The Early Childhood DATA Collaborative

2013 State of States' Early Childhood Data Systems

February 2014

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Executive Summary

Are young children (birth to age five) on track to succeed when they enter school? How many children have access to high-quality early care and education (ECE) programs? Is the early childhood workforce adequately trained to meet the needs of young children? Most states cannot answer these basic questions because data on young children are housed in multiple, uncoordinated systems, managed by different state and federal agencies.

Even though research has shown program quality and staff training are linked to educational outcomes for young children, information about programs, ECE professionals, and children themselves are not connected.

Policymakers, program administrators, ECE professionals and parents need timely and accurate data to make informed decisions to help children succeed when they enter school and beyond. Comprehensive and connected data on children, programs, and the workforce are used to track progress over time, pinpoint problems, identify underserved groups, and allocate limited resources. ECE professionals use data about children's development to inform instruction, and parents rely on information about the characteristics of early childhood programs to select needed services.

The Early Childhood Data Collaborative (ECDC) supports the development and use of coordinated state ECE data systems to improve program effectiveness, inform decisions, and help policymakers answer key questions. ECDC promotes policies and practices that encourage the coordination, security, and use of ECE data. ECDC has identified 10 Fundamentals of Coordinated State ECE Data Systems to guide states as they work to transform compliance-driven data systems into coordinated, quality-improvement-driven data systems.

One fundamental component of a coordinated early childhood data system is the ability to securely link child-level data across different ECE programs and services, meaning that state data systems can share unduplicated data about program participation, the services a child receives, and developmental assessment data across programs and over time. These linkages might include information on the dosage of ECE services, program quality, access to well-trained ECE professionals, or developmental outcomes, which are often collected by different state agencies and housed in different databases. Linkages between ECE and other data systems (e.g., K-12, health, social services) help policymakers and other stakeholders understand how children's experiences in these systems contribute to their learning and development – and how policy changes can support the continuous improvement of these programs.

In July 2013, the ECDC surveyed 50 states and the District of Columbia to assess state early childhood data systems. The survey, completed by state education, health, and social services staff, focused on these three key aspects of state data systems, taken from ECDC's 10 Fundamentals:

- 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?
- Do states collect developmental screening, assessment, and kindergarten entry data to examine children's developmental status and service needs?
- Do states have an ECE data governance structure designated to support the development and use of a coordinated longitudinal ECE data system?

The major findings from the survey include:

- In 49 states and the District of Columbia, child-level data across different ECE programs are not all linked. Only one state – Pennsylvania – can link child-level data across all ECE programs and to the state's K-12 data system. Most states cannot answer key policy questions about all children served in publicly-funded early care and education programs because ECE child-level data is not linked.
- 30 states reported securely linking ECE child-level data to their states' K-12 data, compared to 20 states that link ECE child-level data to social services data and 12 states that link ECE child-level data to states' health data. A number of states are engaged in planning processes to create linkages between state health (22 states) or social services (18 states) data systems to ECE.
- State-coordinated ECE data systems are more likely to link data for children participating in state pre-kindergarten and preschool special education than children in Head Start or subsidized child care programs. More states securely link preschool special education data (25 states) or state pre-kindergarten data (23 states) than link federal Head Start to K-12 (9 states) or subsidized child care to other ECE (12 states) data.
- 36 states collect state-level child development data from ECE programs and 29 states capture kindergarten entry assessment data. Aggregate data on developmental screening and assessment, including kindergarten readiness assessment (collected by 29 states), can be useful at a state level to track, over time, the trends in children's developmental status and need for early intervention and/or special education services. More information is needed about the proportion of programs participating in these state systems and how this development and assessment information is being used.
- 32 states have designated an ECE data governance entity to guide the development and use of a state-coordinated longitudinal ECE data system. Over one-half of states have established an ECE data governance structure to assist with strategic planning, secure data-sharing across public agencies, and ensure appropriate, secure use of data. These 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. Develop more effective strategies to incorporate data from Head Start and subsidized child care data so policymakers and practitioners have a more-comprehensive view of children's learning and development.
- Expand state efforts to collect, link, and use screening and child assessment data, including kindergarten entry assessments, and to use these data to improve program effectiveness, inform parents, and improve teaching and learning.
- Create and strengthen state ECE data governance entities to enhance the coordination, security, and appropriate use of ECE data. Convene stakeholders (e.g., parents, ECE professionals, program administrators, policymakers) to identify data needed to inform ECE polices, safeguards to ensure privacy, and strategies to build fully coordinated longitudinal ECE data systems.

The Early Childhood Data Collaborative is committed to assisting states and federal leadership as they continue to build their coordinated, longitudinal ECE data systems and use quality data to inform ECE policies. Information about our resources and work can be found at www.ecedata.org.

Introduction

To understand which policies and investments lead to effective early childhood education (ECE) services, policymakers need timely and accurate data about how children are developing over time, the quality of services available, characteristics of successful programs, and workforce education and training needs (see Table 1).

Policymakers who have a complete picture of their state's young children, early care and education programs and workforce can identify service gaps for specific populations (e.g., infants/toddlers, dual language learners, low-income families), make strategic funding decisions, and create policies to support the continuous improvement of programs.

In recent years, state and federal policymakers have been focused on the need for more comprehensive and coordinated ECE data systems. Federal grants encouraged the development and expansion of coordinated longitudinal data systems. Since 2005, State Longitudinal Data Systems Grants were issued to states for the development of data systems that connect early childhood through postsecondary/workforce data (About the SLDS Grant Program, 2013). In 2007, federal funding through the Head Start Readiness Act authorized the creation of State Advisory Councils, which were assigned the task of assessing states' ECE data systems and providing recommendations for next steps in developing greater collaboration among early childhood agencies (State Advisory Councils, 2013). These councils helped develop statewide plans for service and data integration.

More recently, the federal government released three rounds of Race to the Top – Early Learning Challenge funding to improve early learning systems for at-risk children (Race to the Top – Early Learning Challenge, 2013). The state applications for these grants focused on increasing access to quality early learning services and helping states build or enhance state ECE data systems (Early Childhood Data Collaborative, 2012).

As states work to build more coordinated data systems, the Early Childhood Data Collaborative is working with policymakers and other stakeholders to support states' progress toward coordinated, longitudinal ECE data systems.

Table 1. Key Early Childhood Policy Questions

- **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?**

(Early Childhood Data Collaborative, 2010)

Early Childhood Data Collaborative

The Early Childhood Data Collaborative (ECDC) was formed in 2009 to support policymakers' efforts to build and use coordinated ECE data systems. The ECDC consists of six partner organizations:

- The Center for the Study of Child Care Employment at the University of California at Berkeley;
- Child Trends;
- Council of Chief State School Officers;
- Data Quality Campaign;
- National Conference of State Legislatures; and
- National Governors Association Center for Best Practices

Each partner organization lends its expertise and knowledge to assist with the creation and distribution of resources intended to support states' efforts to develop effective policies and practices needed to build a coordinated longitudinal early childhood data systems. The ECDC's first survey of states, conducted in 2010, provided a framework for defining the components of a coordinated ECE data system and offered the first national picture of where states are in terms of being able to answer key policy questions about early childhood investments.

For a full list of ECDC's publications and resources, go to www.ecedata.org.

Assessing State Early Childhood Data Systems

In 2010, the Early Childhood Data Collaborative (ECDC) surveyed 48 states and the District of Columbia on the status of their early childhood data systems. The survey identified which states had implemented the ten fundamentals of a coordinated data system (see Table 2) necessary to answer the key early childhood policy questions (see Table 1). The survey found that while many states were collecting information on children, ECE programs, and the ECE workforce, much of this information was uncoordinated and housed across multiple data systems and agencies. This prevented most states from obtaining an unduplicated and comprehensive picture of the populations served and the quality of services received. The survey also revealed significant data collection gaps related to children's development and ECE workforce characteristics.

As a follow-up to the 2010 survey, ECDC created new survey questions to assess states' capacity to link child-level ECE data (Fundamentals 1, 2, and 4), collect state-level child screening and assessment data (F 3), and manage the security and use of coordinated ECE data (F 9, 10). The ability to uniquely identify all children (F 1) being served in publicly-funded ECE programs throughout the state will help facilitate secure linkages with other data systems (e.g., K-12, health, and social services) serving young children. The decision to focus on the security and use of child-level developmental data is due to the critical need for policymakers, administrators, ECE professionals, and parents to understand how investments in multiple ECE programs are working together (or not) to promote young children's growth and development over time. Program (F 5, 6) and ECE workforce data (F 7, 8) are also key components of an integrated system but do not answer the key policy questions about children's experiences and progress without linking to child-level data.

Methodology and Respondents

The 2013 Early Childhood Data Systems Survey, conducted in July 2013 by the ECDC, focused on secure child-level data linkages for the five major federal or state-funded early care and education programs (see Table 3 for definitions):

1. Early Intervention, IDEA Part C
2. Preschool special education, IDEA Part B of Section 619
3. Federal and state-funded Head Start
4. State pre-kindergarten
5. Subsidized child care, Child Care and Development Block Grant

Secure linking means the ability for state data systems to share unduplicated data about program participation, the services a child receives and developmental assessment data across programs and over time, while data are protected from inappropriate access or use.

A secure data process is also respectful of parents' rights to approve or disapprove access to information. Data access is transparent, limited, and intentional, so parents will know how aggregated or individual child information is used.

The 2013 Early Childhood Data Systems Survey included the following main questions:

- Do states have the ability to securely link child-level data across ECE programs?

- Do states have the ability to securely link child-level data to other state data systems, including K-12, health, and social services?
- In states where child-level ECE data is securely linked, which ECE program databases link child-level data?
- Do states collect developmental screening, assessment, and kindergarten entry data to examine children's developmental status and service needs?
- Do states have an ECE data governance structure designated to support the development and use of a coordinated longitudinal ECE data system?

For each state, a state agency contact was identified to answer the questions to an online survey about the state's ECE programs and to coordinate staff response from the respective programs. The survey respondents include staff from the Departments of Health, Social, or Human Services (31%), the State Department of Education (25%), the State Early Childhood Advisory Council (20%), or the Office of Early Learning (20%). A full description of the survey process is detailed in Appendix A.

This report analyzes responses from 50 states and the District of Columbia (DC). The number of programs funded in each state varied. Specifically, not every state has state pre-kindergarten and state-funded Head Start programs: 43 states offer a state-funded pre-kindergarten program and 15 provide supplemental state funding to the federal Head Start program. For the remaining program-level information, all of the data reported will be for 51 possible responses (50 states and DC).

Table 2. 10 Fundamentals of a Coordinated ECE Data System

1. Unique statewide child identifier
2. Child-level demographics and program participation information
3. Child-level data on development
4. Ability to link child level data with K-12 and other key data systems
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 demographics, education and professional development information
9. State governance body to manage data collection and use
10. Transparent privacy protection and security policies and practices

(Early Childhood Data Collaborative, 2011)

Table 3. Early Care and Education Programs Defined

Early Intervention: Individuals with Disabilities Education Act (IDEA) Part C of Section 619, Infants and Toddlers with Disabilities

Part C is designed to support the development of infants birth to age three who suffer from "developmental delays or who have been diagnosed with physical or mental conditions" (U.S. Department of Education, 2004). For the fiscal year of 2013, $419.7 million has been set aside for this purpose (U.S. Department of Education, 2013). The most recent report finds that in the fiscal year 2011, 336,895 children were served by Part C (Early Childhood Technical Assistance Center, 2013a).

Preschool Special Education (Ages 3 - 5): Individuals with Disabilities Education Act (IDEA) Part B of Section 619

This is a federal grant from the Department of Education. It has been dedicated to helping states, the District of Columbia and Puerto Rico offer special education and related services to children with disabilities ages three to five. Agencies have the ability to provide these services to two-year-old children who will reach age three during the school year at their discretion (Catalog of Federal Domestic Assistance, n.d.). This project has annual funding of $373 million and served 745,954 children in 2012 (U.S. Department of Education, U.S. Department of Health and Human Services, n.d.).

State Pre-Kindergarten (Ages 3 - 5)

In addition to early childhood special education and Head Start, most states fund pre-kindergarten programs for children up to two years prior to kindergarten. Access to state pre-kindergarten programs varies from universal access to access for those that meet state-defined income or need-based criteria. In 2010-2011, over 1.3 million children attended a state-funded pre-kindergarten program. Thirty-nine states reported spending over $5.2 billion to provide pre-kindergarten services in the 2010-2011 budget year (Barnett et al., 2013).

Federal and State-Funded Head Start (Prenatal - Age 5)

Head Start is a federally-funded program that provides developmental assistance and social services to low-income families with children between birth and age five, and pregnant women. For three-to-five-year-old children from low-income families, Head Start provides a preschool education and some health services including screenings, and health and dental check-ups. When determining eligibility, Head Start adheres to the 2013 Poverty Guidelines for the 48 Contiguous States and the District of Columbia (U.S. Department of Health and Human Services, 2013). In the 2011-2012 program year, about 1,142,000 children and pregnant women were served by Head Start (Administration for Children & Families, 2012). In 2012, Head Start was supported by $7.97 billion in annual funding by the federal government, which was divided among the 50 states as well as the District of Columbia and Puerto Rico (Administration for Children & Families, 2012). Head Start also targets migrant and tribal populations. The tribal population received over $2.2 million in Head Start funding that enrolled 24,078 families. The migrant population received over $3.2 million which served 34,583 families (Administration for Children & Families, 2012). Some states provide additional state funding to increase the number of children served, provide additional supports to increase program quality (e.g., teacher salaries, agency supplies, or other operating costs), or expand programs from half- to full-day.

Subsidized Child Care - Child Care Development Block Grant (Birth - Age 13)

The Child Care Development Block Grant (CCDBG) has a budget of $5.2 billion that has been allocated to serve low-income families with children under the age of 13 (Administration for Children & Families, 2012). In order to be eligible, the child must be under 13, the family's income must be lower than 85% of the applicable state median income, and the parents or guardians must be either working or attending job trainings or educational programs (Minton et al., 2012). CCDBG serves, on average, 1.7 million children every month through a subsidy that the family can put toward child care (Administration for Children & Families, 2012). In addition to subsidizing child care, $291 million of the $5.2 billion has been set aside for quality expansion activities, including $107 million to improve the quality of care for infants and toddlers, and $19 million to improve school-age care (Administration for Children & Families, 2012). In addition to these services, $10 million has been designated to child care research demonstration and evaluation activities (Administration for Children & Families, 2012).

Summary of Survey Findings

States need a full picture of which services young children are receiving, the quality of those services, and whether children are meeting milestones needed to prepare them to enter school ready to succeed. To answer these questions, states need the ability to securely link data about young children's learning and development as they participate in programs across multiple systems. The following section summarizes the results from the 2013 Early Childhood Data Systems Survey. Individual state profiles are available online at www.ecedata.org.

1 Do states have the ability to securely link child-level data across ECE programs?

In 49 states and the District of Columbia, child-level data across different ECE programs are not all linked. Only one state – Pennsylvania – can link child-level data across all ECE programs and to the state's K-12 data system.

States were asked about their ability to securely link child-level data collected across their early intervention (IDEA Part C), preschool special education (IDEA, Part B 619), state pre-kindergarten, state-funded Head Start, federally-funded Head Start, and subsidized child care programs.

Linking across ECE databases means information about a child would follow them over time and could be connected from one program to another. If a child attended a state pre-kindergarten program and switched to Head Start mid-year because the family moved, a program administrator would be able to connect information for that child between both programs. This linkage could reduce the duplication of child records, giving an accurate count of how many children are served across programs. Connecting information could also allow programs to share data, reducing the need for new or additional assessments each time a child changes programs.

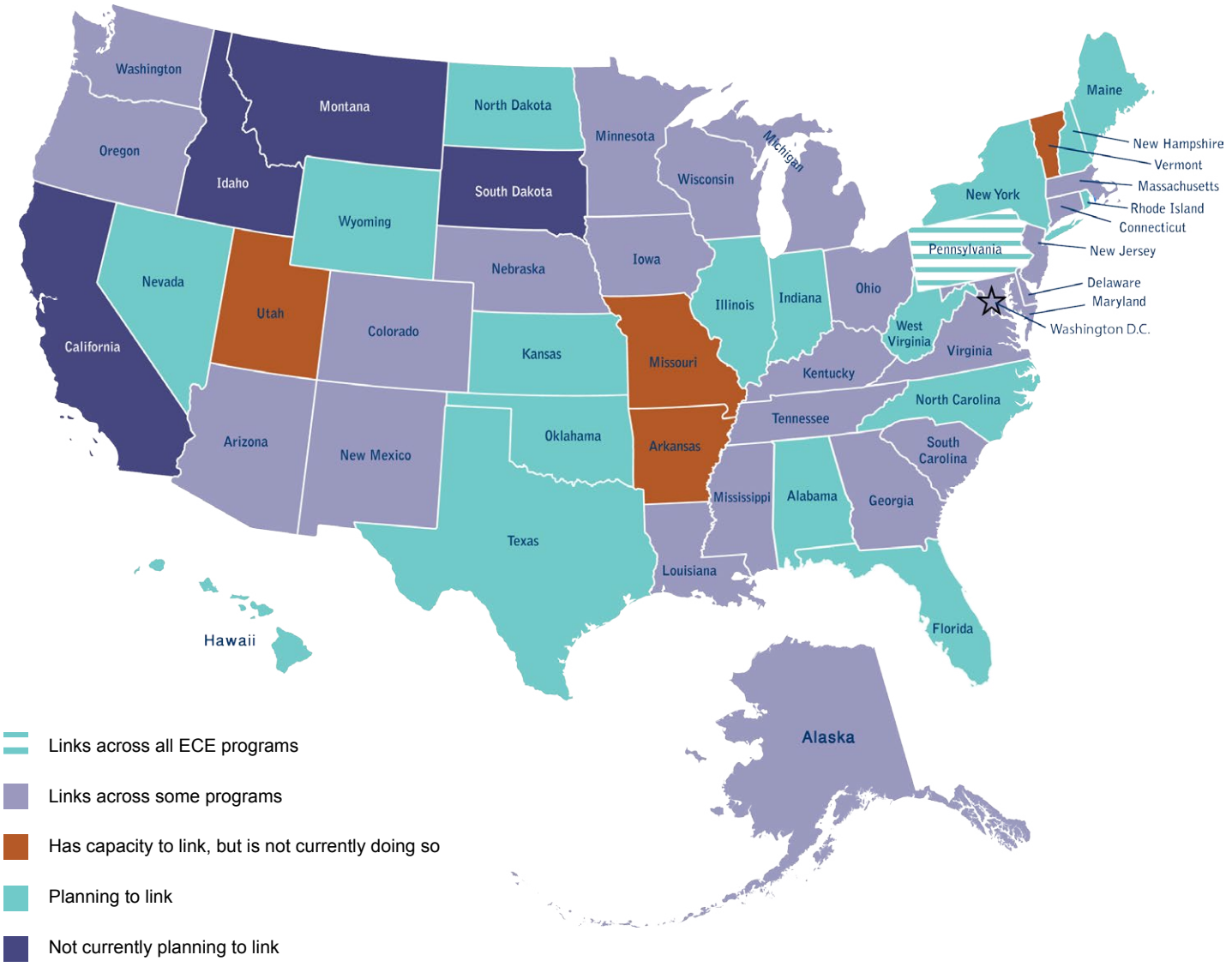
Pennsylvania is the only state with the capacity to link child-level data across all ECE programs. Twenty-five states link ECE child-level data across two or more programs, and 17 states are planning to link data in the future. The remaining eight states did not have plans to link their data. See Appendix B for all states.

Methods for Securely Linking Child-Level ECE Data Across ECE Programs

To securely link child-level data across ECE programs, 14 out the 26 states used a unique identifier (UID) as the primary method. A UID is a single, non-duplicated number that is assigned to and remains with a child throughout their participation in ECE programs and services. For example, a state may use a birth certificate, K-12 issued student ID, or another program-generated number to serve as a UID for children served in ECE programs.

Ten states used both an identification number (ID) and a matching process to identify unique child records across programs. Because, in these states, data about children are collected in multiple databases across different state agencies, each database may assign their own ID. These IDs are not unique to one child and may be duplicated across ECE programs requiring child records to be matched on other variables such as name, gender, or date of birth. One state reported using only a matching process to link child-level data.

Figure 1. State Status of Securely Linking Child-Level ECE Data Across ECE Programs



Pennsylvania is the only state that links child-level data across all early childhood programs and to the state K-12 data system (see Appendix B for all states). Pennsylvania's Enterprise to Link Information for Children Across Networks (PELICAN) was developed as a data partnership between the Pennsylvania Department of Public Welfare and Office of Child Development and Early Learning to develop a data system that could link data across agencies. The Early Learning Network is responsible for collecting information about children (e.g., assessments), teachers and programs; the resulting data inform Pennsylvania's early childhood initiatives and services that support program evaluation and improvement. Authorized users are able to access reports on child enrollment, early learning outcomes data, and staff qualifications. These reports provide analyses of how children are progressing in different ECE settings and can be linked to school outcome data in kindergarten and third grade to understand trends over time.

2 Do states have the ability to securely link child-level data to K-12, health, and social services data systems?

30 states reported securely linking ECE child-level data to states' K-12 data, compared to 20 states that link ECE child-level data to social services data and 12 states that link ECE child-level data to states' health data.

Longitudinal data systems that securely link child-level ECE data with K-12 data systems allow policymakers to understand children's development over time, and provide two-way communication between ECE and K-12 systems. Information about children's participation in different early learning settings and experiences with different levels of program quality and their relationship to children's success in the early elementary grades can inform ECE program and workforce policies intended to increase school readiness.

Linking to K-12 means that ECE child-level data are collected directly into the state K-12 data system, or they are linked through a unique identification number or other data matching process.

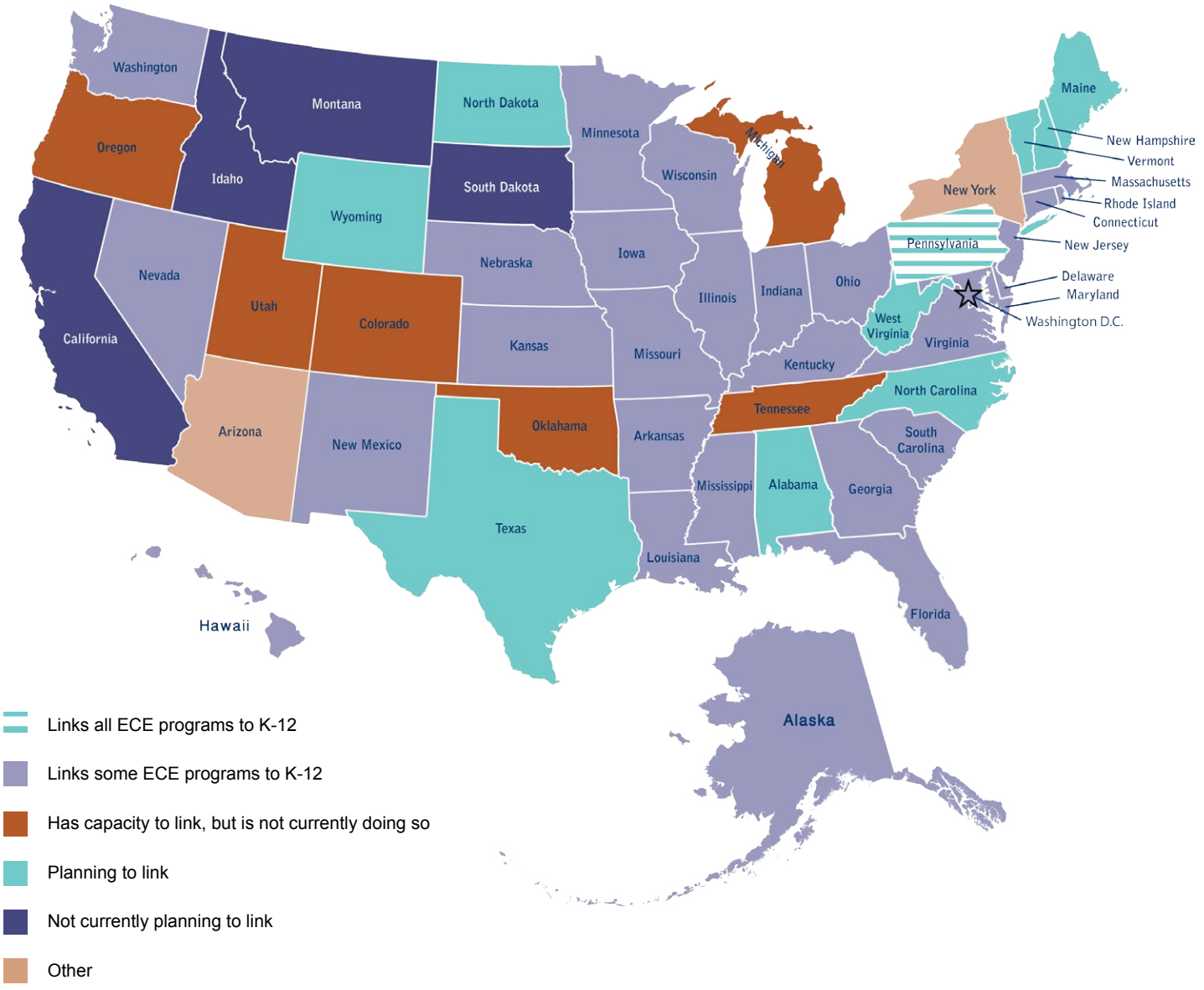
Pennsylvania is the only state with the capacity to link child-level data for all ECE programs to the state's K-12 data system. Twenty-nine states link two or more programs to K-12, and 9 states are planning to link their data in the future. The remaining twelve states did not have plans to link their ECE data to K-12 at the time of the survey or indicated other for their status. See Appendix B for information for all states.

In **Arkansas**, data from preschool special education, state pre-kindergarten, federal Head Start, and subsidized child care data are included in the state's K-12 data system. These data, collected about children participating in publicly-funded ECE programs, are used to inform policies intended to support children's transition into kindergarten. These include polices related to additional education and training for ECE staff to support children's development, quality improvement activities for ECE programs, and funding for specific areas based on need.

Methods for Securely Linking Child-Level ECE Data to State K-12 Data System

For states securely linking child-level data to K-12 data systems, multiple methods are used to connect ECE data from different programs. In 19 of the 30 states linking ECE to K-12, the UID used for children served in ECE programs was issued from the state's K-12 data system, creating a common identifier used in both systems. In 16 states, linking ECE child-level data was not necessary because data are entered directly into the state's K-12 data system. The inclusion of ECE child-level data is common in states where ECE programs such as state pre-kindergarten or preschool special education is administered through the school districts and therefore part of their data collection system. Eleven states used a data matching process to link ECE data, while only 7 of the 30 states link ECE data to K-12 using a state assigned UID.

Figure 2. State Status of Securely Linking Child-Level ECE Data to K-12 Data Systems



Virginia uses both unique identification numbers and a matching process to link child data across ECE databases and to K-12. Researchers at the University of Virginia (UVA) used linked child-level data from the state pre-kindergarten program to assess the impact of the Virginia Preschool Initiative (VPI). A study completed by UVA found children that who attended a VPI-funded program had a lower likelihood of repeating kindergarten and an improved probability of meeting or exceeding minimum state literacy competencies. These effects persisted until the end of first grade for minority children and students with disabilities (Huang, Invernizzi, & Drake 2012).

States Securely Linking to State Health and Social Services Data Systems

Fewer states reported linkages between ECE and health (12 states), and ECE and social services (20 states) data systems than ECE and K-12 data systems (30 states). Linkages to health and social services databases provide a connection between ECE data and other vital services that a child and their family may receive.

For example, a child receiving subsidized child care, enrolled in the state's Medicaid program and part of the foster care system would have a single or linked record to connect all the services the child is receiving and identify the need for additional services. A number of states are engaged in planning processes to create these linkages between state health (22 states) and social services (18 states) data systems (see Figures 3a and 3b) to ECE. See Appendix B for information for all states.

Figure 3a. State Status of Securely Linking Child-Level ECE Data to Health Data Systems

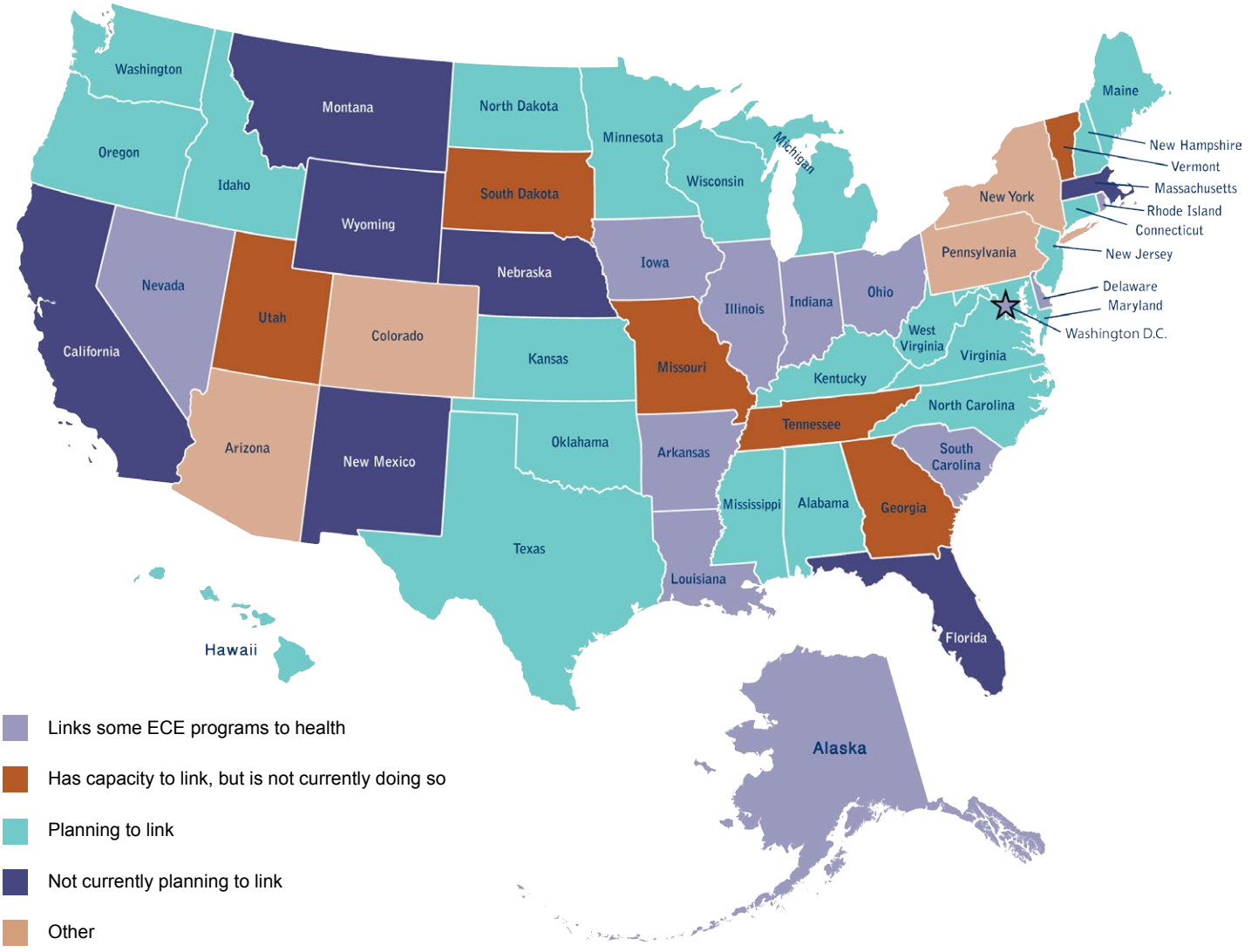
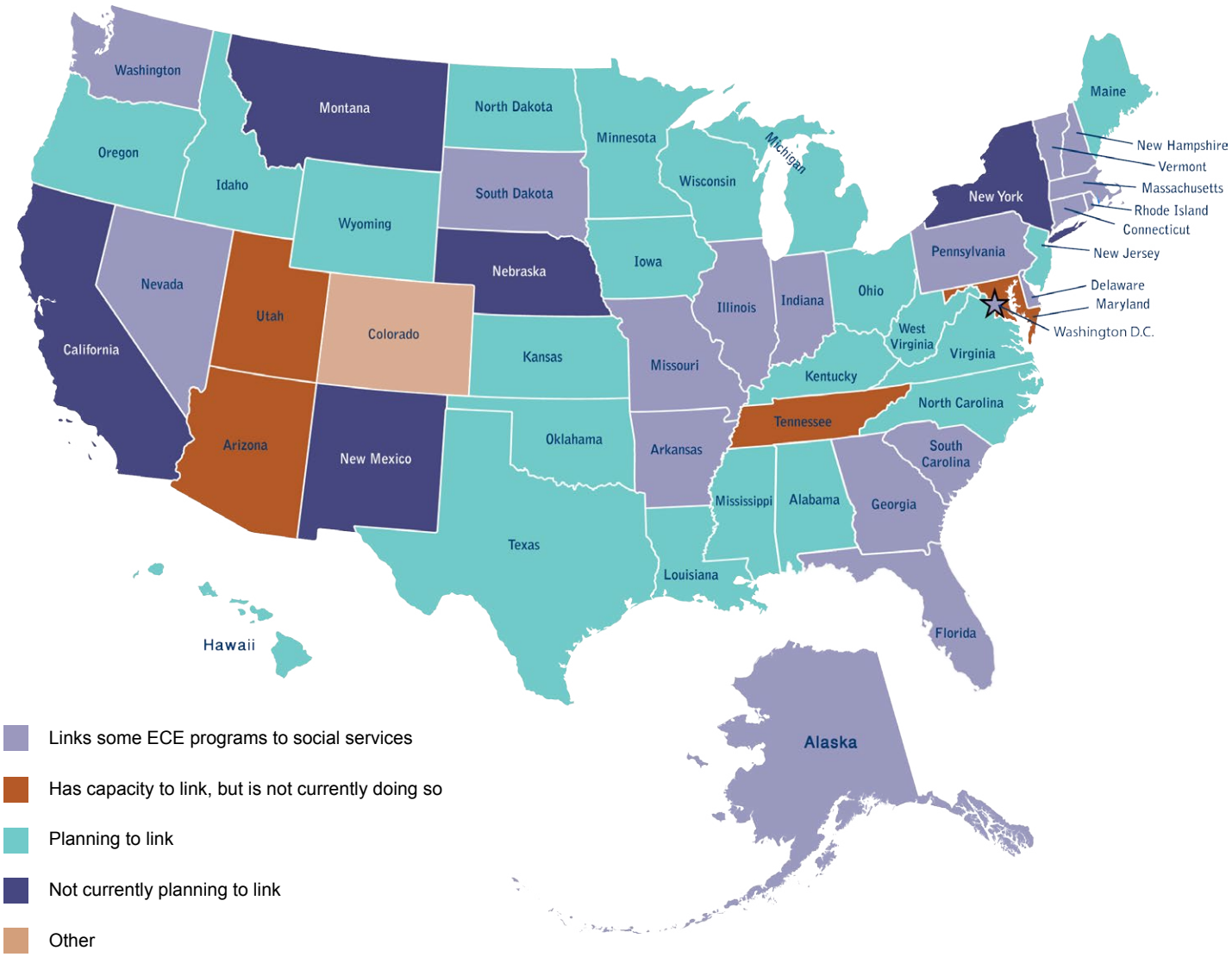


Figure 3b. State Status of Securely Linking Child-Level ECE Data to Social Services Data Systems



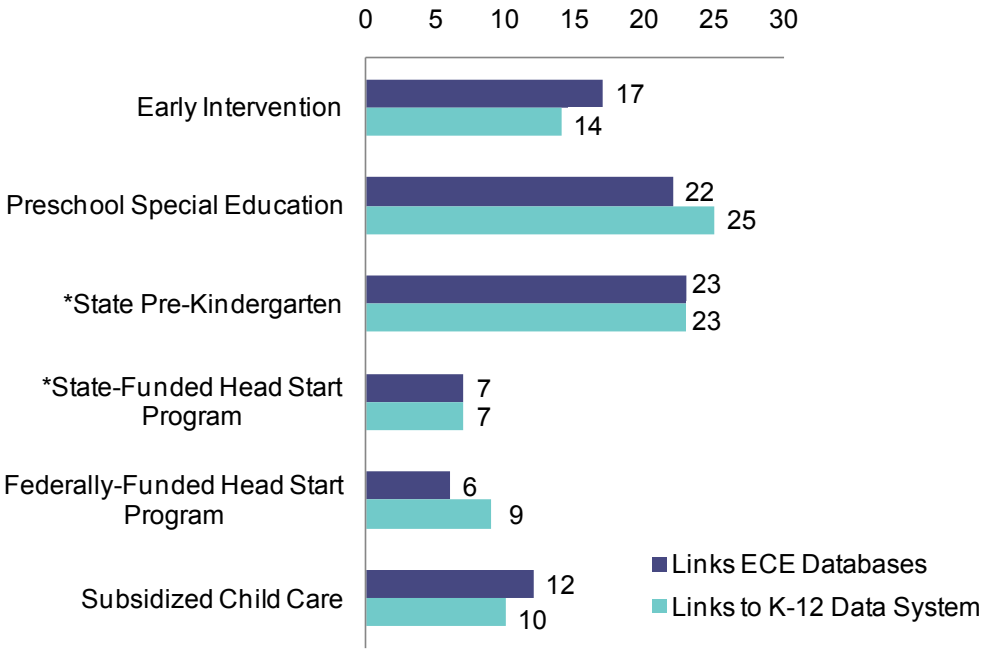
3 In states where child-level ECE data is securely linked, which ECE program databases link child-level data?

State-coordinated ECE data systems are more likely to link data for children participating in state pre-kindergarten and preschool special education than children in Head Start or subsidized child care programs.

For states securely linking child-level data across ECE databases (26 states) or to the state K-12 data system (30 states), most states link data from preschool special education to the K-12 data system (25 states), or link state pre-kindergarten data (23 states) to ECE and K-12 databases (see Figure 4). States are less likely to link child-level data from federal Head Start or subsidized child care. This is a concern because almost three million low-income children are served annually in Head Start (1.1 million) and child care subsidized through the CCDBG (1.7 million). In states linking data from these programs, more states link federal Head Start (9 states) to K-12, or subsidized child care (12 states) to other ECE databases. See Appendix C for a list of all states.

In **Connecticut**, the Department of Developmental Services is authorized to register IDEA Part C eligible children to obtain State Assigned Student ID Numbers (SASIDs) if they are participating in early intervention. The SASIDs enables linkages between the early intervention system, the state's K-12 data system, and its preschool special education data collection. Data are matched to determine how many children who received early intervention services subsequently require individual education plans (IEPs) when they enter kindergarten. It also enables the Department of Education to ensure that children eligible for special education receive free appropriate public education by their third birthday, as required by the IDEA.

Figure 4. Number of States Securely Linking ECE Data to other ECE Program Databases or K-12 Data Systems



N=51

*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.

4 Do states collect developmental screening, assessment, and kindergarten entry data to examine children's developmental status and service needs?

36 states collect state-level child development data from ECE programs and 29 states capture kindergarten entry assessment data.

In order to support a child's school readiness and lifelong success, policymakers, ECE professionals, and parents need timely and accurate data about children's physical, cognitive, social and emotional development. States use multiple methods and tools to identify children who may need additional support services, monitor children's progress over time, assess school readiness, and inform instruction.

There are 36 states collecting state-level screening and/or assessment data for at least one ECE program (see Figure 5). In addition to questions about the five major early childhood programs referenced in this report (see Table 3), states were asked about data collection for home visiting programs. Home visiting programs connect parents with trained professionals who can provide information and resources to support their child's healthy development. States were asked which of the following types of screening and/or assessments were being collected at a state level:

- Health Screenings (e.g., lead, vision, hearing, height and weight for body mass index, APGAR, etc.)
- Developmental Screenings (e.g., to identify whether a child's development is on track and whether he/she may benefit from further evaluation for a developmental delay or disability)
- Eligibility/Diagnostic Assessments (i.e., to determine whether a child qualifies for services)

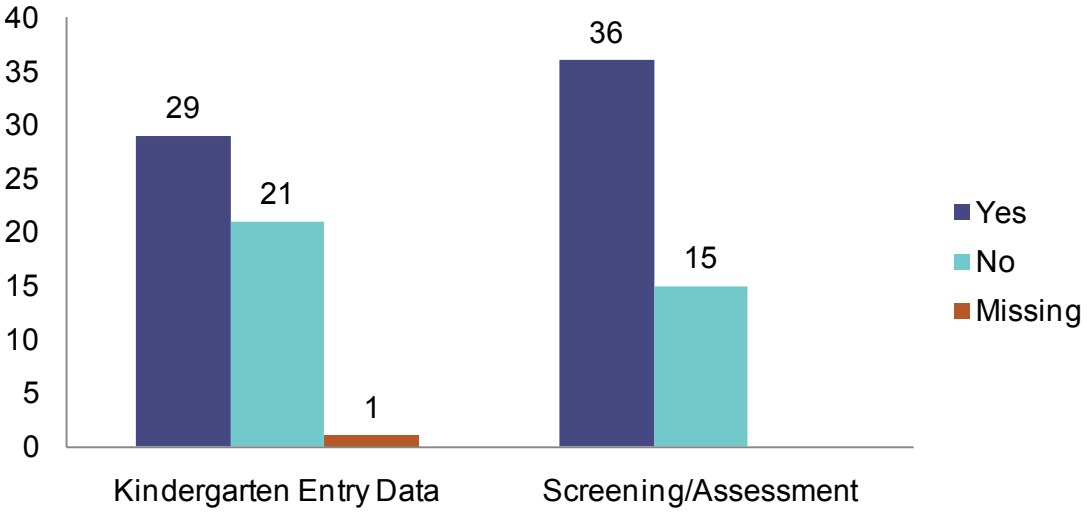
- Developmental Assessments (i.e., ongoing tracking of children's development)

Of the 36 states, most collect developmental assessment (28 states), developmental screening (25 states), or eligibility/diagnostic assessment (21 states) information from at least one ECE program (see Figure 5). There are fewer states collecting health screening data (16 states) from ECE programs. Early intervention (20 states), preschool special education (20 states), and state pre-kindergarten (17 states) programs were more likely to report collecting developmental assessment information than other programs, while early intervention (17 states), home visiting (13 states), and preschool special education (10 states) programs represented the largest number of states collecting developmental screening data. In 25 of the 36 states, neither screening nor assessment data were included for subsidized child care programs in a state system. See Appendix D for a list of all states.

State Kindergarten Entry Assessment Data Collection

Over one-half of states (29) reported collecting kindergarten entry assessment (KEA) data in a state data system (see Figure 5). Kindergarten teachers use KEAs to collect information on children's development at the beginning of the school year in the areas of physical development, language development, social-emotional development, cognitive knowledge, and approaches to learning. Teachers use KEA data to plan instruction and communicate with parents. At an aggregate level, policymakers can use KEA data to plan efforts to strengthen early childhood and kindergarten programs.

Figure 5. States Collecting State-Level Developmental Screening, Assessment, and Kindergarten Entry Assessments



N=51

In **Maryland**, the state K-12 data system collects assessment data on children entering kindergarten and connects data on prior ECE program participation included in the K-12 longitudinal data system. Maryland's KEA results are reported statewide and by sub-groups such as gender, race/ethnicity, special education status, English proficiency, and income to examine progress for specific groups. These data are used as benchmarks to assess whether the number of children ready for kindergarten is increasing each year and which students are being left behind (Maryland State Department of Education, 2013).

5 Do states have an ECE data governance structure designated to support the development and use of a state-coordinated longitudinal ECE data system?

32 states have designated an ECE data governance entity to guide the development and use of a state-coordinated longitudinal ECE data system.

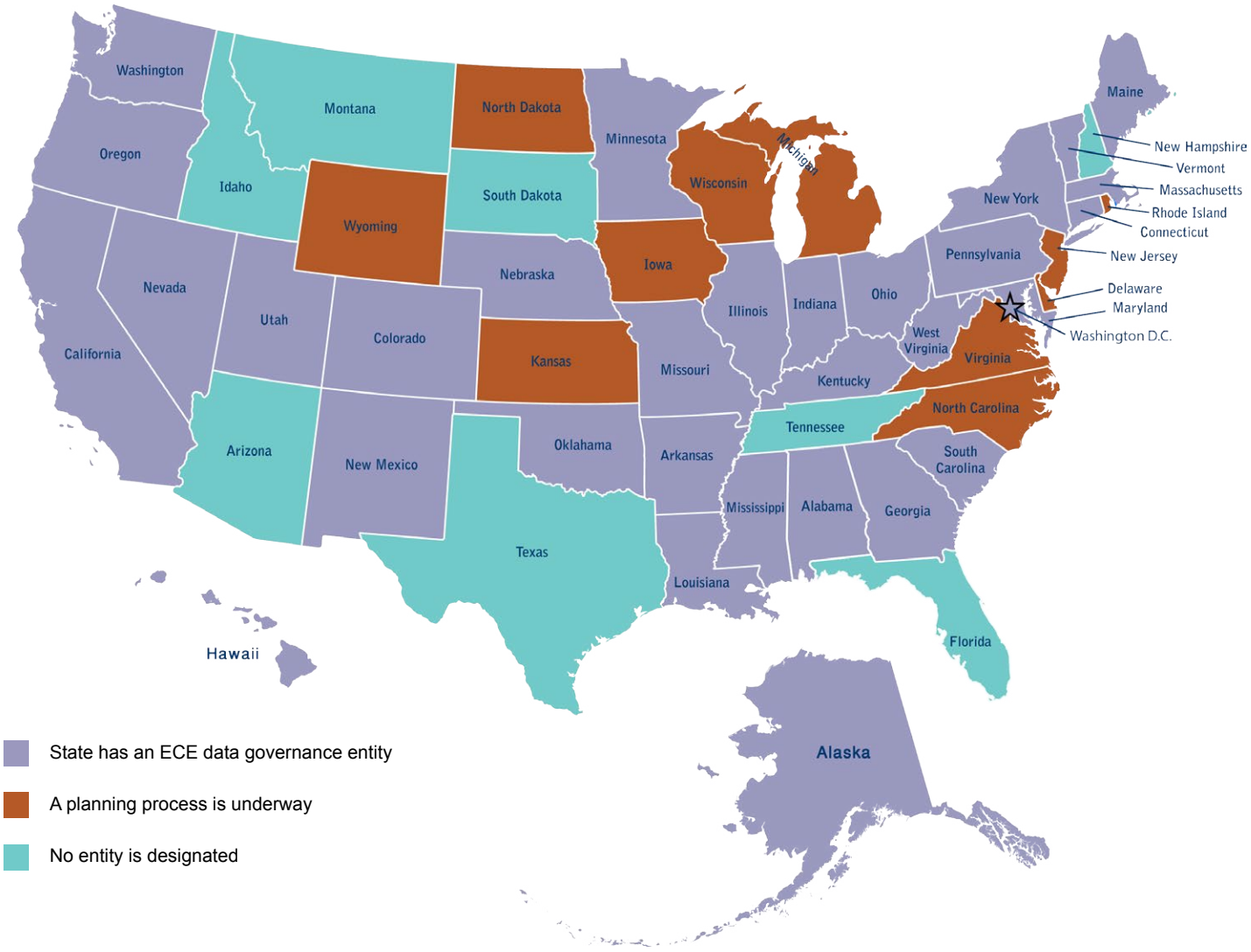
ECE data governance refers to policies and procedures that guide the security, access, and use of ECE data. Because early childhood data is housed across multiple agencies and managed through varied program funding streams, ECE data governance structures are an essential component of developing coordinated longitudinal ECE data systems to ensure data security, make decisions about what data should be collected and develop policies on how data will be shared and used.

There are 32 states with a designated lead agency, such as the state's Office of Early Learning, or a cross-departmental entity (e.g., Department of Education, Office of Early Childhood, and Health and Human Services Department) which serves as the ECE data governance entity in the state (see Figure 6). Eleven states did not have a formal governance entity established but were in the process of planning to create or select one. Eight states indicated that there was no formal entity assigned to support a coordinated longitudinal ECE data system at the time of the survey.

Current ECE data are protected the Family Educational Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act of 1996 (HIPAA), which ensure the security of individual-level education and health data. In addition to these security protections, ECE data governance entities, depending on their level of authority and designated functions, set policies to align data collection efforts across multiple agencies (e.g., common data definitions), develop data sharing agreements (e.g., memoranda of understanding), and create procedures for data sharing (e.g., data request forms). See Appendix E for a list of ECE data governance authorities and functions by state.

The **Washington** Department of Early Learning (DEL) is the ECE data governance entity responsible for overseeing the collection, sharing and use of ECE data. DEL is also the state's primary data contributor for early childhood data. Recently, the Education Research & Data Center (ERDC), which manages the state preschool through post secondary/workforce longitudinal data system, implemented an identity matching tool to securely connect child-level data between different data sources. The DEL is working with the ERDC data team to finalize a report that reflects the first efforts to tie children participating in pre-kindergarten programs to K-12 using their identity matching tool. This tool is expected to be a significant step toward facilitating cross-sector data sharing and analysis.

Figure 6. Status of State ECE Data Governance Structure



23 out of 32 states with an ECE data governance entity have the authority to approve and monitor all data policies.

State were asked about what types of authority each ECE governance entity possessed (see Table 4). Most ECE governance entities (23 states) offer recommendations about data policies that are approved, implemented, or monitored by another entity, while 16 states reported that the ECE governance entity is also able to approve all data policies related to their early care and education data systems.

29 out of 32 states' ECE data governance entities function as strategic planning bodies to support data sharing across state agencies.

The functions of ECE governance entities varied (see Appendix E for function by state). Most entities serve to support strategic planning around ECE data systems development and coordinate data sharing through the establishment of common data standards and data sharing agreements. These governing entities are responsible for identifying needed resources to support data systems development and resolve conflicts that may arise related because of differing policies across agencies. Charged with these tasks, ECE data governance entities are in a unique position to provide support and leadership as states work to transform disjointed ECE data systems into a coordinated longitudinal ECE data system.

Table 4. ECE Data Governance Authority and Function

Authority	Number of States
Makes recommendations	23
Approves some policies	16
Approves and monitors all data policies	15
Other	3
Function	
Sharing data across state agencies	29
Strategic planning	28
Data reporting and use	27
Linking ECE databases	26
Coordinating resources for development of an ECE data system	25
Common data definitions and standards	25
Resolving data conflicts between agencies	22
Other function	4

N=32

Summary and Action Steps for States

Quality data about young children who participate in state early care and education programs are needed to answer key policy questions and support effective decision-making to continuously improve programs. The current analysis of state early childhood data systems found only one state (Pennsylvania) that is able to securely link child-level data from the five major early childhood programs examined in this report.

While there are 26 states that reported having the capacity to link data across ECE programs, and 30 states linking to state K-12 data systems from at least one ECE program, data about children in Head Start and subsidized child care programs are least likely to be included in states' ECE data systems. The exclusion of these data on almost three million low-income children served annually is a concern because of the importance of understanding the experiences and needs of this population.

A possible reason for this pattern may be the program structure for Head Start and subsidized child care programs. Head Start, unlike other state-administered early care and education programs, is managed through a federal-to-local system, so Head Start data is reported from local grantee agencies to the federal Office of Head Start rather than through a state agency. Regarding subsidized child care programs, there is not just one state program a child can participate in, such as a state pre-kindergarten. Child care services can be delivered through vouchers which parents use to access child care (e.g., relative care, licensed home-based care, licensed center-based care), or through direct contracts to private licensed ECE programs to provide services for eligible families. A closer look at the barriers and potential strategies for including data on children who participate in Head Start and subsidized child care in state-level ECE data systems is warranted.

Connecting early childhood data with health and social services data systems provides valuable information about other vital services a child may be receiving, such as food stamps or Medicaid. However, our survey found few states are currently linking ECE data to health and social services data compared to states that link ECE to K-12 data. In 22 states, planning activities are underway to link ECE data to health data, and 18 states are planning to link ECE data to social services data. It is essential that the development of an integrated state data system engages stakeholders from the health, social services, and K-12 areas as well as early childhood, to coordinate planning efforts and data collection.

Child developmental screening, assessment, and kindergarten entry data collection tools provide information about children who may need referral for additional services, and help inform planning for instructional supports needed to promote a child's healthy development. It is encouraging that 36 states collect developmental screening and/or assessment data from at least one ECE program in a state-level system; however, more information is needed about the proportion of programs represented in these state systems and how this information is being used. Aggregate data on developmental screening and assessment, including kindergarten entry assessment (29 states), can be useful at a state level to track, over time, the trends in children's developmental status and need for early intervention and/or special education services. These data can also be used to examine how early childhood state policies, such as the implementation of a statewide quality rating and improvement system for early care and education, are affecting children's development.

State policymakers should help ensure a system that addresses the data needs of parents, ECE professionals, and program administrators, so that states can implement the components of these coordinated, longitudinal ECE data systems. The 32 established ECE data governance entities, charged with strategic planning for data sharing across agencies, are well positioned to share policies and practices that have been successful in their states, and provide state leadership to address the following action items outlined in this report:

- Strengthen states' capacity to securely link data on young children across all state and federal programs. Develop effective strategies to incorporate data from Head Start and subsidized child care data, so policymakers and practitioners have a more-comprehensive view of children's learning and development.
- Expand state efforts to collect and link screening and child assessment data, including kindergarten entry assessments, and to use these data to improve program effectiveness, inform parents, and improve teaching and learning.
- Create and strengthen state ECE data governance entities to enhance the coordination, security, and appropriate use of ECE data. Convene stakeholders (e.g., parents, ECE professionals, program administrators, policymakers) to identify data needed to inform ECE polices, safeguards to ensure privacy, and strategies to build a fully coordinated longitudinal ECE data system.

Moving forward, the Early Childhood Data Collaborative (ECDC) is committed to assisting states and federal leadership as they continue to build their coordinated, longitudinal ECE data systems and use quality data to inform early care and education policies and improve instructional practices.

In response to these findings, ECDC plans to support states in the following ways:

- Convene experts and state leaders to identity innovative state approaches and policies to collect, build, integrate and link ECE data into existing state data systems.
- Share technical assistance resources and best practices to support states' development and use of coordinated longitudinal data systems (e.g., methods for linking data, using ECE data to inform policy).
- Disseminate information about the status of early childhood data systems, highlighting state examples of child, program, and workforce ECE data coordination and use.
- Promote state and federal policies and practices that support the development and use of coordinated, longitudinal early care and education state data systems.

For more information about the Early Childhood Data Collaborative and our work, please visit www.ecedata.org.

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Appendix A. Methodology

Survey Design

The 2013 Early Care and Education Data Systems Survey (ECEDSS) was developed by the Early Childhood Data Collaborative (ECDC) partners. A subset of questions from the ECDC's 2010 data systems survey were revised to clarify definitions regarding linking child-level data and include specific examples of data linkages, child development screening and assessment tools, and data governance roles. The survey was piloted in four states (Colorado, Illinois, Rhode Island, and Vermont) and revised based on the feedback received. The end result was a 26-item survey, comprised of six core questions and 20 follow-up questions based on responses to the core items. The survey questions were programmed into an online survey software called Qualtrics. The complete survey can be found online at www.ecedata.org. The six core questions from the survey are listed below in the order in which they appeared in the survey:

1. Please select the statement that best describes the status of linking child-level data across early childhood education (ECE) program databases at a state level. ECE programs include Early Intervention Part C; IDEA, Part B, 619; State Pre-Kindergarten; State Head Start; Federal Head Start; and/or Subsidized Child Care.
2. Please choose the statement that best describes the status of linking child level data between early childhood education databases and any of the state's health program databases for young children, such as Medicaid or immunizations.
3. Please choose the statement that best describes the status of linking child level data between early childhood education databases and any of the state's social service program databases, such as TANF or child welfare.
4. Please choose the statement that best describes the status of linking child-level data between early childhood education program databases and the state's K-12 data system.
5. Does your state have a data system or systems that contain child level or screening assessment data?
6. Which of the following entities play an important governance role in developing and/or managing a coordinated early childhood data system in your state?

Data Collection Process

On July 3rd, 2013, ECDC distributed the ECEDSS through the Qualtrics website via email. The emails included a short letter explaining the purpose of the survey, as well as a link to the survey. The emails were sent to representatives from each of the 50 states and the District of Columbia. For each state and the District of Columbia, a main contact was identified by ECDC partners to complete the survey and coordinate responses from other early childhood program staff. Main contacts were sent contact information for staff from the early intervention, preschool special education, state prekindergarten, Head Start, and subsidized child care programs, to assist with data collection. The main contacts who responded to the survey primarily represented staff from the Department of Health, Social, or Human Services (31%), Department of Education (25%), State Early Childhood Advisory Council (20%), or the Office of Early Learning (20%). A list of survey contacts can be found online at www.ecedata.org. The survey took each respondent an average of 54 minutes to complete.

Data collection was completed by October 1st, 2013. Responses from 50 states and the District of Columbia were received. All ECEDSS responses were exported from Qualtrics into an Excel spreadsheet which was then imported into SAS, statistical software, for data cleaning and analysis. After analyzing the completed survey responses, ECDC staff conducted follow-up calls and sent emails to correct missing or miscoded responses. All state contacts were sent a copy of their final responses and data used for the state profiles included in the final report.

Appendix B. ECE Child-Level Data Linkage Status by State, 2013

	Links Across ECE						Links To K-12					
STATE	Links All ECE	Links Some ECE	Plans to Link	Capacity To But Doesn't	Doesn't Intend To	Other	Links All ECE	Links Some ECE	Plans to Link	Capacity To But Doesn't	Doesn't Intend To	Other
ALABAMA	-	-	✔	-	-	-	-	-	✔	-	-	-
ALASKA	-	✔	-	-	-	-	-	✔	-	-	-	-
ARIZONA	-	✔	-	-	-	-	-	-	-	-	-	✔
ARKANSAS	-	-	-	✔	-	-	-	✔	-	-	-	-
CALIFORNIA	-	-	-	-	✔	-	-	-	-	-	✔	-
COLORADO	-	✔	-	-	-	-	-	-	-	✔	-	-
CONNECTICUT	-	✔	-	-	-	-	-	✔	-	-	-	-
DELAWARE	-	✔	-	-	-	-	-	✔	-	-	-	-
D.C.	-	✔	-	-	-	-	-	✔	-	-	-	-
FLORIDA	-	-	✔	-	-	-	-	✔	-	-	-	-
GEORGIA	-	✔	-	-	-	-	-	✔	-	-	-	-
HAWAII	-	-	✔	-	-	-	-	✔	-	-	-	-
IDAHO	-	-	-	-	✔	-	-	-	-	-	✔	-
ILLINOIS	-	-	✔	-	-	-	-	✔	-	-	-	-
INDIANA	-	-	✔	-	-	-	-	✔	-	-	-	-
IOWA	-	✔	-	-	-	-	-	✔	-	-	-	-
KANSAS	-	-	✔	-	-	-	-	✔	-	-	-	-
KENTUCKY	-	✔	-	-	-	-	-	✔	-	-	-	-
LOUISIANA	-	✔	-	-	-	-	-	✔	-	-	-	-
MAINE	-	-	✔	-	-	-	-	-	✔	-	-	-
MARYLAND	-	✔	-	-	-	-	-	✔	-	-	-	-
MASSACHUSETTS	-	✔	-	-	-	-	-	✔	-	-	-	-
MICHIGAN	-	✔	-	-	-	-	-	-	-	✔	-	-
MINNESOTA	-	✔	-	-	-	-	-	✔	-	-	-	-
MISSISSIPPI	-	✔	-	-	-	-	-	✔	-	-	-	-
MISSOURI	-	-	-	✔	-	-	-	✔	-	-	-	-
MONTANA	-	-	-	-	✔	-	-	-	-	-	✔	-
NEBRASKA	-	✔	-	-	-	-	-	✔	-	-	-	-
NEVADA	-	-	✔	-	-	-	-	✔	-	-	-	-
NEW HAMPSHIRE	-	-	✔	-	-	-	-	-	✔	-	-	-
NEW JERSEY	-	✔	-	-	-	-	-	✔	-	-	-	-
NEW MEXICO	-	✔	-	-	-	-	-	✔	-	-	-	-
NEW YORK	-	-	✔	-	-	-	-	-	-	-	-	✔
NORTH CAROLINA	-	-	✔	-	-	-	-	-	✔	-	-	-
NORTH DAKOTA	-	-	✔	-	-	-	-	-	✔	-	-	-
OHIO	-	✔	-	-	-	-	-	✔	-	-	-	-
OKLAHOMA	-	-	✔	-	-	-	-	-	-	✔	-	-
OREGON	-	✔	-	-	-	-	-	-	-	✔	-	-
PENNSYLVANIA	✔	-	-	-	-	-	✔	-	-	-	-	-
RHODE ISLAND	-	-	✔	-	-	-	-	✔	-	-	-	-
SOUTH CAROLINA	-	✔	-	-	-	-	-	✔	-	-	-	-
SOUTH DAKOTA	-	-	-	-	✔	-	-	-	-	-	✔	-
TENNESSEE	-	✔	-	-	-	-	-	-	-	✔	-	-
TEXAS	-	-	✔	-	-	-	-	-	✔	-	-	-
UTAH	-	-	-	✔	-	-	-	-	-	✔	-	-
VERMONT	-	-	-	✔	-	-	-	-	✔	-	-	-
VIRGINIA	-	✔	-	-	-	-	-	✔	-	-	-	-
WASHINGTON	-	✔	-	-	-	-	-	✔	-	-	-	-
WEST VIRGINIA	-	-	✔	-	-	-	-	-	✔	-	-	-
WISCONSIN	-	✔	-	-	-	-	-	✔	-	-	-	-
WYOMING	-	-	✔	-	-	-	-	-	✔	-	-	-
Total States	1	25	17	4	4	0	1	29	9	6	4	2

	Links to Health						Links to Social Services					
STATE	Links All ECE	Links Some ECE	Plans to Link	Capacity To But Doesn't	Doesn't Intend To	Other	Links All ECE	Links Some ECE	Plans to Link	Capacity To But Doesn't	Doesn't Intend To	Other
ALABAMA	-	-	✔	-	-	-	-	-	-	-	-	✔
ALASKA	-	✔	-	-	-	-	-	✔	-	-	-	-
ARIZONA	-	-	-	-	-	✔	-	-	-	✔	-	-
ARKANSAS	-	✔	-	-	-	-	-	✔	-	-	-	-
CALIFORNIA	-	-	-	-	✔	-	-	-	-	-	✔	-
COLORADO	-	-	-	-	-	✔	-	-	-	-	-	✔
CONNECTICUT	-	-	✔	-	-	-	-	✔	-	-	-	-
DELAWARE	-	✔	-	-	-	-	-	✔	-	-	-	-
D.C.	-	✔	-	-	-	-	-	✔	-	-	-	-
FLORIDA	-	-	-	-	✔	-	-	✔	-	-	-	-
GEORGIA	-	-	-	✔	-	-	-	✔	-	-	-	-
HAWAII	-	-	✔	-	-	-	-	-	✔	-	-	-
IDAHO	-	-	✔	-	-	-	-	-	✔	-	-	-
ILLINOIS	-	✔	-	-	-	-	-	✔	-	-	-	-
INDIANA	-	✔	-	-	-	-	-	✔	-	-	-	-
IOWA	-	✔	-	-	-	-	-	-	✔	-	-	-
KANSAS	-	-	✔	-	-	-	-	-	✔	-	-	-
KENTUCKY	-	-	✔	-	-	-	-	-	✔	-	-	-
LOUISIANA	-	✔	-	-	-	-	-	-	✔	-	-	-
MAINE	-	-	✔	-	-	-	-	-	✔	-	-	-
MARYLAND	-	-	✔	-	-	-	-	-	-	✔	-	-
MASSACHUSETTS	-	-	-	-	✔	-	-	✔	-	-	-	-
MICHIGAN	-	-	✔	-	-	-	-	-	✔	-	-	-
MINNESOTA	-	-	✔	-	-	-	-	-	-	-	-	✔
MISSISSIPPI	-	-	✔	-	-	-	-	✔	-	-	-	-
MISSOURI	-	-	-	✔	-	-	-	✔	-	-	-	-
MONTANA	-	-	-	-	✔	-	-	-	-	-	✔	-
NEBRASKA	-	-	-	-	✔	-	-	-	-	-	✔	-
NEVADA	-	✔	-	-	-	-	-	✔	-	-	-	-
NEW HAMPSHIRE	-	-	✔	-	-	-	-	✔	-	-	-	-
NEW JERSEY	-	-	✔	-	-	-	-	-	✔	-	-	-
NEW MEXICO	-	-	-	-	✔	-	-	-	-	-	✔	-
NEW YORK	-	-	-	-	-	✔	-	-	-	-	✔	-
NORTH CAROLINA	-	-	✔	-	-	-	-	-	✔	-	-	-
NORTH DAKOTA	-	-	✔	-	-	-	-	-	✔	-	-	-
OHIO	-	✔	-	-	-	-	-	-	✔	-	-	-
OKLAHOMA	-	-	✔	-	-	-	-	-	-	-	-	✔
OREGON	-	-	✔	-	-	-	-	-	✔	-	-	-
PENNSYLVANIA	-	-	-	-	-	✔	-	✔	-	-	-	-
RHODE ISLAND	-	✔	-	-	-	-	-	✔	-	-	-	-
SOUTH CAROLINA	-	✔	-	-	-	-	-	✔	-	-	-	-
SOUTH DAKOTA	-	-	-	✔	-	-	-	✔	-	-	-	-
TENNESSEE	-	-	-	✔	-	-	-	-	-	✔	-	-
TEXAS	-	-	✔	-	-	-	-	-	✔	-	-	-
UTAH	-	-	-	✔	-	-	-	-	-	✔	-	-
VERMONT	-	-	-	✔	-	-	-	✔	-	-	-	-
VIRGINIA	-	-	✔	-	-	-	-	-	✔	-	-	-
WASHINGTON	-	-	✔	-	-	-	-	✔	-	-	-	-
WEST VIRGINIA	-	-	✔	-	-	-	-	-	✔	-	-	-
WISCONSIN	-	-	✔	-	-	-	-	-	✔	-	-	-
WYOMING	-	-	-	-	✔	-	-	-	✔	-	-	-
Total States	0	12	22	6	7	4	0	20	18	4	5	4

Appendix C. ECE Programs Linking Child-Level Data by State, 2013

	Links To ECE Databases						Links To K-12 Data System					
STATE	Part C Early Interven-tion	Preschool Special Education	State Pre-K	State Head Start	Federally-Funded Head Start	Subsi-dized Child Care	Part C Early Interven-tion	Preschool Special Education	State Pre-K	State Head Start	Federally-Funded Head Start	Subsi-dized Child Care
ALABAMA	-	-	-	-	-	-	-	-	-	-	-	-
ALASKA	✔	✔	✔	✔	-	✔	-	-	✔	✔	✔	-
ARIZONA	-	✔	✔	-	✔	-	-	-	-	-	-	-
ARKANSAS	-	-	-	-	-	-	-	✔	✔	-	✔	✔
CALIFORNIA	-	-	-	-	-	-	-	-	-	-	-	-
COLORADO	-	-	✔	-	-	✔	-	-	-	-	-	-
CONNECTICUT	✔	✔	✔	✔	-	✔	✔	✔	✔	✔	-	✔
DELAWARE	✔	✔	-	✔	✔	-	✔	✔	-	✔	✔	-
D.C.	✔	✔	✔	✔	-	✔	✔	✔	✔	✔	-	✔
FLORIDA	-	-	-	-	-	-	-	✔	✔	-	-	-
GEORGIA	✔	✔	✔	-	-	✔	-	-	✔	-	-	-
HAWAII	-	-	-	-	-	-	-	-	-	-	✔	✔
IDAHO	-	-	-	-	-	-	-	-	-	-	-	-
ILLINOIS	-	-	-	-	-	-	-	✔	✔	-	-	-
INDIANA	-	-	-	-	-	-	-	✔	-	-	✔	✔
IOWA	✔	✔	✔	-	-	-	✔	✔	✔	-	-	-
KANSAS	-	-	-	-	-	-	✔	✔	✔	-	-	-
KENTUCKY	-	✔	✔	-	-	-	-	✔	✔	-	-	-
LOUISIANA	✔	✔	✔	-	-	-	✔	✔	✔	-	-	-
MAINE	-	-	-	-	-	-	-	-	-	-	-	-
MARYLAND	✔	✔	✔	-	-	✔	✔	✔	✔	-	-	✔
MASSACHUSETTS	-	-	-	-	-	✔	-	-	-	-	-	✔
MICHIGAN	✔	✔	✔	-	-	-	-	-	-	-	-	-
MINNESOTA	✔	✔	-	-	-	-	✔	✔	-	-	-	-
MISSISSIPPI	-	-	✔	-	✔	✔	-	✔	-	-	✔	✔
MISSOURI	-	-	-	-	-	-	✔	✔	✔	✔	✔	-
MONTANA	-	-	-	-	-	-	-	-	-	-	-	-
NEBRASKA	✔	✔	✔	-	-	-	✔	✔	✔	-	-	-
NEVADA	-	-	-	-	-	-	-	✔	✔	-	-	-
NEW HAMPSHIRE	-	-	-	-	-	-	-	-	-	-	-	-
NEW JERSEY	-	✔	✔	✔	✔	-	-	✔	✔	✔	✔	-
NEW MEXICO	-	✔	✔	-	-	-	-	✔	✔	-	-	-
NEW YORK	-	-	-	-	-	-	-	-	-	-	-	-
NORTH CAROLINA	-	-	-	-	-	-	-	-	-	-	-	-
NORTH DAKOTA	-	-	-	-	-	-	-	-	-	-	-	-
OHIO	✔	✔	✔	-	-	✔	✔	✔	✔	-	-	-
OKLAHOMA	-	-	-	-	-	-	-	-	-	-	-	-
OREGON	✔	✔	✔	✔	✔	-	-	-	-	-	-	-
PENNSYLVANIA	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
RHODE ISLAND	-	-	-	-	-	-	-	✔	-	-	-	-
SOUTH CAROLINA	✔	-	✔	-	-	✔	-	-	✔	-	-	✔
SOUTH DAKOTA	-	-	-	-	-	-	-	-	-	-	-	-
TENNESSEE	-	✔	✔	-	-	-	-	-	-	-	-	-
TEXAS	-	-	-	-	-	-	-	-	-	-	-	-
UTAH	-	-	-	-	-	-	-	-	-	-	-	-
VERMONT	-	-	-	-	-	-	-	-	-	-	-	-
VIRGINIA	-	✔	✔	-	-	-	-	✔	✔	-	-	-
WASHINGTON	✔	✔	✔	-	-	✔	✔	✔	✔	-	-	-
WEST VIRGINIA	-	-	-	-	-	-	-	-	-	-	-	-
WISCONSIN	✔	✔	✔	-	-	-	✔	✔	✔	-	-	-
WYOMING	-	-	-	-	-	-	-	-	-	-	-	-
Total States	17	22	23	7	6	12	14	25	23	7	9	10

Appendix D. ECE Screening/Assessment Data Collection by State, 2013

	Screening / Assessment	
STATE	Kindergarten Entry Assessment	Screening and/or Assessment Data
ALABAMA	Yes	Yes
ALASKA	Yes	Yes
ARIZONA	Missing	Yes
ARKANSAS	Yes	Yes
CALIFORNIA	No	Yes
COLORADO	Yes	Yes
CONNECTICUT	Yes	Yes
DELAWARE	Yes	Yes
D.C.	No	Yes
FLORIDA	Yes	No
GEORGIA	No	Yes
HAWAII	No	Yes
IDAHO	Yes	No
ILLINOIS	Yes	Yes
INDIANA	Yes	No
IOWA	Yes	Yes
KANSAS	No	Yes
KENTUCKY	Yes	Yes
LOUISIANA	Yes	Yes
MAINE	No	Yes
MARYLAND	Yes	No
MASSACHUSETTS	No	Yes
MICHIGAN	Yes	No
MINNESOTA	Yes	Yes
MISSISSIPPI	Yes	Yes
MISSOURI	No	No
MONTANA	No	No
NEBRASKA	No	Yes
NEVADA	Yes	Yes
NEW HAMPSHIRE	No	Yes
NEW JERSEY	No	Yes
NEW MEXICO	Yes	Yes
NEW YORK	No	No
NORTH CAROLINA	No	No
NORTH DAKOTA	No	No
OHIO	Yes	Yes
OKLAHOMA	No	Yes
OREGON	Yes	No
PENNSYLVANIA	Yes	Yes
RHODE ISLAND	No	Yes
SOUTH CAROLINA	No	Yes
SOUTH DAKOTA	Yes	Yes
TENNESSEE	No	Yes
TEXAS	Yes	No
UTAH	No	Yes
VERMONT	Yes	No
VIRGINIA	Yes	Yes
WASHINGTON	Yes	Yes
WEST VIRGINIA	Yes	No
WISCONSIN	No	Yes
WYOMING	Yes	No

Appendix E. ECE Data Governance Authority and Function by State, 2013

	Governance Authorities			
STATE	Approves and monitors all policies	Approves some polices	Makes recommendations	Other authority
ALABAMA	-	✔	✔	-
ALASKA	-	-	✔	-
ARIZONA	-	-	-	-
ARKANSAS	✔	✔	✔	-
CALIFORNIA	-	-	✔	-
COLORADO	-	✔	✔	-
CONNECTICUT	✔	-	-	-
DELAWARE	-	-	-	-
D.C.	✔	-	✔	-
FLORIDA	-	-	-	-
GEORGIA	✔	✔	✔	-
HAWAII	-	✔	✔	-
IDAHO	-	-	-	-
ILLINOIS	✔	-	-	-
INDIANA	-	-	✔	-
IOWA	-	-	-	-
KANSAS	-	-	-	-
KENTUCKY	✔	✔	✔	-
LOUISIANA	✔	-	✔	-
MAINE	-	✔	✔	-
MARYLAND	✔	-	✔	-
MASSACHUSETTS	✔	-	-	-
MICHIGAN	-	-	-	-
MINNESOTA	✔	✔	✔	-
MISSISSIPPI	✔	-	✔	-
MISSOURI	✔	-	✔	✔
MONTANA	-	-	-	-
NEBRASKA	-	✔	✔	-
NEVADA	✔	✔	✔	-
NEW HAMPSHIRE	-	-	-	-
NEW JERSEY	-	-	-	-
NEW MEXICO	-	✔	-	-
NEW YORK	-	✔	✔	-
NORTH CAROLINA	-	-	-	-
NORTH DAKOTA	-	-	-	-
OHIO	-	✔	-	-
OKLAHOMA	-	-	✔	-
OREGON	-	✔	✔	-
PENNSYLVANIA	✔	-	-	-
RHODE ISLAND	-	-	-	-
SOUTH CAROLINA	-	✔	-	✔
SOUTH DAKOTA	-	-	-	-
TENNESSEE	-	-	-	-
TEXAS	-	-	-	-
UTAH	✔	-	-	-
VERMONT	-	-	-	✔
VIRGINIA	-	-	-	-
WASHINGTON	-	✔	✔	-
WEST VIRGINIA	-	-	✔	-
WISCONSIN	-	-	-	-
WYOMING	-	-	-	-
Total States	15	16	23	3

STATE	Governance Functions							
	Strategic planning	Linking ECE databases	Sharing across state agencies	Common data definitions and standards	Data reporting and use	Resolving data conflicts between agencies	Coordinating resources for development of an ECE data system	Other function
ALABAMA	✔	✔	✔	✔	✔	✔	✔	-
ALASKA	-	-	✔	-	-	-	-	-
ARIZONA	-	-	-	-	-	-	-	-
ARKANSAS	-	✔	✔	✔	✔	✔	✔	-
CALIFORNIA	-	-	-	-	-	-	-	✔
COLORADO	✔	✔	✔	✔	✔	✔	✔	-
CONNECTICUT	✔	-	-	-	-	-	-	✔
DELAWARE	-	-	-	-	-	-	-	-
D.C.	✔	✔	✔	✔	✔	✔	✔	-
FLORIDA	-	-	-	-	-	-	-	-
GEORGIA	✔	✔	✔	✔	✔	✔	✔	-
HAWAII	✔	✔	✔	✔	✔	✔	✔	-
IDAHO	-	-	-	-	-	-	-	-
ILLINOIS	✔	✔	✔	✔	✔	✔	✔	-
INDIANA	✔	-	✔	✔	✔	-	-	-
IOWA	-	-	-	-	-	-	-	-
KANSAS	-	-	-	-	-	-	-	-
KENTUCKY	✔	✔	✔	✔	✔	✔	✔	-
LOUISIANA	✔	✔	✔	✔	✔	✔	✔	-
MAINE	✔	✔	✔	✔	✔	✔	✔	-
MARYLAND	✔	✔	✔	✔	✔	✔	✔	-
MASSACHUSETTS	✔	✔	✔	✔	✔	✔	✔	-
MICHIGAN	-	-	-	-	-	-	-	-
MINNESOTA	✔	✔	✔	✔	✔	✔	✔	✔
MISSISSIPPI	✔	✔	✔	✔	✔	-	✔	-
MISSOURI	✔	✔	✔	✔	✔	✔	✔	✔
MONTANA	-	-	-	-	-	-	-	-
NEBRASKA	✔	✔	✔	✔	✔	-	✔	-
NEVADA	✔	✔	✔	✔	✔	✔	✔	-
NEW HAMPSHIRE	-	-	-	-	-	-	-	-
NEW JERSEY	-	-	-	-	-	-	-	-
NEW MEXICO	✔	✔	✔	✔	-	-	✔	-
NEW YORK	✔	-	✔	-	✔	-	-	-
NORTH CAROLINA	-	-	-	-	-	-	-	-
NORTH DAKOTA	-	-	-	-	-	-	-	-
OHIO	✔	✔	✔	✔	✔	✔	✔	-
OKLAHOMA	✔	-	-	-	-	✔	✔	-
OREGON	✔	✔	✔	✔	✔	✔	✔	-
PENNSYLVANIA	✔	✔	✔	✔	✔	✔	✔	-
RHODE ISLAND	-	-	-	-	-	-	-	-
SOUTH CAROLINA	-	✔	✔	-	✔	-	-	-
SOUTH DAKOTA	-	-	-	-	-	-	-	-
TENNESSEE	-	-	-	-	-	-	-	-
TEXAS	-	-	-	-	-	-	-	-
UTAH	✔	✔	✔	✔	✔	✔	✔	-
VERMONT	✔	✔	✔	-	✔	-	-	-
VIRGINIA	-	-	-	-	-	-	-	-
WASHINGTON	✔	✔	✔	✔	✔	✔	✔	-
WEST VIRGINIA	✔	✔	✔	✔	✔	✔	✔	-
WISCONSIN	-	-	-	-	-	-	-	-
WYOMING	-	-	-	-	-	-	-	-
Total States	28	26	29	25	27	22	25	4

The Early Childhood DATA Collaborative

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

The Early Childhood Data Collaborative (ECDC) supports state policymakers' development and use of coordinated state early care and education (ECE) data systems to improve the quality of ECE programs and the workforce, increase access to high-quality ECE programs, and ultimately improve child outcomes. The ECDC will provide tools and resources to encourage state policy cahnge and provide a national forum to support the development and use of coordinated state ECE data systems.

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For more information, please visit www.ecedata.org.