
Part C and Part B 619: Transitions and Child Outcome Questions Supported by Data Linking

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Purpose

This handout supports data partners as they develop transition and/or child outcome data linking use cases ([Activity 2b: Formalize Data Linking Use Case](#), within the [DaSy Data Linking Toolkit](#)). Below are questions, some of which are [DaSy Critical Questions](#), that states might seek to answer about children who have participated in either or both IDEA Part C and Part B 619 services. It is important to develop clear questions—such as those below and/or others—as part of the overall data linking initiation process. These questions can serve as a starting point for discussions between data partners about what they wish to learn from the linked Part C and Part B 619 data. These questions help drive the process and impact data element selection, and they should help establish buy-in from internal and external stakeholders. When adequate numbers of records are available, data partners may further investigate the transition and/or child outcome questions relative to diversity, equity, and inclusion.

Background on Transition

IDEA includes specific requirements for the transition of eligible children from Part C to Part B 619 at age 3. IDEA also requires that states monitor implementation of transition requirements and ensure the quality of these efforts to facilitate the transition process, prepare Part B 619 for the individualized needs of children, and minimize potential delays in services. When states link their Part C exit data to Part B 619 entry data, they can answer transition-related and longitudinal questions that were previously not answerable.

Sample Transition Questions

1. What percentage of children who received early intervention (EI) services continued on to early childhood special education (ECSE)? (Part 1 of DaSy Critical Question 1.B.2.e)
2. What percentage of children in ECSE ever received EI services? (Part 2 of DaSy Critical Question 1.B.2.e)
3. What percentage of children in ECSE were referred to EI but were never evaluated?
4. What percentage of children in ECSE were referred to EI and evaluated but found not eligible?
5. What percentage of children in ECSE were found eligible for EI but no IFSP was developed?
6. What are the characteristics (e.g., race/ethnicity, geographic, disability, family economic status) of children who directly transitioned from EI and those who showed up in ECSE later?
7. What are the characteristics of EI children who did not transition directly from EI but then later attended ECSE? Do the characteristics of children differ based on reasons they did not transition directly to ECSE (e.g., parents refused ECSE evaluation)?
8. What are the characteristics of children never served in EI who were later identified for ECSE after age 3?
9. What are the characteristics of EI children whose parents refused ECSE services after being found eligible and those EI children whose parents did not refuse ECSE services?
10. What are the differences (e.g., type, frequency, duration) in services (e.g., PT, OT, SLT) received in EI vs ECSE?
11. Does the length of time in EI predict eligibility for ECSE? (E.g., Are children who received EI services longer more or less likely to be found eligible for ECSE services than those who received EI services for a shorter duration?)

Background on Child Outcomes

IDEA requires that the State Performance Plan/Annual Performance Report (SPP/APR) include provisions that both Part C and Part B programs set targets on three child outcome areas and report annually on progress toward the targets. The three child outcome areas are the percentages of children who demonstrate improved:

- positive social-emotional skills (including social relationships),
- acquisition and use of knowledge and skills (including early language/communication and [within preschool special education]) early literacy, and
- use of appropriate behaviors to meet their needs.

Since the reporting requirements are identical across Part C and Part B 619, there is an excellent opportunity to link and use outcome data to answer critical questions related to the children, their services, and their local programs. When states link Part C child-level outcome data (and demographic data) with Part B 619 child-level outcome (and demographic data), they can answer questions that previously were not answerable. Additionally, these linked data can inform data partners' discussions with stakeholders about the overall value of these early childhood IDEA programs. The linked data can also support discussions about program compliance and improve program quality.

Sample Child Outcomes Questions

1. What is the relationship between service-delivery model and child outcomes? (DaSy Critical Question 1.B.4.c.)
2. What is the relationship between quality of services and child outcomes? (DaSy Critical Question 1.B.4.d.)
3. What is the relationship between the number of settings in which children received IDEA services in a given time period (e.g., in a year) and child outcomes? (DaSy Critical Question 1.B.6.b.)
4. What factors (e.g., amount and type of service, level and type of personnel) contribute to better outcomes without increased cost? (DaSy Critical Question 1.D.2.f.)

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