



Early Intervention and Early Childhood Special Education State Data Systems: Current Status and Changes between 2013 and 2021

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Background

- * The DaSy Center provides high-quality technical assistance to build the capacity of states to collect, report, analyze, and use data in early intervention and early childhood special education program improvement and federal reporting.
- * The DaSy Center has tracked states since 2013 on 10 key indicators of a high-quality state data system:
 - * has child-level data system
 - * has workforce data system
 - * has unique child identifier
 - * Parts C and Part B 619 use same unique identifier
 - * able to link child data
 - * able to link child and workforce data
 - * able to link Parts C/619 data
 - * able to link Parts C/619 data with other early childhood programs
 - * able to link Parts C/619 with K-12 general education data
 - * has a data governance body overseeing Parts C/619

Method

- * Part C and Part B 619 state coordinators and data managers completed surveys about their data systems' capacities in 2013 and 2021.
- * We report responses for 50 states, DC, and Puerto Rico on changes in Part C/619 data systems from 2013 to 2021, changes in data systems in response to COVID-19, and future data system development plans.

Response Rates	2013	2021	Both Time Points
Part C	49 (94%)	49 (94%)	46 (88%)
Part B 619	50 (96%)	48 (92%)	47 (90%)

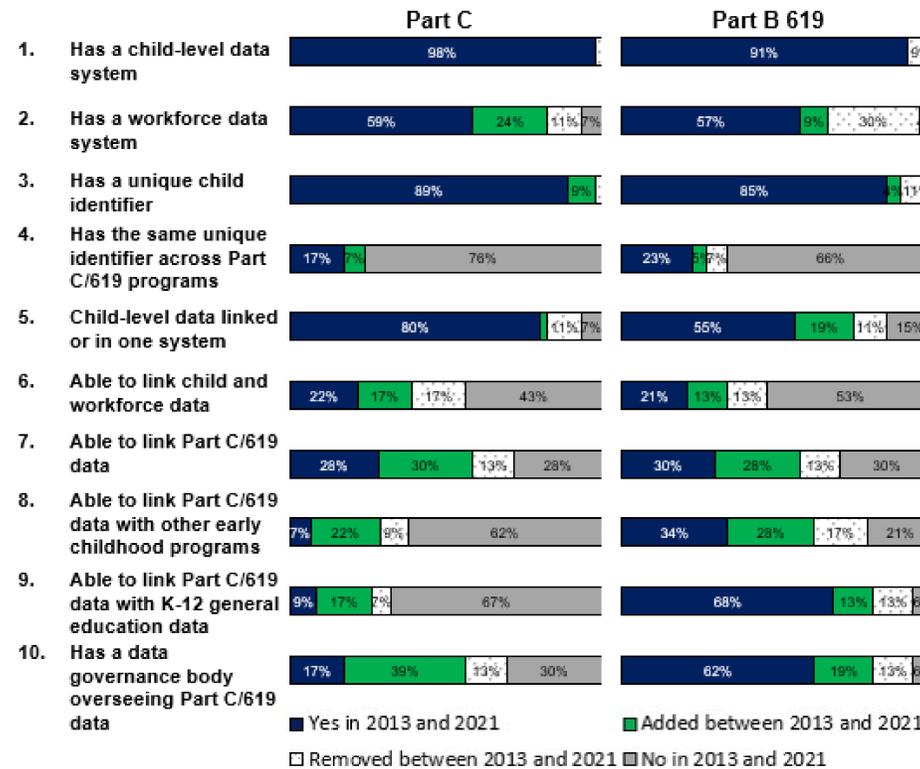


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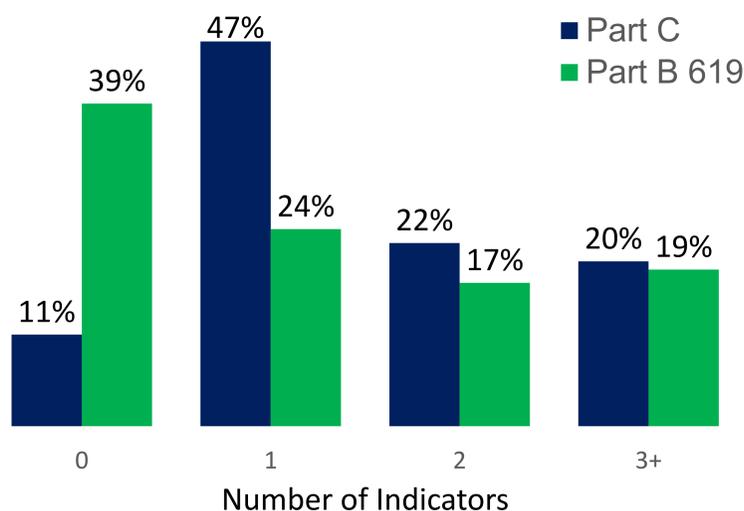


Findings

Percentage of States Having Key Data System Indicators, by Program



Percentage of States Making Progress on One or More Indicators



Conclusions

- * The ability to link data to other programs, including with K-12 data systems is especially important for answering critical questions about program improvement.
- * Most states added at least 1 indicator of a high-quality data system between 2013 and 2021, with some states adding 3 or more.
- * Both Part C and Part B 619 state programs made progress in a number of areas, including linking Part C/619 data and other early childhood programs and having a data governance body.

COVID-19 Impacts

- * About half of states made changes to their data systems because of COVID-19 (Part C: 59%; Part B 619: 51%).
- * About one-third of states added response options to existing data elements (Part C: 32%; Part B 619: 33%).
- * More than one-third of Part C (35%) and one-fourth of Part B 619 programs (27%) added quantitative or open-ended data elements.

State Priorities for Data Systems

- * Increasing the quality of family outcomes data (Part C: 83%) and of child outcomes data (Part B 619: 88%)
- * Increasing linkages with other early care and education data (Part C: 40%) and K-12 special education data (Part B 619: 67%)
- * Communicating and engaging with stakeholders (Part C: 69%; Part B 619: 81%)
- * Increasing program capacity to use data (Part C: 81%; Part B 619: 79%).

Implications

Part C and Part B 619 state programs still need to be able to link with many other early childhood education and care programs to answer important questions. Making changes in a state data system is a long-term undertaking; thus, we expect it will take several more years for major changes to occur nationwide across these indicators.

