

Integrated Longitudinal Data System

Need Addressed – Researchers at the Picard Center for Child Development and Lifelong Learning propose to follow Louisiana children with developmental disabilities from birth into the workforce through the Center's Integrated Longitudinal Data System and its complementary "Pathways to Louisiana's Future" model. (Explanation provided below)

Explanation: As part of the Picard Center's Integrated Longitudinal Data System, Center researchers are developing a visual, user-friendly model of the longitudinal data system called "Pathways to Louisiana's Future." This model visually displays the options and pathways individuals take as they move from birth into the world of work and will provide an unprecedented landscape of longitudinal data. Examples of data included in this model are birth rates, prekindergarten enrollment, special education enrollment, child and family poverty data, high school graduation rates, high school dropout data, corrections data, and postsecondary enrollment and completion data. The Pathways to Louisiana's Future model is designed to look at the pathways of the whole population of Louisiana, as well as specific cohorts, such as individuals born within a specified year or children from families in poverty. Examining the paths specific subgroups take as they move from birth into the workforce will provide new insights into the interrelationships between policies and practices within and between public and private agency programs and initiatives. This model will also allow state agencies to gauge the benefits of its services. Although this visual model is currently in its infancy, it has the potential to provide a wealth of information in an easy-to-understand format for application across various fields of study, as well as application in the real world to impact policy change.

Plan to Address Need – In order to continue development of the Pathways model and populate it with special education and developmental disabilities data, research staff will be needed to locate individuals and track their progression throughout their life cycles.

This requested proposal includes displaying the number of special education students moving through the system at critical points, such as the number of students identified in: 1) Part C and how many transfer to Part B preschool; 2) Part B preschool and how many transfer to elementary education; 3) Elementary school (by disability) and how many transfer to middle school; 4) Middle school (by disability) and how many drop out and how many go to high school; 5) High school (by disability) and how many drop out, go to corrections, get GEDs, graduate with a diploma or certificate, as well as how many enroll in 4-year colleges, community colleges, technical schools, or go straight into the workforce, go home, or enroll in DHH services. The above data compiled statewide, by parish, gender and race, is the essence of this proposal. Our Center would like to take these data sets and calculate the percentage of each of the above categories as the Developmental Disabilities population, as a subgroup of special education.

Note: The databases in the model will include, but are not limited to, the following: La. Department of Health and Hospitals – Office for Citizens with Developmental Disabilities, Early Steps, Medicaid, Temporary Assistance for Needy Families (TANF), Student Information System (SIS), Red-E-Set- Grow Preschool, Developing Skills Checklist, Special Education Reporting (SER), The Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Students Using Tools to Evaluate Progress for Success (iSTEOP), Integrated Louisiana Educational Assessment Program (iLEAP), Louisiana Alternative Assessment (Grades 3-11), Louisiana Educational Assessment Program (LEAP), Louisiana Alternative Assessment (grades 4-11), Graduation Exit Examination (GEE), Office of Juvenile Justice (OJJ), and the La. Board of Regents.

Expected Outcomes – Development of a state-of-the-art interactive model that will be used to identify the paths individuals with developmental disabilities travel and elicit intervention options (procedural change), thus enhancing the quality of life for individuals with developmental disabilities and society as a whole within our state.

Project Funding – In order to develop this data initially, the Picard Center is requesting funding for the salaries of a research associate and a graduate student. Funding would be Year 1 - \$31,969.00 and Year 2 - \$61,438.00 for a total of \$93,407.00 for one year. The Center then plans to secure outside funding to sustain the database and the Pathways model as an ongoing support for the Developmental Disabilities Council.