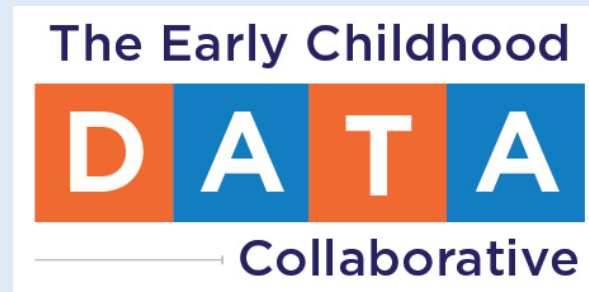




Utilizing Integrated Data to Improve Program Quality and Accountability

July 19, 2018



Overview

- Early Childhood Data Collaborative
- How states use integrated early childhood data
- Strategies for integrating early childhood data
 - State examples
- Key Areas to Focus on For Implementation



Early Childhood Data Collaborative

www.ecedata.org

The **Early Childhood Data Collaborative** (ECDC) promotes policies and practices to support policymakers' development and use of coordinated state early care and education (ECE) data systems.

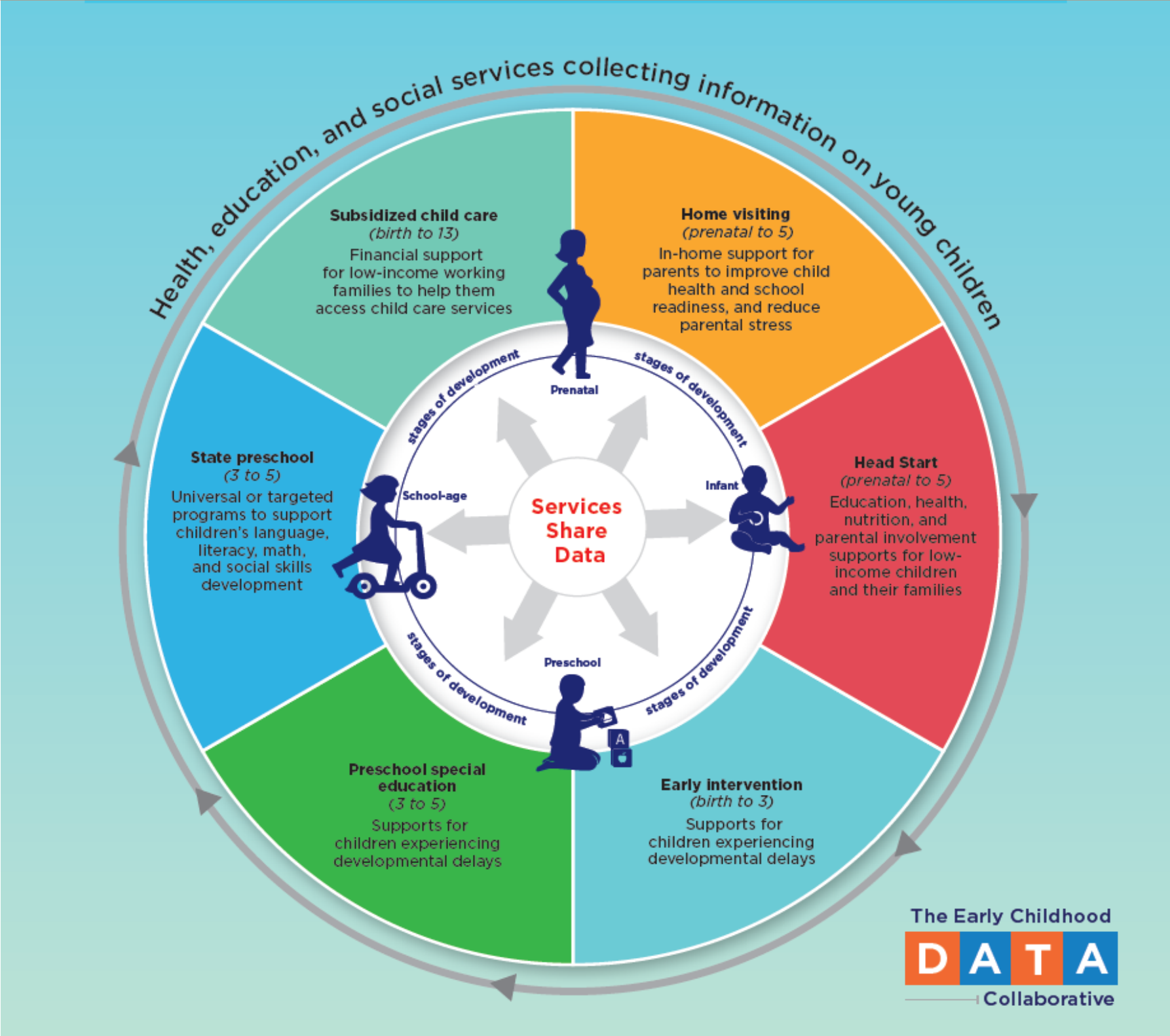
Effective use of data systems will help policymakers improve:

- Access to high-quality programs
- Program quality
- ECE workforce quality
- Child outcomes

Equity Policy concerns:

- Equal access to high quality early childhood programs
- Preschool expulsion
- Equity for early learning professionals
- Racial bias in early learning settings

How sharing childhood data can support children's development



How states use integrated early childhood data

To support cross-agency goals:

- target services to children with the greatest needs
- conduct meaningful research to inform and improve ECE services
- narrow achievement gaps between children in different racial and income brackets

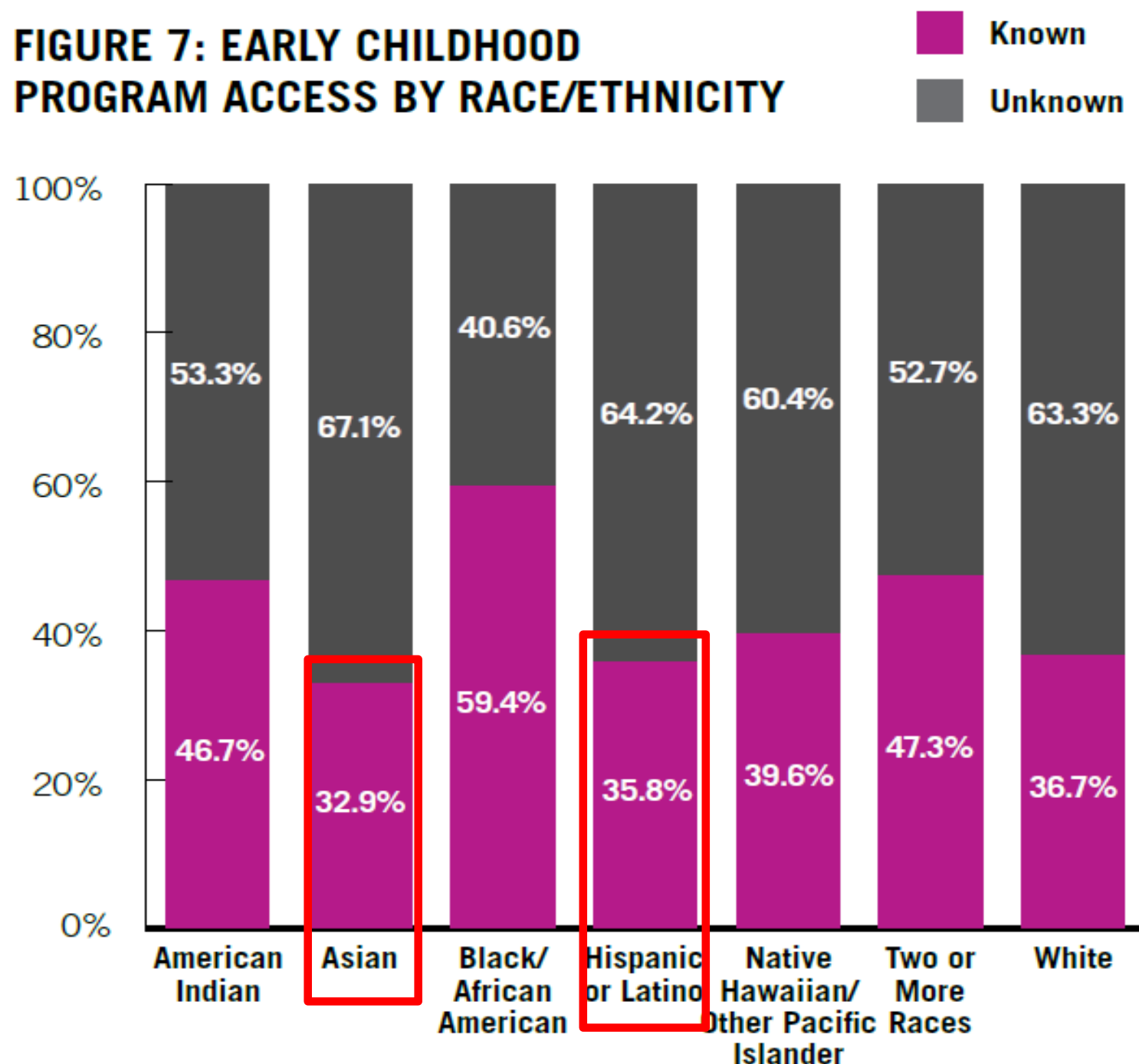


Minnesota's Data Story

This video highlights the benefits of Minnesota's Early Childhood Longitudinal Data System, according to staff at local and state organizations.



FIGURE 7: EARLY CHILDHOOD PROGRAM ACCESS BY RACE/ETHNICITY











- Do children of color have equal access to early childhood programs?

Source: Children's Defense Fund- Minnesota (2017). Evaluating early childhood program access: An analysis of participation data for lower income children, children of color and American Indian children from the Minnesota Early Childhood Longitudinal Data System.

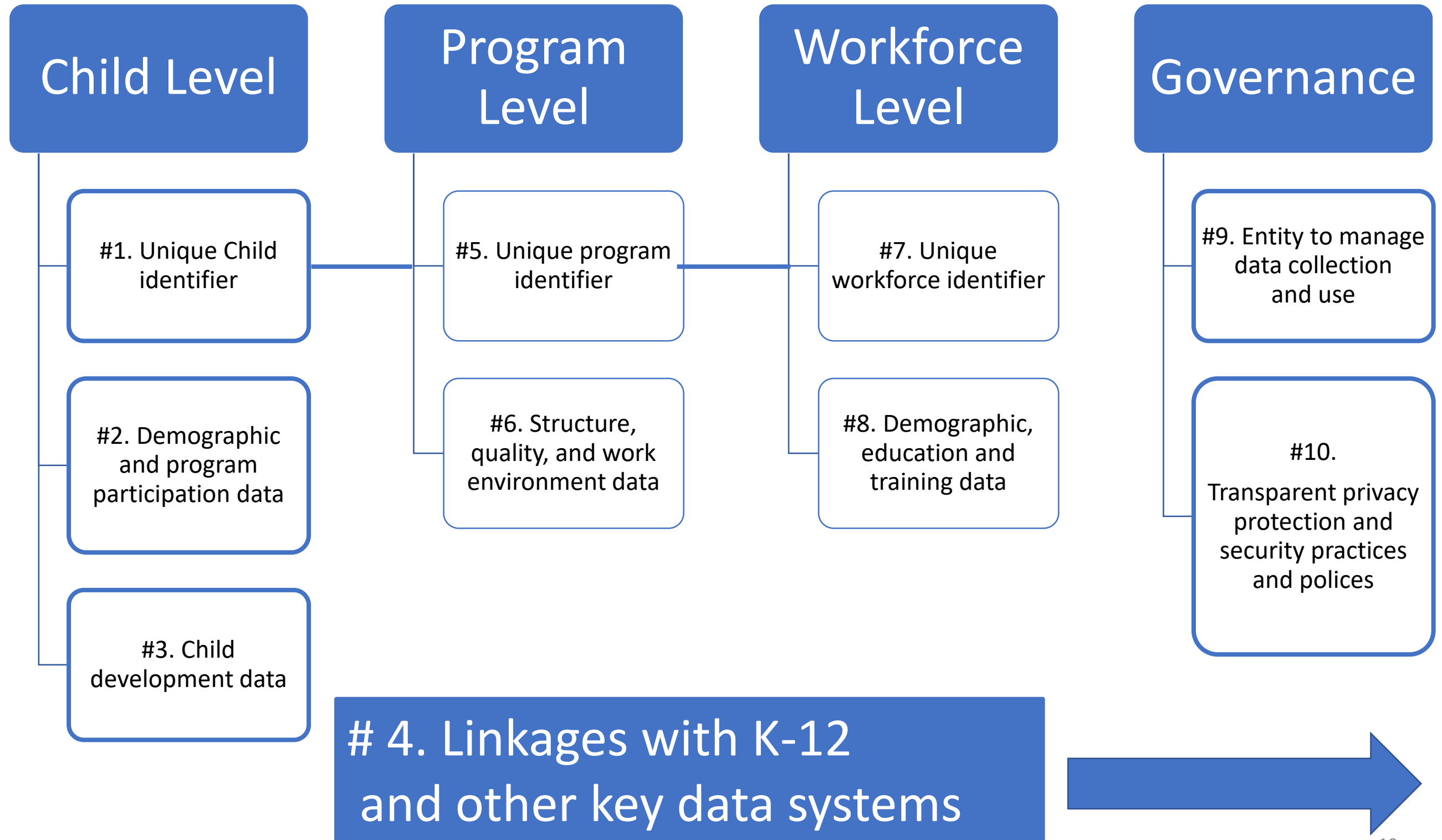
Strategies for Integrating Early Childhood Data

Types of coordinated or integrated data systems

System Type	Data Quality	Data Availability	Cross Agency Workflow	Data Governance
Comprehensive, integrated data system	Highest   Lowest	Highest   Lowest	Most Efficient   Least Efficient	Most Efficient   Least Efficient
Federated, coordinated data system				
Coordinated data systems with linked customized interfaces				
Unlinked databases or point solutions				

Source: Reproduced from INQUIRE Webinar (2013). Data management: Best practices for producing high quality data [PowerPoint slides].

10 Fundamentals of coordinated state ECE data systems



Linking Child-level Data w/ Other Key Data Systems

A **single source** in NC for integrated early childhood data for selected education, health and social services programs

Example of questions that can now be answered with NC-ECIDS:

1. How many children are receiving multiple services?
 - What are the demographics of children who are receiving 3, 4, or 5 services?
 - Is there geographic variation where children are receiving larger or fewer numbers of services?
2. How many children who are pre-K age eligible are not in NC Pre-K are **receiving other types of services** (e.g., subsidized child care, TANF, food and nutrition services)?



NC★ECIDS

North Carolina Early Childhood
Integrated Data System

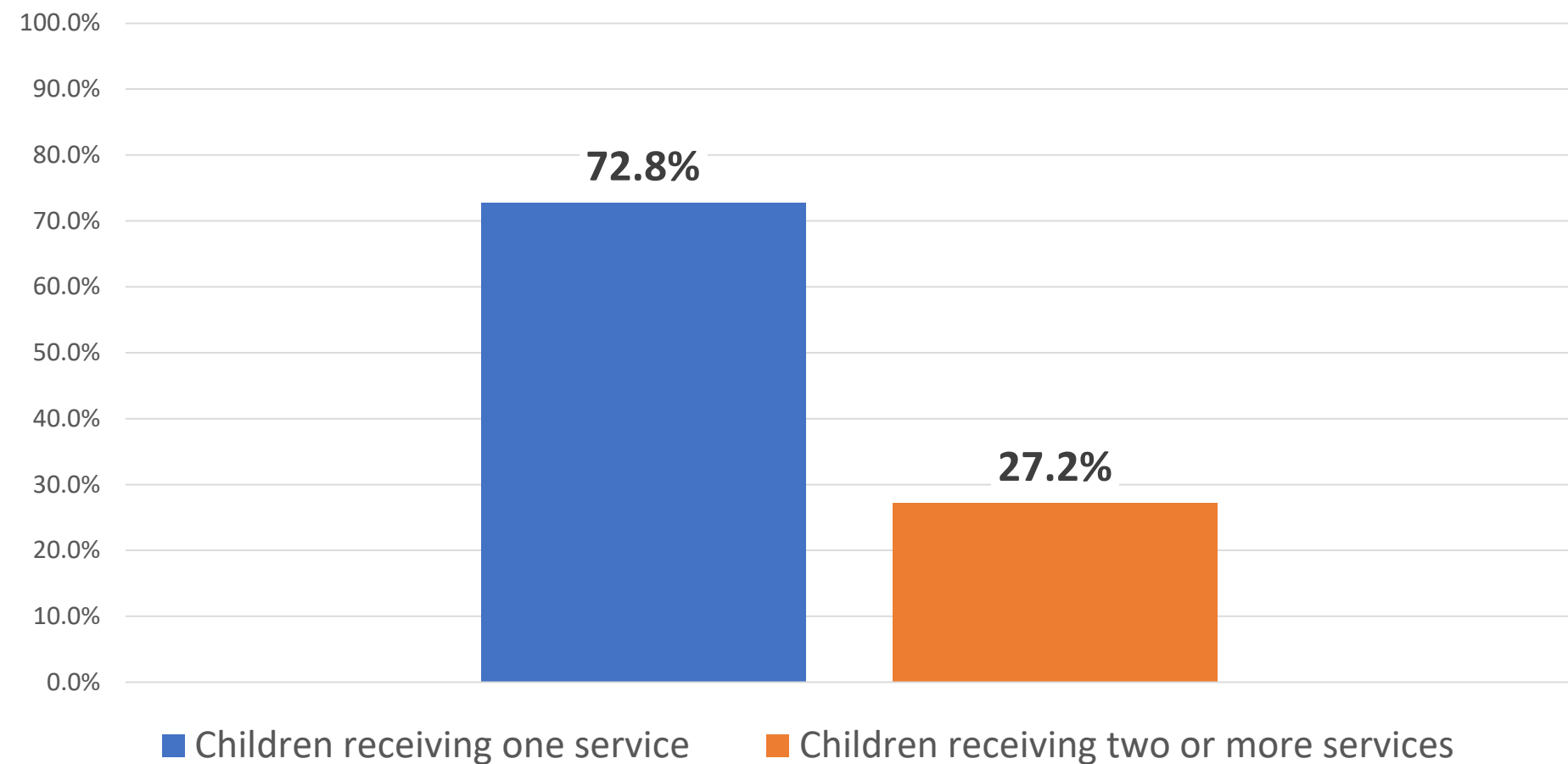
Current Participating Programs:

- NC Pre-K
- Subsidized child care
- Early Intervention - IDEA, Part C
- Special Education - IDEA Part B (619)
- Food & Nutrition Services
- Child Protective Services

Planned for the future:

- Head Start/EHS
- Temporary Assistance for Needy Families
- EC Workforce data
- Child Care Regulatory Data

Number of Children Receiving Multiple Services
(N=339,413)



- Public standard aggregate reports
- Report customizer
- Data request process



How many children used NC early childhood services during recent fiscal years?

PDF • 325KB • 1 page

Get the standard report

for 2014-2015

for 2013-2014

Or, create a custom version of this report



How many children received a combination of two programs during recent fiscal years?

PDF • 416KB • 2 pages

Get the standard report

for 2014-2015

for 2013-2014

Or, create a custom version of this report



How many children used two or more programs during recent fiscal years?

PDF • 584KB • 1 page

Get the standard report

for 2014-2015

for 2013-2014

Or, create a custom version of this report



How many NC Pre-K age eligible children are receiving NC ECIDS Services?

PDF • 293KB • 1 page

Get the standard report

for 2014-2015

for 2013-2014

Or, create a custom version of this report

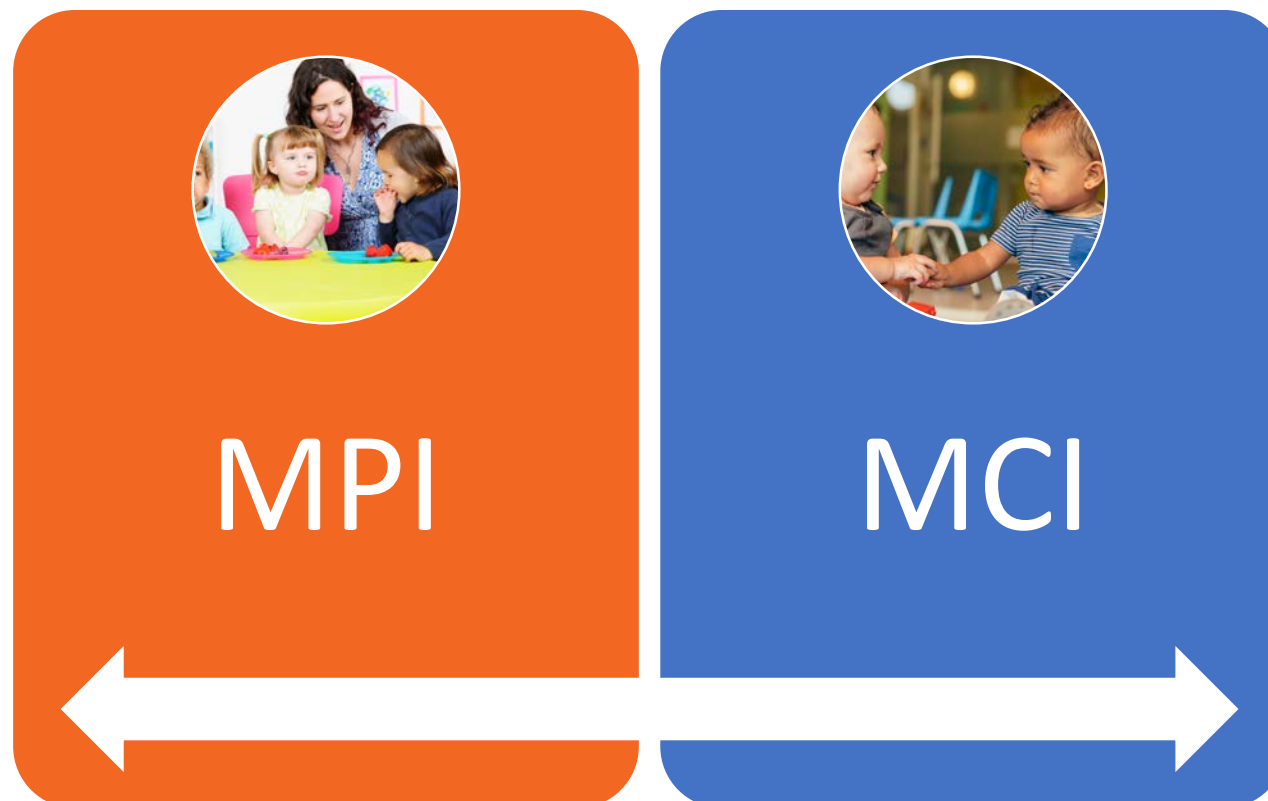
Linking Program-level Data

- PELICAN is a data partnership between the Department of Public Welfare and the Office of Child Development and Early Learning.
- The Early Learning Network collects information about children (ex. assessments), teachers, and **programs** to inform Pennsylvania's early childhood initiatives and services, and support program evaluation and improvement.
- Reports on child enrollment, early learning outcomes data, and staff qualifications are used to inform and monitor program quality and support programs.

Master Provider Index (MPI)

PELICAN links child and provider data using:

- **Master Provider Index (MPI):** used to share changes to a provider's information with the appropriate PELICAN systems
- **Master Client Index (MCI):** used to share changes to a client's information with the appropriate PELICAN systems



What was learned from PELICAN data:

- More than one-third (35 percent) of children under age five participate in state and/or federally funded quality early childhood education programs.
- The three programs which serve the most children are Keystone STARS (16 percent), Early Intervention (10 percent) and Head Start (5 percent).
- Early Intervention and Head Start are the only direct impact programs for children under age five to reach children in all 67 counties.

Linking Workforce-level Data

Oregon Workforce Registry

A comprehensive online database can answer questions about the ECE workforce:

- Are professional development opportunities utilized in an equitable manner?
- What role does the workforce play in the quality of early care and education programs in the state?
- Are there communities where disparities in quality exist that could be better supported through workforce initiatives?

Strengthening workforce data to support quality: State spotlight on Oregon



Why is workforce data so important?

There are about 2 million¹ early care and education providers in the United States, caring more than 12 million children age 5 and under.² They may be working in child care centers or in a home setting, but regardless of the venue, their work is incredibly important. Young children grow and learn at an amazing rate during the first 5 years,³ and responsive relationships⁴ with daily caretakers play a significant role in fostering their development. In addition to nurturing growth, working parents need their young children to have reliable care that is safe and fun, creating meaningful and educational experiences.

These early care and education professionals face a variety of challenges, particularly around low wages.⁵ As state policies promote, and parents demand, high-quality child care,⁶ states must better understand both the strengths and needs of its early care and education workforce. In 2016, the Center for the Study of Child Care Employment launched its biennial Early Childhood Workforce Index⁷ to describe the early childhood workforce conditions and policies in states. Oregon was one of only 19 states rated in the highest tier ("making headway") on the index's four workforce data indicators: 1) has a formal data collection mechanism, 2) includes compensation data, 3) reports data publicly, and 4) comprehensive (i.e., includes all child care settings). Their success can be a model for other states.

*"Early educators' skills, knowledge, and well-being are inseparable from the quality of children's early learning experiences."*⁷

Marcy Whitebook, Director, Center for the Study of Child Care Employment (CSCCE) University of California, Berkeley

Oregon's efforts with workforce data

The Early Childhood Workforce Index identifies several strengths for Oregon's workforce policies, including legislation to support wage parity for preschool teachers with kindergarten teachers to increase wages in recent years.⁸ The state also has a strong data infrastructure, with a comprehensive process for collecting workforce data that includes information on staff wages and produces publicly available workforce reports. This case study tells the story behind Oregon's recent workforce data developments and describes the different ways they are using their workforce data to strengthen their early care and education workforce.

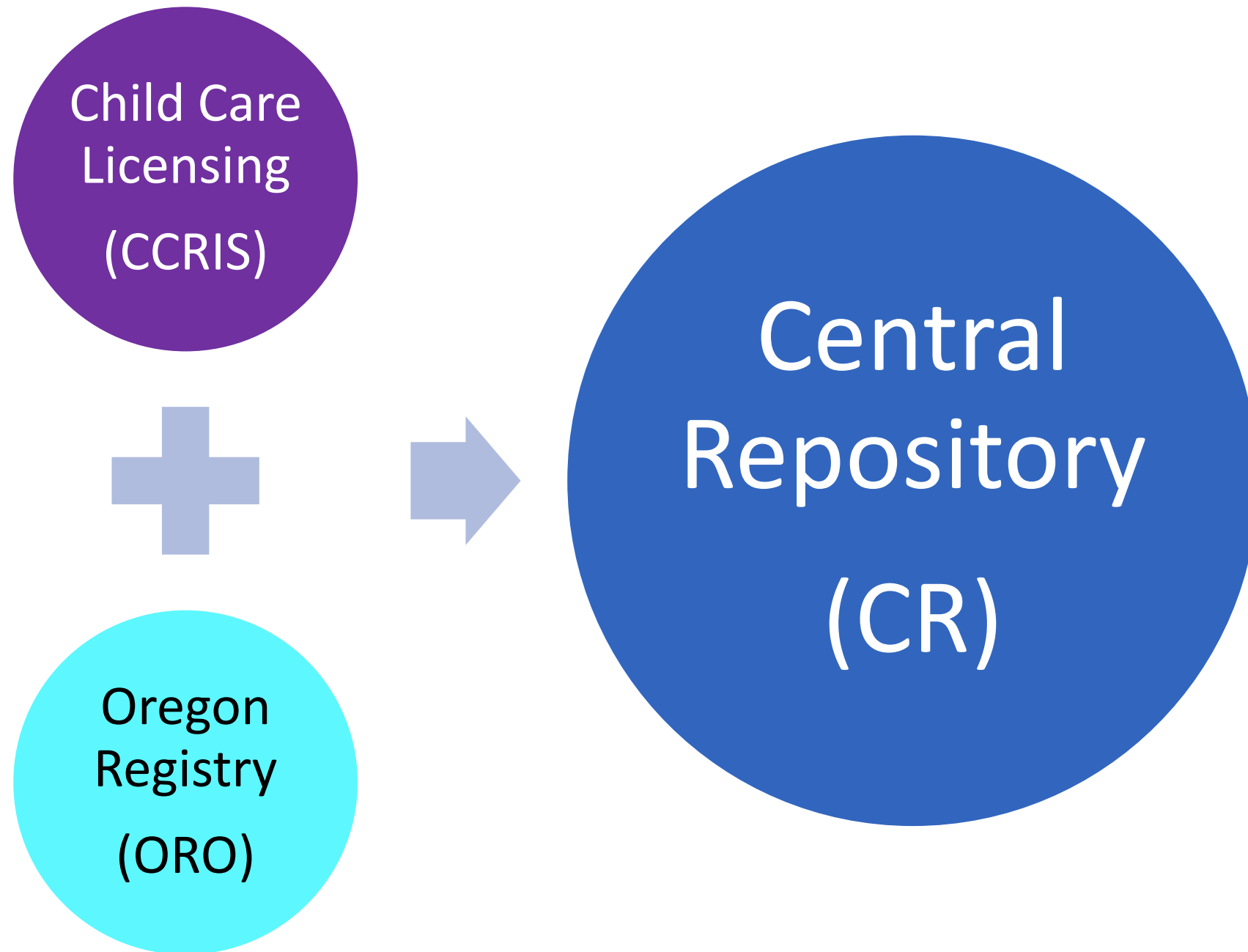
What is ORO?

The [Oregon Registry Database \(ORO\)](https://my.oregonregistryonline.org/) captures data on training and education of the early care and education workforce.

Oregon created a workforce registry, known in the state as ORO (<https://my.oregonregistryonline.org/>) to assist professionals as they plan and track their own professional growth as well as guide policy and practice improvements for the state's early care and education workers.

ORO was designed through a partnership with the Early Learning Division⁹ (a collective organized by the governor to support the state's educational goals) and the Oregon Center for Career Development in Child Care and Education at Portland State University.¹⁰

Linking program and workforce data



Staff qualifications and training record

Business Name (if applicable): CCRIS						License No:	Page C of
Site Address & Phone No (include city, zip) C							
Provider Name: C					Specialist Visit Date: LS- Licensing	Exp Date: C	
Key: P- Provider Sub- Substitute Provider V-Volunteer SP-Spouse/Partner DH-Daughter (living in the home) DO-Daughter (not living in the home) SH-Son (living in the home) SO-Son (not living in the home) OA-Other Adult							
Staff/Volunteer Information Please fill in the boxes below with the corresponding information							
Employee Information							
Last Name, First Name C	Central Background Registry () No C	Expiration Date C	Hire Date C	Position Start Date C	Current Staff Position(s) D/HT/T/A1/A2/C C	Current Age Group(s) I/T/P re/SAC/All Provider	
Education				Qualifying Experience			
Highest Degree Achieved Less than HS; HS/GED; AA/AS; BA/BS; MA/MS; PhD; Major/Minor ORO	Registry Step (list Step No) ORO	Child Development Associate () (Yes/No) ORO	Qualifying Experience 1)Type of Facility 2)Age Group 3)No of Yrs Provider		College Level Hours in Qualifying Subjects - Quarter/Semester ORO		
Safety Set (Use mm/dd/yy format for training dates)				Training Hours			
Child Abuse & Neglect Training Date ORO	Food Handler Exp Date ORO	First Aid Exp Date ORO	CPR Exp Date ORO	Safety Set Training Hours ORO	Child Development Training Hours ORO	Other Training Hours ORO	Total Training Hours ORO
Provider Signature _____ Date _____				CCR Licensing Specialist Signature _____		Date _____	

Data Governance

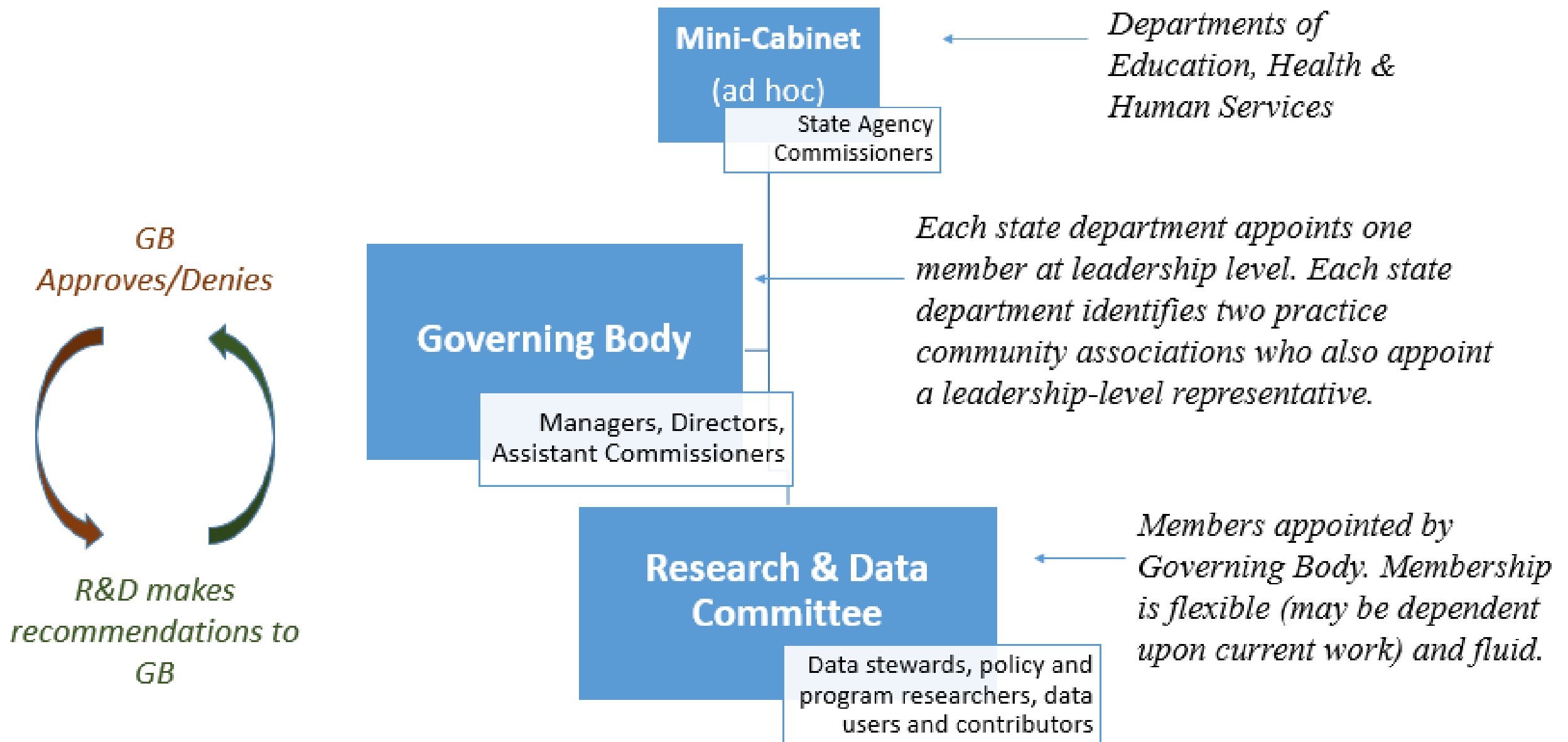
Data Governance



- North Carolina has two separate but coordinated data governance structures: the P–20W Council (preschool through workforce) and the NC ECIDS Governance Council.
- NC ECIDS chair is a member of the P–20W Council.

Data Governance

Minnesota's ECLDS (ECIDS) Governance




7 Key Areas to Focus on For Implementation

1. Stakeholder Engagement
2. Data Governance
3. Privacy, Security, and Transparency
4. Linking, Matching, and Sharing
5. Data Access and Use
6. Data Quality
7. State Capacity

Roadmap for Early Childhood and K-12 Data Linkages

Key Focus Areas to Ensure Quality Implementation



Where are we going?

Research shows that quality early childhood care and education experiences provide a strong foundation for success in school. States rely on data from both the early childhood and K-12 sectors to inform policy discussions and decisions; chart the progress of children, programs, and the state; strengthen and support the early childhood workforce; pinpoint best practices and areas of need; allocate scarce resources; and make other important education decisions every day. States need to securely link limited, but critical, early childhood and K-12 data to help them know whether policies and programs help children successfully transition from early childhood to the classroom and get them ready for school. Having high-quality data linkages between early childhood and K-12 data systems allows states to answer questions such as the following:

- Are children, birth to age five, on track to succeed when they enter school and beyond?
- Is the state meeting its goals in ensuring that all children enter school kindergarten ready?
- Are the policies that guide early childhood education programs aligned with the policies that guide K-12 education?
- Which early childhood experiences best prepare children from different backgrounds to be successful in school and beyond, and how can they be replicated statewide?
- How effective are state policies and programs that support high-quality early childhood education in preparing students for school?

Both the early childhood and K-12 sectors can benefit from high-quality data linkages. When early childhood data are securely linked with K-12 data, public schools can use information on prior experiences to help tailor curriculum and instruction for individual students. Early childhood providers can receive feedback on how well children progress after they enroll in public schools to improve services and support the success of children. At the local level, the linked data provide a common understanding of how well children transition from early childhood experiences to the classroom to help community and school leaders develop strategies for ensuring that every child in their community arrives at kindergarten ready to engage in learning. Building interest in the field of data systems is important. When providers, teachers, parents, community members, policymakers, and leaders at the state level have access to useful data, they will ask for more information, and this need for data will keep the data system's work moving forward.

Every state can create secure, robust linkages between early childhood and K-12 data systems and effectively use the information from these linkages to implement initiatives to support programs and children, answer key policy questions, and be transparent about how the state's early childhood investments prepare students for success in school and beyond. While the linkages are technical mechanisms that enable a state to connect information housed in different data systems, this document addresses the policies and supports that enable a high-quality link rather than focusing on the technical aspects of this work. Building state capacity, developing a governance structure, and engaging stakeholders are examples of the steps states can take to enable early childhood and K-12 data linkages and are included in the seven key focus areas highlighted in this document.



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Questions?

THANK YOU!

