A2: *Using Integrated Administrative Data Systems to Answer Policy-Relevant Questions in Early Care and Education*
Wednesday, February 7, 2018
10:45 a.m. – 12:00 p.m. | *Washington II*

1. **Descriptive Information**

A2: *Using Integrated Administrative Data Systems to Answer Policy-Relevant Questions in Early Care and Education*	

This session will provide three examples of using administrative data to address questions concerning early care and education policy (ECE), including questions about the increasingly diverse populations of families served and of ECE providers. The panel will share their experiences using integrated data across early childhood, education and human services programs to address substantive questions. Presentations will address how to leverage the use of administrative data with other data sources to examine ECE issues, as well as methodological challenges faced when integrating administrative data from various programs. Panelists' diverse perspectives and reflections aim to promote a broad discussion motivating the use of administrative data to examine ECE policies in other locations.	**Facilitator**
	    Susan M. Jekielek, University of Michigan, Inter-university Consortium for Political and Social Research
	
	Panelists
	    Lisa McCabe and **John Sipple**, Cornell University and **Hope Casto**, Skidmore College |*Behind the Scenes Working with Administrative Data: Lessons Learned from a Study of Early Care and Education in New York State*
	
	    Noreen Michael, University of the Virgin Islands and **Carissa Zakers**, U.S. Virgin Islands Department of Education |*Establishing a System to Make Administrative Data Available for Early Childhood Research and Program Improvement: Processes, Issues, and Opportunities*
	
	    Michael Lopez, Abt Associates and **Vickie Ybarra**, Washington State Department of Children, Youth, and Families | *Early Learning Data and State Level Data Systems: Policy and Research as Drivers of Demand*
	
	Discussant
	    Wladimir Zanoni, Chapin Hall at the University of Chicago
	
	    Chris Pecaut, Illinois Department of Human Services
	
	Scribe
	    Sarah Kowiak, ICF

2. **Documents Available on Website**
   N/A

3. **Brief Summary of Presentations**

- **Summary of Presentation #1:** *Behind the Scenes Working with Administrative Data: Lessons Learned from a Study of Early Care and Education in New York State*
  - The study received a small grant from Rural Education Advisory Council; rural school districts were not using state dollars to implement UPK program. The study wanted to examine relationships between districts and community partners.
  - Some evidence that community child care programs were closing with the UPK competition; decided to look at capacity issues across silos of child care.
  - Challenge of study was archived data that is continually updated. The solution was to request "snapshots" of data at the same time each year. Another challenge was gaining access to data and establishing a point of contact to request data from. Challenge with data confidentiality and quality (variable name changes, no codebook, missing data).
  - How to facilitate connections between research and policy makers? Solutions could be research/policy briefs, meetings, face-to-face visits.
  - Many rural areas didn't have access to partners to fulfill requirements for UPK money. The waiver for this wasn't widely advertised. If community need was full day care, then offering half day care wasn't desirable. Providers were also wary of stability of funding year-to-year and their ability to offer care.
  - Study data gave information on community wealth (urban vs. rural), if capacity changed once UPK was rolled out, and cross-silo analyses (trying to determine different capacities within the community).

- **Summary of Presentation #2:** *Establishing a System to Make Administrative Data Available for Early Childhood Research and Program Improvement: Processes, Issues, and Opportunities*
  - VIVIS: Virgin Island Virtual Information System work began with federal and local funds; did not have early childhood data in the building of the dataset.
  - Created one-pager, developed strategic plan for engaging partners.
  - Key stakeholders are Early Childhood Advisory Council members.
  - Challenges found in gap analysis were limited accessibility, data not available or missing data.
  - Key challenges: funding, sustainability, procurement process (long timeframe), changes in agency heads, midlevel managers with gubernatorial elections, stakeholder engagement, understaffing, prioritizing data integration efforts, "new normal" of having large hurricanes pass through islands.
  - Opportunities with OPRE funding and being able to build research capacity.
  - Questions if data are stored with vendor or with USVI government.
  - VIVIS is an umbrella of data sets which holds birth records, DOL information, etc. with ECIDS. System will generate unique IDs for individual and track from birth records to workforce data sets.

- **Summary of Presentation #3:** *Early Learning Data and State Level Data Systems: Policy and Research as Drivers of Demand*
  - Hispanic Center: focus on integrating data systems, easy access and cost-effective answers to policy questions.
  - Started looking at early childhood Hispanic integrated data systems (3 requisites).
  - Brief on Hispanic ECE utilization patterns in Chicago; brief captured almost all ECE options available in the city of Chicago.
  - Helped design study with existing data to get continued support on existing work; if you could get additional HS data, then you could do X; can link other data from birth records to kindergarten entry data; integrate health risks and trajectories in public school system.
  - State Department of Early Learning: P20 data warehouse lives in state agency associated with governor's office; State Department has been contributing data to the warehouse, received some data back for

analysis in 2016; next annual data load to ERDC, sent additional identifiable data and hoped to link more data.
- o Great opportunity with longitudinal data sets, but still a difficult process. Barrier with resources on part of integrator, multiple approval processes to treat as parallel instead of sequential. Questions over what data sets are "education" data for FERPA definitions for identifiable data e.g. Subsidies, home care.
- o FERPA exceptions with sharing data at the aggregate level.
- o ERDC only releases data that has been stripped of PII, but it is at the child level.
- o OPRE has sources for state links and how to use administrative data; organized on webpage on Research Connections > Using Administrative Data. It is updated quarterly.

- **Summary of Presentation #4:** *Thoughts from* **Wladimir Zanoni** *and* **Chris Pecaut**, *Chapin Hall at the University of Chicago*
  - o Internal IT vendors vs. state; challenge of bringing good research into program implementation.
  - o Implementation of decentralized collaboration of data that no one can see but can access for collaboration. This was created by IT savvy researchers and is run like a vendor but it is not an IT vendor.
  - o Difficulty of trying to align creation of multi-year IT projects with changing state policy priorities and trying to make research actionable for policy.
  - o Hard for researchers to set up a meeting with someone who can authorize research and also implement research; if good research can't be brought into policy action, it risks being peripheral research.
  - o Also want it to go the other way – giving state flexibility to think about broader issues related to ECE policy.
  - o Research given to state agency might open door for other research on a different policy question with data (most applicable to small states like Virgin Islands).

4. Brief Summary of Discussion
N/A

5. Summary of Key issues raised
The presentations reflect unique situations across states, but the same problems are coming up such as: funding, incomplete or missing data, data access issues, and working with Personally Identifiable Information.