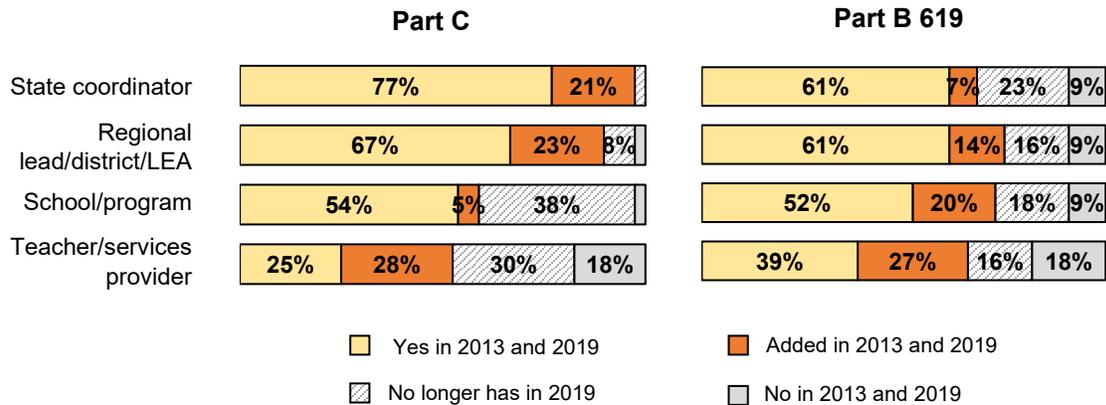
**Figure 33. Frequency of Access to Child-Level Data at the State Level for Part C Programs.**



Note. N = 42 Part C programs.

Part C and Part B 619 state coordinators reported changes in access between 2013 and 2019 to child-level data for groups at all levels of the system (Figure 34). The data are difficult to interpret given the sizeable percentages of states that reported groups having access to data in 2013 but no access in 2019.

**Figure 34. Change Between 2013 and 2019 in Access to Child-level Data from State Data System**

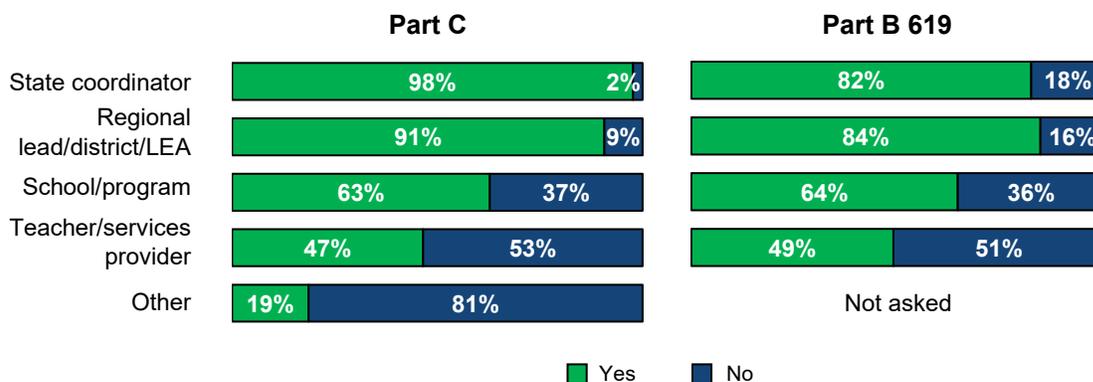


Note. N = 40 Part C programs. N = 44 Part B 619 programs.

### Using and reporting data

One of the purposes of collecting data is to be able to use that data to inform program decisions. This type of data use requires that staff have access to a variety of different data reports. In 2019, nearly all of the Part C and four out of five 619 coordinators reported that they were able to produce aggregate data reports from the state data system (Figure 35). Part C and Part B 619 service providers and teachers were able to produce aggregate data reports from a state data system in less than half the states.

**Figure 35. Ability of Staff to Produce Aggregated Data Displays or Reports from State Data System**

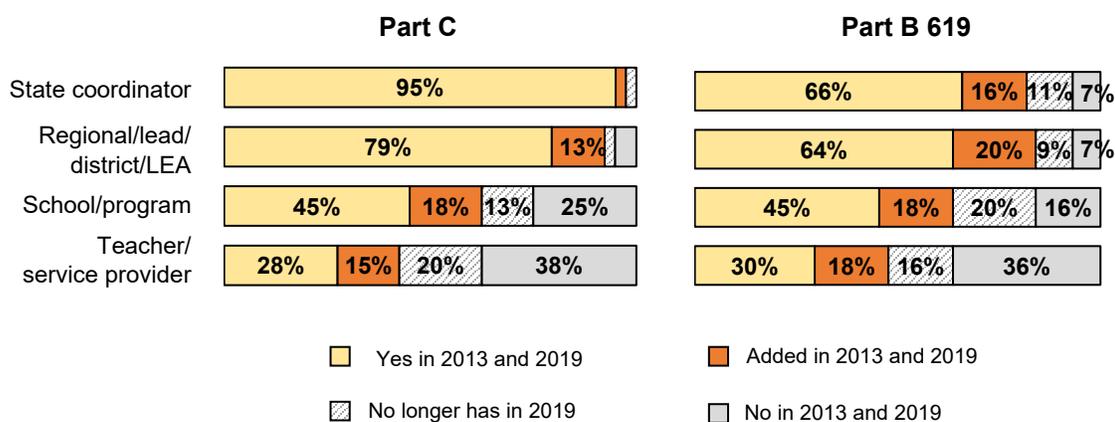


Note. N = 44 Part B 619 programs. Other responses include billing contractor, child development Infoline, key administrative staff at local and state levels, state departments (i.e., department of health, human services, child health), and the public.

Nearly all Part C states reported that they could produce aggregated reports from the state data system in 2013 and that did not change in 2019 (Figure 36). Some (16%) Part B 619 states reported that they had the capacity by 2019 but did not have it in 2013. Another 11%, however, reported they did not have the capability in 2019 but they did have it in 2013. At the regional and

district level, more states for Part C and Part B 619 reported the capability was added by 2019 as compared to states that reported no longer having it. The information on change for school or program personnel and service provider or teacher is difficult to interpret with similar percentages of states adding or losing capacity. Possibly respondents did not understand the question or did not know the report capacity at these levels.

**Figure 36. Change Between 2013 and 2019 in Ability of Staff to Produce Aggregated Data Displays or Reports from State Data System**



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

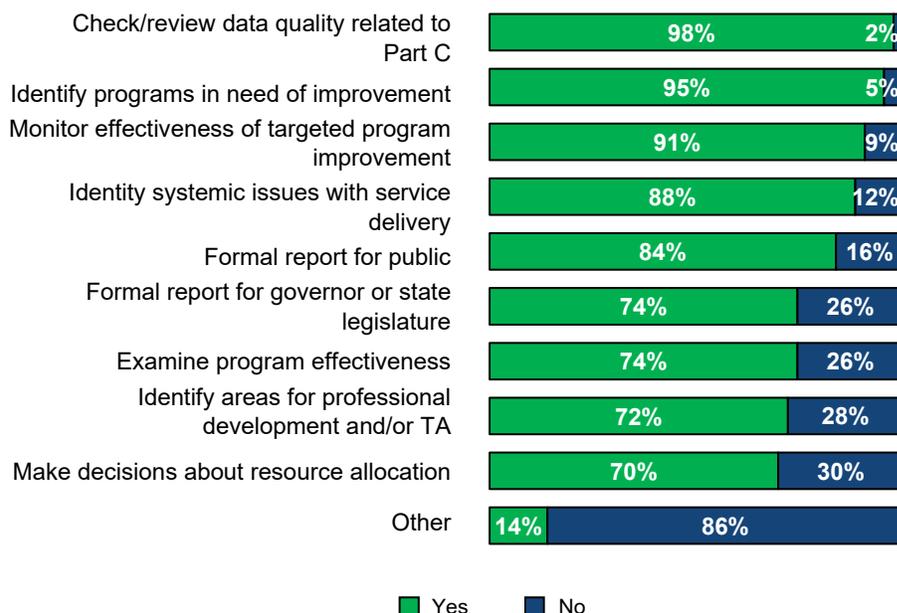
The types of reports Part C coordinators are able to access influence their capacity to interact with the data. For example, a canned report may help inform ongoing program decisions, but ad-hoc questions also may emerge that would create a need for additional types of reports. The majority of Part C coordinators reported having canned and ad hoc reports available.

**Table 1. Types of Reports Available from Part C Data System or Separate Reporting Application**

| Report Type                       | Percent |
|-----------------------------------|---------|
| Canned reports for 618 data       | 77%     |
| Canned reports for APR indicators | 79%     |
| Other canned reports              | 86%     |
| Ad-hoc reports                    | 81%     |

An effective data system should serve a variety of purposes at the state level. In 2019, Part C coordinators reported they used data for a variety of purposes. Nearly all Part C coordinators reported using data for reviewing or checking the quality of the data related to Part C, identifying program improvement, and monitoring the effectiveness of targeted program improvement in the last 2 years (Figure 37). Three-fourths of Part C coordinators reported using data for making decisions about resource allocation or identifying areas for professional development or technical assistance.

**Figure 37. Use of Data from Part C State Data Systems in Past 2 Years**



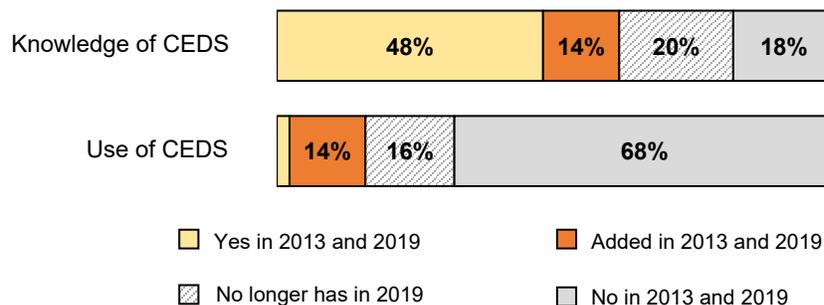
N = 43 Part C agencies. "Other" use of data includes ad-hoc requests from stakeholders.

### *Enhancing knowledge and use of Common Education Data Standard*

The Common Education Data Standards (CEDS) is a national collaborative effort to develop voluntary, common data standards for a key set of education data elements to streamline the exchange, comparison, and understanding of data within and across data systems from different sectors (i.e., early learning through K-12 through postsecondary and workforce). While most of Part B 619 coordinators (62%) reported that they knew about CEDS, far fewer had used them (25%).

There was little movement among the Part B 619 coordinators in their knowledge or use of CEDS between 2013 and 2019 (Figure 38). Given the turnover in the workforce, a number of the respondents were not the same at both time points; however, there still could have been an increased level of awareness and use across the states. In both knowledge and use, the number of states reporting a positive change was canceled out by the number of states reporting a negative change.

**Figure 38. Change Between 2013 and 2019 in the Increase in Part B 619 Coordinator Knowledge and Use of CEDS**

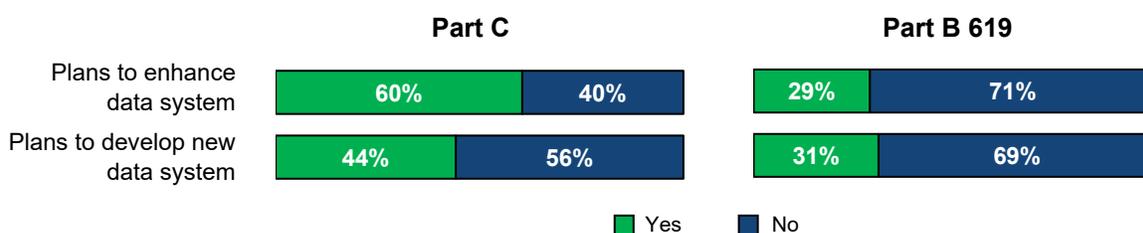


Note. N = 44 Part B 619 programs.

## State Priorities for Data Systems

As a national TA center, DaSy TA staff focus on supporting state priorities for their data systems. A large number of states for both Part C and Part B 619 coordinators reported that their state is planning to enhance their data system, develop a new one, or both. In 2019, 60% of the Part C coordinators reported plans to enhance the IDEA data system and 44% reported the state planned to develop a new data system in the next 2 years (Figure 39). Nearly one-third of Part B 619 coordinators reported plans to enhance the state data systems and one-third reported plans to develop new a new data system. More than one-fourth (27%) of Part C coordinators and about one-fifth of Part B 619 coordinators (18%) reported that they had plans to both develop *and* enhance their data systems. There may be plans already in place to enhance data systems concurrently with or prior to planning a new data system.

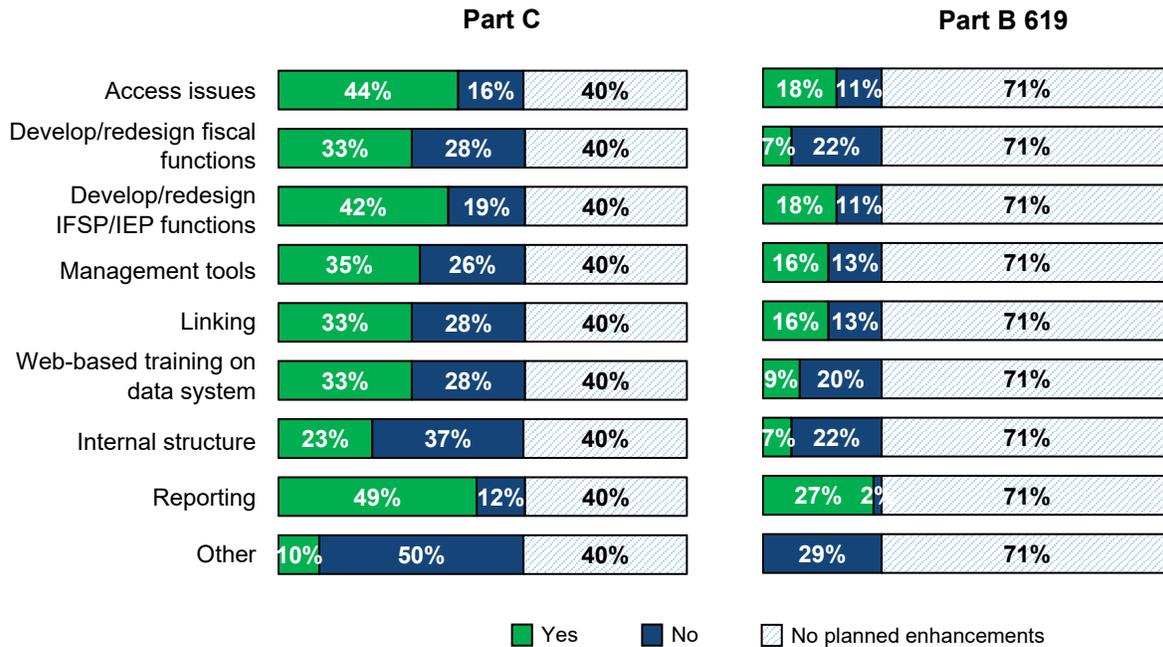
**Figure 39. State Plans for Developing and/or Enhancing Data System in the Next 2 Years**



Note. N = 43 Part C agencies. N = 45 Part B 619 agencies.

Enhancements provide opportunities for states to improve a part of their data system where they have identified a need. In 2019, the most common enhancements reported by Part C coordinators were addressing access issues and improving reporting capabilities (Figure 40). About one-third of Part C coordinators reported plans to develop or redesign fiscal functions, enhance or develop management tools, link data, and provide web-based training on the data system. The most common planned enhancements reported by Part B 619 coordinators were for reporting capabilities, access, and the development or redesign of IEP functions. The need to improve access and reporting was common for Part C and Part B 619 programs.

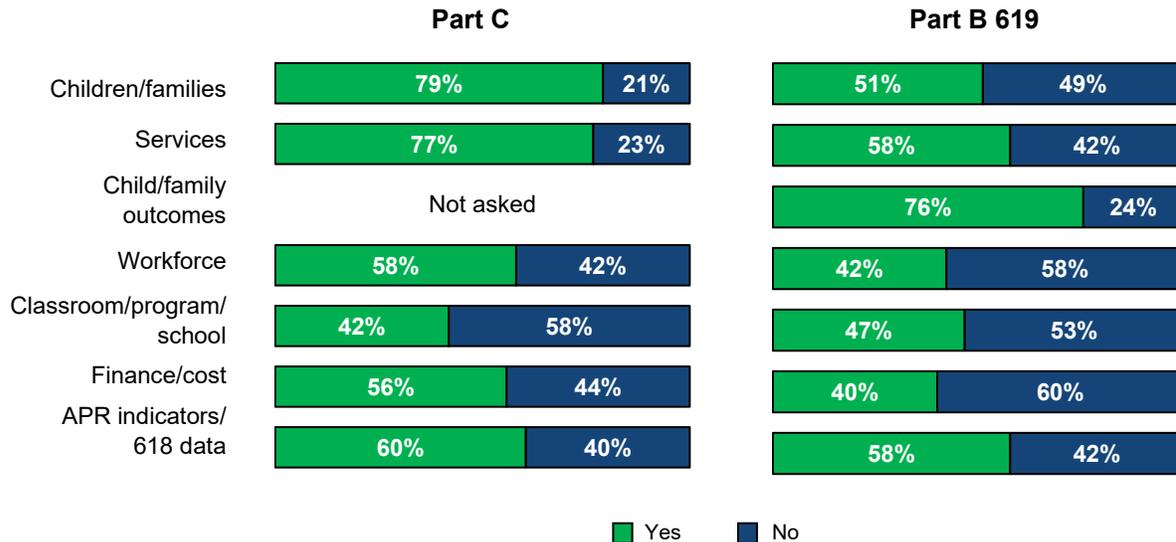
**Figure 40. State Planned Enhancements for State Data System in Next 2 Years**



Note. N = 43 Part C agencies. "Other" Part C enhancements include cost participation options. N = 45 Part B 619 agencies.

Data elements were also the focus of improvements to the data capacity. In 2019, in addition to an expected focus on APR and 618 data, a majority of coordinators indicated that improving data on child and family outcomes, workforce, and finance data is a priority. Improving data on the classroom or program was less of a priority for both Part C and Part B 619 coordinators (Figure 41).

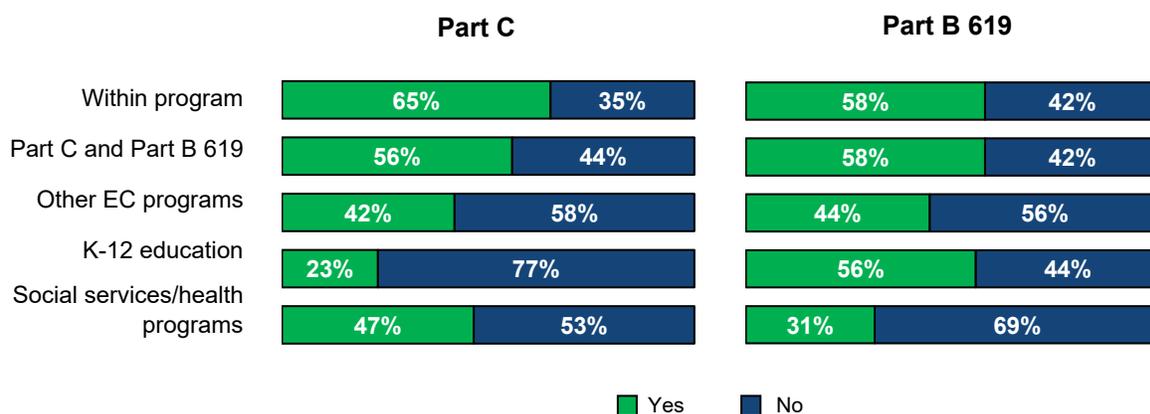
**Figure 41. State Priorities for Increasing the Type or Quality of Data**



Note. N = 43 Part C programs. N = 45 Part B 619 programs.

In 2019, building the capacity to link data within Part C and Part B 619 data systems were identified as priorities for more than half of state coordinators. In addition to within program linkages, linking data between Part C and Part B 619 is also a priority for more than half of coordinators. A little less than half of state Part C and Part B 619 coordinators indicated that linkages to other early childhood programs is a priority. In 2019, about half of Part C coordinators reported linking to social services or health program data is a priority, whereas about one-third of Part B 619 coordinators report linking to social services or health program data as a priority (Figure 42).

**Figure 42. State Priorities for Building or Improving Linkages**



Note. N = 43 Part C programs. N = 45 Part B 619 programs.

## Conclusion

A high-quality statewide data system provides the information required for federal reporting as well as the information needed to address important questions about early intervention and early childhood special education. This report presents a comprehensive look at the status of Part C and Part B 619 state data systems in 2019. The information includes what data states are collecting, what data have been linked, how states are managing and using data, and what priorities state have for enhancing and developing their data system in the future. The report also presents how data systems have changed between 2013 and 2019.

Some of the key findings about Part C and Part B 619 data systems are summarized below.

### State Data Systems and Data Elements

State agencies collect multiple kinds of data. We asked about three kinds of data states might collect: data about individual children, data about programs, and data about the workforce.

**All states have child-level electronic data systems, and there are many commonalities in the types of data they collect.** All Part C and Part B 619 data systems contain some type of child demographic information and most contain child outcomes (88% and 87%). Part C data systems are more likely to contain transition data, with more than three-fourths (79%) of Part C data systems containing the date of notification of 619 eligibility and the date of the transition conference from Part C to Part B 619.

**Not all states are collecting the full range of data elements required to address critical questions about service delivery.** The specific data elements that states are collecting determine the breadth of information that state agencies have available for accountability and program improvement. Some states are better positioned than others concerning the data elements collected. As an example, while many states have data about services that were authorized, many do not know if they were actually delivered. For both Part C and Part B 619, slightly more state coordinators reported having data on service authorized (86% and 62%) than on services delivered (71% and 56%). Being able to compare delivered to authorized service at a child level provides important information on how much service is being missed and by which children.

**Most Part B 619 state agencies do not collect data program-level information.**<sup>3</sup> Only about one-third of states had a data system with data about program characteristics (program- or classroom-level data) such as program quality data, staff ratios, class size, or licensing status.

**The majority of states collect workforce data, but states vary in what information they collect about their workforce.** The majority of Part C (79%) and Part B 619 (93%) state programs have workforce data with personally identifiable information. Most states have licensure and certification data, but far fewer have demographic information, such as age and race/ethnicity or information about ongoing professional development. Only one-third (31%) of Part C data systems contain any demographic information, and only a slightly higher percentage of state systems contain any demographic information for Part B 619 special education teachers (44%) or related services personnel (33%). Data on participation in professional development is available in about one-third of state data systems (37% of Part C and for 33% of Part B 619 special education teachers and 29% of related services personnel). States recognize the need

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<sup>3</sup> Only the Part B 619 coordinators were asked about program-level data systems which refers to data on the program or the classroom.

to have high-quality data on personnel; nearly half of Part C (58%) and Part B 619 (42%) programs indicated an intention to make improvements to workforce data.

**Many states have limited capacity to link child data with workforce data.** These linkages allow states to look at relationships between personnel characteristics, child characteristics, services received, and child outcomes. Fewer than half the states are able to link child data to workforce data (49% for Part C and 42% for Part B 619).

## Cross-Agency Data Linkages

States need to build the capacity for various kinds of data linkages. The ability to link Part C data with Part B 619 data supports the transition and the ability to answer longitudinal questions. The ability to link Part C and Part B 619 data with other early childhood programs and with the K-12 education system substantially expands the types of questions states can address with their data. Although many states have established some key data linkages, most states need to make more progress linking Part C or Part B 619 data to data from other programs.

**Linking Part C to Part B 619 data remains a challenge for many states.** The use of a common unique identifier is not a requirement for linking data but makes the process much more straightforward. About one-third (31%) of Part C and Part B 619 data systems use the same unique child identifier. In a few states (8%), the coordinators did not agree on whether the same unique identifier was used. Slightly under half of the states (41%) reported that the child data for Part C and Part B 619 are in the same system or have been linked. The two programs did not agree on their answer to this question for nearly one-third of the states (31%).

**Some states have the ability to link data with other early childhood programs.** Many children participate in several different kinds of programs before age 5. Linking data across early childhood programs allows states to understand whether children receiving Part C or Part B 619 services also are participating in other early childhood programs. About one-fourth (26%) of Part C states and a little over half (56%) of Part B 619 states have data systems that can be linked with at least one early education or care data system in the state. For Part C, the most frequent connection was with the EDHI program (44%) and the child welfare program (24%); for Part B 619, it was with state preK (31%) and Head Start (27%) programs.

**Data linkages between Part B 619 and K-12 general education were more common than between Part C to K-12 general education.** Most states have the capacity to follow former recipients of preschool special education through K-12 (91%) and to examine whether they continue to receive special education. This is not the case for early intervention; three-fourths of the states (74%) cannot track children longitudinally from early intervention into K-12. This difference is likely because the Part B 619 and the K-12 data reside in the same state education data system which is generally not the case for the Part C data. These kinds of linkages provide answers to questions about how well children who received IDEA services in early childhood fare once they reach school age and beyond. Being able to show the long-term positive outcomes for children with disabilities who received services early in life can help programs garner support from the general public as well as support from policymakers for future funding.

## Data System Administration and Use of Data

**Formal data governance is more common for Part B 619 than for Part C.** Data governance policies and procedures provide guidance about the availability, usability, integrity, quality, and security of the data. About half of Part C states (53%) have a formal data governance body

while a majority of Part B 619 states (86%) have such a body. For most of the Part B 619 preschool states, these data governance bodies have responsibility for K-12 special education data, K-12 general education data, or both.

**States employ a variety of mechanisms to promote high-quality data.** These include audits that are built into the data system (the most common mechanism – for 91% of states in Part C and 96% in Part B 619), user manuals, verification visits, and regular trainings. Some states still need better documentation about their available data; that only about two-thirds of states have data dictionaries (67% for Part C and 60% for Part B 619).

**Access to child-level data varies by different users.** For states to be able to use their data effectively for decision-making, data need to be accessible to users in a timely manner and in understandable formats. Nearly all Part C (98%) and more than two-thirds of Part B 619 coordinators (69%) have access to child-level data from their state data system. Access to state data systems and its data is less common at the local level. In about two-thirds of states, local Part C programs (60%) and Part B 619 school districts (73%) have access to child-level data in the state data system. In about half the states, Part C providers (56% of the states) and Part B 619 teachers (67%) have access to child-level data in the state data system. A majority of Part C coordinators also reported that their access was in “real-time” (76%), with some having daily (14%) or weekly access (19%).<sup>4</sup>

**Data reports from the state data system with aggregate data are available to state staff for nearly all states, but they are not routinely available at local levels.** Nearly all of the Part C (98%) and four out of five 619 coordinators (82%) were able to produce aggregate data reports from the state data system. A majority of local program administrators or district administrators also had access to aggregate data (91% for Part C and 84% for Part B 619). In only about half of states, Part C and Part B 619 service providers and teachers were able to produce aggregate data reports from a state data system (47% and 49%, respectively). To promote the use of data for decision-making, more states need to provide access at the local levels.

**All states use their Part C data for a variety of purposes and report data to multiple types of stakeholders and audiences.**<sup>5</sup> Nearly all Part C state programs use data for reviewing or checking the quality of the data related to Part C (98%), identifying program improvement (95%), and monitoring the effectiveness of targeted program improvement (91%). Three-fourths of states reported using data for making decisions about resource allocation or identifying areas for professional development or TA. A majority also uses the data in reports for the public (84%) and the governor or state legislature (74%). Common uses related to program improvement and program operations include data reports to identify areas for professional development and/or TA (72%) and for making decisions about resource allocation (70%).

## Progress Over Time

The DaSy Center’s goal in collecting data on state IDEA early childhood data systems in 2013 and 2019 was to be able to track the progress of state programs in their efforts to improve their data systems. As noted later in this section, we have learned that the survey data are somewhat limited in their ability to address change over time. Despite these limitations, the findings indicate that state programs are making progress in building better data systems. State Part C programs have made the kinds of changes that can facilitate data linking (e.g., through the

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<sup>4</sup> This question was only asked for Part C programs.

<sup>5</sup> This question was only asked for Part C programs.

availability of data and data security). Also, more Part C states now have a formal data governance body. A major improvement for Part B is that more states can link Part B 619 program data with state preK data.

## Future Directions for State Data Systems

States reported that they are planning to improve their data systems in various ways which will allow state administrators to make better use of their data to inform program and policy decisions.

A substantial number of Part C and Part B 619 preschool agencies are planning to enhance their data system or build a new data system or both. Over half the Part C states have systems that are more than 10 years old (57%). Older data systems without state-of-the-art functionality features can pose multiple challenges for states agencies. Most of Part C (60%) and about one-third of Part B 619 agencies (29%) are planning to make major enhancements to their data system or to build a new data system (44% for Part C and 31% for Part B 619) in the next 2 years. Examples of some of the most frequently reported enhancements include improvements in reporting, fiscal functions, and adding an IFSP/IEP function. Other examples are:

- **Improving types of data.** Many states plan to improve data on children and families (79%) and services (77%) for Part C and data on child outcomes for Part B 619 (76%). Improving the 618 data and/or the Annual Performance Report (APR) indicator data also was a priority for over half of the Part C and Part B 619 state programs (60% and 58%, respectively). About half of the states intend to make improvements to workforce data (58% for Part C and 42% for Part B 619).
- **Improving within program data linkages.** Building the capacity to link data *within* Part C and *within* Part B 619 programs continues to be a priority (e.g., linking Part C personnel to Part C child data). More than half of states are planning on improving linking capacity *within* Part C (65%) and Part B 619 (58%) programs.

Establishing or enhancing linkages with other state data systems is a priority for many states. States want to improve linking:

- Between Part C and Part B 619 – Part C (56%) and Part B 619 (58%)
- With other early childhood data – Part C (42%) and Part B 619 (44%)
- With social services/health programs – Part C (47%) and Part B 619 (31%)
- With K-12 – Part C (23%) and Part B 619 (56%)

## Limitations

The survey data have several limitations. First, some of the change over time patterns suggested a data quality problem because for some states the 2019 data indicated that a data system no longer had a feature that it previously had in 2013 (e.g., 38% of Part C state programs and 30% providers had access to data in 2013 but no access in 2019; 30% of both Part C and Part B 619 coordinators reported that their program had workforce data in 2013, but they did not have workforce data in 2019). We calculated change over time by comparing 2019 survey responses to those from 2013 rather than asking directly about change. We know that between 2013 and 2019 there was turnover in coordinators in many states, meaning that different people responded to the two surveys. Some of the more complex items might have been interpreted differently by the different respondents even with terminology that was defined.

Also, one of the respondents might have been more knowledgeable than the other. For instance, nearly one-third of both Part C and Part B 619 coordinators indicated that the state did not use unique workforce identifiers in 2019, but these same states had reported that they did use them in 2013. One possible explanation is that the Part C or Part B 619 agency in these states does not maintain the workforce data system, and therefore, the coordinator at one of the time points was not knowledgeable about the use of unique identifiers.

A second limitation was suspect data quality for items where Part C and Part B 619 coordinators were asked the same question and should have given the same answer. For example, both the Part C and Part B 619 coordinators were asked about the linkage of the Part C and Part B 619 data. For 30% of the states, the Part C and Part B 619 coordinators gave different responses. Variations across coordinators on this question had been asked in previous surveys where we also found discrepancies. We made slight changes to the wording of the question to make the item as clear as possible in the 2019 survey. However, the continuing high level of non-agreement suggests that the respondents either had different conceptions of what it means to link data or different levels of knowledge about whether the data had ever been linked.

## Concluding Comments

To address IDEA reporting requirements and to serve multiple other purposes, state Part C and Part B 619 state agencies have developed and subsequently enhanced their state data systems. As the role of data in the administration of public programs has become more widespread over the years, the state data systems housing information on early intervention and early childhood special education recipients have grown more technologically sophisticated and more comprehensive in the range of data elements collected. Program leaders and stakeholders are using data to answer critical questions about their programs, such as, “What are the characteristics of the services and supports provided for children/families in EI/ECSE?” or “How do children enter and

linking data across systems and over time), states will continue to increase the number and types of questions they can address with their data. Ready access to information about children, programs, and the workforce, and the ability to link information in various ways allows states to more effectively operate and monitor programs statewide. States can use data to track costs and maximize their resources for services, understand who they are serving and what kinds of outcomes are being achieved, and examine how outcomes are related to the kinds and quality of services and the personnel. We expect that with support from the DaSy Center and other TA centers, states will continue to improve their capacity to use data to improve programs and services and in so doing, will better meet the needs of children and families served under the IDEA.

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## Appendices

- Appendix A: Survey Response Rates and Methodology
- Appendix B: Responses Across Survey Items

## *Appendix A: Survey Response Rates and Methodology*

In 2013, an online survey for Part C was developed in coordination with the IDEA Infant and Toddler Coordinators Association (ITCA) and the Early Childhood Data Collaborative (ECDC). The DaSy Center developed a parallel survey for Part B 619. Surveys were revised in 2015 and again in 2019 (in collaboration with ITCA for the Part C survey). Surveys were sent to Part C and Part B 619 coordinators in each state, the District of Columbia, and the territories in May 2013 and January 2019, with survey completion occurring between May and August 2013 and January through May 2019. Strategies used to increase survey responses included sending an introductory email to state representatives explaining that the survey would be coming: the first distribution via email and a formal and informal follow-up via email and phone, with the assistance of ITCA and the Early Childhood Technical Assistance (ECTA) Center.

In both 2013 and 2019, the coordinators were invited to complete the survey with Part C/Part B 619 data managers or other appropriate individuals. Slightly different surveys were sent for Part C and Part B 619; thus, data are presented in some places in this report for only Part C or only Part B 619. Only the results of surveys from the 50 states, District of Columbia, and Puerto Rico ( $N = 52$ ) are included in this report (hereafter referred to as states). The response rate for Part C was 94% and for Part B 619 was 96% in 2013. The response rate for Part C was 83% and for Part B 619 was 87% in 2019. Responses were received from 77% of Part C state coordinators and 85% of Part 619 state coordinators at both time points.

In 2013 for Part C, the coordinators contributed to survey completion in 77% of states, with data managers contributing in 44% of states and other state staff contributing in 8%. For Part B 619, the coordinators contributed to survey completion in 79% of states in 2013, with data managers contributing in 46% of states and other state staff contributing in 29%. In 2019 for Part C, the coordinators contributed to survey completion in 63% of states, with data managers contributing in 21% of states and other state staff contributing in 16%. For Part B 619, the coordinators contributed to survey completion in 67% of states in 2019, with data managers contributing in 4% of states and other state staff contributing in 29%. In the interest of brevity, the person who completed the survey will be referred to as the state coordinator. Additional details on the responses for each item on the survey, including missing data, are provided in Appendix B.

## *Appendix B: Responses Across Survey Items*

### **List of Tables**

|  |    |
|--|----|
| Table B-1. Survey Responses on State-Level Data Systems and Data Elements .....  | 41 |
| Table B-2. Data Elements about Child and Family Demographics in Part C and Part B 619<br>State Data Systems.....             | 42 |
| Table B-3. Data Elements about Initial Referral and Entry into Services in Part C and<br>Part B 619 State Data Systems ..... | 44 |
| Table B-4. Data Elements about Services and Outcomes in Part C and Part B 619 Data<br>Systems .....                          | 47 |
| Table B-5. Data Elements about Transition in Part C and Part B 619 State Data Systems .....                                  | 50 |
| Table B-6. Location of Child Data Elements.....  | 51 |
| Table B-7. Data Elements and Linkages about Programs or Classrooms in Part B 619<br>State Data Systems.....                  | 52 |
| Table B-8. Data Elements about Workforce Data in Part C and Part B 619 State Data<br>Systems .....                           | 54 |
| Table B-9. Linkages Between Workforce Data and Other Data.....   | 55 |
| Table B-10. Data Elements about Workforce in State Level Systems .....   | 56 |
| Table B-11. Linkages between Part C and Part B 619 state data systems .....  | 64 |
| Table B-12. Linkages with Other Early Care and Education Data Systems .....  | 65 |
| Table B-13. Linkages Between Part C/Part B 619 and K-12 Special and General Education<br>Data Systems.....                   | 68 |
| Table B-14. Data System Infrastructure and Design .....  | 69 |
| Table B-15. Method Used by Local to Transfer Data to State Agency.....   | 72 |
| Table B-16. Part C Data System Functionality .....   | 73 |
| Table B-17. Use of Unique Identifiers within State Data Systems.....   | 76 |
| Table B-18. State data system administration and use.....  | 78 |
| Table B-19. Tools and Procedures Used to Verify the Reliability and Validity of Part C/Part B<br>619 Data.....               | 79 |
| Table B-20. Ability of Staff to Access Individual Child-level Data in State Data System.....                                 | 81 |
| Table B-21. Types of Reports Available from Part C Data System or Separate Reporting<br>Application.....                     | 83 |
| Table B-22. Use of Data from Part C State Data Systems in Past 2 Years.....  | 84 |
| Table B-23. Part C APR Data Collection Methods.....  | 86 |
| Table B-24. Knowledge of Common Education Data Standards .....   | 93 |

**Table B-1. Survey Responses on State-Level Data Systems and Data Elements**

| Survey Item  | Part C | Part B 619 |
|--|--------|------------|
| State has an electronic data system that contains personally identifiable child-level data   |        |            |
| Yes  | 83%    | 86%        |
| No   | 0%     | 0%         |
| Missing  | 17%    | 13%        |
| State has an electronic data system that contains personally identifiable child-level data   |        |            |
| Yes  | 83%    | 86%        |
| No   | 0%     | 0%         |
| Missing  | 17%    | 13%        |
| State has at least one electronic centralized statewide data system that contains personally identifiable child level data for all or nearly all individual children who are receiving Part C services |        |            |
| Yes  | 81%    | --         |
| No   | 0%     | --         |
| Missing  | 19%    | --         |
| State has at least one electronic centralized statewide data system that contains child-level data for all or nearly all children who are referred to Part C services                                  |        |            |
| Yes  | 71%    | --         |
| No   | 10%    | --         |
| Missing  | 19%    | --         |
| State has at least one electronic centralized statewide data system that contains child-level data for all or nearly all children who are found eligible for Part C services                           |        |            |
| Yes  | 79%    | --         |
| No   | 2%     | --         |
| Missing  | 19%    | --         |

Note. N = 52 for Part C and Part B 619. Cells with (--) were not asked on the program survey.

**Table B-2. Data Elements about Child and Family Demographics in Part C and Part B 619 State Data Systems**

| Survey Item  | Part C | Part B 619 |
|--|--------|------------|
| State has child name in state data system for individual children                              |        |            |
| Yes  | 81%    | --         |
| Not yet, but planned   | 0%     |            |
| No   | 0%     | --         |
| Missing  | 19%    | --         |
| State has identification number in state data system for individual children                   |        |            |
| Yes  | 81%    | --         |
| Not yet, but planned   | 0%     |            |
| No   | 0%     | --         |
| Missing  | 19%    | --         |
| State has child name and/or identification number in state data system for individual children |        |            |
| Yes  | --     | 85%        |
| No   | --     | 2%         |
| Missing  | --     | 13%        |
| State has date of birth in state data system for individual children                           |        |            |
| Yes  | 81%    | 85%        |
| Not yet, but planned   | 0%     | --         |
| No   | 0%     | 2%         |
| Missing  | 19%    | 13%        |
| State has gender in state data system for individual children                                  |        |            |
| Yes  | 81%    | --         |
| Not yet, but planned   | 0%     | --         |
| No   | 0%     | --         |
| Missing  | 19%    | --         |
| State has race/ethnicity in state data system for individual children                          |        |            |
| Yes  | 81%    | --         |
| Not yet, but planned   | 0%     |            |
| No   | 0%     | --         |
| Missing  | 19%    | --         |
| State has child demographics (e.g., gender, race/ethnicity) in state data system               |        |            |
| Yes  |        | 86%        |
| No   |        | 0%         |
| Missing  |        | 13%        |

| Survey Item  | Part C | Part B 619 |
|--|--------|------------|
| State has disability category in state data system for individual children   |        |            |
| Yes  | --     | 83%        |
| No   | --     | 4%         |
| Missing  | --     | 13%        |
| State has ICD 10 Code in state data system for individual children   |        |            |
| Yes  | 38%    | --         |
| Not yet, but planned   | 4%     |            |
| No   | 17%    | --         |
| Missing  | 19%    | --         |
| State has other information about disability (e.g., severity, diagnostic code, etc.) in state data system for individual children  |        |            |
| Yes  | --     | 35%        |
| No   | --     | 52%        |
| Missing  | --     | 13%        |
| State has family demographics (one or more of the following: education level, employment status, household income, race/ethnicity, and/or primary language, etc.) in state data system for individual children |        |            |
| Yes  | --     | 37%        |
| No   | --     | 50%        |
| Missing  | --     | 13%        |
| State has homelessness of child in state data system for individual children   |        |            |
| Yes  | 35%    | 60%        |
| Not yet, but planned   | 15%    | --         |
| No   | 31%    | 27%        |
| Missing  | 19%    | 13%        |
| State has family outcomes in state data system for individual children   |        |            |
| Yes  | 44%    | --         |
| Not yet, but planned   | 8%     | --         |
| No   | 29%    | --         |
| Missing  | 19%    | --         |
| State has child outcomes data in state data system for individual children   |        |            |
| Yes  | 71%    | 75%        |
| Not yet, but planned   | 2%     | 0%         |
| No   | 8%     | 12%        |
| Missing  | 19%    | 13%        |

Note. N = 52 for Part C and Part B 619. Cells with (--) were not asked on the program survey.

**Table B-3. Data Elements about Initial Referral and Entry into Services in Part C and Part B 619 State Data Systems**

| Survey Item   | Part C | Part B 619 |
|---|--------|------------|
| State has referral date in state data system for individual children                            |        |            |
| Yes   | 77%    | 71%        |
| Not yet, but planned  | 0%     | --         |
| No  | 4%     | 15%        |
| Missing   | 19%    | 13%        |
| State has referral source in state data system for individual children                          |        |            |
| Yes   | 75%    | 50%        |
| Not yet, but planned  | 0%     | --         |
| No  | 6%     | 37%        |
| Missing   | 19%    | 13%        |
| State has referral concerns in state data system for individual children                        |        |            |
| Yes   | 65%    | --         |
| Not yet, but planned  | 4%     | --         |
| No  | 12%    | --         |
| Missing   | 19%    | --         |
| State has date of parental consent for evaluations in state data system for individual children |        |            |
| Yes   | 44%    | --         |
| Not yet, but planned  | 10%    | --         |
| No  | 27%    | --         |
| Missing   | 19%    | --         |
| State has evaluation date in state data system for individual children                          |        |            |
| Yes   | 71%    | --         |
| Not yet, but planned  | 4%     | --         |
| No  | 6%     | --         |
| Missing   | 19%    | --         |
| State has parental consent for services in state data system for individual children            |        |            |
| Yes   | 58%    | --         |
| Not yet, but planned  | 8%     | --         |
| No  | 15%    | --         |
| Missing   | 19%    | --         |
| State has evaluation results in state data system for individual children                       |        |            |
| Yes   | 67%    | --         |
| Not yet, but planned  | 6%     | --         |
| No  | 8%     | --         |
| Missing   | 19%    | --         |

| Survey Item   | Part C | Part B 619 |
|---|--------|------------|
| State has primary eligibility in state data system for individual children  |        |            |
| Yes   | 77%    | --         |
| Not yet, but planned  | 2%     | --         |
| No  | 2%     | --         |
| Missing   | 19%    | --         |
| State has secondary eligibility in state data system for individual children  |        |            |
| Yes   | 38%    | --         |
| Not yet, but planned  | 4%     | --         |
| No  | 38%    | --         |
| Missing   | 19%    | --         |
| State has other program eligibilities in state data system for individual children  |        |            |
| Yes   | 35%    | --         |
| Not yet, but planned  | 6%     |            |
| No  | 40%    | --         |
| Missing   | 19%    | --         |
| State has date of parent consent to evaluation, services, or IEP initiation date in state data system for individual children |        |            |
| Yes   | --     | 71%        |
| No  | --     | 15%        |
| Missing   | --     | 13%        |
| State has assessment date in state data system for individual children  |        |            |
| Yes   | 58%    | 73%        |
| Not yet, but planned  | 6%     | --         |
| No  | 17%    | 13%        |
| Missing   | 19%    | 13%        |
| State has assessment results in state data system for individual children   |        |            |
| Yes   | 52%    | 40%        |
| Not yet, but planned  | 8%     | --         |
| No  | 21%    | 46%        |
| Missing   | 19%    | 13%        |
| State has initial IFSP or IEP date in state data system for individual children   |        |            |
| Yes   | 79%    | 77%        |
| Not yet, but planned  | 0%     | --         |
| No  | 2%     | 10%        |
| Missing   | 19%    | 13%        |

| Survey Item  | Part C | Part B 619 |
|--|--------|------------|
| State has date of first delivered service in state data system for individual children |        |            |
| Yes  | 69%    | 77%        |
| Not yet, but planned   | 4%     | --         |
| No   | 8%     | 10%        |
| Missing  | 19%    | 13%        |
| State has eligibility status in state data system for individual children              |        |            |
| Yes  | --     | 81%        |
| No   | --     | 6%         |
| Missing  | --     | 13%        |

Note. N = 52 for Part C and Part B 619. Cells with (--) were not asked on the program survey.

**Table B-4. Data Elements about Services and Outcomes in Part C and Part B 619 Data Systems**

| Survey Item  | Part C | Part B 619 |
|--|--------|------------|
| State has IFSP review dates in state data system for individual children                         |        |            |
| Yes  | 67%    | --         |
| Not yet, but planned   | 2%     | --         |
| No   | 12%    | --         |
| Missing  | 19%    | --         |
| State has services authorized in state data system for individual children                       |        |            |
| Yes  | 69%    | 54%        |
| Not yet, but planned   | 4%     | --         |
| No   | 8%     | 33%        |
| Missing  | 19%    | 13%        |
| State has services delivered in state data system for individual children                        |        |            |
| Yes  | 58%    | 48%        |
| Not yet, but planned   | 8%     | --         |
| No   | 15%    | 38%        |
| Missing  | 19%    | 13%        |
| State has dates of all delivered services in state data system for individual children           |        |            |
| Yes  | 50%    | --         |
| Not yet, but planned   | 10%    |            |
| No   | 21%    | --         |
| Missing  | 19%    | --         |
| State has services settings in state data system for individual children                         |        |            |
| Yes  | 77%    | 73%        |
| Not yet, but planned   | 0%     | --         |
| No   | 4%     | 13%        |
| Missing  | 19%    | 13%        |
| State has attendance (if in a center-based program) in state data system for individual children |        |            |
| Yes  | --     | 42%        |
| No   | --     | 44%        |
| Missing  | --     | 13%        |
| State has name or identification number of special education personnel working with child        |        |            |
| Yes  | --     | 42%        |
| No   | --     | 44%        |

| Survey Item   | Part C | Part B 619 |
|---|--------|------------|
| Missing   | --     | 13%        |
| State has name or identification number of general education teacher(s) working with the child in state data system for individual children |        |            |
| Yes   | --     | 33%        |
| No  | --     | 54%        |
| Missing   | --     | 13%        |
| State has name or identification number of school or program providing services in state data system for individual children                |        |            |
| Yes   | --     | 71%        |
| No  | --     | 15%        |
| Missing   | --     | 13%        |
| State has services payment source in state data system for individual children  |        |            |
| Yes   | 56%    | --         |
| Not yet, but planned  | 8%     |            |
| No  | 17%    | --         |
| Missing   | 19%    | --         |
| State has HCPC codes in state data system for individual children   |        |            |
| Yes   | 13%    | --         |
| Not yet, but planned  | 8%     |            |
| No  | 60%    | --         |
| Missing   | 19%    | --         |
| State has CPT codes in state data system for individual children  |        |            |
| Yes   | 23%    | --         |
| Not yet, but planned  | 6%     |            |
| No  | 52%    | --         |
| Missing   | 19%    | --         |
| State has online progress notes in state data system for individual children  |        |            |
| Yes   | 35%    | --         |
| Not yet, but planned  | 12%    |            |
| No  | 35%    | --         |
| Missing   | 19%    | --         |
| State has child IFSP outcomes in state data system for individual children  |        |            |
| Yes   | 46%    | --         |
| Not yet, but planned  | 10%    |            |
| No  | 25%    | --         |
| Missing   | 19%    | --         |

| Survey Item   | Part C | Part B 619 |
|---|--------|------------|
| State has child scores from assessment tools or measures in state data system for individual children |        |            |
| Yes   | --     | 40%        |
| No  | --     | 46%        |
| Missing   | --     | 13%        |

Note. N = 52 for Part C and Part B 619. Cells with (--) were not asked on the program survey.

**Table B-5. Data Elements about Transition in Part C and Part B 619 State Data Systems**

| Survey Item   | Part C | Part B 619 |
|---|--------|------------|
| State has 619 notification date in state data system for individual children                          |        |            |
| Yes   | 63%    | 54%        |
| Not yet, but planned  | 6%     | --         |
| No  | 12%    | 33%        |
| Missing   | 19%    | 13%        |
| State has transition conference date (C to B transition) in state data system for individual children |        |            |
| Yes   | 73%    | 40%        |
| Not yet, but planned  | 2%     | --         |
| No  | 6%     | 46%        |
| Missing   | 19%    | 13%        |
| State has date child exits preschool special education in state data system for individual children   |        |            |
| Yes   | --     | 73%        |
| No  | --     | 13%        |
| Missing   | --     | 13%        |
| State has exit reason in state data system for individual children                                    |        |            |
| Yes   | --     | 71%        |
| No  | --     | 15%        |
| Missing   | --     | 13%        |

Note. N = 52 for Part C and Part B 619. Cells with (--) were not asked on the program survey.

**Table B-6. Location of Child Data Elements**

| Survey Item   | Part C | Part B 619 |
|---|--------|------------|
| Relationship among child data in state data systems   |        |            |
| They are all in the same data set/system  | 52%    | 27%        |
| They are in more than one data set/system and some or all of them have been linked on one or more occasions | 15%    | 44%        |
| They are in more than one data set/system and have never been linked  | 13%    | 15%        |
| Missing   | 2%     | 13%        |

*Note.* N = 52 for Part C and Part B 619. Cells with (--) were not asked on the program survey.

**Table B-7. Data Elements and Linkages about Programs or Classrooms in Part B 619 State Data Systems**

| Survey Item  | Part C | Part B 619 |
|--|--------|------------|
| State has at least one data system that contains classroom or program level data   |        |            |
| Yes  | --     | 31%        |
| No   | --     | 56%        |
| Missing  | --     | 13%        |
| State has program structure (one or more of the following: licensing status, program setting, program type, class data such as class size, teacher name or ID, staff ratio by age group, etc.) data on classrooms/programs is available at the state level |        |            |
| Yes  | --     | 29%        |
| No   | --     | 2%         |
| Missing  | --     | 13%        |
| State does not have program structure data on classrooms/programs available at the state level   | --     | 56%        |
| State has programming (e.g., curriculum) data on classrooms/programs is available at the state level   |        |            |
| Yes  | --     | 15%        |
| No   | --     | 15%        |
| Missing  | --     | 13%        |
| State does not have program structure data on classrooms/programs available at the state level   | --     | 56%        |
| State has data on whether program/class also serves children who do not have IEPs  |        |            |
| Yes  | --     | 27%        |
| No   | --     | 4%         |
| Missing  | --     | 13%        |
| State does not have program structure data on classrooms/programs available at the state level   | --     | 56%        |
| State has program quality (one or more of the following: ECERS-R, CLASS, QRIS rating, PAS, accreditation status, etc.) data on classrooms/programs is available at the state level   |        |            |
| Yes  | --     | 19%        |
| No   | --     | 12%        |
| Missing  | --     | 13%        |
| State does not have program structure data on classrooms/programs available at the state level   | --     | 56%        |
| State has the following relationship among the classroom/program level data  |        |            |
| They are all in the same data set/system   | --     | 6%         |
| They are in more than one data set/system and some/all of them have been linked on one or more occasions   | --     | 19%        |

| Survey Item   | Part C | Part B 619 |
|---|--------|------------|
| They are in more than one data set/system and have never been linked  | --     | 6%         |
| Missing   | --     | 13%        |
| State does not have classroom/program level data  | --     | 56%        |
| State has linked individual child data to school or program   |        |            |
| Yes   | --     | 15%        |
| No  | --     | 10%        |
| Missing   | --     | 13%        |
| No, but working on it   | --     | 6%         |
| State does not have classroom/program level data  | --     | 56%        |
| State has linked individual child data for children receiving Part B 619 services to data on attributes of the classroom in which those children receive services |        |            |
| Yes   | --     | 12%        |
| No  | --     | 12%        |
| Missing   | --     | 13%        |
| No, but working on it   | --     | 8%         |
| State does not have classroom/program level data  | --     | 56%        |

Note. N = 52 for Part C and Part B 619. Cells with (--) were not asked on the program survey

**Table B-8. Data Elements about Workforce Data in Part C and Part B 619 State Data Systems**

| Survey Item  | Part C | Part B 619 |
|--|--------|------------|
| State has at least one data system that contains data on early intervention workforce that is maintained in state data system  |        |            |
| Yes  | 46%    | --         |
| No   | 37%    | --         |
| Missing  | 17%    | --         |
| State has at least one data system that contains data on early intervention workforce that is maintained in state data system or another state system                        |        |            |
| Yes  | 65%    | --         |
| No   | 17%    | --         |
| Missing  | 17%    | --         |
| State has at least one data system that contains data for preschool special education teachers OR related services personnel (i.e., a state data system with workforce data) |        |            |
| Yes  | --     | 81%        |
| No   | --     | 6%         |
| Missing  | --     | 13%        |
| State has state-level data available for individual preschool special education teachers   |        |            |
| Yes  | --     | 81%        |
| No   | --     | 6%         |
| Missing  | --     | 13%        |
| State has age state-level data for individual related services personnel   |        |            |
| Yes  | --     | 63%        |
| No   | --     | 23%        |
| Missing  | --     | 13%        |
| Relationship among workforce data in state data system   |        |            |
| They are all in the same data set/system   | 23%    | --         |
| They are in more than one data set/system and some or all of them have been linked on one or more occasions  | 8%     | --         |
| They are in more than one data set/system and have never been linked   | 52%    | --         |
| Missing  | 17%    | --         |

Note. N = 52 for Part C and Part B 619. Cells with (--) were not asked on the program survey.

**Table B-9. Linkages Between Workforce Data and Other Data**

| Survey Item   | Part C | Part B 619 |
|---|--------|------------|
| State has linked workforce data to child data   |        |            |
| Yes   | 40%    | 37%        |
| No  | 42%    | 50%        |
| Missing   | 17%    | 13%        |
| State has linked individual workforce member data to any data on the school or program for which s/he works |        |            |
| Yes   | --     | 13%        |
| No  | --     | 17%        |
| State does not have classroom/program level data  | --     | 56%        |
| Missing   | --     | 13%        |
| State has linked individual workforce member data to any data on the classroom in which s/he works          |        |            |
| Yes   | --     | 13%        |
| No  | --     | 17%        |
| State does not have classroom/program level data  | --     | 56%        |
| Missing   | --     | 13%        |

Note. N = 52 for Part C and Part B 619. Cells with (--) were not asked on the program survey.

**Table B-10. Data Elements about Workforce in State Level Systems**

| Survey Item   | Part C | Part B 619 |
|---|--------|------------|
| State has date of birth for early intervention personnel in the state system  |        |            |
| Yes   | 12%    | --         |
| No  | 35%    | --         |
| Does not have data for early intervention personnel in the state system   | 37%    | --         |
| Missing   | 17%    | --         |
| State has race/ethnicity for early intervention personnel in the state system   |        |            |
| Yes   | 6%     | --         |
| No  | 40%    | --         |
| Does not have data for early intervention personnel in the state system   | 37%    | --         |
| Missing   | 17%    | --         |
| State has other demographics (e.g., language, gender) for early intervention personnel in the state system  |        |            |
| Yes   | 15%    | --         |
| No  | 31%    | --         |
| Does not have data for early intervention personnel in the state system   | 37%    | --         |
| Missing   | 17%    | --         |
| State has employment information (one or more of the following: hire/start date, years of experience, % FTE, position, etc.) for early intervention personnel in the state system |        |            |
| Yes   | 27%    | --         |
| No  | 19%    | --         |
| Missing   | 17%    | --         |
| Does not have data for early intervention personnel in the state system   | 37%    | --         |
| State has education (one or more of the following: degree, years of education, field of study, etc.) for early intervention personnel in the state system                         |        |            |
| Yes   | 23%    | --         |
| No  | 23%    | --         |
| Does not have data for early intervention personnel in the state system   | 37%    | --         |
| Missing   | 17%    | --         |
| State has licenses/certifications for early intervention personnel in the state system  |        |            |
| Yes   | 37%    | --         |
| No  | 10%    | --         |
| Does not have data for early intervention personnel in the state system   | 37%    | --         |

| Survey Item   | Part C | Part B 619 |
|---|--------|------------|
| Missing   | 17%    | --         |
| State has professional development completed (in-service or other training) for early intervention personnel in the state system              |        |            |
| Yes   | 17%    | --         |
| No  | 29%    | --         |
| Does not have data for early intervention personnel in the state system   | 37%    | --         |
| Missing   | 17%    | --         |
| State has wages data for early intervention personnel are available in the state system   |        |            |
| Yes   | 6%     | --         |
| No  | 40%    | --         |
| Does not have data for early intervention personnel in the state system   | 37%    | --         |
| Missing   | 17%    | --         |
| State has date of birth for early intervention personnel in the <b>other</b> state system   |        |            |
| Yes   | 12%    | --         |
| No  | 4%     | --         |
| Don't know  | 12%    | --         |
| Does not have data for early intervention personnel in the state system   | 56%    | --         |
| Missing   | 17%    | --         |
| State has race/ethnicity for early intervention personnel in the <b>other</b> state system  |        |            |
| Yes   | 10%    | --         |
| No  | 4%     | --         |
| Don't know  | 13%    | --         |
| Does not have data for early intervention personnel in the state system   | 56%    | --         |
| Missing   | 17%    | --         |
| State has other demographics (e.g., language, gender) for early intervention personnel in the <b>other</b> state system                       |        |            |
| Yes   | 10%    | --         |
| No  | 8%     | --         |
| Don't know  | 10%    | --         |
| Does not have data for early intervention personnel in the state system   | 56%    | --         |
| Missing   | 17%    | --         |
| State has any demographics (date of birth, race/ethnicity, language/gender) for early intervention personnel in the <b>other</b> state system |        |            |
| Yes   | 12%    | --         |

| Survey Item   | Part C | Part B 619 |
|---|--------|------------|
| No  | 4%     | --         |
| Don't know  | 12%    | --         |
| Does not have data for early intervention personnel in the state system   | 56%    | --         |
| Missing   | 17%    | --         |
| State has employment information (one or more of the following: hire/start date, years of experience, % FTE, position, etc.) data for early intervention personnel are available in the <b>other</b> state system |        |            |
| Yes   | 19%    | --         |
| No  | 2%     | --         |
| Don't know  | 6%     | --         |
| Does not have data for early intervention personnel in the state system   | 56%    | --         |
| Missing   | 17%    | --         |
| State has education (one or more of the following: degree, years of education, field of study, etc.) for early intervention personnel in the <b>other</b> state system  |        |            |
| Yes   | 21%    | --         |
| No  | 4%     | --         |
| Don't know  | 2%     | --         |
| Does not have data for early intervention personnel in the state system   | 56%    | --         |
| Missing   | 17%    | --         |
| State has licenses/certifications for early intervention personnel in the <b>other</b> state system   |        |            |
| Yes   | 27%    | --         |
| No  | 0%     | --         |
| Don't know  | 0%     | --         |
| Does not have data for early intervention personnel in the state system   | 56%    | --         |
| Missing   | 17%    | --         |
| State has professional development completed (in-service or other training) for early intervention personnel in the <b>other</b> state system   |        |            |
| Yes   | 15%    | --         |
| No  | 10%    | --         |
| Missing   | 17%    | --         |
| Don't know  | 2%     | --         |
| Does not have data for early intervention personnel in the state system   | 56%    | --         |
| State has wages for early intervention personnel in the <b>other</b> state system   |        |            |
| Yes   | 10%    | --         |
| No  | 12%    | --         |

| Survey Item  | Part C | Part B 619 |
|--|--------|------------|
| Missing  | 17%    | --         |
| Don't know   | 6%     | --         |
| Does not have data for early intervention personnel in the state system  | 56%    | --         |
| State has data available at state level for individual <b>preschool special education teachers</b> in the state data system  |        |            |
| Yes  | --     | 81%        |
| No   | --     | 6%         |
| Missing  | --     | 13%        |
| State has age for individual <b>preschool special education teachers</b> in the state data system  |        |            |
| Yes  | --     | 38%        |
| No   | --     | 48%        |
| Missing  | --     | 13%        |
| State has race/ethnicity for individual <b>preschool special education teachers</b> in the state data system   |        |            |
| Yes  | --     | 44%        |
| No   | --     | 42%        |
| Missing  | --     | 13%        |
| State has other demographics (e.g., language, gender) for individual <b>preschool special education teachers</b> in the state data system  |        |            |
| Yes  | --     | 42%        |
| No   | --     | 44%        |
| Missing  | --     | 13%        |
| State has any demographics (date of birth, race/ethnicity, language/gender) for individual <b>preschool special education teachers</b> in the state data system  |        |            |
| Yes  | --     | 48%        |
| No   | --     | 38%        |
| Missing  | --     | 13%        |
| State has employment information (one or more of the following: employing school, position title, years of experience, start date, etc.) for individual <b>preschool special education teachers</b> in the state data system |        |            |
| Yes  | --     | 58%        |
| No   | --     | 29%        |
| Missing  | --     | 13%        |
| State has employment information (one or more of the following: employing school, position title, years of experience, start date, etc.) for individual <b>preschool special education teachers</b> in the state data system |        |            |
| Yes  | --     | 58%        |

| Survey Item  | Part C | Part B 619 |
|--|--------|------------|
| No   | --     | 29%        |
| Missing  | --     | 13%        |
| State has employment information (one or more of the following: employing school, position title, years of experience, start date, etc.) for individual <b>preschool special education teachers</b> in the state data system |        |            |
| Yes  | --     | 58%        |
| No   | --     | 29%        |
| Missing  | --     | 13%        |
| State has education (one or more of the following: degree, field of study, etc.) for individual <b>preschool special education teachers</b> in the state data system   |        |            |
| Yes  | --     | 63%        |
| No   | --     | 23%        |
| Missing  | --     | 13%        |
| State has licenses/certifications for individual <b>preschool special education teachers</b> in the state data system  |        |            |
| Yes  | --     | 73%        |
| No   | --     | 13%        |
| Missing  | --     | 13%        |
| State has professional development completed (in-service or other training) for individual <b>preschool special education teachers</b> in the state data system  |        |            |
| Yes  | --     | 29%        |
| No   | --     | 58%        |
| Missing  | --     | 13%        |
| State has wages for individual <b>preschool special education teachers</b> in the state data system  |        |            |
| Yes  | --     | 23%        |
| No   | --     | 63%        |
| Missing  | --     | 13%        |
| State has race/ethnicity state-level data for individual <b>related services personnel</b> in the state data system  |        |            |
| Yes  | --     | 63%        |
| No   | --     | 23%        |
| Missing  | --     | 13%        |
| State has age available at state level for individual <b>related services personnel</b> in the state data system   |        |            |
| Yes  | --     | 29%        |
| No   | --     | 58%        |
| Missing  | --     | 13%        |

| Survey Item  | Part C | Part B 619 |
|--|--------|------------|
| State has race/ethnicity available at state level for individual <b>related services personnel</b> in the state data system                                  |        |            |
| Yes  | --     | 31%        |
| No   | --     | 56%        |
| Missing  | --     | 13%        |
| State has other demographics (e.g., language, gender) for individual <b>related services personnel</b> in the state data system                              |        |            |
| Yes  | --     | 31%        |
| No   | --     | 56%        |
| Missing  | --     | 13%        |
| State has any demographics (e.g., date of birth, race/ethnicity, language, gender) for individual <b>related services personnel</b> in the state data system |        |            |
| Yes  | --     | 33%        |
| No   | --     | 54%        |
| Missing  | --     | 13%        |
| State has education (e.g., degree, field of study) for individual <b>related services personnel</b> in the state data system                                 |        |            |
| Yes  | --     | 48%        |
| No   | --     | 38%        |
| Missing  | --     | 13%        |
| State has licenses/certifications for individual <b>related services personnel</b> in the state data system  |        |            |
| Yes  | --     | 58%        |
| No   | --     | 29%        |
| Missing  | --     | 13%        |
| State has professional development completed (e.g., in-service or other training) for individual <b>related services personnel</b> in the state data system  |        |            |
| Yes  | --     | 25%        |
| No   | --     | 62%        |
| Missing  | --     | 13%        |
| State has wages for individual <b>related services personnel</b> in the state data system  |        |            |
| Yes  | --     | 19%        |
| No   | --     | 67%        |
| Missing  | --     | 13%        |
| State has age data available at state level for individual <b>general education teachers</b> in the state data system  |        |            |
| Yes  | --     | 67%        |
| No   | --     | 20%        |

| Survey Item  | Part C | Part B 619 |
|--|--------|------------|
| Missing  | --     | 13%        |
| State has race/ethnicity data available at state level for individual <b>general education teachers</b> in the state data system   |        |            |
| Yes  | --     | 33%        |
| No   | --     | 54%        |
| Missing  | --     | 13%        |
| State has other demographics (e.g., language, gender) for individual <b>general education teachers</b> in the state data system  |        |            |
| Yes  | --     | 35%        |
| No   | --     | 52%        |
| Missing  | --     | 13%        |
| State has any demographics (date of birth, race/ethnicity, language/gender) for individual <b>general education teachers</b> in the state data system  |        |            |
| Yes  | --     | 37%        |
| No   | --     | 50%        |
| Missing  | --     | 13%        |
| State has employment information (one or more of the following: employing school, position title, years of experience, start date, etc.) for individual <b>general education teachers</b> in the state data system |        |            |
| Yes  | --     | 52%        |
| No   | --     | 35%        |
| Missing  | --     | 13%        |
| State has education (one or more of the following: degree, field of study, etc.) for individual <b>general education teachers</b> in the state data system   |        |            |
| Yes  | --     | 58%        |
| No   | --     | 29%        |
| Missing  | --     | 13%        |
| State has licenses/certifications for individual <b>general education teachers</b> in the state data system  |        |            |
| Yes  | --     | 65%        |
| No   | --     | 21%        |
| Missing  | --     | 13%        |
| State has professional development completed (in-service or other training) for individual <b>general education teachers</b> in the state data system  |        |            |
| Yes  | --     | 25%        |
| No   | --     | 62%        |
| Missing  | --     | 13%        |

| Survey Item   | Part C | Part B 619 |
|---|--------|------------|
| State has wages for individual <b>general education teachers</b> in the state data system |        |            |
| Yes   | --     | 23%        |
| No  | --     | 63%        |
| Missing   | --     | 13%        |

*Note.* N = 52 for Part C and Part B 619. Cells with (--) were not asked on the program survey.

**Table B-11. Linkages between Part C and Part B 619 state data systems**

| Survey Item   | Part C | Part B 619 |
|---|--------|------------|
| State links Part C child-level data to Part B 619 child-level data              |        |            |
| In the same data set/system   | 13%    | 19%        |
| In more than 1 data set/system and some have been linked on 1 or more occasions | 27%    | 35%        |
| In more than 1 data set/system and have not been linked                         | 40%    | 33%        |
| State does not have program   | 0%     | 0%         |
| Missing   | 19%    | 13%        |
| States agree that Part C/Part B 619 child-level data are linked                 |        |            |
| In the same data set/system   | 13%    |            |
| In more than 1 data set/system and some have been linked on 1 or more occasions | 15%    |            |
| In more than 1 data set/system and have not been linked                         | 21%    |            |
| Part C and Part B did not agree   | 21%    |            |
| Missing   | 29%    |            |

*Note.* N = 52 for Part C and Part B 619. Cells with (--) were not asked on the program survey.

**Table B-12. Linkages with Other Early Care and Education Data Systems**

| Survey Item   | Part C | Part B 619 |
|---|--------|------------|
| State links Part C child-level data to Early Head Start, Head Start, state preK, home visiting programs, or other early care or education |        |            |
| Yes   | 21%    | 48%        |
| No  | 60%    | 38%        |
| Missing   | 19%    | 13%        |
| State links Part C child-level data to Early Head Start program   |        |            |
| In the same data set/system   | 0%     | 4%         |
| In more than 1 data set/system and some have been linked on 1 or more occasions   | 6%     | 13%        |
| In more than 1 data set/system and have not been linked   | 75%    | 69%        |
| State does not have this program  | 0%     | 0%         |
| Missing   | 19%    | 13%        |
| State links Part C child-level data to Head Start program   |        |            |
| In the same data set/system   | 0%     | 6%         |
| In more than 1 data set/system and some have been linked on 1 or more occasions   | 6%     | 17%        |
| In more than 1 data set/system and have not been linked   | 75%    | 63%        |
| State does not have this program  | 0%     | 0%         |
| Missing   | 19%    | 13%        |
| State links Part C child-level data to State PreK program   |        |            |
| In the same data set/system   | 4%     | 27%        |
| In more than 1 data set/system and some have been linked on 1 or more occasions   | 10%    | 19%        |
| In more than 1 data set/system and have not been linked   | 63%    | 25%        |
| State does not have this program  | 4%     | 15%        |
| Missing   | 19%    | 13%        |
| State links Part C child-level data to Home Visiting programs   |        |            |
| In the same data set/system   | 0%     | 6%         |
| In more than 1 data set/system and some have been linked on 1 or more occasions   | 10%    | 4%         |
| In more than 1 data set/system and have not been linked   | 71%    | 69%        |
| State does not have this program  | 0%     | 8%         |
| Missing   | 19%    | 13%        |
| State links Part C child-level data to Newborn Hearing Screening (EDHI) program   |        |            |
| In the same data set/system   | 2%     | --         |
| In more than 1 data set/system and some have been linked on 1 or more occasions   | 35%    | --         |
| In more than 1 data set/system and have not been linked   | 44%    | --         |
| State does not have this program  | 0%     |            |
| Missing   | 19%    | --         |

| Survey Item   | Part C | Part B 619 |
|---|--------|------------|
| State links Part C child-level data to Child Mistreatment (CAPTA) program       |        |            |
| In the same data set/system   | 0%     | 0%         |
| In more than 1 data set/system and some have been linked on 1 or more occasions | 19%    | 10%        |
| In more than 1 data set/system and have not been linked                         | 62%    | 75%        |
| State does not have this program  | 0%     | 2%         |
| Missing   | 19%    | 13%        |
| State links Part C child-level data to Other Early Care or Education program    |        |            |
| In the same data set/system   | 0%     | 2%         |
| In more than 1 data set/system and some have been linked on 1 or more occasions | 4%     | 10%        |
| In more than 1 data set/system and have not been linked                         | 25%    | 73%        |
| State does not have this program  | 50%    | 2%         |
| Missing   | 21%    | 13%        |
| State links Social Services to Temporary Assistance to Needy Families (TANF)    |        |            |
| In the same data set/system   | --     | 2%         |
| In more than 1 data set/system and some have been linked on 1 or more occasions | --     | 13%        |
| Data have never been linked   | --     | 69%        |
| In more than 1 data set/system and have not been linked                         | --     | 2%         |
| Missing   | --     | 13%        |
| State links Social Services to child maltreatment (e.g., CAPTA referrals)       |        |            |
| In the same data set/system   | --     | 0%         |
| In more than 1 data set/system and some have been linked on 1 or more occasions | --     | 10%        |
| In more than 1 data set/system and have not been linked                         | --     | 75%        |
| State does not have this program  | --     | 2%         |
| Missing   | --     | 13%        |
| State links Social Services to services for children who are in foster care     |        |            |
| In the same data set/system   | --     | 4%         |
| In more than 1 data set/system and some have been linked on 1 or more occasions | --     | 12%        |
| In more than 1 data set/system and have not been linked                         | --     | 69%        |
| State does not have this program  | --     | 2%         |
| Missing   | --     | 13%        |
| State links Social Services to services for children who are homeless           |        |            |
| In the same data set/system   | --     | 15%        |

| Survey Item   | Part C | Part B 619 |
|---|--------|------------|
| In more than 1 data set/system and some have been linked on 1 or more occasions | --     | 10%        |
| In more than 1 data set/system and have not been linked                         | --     | 60%        |
| State does not have this program  | --     | 2%         |
| Missing   | --     | 13%        |

*Note.* N = 52 for Part C and Part B 619. Cells with (--) were not asked on the program survey.

**Table B-13. Linkages Between Part C/Part B 619 and K-12 Special and General Education Data Systems**

| Survey Item   | Part C | Part B 619 |
|---|--------|------------|
| State links Part C child-level data to General Education K-12 program           |        |            |
| In the same data set/system   | 6%     | 46%        |
| In more than 1 data set/system and some have been linked on 1 or more occasions | 15%    | 27%        |
| In more than 1 data set/system and have not been linked                         | 60%    | 12%        |
| State does not have this program  | 0%     | 0%         |
| Missing   | 19%    | 15%        |
| State links Part C child-level data to Special Education K-12 program           |        |            |
| In the same data set/system   | 8%     | 62%        |
| In more than 1 data set/system and some have been linked on 1 or more occasions | 13%    | 15%        |
| In more than 1 data set/system and have not been linked                         | 60%    | 8%         |
| State does not have this program  | 0%     | 0%         |
| Missing   | 19%    | 15%        |

Note. N = 52 for Part C and Part B 619. Cells with (--) were not asked on the program survey.

**Table B-14. Data System Infrastructure and Design**

| Survey Item  | Part C | Part B 619 |
|--|--------|------------|
| State has at least one electronic centralized statewide data system with the following application |        |            |
| Web-based  | 69%    | --         |
| Desktop  | 10%    | --         |
| Other  | 2%     | --         |
| Missing  | 19%    | --         |
| State primary data system was developed  |        |            |
| Within the last 5 years  | 10%    | --         |
| 6 to 10 years ago  | 25%    | --         |
| 11 to 15 years ago   | 21%    | --         |
| More than 15 years ago   | 25%    | --         |
| Missing  | 2%     | --         |
| State lead agency developed the electronic centralized data system                                 |        |            |
| Yes  | 31%    | --         |
| No   | 52%    | --         |
| Missing  | 17%    | --         |
| State lead agency maintains the electronic centralized data system                                 |        |            |
| Yes  | 33%    | --         |
| No   | 50%    | --         |
| Missing  | 17%    | --         |
| State IT services developed the electronic centralized data system                                 |        |            |
| Yes  | 21%    | --         |
| No   | 62%    | --         |
| Missing  | 17%    | --         |
| State IT services maintain the electronic centralized data system                                  |        |            |
| Yes  | 35%    | --         |
| No   | 48%    | --         |
| Missing  | 17%    | --         |
| State private contractor developed the electronic centralized data system                          |        |            |
| Yes  | 50%    | --         |
| No   | 33%    | --         |
| Missing  | 17%    | --         |
| State private contractor maintains the electronic centralized data system                          |        |            |
| Yes  | 38%    | --         |
| No   | 44%    | --         |
| Missing  | 17%    | --         |

| Survey Item  | Part C | Part B 619 |
|--|--------|------------|
| Other personnel developed the electronic centralized data system                   |        |            |
| Yes  | 2%     | --         |
| No   | 81%    | --         |
| Missing  | 17%    | --         |
| Other personnel maintains the electronic centralized data system                   |        |            |
| Yes  | 0%     | --         |
| No   | 83%    | --         |
| Missing  | 17%    | --         |
| State has state agency staff perform data system training for Part C data system   |        |            |
| Yes  | 77%    | --         |
| No   | 7%     | --         |
| Missing  | 17%    | --         |
| State has external contractors perform data system training for Part C data system |        |            |
| Yes  | 37%    | --         |
| No   | 46%    | --         |
| Missing  | 17%    | --         |
| State does not have data system training on Part C data system                     |        |            |
| Yes  | 4%     | --         |
| No   | 79%    | --         |
| Missing  | 17%    | --         |
| State has State Agency Staff perform data analysis for Part C data system          |        |            |
| Yes  | 81%    | --         |
| No   | 2%     | --         |
| Missing  | 17%    | --         |
| State has external contractors perform data analysis for Part C data system        |        |            |
| Yes  | 27%    | --         |
| No   | 56%    | --         |
| Missing  | 17%    | --         |
| State does not perform data analysis for Part C data system                        |        |            |
| Yes  | 2%     | --         |
| No   | 81%    | --         |
| Missing  | 17%    | --         |
| State has State Agency Staff perform Help Desk functions for Part C data system    |        |            |
| Yes  | 67%    | --         |
| No   | 15%    | --         |

| Survey Item   | Part C | Part B 619 |
|---|--------|------------|
| Missing   | 17%    | --         |
| State has External Contractors perform Help Desk functions for Part C data system |        |            |
| Yes   | 29%    | --         |
| No  | 54%    | --         |
| Missing   | 17%    | --         |
| State does not perform Help Desk functions for Part C data system                 |        |            |
| Yes   | 6%     | --         |
| No  | 77%    | --         |
| Missing   | 17%    | --         |
| State has a standing line item in its budget for data system maintenance          |        |            |
| Yes   | 60%    | --         |
| No  | 21%    | --         |
| Missing   | 19%    | --         |
| State has a standing line item in its budget for data system enhancements         |        |            |
| Yes   | 56%    | --         |
| No  | 25%    | --         |
| Missing   | 19%    | --         |
| State enters child-level data into its state data system by batch upload          |        |            |
| Yes   | 27%    | --         |
| No  | 56%    | --         |
| Missing   | 17%    | --         |

Note. N = 52 for Part C and Part B 619. Cells with (--) were not asked on the program survey.

**Table B-15. Method Used by Local to Transfer Data to State Agency**

| Survey Items  | Part C | Part B 619 |
|---|--------|------------|
| State uses internal network to report district/LEA data to the state lead agency      |        |            |
| Yes   | 4%     | 13%        |
| No  | 79%    | 73%        |
| Missing   | 17%    | 13%        |
| State uses web-based data system to report district/LEA data to the state lead agency |        |            |
| Yes   | 71%    | 69%        |
| No  | 12%    | 17%        |
| Missing   | 17%    | 13%        |
| State uses spreadsheet to report district/LEA data to the state lead agency           |        |            |
| Yes   | 19%    | 25%        |
| No  | 63%    | 62%        |
| Missing   | 17%    | 13%        |
| State uses batch upload to report district/LEA data to the state lead agency          |        |            |
| Yes   | 17%    | 25%        |
| No  | 65%    | 62%        |
| Missing   | 17%    | 13%        |
| State uses other method to report district/LEA data to the state lead agency          |        |            |
| Yes   | 10%    | 15%        |
| No  | 73%    | 71%        |
| Missing   | 17%    | 13%        |

Note. N = 52 for Part C and Part B 619. Cells with (--) were not asked on the program survey.

**Table B-16. Part C Data System Functionality**

| Survey Items  | Part C | Part B 619 |
|---|--------|------------|
| State uses information in its state system to issue payment or link to a system that does       |        |            |
| Yes   | 46%    | --         |
| Not yet, but planned  | 13%    |            |
| No  | 21%    | --         |
| Missing   | 19%    | --         |
| State data system provides electronic notifications/reminders to EI for Part C activities       |        |            |
| Yes   | 42%    | --         |
| No  | 25%    | --         |
| Missing   | 19%    | --         |
| Not yet but planned   | 13%    | --         |
| State has fiscal information in its data system(s) that can be used to bill fund sources        |        |            |
| Yes   | 46%    | --         |
| No  | 35%    | --         |
| Missing   | 19%    | --         |
| State uses fiscal information in its data system(s) to bill Medicaid                            |        |            |
| Yes   | 40%    | --         |
| No  | 4%     | --         |
| Missing   | 19%    | --         |
| Not yet but planned   | 2%     | --         |
| State does not have fiscal information in its data system that can be used to bill fund sources | 35%    | --         |
| State uses fiscal information in its data system(s) to bill SCHIP                               |        |            |
| Yes   | 23%    | --         |
| No  | 21%    | --         |
| Missing   | 19%    | --         |
| Not yet but planned   | 2%     | --         |
| State does not have fiscal information in its data system that can be used to bill fund sources | 35%    | --         |
| State uses fiscal information in its data system(s) to bill private third party payers          |        |            |
| Yes   | 19%    | --         |
| No  | 25%    | --         |
| Missing   | 19%    | --         |
| Not yet but planned   | 2%     | --         |
| State does not have fiscal information in its data system that can be used to bill fund sources | 35%    | --         |

| Survey Items   | Part C | Part B 619 |
|--|--------|------------|
| State uses fiscal information in its data system(s) to bill parent cost share                              |        |            |
| Yes  | 17%    | --         |
| No   | 8%     | --         |
| Missing  | 19%    | --         |
| State does not have fiscal information in its data system that can be used to bill fund sources            | 35%    | --         |
| State does not have this fund source   | 21%    | --         |
| The state local program can print the blank IFSP from the state data system                                |        | --         |
| Yes  | 21%    | --         |
| No   | 59%    | --         |
| Missing  | 19%    |            |
| The state local program cannot print the IFSP from the state data system                                   |        | --         |
| Yes  | 17%    | --         |
| No   | 63%    | --         |
| Missing  | 19%    |            |
| The state local program can print the completed IFSP from the state data system                            |        | --         |
| Yes  | 40%    | --         |
| No   | 71%    | --         |
| Missing  | 19%    |            |
| The state local program can print the completed IFSP with electronic signatures from the state data system |        | --         |
| Yes  | 10%    | --         |
| No   | 71%    | --         |
| Missing  | 19%    |            |
| The state local program cannot print the IFSP from the state data system, but it plans to do so            |        | --         |
| Yes  | 10%    | --         |
| No   | 71%    | --         |
| Missing  | 19%    |            |
| The state local program can print another type of IFSP from the state data system                          |        |            |
| Yes  | 21%    | --         |
| No   | 60%    | --         |
| Missing  | 19%    | --         |
| State utilizes portable electronic devices for transmitting data from the field to a central system        |        |            |
| Yes  | 37%    | --         |

| <b>Survey Items</b>   | <b>Part C</b> | <b>Part B 619</b> |
|---|---------------|-------------------|
| Not yet but planned   | 13%           |                   |
| No  | 31%           | --                |
| Missing   | 19%           | --                |
| State uses electronic devices to collect parental permissions or service delivery confirmations |               | --                |
| Yes   | 19%           | --                |
| Not yet but planned   | 13%           | --                |
| No  | 48%           | --                |
| Missing   | 19%           |                   |

*Note.* N = 52 for Part C and Part B 619. Cells with (--) were not asked on the program survey.

**Table B-17. Use of Unique Identifiers within State Data Systems**

| Survey Item   | Part C | Part B 619 |
|---|--------|------------|
| State has child identifier for individual children  |        |            |
| Yes   | 79%    | 85%        |
| No  | 2%     | 2%         |
| Missing   | 19%    | 13%        |
| State has the same unique identifier across Part C/619 programs                             |        |            |
| Yes   | 23%    | 33%        |
| No  | 54%    | 48%        |
| Don't Know  | --     | 4%         |
| Does not have unique identifier in Part C/619   | 2%     | 2%         |
| Missing   | 21%    | 13%        |
| Part C and Part B 619 agree same unique identifier is used across systems                   |        |            |
| Agree Yes   | 21%    | 21%        |
| Agree No  | 42%    | 42%        |
| Part C and B 619 did not agree  | 6%     | 6%         |
| Missing data  | 31%    | 31%        |
| State has unique identifier for workforce members   |        |            |
| Yes   | 40%    | 48%        |
| Not yet, but planned  | 17%    |            |
| No  | 33%    | 38%        |
| Missing   | 17%    | 13%        |
| State has unique identifier for individual classrooms                                       |        |            |
| Yes   | --     | 48%        |
| No  | --     | 38%        |
| Missing   | --     | 13%        |
| State has unique identifier for local EI program/school or program                          |        |            |
| Yes   | 66%    | 71%        |
| Not yet, but planned  | 2%     |            |
| No  | 15%    | 15%        |
| Missing   | 17%    | 13%        |
| State has the same unique identifier for workforce members used in state Part C Data System |        |            |
| Yes   | --     | 4%         |
| No  | --     | 42%        |
| Does not have unique identifier for workforce members                                       | --     | 38%        |
| Missing   | --     | 13%        |

| Survey Item   | Part C | Part B 619 |
|---|--------|------------|
| State has the same unique identifier for schools or programs used in state Part C Data System |        |            |
| Yes   | --     | 10%        |
| No  | --     | 35%        |
| Does not have unique identifier for schools or programs                                       | --     | 38%        |
| Missing   | --     | 7%         |
| State has unique identifier for school district   |        |            |
| Yes   | --     | 81%        |
| No  | --     | 6%         |
| Missing   | --     | 13%        |

Note. N = 52 for Part C and Part B 619. Cells with (--) were not asked on the program survey.

**Table B-18. State data system administration and use**

| Survey Items  | Part C | Part B 619 |
|---|--------|------------|
| State has formal data governance body whose scope of responsibility includes data on children and families receiving Part C/Part B 619 services |        |            |
| Yes   | 44%    | 71%        |
| No  | 35%    | 6%         |
| Don't know  | 4%     | 10%        |
| Missing   | 17%    | 13%        |
| Part C is also included in the scope of responsibility for this formal data governance body   |        |            |
| Yes   | --     | 25%        |
| No  | --     | 40%        |
| Don't know  | --     | 4%         |
| Does not have this formal data governance body  | --     | 15%        |
| Missing   | --     | 15%        |
| Other early childhood programs are also included in the scope of responsibility for this formal data governance body                            |        |            |
| Yes   | --     | 29%        |
| No  | --     | 31%        |
| Don't know  | --     | 10%        |
| Missing   | --     | 15%        |
| Does not have this formal data governance body  | --     | 15%        |
| Special Education K-12 is also included in the scope of responsibility for this formal data governance body                                     |        |            |
| Yes   | --     | 63%        |
| No  | --     | 4%         |
| Don't know  | --     | 2%         |
| Does not have this formal data governance body  | --     | 15%        |
| Missing   | --     | 15%        |
| General education is also included in the scope of responsibility for this formal data governance body  |        |            |
| Yes   | --     | 56%        |
| No  | --     | 6%         |
| Don't know  | --     | 8%         |
| Does not have this formal data governance body  | --     | 15%        |
| Missing   | --     | 15%        |

Note. N = 52 for Part C and Part B 619. Cells with (--) were not asked on the program survey.

**Table B-19. Tools and Procedures Used to Verify the Reliability and Validity of Part C/Part B 619 Data**

| Survey Items   | Part C | Part B 619 |
|--|--------|------------|
| State has annual or other regularly scheduled training to help ensure the quality of data that the state receives from local programs  |        |            |
| Yes  | 58%    | 63%        |
| No   | 25%    | 23%        |
| Missing  | 17%    | 13%        |
| State has built-in edit and validation checks to help ensure the quality of data that the state receives from local programs   |        |            |
| Yes  | 75     | --         |
| No   | 8%     | --         |
| Missing  | 17%    | --         |
| State has built-in edit and validation checks (one or more of the following: validity checks on dates, missing data flagged, forced proper data entry format, etc.) to help ensure the quality of data that the state receives from local programs |        |            |
| Yes  | --     | 83%        |
| No   | --     | 4%         |
| Missing  | --     | 13%        |
| State has data dictionary to help ensure the quality of data that the state receives from local programs   |        |            |
| Yes  | 56%    | 52%        |
| No   | 27%    | 35%        |
| Missing  | 17%    | 13%        |
| State has a user manual to help ensure the quality of data that the state receives from local programs   |        |            |
| Yes  | 73%    | 65%        |
| No   | 10%    | 21%        |
| Missing  | 17%    | 13%        |
| State has verification visits that randomly check and verify child data to help ensure the quality of data that the state receives from local programs   |        |            |
| Yes  | 69%    | --         |
| No   | 13%    | --         |
| Missing  | 17%    | --         |
| State has verification visits that randomly check and verify child data (e.g., service delivery) to help ensure the quality of data that the state receives from local programs  |        |            |
| Yes  | --     | 60%        |
| No   | --     | 27%        |
| Missing  | --     | 13%        |

| Survey Items   | Part C | Part B 619 |
|--|--------|------------|
| State has comparison of electronic data to original paper document (e.g., data audit) to help ensure the quality of data that the state receives from local programs |        |            |
| Yes  | --     | 44%        |
| No   | --     | 42%        |
| Missing  | --     | 13%        |
| State has other tools in place to help ensure the quality of data that the state receives from local programs  |        |            |
| Yes  | --     | 4%         |
| No   | --     | 83%        |
| Missing  | --     | 13%        |

Note. N = 52 for Part C and Part B 619. Cells with (--) were not asked on the program survey.

**Table B-20. Ability of Staff to Access Individual Child-level Data in State Data System**

| Survey Item   | Part C | Part B 619 |
|---|--------|------------|
| State child data system allows state coordinator to directly access child-level data  |        |            |
| Yes   | 81%    | 60%        |
| No  | 2%     | 27%        |
| Missing   | 17%    | 13%        |
| State child data system allows regional lead, district, or local education agency staff to directly access child-level data |        |            |
| Yes   | 81%    | 65%        |
| No  | 2%     | 21%        |
| Missing   | 17%    | 13%        |
| State child data system allows teachers or service provider to directly access child-level data                             |        |            |
| Yes   | 50%    | 63%        |
| No  | 33%    | 23%        |
| Missing   | 17%    | 13%        |
| State child data system allows individual provider staff to directly access child-level data                                |        |            |
| Yes   | 44%    | 58%        |
| No  | 38%    | 29%        |
| Missing   | 17%    | 13%        |
| State child data system allows other staff to directly access child-level data  |        |            |
| Yes   | 17%    | --         |
| No  | 65%    | --         |
| Missing   | 17%    | --         |
| State has access to state-level child-level data at the following frequency   |        |            |
| Real-time   | 62%    | --         |
| Daily   | 12%    | --         |
| Weekly  | 4%     | --         |
| Monthly   | 4%     | --         |
| Quarterly   | 0%     | --         |
| Annually  | 0%     | --         |
| Missing   | 19%    | --         |
| State data system allows a State 619 staff member to produce data displays or reports                                       |        |            |
| Yes   | --     | 71%        |
| No  | --     | 15%        |
| Missing   | --     | 13%        |

| Survey Item   | Part C | Part B 619 |
|---|--------|------------|
| State data system allows a District/LEA staff member to produce data displays or reports            |        |            |
| Yes   | --     | 73%        |
| No  | --     | 13%        |
| Missing   | --     | 13%        |
| State data system allows a school/program staff member to produce data displays or reports          |        |            |
| Yes   | --     | 56%        |
| No  | --     | 31%        |
| Missing   | --     | 13%        |
| State data system allows a District/LEA staff member to produce data displays or reports            |        |            |
| Yes   | --     | 73%        |
| No  | --     | 13%        |
| Missing   | --     | 13%        |
| State data system allows a school/program staff member to produce data displays or reports          |        |            |
| Yes   | --     | 56%        |
| No  | --     | 31%        |
| Missing   | --     | 13%        |
| State data system allows a teacher/related service staff member to produce data displays or reports |        |            |
| Yes   | --     | 42%        |
| No  | --     | 44%        |
| Missing   | --     | 13%        |

Note. N = 52 for Part C and Part B 619. Cells with (--) were not asked on the program survey.

**Table B-21. Types of Reports Available from Part C Data System or Separate Reporting Application**

| <b>Data Reporting Survey Items</b>  | <b>Part C</b> | <b>Part B 619</b> |
|---|---------------|-------------------|
| State data system or separate reporting application has no reporting capability                         |               |                   |
| Yes   | 0%            | --                |
| No  | 83%           | --                |
| Missing   | 17%           | --                |
| State data system or separate reporting application has canned (pre-built) reports for 618 data reports |               |                   |
| Yes   | 63%           | --                |
| No  | 19%           | --                |
| Missing   | 17%           | --                |
| State data system or separate reporting application has canned reports for APR indicators               |               |                   |
| Yes   | 65%           | --                |
| No  | 17%           | --                |
| Missing   | 17%           | --                |
| State data system or separate reporting application has other canned reports                            |               |                   |
| Yes   | 71%           | --                |
| No  | 12%           | --                |
| Missing   | 17%           | --                |
| State data system or separate reporting application has ad-hoc reports                                  |               |                   |
| Yes   | 67%           | --                |
| No  | 15%           | --                |
| Missing   | 17%           | --                |

Note. N = 52 for Part C and Part B 619. Cells with (--) were not asked on the program survey.

**Table B-22. Use of Data from Part C State Data Systems in Past 2 Years**

| Survey Items  | Part C | Part B 619 |
|---|--------|------------|
| In the last 2 years, state lead agency has used data from its state data system(s) for children receiving Part C services to create a formal report for the general public  |        |            |
| Yes   | 62%    | --         |
| No  | 21%    | --         |
| Missing   | 17%    | --         |
| In the last 2 years, state lead agency has used data from its state data system(s) for children receiving Part C services to identify programs in need of improvement   |        |            |
| Yes   | 79%    | --         |
| No  | 4%     | --         |
| Missing   | 17%    | --         |
| In the last 2 years, state lead agency has used data from its state data system(s) for children receiving Part C services to make decisions about resource allocation   |        |            |
| Yes   | 58%    | --         |
| No  | 25%    | --         |
| Missing   | 17%    | --         |
| In the last 2 years, state lead agency has used data from its state data system(s) for children receiving Part C services to monitor the effectiveness of targeted program improvement                                    |        |            |
| Yes   | 75%    | --         |
| No  | 8%     | --         |
| Missing   | 17%    | --         |
| In the last 2 years, state lead agency has used data from its state data system(s) for children receiving Part C services for other purposes  |        |            |
| Yes   | 12%    | --         |
| No  | 71%    | --         |
| Missing   | 17%    | --         |
| In the last 2 years, state lead agency has used data from its state data system(s) for children receiving Part C services to create a formal report for the governor or state legislator                                  |        |            |
| Yes   | 69%    | --         |
| No  | 13%    | --         |
| Missing   | 17%    | --         |
| In the last 2 years, state lead agency has used data from its state data system(s) for children receiving Part C services to identify systemic issues with service delivery (e.g., underserved or overserved populations) |        |            |
| Yes   | 73%    | --         |
| No  | 10%    | --         |

| Survey Items   | Part C | Part B 619 |
|--|--------|------------|
| Missing  | 17%    | --         |
| In the last 2 years, state lead agency has used data from its state data system(s) for children receiving Part C services to identify areas for professional development and/or technical assistance |        |            |
| Yes  | 60%    | --         |
| No   | 23%    | --         |
| Missing  | 17%    | --         |
| In the last 2 years, state lead agency has used data from its state data system(s) for children receiving Part C services to examine program effectiveness   |        |            |
| Yes  | 62%    | --         |
| No   | 21%    | --         |
| Missing  | 17%    | --         |
| In the last 2 years, state lead agency has used data from its state data system(s) for children receiving Part C services to check/review data quality related to Part C                             |        |            |
| Yes  | 81%    | --         |
| No   | 2%     | --         |
| Missing  | 17%    | --         |

Note. N = 52 for Part C and Part B 619. Cells with (--) were not asked on the program survey.

**Table B-23. Part C APR Data Collection Methods**

| Survey Items  | Part C | Part B 619 |
|---|--------|------------|
| State uses state/local data system to collect data for the APR indicators and indicator 1 (timely services) |        |            |
| Yes   | 63%    | --         |
| No  | 19%    | --         |
| Missing   | 17%    | --         |
| State uses provider survey to collect data for the APR indicators and indicator 1 (timely services)         |        |            |
| Yes   | 8%     | --         |
| No  | 75%    | --         |
| Missing   | 17%    | --         |
| State uses family survey to collect data for the APR indicators and indicator 1 (timely services)           |        |            |
| Yes   | 0%     | --         |
| No  | 83%    | --         |
| Missing   | 17%    | --         |
| State uses onsite monitoring to collect data for the APR indicators and indicator 1 (timely services)       |        |            |
| Yes   | 31%    | --         |
| No  | 52%    | --         |
| Missing   | 17%    | --         |
| State uses other methods to collect data for the APR indicators and indicator 1 (timely services)           |        |            |
| Yes   | 6%     | --         |
| No  | 77%    | --         |
| Missing   | 17%    | --         |
| State uses state/local data system to collect data for the APR indicators and 618 Data Table 2 (settings)   |        |            |
| Yes   | 0%     | --         |
| No  | 83%    | --         |
| Missing   | 17%    | --         |
| State uses provider survey to collect data for the APR indicators and 618 Data Table 2 (settings)           |        |            |
| Yes   | 0%     | --         |
| No  | 83%    | --         |
| Missing   | 17%    | --         |
| State uses family survey to collect data for the APR indicators and 618 Data Table 2 (settings)             |        |            |
| Yes   | 0%     | --         |
| No  | 83%    | --         |
| Missing   | 17%    | --         |

| Survey Items  | Part C | Part B 619 |
|---|--------|------------|
| State uses onsite monitoring to collect data for the APR indicators and 618 Data Table 2 (settings)         |        |            |
| Yes   | 12%    | --         |
| No  | 71%    | --         |
| Missing   | 17%    | --         |
| State uses other methods to collect data for the APR indicators and 618 Data Table 2 (settings)             |        |            |
| Yes   | 0%     | --         |
| No  | 83%    | --         |
| Missing   | 17%    | --         |
| State uses state/local data system to collect data for the APR indicators and Indicator 3 (child outcomes)  |        |            |
| Yes   | 73%    | --         |
| No  | 10%    | --         |
| Missing   | 17%    | --         |
| State uses provider survey to collect data for the APR indicators and Indicator 3 (child outcomes)          |        |            |
| Yes   | 6%     | --         |
| No  | 77%    | --         |
| Missing   | 17%    | --         |
| State uses family survey to collect data for the APR indicators and Indicator 3 (child outcomes)            |        |            |
| Yes   | 2%     | --         |
| No  | 81%    | --         |
| Missing   | 17%    | --         |
| State uses onsite monitoring to collect data for the APR indicators and Indicator 3 (child outcomes)        |        |            |
| Yes   | 10%    | --         |
| No  | 73%    | --         |
| Missing   | 17%    | --         |
| State uses other methods to collect data for the APR indicators and Indicator 3 (child outcomes)            |        |            |
| Yes   | 10%    | --         |
| No  | 73%    | --         |
| Missing   | 17%    | --         |
| State uses state/local data system to collect data for the APR indicators and Indicator 4 (family outcomes) |        |            |
| Yes   | 17%    | --         |
| No  | 65%    | --         |
| Missing   | 17%    | --         |

| Survey Items   | Part C | Part B 619 |
|--|--------|------------|
| State uses provider survey to collect data for the APR indicators and Indicator 4 (family outcomes)                            |        |            |
| Yes  | 0%     | --         |
| No   | 83%    | --         |
| Missing  | 17%    | --         |
| State uses family survey to collect data for the APR indicators and Indicator 4 (family outcomes)                              |        |            |
| Yes  | 77%    | --         |
| No   | 6%     | --         |
| Missing  | 17%    | --         |
| State uses onsite monitoring to collect data for the APR indicators and Indicator 4 (family outcomes)                          |        |            |
| Yes  | 6%     | --         |
| No   | 77%    | --         |
| Missing  | 17%    | --         |
| State uses other methods to collect data for the APR indicators and Indicator 4 (family outcomes)                              |        |            |
| Yes  | 0%     | --         |
| No   | 83%    | --         |
| Missing  | 17%    | --         |
| State uses state/local data system to collect data for the APR indicators and Indicators 5 and 6/618 Data Table 1 (child find) |        |            |
| Yes  | 83%    |            |
| No   | 0%     | --         |
| Missing  | 17%    | --         |
| State uses provider survey to collect data for the APR indicators and Indicators 5 and 6/618 Data Table 1 (child find)         |        | --         |
| Yes  | 2%     | --         |
| No   | 81%    | --         |
| Missing  | 17%    | --         |
| State uses family survey to collect data for the APR indicators and Indicators 5 and 6/618 Data Table 1 (child find)           |        |            |
| Yes  | 2%     | --         |
| No   | 81%    | --         |
| Missing  | 17%    | --         |
| State uses onsite monitoring to collect data for the APR indicators and Indicators 5 and 6/618 Data Table 1 (child find)       |        |            |
| Yes  | 8%     | --         |
| No   | 75%    | --         |
| Missing  | 17%    | --         |

| Survey Items   | Part C | Part B 619 |
|--|--------|------------|
| State uses other methods to collect data for the APR indicators and Indicators 5 and 6/618 Data Table 1 (child find)     |        |            |
| Yes  | 2%     | --         |
| No   | 81%    | --         |
| Missing  | 17%    | --         |
| State uses state/local data system to collect data for the APR indicators and Indicator 7 (timely evaluations and IFSPs) |        |            |
| Yes  | 73%    | --         |
| No   | 10%    | --         |
| Missing  | 17%    | --         |
| State uses provider survey to collect data for the APR indicators and Indicator 7 (timely evaluations and IFSPs)         |        |            |
| Yes  | 4%     | --         |
| No   | 79%    | --         |
| Missing  | 17%    | --         |
| State uses family survey to collect data for the APR indicators and Indicator 7 (timely evaluations and IFSPs)           |        |            |
| Yes  | 0%     | --         |
| No   | 83%    | --         |
| Missing  | 17%    | --         |
| State uses onsite monitoring to collect data for the APR indicators and Indicator 7 (timely evaluations and IFSPs)       |        |            |
| Yes  | 27%    | --         |
| No   | 56%    | --         |
| Missing  | 17%    | --         |
| State uses other methods to collect data for the APR indicators and Indicator 7 (timely evaluations and IFSPs)           |        |            |
| Yes  | 6%     | --         |
| No   | 77%    | --         |
| Missing  | 17%    | --         |
| State uses state/local data system to collect data for the APR indicators and Indicator 8a (transition plans)            |        |            |
| Yes  | 65%    | --         |
| No   | 17%    | --         |
| Missing  | 17%    | --         |
| State uses provider survey to collect data for the APR indicators and Indicator 8a (transition plans)                    |        |            |
| Yes  | 2%     | --         |
| No   | 81%    | --         |
| Missing  | 17%    | --         |

| Survey Items  | Part C | Part B 619 |
|---|--------|------------|
| State uses family survey to collect data for the APR indicators and Indicator 8a (transition plans)       |        |            |
| Yes   | 0%     | --         |
| No  | 83%    | --         |
| Missing   | 17%    | --         |
| State uses onsite monitoring to collect data for the APR indicators and Indicator 8a (transition plans)   |        |            |
| Yes   | 35%    | --         |
| No  | 48%    | --         |
| Missing   | 17%    | --         |
| State uses other methods to collect data for the APR indicators and Indicator 8a (transition plans)       |        |            |
| Yes   | 8%     | --         |
| No  | 17%    | --         |
| Missing   | 17%    | --         |
| State uses state/local data system to collect data for the APR indicators and Indicator 8b (notification) |        |            |
| Yes   | 65%    | --         |
| No  | 17%    | --         |
| Missing   | 17%    | --         |
| State uses provider survey to collect data for the APR indicators and Indicator 8b (notification)         |        |            |
| Yes   | 0%     | --         |
| No  | 83%    | --         |
| Missing   | 17%    | --         |
| State uses family survey to collect data for the APR indicators and Indicator 8b (notification)           |        |            |
| Yes   | 0%     | --         |
| No  | 83%    | --         |
| Missing   | 17%    | --         |
| State uses onsite monitoring to collect data for the APR indicators and Indicator 8b (notification)       |        |            |
| Yes   | 27%    | --         |
| No  | 56%    | --         |
| Missing   | 17%    | --         |
| State uses other methods to collect data for the APR indicators and Indicator 8b (notification)           |        |            |
| Yes   | 12%    | --         |
| No  | 71%    | --         |
| Missing   | 17%    | --         |

| Survey Items  | Part C | Part B 619 |
|---|--------|------------|
| State uses state/local data system to collect data for the APR indicators and Indicator 8c (transition conferences) |        |            |
| Yes   | 69%    | --         |
| No  | 13%    | --         |
| Missing   | 17%    | --         |
| State uses provider survey to collect data for the APR indicators and Indicator 8c (transition conferences)         |        |            |
| Yes   | 2%     | --         |
| No  | 81%    | --         |
| Missing   | 17%    | --         |
| State uses family survey to collect data for the APR indicators and Indicator 8c (transition conferences)           |        |            |
| Yes   | 0%     | --         |
| No  | 83%    | --         |
| Missing   | 17%    | --         |
| State uses onsite monitoring to collect data for the APR indicators and Indicator 8c (transition conferences)       |        |            |
| Yes   | 31%    | --         |
| No  | 52%    | --         |
| Missing   | 17%    | --         |
| State uses other method to collect data for the APR indicators and Indicator 8c (transition conferences)            |        |            |
| Yes   | 8%     | --         |
| No  | 75%    | --         |
| Missing   | 17%    | --         |
| State uses state/local data system to collect data for the APR indicators and 618 Data Table 3 (exit data)          |        |            |
| Yes   | 83%    | --         |
| No  | 0%     | --         |
| Missing   | 17%    | --         |
| State uses provider survey to collect data for the APR indicators and 618 Data Table 3 (exit data)                  |        |            |
| Yes   | 4%     | --         |
| No  | 79%    | --         |
| Missing   | 17%    | --         |
| State uses family survey to collect data for the APR indicators and 618 Data Table 3 (exit data)                    |        |            |
| Yes   | 2%     | --         |
| No  | 81%    | --         |
| Missing   | 17%    | --         |

| Survey Items  | Part C | Part B 619 |
|---|--------|------------|
| State uses onsite monitoring to collect data for the APR indicators and 618 Data Table 3 (exit data)                  |        |            |
| Yes   | 8%     | --         |
| No  | 75%    | --         |
| Missing   | 17%    | --         |
| State uses other methods to collect data for the APR indicators and 618 Data Table 3 (exit data)                      |        |            |
| Yes   | 0%     | --         |
| No  | 83%    | --         |
| Missing   | 17%    | --         |
| State provides other reports or data to stakeholders beyond the 618 data tables and the required state APR indicators |        |            |
| Yes   | 67%    | --         |
| No  | 15%    | --         |
| Missing   | 17%    | --         |

Note. N = 52 for Part C and Part B 619. Cells with (--) were not asked on the program survey.

**Table B-24. Knowledge of Common Education Data Standards**

| Survey Items  | Part C | Part B 619 |
|---|--------|------------|
| State 619 coordinator or the Part B data manager know about Common Education Data Standards |        |            |
| Yes   | --     | 54%        |
| No  | --     | 33%        |
| Missing   | --     | 13%        |
| State 619 coordinator or Part B manager have used any CEDS tools in the past 12 months      |        |            |
| Yes   | --     | 13%        |
| No  | --     | 40%        |
| Missing   | --     | 13%        |
| State does not have any CEDS tools  | --     | 33%        |

*Note.* N = 52 for Part C and Part B 619. Cells with (--) were not asked on program survey.

**Table B-25. State priorities for enhancing data systems**

| Survey Items  | Part C | Part B 619 |
|---|--------|------------|
| State plans to develop a new data system in next 2 years                      |        |            |
| Yes   | 37%    | 27%        |
| No  | 46%    | 29%        |
| Missing   | 17%    | 13%        |
| Not sure  | --     | 31%        |
| State plans to make major enhancements to its data system in the next 2 years |        |            |
| Yes   | 50%    | 25%        |
| No  | 33%    | 27%        |
| Missing   | 17%    | 13%        |
| Not sure  | --     | 35%        |
| State plans to increase the type or quality of child and family data          |        |            |
| Yes   | 65%    | 44%        |
| No  | 19%    | 42%        |
| Missing   | 17%    | 13%        |
| State plans to increase the type or quality of services data                  |        |            |
| Yes   | 63%    | 50%        |
| No  | 19%    | 37%        |
| Missing   | 17%    | 13%        |
| State plans to increase the type or quality of child and family outcomes data |        |            |
| Yes   | --     | 65%        |
| No  | --     | 21%        |
| Missing   | --     | 13%        |
| State plans to increase the type or quality of workforce data                 |        |            |
| Yes   | 48%    | 37%        |
| No  | 35%    | 50%        |
| Missing   | 17%    | 13%        |
| State plans to increase the type or quality of EI program attributes data     |        |            |
| Yes   | 35%    | --         |
| No  | 48%    | --         |
| Missing   | 17%    | --         |
| State plans to increase the type or quality of classroom/program/school data  |        |            |
| Yes   | --     | 40%        |
| No  | --     | 46%        |
| Missing   | --     | 13%        |

| Survey Items   | Part C | Part B 619 |
|--|--------|------------|
| State plans to increase the type or quality of finance/cost data   |        |            |
| Yes  | 46%    | 35%        |
| No   | 37%    | 52%        |
| Missing  | 17%    | 13%        |
| State plans to increase the type or quality of APR indicators/618 data   |        |            |
| Yes  | 50%    | 50%        |
| No   | 33%    | 37%        |
| Missing  | 17%    | 13%        |
| State plans to increase the type or quality of Part C linkages between or across any of the above Part C/Part B 619 data                                 |        |            |
| Yes  | 54%    | 50%        |
| No   | 29%    | 37%        |
| Missing  | 17%    | 13%        |
| State plans to build or improve linkages between Part C and Part B 619 data  |        |            |
| Yes  | 46%    | 50%        |
| No   | 37%    | 37%        |
| Missing  | 17%    | 13%        |
| State plans to build or improve linkages with other early care and education data  |        |            |
| Yes  | 35%    | 39%        |
| No   | 48%    | 48%        |
| Missing  | 17%    | 13%        |
| State plans to build or improve linkages with K-12 education data  |        |            |
| Yes  | 19%    | 48%        |
| No   | 63%    | 38%        |
| Missing  | 17%    | 13%        |
| State plans to build or improve linkages with other social services or health data (one or more of the following: Medicaid, social services/CAPTA, etc.) |        |            |
| Yes  | 38%    | 27%        |
| No   | 44%    | 510%       |
| Missing  | 17%    | 13%        |
| State plans to make access issues (e.g., more user levels, mobile connectivity, parental portal) enhancements to its data system in the next 2 years     |        |            |
| Yes  | 37%    | 10%        |
| No   | 13%    | 15%        |
| State does not plan to make major enhancements to its data system in the next 2 years  | 33%    | 62%        |

| Survey Items   | Part C | Part B 619 |
|--|--------|------------|
| Missing  | 17%    | 13%        |
| State plans to make development or redesign of fiscal functions (e.g., billing or payment processes) enhancements to its data system in the next 2 years   |        |            |
| Yes  | 27%    | 6%         |
| No   | 23%    | 19%        |
| State does not plan to make major enhancements to its data system in the next 2 years  | 33%    | 62%        |
| Missing  | 17%    | 13%        |
| State plans to make development or redesign of IFSP/IEP functions (e.g., collection of outcomes and services data) enhancements to its data system in the next 2 years   |        |            |
| Yes  | 35%    | 15%        |
| No   | 15%    | 10%        |
| State does not plan to make major enhancements to its data system in the next 2 years  | 33%    | 62%        |
| Missing  | 17%    | 13%        |
| State plans to make linking (e.g., with Part B, child-level data with workforce data, other early childhood data/ Part C, general education, child-level data with teacher/workforce data) enhancements to its data system in the next 2 years |        |            |
| Yes  | 25%    | 12%        |
| No   | 25%    | 13%        |
| State does not plan to make major enhancements to its data system in the next two years  | 33%    | 62%        |
| Missing  | 17%    | 13%        |
| State plans to make web-based training on data system enhancements to its data system in the next 2 years  |        |            |
| Yes  | 27%    | 8%         |
| No   | 23%    | 17%        |
| State does not plan to make major enhancements to its data system in the next 2 years  | 33%    | 62%        |
| Missing  | 17%    | 13%        |
| State plans to make Internal structure (e.g., addition of unique identifiers for children or workforce) enhancements to its data system in the next 2 years  |        |            |
| Yes  | 19%    | 6%         |
| No   | 31%    | 19%        |
| State does not plan to make major enhancements to its data system in the next 2 years  | 33%    | 62%        |
| Missing  | 17%    | 13%        |
| State plans to make management tools (e.g., automated notifications or reminders) enhancements to its data system in the next 2 years  |        |            |
| Yes  | 29%    | 13%        |

| Survey Items  | Part C | Part B 619 |
|---|--------|------------|
| No  | 22%    | 12%        |
| State does not plan to make major enhancements to its data system in the next 2 years   | 33%    | 62%        |
| Missing   | 17%    | 13%        |
| State plans to make reporting (e.g., additional reporting capability, dashboards) enhancements to its data system in the next 2 years |        |            |
| Yes   | 40%    | 23%        |
| No  | 10%    | 2%         |
| Missing   | 17%    | 13%        |
| State does not plan to make major enhancements to its data system in the next 2 years   | 33%    | 62%        |
| State plans to make other enhancements to its data system in the next 2 years   |        |            |
| Yes   | 8%     | 2%         |
| No  | 42%    | 23%        |
| Missing   | 17%    | 13%        |
| State does not plan to make major enhancements to its data system in the next 2 years   | 33%    | 62%        |

Note. N = 52 for Part C and Part B 619. Cells with (--) were not asked on the program survey.

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## About Us

The contents of this report were developed under a grant from the U.S. Department of Education, #H373Z190002. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government. Project Officers, Meredith Miceli and Amy Bae.



The DaSy Center is a national technical assistance center funded by the U.S. Department of Education, Office of Special Education Programs. The DaSy Center works with 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.

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

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