2013 State of States’ Early Childhood Data Systems

Webinar: 12:30pm-2:00pm (EST)
March 5, 2014
Welcome

Carlise King
Executive Director
Early Childhood Data Collaborative
Agenda

- Early Childhood Data Collaborative
- 2013 Early Childhood Data Systems Survey
  - Methodology and Findings
- Pennsylvania Enterprise for Linking Information Across Networks (PELICAN)
  - Departments of Education and Public Welfare
  - Office of Child Development and Early Learning
    - Marci Walters, Lead Business Analyst
    - Michelle Hill, Educational Research Associate
- Audience questions
About the Early Childhood Data Collaborative (ECDC)

**Mission**
Promote policies and practices that support the development and use of coordinated, longitudinal early care and education (ECE) state data systems

**Guiding Principles**
- From compliance-driven to **improvement-driven data systems**
- From fragmented data systems to **coordinated data systems**
- From “snapshot” data to **longitudinal data systems**
About Early Childhood Data Collaborative

In partnership with:

- 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 Governor’s Association, Center for Best Practices

Supported through funding from the Alliance for Early Success
Survey Purpose and Focus

**Can states key policy questions?**

- Are *children*, birth to age five, on track to succeed at school entry and beyond?
- Which *children* have access to high-quality early care and education programs?
- Is the quality of *programs* improving over time?
- What are the characteristics of effective *programs*?
- How prepared is the *workforce* to provide effective education and care for all children?
- What policies and investments lead to a skilled and stable early childhood *workforce*?
# 10 FUNDAMENTALS of Coordinated State ECE Data Systems

**Child Level**
- #1. Unique Child identifier
- #2. Demographic and program participation data
- #3. Child development data

**Program Level**
- #5. Unique program identifier
- #6. Structure, quality, and work environment data

**Workforce Level**
- #7. Unique workforce identifier
- #8. Demographic, education and training data

**Governance**
- #9. Entity to manage data collection and use
- #10. Transparent privacy protection and security practices and polices

# 4. Linkages with K-12 and other key data systems
2013 Early Childhood Data System Survey

- Do states have the ability to securely link child-level data across ECE programs and to other state data systems, including K-12, health, and social services?
  - Fundamentals #1, #2, & #4

- Do states collect developmental screening, assessment, and kindergarten entry data to examine children’s developmental status and service needs?
  - Fundamental #3

- Do states have an ECE data governance structure designated to support the development and use of a coordinated longitudinal ECE data system?
  - Fundamental #9 and #10
Methodology & Respondents

- Online survey: 26 questions
- Main contacts were identified by ECDC to respond for all programs
  - Departments of Health, Social, or Human Services (31%); State Department of Education (25%); State Early Childhood Advisory Council (20%); Office of Early Learning (20%)
- Average completion time was 1 hour.
What are "Early Childhood" Data?

- The ECDC recognizes that multiple domains are important to early childhood
- This survey focused on five of the early care and education (ECE) programs—
  1. Early Intervention, IDEA Part C (birth- age 3)
  2. Preschool Special Education, IDEA Part B 619 (ages 3-5)
  3. Federal and state-funded Head Start (prenatal- age 5)
  4. State Pre-kindergarten (ages 3-5)
  5. Subsidized Child Care (birth- age 13)
Securely Linking Child-Level Data Across ECE Programs and to K-12, Health, and Social Service Systems

- Head Start: 1.1 million
- Early Intervention: 340,000
- State Preschool: 1.3 million
- Subsided Child Care: 1.7 million
- Preschool Special Education: 745,000

To K-12, health, and social services
Survey Findings

- Pennsylvania is the only state with the capacity to link child-level data across all ECE programs and to the state K-12 data system.
- More states link ECE data to K-12 data systems compared to health or social services systems.
- State pre-kindergarten and preschool special education data are more likely to be linked as part of a coordinated ECE data system than data from Head Start or subsidized child care programs.
- Over one-half of states collect some type of child development data in a state system.
- A majority of states have designated an ECE data governance entity to guide the development and use of a state-coordinated longitudinal ECE data system.
States Linking Child-Level Data Across ECE Programs and to K-12, Health, and Social Services Systems

- **Links across all programs**
- **Links across some programs**
- **Planning to link**
- **Has the capacity but does not link**
- **Does not intend to link**
- **Other**

The graph shows the distribution of states across different categories for linking data across ECE programs, links to K-12, links to health services, and links to social services.

- **Links Across ECE Programs**: 25 states link across all programs, 17 link across some programs, 4 planning to link, 4 have the capacity but do not link, 4 do not intend to link, 4 other.
- **Links to K-12**: 29 states link across all programs, 9 link across some programs, 2 planning to link, 4 have the capacity but do not link, 2 do not intend to link, 2 other.
- **Links to Health Services**: 12 states link across all programs, 6 link across some programs, 0 planning to link, 7 have the capacity but do not link, 4 do not intend to link, 4 other.
- **Links to Social Services**: 20 states link across all programs, 18 link across some programs, 0 planning to link, 6 have the capacity but do not link, 5 do not intend to link, 5 other.
Number of States Securely Linking Child-Level Data by Program

- **Early Intervention**: 17 states link ECE databases, 14 states link to K-12 data system.
- **Preschool Special Education**: 22 states link ECE databases, 25 states link to K-12 data system.
- **State Pre-K Kindergarten**: 23 states link ECE databases, 23 states link to K-12 data system.
- **State-Funded Head Start Program**: 7 states link ECE databases, 7 states link to K-12 data system.
- **Federally-Funded Head Start Program**: 6 states link ECE databases, 9 states link to K-12 data system.
- **Subsidized Child Care**: 12 states link ECE databases, 10 states link to K-12 data system.

*Not all states offer state pre-kindergarten and/or state-funded Head Start. The total number of possible responses for questions referring to these programs are state pre-kindergarten, 43 states, and state-funded Head Start, 15 states.*
Number of State Collecting State-level Kindergarten Entry, Screening Or Assessment Data (n=51)
State ECE Governance Status (n=51)

- Has a designated ECE governance entity: 32
- A planning process is underway: 11
- No formal entity assigned: 8
## State ECE Governance

### Authorities and Functions (n=32)

<table>
<thead>
<tr>
<th>AUTHORITY</th>
<th>Number of States</th>
</tr>
</thead>
<tbody>
<tr>
<td>Makes recommendations</td>
<td>23</td>
</tr>
<tr>
<td>Approves some polices</td>
<td>16</td>
</tr>
<tr>
<td>Approves and monitors all data policies</td>
<td>15</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
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</table>

<table>
<thead>
<tr>
<th>FUNCTION</th>
<th></th>
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<tbody>
<tr>
<td>Sharing data across state agencies</td>
<td>29</td>
</tr>
<tr>
<td>Strategic planning</td>
<td>28</td>
</tr>
<tr>
<td>Data reporting and use</td>
<td>27</td>
</tr>
<tr>
<td>Linking ECE databases</td>
<td>26</td>
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<tr>
<td>Coordinating resources for development of an ECE data system</td>
<td>25</td>
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<tr>
<td>Common data definitions and standards</td>
<td>25</td>
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<tr>
<td>Resolving data conflicts between agencies</td>
<td>22</td>
</tr>
<tr>
<td>Other function</td>
<td>4</td>
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</tbody>
</table>
Summary

- Most states cannot answer key policy questions about all children served in publicly-funded early care and education programs because ECE child-level data are not linked.
- States are beginning to link data from some ECE programs and a number of states are engaged in planning processes to create linkages.
- More states securely link preschool special education data or state pre-kindergarten data than link federal Head Start or subsidized child care ECE data.
- More information is needed about the proportion of programs participating in these state systems and how this screening and assessment information is being used.
- Governance entities are well positioned to coordinate data across the multiple state agencies that administer a patchwork of state and federally funded programs.
Action Steps for Policymakers and Practitioners

- Strengthen states’ capacity to securely link data on young children across all state and federal programs.
- Expand state efforts to collect, link, and use screening and child assessment data.
- Create and strengthen state ECE data governance entities to enhance the coordination, security, and appropriate use of ECE data.
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.

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?

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 research-based, authentic assessment aligned with the state's early learning standards.

Spotlight

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

We want to hear from you!

Email info@ECEdata.org with suggestions

View State ECE Analysis

View Case Study
Contact ECDC

- Carlise King, Executive Director
  Phone: (240) 223-9329
  Email: cking@childtrends.org

- Visit www.ecedata.org for more information:
  - Full report
  - State profiles

- Follow us on Twitter @ecedata
Office of Child Development and Early Learning (OCDEL’s) IT Goal

“Pennsylvania’s Enterprise to Link Information for Children across Networks (PELICAN) - A single integrated information system that automates and supports all PA’s early learning & education programs”
The Start

- Antiquated IT
- Manual Reporting
- Everyone “doing their own thing”
- No Real Time Information

DECENTRALIZED

2000

<table>
<thead>
<tr>
<th>Legacy Systems</th>
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<td>Disparate</td>
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<td>Barriers</td>
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<td>Autonomous</td>
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<td>Limited</td>
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<td>Non-Existent</td>
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<tr>
<th>Technology</th>
<th>Business Processes</th>
<th>Service Delivery</th>
<th>Business Partners</th>
<th>Controls</th>
<th>Reporting</th>
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PELICAN System Interactions

PELICAN

Online Provider Self Service

Keys to Quality (QRIS)

Early Learning Network

Subsidized Child Care

Executive Dashboard

Early Intervention (HCSIS)

Provider Licensing

Online Provider Search

State Pre-K & Head Start

TANF, MA, SNAP

COMPASS (online app/renewal)

Comptroller

HCSIS (Incident Management)

PA Education Department Info System

Assessment Vendors (Pearson, TSI, Curriculum Associates, High Reach, and Lakeshore)

PROMIS e (claims processing)

MPI

Unified Security

MCI

EDW (CCW, Cert, ELN, PKC)

DPW Enterprise Applications
PELICAN Objectives

- Single, integrated subsidized child care system
- Centralize the program data to allow state administrators to effectively manage the program
- Consistent application of policies, notification, and business practices
- Reduction in manual and/or redundant processes within and across offices
- Real time analysis allowing for monitoring and reallocating of service dollars to move children off the waiting list and maximize the number of children served
- Reduction in time and effort for the creation of Federal, Statewide, Local, and Management reports
PELICAN Initial Key Questions

Most questions needed answers at multiple levels – statewide, by county, by funding source and by child care information services grantee.

- What are the statewide funds encumbrance levels?
- How many children are on the waiting list? How old is the waiting list? What is the estimated cost to enroll a child from the waiting list – for the remainder of the fiscal year?
- When are provider payments issued? What payment adjustments and/or recoupments occur – for how much?
- What is the estimated cost of care, by fiscal year, for an enrolled child at an enrolled location?
- What reports can be automated for federal, state, local, and program management?
Implementation Strategy

**Subsidized Child Care Phs 1 (2002)**
- Established a centralized repository for all child care providers in Commonwealth
- Automated Provider and Resource and Referral management

**Subsidized Child Care Phs 2 (2003-04)**
- Centralized funds and wait-list management for OCDEL
- Automated enrollments, payments, funds management and reporting

**Subsidized Child Care Phs 3 (2006)**
- Automated eligibility determination for low-income and former TANF families

**Subsidized Child Care Phs 4 (2007)**
- Integrated TANF, SNAP, and General Assistance child care into system
Implementation Strategy

State Pre-K (2007-08)

- Established a centralized repository for all 3-4 year children participating in Pre Kindergarten program

Subsidized CC Data Warehouse & Exec Dashboard (2007-08)

- Data warehouse provided fiscal, performance and statistical reports
- Executive Dashboard aggregated information at Statewide, County level

Online Client Self Service (2008)

- Citizens can perform screening, apply for benefits and perform redetermination
- Parents can directly access information of providers offering child care services in their communities

Online Provider Self Service (2008)

- Providers can update their own information at their convenience
- Prospective providers can apply for certificate of compliance

Provider Licensing (2008)

- Automates Provider certification which included tracking inspections, complaints and issuing certificates
Implementation Strategy

- **Keys to Quality (QRIS) (April 2009)**
  - Houses quality rating information for Child Care Providers across Pennsylvania. Supports the administration and monitoring of various programs provided to the Providers to help them improve their STAR ratings.

- **Early Learning Network (August 2009)**
  - Enables Pennsylvania to better understand the children served by providing a platform for collecting, tracking, and analyzing information about children, classrooms, staff and Providers to assess best practices in Pre-Kindergarten across program types.

- **Early Intervention (2009-10)**
  - Automated the assessment, service plan, financial management for the Infant Toddler & Pre-School program.

- **ELN Ad Hoc Reporting (August 2010)**
  - Enhanced OCDEL's Ad Hoc data analysis solution to support increased efficiency, flexibility and capacity for responding to departmental, legislative, right-to-know, or research questions and requests.
The Journey Continues 2011-2015…
Implementation Strategy

State Head Start & Enhance Provider Reporting (June 2011)
- Enhancements to the ELN-PDE interface
- Enhancements to the ELN-Pearson interface
- Implementation of 3 operational reports
- Implementation of the Head Start Grant Structure

ELN Assessmt Vendor Changes (June 2012)
- Increase Provider choice in the collection of child assessment information via a data collection vehicle that is part of PELICAN ELN

Federal Head Start & Reporting (August 2012)
- Expanded data captured in ELN to include federally funded Head Start and Early Head Start Providers and the children enrolled at those locations
- Provided OCDEL with the ability to better understand the range, access, and quality of early childhood programs in PA
- Implemented further enhancements to the SLDS report to include the KEI summary data
- Expanded and redesigned the current SLDS SSRS report to contain aggregate KEI outcome data from PIMS and ELOR
- Inclusion of additional SLDS report request parameters

SLDS Report KEI Enhancements (Sep 2013)
STRATEGIC & MULTI-DISCIPLINARY

- **Correspondence in Preferred Language** – automated solution to communicate with subsidized CCW clients and providers in languages other than English
- **PA Secure ID Assignment** – assign PA Secure IDs for all children participating in an OCDEL sponsored program
- **Online Provider/Program Search Accessibility Enhancements** – enhancements to online provider/program search functions to improve accessibility to parents
- **Provider and Community Dashboard** – design and expand PELICAN reporting capabilities
- **Keystone STARS Expansion** – design and implement modifications to STARS including integration between STARS and the licensing system
## PELICAN Stakeholders

<table>
<thead>
<tr>
<th>PELICAN Systems</th>
<th>Users</th>
<th>Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>PELICAN-wide</td>
<td>450 staff from OCDEL, Comptroller, Auditor General, Inspector General, Equal Opportunity</td>
<td>Varying – read-only, update/program admin/monitoring, reporting</td>
</tr>
<tr>
<td>Subsidized Child Care</td>
<td>900 staff at 42 child care information services offices</td>
<td>Case management, eligibility, enrollments, payments</td>
</tr>
<tr>
<td>Subsidized Child Care</td>
<td>6,000 staff statewide county assistance offices</td>
<td>Inquiry, reporting</td>
</tr>
<tr>
<td>State Pre-K, Head Start, ELN</td>
<td>3,000 providers &amp; program staff</td>
<td>Varying - enrollments, program admin &amp; monitoring</td>
</tr>
<tr>
<td>Early Intervention</td>
<td>6,200 staff from OCDEL and EI programs</td>
<td>Varying – program admin, reporting</td>
</tr>
<tr>
<td>Keys to Quality (QRIS)</td>
<td>200 regional staff</td>
<td>Program admin</td>
</tr>
<tr>
<td>Online Client Self Service</td>
<td>42,000 applications/year</td>
<td>Enter requested info for eligibility determination</td>
</tr>
<tr>
<td>Online Provider Searches</td>
<td>100,000 searches/year</td>
<td>Select criteria to search for ECE program/provider</td>
</tr>
</tbody>
</table>
System Statistics as of February 2014

<table>
<thead>
<tr>
<th>PELICAN Data</th>
<th>Total</th>
</tr>
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<tbody>
<tr>
<td>Subsidy Cases</td>
<td>65,000</td>
</tr>
<tr>
<td>Subsidy Clients</td>
<td>201,000</td>
</tr>
<tr>
<td>PA Pre-K Counts Children</td>
<td>71,000</td>
</tr>
<tr>
<td>Enrollments</td>
<td>304,000</td>
</tr>
<tr>
<td>Child Care Providers (regulated)</td>
<td>8,700</td>
</tr>
<tr>
<td>Child Care Providers (un-regulated)</td>
<td>15,200</td>
</tr>
<tr>
<td>Provider Certifications</td>
<td>4,200 per year</td>
</tr>
<tr>
<td>Provider Inspections</td>
<td>5,500 per year</td>
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<tr>
<td>Early Intervention Service Plans</td>
<td>85,000 per year</td>
</tr>
<tr>
<td>Correspondences</td>
<td>2.4 M per year</td>
</tr>
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</table>
Lessons Learned

Key to Success – End User Involvement
- Find willing advisors and participants throughout the project life cycle
- Engage stakeholders early and often

Expect Resource Redirection
- Staff involvement is required at every phase of the System Development Life Cycle

Technology is an Enabler
- Let the business and policy drive the system

Strong Governance Model
- Engage Project Sponsor
- Follow Project Management Methodology
Lessons Learned Cont’d

Think Big – Enterprise Vision

- Service Oriented Architecture and Integration
- Data Integrity and Governance Important Components
- Expedited Timelines, Reduce Cost and Increase Reusability

Avoid the Ivory Tower

- Find the Right Balance – Flexibility and Control
## Linkages across ECE programs: 2 unique identifiers

<table>
<thead>
<tr>
<th>PAsecureID</th>
<th>Master Client Index (MCI)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Currently assigned to students in ELN and Early Intervention</td>
<td>• Currently assigned to all OCDEL students who are entered into PELICAN</td>
</tr>
<tr>
<td>• Matching is done by state staff &amp; LEA (Local Education Agency) Administrators</td>
<td>• Matching (MCI clearance) is done by ECE providers</td>
</tr>
</tbody>
</table>
Data Governance

Steering Teams
Provide executive decision making, cross agency/department coordination, and strategic planning related to the PELICAN and HCSIS systems. Decisions are informed by the Project and Change Control Board Team meetings.

Project Teams
Facilitate project planning and completion of project activities in alignment with Steering Committee direction. Focus on integration, coordination, and prioritization of program change requests.

Change Control Boards
Review system enhancement requests to approve direction, evaluate the level of effort, and prioritize for future release scheduling.

Sub Project Teams
Facilitate project planning and completion of project activities and initiatives by driving critical decisions, in alignment with Steering Team direction. Focus is on a specific program area: Certification, Child Care Works, Early Intervention, Early Learning Network, Keys to Quality.

Stakeholder Groups
Communicate with OCDEL program stakeholders and PELICAN users to engage them in project activities as appropriate.
How the data is used

PA Secure ID

- Enables OCDEL to link with K-12 data system (PIMS), tracking student progress from as early as birth through grade 12
- Data is accessible to state staff through Cognos cubes and ad hoc reports
- Data is also accessible to ELN providers through PELICAN via the Child Longitudinal Outcomes Reports

These reports enable providers to view aggregate data for children who have formerly attended their early learning programs, with options to display Kindergarten Entry Inventory proficiencies for children in kindergarten and PSSA data for children completing grade three. Also, percent of population with IEPs for children in kindergarten through grade three and grade retention for children from kindergarten through grade three. These reports enable providers to make comparisons at the program, school district, county and state levels.
### Child Longitudinal Outcomes Reports – Student Outcomes

#### Kindergarten Entry Inventory

<table>
<thead>
<tr>
<th>School Grade</th>
<th>Population Type</th>
<th>School District</th>
<th>County</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade K</td>
<td>Selected</td>
<td></td>
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<tr>
<td>2008-2009</td>
<td>Poverty Indicator</td>
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</table>

#### Individualized Education Program

<table>
<thead>
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<th>School Grade</th>
<th>Population Type</th>
<th>School District</th>
<th>County</th>
<th>State</th>
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<tr>
<td>Grade K</td>
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<tr>
<td>2008-2009</td>
<td>Poverty Indicator</td>
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#### Grade Retention

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<th>School Grade</th>
<th>Population Type</th>
<th>School District</th>
<th>County</th>
<th>State</th>
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<tbody>
<tr>
<td>Grade K</td>
<td>Selected</td>
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<tr>
<td>2008-2009</td>
<td>Poverty Indicator</td>
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#### PSSA

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<tr>
<th>School Grade</th>
<th>Population Type</th>
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<th>County</th>
<th>State</th>
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<td>Selected</td>
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<tr>
<td>2009-2010</td>
<td>Poverty Indicator</td>
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<tr>
<td>Grade 2</td>
<td>Selected</td>
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<tr>
<td>2010-2011</td>
<td>Poverty Indicator</td>
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<tr>
<td>Grade 3</td>
<td>Selected</td>
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<tr>
<td>2011-2012</td>
<td>Poverty Indicator</td>
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Of course, don’t forget the footnotes...

MASKING OF INFORMATION

Family Education Rights & Privacy Act (FERPA) requires that rules be put in place to protect the privacy rights of students. To accommodate these rules, outcomes reports mask or hide data when certain situations arise. Data that is masked is replaced with double asterisks ** when the following situations occur:

• Population is less than 10.
• 0% or 100% of students within the population are all proficient.

OTHER

• Student Outcomes data is currently only available for Kindergarten through Grade 3. The Kindergarten Entry Inventory is voluntary and not necessarily representative of all kindergarten students.
• Enrollment data for the current school year may be available until June 1st (the end of the school year) and assessment data for the current school year may not be available until December 1st (of the next school year).
• If Population is zero, report displays an empty box on the report.
How the data is used

Annual Program Reach And Risk Assessment

Provides information on the level of **risk** for school failure for children and the availability, or **reach**, of ECE programs to children in each county and school district in Pennsylvania

A TOOL TO...

- track progress in reaching all children from birth to 5 years
- assist communities to better understand/identify their early childhood needs
- inform future policy decisions regarding early care and pre-k education investments
- determine appropriations based on community need and statewide representation
In Pennsylvania, we know that...

• More than one-third (35 percent) of children under age five participate in state and/or federally funded quality early childhood education programs.

• The three programs which serve the most children are Keystone STARS (16 percent), Early Intervention (10 percent) and Head Start (5 percent).

• Early Intervention and Head Start are the only direct impact programs for children under age five to reach children in all 67 counties.

Notes: Percentages based on population of children under age five in Pennsylvania; 2011-2012 data
Questions we’ll be able to answer in the future...

• What is the impact of OCDEL programs on academic success in K-12 (KEI, 3rd grade PSSA, grade retention, % with IEP, etc.)?

• What is the unduplicated count of children served by all OCDEL programs in Pennsylvania?

• What are the linkages between learning environment, teacher qualifications, and child outcomes?

• What is the rate of certification violations cited by STAR level?
Lessons Learned

• Data quality is key!

• Training, training, training

• So much data, so little time

• But, what about...?

• You can never have enough footnotes
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Questions
Thank you