Critical Questions for Addressing Racial Equity in Early Intervention and Early Childhood Special Education

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Purpose

This resource supports states in examining issues of equity in the provision of early intervention (EI) and early childhood special education (ECSE) services. The Critical Questions for Addressing Racial Equity are policy and programmatic questions that can help states identify disparities in their service delivery system. Many of the questions are relevant at the local level as well. The answers to these questions are intended to spark discussion within the state and support the long-term goal of equitable access, services and supports, along with positive outcomes for all young children and their families, especially those who have been historically underserved.

Background

The Centers for Disease Control and Prevention (CDC) reminds us that to "build a healthier America for all, we must confront the systems and policies that have resulted in the generational injustice." As the CDC notes, "Racism is a system—consisting of structures, policies, practices, and norms—that assigns value and determines opportunity based on the way people look or the color of their skin. Systemic racism results in conditions that unfairly advantage some and disadvantage others throughout society."

The Center for IDEA Early Childhood Data Systems (DaSy) is committed to assisting states in the collection and use of data to advance racial equity by addressing inequitable practices and policies at the systems level. Moving systems toward equity requires a data driven proactive, strategic approach that accounts for structural differences in opportunities, burdens, and needs in order to advance targeted solutions that fulfill the promise of true equality for all.

Use of the Questions

To address the need to examine equity within EI and ECSE programs, DaSy developed the Critical Questions for Addressing Racial Equity as a companion document to the original set of DaSy Critical Questions. These questions that examine (or address) racial equity can be used separately or in conjunction with the original critical questions. Like the original questions, the Critical Questions for Addressing Racial Equity present important questions that a state agency using a high-quality data system should be able to answer. Also, like the original questions, the racial equity questions can serve various functions, including supporting the state agency in effectively administering a program, meeting accountability requirements for EI and ECSE, and improving results for children and families by examining program features. Finally, the questions can be used to identify additional data elements the state needs to collect so its data system can address the full range of considerations for equitable service delivery.

The Critical Questions for Addressing Racial Equity are grouped into three sections that align with the recommended data elements in Quality Indicator SD3 in the DaSy Data System Framework. These sections are:

1. Child and Family Questions
2. Practitioner Questions
3. Early Intervention Service (EIS) Program and Lead Education Agency (LEA) Questions

Each row in a section provides three pieces of information: the general focus of a question, the question or questions, and one or more possible metrics to use to answer the question as well as additional information. Some of the metrics are relatively straightforward, and others are more complex. DaSy can support states in understanding, calculating, and interpreting any of the metrics.

In the Critical Questions for Addressing Racial Equity, the bread-and-butter icon indicates **essential questions**, and the mountain climber icon indicates **aspirational questions**. Essential questions are those that a comprehensive, well-functioning state data system should provide the data to answer. Aspirational questions are more complex and require more information or more linkages to other data systems than would be expected even with a high-quality system. For both the essential and aspirational questions, there is no expectation that the data to answer them have to be in one system. The only expectation is that the state can access the data and link to data if necessary to answer the questions—wherever the data may reside.

Given the comprehensiveness of the questions, it is unlikely that any state has the resources to address all questions at the same time. To help prioritize the questions DaSy recommends that States:

1. Review all the questions.
2. Prioritize the questions based on the state context and resources.
3. Begin the process of systematically examining equity with a set of the highest priority questions.
4. Determine the availability of the data to answer the highest priority questions.
5. Analyze the data for the questions for which data are available.
6. Make plans to add new data elements to answer those questions for which the necessary data are not available.
7. After answering the highest priority questions, turn to the questions with the next highest priority and repeat this process.

Data Interpretation

Interpreting the data that answer a critical question will rarely be straightforward. The population of young children served by IDEA comprise children with many different disabilities and extensive variation in the types and levels of support needed—which is why the law requires individualized service planning and delivery.

To find meaning within their data, states need to support a participatory process that captures lived experiences and uses data to understand the root causes of disparities within communities. Interpretation of results is a human endeavor that requires different perspectives. Data must be reported in context and the language used to describe data should not be deficit driven. The focus of data interpretation and reporting needs to be on changing systems, not blaming families or their children for any disparities identified. Analyzing and interpreting data to address these critical questions is, of course, only the first step toward achieving equitable systems. States must also identify and implement solutions to issues uncovered and then continue to use data to monitor the effectiveness of these solutions.

This relationship between data and equity extends beyond asking critical questions and disaggregating data. States need to establish a data culture that maintains the human factor as the focal point of data

collection and use. Some important considerations in using data for equity are recognizing that data are not inherently neutral, everyone brings their own bias to data, and that data can and have been used to harm groups and communities. Including community partners in data collection and use is imperative when examining equitable services for children and families. Collecting and using qualitative data is a valuable method of including community partner opinions and stories to add context to qualitative data. DaSy offers multiple resources to show the value of and how to effectively use qualitative data in the Data Visualization Toolkit.

The Critical Questions for Addressing Racial Equity and technical assistance to support their use is one way in which DaSy can support states in creating and implementing a continuous process of using data to advance equity. We encourage states to expand their understanding of the complexity of the relationship between data and equity. DaSy has compiled a set of resources on using data to advance racial equity to support states in this effort. Using Data to Advance Racial Equity - Special Collection is a collection of resources to help state Part C and Part B 619 staff in using data to identify and address racial disparities. DaSy staff can assist states as they determine the best resources to guide their efforts.

Conclusion

An essential activity for advancing equity is asking and answering critical questions about access, services and supports, and outcomes being achieved. This document presents a comprehensive list of questions states should address to fully examine equity for the young children and their families served under IDEA. States are not likely to be able to answer all these questions at the same time but are encouraged to prioritize and set processes in place to answer most within a reasonable time frame. Some of these questions require data elements some states are not currently collecting and therefore will require the states to add new data elements.

Suggested Citation

About Us

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/.

Section 1: Child and Family Questions

1.A. Child and Family Characteristics

1.A.1. Are programs processes and procedures resulting in equal opportunity for receipt of EI/ECSE for children and families of all races and ethnicities?

Focus	*Question*	*Possible Metric/ Additional Information*
Race/ethnicity of children served	1.A.1.a. What are the racial/ethnic characteristics of children and families currently enrolled in EI/ECSE (single day and over a time period)? 1.A.1.b. What is the current EI/ECSE enrollment for children and families across all race and ethnic backgrounds?	# and % of children served from each racial/ethnic group
Relationship to other demographic characteristics	1.A.1.c. How is race/ethnicity of the children served related to other demographic characteristics, e.g., is race/ethnicity related to mother's education level, family income, eligibility for Medicaid, etc.?	# and % of children from each racial/ethnic group in each group, e.g., levels of mother's education, levels of family income, eligibility for Medicaid, etc.
Disability characteristics	1.A.1.d. Do the disability characteristics or severity of disability differ for children of different racial/ethnic groups?	For each racial/ethnic group, # and % of each primary disability, diagnostic codes., or severity indicator. Also, could present all disabilities or codes
Compared to general population	1.A.1.e. What is the percent of the population served for each racial/ethnic group?	(# of children in same age group in each racial/ethnic group in EI//ECSE)/(# of children in same age group in each racial/ethnic group in the general population)
Change over time	1.A.1. f. How have the racial/ethnic characteristics of the children served changed over time?	Possible metrics: #, % of those served in each racial/ethnic group in EI/ECSE, % of general population
Differences by EIS programs/LEAs	1.A.1.g. Do EIS programs/LEAs differ in the race/ethnicity of the children and families they are serving (single day or over a time period)? 1.A.1.h. For each EIS programs/LEAs, what is the percentage of the population served for each racial/ethnic group? Has this changed over time?	Same metrics in 1.A.1.a-f shown for each EIS program/LEA

1.B. IDEA Services and Settings

1.B.1. Are programs providing appropriate services and supports to children and families of all races and ethnicities?

Focus	*Question*	*Possible Metric/ Additional Information*
Services received: Type of service	1.B.1.b. Are there differences by race/ethnicity in services received for each type of service?	For each racial/ethnic group, # and % of children who received each type of service
Planned services: Amount	1.B.1.c. Are there differences by race/ethnicity in the amount of planned service for each service?	For each racial/ethnic group, average amount of planned service (per time frame, e.g., a month) for each child for each service
Services received: Amount	1.B.1.d. Are there differences by race/ethnicity in the amount of received service for each service?	For each racial/ethnic group, average amount of received service (per time frame, e.g., a month) for each child for each service
Amount received compared to amount planned	1.B.1.e. Are there differences by race/ethnicity in the amount of service received compared to the amount planned (i.e., amount of service received/amount of service planned) for each planned service?	For each child for each service in a given time frame (e.g., one year): amount of service received/amount of service planned x 100. Average of this % for each service for each racial/ethnic group
Cost per child	1.B.1.f. Are there differences by race/ethnicity in the cost per child for EI/ECSE services?	For each racial/ethnic group, average cost per child for EI/ECSE services
Full cost for IDEA services	1.B.1.g. What would it cost to provide IDEA services for young children with disabilities from each racial/ethnic group consistent with recommended practices and quality standards (i.e., estimated need)?	For each child average cost per child for EI/ECSE services based on assumption that IFSP/IEP includes all needed services and caseloads of providers are based on recommended practices
Differences by EIS programs/LEAs	1.B.1.h. Are differences by race/ethnicity across EIS program/LEAs in any of the following: • type of planned service • type of received service • average amount of planned service • average amount of service received • average percentage of planned service received • cost per child • full cost of IDEA services?	Same metrics in 1B.1.a-g for each IES program/LEA

1.B.2. Are programs processes and procedures for entering EI/ECSE working equally well for children and families of all races and ethnicities?

Focus	Question	Possible Metric/ Additional Information
Referral sources	1.B.2.a. Are there differences in referral sources (e.g., parent, physician, social services) to EI/ECSE by race/ethnicity of the child referred?	For each racial/ethnic group, # and % of referrals coming from each referral source
Number referred	1.B.2.b. Are there differences by race/ethnicity in the children referred for EI/ECSE services?	Referral Ratio #1 = (Of all children referred, % in each racial/ethnic group)/(% of each racial/ethnic group in that age group in the general population) or Referral ratio #2 = (# of children referred in a racial/ethnic group)/(number of children of that age group in the general population)
Complete eligibility evaluation	1.B.2.c. Are there differences by race/ethnicity for children who complete an eligibility evaluation?	Completed evaluation ratio = (# of children who completed an evaluation)/(# of children referred) for each racial/ethnic group
Found eligible	1.B.2.d. Are there differences by race/ethnicity for children who are found eligible?	Found eligible ratio = (# of children found eligible)/# of children evaluated) for each racial/ethnic group
Begin service	1.B.2.e. Are there differences by race/ethnicity for children who begin service after being found eligible?	Begin service ratio = (# of children who begin service)/# of children found eligible) for each racial/ethnic group
Age at referral and entry	1.B.2.f. Are there differences by race/ethnicity in the average age at referral and average age at entry?	Average age at referral, average age at entry for each racial/ethnic group
Length of time between program milestones	1.B.2.g. Are there differences by race/ethnicity in the length of time between program milestones (e.g., time between referral, evaluation, IFSP/IEP, first service, and transition)?	Average length of time between each program milestone for each racial/ethnic group
Meet program milestones on time	1.B.2.h. Are there differences by race/ethnicity in the percentage of children meeting each program milestone (e.g., time between referral, evaluation, IFSP/IEP, first service, and transition) within timelines based on IDEA requirements or state standards?	% of children within each racial/ethnic group who met milestones on time

1.B.2. Are programs processes and procedures for entering EI/ECSE working equally well for children and families of all races and ethnicities? (continued)

Focus	Question	Possible Metric/ Additional Information
Length of time in program	1.B.2.i. Are there differences by race/ethnicity in the length of time children receive EI/ECSE?	Average length of time in service for each racial/ethnic group
Continue from EI to ECSE	1.B.2.j. Are there differences by race/ethnicity in the percentage of children who receive EI services who continue on to ECSE?	% of children within each racial/ethnic group who continue on to ECSE
Receive ECSE and received EI	1.B.2.k. Are there differences by race/ethnicity in the percentage of children in ECSE who received EI?	% of children in ECSE within each racial/ethnic group who received EI
Reasons for exit	1.B.2.l. Are there differences by race/ethnicity in the reasons why children leave EI/ECSE?	% of children leaving for each reason within each racial/ethnic group
Differences by EIS programs/LEAs	1.B.2.m Are there differences by race/ethnicity in the children enrolled but not participating in EI/ECS: • referral sources • number referred • complete eligibility evaluation • found eligible • begin service • age at referral, age at entry • length of time between program milestones • meeting program milestones on time • length of time in program • continue from EI to ECSE • receive ECSE who also received EI • reason for exit?	Same metrics in 1.B.2.a-l for each IES program/LEA

1.B.3. Are programs providing children of all races and ethnicities an equal opportunity to receive IDEA services in settings that are for all children?

Focus	*Question*	*Possible Metric/ Additional Information*
Setting for all children	1.B.3.a Are there differences by race/ethnicity in the percentage of children receiving IDEA services in settings that are for all children (e.g., state-operated prekindergarten, Head Start)?	For ECSE: % of children attending the regular early childhood program and receiving the majority of special education and related services in the regular early childhood program by race/ethnicity (Indicator B6a)
Specialized/special education settings	1.B.3.b. Are there differences by race/ethnicity in the percentage of children receiving IDEA services in specialized/special education settings?	For ECSE: % of children in a separate special education class, separate school, or residential facility by race/ethnicity (Indicator B6b)
Quality of Care	1.B.3.c. Are there differences by race/ethnicity in the quality of the general early care and education settings in which young children with disabilities receive IDEA services?	% of children by race/ethnicity in each level of quality Requires data on quality of general ECE programs (e.g., Quality Rating Improvement System (QRIS) levels or ratings)
Differences by EIS programs/LEAs	1.B.3.d. Are there differences by race/ethnicity across EIS programs/LEAs in: • receipt of IDEA services in a setting for all children • receipt of IDEA services in a specialized/special education setting • the quality of the early care and education settings where children receive IDEA services?	Same metrics in 1.B.3.a-c for each IES program/LEA

1.C. Non-IDEA Programs and Services

1.C.1. Are general early care and education programs providing equitable access to young children with disabilities of all races and ethnicities?

Focus	Question	Possible Metric/ Additional Information
Attending early care and education programs	1.C.1.a. Are there differences by race/ethnicity in the percentage of children with IFSP/IEPs who are attending general early care and education programs[a] (e.g., Early Head Start, Head Start, home visiting, child care, state-operated prekindergarten)?	% of children with IFSP/IEPs attending general early care and education programs by race/ethnicity
Attending in high-quality early care and education programs	1.C.1.b. Are there differences by race/ethnicity in the percentage of children with IFSP/IEPs who are attending high-quality early care and education settings?	% of children by race/ethnicity in each level of quality Requires data on quality of general ECE programs. (e.g., Quality Rating Improvement System (QRIS) levels or ratings)

[a]General early care and education program/setting refers to programs that are not designed specifically for children with disabilities.

1.C. Non-IDEA Programs and Services (continued)

1.C.2. Are all young children with disabilities of all racial and ethnic backgrounds provided an equal opportunity to receive the public benefits for which they are eligible?

Focus	*Question*	*Possible Metric/ Additional Information*
Insurance type	1.C.2.a Are there differences by race/ethnicity in the percentage of children in EI/ECSE enrolled in public insurance, such as Medicaid and/or the Children's Health Insurance Program (CHIP)?	% of children in EI/ECSE enrolled in public insurance, such as Medicaid and/or the Children's Health Insurance Program (CHIP) by race/ethnicity
	1.C.2.b. Are there differences by race/ethnicity in the percentage of children in EI/ECSE who are eligible for public insurance, such as Medicaid and/or the Children's Health Insurance Program (CHIP) but are not receiving it?	% of children who are eligible but not receiving public insurance, such as Medicaid and/or the Children's Health Insurance Program (CHIP) by race/ethnicity
Public services	1.C.2.c. Are there differences by race/ethnicity in the percentage of children or families in EI/ECSE receiving other public services (e.g., The Special Supplemental Nutrition Program for Women, Infants, and Children [WIC]; foster care; children with special health care needs [CSHCN]; child protective services [CPS]; supplemental security income [SSI])?	% of children in EI/ECSE enrolled in public insurance, such as Medicaid and/or the Children's Health Insurance Program (CHIP) by race/ethnicity
	1.C.2.d. Are there differences by race/ethnicity in the percentage of children in EI/ECSE who are eligible for other public services (e.g., The Special Supplemental Nutrition Program for Women, Infants, and Children [WIC]; foster care; children with special health care needs [CSHCN]; child protective services [CPS]; supplemental security income [SSI]) but not receiving them?	% of children who are eligible but not receiving other public services (e.g., The Special Supplemental Nutrition Program for Women, Infants, and Children [WIC]; foster care; children with special health care needs [CSHCN]; child protective services [CPS]; supplemental security income [SSI]) but not receiving them?
Differences by EIS programs/LEAs	1.C.2.e. Are there differences by race/ethnicity across EIS program/LEAs in: • enrollment in public insurance? • Receipt of public services?	Same metrics in 1.C.2.a-d for each IES program/LEA

1.D. Child and Family Outcomes

1.D.1. Do EI/ECSE services produce equitable outcomes for children and families of all races and ethnicities during and immediately after EI/ECSE?

Focus	Question	Possible Metric/ Additional Information
Expected growth at exit	1.D.1.a. Are there differences by race/ethnicity in the percentage of children exiting EI/ECSE who showed greater than expected growth (summary statement 1) and exited within age expectations (summary statement 2)? 1.D.1.b. How do the patterns compare across child outcomes?	% of children in EI/ECSE who showed greater than expected growth and exited within age expectations by race/ethnicity
Continue into ECSE	1.D.1.c. Are there differences by race/ethnicity in the percentage of children who receive EI services and who continue on to ECSE?	% of children who receive EI services and who continue on to ECSE by race/ethnicity
Family outcomes achieved	1.D.1.d. Are there differences by race/ethnicity in the outcomes families achieve during their time in EI/ESCE (e.g., helping their child develop and learn, being able to advocate for their rights)?	% of families that know their rights, effectively communicate their children's needs, and help their children develop and learn by race/ethnicity
Changes over time	1.D.1.e. Have any differences by race/ethnicity in child and family outcomes changed over time? 1.D.1.f. How do the trends compare across outcomes?	% of children in EI/ECSE who showed greater than expected growth and exited within age expectations by race/ethnicity over 3 or more years % of families that know their rights, effectively communicate their children's needs, and help their children develop and learn by race/ethnicity over 3 or more years
Differences by EIS programs/LEAs	1.D.1.g. Are there differences by race/ethnicity across EIS program/LEAs in: • Percent of children who showed greater than expected growth at exit • Exited with age expectations • Continued from EI to ECSE • Family outcomes • Trends over time in child and family outcomes?	Same metrics in 1.D.1.a-f for each EIS program/LEA

1.D. Child and Family Outcomes (continue)

1.D.2. Do past and current services and programs produce equitable long-term outcomes for children of all races and ethnicities who participated in EI/ECSE?

Focus	*Question*	*Possible Metric/ Additional Information*
Exiting at age expectations and do not go on to receive an IEP	1.D.2.a. Are there differences by race/ethnicity in the percentage of children who exit EI/ECSE at age expectations without an IEP and do not have an IEP in K-12 (e.g., in kindergarten, in third grade, in grade 12, at graduation, ever)?	% of children who exit EI/ECSE at age expectations and do not have an IEP in K-12 by race/ethnicity
Exiting at age expectations without IEP and do subsequently receive an IEP	1.D.2.b. Are there differences by race/ethnicity in the percentage of children who exit EI/ECSE at age expectations without an IEP but who subsequently receive an IEP later in K-12?	% of children who exit EI/ECSE at age expectations without an IEP but who subsequently receive an IEP later in K-12 by race/ethnicity
Received EI/ECSE and achieving at grade level in K-12	1.D.2.c. Are there differences by race/ethnicity in the percentage of children who have received EI/ECSE and are achieving at grade level later in K-12 (e.g., at grade 3, grade 6)?	% of children who have received EI/ECSE and are achieving at grade level later in K-12 by race/ethnicity
	1.D.2.e. How do the percentages of EI/ECSE recipients by race/ethnicity achieving at grade level compare with the percentage of their classmates of the same race/ethnicity achieving at grade level?	Compare children who have received EI/ECSE with children who did not receive EI/ECSE by race/ethnicity
Differences by EIS programs/LEAs	1.D.2.f. Do early childhood and subsequent educational services result in equitable long-term outcomes for all races/ethnicities, i.e., are there differences by race/ethnicity across EIS program/LEAs in: • Percentage of children who exit EI/ECSE at age expectations and without an IEP and who do not have an IEP later in K-12? • Percentage of children who exit at age expectations and without an IEP but who subsequently have one later in K-12? • Percentage of children who have received EI/ECSE and are reading at grade level later in K-12?	Same metrics in 1.D.2.a-e each IES program/LEA

Section 2: Practitioner Questions

2.A. Practitioner Characteristics

2.A.1 Do EI/ECSE programs employ a diverse, well qualified work force to serve all children and families?

Focus	Question	Possible Metric/ Additional Information
Racial/ethnic characteristics	2.A.1.a. What are the racial/ethnic characteristics of practitioners working in EI/ECSE? e.g., on a single day or in a given period of time such as a month or year)?	# and % of practitioners by racial/ethnic group
Compared to children served	2.A.1.b. How do the racial/ethnic characteristics of practitioners compare to the racial/ethnic characteristics of children served in EI/ECSE?	Compare the percent race/ethnicity of the practitioners to the race/ethnicity of children served
Change over time	2.A.1.c. How have the racial/ethnic characteristics of practitioners working in EI/ECSE changed over time?	% of practitioners working in EI/ECSE by race/ethnicity over the past 5 years or more
Education, credentials, experience	2.A.1.d. Do the educational levels, types of credentials/licenses, and years of experience of practitioners working in EI/ECSE differ by race/ethnicity?	% of practitioners with different education levels, types of credentials/licenses, and years of experience working in EI/ECSE by race/ethnicity
Preparation	2.A.1.e. Are there differences by race/ethnicity in the percentage of qualified EI/ECSE practitioners who recently entered the workforce?	% of qualified practitioners who entered the EI/ECSE workforce in a specified timeframe (e.g., the last year) by race/ethnicity
Type of Professional Development	2.A.1.f. Within each profession and/or role, are there differences by race/ethnicity in the professional development activities that EI/ECSE practitioners participate in during employment?	% of practitioners within each profession and/or role who participated in different types of PD by race/ethnicity
Amount of professional development	2.A.1.g. Within each profession and/or role, are there differences by race/ethnicity in the amount of professional development (e.g., hours, continuing education units [CEUs]) EI/ECSE practitioners attended over a given time period (e.g., in a year, over a 5-year period)?	Within each profession and/or role average # of hours of general PD practitioners attended over a given time period (e.g., in a year, over a 5-year period) by race/ethnicity
Amount of professional development specific to EI/ECSE	2.A.1.h. Within each profession and/or role, are there differences by race/ethnicity in the amount of professional development specific to EI/ECSE that EI/ECSE practitioners received over a given time period (e.g., in a year, over a 5-year period)?	Within each profession and/or role average # of hours of PD practitioners attended specific to EI/ECSE over a given time period (e.g., in a year, over a 5-year period) by race/ethnicity

2.A. Practitioner Characteristics (continued)

2.A.2. Are working conditions conducive to equitable retention of all professionals in the EI/ESCE work force?

Focus	Question	Possible Metric/Additional Information
Wages	2.A.2.a. For comparable roles, educational levels, types of credentials/licenses, and years of experience, are there differences in wages by race/ethnicity?	Average annual (or hourly) wage for practitioners in a given role (or e.g., education level) by racial/ethnic group
Turnover	2.A.2.b. What is the turnover rate among EI/ECSE practitioners by race/ethnicity?	% of practitioners in a given racial/ethnic group who left in a given time period (e.g., a year)
	2.A.2.c. How do the roles, educational levels, types of credentials/licenses, and years of experience of those who leave differ by race/ethnicity?	% of practitioners in a given role (or e.g., education level) in a given racial/ethnic group who left in a given time period (e.g., a year)

Section 3: EIS Program and LEA Questions

3.A. EIS Program/LEA Characteristics and Features

3.A.1. Do EIS Programs/LEAs serving higher percentages of children from historically underserved racial and ethnic groups differ in significant ways from other EIS Programs/LEAs?

Focus	Question	Possible Metric/ Additional Information
Who is served in EIS programs/LEAs, location	3.A.1.a. Which EIS Programs/LEAs serve the highest percentages of children from historically underserved racial and ethnic groups? Where are they located in the state?	% of EIS Programs/LEAs that serve the highest percentages of children from historically underserved groups by location All of these questions require grouping programs. How to group depends on the state. Could use a natural or arbitrary break to identify two groups (high-low % of historically underserved); three groups (high-medium-low) or more groups depending on the state context. Also, could have multiple different groupings depending on where children from different historically underserved groups reside.
Children, providers, funding	3.A.1.b. How do EIS programs/LEAs serving the highest percentages of children from historically underserved racial and ethnic groups differ from other EIS programs/LEAs in • number of children served • number of providers • practitioner to child ratio • average funding per child?	Aggregate data on number of children served, etc. For all EIS/LEAs. Compare EIS programs/LEAs serving the highest percentages of children from historically underserved groups to other EIS programs/LEAs

3.B. EIS Program/LEA Performance

3.B.1. Do EIS Programs/LEAs serving higher percentages of children from historically underserved racial and ethnic groups differ in the performance including the outcomes experienced by children and families from other EIS Programs/LEAs?

Focus	Question	Possible Metric/ Additional Information
Child and family outcomes	3.B.1.a. Do EIS Programs/LEAs serving the highest percentages of children from historically underserved racial and ethnic groups differ from other EIS Programs/LEAs in child and family outcomes?	% of children who showed greater than expected growth and exited within age expectations. Compare average percent for metric above for EIS Programs/LEAs serving higher percentages of children from historically underserved groups to average percent for other EIS Programs/LEAs % of families who know their rights, effectively communicate their children's needs, and help their children develop and learn Compare average percent for metric above for EIS Programs/LEAs serving higher percentages of children from historically underserved groups to average percent for other EIS Programs/LEAs
Local determinations	3.B.1b. Do EIS Programs/LEAs serving the highest percentages of children from historically underserved racial and ethnic groups differ from other EIS Programs/LEAs in local determinations?	Compare the determination of EIS Programs/LEAs serving the highest percentages of children from historically underserved groups to other IES Programs/LEAS
General early care and education settings	3.B.1.c. Do EIS Programs/LEAs serving the highest percentages of children from historically underserved racial and ethnic groups differ from other EIS Programs/LEAs in the percentage of children receiving IDEA services in general early care and education settings?	% of children receiving IDEA services in general early care and education settings Compare average percent for metric above for EIS Programs/LEAs serving higher percentages of children from historically underserved groups to average percent for other EIS Programs/LEAs

3.B. EIS Program/LEA Performance (continued)

3.B.1. Do EIS Programs/LEAs serving higher percentages of children from historically underserved racial and ethnic groups differ in the performance including the outcomes experienced by children and families from other EIS Programs/LEAs? (continued)

Focus	Question	Possible Metric/ Additional Information
QRIS participation and rating	3.B.1.d. Do EIS Programs/LEAs serving the highest percentages of children from historically underserved racial and ethnic groups differ from other EIS Programs/LEAs in the percentage of general early care and education programs where children receive IDEA services participating in QRIS? Do they differ in the ratings received by those programs?	% of general early care and education programs where children receive IDEA services participating in QRIS

Compare average percent for metric above for EIS Programs/LEAs serving higher percentages of children from historically underserved groups to average percent for other EIS Programs/LEAs

Average rating of programs participating in QRIS

Compare average for metric above for EIS Programs/LEAs serving higher percentages of children from historically underserved groups to average for other EIS Programs/LEAs |

3.C. Funding and Expenditures

3.C.1. Do EIS Programs/LEAs serving higher percentages of children from historically underserved racial and ethnic groups differ in the type and amount of resources available for EI/ECSE compared to other EIS Programs/LEAs?

Focus	Question	Possible Metric/Additional Information
Funding streams	3.C.1.a. How do funding streams (e.g., federal, state, local) for IDEA services for EIS programs/LEAs serving the highest percentage of children from historically underserved racial and ethnic groups compare to funding streams for other EIS programs/LEAs?	Compare average of the total amount of each funding stream for EIS Programs/LEAs serving the highest percentages of children from historically underserved group to other IES Programs/LEAs
Cost per child	3.C.1.b. How does average cost per child for IDEA services for EIS programs/LEAs serving the highest percentage of children from historically underserved racial and ethnic groups compare to average cost per child for other EIS programs/LEAs?	Compare average cost per child for EIS Programs/LEAs serving the highest percentages of children from historically underserved group to other IES Programs/LEAs
Full cost for IDEA services	3.C.1.c. How does cost to provide IDEA services for young children with disabilities consistent with recommended practices and quality standards (i.e., estimated need) for EIS programs/LEAs serving the highest percentage of children from historically underserved racial and ethnic groups compare to the full cost for other EIS programs/LEAs?	Compare cost for EIS Programs/LEAs serving the highest percentages of children from historically underserved group to other IES Programs/LEAs
Revenue gap	3.C.1.d. How do projected revenues/budget and estimated need (i.e., revenue gap) for IDEA services for EIS programs/LEAs serving the highest percentage of children from historically underserved racial and ethnic groups compare to the revenue gap for other EIS programs/LEAs?	Compare revenue gap (estimated need – projected revenues or budget) for EIS Programs/LEAs serving the highest percentages of children from historically underserved group to other IES Programs/LEAs

Table of Acronyms

Term	Acronym
Black, Indigenous, and People of Color	BIPOC
Centers for Disease Control	CDC
Center for IDEA Early Childhood Data Systems	DaSy
Child protective services	CPS
Children with Special Health Care Needs	CSHCN
Early Childhood Special Education Services	ECSE
Early Intervention	EI
Early Intervention Service	EIS
Individuals with Disabilities Education Act	IDEA
Individualized Education Plan	IEP
Individual Family Service Plan	IFSP
Kindergarten through 12th Grade	K–12
Lead Education Agency Level	LEA
Medicaid and/or the Children's Health Insurance Program	CHIP
Quality Rating Improvement System Levels or Ratings	QRIS
Special Supplemental Nutrition Program for Women, Infants, and Children	WIC
Supplemental Security Income	SSI