

Nebraska's Progress Towards an Early Childhood Integrated Data System

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Presentation Outline

- Early Childhood Data Coalition (ECDC)
- Defining an Early Childhood Integrated Data System
- The use of ECIDS
- An Exemplar – The Illinois Asset Map
- ECIDS in Nebraska – NECIDS
- The Process of Developing NECIDS
- A Prototype – Community Profiles in Nebraska

Early Childhood Data Coalition

- Purpose as stated in the Charter
 - *The Early Childhood Data Coalition promotes best practices in data collection, utilization and reporting. It identifies critical data needs and gaps and shares accurate, meaningful data resulting in high quality practices, leveraged resources and positive outcomes for Nebraska's young children and their families.*
- Involvement of representatives from multiple public and private organizations in Nebraska
- Central role in bringing together key stakeholders to lead efforts towards realizing the ECDC long-term goal
 - Nebraska Early Childhood Integrated Data System (NECIDS)

ECIDS: What?

“An Early Childhood Integrated Data System (ECIDS) collects, integrates, maintains, stores, and reports information from early childhood programs across multiple agencies within a state that serve children and families from birth to age eight”

“...to provide integrated, cross-program data that inform decisions about early childhood policies, services, and education. ”

- SLDS State Support Team

Health, education, and social services collecting information on young children

Subsidized child care
(birth to 13)
Financial support for low-income working families to help them access child care services

Home visiting
(prenatal to 5)
In-home support for parents to improve child health and school readiness, and reduce parental stress

Head Start
(prenatal to 5)
Education, health, nutrition, and parental involvement supports for low-income children and their families

Early intervention
(birth to 3)
Supports for children experiencing developmental delays

Preschool special education
(3 to 5)
Supports for children experiencing developmental delays

State preschool
(3 to 5)
Universal or targeted programs to support children's language, literacy, math, and social skills development

Services Share Data

Prenatal

Infant

Preschool

School-age

stages of development

stages of development

stages of development

stages of development

ECIDS: Who and Why?

Policymakers, state agency leadership, parents and families, researchers, service providers...

- Answer stakeholder questions
- Resource allocation decisions
- Examine patterns in service use
- Coordination of services
- Continuous program improvement
- Research and evaluation
- Innovation
- Meet federal reporting requirements
 - ESEA, CCDBG, MIECHV, IDEA B & C

Integrated data supports children's well-being by answering key questions.

Families, child care providers, kindergarten teachers, state administrators, and policymakers frequently have questions about how best to support children's development and which interventions work best. To answer these questions, people need access to information about all the services and professionals that touch children's lives and how children's experiences improve their well-being over time.

Families

- How well is my child learning?
Is my child healthy?
- Is my child getting the right services at the right time?
- Does my child's teacher have the right information and training to best meet my child's learning needs?

Child care providers

- What are the characteristics of children who participate in our program?
- Do our staff characteristics and credentials match the needs of our children?
- How do our children do when they reach kindergarten?

Kindergarten teachers

- What learning, health, and care experience have my new students had?
- Do my students need specific supports as they enter kindergarten?
- Do I have information about my students' learning needs to tailor my instruction?

State administrators

- Whom are we serving with our programs and whom do we miss?
- How do our programs benefit young children and families?
- How can we make our services better?

Policymakers

- Are children, birth to 5 years, on track to succeed when they enter school?
- Which early childhood experiences best prepare children to be successful in school and beyond?
- How effective are state policies and services for vulnerable children and families?



AN UNOFFICIAL GUIDE TO
THE WHY AND HOW OF
STATE EARLY CHILDHOOD DATA SYSTEMS

ELLIOT REGENSTEIN

INTRODUCTION

These days there are not that many issues with bipartisan support at both the federal and state levels. Early childhood* programs and the data systems that support them are a potential exception. But despite the fact that early childhood data systems aren't on your nightly news—or maybe because they're not on the

* The term "early learning" refers to programs for children birth to 5 years with a learning focus or component, including Head Start, state preschool, and child care. The term "early childhood" refers to all services for children birth to five, including early learning and other health and human service programs.

<https://www.theounce.org/what-we-do/policy-and-advocacy/national-policy/policy-conversations/>

Common EC Policy Issues

- Contributing to or examining the research base on the impact on children of publicly funded services
- Designing quality rating and improvement systems to measure and strengthen publicly funded services
- Advocating for the funding needed to increase access to high-quality services
- Increasing the capacity of the professionals working with young children, be it through improved preparation, instructional leadership, professional development, increased compensation, or something else
- Strengthening the connections among systems and programs—preschool, child care, Head Start, home visiting, special education, child welfare, K–12 education, health, mental health, and more

I**F** your state doesn't have a unified early childhood data system, the ceiling of what you're likely to accomplish...on any of those issues is far lower than you need it to be.

State Early Childhood Data Systems
- Elliot Regenstein

2013 State of States' Early Childhood Data Systems

[http://www.ecedata.org/files/2013%20State%20of%20States'
%20Early%20Childhood%20Data%20Systems.pdf](http://www.ecedata.org/files/2013%20State%20of%20States'%20Early%20Childhood%20Data%20Systems.pdf)

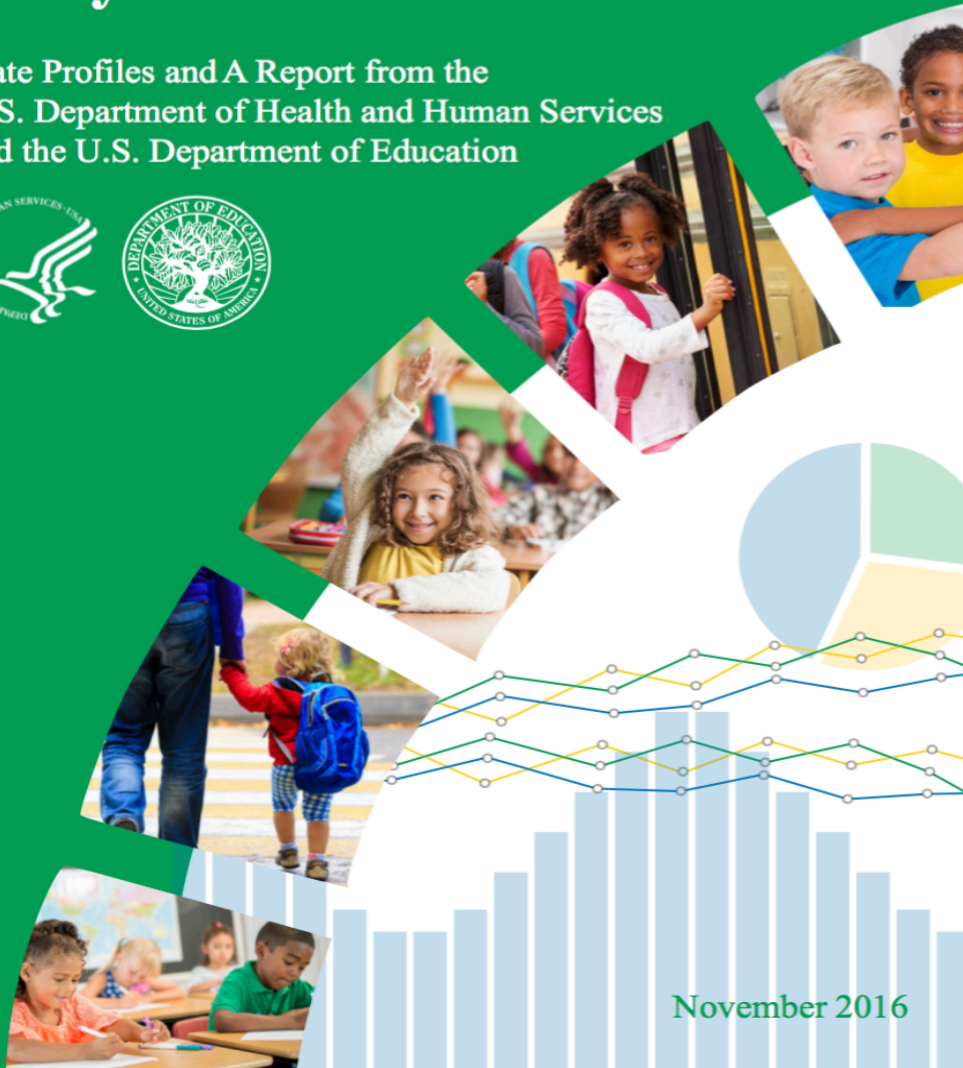


Findings

- Only **one state** – Pennsylvania – can link child-level data across all ECE programs (education, social services, health) and to the state's K-12 data system
- **30 states** reported securely linking ECE child-level data to their states' K-12 data
- **32 states** have designated an ECE data governance entity to guide the development and use of a state-coordinated longitudinal ECE data system

The Integration of Early Childhood Data

State Profiles and A Report from the
U.S. Department of Health and Human Services
and the U.S. Department of Education



<https://www.acf.hhs.gov/ecd/early-childhood-data>

Findings

- By 2015, **32 states** had linked their K–12 data to some of their early childhood data
- **26 states** have received SLDS funds to incorporate early childhood data into their SLDS or to develop or enhance their ECIDS
- **16 states** that received RTT-ELC funds committed to using those funds to develop or enhance their ECIDS



STATE SUPPORT TEAM

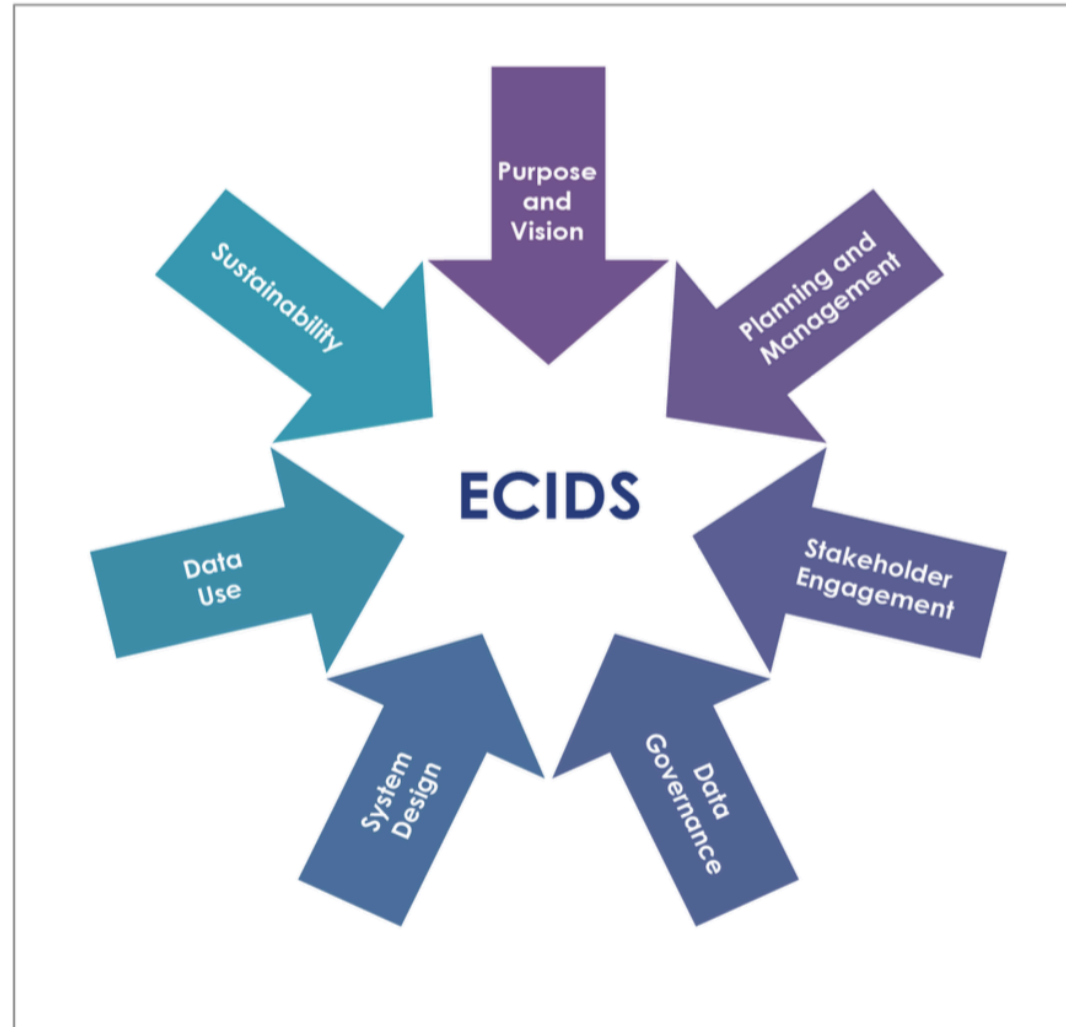
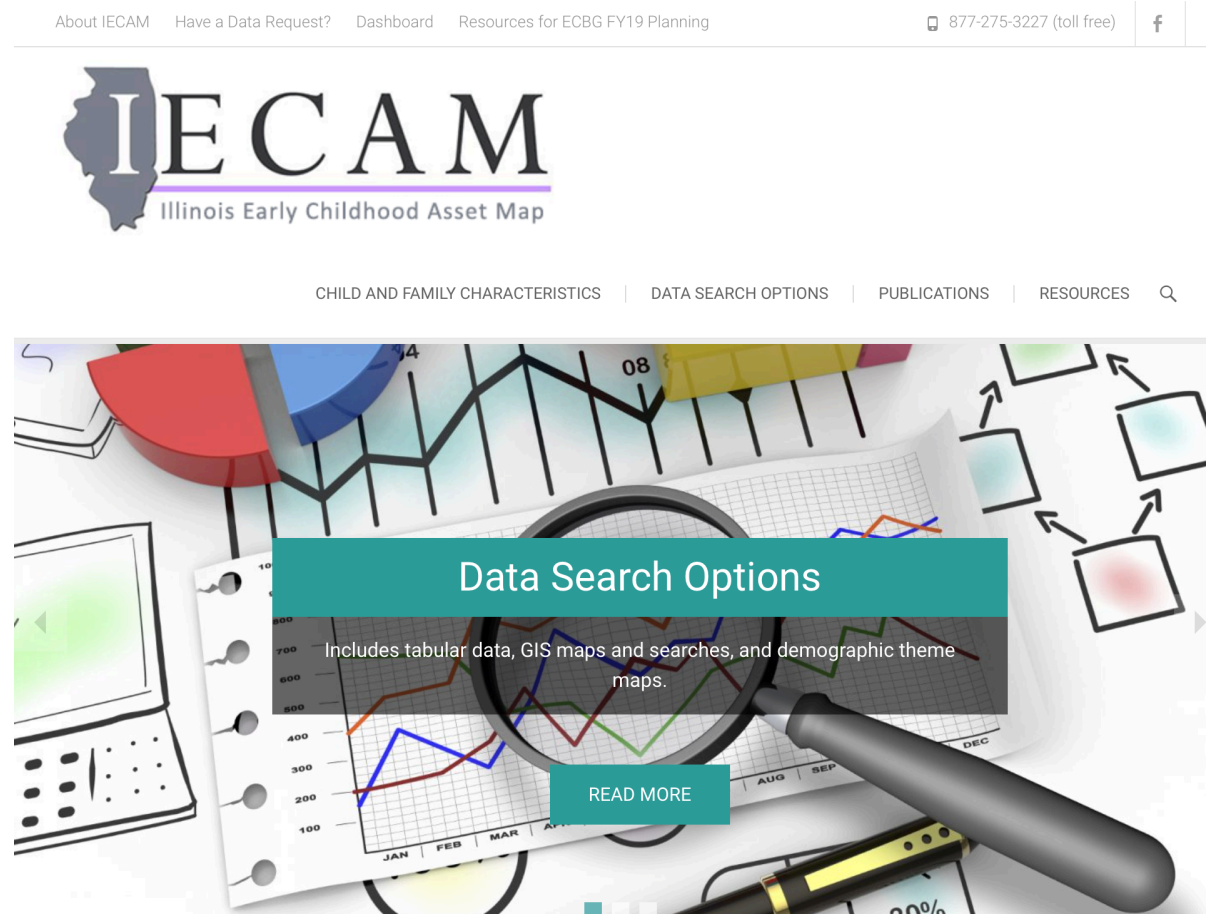


Figure 1. The Seven Components of ECIDS Development

ECIDS: Development Considerations

- Develop a purpose and vision for the ECIDS
- Create strong data governance processes
- Engage stakeholders meaningfully
- Ensure data ownership is clearly included in vendor contracts
- Ensure children's and parents' rights to data privacy
- Ensure data security
- Ensure data quality and comparability across data systems
- Build capacity to analyze and use data
- Capitalize on other data integration efforts
- Integrate and link broad types of early childhood data together

ECIDS: An Exemplar



<http://iecam.illinois.edu/>



Search the IECAM Data Collection

Select a Year:

Select a year to report on: 2016

[What data types are available on IECAM?](#)
[Search data across multiple years.](#)

Select a Region:

- ☒ Counties
- ☐ Zip Codes Postal
- ☐ ISBE 2016 Regions
- ☐ Elementary School Districts
- ☐ House Districts (2010 Census)
- ☐ Congressional Districts (113th - current Congress)
- ☐ Chicago Community Area

[Descriptions of regions](#)

- ☐ Townships (Townships, Cities, Precincts)
- ☐ Zip Codes 2010 ZCTA
- ☐ IDHS Regions
- ☐ Unit School Districts
- ☐ Senate Districts (2010 Census)
- ☐ Municipalities

Select Counties:

- Adams
- Alexander
- Bond
- Boone
- Brown
- Bureau
- Calhoun
- Carroll
- Cass
- Champaign

[What data types are available on IECAM?](#)
[User Guide](#) to this Search page
[Detailed data](#) on Chicago

- ☐ [IL State Count](#)
- ☐ View all areas

To select multiple areas, hold down the CTRL key while selecting.

Select one or more indicators:

Early Childhood Service Type:

- ☐ All data
- ☐ [ISBE PreK/PFA](#)
- ☐ [ISBE PFA Expansion](#)
- ☐ [Head Start](#)
- ☐ [Early Head Start](#)
- ☐ [Migrant and Seasonal Head Start](#)
- ☐ [Licensed Child Care Centers](#)
- ☐ [License-Exempt Child Care Centers](#)
- ☐ [Licensed Family Child Care Homes](#)

Demographics:

- ☐ All data
- ☐ [Population](#)
number of children <1, 1, 2, 3, 4, and 5 years
- ☐ [Population 6-12](#)
- ☐ [Population by Race/Ethnicity](#)
number of children <1, 1, 2, 3, and 4 years
- ☐ [50% Federal Poverty Level](#)
children <50% FPL
- ☐ [100% Federal Poverty Level](#)
children <100% FPL



You searched on (IL State Count) + Counties = (Adams) + Early Childhood Services Types = (Early Head Start, Head Start, ISBE Pre-K/PFA, Licensed Child Care Centers) + Demographics = (100% Federal Poverty Level, 185% Federal Poverty Level)

[Download as an Excel file](#) (For Internet Explorer users only)

Results display the most recent data that are available through the selected year.

	ISBE PreK/PFA (FY 2016)		Head Start (FY 2016)		Early Head Start (FY 2016)		Licensed Child Care Centers (FY 2016)					100% Federal Poverty Level (2015 Estimates)					
Counties (sort)	Number sites (sort)	Proposed capacity (sort)	Number sites (sort)	Funded Enrollment (sort)	Number Sites (sort)	Funded Enrollment (sort)	Number sites (sort)	Total Licensed Capacity sessions 6 wks - 1 yr (sort)	Total Licensed Capacity sessions 2 (sort)	Total Licensed Capacity sessions 3-4 and 5-K (sort)	Total Licensed Capacity (sort)	number of children under 1 year (sort)	number of children 1 year (sort)	number of children 2 years (sort)	number of children 3 years (sort)	number of children 4 years (sort)	number of children 5 years (sort)
IL State	1,232	72,524	618	31,946	135	4,815	2,378	38,347	33,048	102,490	202,914	35,091	35,174	35,228	35,672	35,902	36,267
IL State w/o Chicago	844	51,592	253	15,387	70	3,329	1,894	31,561	25,878	84,069	165,686	23,436	23,676	23,867	24,263	24,533	25,096
Adams	3	270	2	343	1	26	4	161	120	254	751	213	227	216	215	219	223

NECIDS

Purpose:

Through collaboration across and within agencies and programs, the NECIDS will enable Nebraska to make informed decisions about programs and policies that promote positive outcomes for all children, prenatally through eight years old.

What IS the NECIDS?

- A system to help program administrators, teachers, and service providers identify short and long term outcomes for continuous program improvement
- A system that provides information to families about the availability of early childhood programs and services
- A system to evaluate the alignment between early education services and child outcomes
- A system that connects to the state's longitudinal data systems (K-12 and P-20W)
- A tool that helps with resource allocation and policy-making decisions
- A tool for informing needs assessments across the state
- A tool for research and evaluators to support policy and practice decision-making

NECIDS

What the NECIDS will NOT do:

- Be a quick fix for all risk factors facing children from birth to age eight
- Infringe on privacy, security or confidentiality of data
- Replace individual program data systems
- Collect biometric, religious, psychological or other sensitive data
- Sell data
- Target individuals
- Send student personal information to the federal government

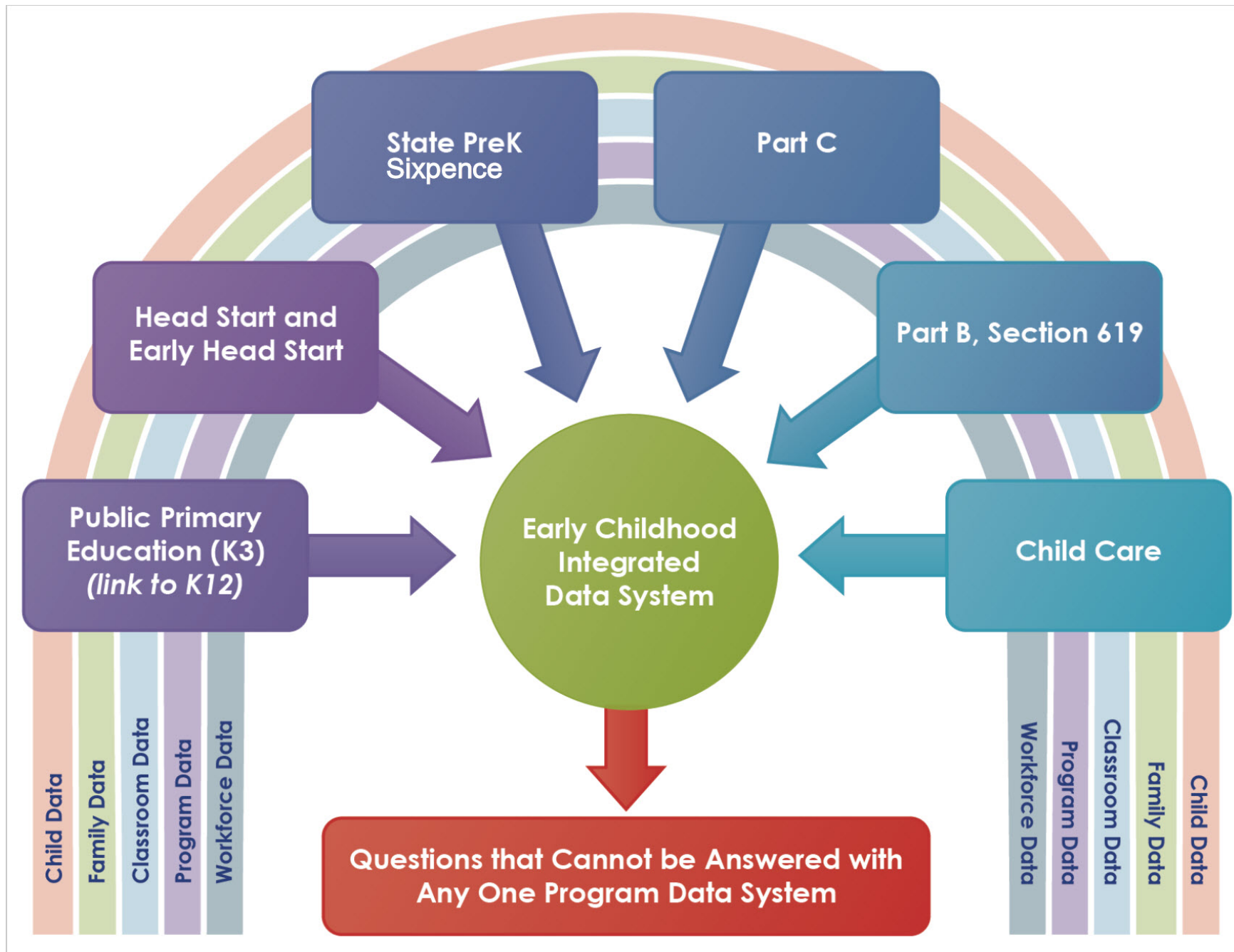
Who Benefits from the NECIDS?

- Policymakers
- Children and Families
- General Public
- Program Administrators
- Teachers
- Service Providers
- Researchers and Grant Writers
- Funders (Public and Private)

NECIDS

Timeline:

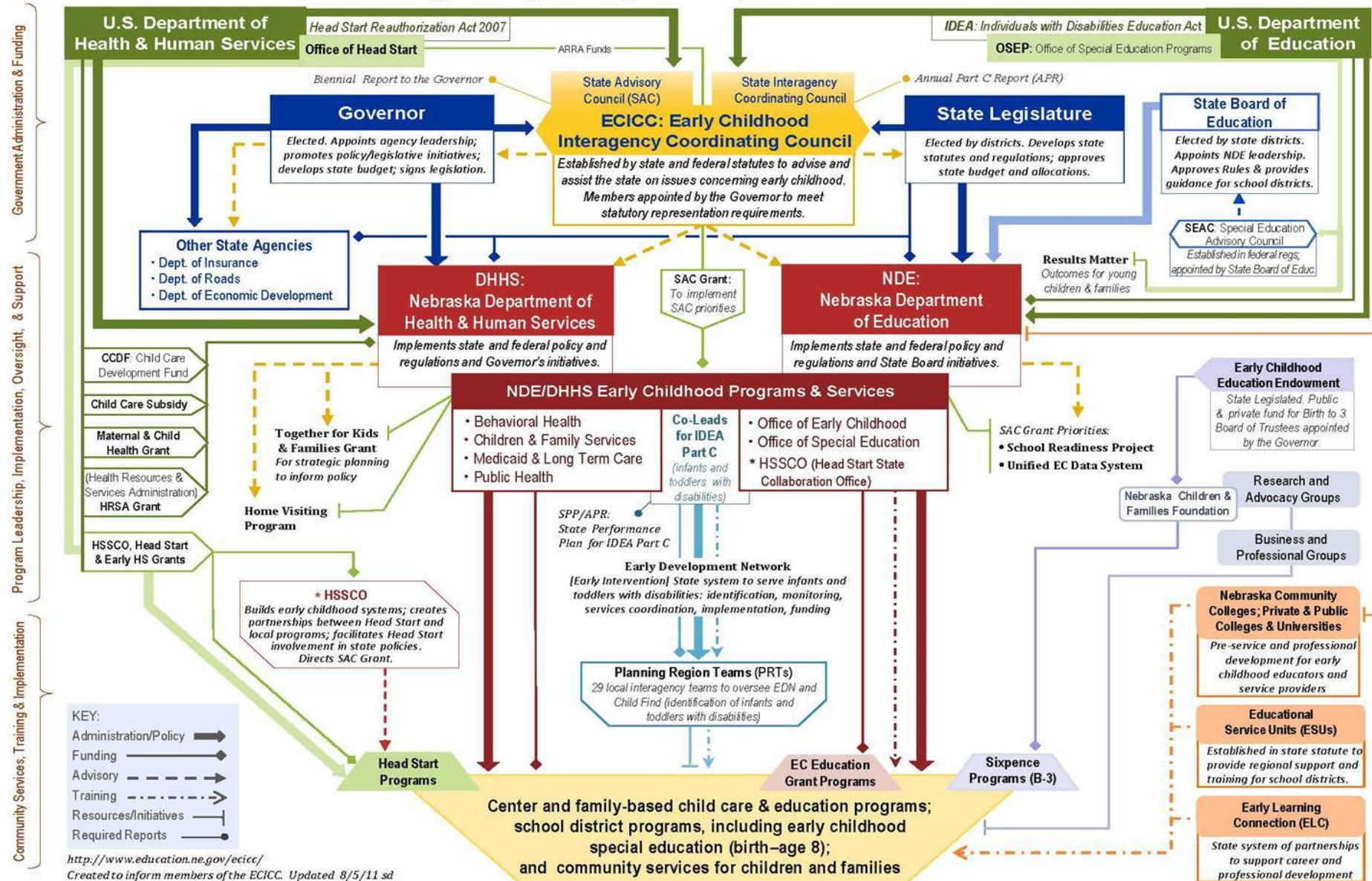
By the end of 2020, Nebraska will have integrated the following programs into the NECIDS: Early Development Network, Sixpence, Early Head Start and Head Start, Educare, Step Up to Quality, Home Visitation Programs, Vital Statistics, Immunization, Child Care Licensing, Child Care Subsidy, Early Childhood Professional Record System, and Child Welfare. In the future, it is the intention to include other early childhood programs into the integrated data systems.



ECICC: A collaborative effort to inform state government on the improvement of services affecting young children and their families

Early Childhood Linkages and Relationships to ECICC

Policy, Funding, Training & Advisory Functions–Nebraska 2011



Early Childhood Interagency Coordinating Council (ECICC)

- “The Early Childhood Interagency Coordinating Council was established by *Nebraska Revised Statutes (Neb.Rev.Stat.)* 43-3401 to 43-3403 to advise and assist collaborating agencies in carrying out the provisions of state and federal statutes pertaining to early childhood care and education initiatives under state supervision.”



Raising the Next Nebraskans



2016 Report to the Governor

Nebraska Early Childhood
Interagency Coordinating Council

<https://www.education.ne.gov/ecicc/reports/>

Nebraska Early Childhood Integrated Data System (NECIDS)

- **Recommendation #4: Support continued development of Nebraska's Early Childhood Integrated Data System (ECIDS)**

- *Strategies to support a sustainable infrastructure for early childhood data and connect it to the broader Nebraska Longitudinal Data System*

“Support a comprehensive data system by encouraging collaboration across multiple agencies and systems for a more coherent picture of the state of education in Nebraska”

- SOURCE: 2016 ECICC Report to the Governor



ECIDS GAP ANALYSIS AND ROADMAP RECOMMENDATIONS

Nebraska Department of Education

Presented by:



*“There is much work to be accomplished over the coming months to move the project from an idea to a working concept. However, the current team is more than qualified, empowered, and capable of driving the road mapping activities outlined in this report forward. We believe with some **discrete concrete wins**, structural supports, and a solid operational plan, the system will eventually be funded and built to service stakeholders across the state, and most importantly the children of Nebraska.”*

Early Childhood Community Profiles

- A public report that describes the status and characteristics of communities as they relate to early care and education
- Highlight the need for availability and quality of programs and services
- Aggregated data at county or other level

2017 Early Childhood Profile

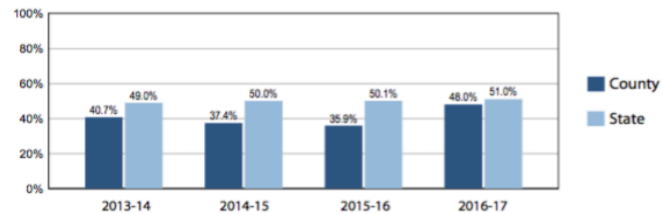
Allen County

The Early Childhood Profile is produced by the Kentucky Center for Education and Workforce Statistics (KCEWS) for the Governor's Office of Early Childhood (GOEC) and the Early Childhood Advisory Council (ECAC) utilizing data from the Kentucky Longitudinal Data System (KLDS). For detailed explanations of data in this report, see the technical notes at <http://kcews.ky.gov/reports/earlychildhoodprofiles/>



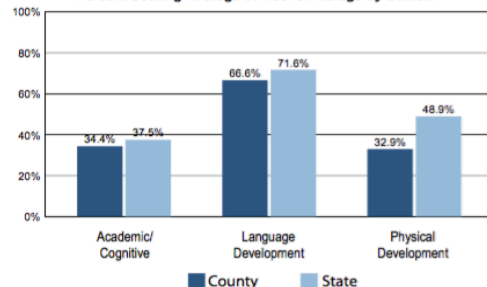
Kindergarten Readiness

Kindergarten readiness means each child enters school ready to engage in and benefit from early learning experiences that best promote the child's success. The BRIGANCE K Screen III measures readiness in five domains: academic/cognitive, language, physical, self-help, and social-emotional development. The composite readiness score reflected here is comprised of the academic/cognitive, language, and physical development domains and represents the percentage of students who were ready for kindergarten.



Results by Composite Domain

Percent Scoring Average or Above Average by Domain



Results by Social-Emotional and Self-Help Domains

Percent Scoring Average or Above Average by Domain



Scores for social-emotional and self-help domains are reported by parents and are not included in readiness scores.

Early Care and Education Program Enrollments

	County	State
Kindergarten	235	51,305
Preschool	106	22,367
At-risk 4-year-olds at or below 160% of the federal poverty level (FPL)	73	9,206
3- and 4-year-olds with disabilities	34	9,976
Other	0	1,492
Head Start	41	13,144
3- and 4-year-olds income eligible	40	11,270
3- and 4-year-olds with disabilities	1	1,571
Other	0	303
Licensed and certified child care capacity	278	166,254
Children receiving child care assistance (CCAP program)	29	26,775
CCAP at Licensed Centers	29	25,170
CCAP at Licensed Homes	*	145
CCAP at Certified Homes	*	615
CCAP at Registered Providers	*	144

* Data suppressed to ensure confidentiality.

Third Grade Assessment Results

The 3rd grade assessment is an evaluation of the student's learning that occurs from birth through 3rd grade. Below are the percentages of 3rd grade students who scored proficient or distinguished in the 2015-16 school year.

	County	State
Math	49.6%	47.7%
Reading	61.5%	53.7%

Allen County

Family, Health, and Services

Select Indicators	County #	County %	State %
Number of children:			
0-2 year-olds	793	3.8%	3.8%
3-4 year-olds	502	2.4%	2.5%
5-6 year-olds	562	2.7%	2.5%
Children under 6 years old living below:			
100% poverty	393	26.7%	29.9%
150% poverty	645	43.9%	42.3%
200% poverty	766	52.1%	53.0%
Households with English not primary language	332	4.3%	5.7%
Births to teenage girls 15-19 years old**	29	49^	38^
Preterm babies (born before 37 weeks of pregnancy)**	30	11.8%	10.9%

^ Rate per 1,000 females ages 15-19

**Numbers represent 1-year rolling averages calculated from 3-year aggregate data. Rates are 3-year aggregate rates.

Support Services

	County #	State #
Children receiving WIC	538	83,354
Families served by the First Steps program	29	4,237
Number of families served by the HANDS home visitation program	50	10,697



State and Local Contact

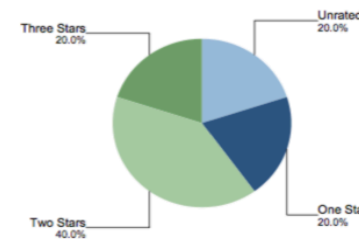
Allen Co. Community Early Childhood Council Chair
Lynn Rottstedt
greentree@bellsouth.net

Visit the Governor's Office of Early Childhood online at <http://kidsnow.ky.gov> or call 502-782-0200 for more information.

Visit <http://kcews.ky.gov/reports/earlychildhoodprofiles/> for sources, technical descriptions of each data element in this profile, notes for how to use this report, and links to other sources of information for the early childhood community. For school and district Kindergarten readiness data, please visit the Kentucky Department of Education's Open House website at <http://openhouse.education.ky.gov/>

STARS for KIDS NOW Participation

STARS is the rating and improvement system for licensed and certified child care providers. Participants receive resources and technical assistance to continually improve their quality and their star rating. A higher star rating means the provider is meeting quality standards that help children succeed. Next year this reporting will be for Kentucky All STARS.



	Child Care Centers		Child Care Capacity	
Rating	Licensed	Certified	Licensed	Certified
STARS	4	0	272	0
Not STARS	0	1	0	6

To find a STAR-rated child care provider in your county, click here: <https://prdwweb.chfs.ky.gov/kiccp/public/providersearchpublic.aspx>

To learn about STARS for KIDS NOW, click here: <http://chfs.ky.gov/dccs/dcc/stars/aboutstars.htm>

Early Childhood Workforce

KIDS NOW Scholarships

KIDS NOW Scholarships awarded to early childhood educators:

	County #	County \$	State #	State \$
College	0	\$0	1,062	\$945,418
Non-College	3	\$630	312	\$65,520

To learn more about scholarships, contact a Professional Development Counselor in your county: <http://www.kentuckypartnership.org/about/map>

High School Credentials

Family and Consumer Sciences programs offer high school early childhood students an opportunity to earn industry-recognized certificates and credentials.

	County #	State #
Early Care and Education Orientation Certificate	0	780
Commonwealth Child Care Credential	0	772
Child Development Associate	0	7

For more information about these programs, please visit: <http://education.ky.gov/CTE/cteap/FCS/Pages/default.aspx>

Next Steps

- Convene ECDC Members
 - Develop project scope and desired deliverables
 - Static and/or web-based reports
 - Maps
 - Define community
 - Identify domains and indicators based on data availability
- Timeline
- Potential Funding Sources