Early Childhood Data Collaborative

Coordinating Early Childhood Data Policies: Opportunities for States

July 19, 2016

Webinar

The Early Childhood DATA Collaborative

Overview

Overview of Early Childhood Data Collaborative

- Carlise King, Early Childhood Data Collaborative

Presenters:

- Child Care and Development Block Grant Reauthorization
  - Hannah Matthews, CLASP
- Proposed Head Start Standards
  - Emmalie Dropkin, National Head Start Association
- Every Student Succeeds Act
  - Danielle Ewen, Education Counsel

Early Childhood Data Collaborative

www.ecedata.org

The **Early Childhood Data Collaborative** (ECDC) promotes policies and practices to support policymakers' development and use of coordinated state early care and education (ECE) data systems.

Effective use of data systems will help policymakers improve:

- Access to high-quality programs
- Program quality
- ECE workforce quality
- Child outcomes

Benefits of Coordinating Early Childhood Data

- Accurate information about children, quality of programs, and their distribution throughout the state—how well the programs are working and what is being achieved.
- Understanding of workforce preparedness and state needs for professional development and training
- Cross-sector and longitudinal data to assess progress over-time.

CCDBG Reauthorization: Opportunities to Expand Data Coordination

CLASP
policy solutions that work for low-income people

Presenter:
Hannah Matthews
Director, Child Care and Early Education
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CCDBG Reauthorization Overview

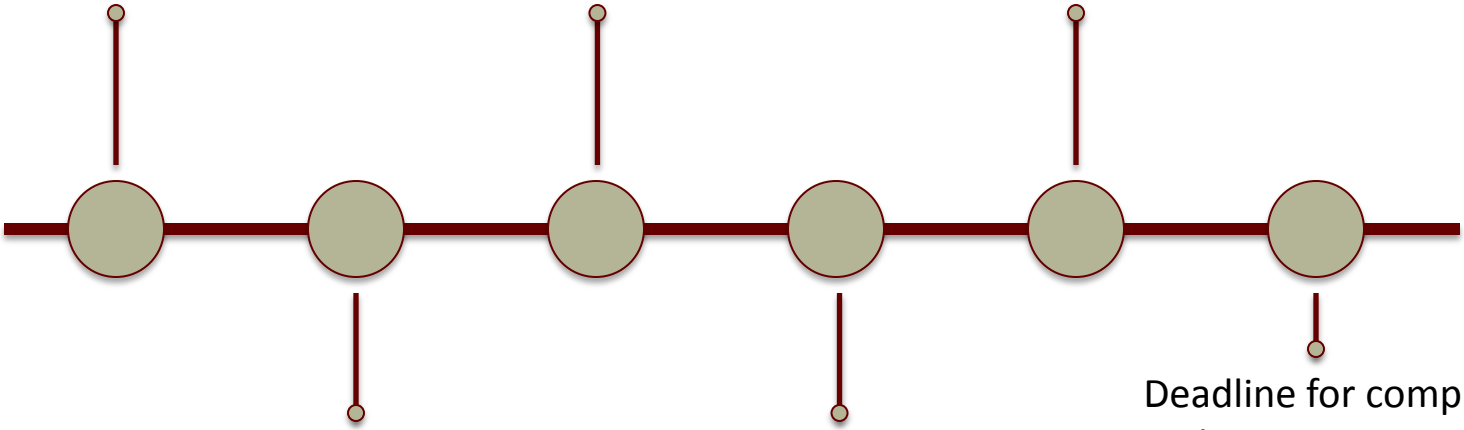
- The bipartisan CCDBG Act of 2014 aims to:
  - improve the health, safety, and quality of child care
  - make child care financial assistance more stable for families.
- Reauthorization:
  - establishes many new requirements for states, while maintaining state flexibility in many areas.
  - does not guarantee new funding to comply with new requirements.

Implementation Timeline

President signs CCDBG Act – *November 2014*

State CCDF 2016-2018 Plans submitted – *March 2016*

Final ACF regulations – *anticipated Summer/Fall 2016*



Notice of Proposed Rulemaking (NPRM) – *December 2015*

State CCDF Plans effective – *June 2016*

Deadline for compliance with most CCDBG Act provisions – *October 1, 2016*

- States permitted to submit state-specific implementation timelines in State Plans.

CCDBG Data Opportunities

- New reporting requirements can offer:
  - Better understanding of the characteristics of children served in CCDBG-funded care.
  - Better understanding of the quality of CCDBG-funded care.
  - Better understanding of the reach of CCDBG-funded care, especially in relation to high-poverty areas.
- States can seize opportunities of new law to expand data coordination with other programs and data-driven decision making beyond requirements.

Child/Family-Level Data

- States must use a unique identifier for head of family unit.
- Updated Monthly Case Record Reporting (ACF-801 Report) includes new data elements:
  - Family experiencing homelessness
  - Child with a disability
  - Primary language spoken in child's home
  - Parent(s) Military status
  - Family zip code

Provider-Level Data

- Monthly case record report includes quality information for providers (ACF-801)
  - QRIS participation and rating.
  - In states without QRIS: accreditation status, subject to State or local pre-K standards, meets other State-defined quality measure, or subject to Head Start or Early Head Start standards.
- Act requires States to have training and professional development requirements, and a progression of professional development for CCDBG providers.

Consumer Education Website

- States must make information available through a consumer education website, including provider-specific information on results of monitoring and inspection reports and on quality (if available).
- States must provide expanded consumer information for families, including information about child care and other early childhood and public benefit programs.

Systems-Level Data

- States are to build the supply and quality of care for particular populations and prioritize investments in high poverty areas.
  - Data reporting will include zip code of CCDBG-providers.
- States must create measures to evaluate progress in improving the quality of child care.
  - NPRM proposed requiring reporting on those measures.

Seizing Opportunities in the New Law

- New aspects of law and implementation could be leverage points for attention to coordinated, effective use of data
  - e.g. revised goals, state plan coordination, supply building.
- Event of policy change brings attention to CCDBG.

Seizing Opportunities in the New Law

- Subsidy improvements (12-month eligibility, etc.) offer opportunities to integrate and better use data.
  - Integration oppt's with ECE and other (non-ECE) benefit programs.
    - What are the implications for early childhood data?
- Increased stability and reduced churn, coupled with data improvements, could help tell story.

Questions

NATIONAL HEAD START ASSOCIATION

Proposed Head Start Standards for Data Use and Sharing

Emmalie Dropkin
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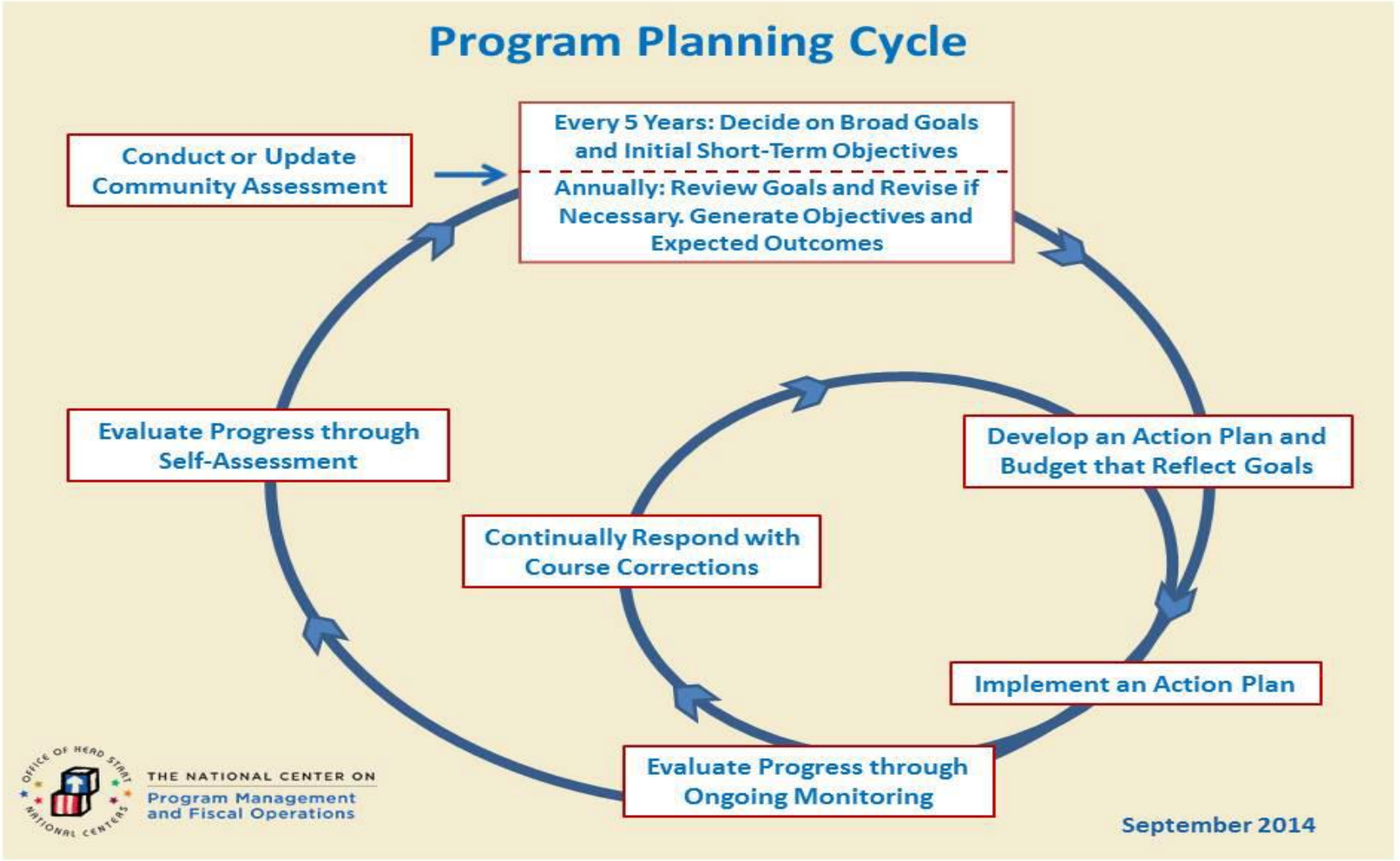
How Head Start uses data…



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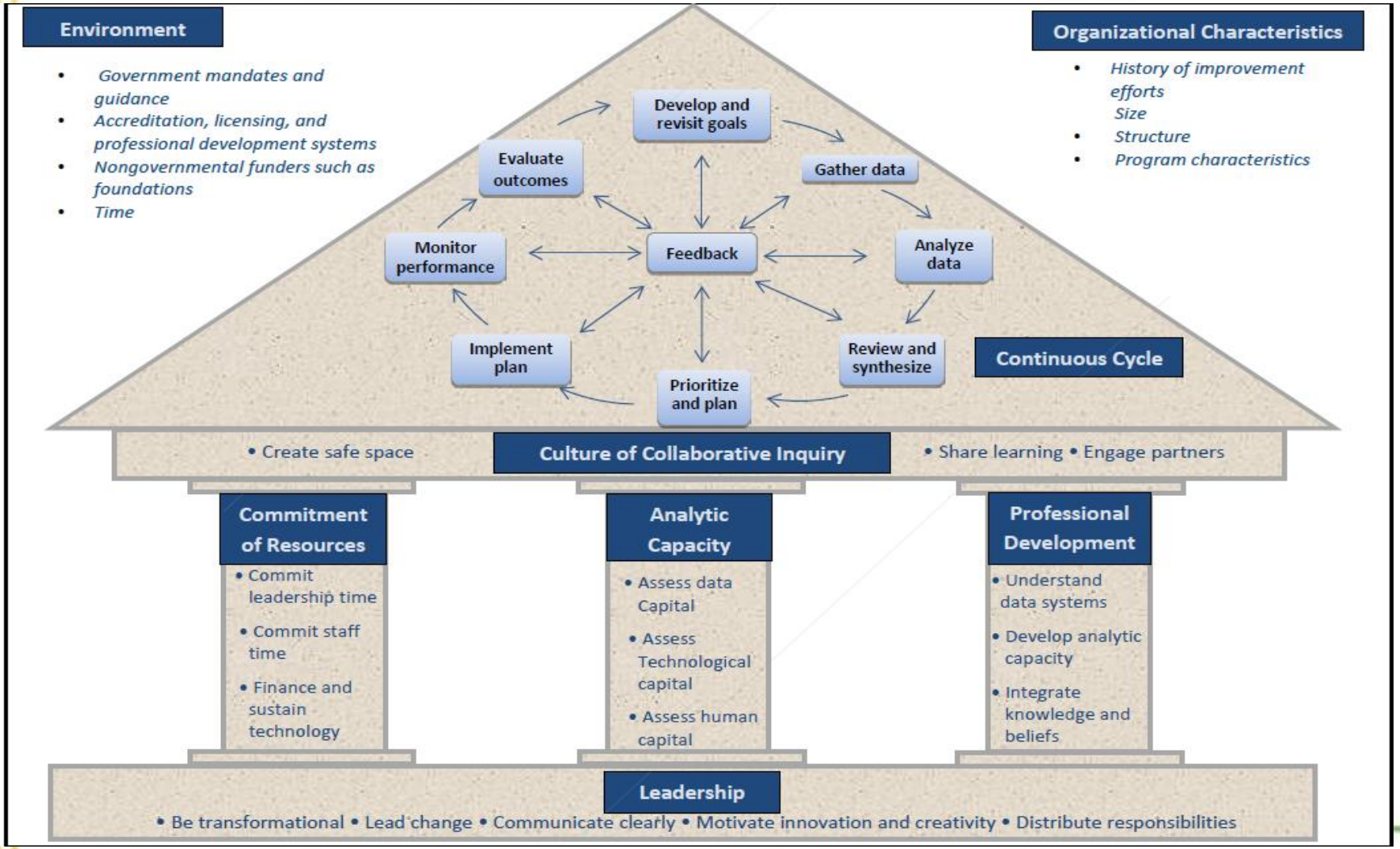
…but it's complicated!



Source: Derrick-Mills, Teresa, Heather Sandstrom, Sarah Pettijohn, Saunji Fyffe, and Jeremy Koulish. (2014). Data Use for Continuous Quality Improvement: What the Head Start Field Can Learn From Other Disciplines, A Literature Review and Conceptual Framework. OPRE Report # 2014-77. Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families. U.S. Department of Health and Human Services.

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The State of Data in Head Start

Current Data Use

- Locally designed and driven
- Multiple inputs and outputs and some outcomes gathered:
  - Data used for continuous quality improvement
  - Data used for community planning and local design
  - Data collected for federal reporting
- Some programs have dedicated staff; many lack sufficient capacity
- Participation in QRIS, SLDS, ECIDS, and data sharing with other Head Start programs varies by state

The State of Data in Head Start

Political Pressures

- Long-standing reality that outcomes collected for continuous quality improvement can be misused for accountability (DRS, NRS)
- Increasing focus on School Readiness Goals and Continuous Quality Improvement systems in grants, standards, and monitoring
- Administration focus on “Evidence-Based Policy”

Proposed Data Use in Head Start

From the Notice of Proposed Rulemaking for Head Start Standards (June 2015)

Part 1302 Subpart J—Program Management and Quality Improvement:

"A program must provide management and a process of ongoing monitoring and self improvement for achieving program performance goals that ensures child safety and the continuous delivery of effective, high quality program services."

This subpart describes how programs must:

- design management systems including data systems and governance procedures
- implement continuous quality improvement practices through setting goals, monitoring performance, using data, and reporting results.

Reminder: These proposed revisions are not yet final! A Final Rule on Head Start Standards is anticipated summer 2016.

Proposed Data Sharing in Head Start

- Programs are instructed to **identify a data governance** body and consult with state Collaboration Offices and/or Early Childhood Advisory Councils and the State Educational Agency (SEA) to design procedures
- Programs are **encouraged to integrate Head Start data with other early childhood data systems** or sources and work with the state's K-12 Statewide Longitudinal Data System to share relevant data, to the extents practicable and to align Head Start data collection and definitions, where possible, with the Common Education Data Standards

Reminder: These proposed revisions are not yet final! A Final Rule on Head Start Standards is anticipated summer 2016.

Proposed Data Security in Head Start

Part 1303 Subpart C—Protections for the Privacy of Child Records

"A program must establish procedures to ensure the protection of the confidentiality of any personally identifiable information in child records and which procedures meet the requirements in §§1303.21 through 1303.24 and applicable definitions in part 1305 of this chapter."

- This subpart spells out issues of confidentiality, when parental consent is required, parents' rights, and maintenance of records
- These proposed regulations are similar but not identical to FERPA

Reminder: These proposed revisions are not yet final! A Final Rule on Head Start Standards is anticipated summer 2016.

Potential Opportunities

Opportunities

- Final Rule on Standards and accompanying changes to Monitoring and other systems
- Creation of new governance structures at the program level
- Clear standards on how programs can share data and with whom
- Moneyball for Head Start and other advocacy around increased use of outcomes data, CQI, and networked learning community to advance Head Start's impact

Reminder: These proposed revisions are not yet final! A Final Rule on Head Start Standards is anticipated summer 2016.

Potential Opportunities

Opportunities

- Coordinate policies with other ECE programs during implementation and roll out of new standards
- Clarify data use for continuous quality improvement and accountability across ECE programs
- Develop strategies to support participation in SLDS as a true exchange of information
- Address discrepancies across early childhood data systems to account for the unique features of Head Start populations

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Questions

Leveraging the Every Student Succeeds Act: Building Birth to Third Grade Systems

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ESSA Overview

- Shifts more authority regarding the design of state education systems to states and districts
- New regulations, guidance, and implementation present both opportunities and risks on the federal, state, and local levels for improving education systems and outcomes for all students in the nation.
- Provides opportunities and challenges for the early childhood community, both inside and outside of state and local education agencies.

ESSA and Early Childhood

References in the law to early education programs, teachers, and students focus on:

- improving transitions, enhancing quality
- improving coordination between local education agencies, schools and existing early childhood programs
- reflect the overall transition in ESSA to a flexible approach to interventions and programming.

Opportunities for conversations about connecting early learning and K-12 state and local systems

Building a System

1. How can ESSA support efforts to have early childhood and K-12 systems talk to each other?
2. How can state longitudinal data systems (funded through SETRA) be expanded at this moment in time to include early childhood data?
3. Are there state activities outside of data systems that can support integration and coordination?

ESSA Data Reporting Requirements

Kati Haycock, Education Trust, testimony Feb 23, 2016:

- Consistent, state-adopted standards for all students that are aligned with the demands of postsecondary education and work;
- Statewide annual assessment aligned with statewide standards;
- Clear requirements that statewide accountability systems must expect more progress for the groups of students who have been behind, base school ratings on the progress of all groups of students, and expect action when any group of students is consistently underperforming;

ESSA Data Reporting Requirements (continued)

Kati Haycock, Education Trust, testimony Feb 23, 2016:

- An expectation that states and districts report on and address inequities in the rates at which low-income students and students of color are assigned to ineffective, out-of-field, or inexperienced teachers;
- Continued targeting of federal funding to the highest poverty schools and districts; and
- Richer public reporting on academic outcomes and opportunities to learn for all groups of students, including, for the first time, school-level, per-pupil spending and access to rigorous coursework.

ESSA Data Reporting Requirements (continued)

- Translation: by one analysis, there are more than 300,000 discrete items for states to report on.
  - Data on school quality, climate, and safety (including rates of in-school suspensions, out-of school suspensions, expulsions, school-related arrests, referrals to law enforcement, chronic absenteeism, and incidences of violence, including bullying and harassment);
  - The number and percentage of students enrolled in preschool programs; and
  - The number and percentage of students enrolled in accelerated coursework to earn postsecondary credit while still in high school, such Advanced Placement (AP)and International Baccalaureate (IB) courses and programs and dual- or concurrent-enrollment programs.

ESSA Data Reporting Requirements (continued)

- Student achievement information must be reported for the accountability subgroups and for homeless, military-connected, and foster care students.
- Graduation rates, as well as student performance on the “other academic indicator” for elementary and middle schools, must be reported for the accountability subgroups, homeless students, and foster-care students.
- Data on the indicator(s) of school quality or student success, on progress toward the state’s long-term goals, and on progress against its interim indicators, must be reported for the accountability subgroups.

How can ESSA support efforts to have early childhood and K-12 systems talk to each other?

ESSA and Early Learning

- States are now required to describe in their Title I State Plans how they will support both LEAs and individual schools that choose to use funds to support early learning programs
- The SEA is also charged with providing LEAs and schools with information about effective parent and family engagement strategies.
- The language in ESSA routinely encourages support for transitions between community-based providers and schools, including between Head Start and local schools, as part of LEA and local school plans to use Title I funds for early childhood programs, and as part of the planning for school-wide Title I schools using funds for early childhood, and as a possible use of funds in targeted assistance schools.

How can state longitudinal data systems (funded through SETRA) be expanded at this moment in time to include early childhood data?

ESSA and Early Learning

- Coordination: The legislation both requires and encourages this coordination in several areas:
  - Promoting State Level Planning
  - Data reporting
  - Working with Head Start
  - Local service delivery
  - Charter Schools

Is this the opportunity for states to create/implement unique identifiers across subsidy, Medicaid, state pre-kindergarten?

Stakeholder Engagement Opportunities

- Accountability systems:
  - Over the next 18 months, states must design new systems of accountability, based on multiple measures. These may include measures related to early childhood and early elementary (such as kindergarten entrance assessments, developmental screenings, aligned assessments of teacher/child interactions and others).
  - As states create indicators and data dashboards, there is a new opportunity to link early learning and k-12 data, interventions and outcomes.

How can these indicators be included in the SLDS and expanded to align with K-3 requirements?

Stakeholder Engagement Opportunities

- Assessments:
  - ESSA maintains requirements that states have annual assessments in grades 3-8 and are encouraged to move beyond the design of traditional assessments.
  - The law also includes a small authorization of funds for states to complete assessment audits.
    - In states that choose this path, assessments in the early elementary grades—including developmental assessments, kindergarten readiness assessments and developmental inventories should be part of the audit.
    - These tools include authentic assessments that include observation, cross the full range of developmental domains and are aligned from birth through kindergarten and into third grade and may help influence the adoption of alternative assessment that can impact instructional practice across the grades, better reflect social-emotional development and embrace both academic and non-academic skills.

Are there state activities outside of data systems that can support integration and coordination?

Preschool Development Grants

- Preschool Development Grants: ESSA creates a new $250 million competitive grant program to help states create strategic plans for early learning that coordinate current federal, state and local expenditures for children birth to five, support a variety of settings designed to meet the needs of children and families, improve the quality of early learning programs in the state, and expand access to high quality programs. The new grants will be available to states in FY 2018, and will be managed through the Department of Health and Human Services, jointly with the Department of Education. States will be able to compete for grants in two categories:
  - Coordination grants
  - Renewal Grants

School Improvement Criteria

- School Improvement: States are required under the law to identify the lowest performing schools, based on their own indicators. The quality and availability of early childhood programs could be an important indicator of schools who could be at risk of failure.
- As LEAs develop needs assessments and "evidence based" interventions, they should be encouraged to look to partners in the early childhood community and collect and analyze data on children from birth to school entry.

Stakeholder Engagement

State and local plans and continuous improvement

- ESSA requires states and districts to submit new plans demonstrating how they will use ESSA funds to meet key requirements and adopt allowable uses of funds for activities such as early learning programs.
- States and districts must engage stakeholders in the development of these plans, providing an opportunity for early childhood policymakers at the state and local level to influence the design and review of systems in their states and communities.

Stakeholder Engagement

State and local plans and continuous improvement

- Each state plan is subject to a peer review process at the Federal level, which may provide another opportunity to highlight whether and how early childhood stakeholders are included in the development of each plan.

Questions?

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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:

Check out the 2013 National Results of the Early Childhood Data Systems Survey

Click here to view the results.

We want to hear from you!

Email info@ECEdata.org with suggestions »

Contact ECDC

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- Visit www.ecedata.org for more information.
- Follow us on Twitter @ecedata