



# ECDC 2010 State Analysis of Early Care and Education

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# The Early Childhood Data Collaborative

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## A PARTNERSHIP OF

- The Center for the Study of Child Care Employment at UC Berkeley
- Child Trends
- Council of Chief State School Officers
- Data Quality Campaign
- National Conference of State Legislatures
- National Governors Association Center for Best Practices
- Pre-K Now, a campaign of the Pew Center on the States


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**Visit [www.ECdata.org](http://www.ECdata.org) for more information.**



# Critical Policy Questions Facing States

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- Are children, birth to age 5, on track to succeed when they enter school and beyond?
  - Which children have access to high-quality early care and education programs?
  - Is the quality of programs improving?
  - What are the characteristics of effective programs?
  - How prepared is the early care and education workforce to provide effective education and care for all children?
  - What policies and investments lead to a skilled and stable early care and education workforce?
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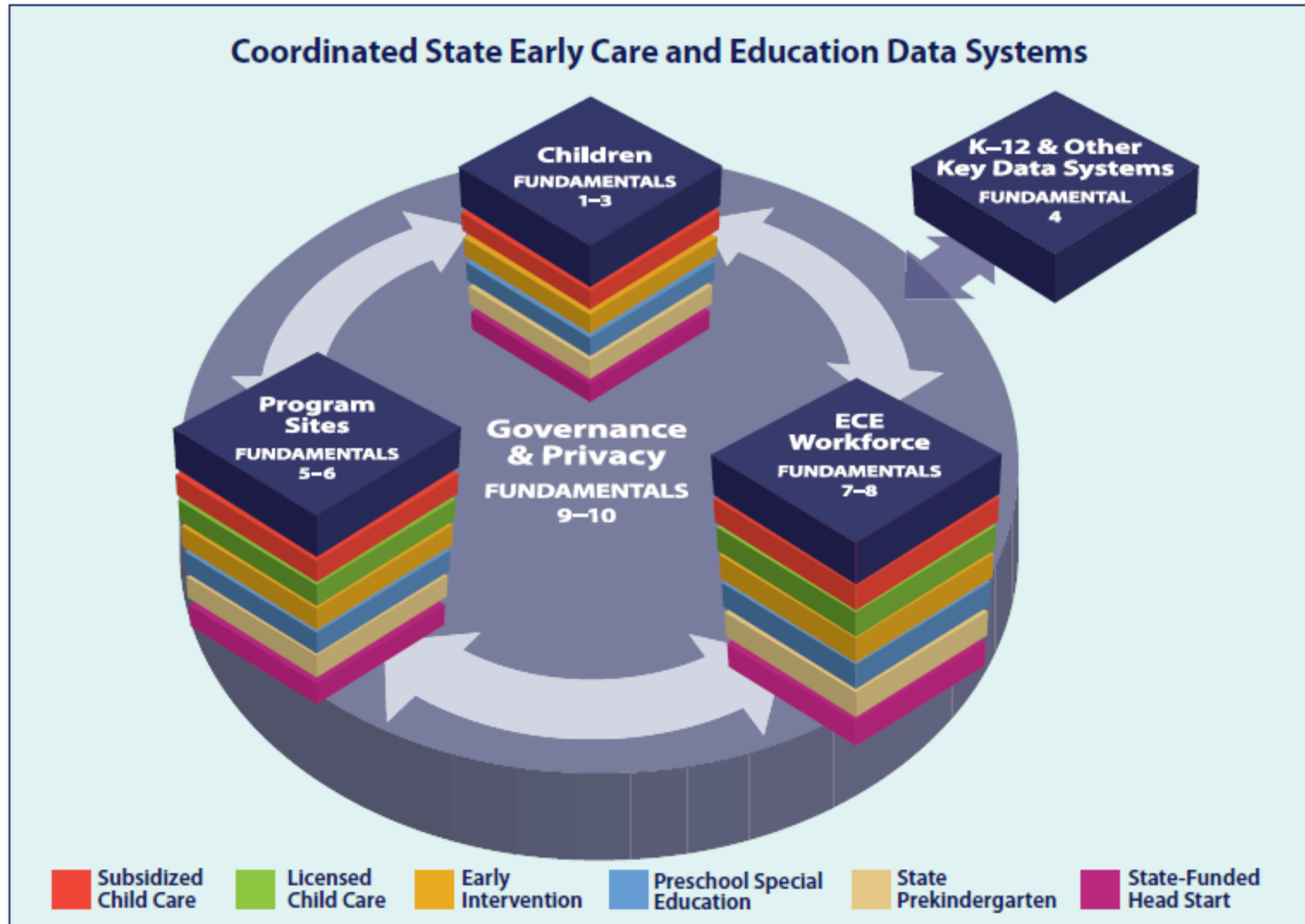
# What are "Early Childhood" Data?

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- The ECDC recognizes that multiple domains are important to early childhood
- This framework focuses on the early care and education (ECE) domain—
  - Subsidized Child Care
  - Licensed Child Care
  - Early Intervention (IDEA Part C)
  - Early Childhood Special Education (IDEA Part B Section 619)
  - State Pre-kindergarten
  - State-funded Head Start or Early Head Start

# 10 FUNDAMENTALS


## of Coordinated State ECE Data Systems



# 10 FUNDAMENTALS

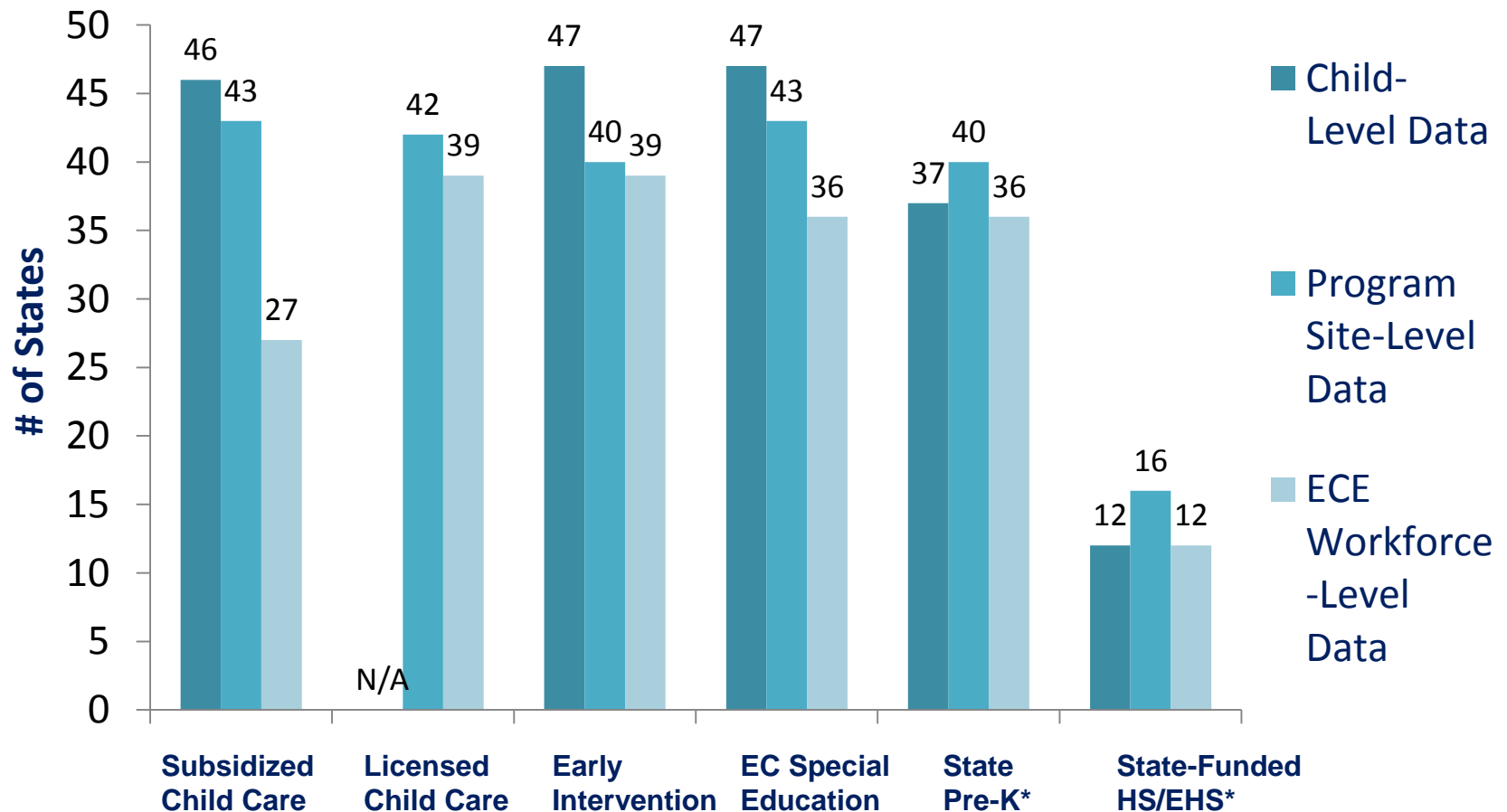
## of Coordinated State ECE Data Systems

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1. Unique statewide child identifier
  2. Child-level demographic and program participation information
  3. Child-level data on child development
  4. Ability to link child-level data with K-12 and other key programs
  5. Unique program site identifier with the ability to link with children and the ECE workforce
  6. Program site structural and quality information
  7. Unique ECE workforce identifier with ability to link with program sites and children
  8. Individual-level data on ECE workforce demographic, education and professional development information
  9. State governance body to manage data collection and use
  10. Transparent privacy protection and security practices and policies
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# 1. Every State Collects ECE Data in at Least Some ECE Programs

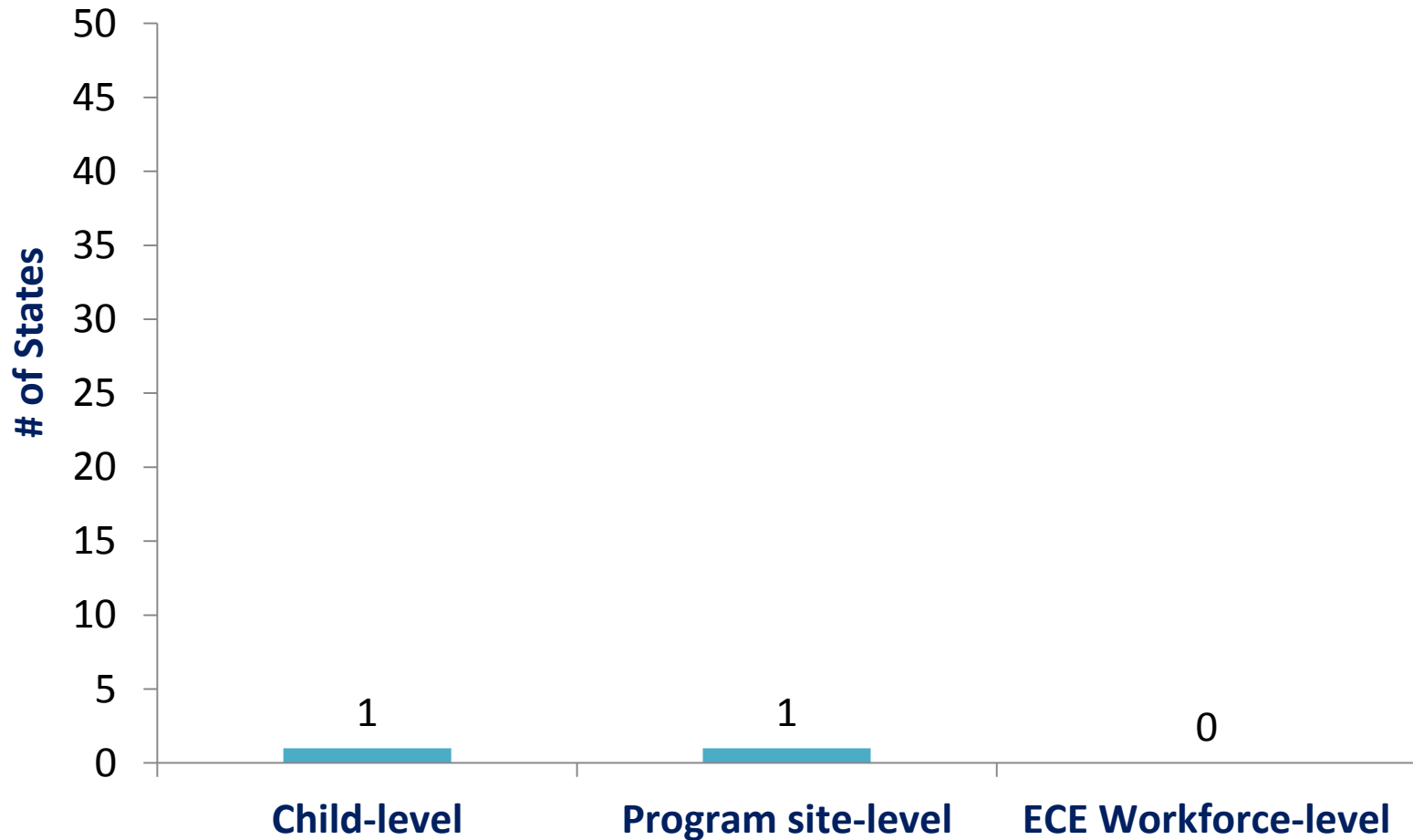
Many States Collect Child-, Program Site-, and ECE Workforce-Level Data by ECE Program



\*Not every state administers state pre-k or state-funded Head Start/Early Head Start programs.

## 2. Data Are Uncoordinated Across ECE Programs

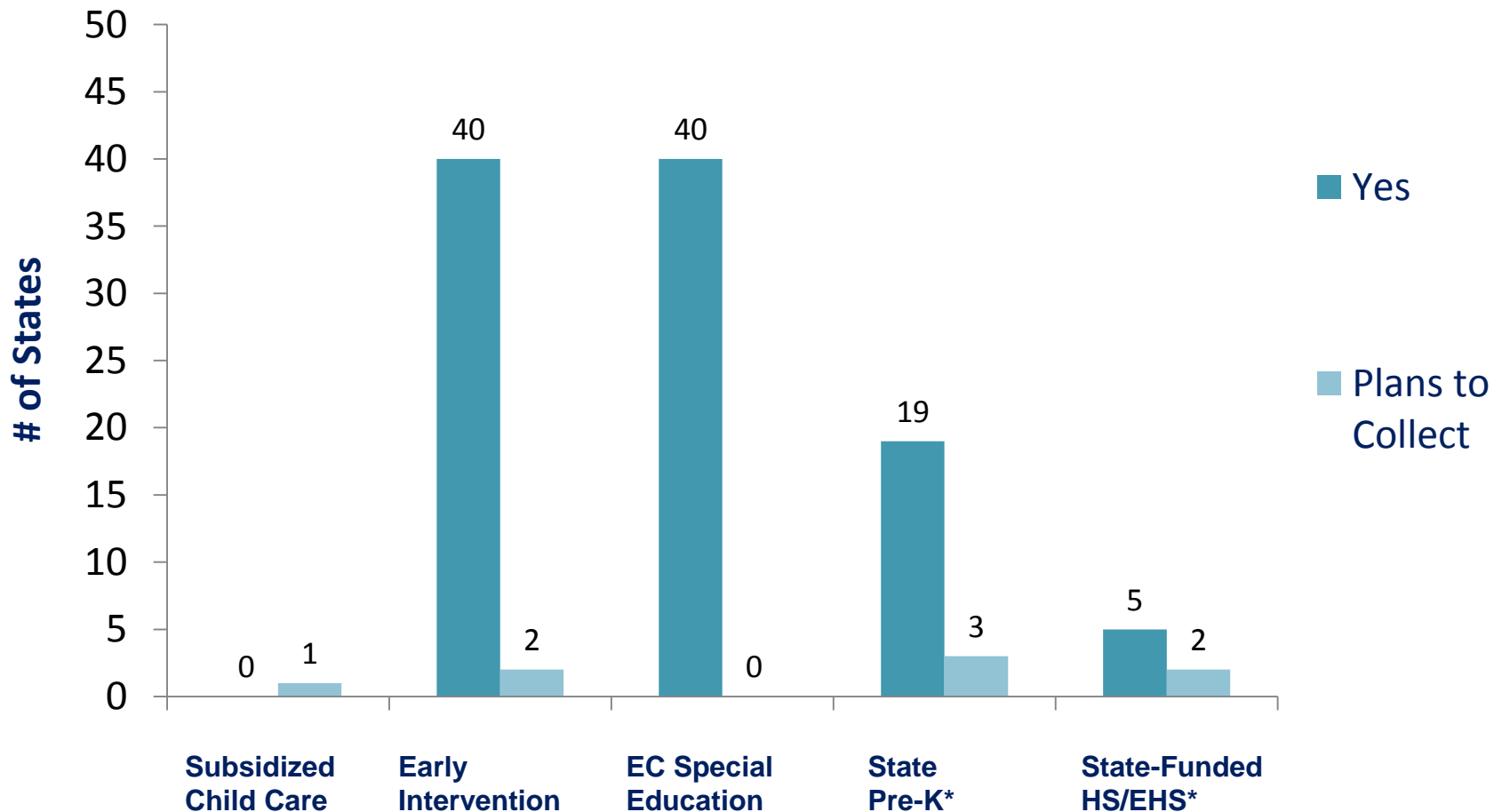
No State Links Child-, Program Site-, and ECE Workforce-Level Data Across ECE Programs





# 3. Data Gaps Remain, including Child-Level Development Data

States Do Not Collect Child-Level Data on Development Across All ECE Program

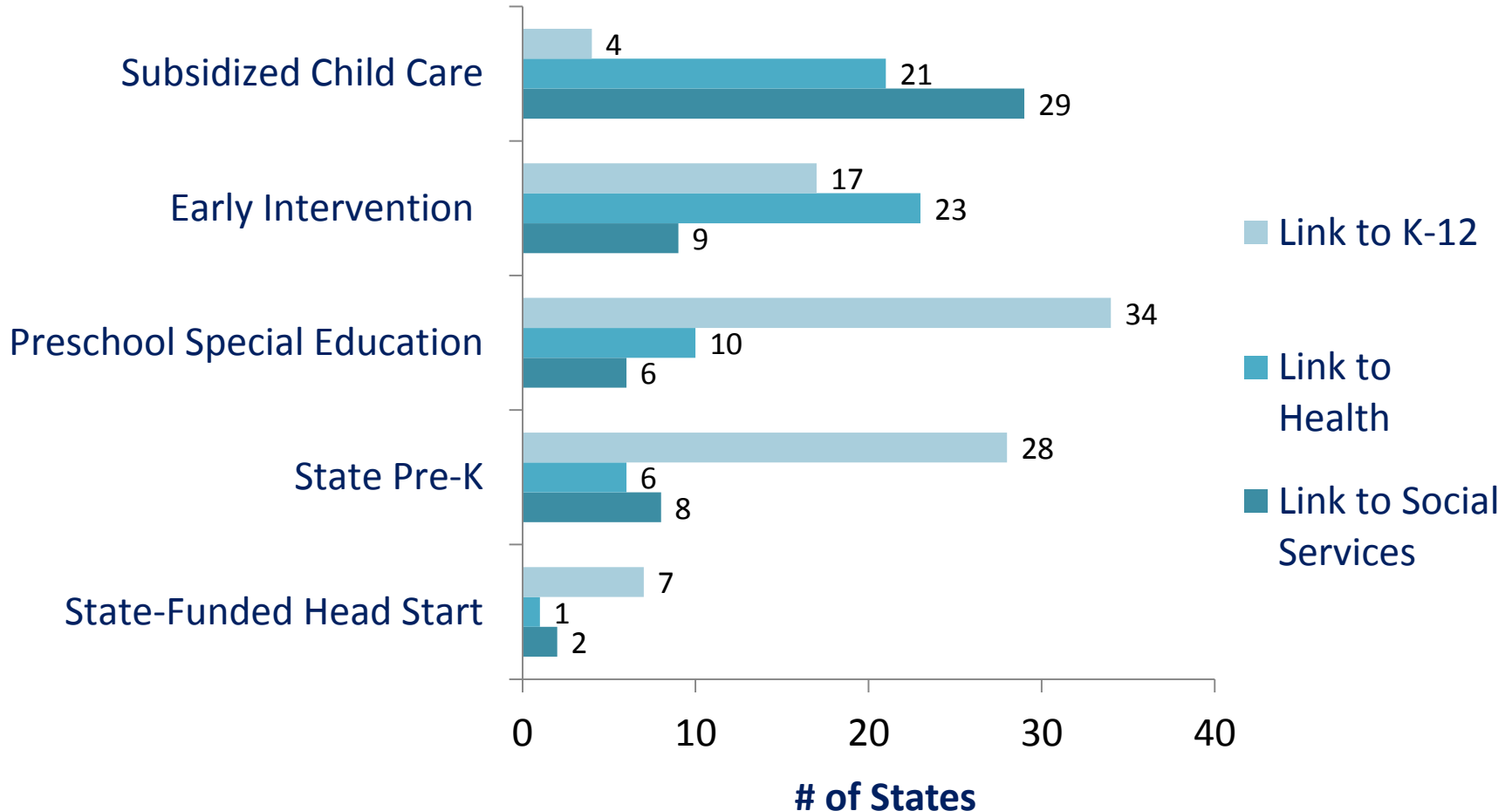


\*Not every state administers state pre-k or state-funded Head Start/Early Head Start programs.

# 4. Governance Matters

## When Linking to Other Systems

States Link Child-Level ECE Data with K-12 and Other Key Data Systems That Are Located in the Same Agency



*\*Not every state administers state pre-k or state-funded Head Start/Early Head Start programs.*

# Recap: Inaugural State ECE Analysis

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- 1. Every state collects ECE data** on individual children, program sites and/or members of the ECE workforce.
- 2. Data are uncoordinated** as almost every state cannot link child-, program site-, and ECE workforce-level data across all ECE programs.
- 3. Data gaps remain for ECE** workforce-level data and child-level development data.
- 4. Governance matters** because data linkages are most likely to occur between data systems located within the same state agency.

***States cannot answer basic questions  
about the state's ECE systems.***



# The Time to Act is Now

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- **Articulate the critical policy questions** that will drive the development and use of coordinated state ECE data systems.
  - **Evaluate current and future data collection** and linkage needs based on the state's critical policy questions.
  - **Strategically govern** data collection and use, including ensuring the privacy, security and confidentiality of ECE data.
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# Website

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[www.ecedata.org](http://www.ecedata.org)





## 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 >](#)



### CAN YOUR STATE ANSWER THESE QUESTIONS?

[View the ECE Fundamentals »](#)

### 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 researchbased, authentic assessment aligned with the state's early learning standards.

[View Case Study](#)

### Spotlight:

Report: States collect ECE data but cannot transform the data into actionable information.

[Inaugural Analysis of State ECE Data Systems »](#)

The ECDC launches a website to support policymakers build and use coordinated state ECE data systems. We want to hear from you!

Email [info@ECEdata.org](mailto:info@ECEdata.org) with suggestions »

### Get Started:

[Building and Using Coordinated State Early Care and Education Data Systems: A Framework for State Policymakers »](#)

- Overview
- National Results
- Fundamental 1** ▶
- Fundamental 2
- Fundamental 3
- Fundamental 4
- Fundamental 5
- Fundamental 6
- Fundamental 7
- Fundamental 8
- Fundamental 9
- Fundamental 10
- State Results
- State ECE Analysis Respondents
- About the State ECE Analysis

Home > Overview of ECDC's Inaugural State ECE Analysis > National Results > Fundamental 1

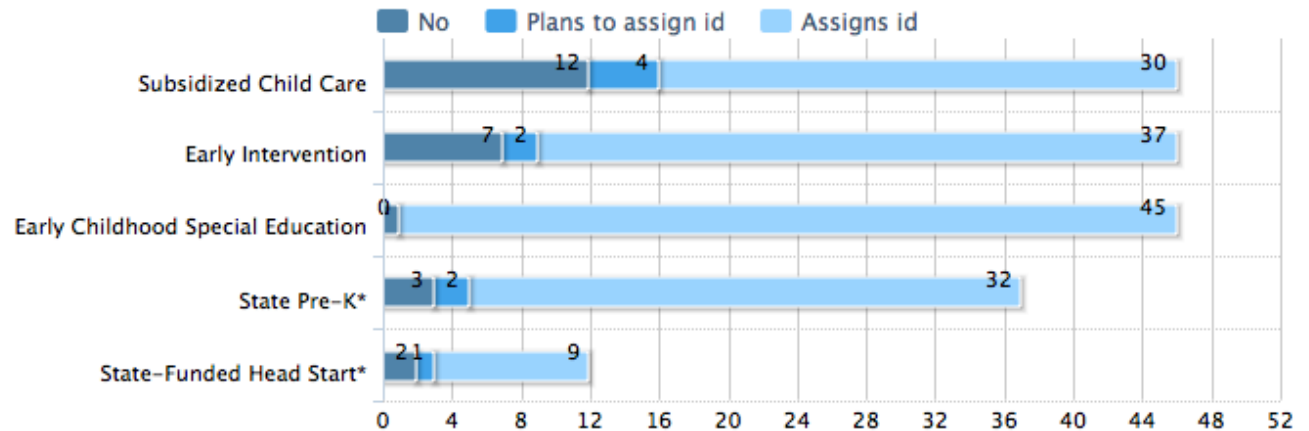
## National Results


Overview **Fundamental:** 1 2 3 4 5 6 7 8 9 10

### National Results

States are assigning identifiers to children in ECE programs. At least two-thirds of states currently assign identifiers to children in each ECE program, but only one state uses the same ID across all ECE programs. As a result, most states are unable to link child-level data across ECE programs, and unable to produce an unduplicated count of how many children are benefitting from one or more of the ECE programs. A unique child identifier alleviates redundant data entry on children participating in multiple ECE programs by allowing information about a single child to be linked across various data systems.

**State Assigns Unique Identifier to Individual Children**



- Overview
- National Results
- State Results 
- State ECE Analysis Respondents
- About the State ECE Analysis

Home > Overview of ECDC's Inaugural State ECE Analysis > State Results > Illinois > Fundamental 2

## State-by-State Analysis

Choose a state:


Overview	<b>Fundamental:</b>	1	2	3	4	5	6	7	8	9	10
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### Illinois

Information such as age, ethnicity, socioeconomic status and program participation, including early intervention services for children with special needs.

The 10 ECE Fundamentals provide the foundation for answering the critical questions that policymakers seek to answer.

Types of information the state collects about individual children in the state's ECE programs			
	Demographics	Program Participation	Family Characteristics
Subsidized Child Care	✓	✓	✓
Early Intervention	✓	✓	✓
Early Childhood Special Education	✓	✓	✓
State Pre-K	✓	✓	✓
State-Funded Head Start	✗	✗	✗

 National Comparison

[◀ VIEW FUNDAMENTAL 1](#) [VIEW FUNDAMENTAL 3 ▶](#)



# Contact the ECDC:

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**Visit [www.ECEdata.org](http://www.ECEdata.org) for more information.**