

State Early Childhood Advisory Councils & Data System Development: A National Overview

State Longitudinal Data System Grantee
Conference Call
May 26, 2011

Councils Around the Country

- 45 states and 5 territories received American Recovery and Reinvestment Act funds
- 3-year funding guaranteed

The Charge of the Councils

- 3-Year Strategic Plan
- Statewide Needs Assessment
- Accountability Measures and Standards
- Increasing Access/Improving Quality
- Unified Data System
- Quality Rating and Improvement System
- Professional Development System

GOALS

Children have high quality early learning supports and environments and comprehensive health care.

Families have meaningful community and parenting supports.

Early childhood professionals have the knowledge, skills, and supports to work effectively with and on behalf of families and children.

all children are valued, healthy, and thriving

outcomes

ACCESS OUTCOMES

EARLY LEARNING

- Increased availability of formal education and professional development opportunities for early childhood professionals related to early learning standards.
- Increased access to high quality early learning, birth through third grade.

FAMILY SUPPORT AND PARENT EDUCATION

- Increased availability and family use of high quality parenting/child development information, services, and supports.
- Increased parent engagement and leadership at program, community, and policy levels.

SOCIAL, EMOTIONAL, AND MENTAL HEALTH

- Increased availability and use of high quality social, emotional, and mental health training and support.
- Increased number of supportive and nurturing environments that promote children's healthy social and emotional development.

HEALTH

- Increased access to preventive oral and medical health care.
- Increased number of children covered by consistent health insurance.

QUALITY OUTCOMES

- Increased number of children meeting developmental milestones to promote school readiness.
- Increased number of programs that are accredited and/or quality rated.
- Increased number of schools that have leadership and educational environments that support young children's success.
- Increased availability of community resources and support networks for early childhood practitioners, professionals, and programs.

- Increased number of children who live in safe, stable, and supportive families.
- Improved family and community knowledge and skills to support children's health and development.
- Increased family ability to identify and select high quality early childhood services and supports.

- Increased number of environments, including early learning settings, providing early identification and mental health consultation.
- Improved knowledge and practice of nurturing behaviors among families and early childhood professionals.

- Increased number of children who receive a Medical Home approach.
- Increased number of children who are fully immunized.
- Increased knowledge of the importance of health and wellness (including nutrition, physical activity, medical, oral, and mental health).

EQUITY OUTCOMES

- Increased number of children with special needs who receive consistent early learning services and supports.
- Decreased gaps in school readiness and academic achievement between populations of children.

- Increased availability and use of family literacy services and supports.
- Increased availability of resources and supports, including financial and legal, to promote family self-sufficiency.
- Increased coordination of services and supports for families and children who are at-risk or have special needs.

- Increased number of mental health services for children with persistent, serious challenging behaviors.
- Decreased number of out-of-home placements of children.

- Increased percentage of primary care physicians and dentists who accept Medicaid and Child Health Plan Plus.
- Increased percentage of women giving birth with timely, appropriate prenatal care.
- Decreased number of underinsured children.

STRATEGIES FOR ACTION

- Develop and support use of early learning standards by families, programs, and professionals.
- Evaluate and recognize high quality programs with a comprehensive rating and reimbursement system.
- Develop, promote, and support high quality professional development and formal education for adults who work with young children.
- Monitor children's learning and development through screening and on-going assessments.
- Improve financial sustainability and governing efficiency of early learning programs and infrastructure.

- Strengthen coordinated efforts of public and private stakeholders to meet the needs of children and families.
- Strengthen and support family leadership through effective training models.
- Provide tools and information to families to strengthen their own engagement and involvement in their children's lives.
- Provide information to families to facilitate connection to services and supports.

- Promote caregivers' knowledge of the social, emotional, and mental health of young children.
- Provide early childhood professionals with effective practices that promote children's social-emotional development and mental health.
- Strengthen and support community-based mental health services that identify and serve young children.

- Enroll more children in health insurance programs.
- Promote and support use of standards for a Medical Home approach (including medical, oral, and mental health, as well as developmental, vision, and hearing screening and services).
- Strengthen coordinated efforts of public and private stakeholders to support health and wellness.

FOUNDATIONS

Build and Support Partnerships

Fund and Invest

Change Policy

Build Public Engagement

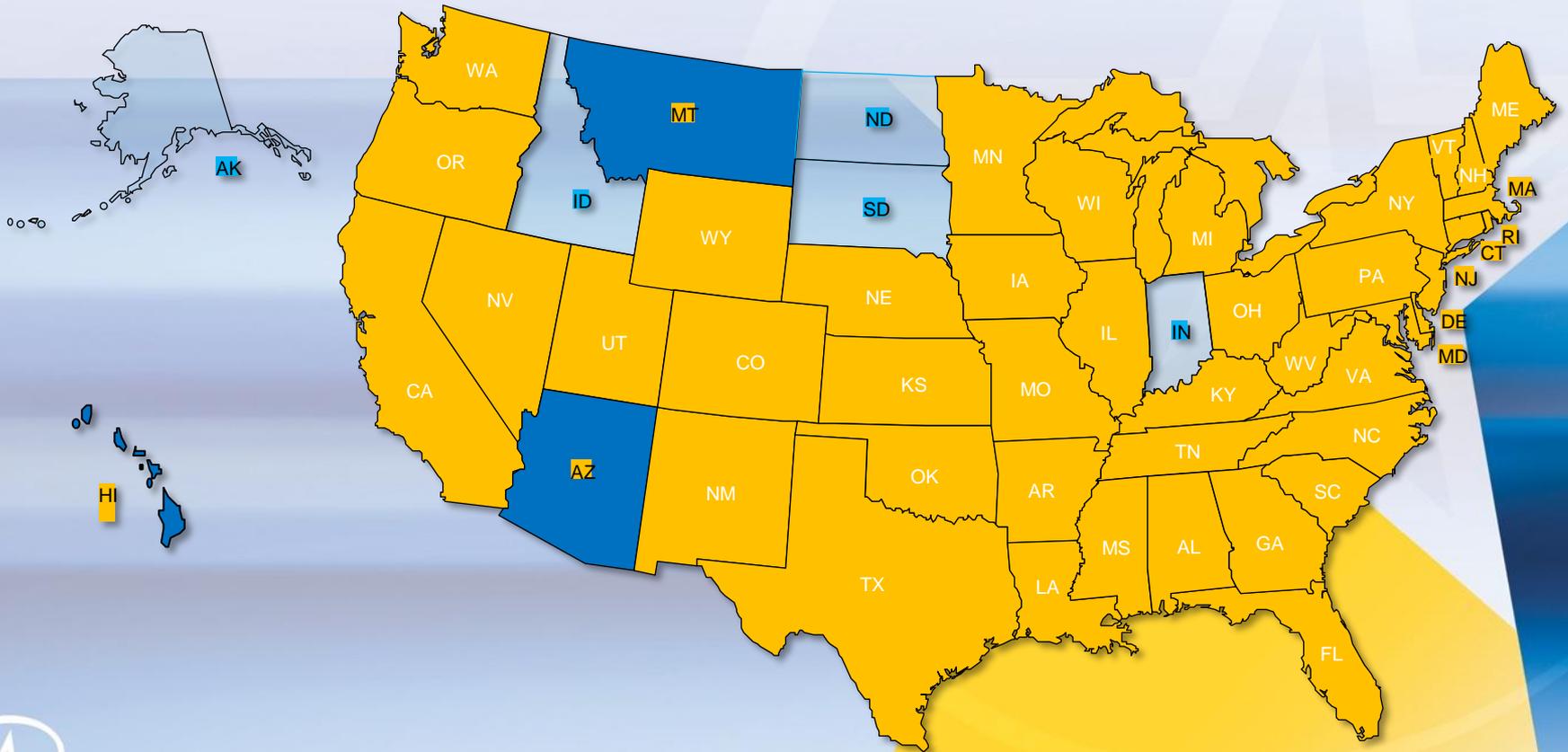
Share Accountability

Generate Education and Leadership Opportunities

Council Role: Three C's

- Fulfill their **coordination** role by developing recommendations to promote system building.
- Promote **collaboration** and shared ownership of results and accountability.
- **Communication** is key.

Councils Prioritizing Data System Development Recommendations



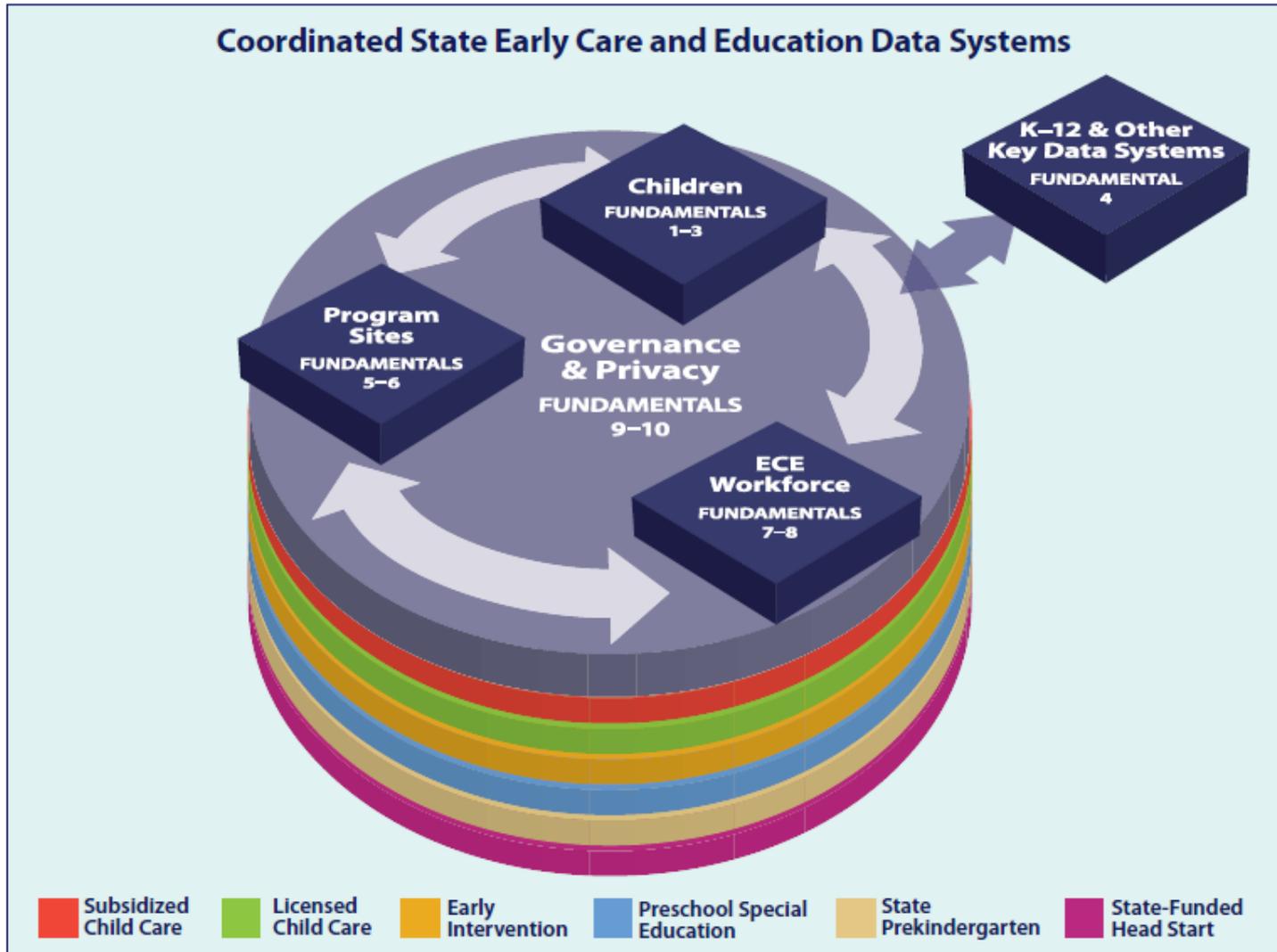
ECDC

Critical Policy Questions Facing States

- 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?

ECDC 10 FUNDAMENTALS

of Coordinated State ECE Data Systems



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of Coordinated State ECE Data Systems

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

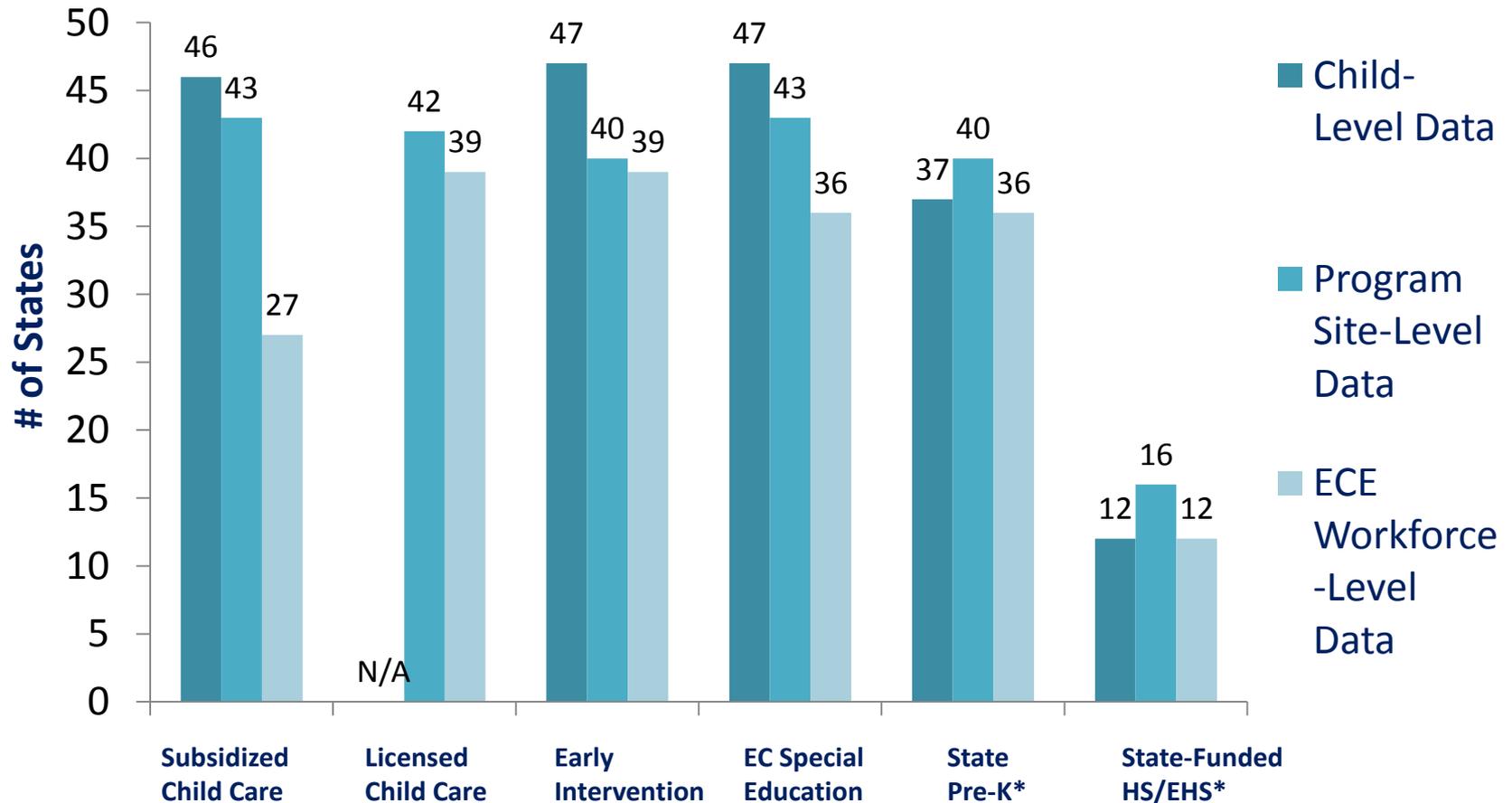
ECDC Inaugural State ECE Analysis

- 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.

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

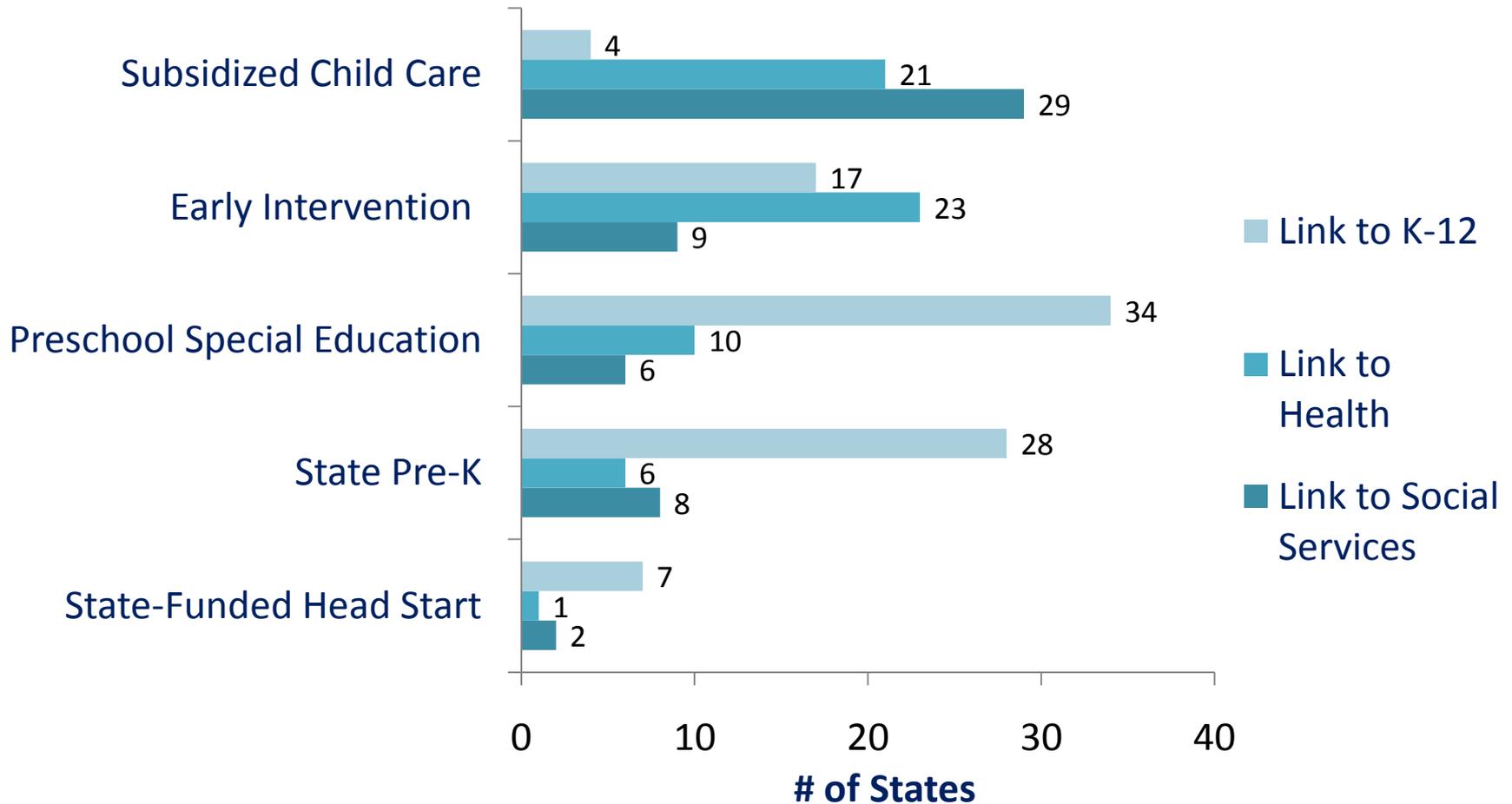


*Not every state administers state pre-k or state-funded Head Start/Early Head Start programs.

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.*

The Beat Goes On

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.

- Federated data system architecture;
- Linkages with health and family support data;
- Integration of Head Start data;
- Building B-3rd grade data frameworks;

Strategically govern data collection and use, including ensuring the privacy, security and confidentiality of ECE data.

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