



Background

- The DaSy Center is a national technical assistance center that works with states to support IDEA early intervention and early childhood special education state programs in building high-quality data systems and using data to improve results for young children with disabilities and their families.
- State programs with high-quality data systems can use data to improve services and identify inequities in access, services and supports, and outcomes.
- Using data to improve programming and address equity requires state agencies to have (1) the data elements needed to answer critical questions about service populations and programming and (2) capacity to link or share data with other systems serving young children with disabilities and their families.

Method

This poster presents data from a national survey about state Part C and Part B 619 data systems.

- State coordinators and data managers completed online surveys about their data system capacities in fall 2023.
- Surveys were sent to 58 Part C agencies and 61 Part B 619 agencies. Data represent responses across 55 states and territories (Part C: $N = 47$, 81%; 619: $N = 47$, 77%).

Need

A majority of Part C and Part B 619 programs reported that program improvement and equity analysis are likely to be state priorities in the next 24 months.

Likely Priority	Part C	Part B 619
Program Improvement	82%	77%
Equity Analysis	75%	56%

This study provides data showing the extent to which current state data systems have the elements and linkage capacity to address those priorities.

Data Elements

All Part C and Part B 619 state data systems have data on child gender, race/ethnicity, and birthdate.

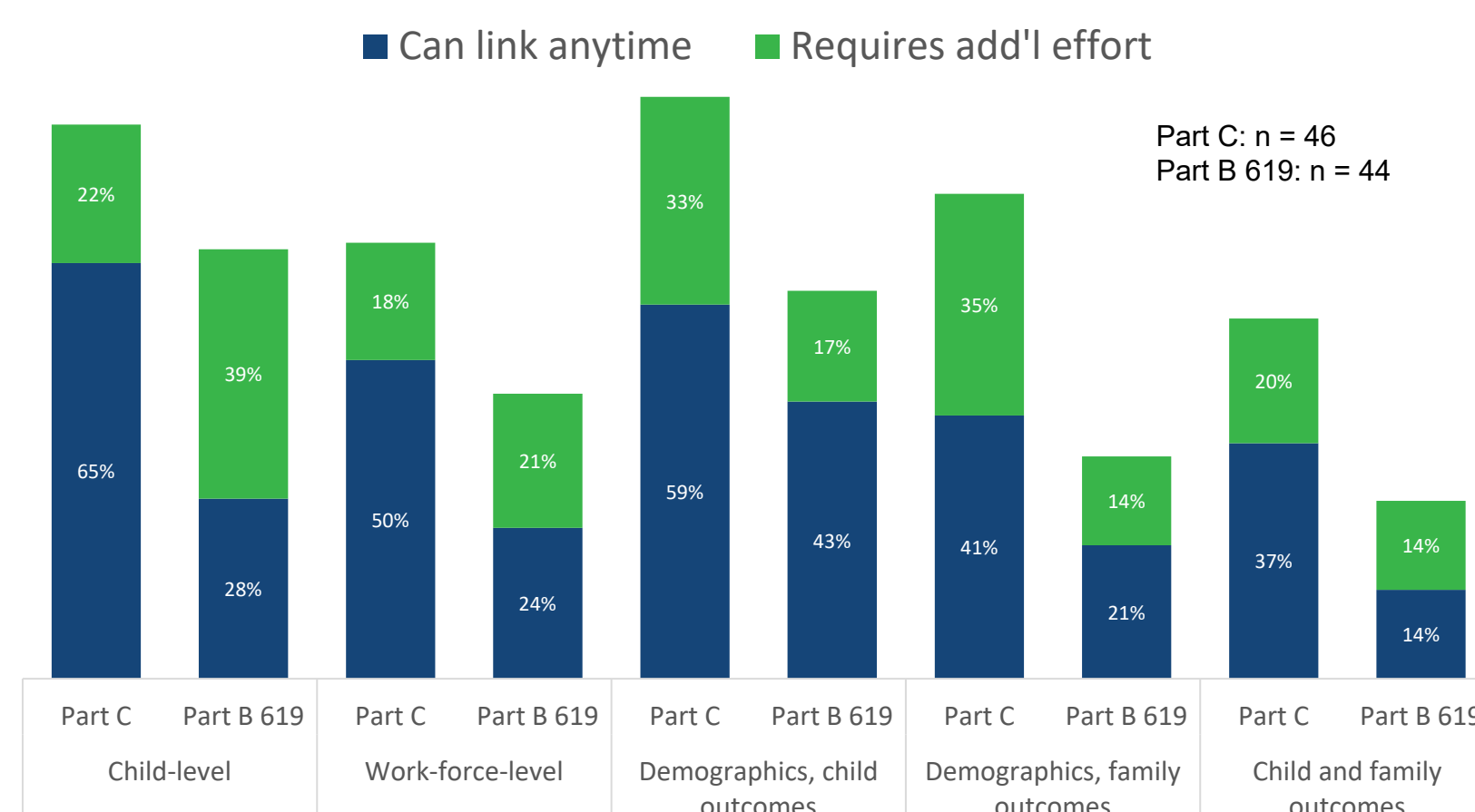
Other common child-level data elements in state systems include:

- Part C:** referral source (98%), primary language spoken at home (83%), child's primary language (76%), socioeconomic status (70%)
- Part B 619:** child's primary language (84%), socioeconomic status (70%), homelessness (66%), primary language spoken in home (62%)

Linking Data Elements within IDEA Programs

- Nearly all Part C programs (87%) can link at least some child-level data elements.
- For 65% of Part C programs, data are in the same dataset and can be linked easily. Data stored in different datasets require additional effort for linking.
- Fewer Part B 619 programs have the capacity to link some child-level data elements (67%, with 28% of programs having these data all in the same dataset).

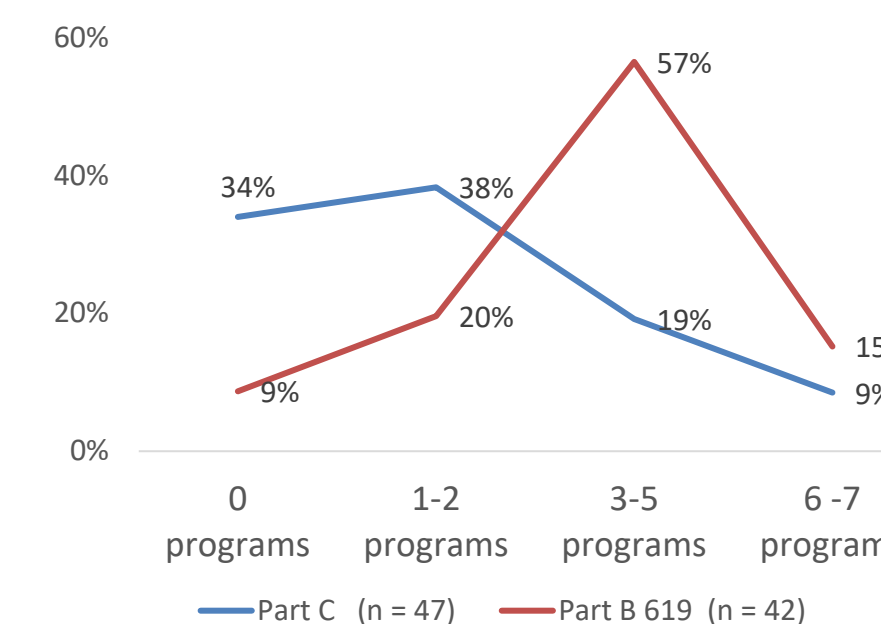
More Part C programs can link the data they collect internally than Part B 619 programs



Findings

Linking Data Elements with Other State Programs

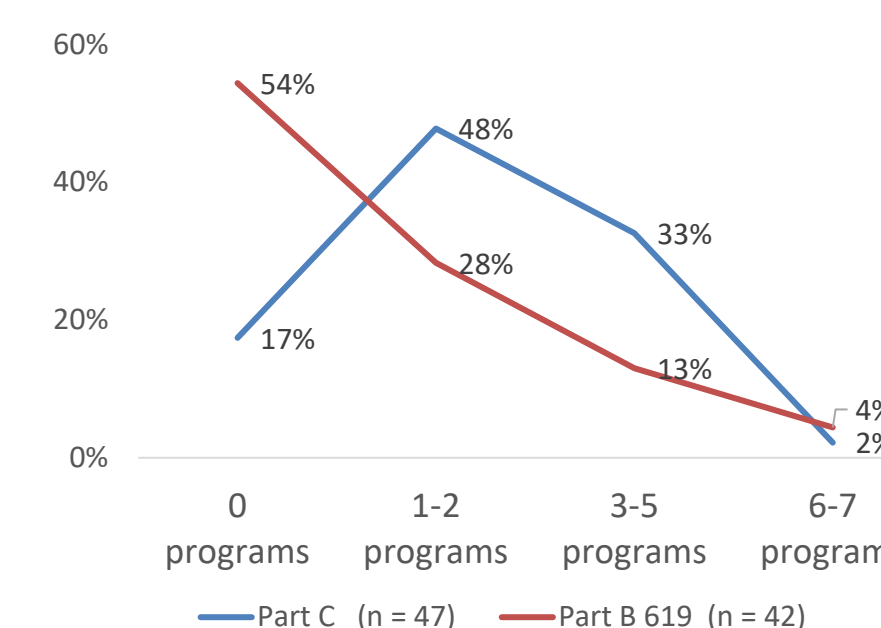
Percentage of state IDEA programs that have linked data to other early care and education programs



Common linkages

- Part C: MIECHV (28%), other home visiting programs (20%), child care (18%)
- Part B 619: general education K-12 (78%), state preK (57%), QRIS (43%)

Percentage of state IDEA programs that have linked data to other Health & Human Services programs



Common linkages

- Part C: EHDI (63%), Medicaid/SCHIP (56%), vital statistics (22%)
- Part B 619: homeless services (33%), Medicaid/SCHIP (25%), child welfare (20%)

Conclusion

Many state data systems have the technological capacity to answer foundational questions about the children and families served. Many systems are configured to enable state staff to expand their analyses to include data from other systems serving young children.

Answering Critical Questions

DaSy's [Critical Questions for Addressing Racial Equity](#) can help states define essential data elements to identify and address inequities in their programs. For example, *Are programs' processes and procedures resulting in equal opportunity for receipt of EI/ECSE for children and families of all races and ethnicities?*

Findings from the 2023 national survey indicate that:

- Nearly all Part C systems have fields to track eligibility for services (eligible and received services, eligible and did not receive services, not eligible) (96-100% of data systems).
- Part B 619 systems are less likely to be able to track children found eligible who did not receive services and those found not eligible (72% of data systems).
- States can disaggregate these variables by key child characteristics such as race/ethnicity.

Discussion

- What data elements and linkages should states prioritize to strengthen their services and equity analyses?
- What other resources can help states improve their data use to promote positive, equitable outcomes for children and families?

Full survey findings and interactive maps from 2021 are available at <https://dasycenter.org/state-of-the-states-2021>, to be updated with 2023 survey data soon.

