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

March 27, 2019

The Early Childhood
DATA
Collaborative

Early Childhood Data Collaborative

www.ecedata.org

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**

Early Childhood Data Collaborative
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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 Program[1]
  - 51 states were awarded $721 million in grants
  - California received two grants

- Race to the Top- Early Learning Challenge[2]
  - 20 states were awarded $1 billion in grants
  - 10 states prioritized data systems development

[1]2019 SLDS Best Practices Conference
[2]Rising 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

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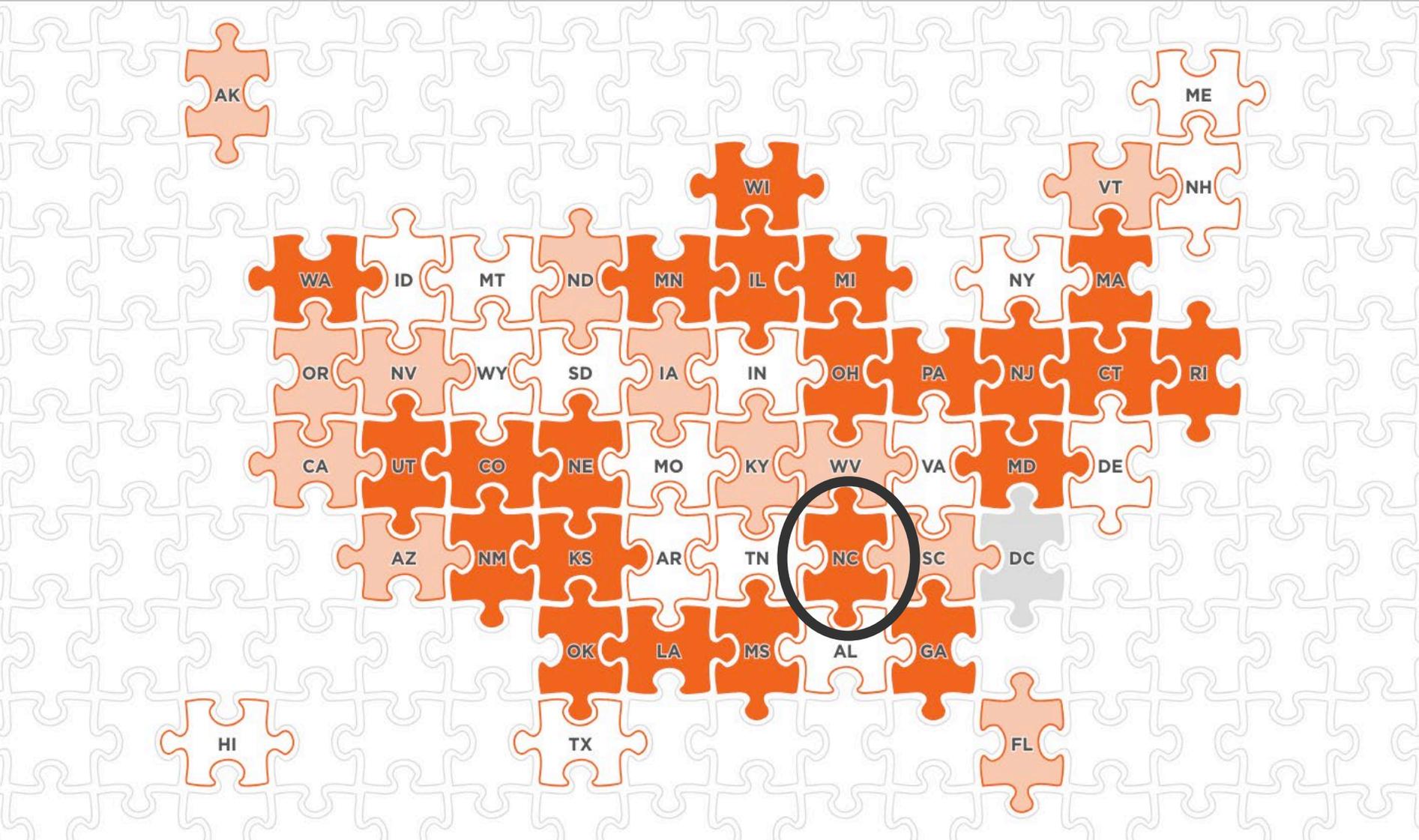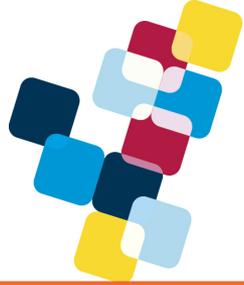
A **single source** in NC for integrated early childhood data for selected education, health and social services programs

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)?

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)

72.8%

27.2%

- ■ Children receiving one service
- ■ Children receiving two or more services
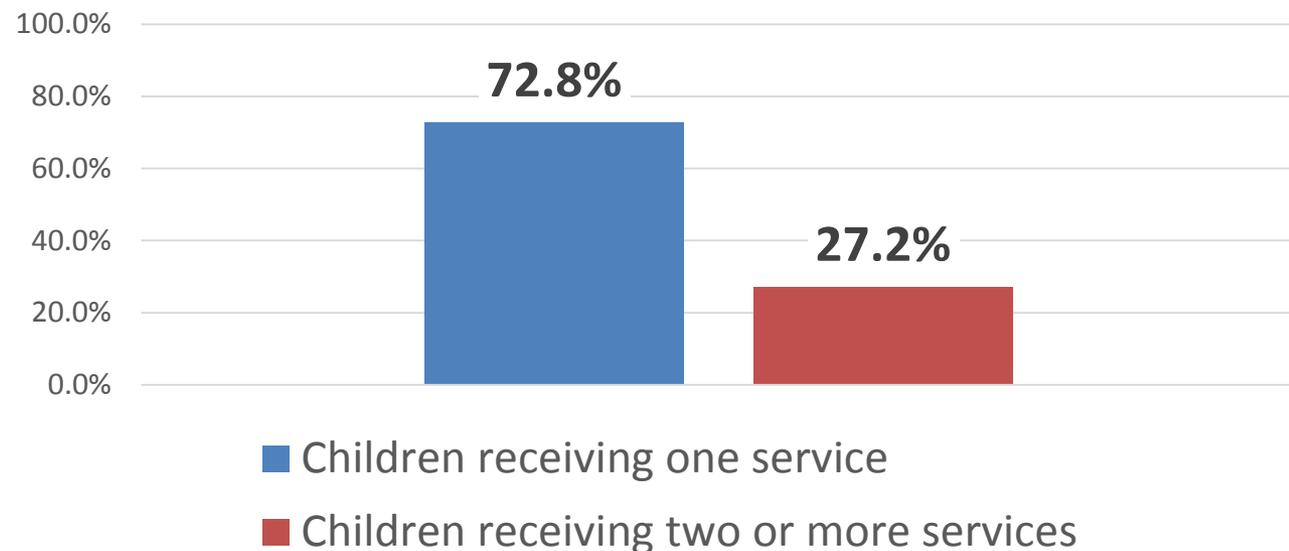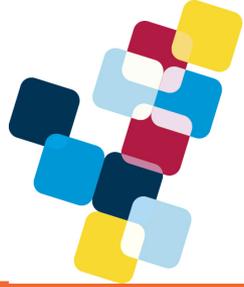
Source: North Carolina Early Childhood Integrated Data System (2014-15). Number of children receiving multiple NC ECIDS Services.

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

1 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

2 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

3 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

4 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

Stakeholder Engagement

- Process to **<u>systematically and meaningfully</u>** 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
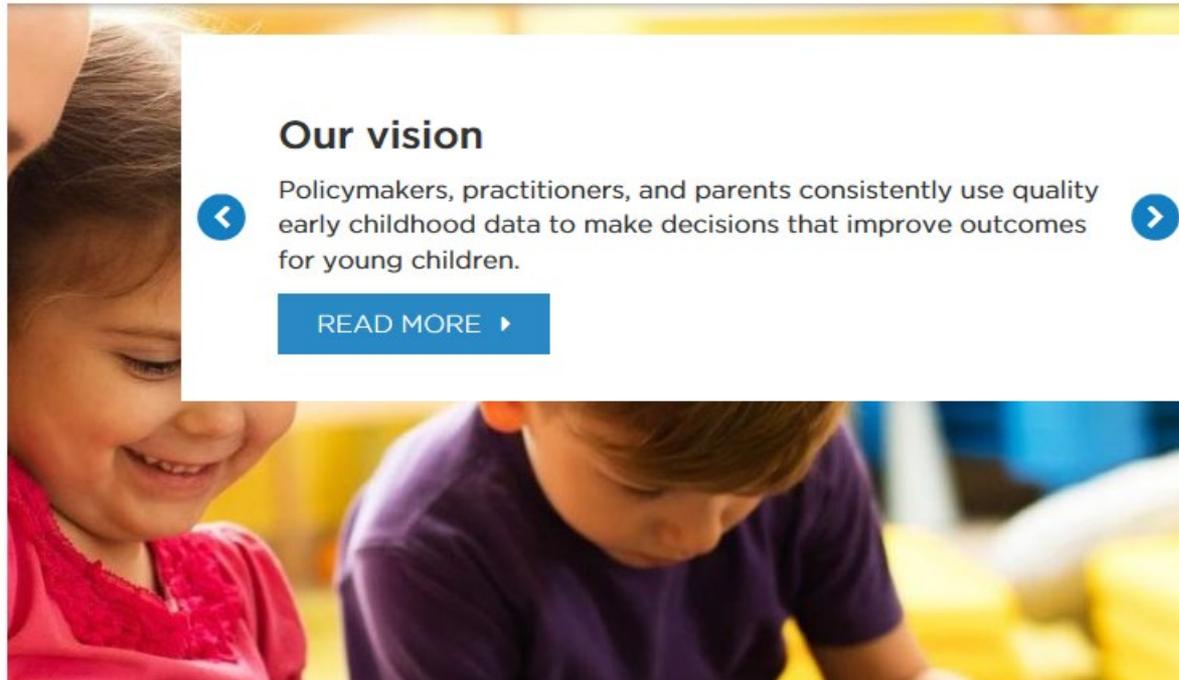
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