Creating Data-Driven Early Childhood Systems to Support Accountability

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NCSL Meeting
Overview

- Why Are Early Childhood Data Critical?
- How Can Integrating Early Childhood Data Help Legislators?
- How Do Data-Driven Systems Impact Early Childhood Services?
- Action Steps for Policymakers
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
Why Are Early Childhood Data Critical?

- Birth-8 is a critical time period for children in achieving positive health, learning, and economic outcomes later in life.
- The need for data during this period is growing to understand the impacts of early childhood interventions and services.
- Data about young children, including longitudinal data, typically cannot be connected together.
Early Childhood Data About Young Children, Families, and Programs Are Disconnected

To K-12, health, and social services
1. Are there certain populations that are disproportionately underserved by child care subsidies?
   - Allows policymakers to know what populations are being served and have more accurate information about the number of high-risk/high-need children served to target resources.

2. Do children receiving subsidized care, particularly in high poverty areas, have access to high quality programs?
   - Provides policymakers information related to the quality of programs and their distribution throughout the state—how well the programs are working and what is being achieved.
3. What policies and investments lead to a skilled and stable early childhood workforce?

- Facilitates policymakers’ understanding of workforce preparedness and identifies state needs for professional development and training.

4. How are children and families benefiting from programs?

- Provides policymakers with cross-sector and longitudinal data to assess progress over-time.
What Strategies Are States Using to Improve Early Childhood Systems?

1. Create a unified vision for early childhood services
2. Develop interagency governance structures
3. Identify information gaps
4. Develop policies to keep early childhood data safe
5. Plan for system sustainability
Discussion

- What early childhood policy issues are being discussed in your state?
- Do you have the data needed to guide decisions around these issues? If not, what is needed?
Measuring Access to Early Childhood Services
Utah’s Early Childhood Comprehensive Systems Data Integration Project (ECDIP) facilitates data sharing and coordination among early childhood programs:

- Access to Health Care and Medical Homes
- Early Care and Education
- Parenting Education and Family Support
- Social – Emotional Development and Mental Health
Utah

ECDIP data will be used to answer five policy questions:

- Which children and families are and are not being served by which programs and services?
- What characteristics of programs are associated with positive outcomes for which children?
- What are the education and economic returns on early childhood investments?
- Are children birth to age 5 on track to succeed when they enter school?
- How are data being used now and how will data be used in the future to inform policy and resource decisions?
Early Childhood Comprehensive System Overview

Real-time, Continuous Data Integration

ECCS Admin
Research Web Application
Research Web Application
Real-time, Continuous Data Integration

Early-Childhood Researchers

EHDI
El Part-C
VS-Birth Records
Child Care
Head Start
El Part-B
Foster Care
OHV
Title 1 Preschool

UDOH
EC Data System

UDA Database
Education Researchers

UDA

Title 1 Preschool
OHV
Foster Care
El Part-B
Head Start
Child Care
VS-Birth Records
El Part-C
EHDI

Real-time, Continuous Data Integration
Improving Program Quality
Pennsylvania’s Enterprise to Link Information for Children Across Networks (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.
Pennsylvania

- Reports on child enrollment, early learning outcomes data, and staff qualifications are used to inform and monitor program quality and support programs.
- Annual reports document how children are progressing in different ECE settings to understand trends over time.
- Information can be linked to school outcomes and shared back with early childhood programs to inform decisions of individual programs.
PELICAN System Interactions

PELICAN

- Online Provider Self Service
- Keys to Quality (QRIS)
- Early Learning Network
- Subsidized Child Care
- Executive Dashboard
- Early Intervention (HCSIS)
- Provider Licensing
- Online Provider Search
- State Pre-K & Head Start

- TANF, MA, SNAP
- COMPASS (online app/renewal)
- Comptroller
- HCSSIS (Incident Management)
- Provider Licensing
- Online Provider Search
- State Pre-K & Head Start

- PA Education Department Info System
- Assessment Vendors (Pearson, TSI, Curriculum Associates, High Reach, and Lakeshore)
- PROMISE (claims processing)

- MPI
- Unified Security
- MCI
- EDW (CCW, Cert, ELN, PKC)

DPW Enterprise Applications
Guiding Workforce Development
Illinois

- The Early Learning Data system, housed within the Illinois Longitudinal Data System, includes data on children, the workforce, and programs to generate timely, relevant, and accessible information to support decision making in the state.

- In 2009, the state passed the P-20 Longitudinal Data Systems Act (105 ILCS 13/5 et seq.) establishing a framework and governance structure for its data system, and includes provisions for a unified early childhood data system. Using Race to the Top funds, the state is working to implement the new system.
Gateway to Opportunities, Illinois’ professional development system, includes data on over 10,000 early care and education educators with goals to expand.

Collecting comprehensive workforce data will provide information on the:

- workforce education, training, and experience
- reach and results of workforce initiatives
- capacity to meet quality standards and demand for services
Supporting Transition to Kindergarten
In New Jersey, the Enterprise Analysis System for Early Learning integrates data from multiple early care and education programs, as well as public education data.

Linking early care and education data to the state longitudinal data system connects participation in preschool programs with children’s performance later in school.
These studies allow policymakers to see if there are significant gains in literacy, language, math and science through fourth and fifth grade for children participating in preschool programs.
New Jersey
Enterprise Analysis System for Early Learning

What is NJ-EASEL?

NJ-EASEL Integrated Data System

Questions that Cannot be Answered with Any One Program Data System
Discussion

- What is happening in your state to create a positive culture of data sharing that is focused on collaboration and continuous improvement?
What can policymakers do to improve access to early care and education information?

- Identify the questions you need answered to inform state early care and education investments and policies.
- Engage early childhood leaders, researchers, practitioners, and parents through collaborative mechanisms in studying and using data.
What can policymakers do to improve access to early care and education information?

- Strengthen state policies to enhance the coordination, security, and appropriate use of ECE data across health, education and family support programs.
- Support staffing and resources needed to translate information into actionable reports for policymakers.
Questions?
Why Early Childhood Data Now?

Closing the achievement gap and preparing all students to succeed begins long before students enter a classroom. Building and using coordinated state ECE data systems will improve the quality of ECE programs and the workforce, increase access to high-quality ECE programs, and ultimately improve child outcomes.

READ MORE »

What are the characteristics of effective programs?

Get the Facts

States collect ECE data, but they are uncoordinated, often incomplete, and therefore cannot effectively support continuous improvement efforts. Not only are states unable to answer critical policy questions about their states' public ECE systems, but policymakers often struggle to obtain answers to basic questions. How does your state compare?

View State ECE Analysis »

Featured Case Study

The goal of Pennsylvania’s Office of Child Development and Early Learning is to regularly assess the development of children from birth to age 5 who receive state-funded early childhood services. Early childhood education and care providers collect child information across seven developmental domains using a research-based, authentic assessment aligned with the state’s early learning standards.

View Case Study

Spotlight

Check out the 2013 National Results of the Early Childhood Data Systems Survey

Click here to view the results.

We want to hear from you!

Email info@ECEdata.org with suggestions »
The following resources available:

- Key early childhood policy questions to guide ECE data systems
- 10 Fundamentals Framework for Coordinated State ECE Data Systems
- 2010 and 2013 State of States’ Early Childhood Data Systems Surveys

Policy Briefs

- Linking Head Start Data with State Early Care and Education Coordinated Data Systems
- Stacking the Blocks: A Look at Integrated Data Systems
- Roadmap for Early Childhood and K-12 Data Linkages
Contact ECDC

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