



Creating a Cradle to Career Data System Why Early Childhood Data Are Critical

March 27, 2019

The Early Childhood

D **A** **T** **A**

— Collaborative

Mission

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

Guiding Principles

- From compliance-driven to **improvement-driven data systems**
- From fragmented data systems to **coordinated data systems**
- From “snapshot” data to **longitudinal data systems**

In partnership with:

- The Center for the Study of Child Care Employment at UC Berkeley
- Council of Chief State School Officers
- Data Quality Campaign
- National Conference of State Legislatures
- National Governor's Association, Center for Best Practices

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.

Integrating Data to Support Children's Learning



Uses of 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 racial and economic achievement gaps



Efforts to Integrate Education Data

- Statewide Longitudinal Data Systems (SLDS) Grant Program¹
 - 51 states were awarded \$721 million in grants
 - California received two grants
- Race to the Top- Early Learning Challenge²
 - 20 states were awarded \$1 billion in grants
 - 10 states prioritized data systems development

¹2019 SLDS Best Practices Conference

²Rising to the Challenge: Building Effective Systems for Young Children and Families, a BUILD E-Book-Chapter 7: Stacking the Blocks: A Look at Integrated Data Strategies

Status of linking child-level data across ECE programs

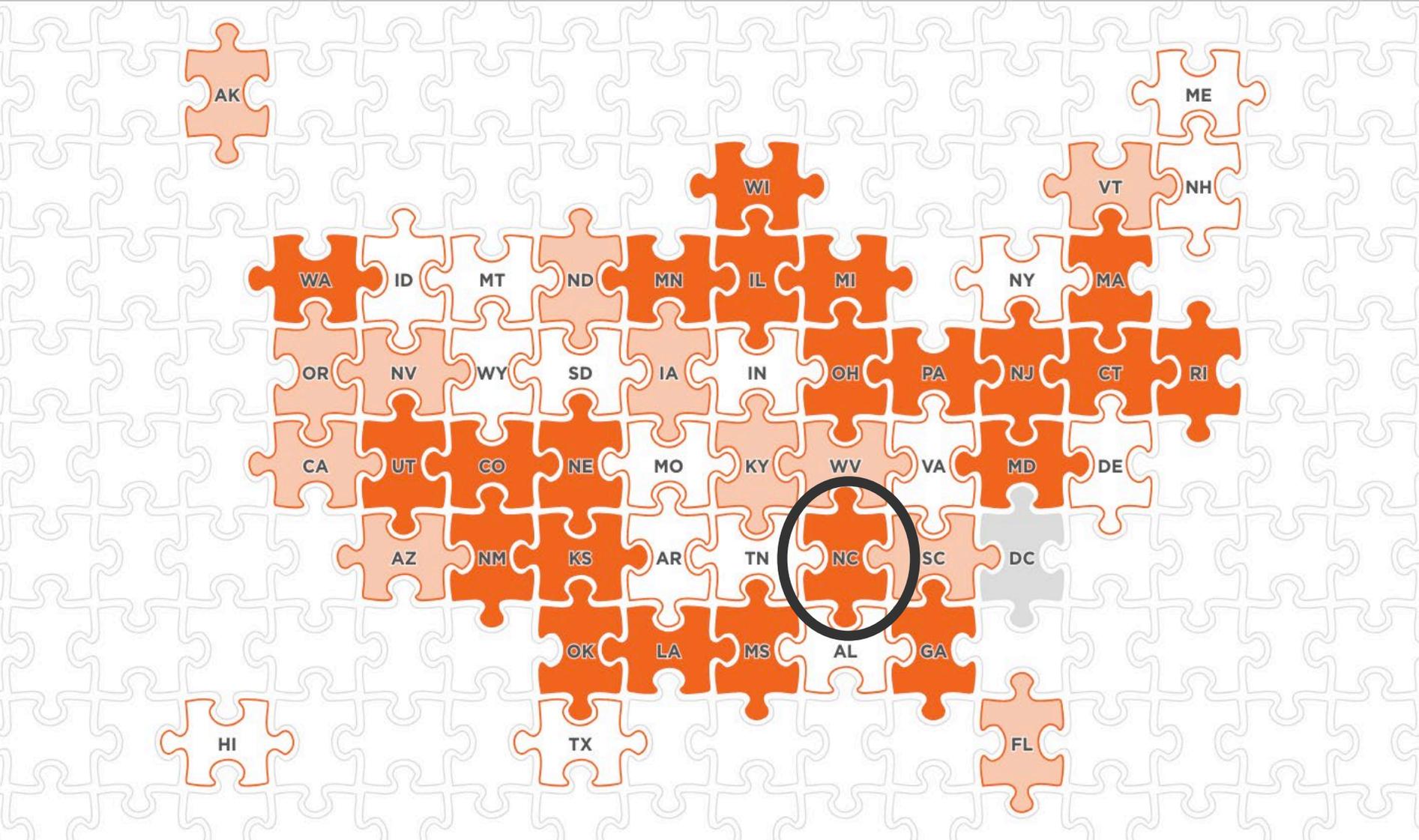
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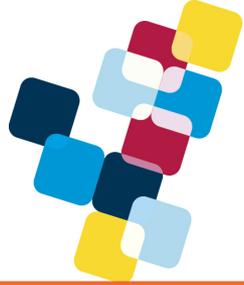
 State links data between all or some ECE programs

 State is planning to link data

 State does not link data

Click on a state to view a profile of its detailed performance.





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

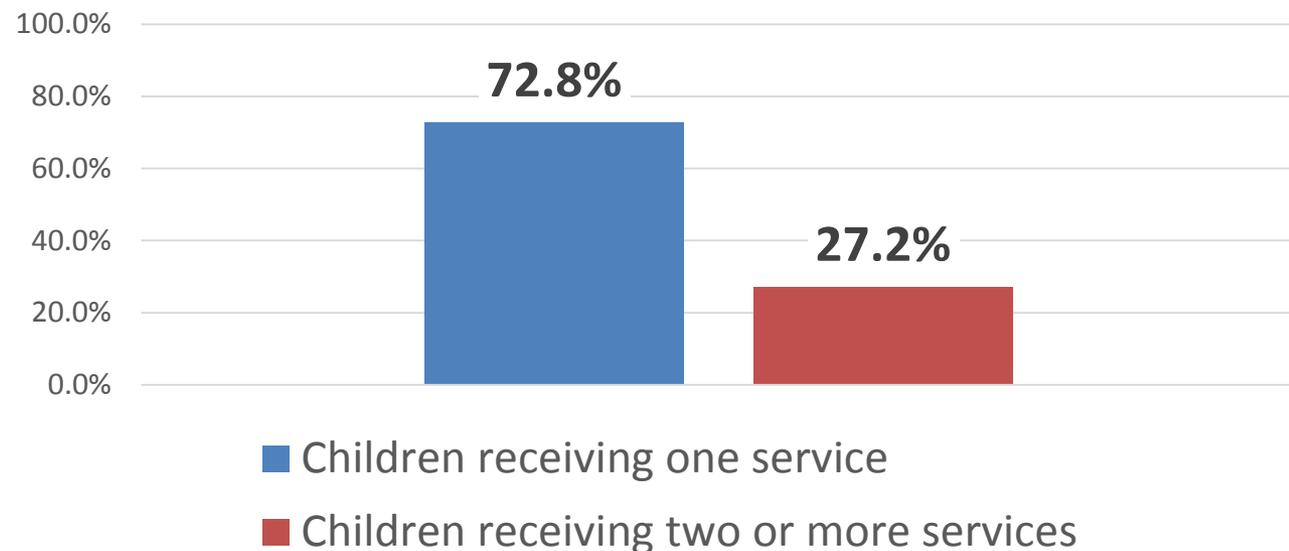
Current Participating Programs:

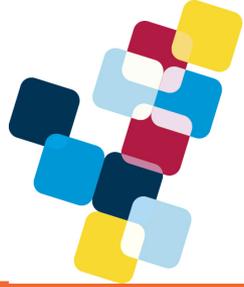
- NC Pre-K
- Subsidized child care
- Early Intervention - IDEA, Part C
- Special Education - IDEA Part B (619)
- Food & Nutrition Services
- Child Protective Services

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)





NC★ECIDS

North Carolina Early Childhood
Integrated Data System

- 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

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.

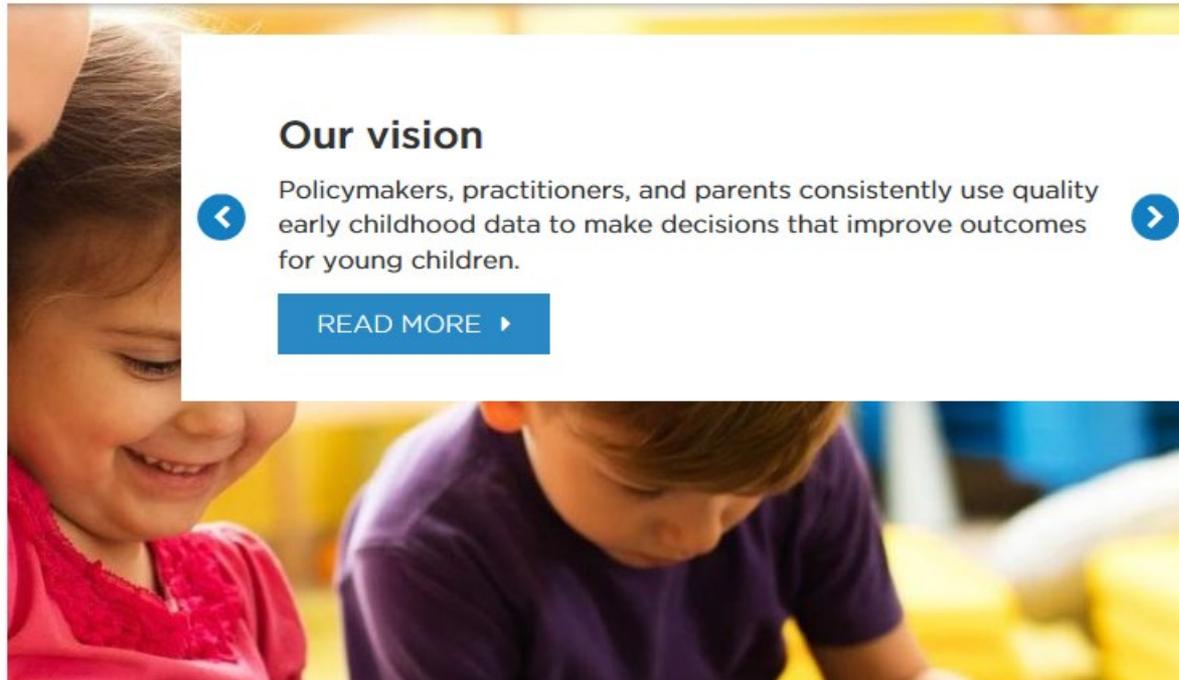
Every state can create secure, robust linkages between early childhood and K-12 data systems and effectively use the information from these linkages to implement initiatives to support programs and children, answer key policy questions, and be transparent about how the state's early childhood investments 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.

Stakeholder Engagement

- Process to **systematically and meaningfully** involve those directly or indirectly affected from the outset
 - Input on policy questions the data system will answer
 - Develop transparent privacy protection and security practices and policies
 - Communicate how data will and will not be used
 - Feedback on uses and dissemination of data (e.g. reports, research, etc.)

Intended Users and Uses

- All Users (general public, participating state agencies, policymakers, researchers)
 - Standard Reports
 - Query/Customizable Reports
- Internal and External Researchers
 - Dedicated data request portal for individual research requests
 - Research stakeholder group



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