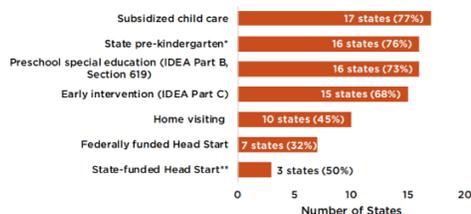


kindergarten (16 states), preschool special education (16 states), or early intervention (15 states). Children enrolled in home visiting (10 states) or federally funded Head Start (7 states) were less likely to be included in coordinated state data systems.

Figure 3: ECE Programs Linked by States Linking Child-Level Data Across ECE (n= 22 states)



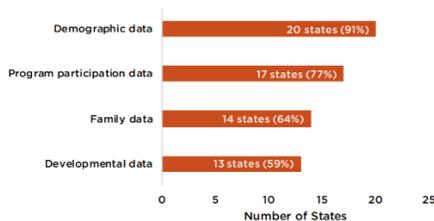
Types of Data Linked

The data collected and reported varies across states and within programs within a state. States generally collect child-level and program site-level data for early childhood education programs. The following data types and counts come from state responses to the 2018 State of State Early Childhood Data Systems [survey](#).

Child-Level Data

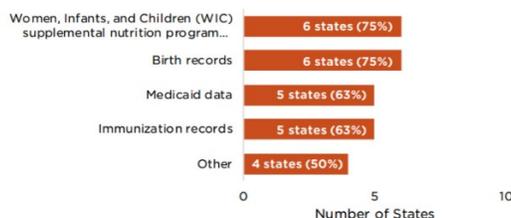
Child-Level Data: The survey asked states if they linked demographics (e.g., ethnicity, age, gender, languages), program participation (e.g., attendance, length of time in program/services), family (e.g., parent education level, employment status, household income, ethnicity), and child development data (e.g., screening, assessment). Of the 22 states that link some or all the early childhood data, the distribution is outlined in the chart below.

Figure 4. Type of Child-level Data Linked (n= 22 states)



Child-Level Early Health Data: The survey asked states if they linked four general types of health data with early childhood education data, including birth, immunization, Medicaid, and Women, Infants, & Children (WIC) records. At least eight states reported linking health and early childhood education record. Three states (Oklahoma, Mississippi, and Rhode Island) linked all four types of health data.

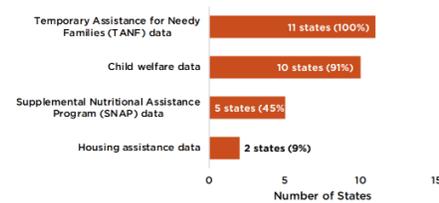
Figure 7. Types of Child Health Data Linked (n= 8 states)



Child-Level Social Service Access Data: The Survey asked states if they linked four types of social service data with early childhood data, including Temporary Assistance for Needy Families (TANF), child welfare, Supplemental

Nutrition Assistance Program (SNAP), or housing assistance. Eleven states reported linking or having the ability to link social service data to early childhood data.

Figure 9. Types of Social Services Data Linked (n= 11 states)



Child-Level K-12 Data: The Survey asked states if they linked or can link K-12 data with early childhood education data. A common connection point between K-12 and early childhood education data is through kindergarten entrance assessment data.

Figure 11. ECE Programs Linked by States Linking Child ECE and K-12 data (n= 22 states)

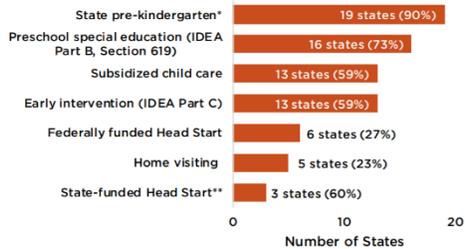
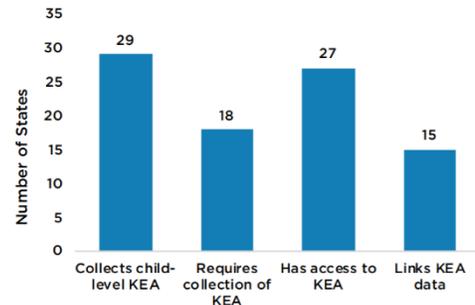


Figure 12. Kindergarten Entry Assessment (KEA) Data Collection



Program Site-Level Data

States linked several types of information about program sites, including data about licensing status (e.g., capacity, violations), structural standards (e.g., curriculum, class size), working conditions (e.g., wages, benefits, turnover), and quality measures.

Out of the 22 states, 20 states could link quality measures or licensing data for at least one ECE program. Additionally, 17 states could link data on structural standards, and 15 states could link working conditions for at least one program.

Table 1. Types of Program Site Data Linked by ECE Program (n= 22 states)

| Program Name | Licensing status (e.g., license capacity, violations, complaints) | Structural standards (e.g., curriculum, class size, staff ratio) | Working conditions (e.g., professional development, wages, benefits, turnover) | Quality measures (e.g., ECERS, CLASS, QRIS rating) | Other |
|--|---|--|--|--|---------------|
| Early intervention (IDEA Part C) | 6 states, 27% | 5 states, 23% | 4 states, 18% | 7 states, 32% | 1 state, 5% |
| Preschool special education (IDEA Part B, Section 619) | 4 states, 18% | 4 states, 18% | 3 states, 14% | 6 states, 27% | 1 state, 5% |
| State pre-kindergarten* | 14 states, 67% | 12 states, 57% | 9 states, 43% | 14 states, 67% | 2 states, 10% |
| State-funded Head Start** | 3 states, 50% | 2 states, 33% | 3 states, 50% | 3 states, 50% | 2 states, 33% |
| Federally funded Head Start | 7 states, 32% | 5 states, 23% | 4 states, 18% | 8 states, 36% | 1 state, 5% |
| Subsidized child care | 19 states, 86% | 17 states, 77% | 12 states, 55% | 20 states, 91% | 2 states, 9% |
| Home visiting | 3 states, 14% | 3 states, 14% | 3 states, 14% | 3 states, 14% | 1 state, 5% |
| Licensed child care | 17 states, 77% | 12 states, 56% | 7 states, 32% | 16 states, 68% | 5 states, 23% |

*Number of states included with state-prekindergarten (n= 21)
 ** Number of states included with state-funded Head Start (n= 6)

Early Childhood Data Governance

Education Commission of the States strives to respond to information requests within 48 hours. This document reflects our best efforts but it may not reflect exhaustive research. Please let us know if you would like a more comprehensive response. Our staff is also available to provide unbiased advice on policy plans, consult on proposed legislation and testify at legislative hearings as third-party experts.

Out of 50 states surveyed, 22 states have a defined governing body that oversees the coordination of early childhood data. States generally use one of three models for their data governance structure.

- Single lead state department of agency model: Governance responsibilities fall to one agency for early childhood data integration. Five states use a single lead state departmental/agency structure (Connecticut, Kansas, Louisiana, Oregon, Washington).
- Cross-departmental or coordinating entity model: Governance responsibilities are shared across participating agencies or departments. Eight states use a cross-departmental or coordinated agency structure (Georgia, Michigan, Minnesota, Mississippi, New Mexico, New York, Pennsylvania, Utah).
- Single and independent governing body (only oversees the ECIDS) model: One entity oversees the ECID in the state, while each contributing agency governs their data. Six states have a governance model specific to ECIDs (Illinois, New Jersey, North Carolina, South Carolina, Vermont, Wisconsin).

State Examples

Georgia: Georgia's Cross Agency Data System aligns critical data from programs and services for children from birth to five and their families. The mission of the data system is to create high quality, comprehensive, integrated early childhood data system for Georgia to inform policies and practices that produce outcomes for children and families. In total, eight early childhood programs participate in the system, ranging from the state home visit program to Georgia's Pre-K program. Users of the system can create customized reports.

Mississippi: Mississippi's LifeTracks system links data in the state across early childhood, K-12, postsecondary, and workforce data. LifeTracks online tool allows users to learn about the characteristics of the state's Pre-K through 12th grade, postsecondary, and workforce. Each state agency has governing authority over their specific data in the system; LifeTracks has a board with representatives from the various agencies that contribute to the connected data system.

Minnesota: The state's Early Childhood Longitudinal Data system is presented as a new and evolving tool to help the state answer questions about young children and their development and learning. The data system brings together data from birth to age five programs, kindergarten, third-grade outcomes. The resource provides users with opportunities to explore and map the data. A presentation by the Minnesota department to the National Conference of State Legislators Early Learning Fellow program provide more detail on the state's Early Childhood Longitudinal System.