

FROM DATA TO OUTCOMES

How Standards and Measures Drive Quality

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3/9/12

TODAY'S PRESENTATION

- ▶ Data has become the watchword of early learning systems development, including the development and implementation of new program and child outcomes standards, the use of comprehensive early childhood assessment tools, single child identifiers numbers, and resulting policy and practice decisions. Participants will join the presenters in considering these emerging policies and practices in the states, along with their challenges, promise, and dangers.

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TODAY'S PRESENTERS

- ▶ Jana Martella, Executive Director, NARA Licensing
- ▶ Amanda Szekely, Sr. Policy Analyst, NGA Center on Best Practices
- ▶ Lori Connors-Tadros, VP-The Finance Project

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OUR DISCUSSION TODAY

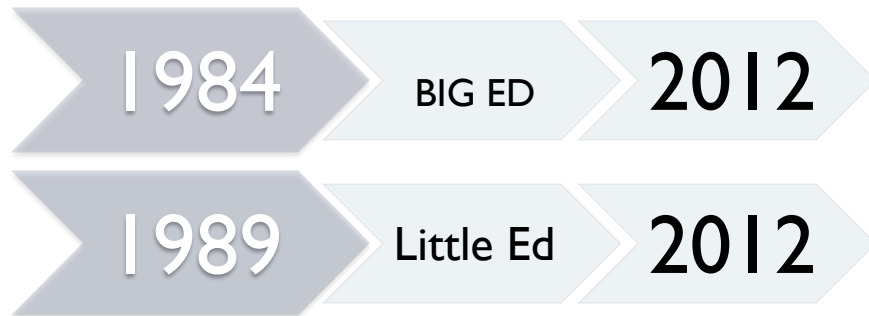
- ▶ INTRODUCTIONS
- ▶ OUTCOMES
- ▶ DATA
- ▶ STANDARDS
- ▶ MEASURES
- ▶ OUTCOMES
- ▶ DISCUSSION

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STANDARDS



RTT – ASSURANCES – K-12

- High standards
- Data systems that inform improvement
- Highly effective teachers and principals
- Turning around failing schools



RTT - ELC Framework

- Successful state systems
- Standards | Measures | Data systems = improvement
- Great EC Workforce
- High Quality – Accountable Programs (QRIS)

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DATA

Can your state answer these 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**?

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What are "Early Childhood" Data?

- The ECDC recognizes that multiple domains are important to early childhood
- This framework focuses on the early care and education (ECE) domain—
 - Subsidized Child Care
 - Licensed Child Care
 - Early Intervention (IDEA Part C)
 - Early Childhood Special Education (IDEA Part B Section 619)
 - State Pre-kindergarten
 - State-funded Head Start or Early Head Start



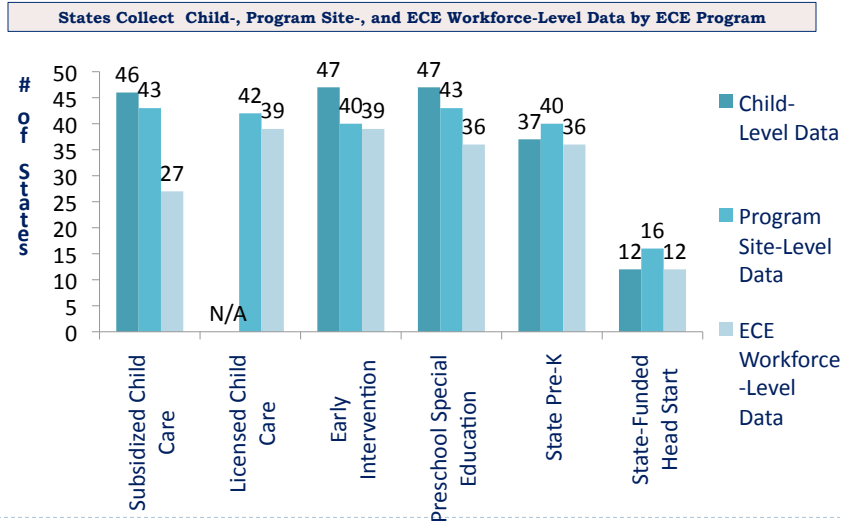
Early Childhood Data Collaborative: 10 FUNDAMENTALS

of Coordinated State ECE Data Systems

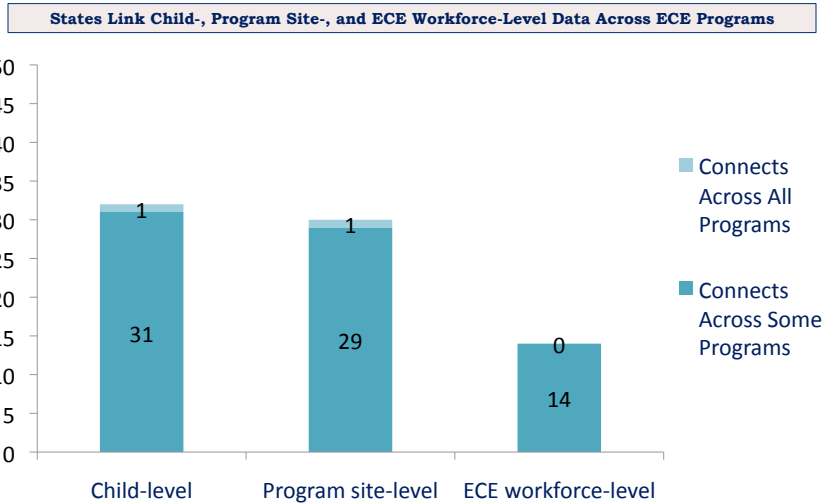
1. Unique statewide child identifier
2. Child-level demographic and program participation information
3. Child-level data on child development
4. Ability to link child-level data with K-12 and other key programs
5. Unique program site identifier with the ability to link with children and the ECE workforce
6. Program site structural and quality information
7. Unique ECE workforce identifier with ability to link with program sites and children
8. Individual-level data on ECE workforce demographic, education and professional development information
9. State governance body to manage data collection and use
10. Transparent privacy protection and security practices and policies



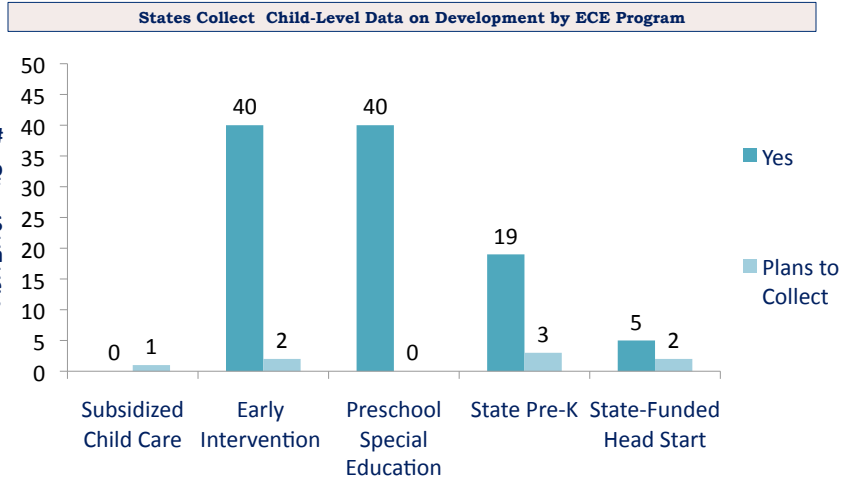
1. Every State Collects ECE Data in at Least Some ECE Programs



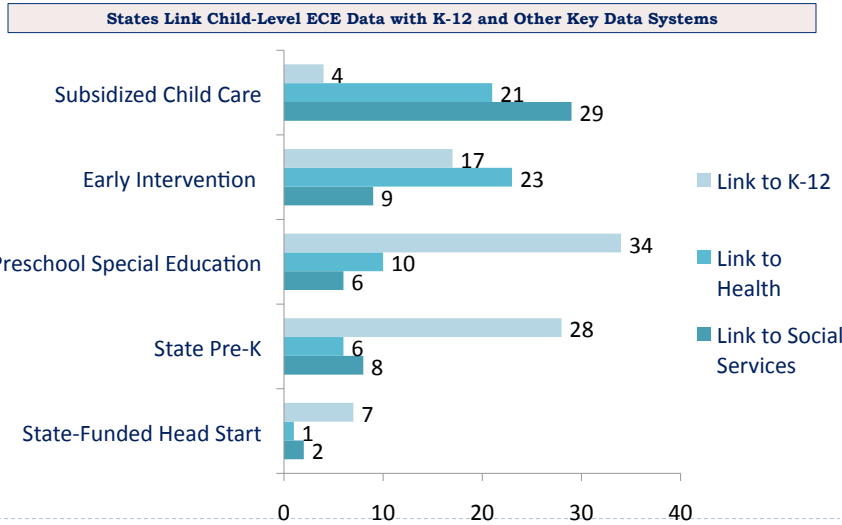
2. Data Are Uncoordinated Across ECE Programs



3. Data Gaps Remain, including Child-Level Development Data



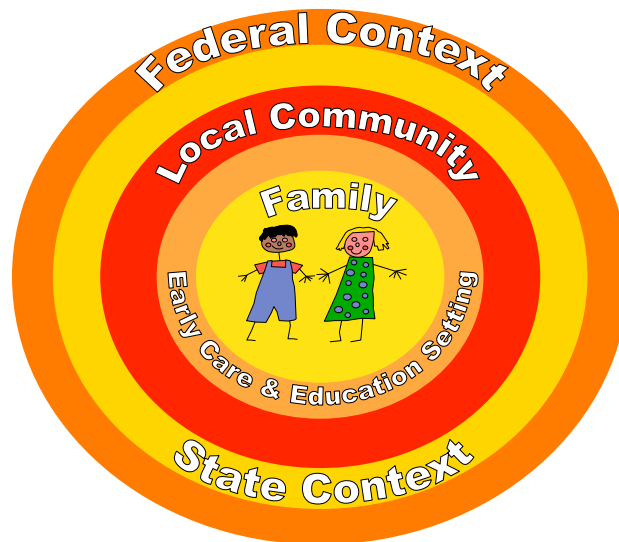
4. Governance Matters When Linking to Other Systems



Next Steps for States

- ▶ **Articulate the critical policy questions.**
 - ▶ Find an appropriate “table” to engage ECE stakeholders
 - ▶ Include K-12, elected officials (and their staff), foundations, business leaders, higher ed
- ▶ **Evaluate current and future data collection and linkage** needs based on the state’s critical policy questions.
 - ▶ Create a map of what does and does not exist
 - ▶ Use the 10 Fundamentals as a tool
- ▶ **Strategically govern** data collection and use, including privacy, security and confidentiality policies.

MULTIPLE INFLUENCES ON CHILDREN’S OUTCOMES



▶ *Standards help determine the goals and outcomes to be achieved*

STANDARDS ARE A CORE FUNCTION OF AN EARLY CHILDHOOD SYSTEM

A core function of an early childhood system is to “Enhance and Align Standards”. This means that:

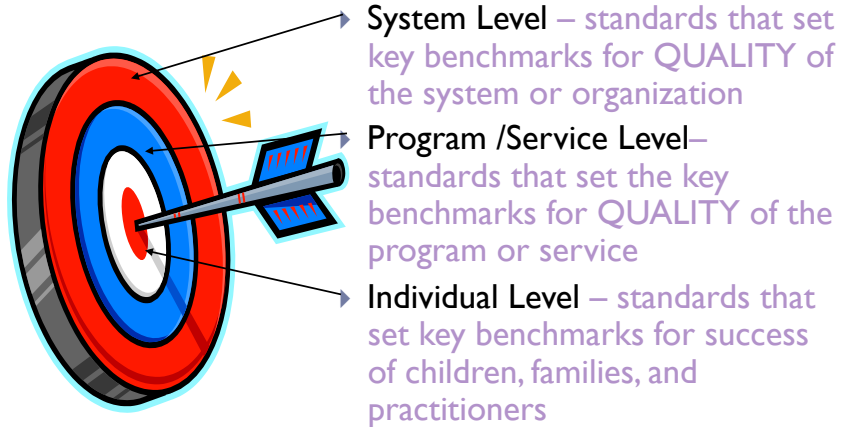
- ▶ Standards are aligned both within and across system sectors.
- ▶ Standards are used to integrate services and practices across system sectors as appropriate.
- ▶ Standards are updated regularly to reflect current child and family needs and best practices.



STANDARDS DRIVE QUALITY

Professional Development System	Regulatory/ Licensing Framework	Quality Rating & Improvement System (QRIS)
Practitioner standards -- focus on <i>individual staff</i> in programs	State standards-- focus on <i>individual programs</i>	QRIS/QIS standards-- focuses on <i>programs</i> , within a state/local system
<i>Envisions the ideal and lays a pathway.</i>	<i>Establishes the floor for quality.</i>	<i>Ratchets up the floor for quality.</i>
Early Learning Standards	Early Learning Standards	Early Learning Standards

STANDARDS SET BENCHMARKS



You need to know the “target” – what outcomes are you interested in? How will you know if you achieve them?

High Priority Performance Goal

Early Learning:

All States improving overall and disaggregated data on the status of children at kindergarten entry across a broad range of domains.





- ▶ A process of collecting and using information about the context of young children’s learning in order to make informed instructional and programmatic decisions.

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Area 3: Promoting Early Learning and Development Outcomes for Children

Develop and use statewide, high-quality early learning and development standards across programs for infants, toddlers, & preschoolers that

- are developmentally, linguistically, and culturally appropriate
- cover domains of language and literacy, cognition, approaches to learning, physical, and social and emotional development.

Incorporate these standards into program standards, curricula, assessments, workforce competencies, and professional development; and align them with K-3 standards.

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Area 3: Promoting Early Learning and Development Outcomes for Children

Support effective uses of comprehensive assessment systems that include

- screening measures
- formative assessments
- measures of environmental quality
- measures of adult child interactions

Educate programs and train providers on purposes, uses, and interpretations of assessment systems.



Area 5: Measuring Outcomes and Progress

Administer a common, statewide kindergarten entry assessment that:

- is aligned with early learning standards
 - covers all essential domains of school readiness
 - is valid, reliable, and appropriate for all children
 - is reported to statewide data systems
 - is implemented by the 2014-15 school year
 - is funded, in significant part, with federal or state resources other than those available under this grant.
-



Area 5: Measuring Outcomes and Progress

Build or enhance an early learning data system that

- has all of the **essential data elements**:
 - unique child identifier or other accurate method to link data on child
 - a unique statewide educator identifier
 - child and family demographic information
 - educator demographic information
 - program-level data
 - child-level program participation and attendance data

enables uniform data collection and exchange

- **generates timely, relevant, and accessible information** for programs and educators.
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DISCUSSION

▶ Q & A

Data Resources

Early Childhood Data Collaborative (www.ecedata.org)

- ▶ Building and Using Coordinated State Early Care and Education Data Systems
- ▶ Getting Started: 10 Fundamentals of Coordinated State Early Care and Education Data Systems
- ▶ A Look at Maryland's Early Childhood Data System
- ▶ A Look at Pennsylvania's Early Childhood Data System
- ▶ Coordinated State Early Care and Education Data Systems: What's Next in the States

Common Education Data Standards (<http://ceds.ed.gov>)



STANDARDS RESOURCES

- ▶ National Early Childhood Accountability Task Force. (2007). *Taking stock: Assessing and improving early childhood learning and program quality: The report of the National Early Childhood Accountability Task Force.*
www.pewtrusts.org/uploadedFiles/wwwpewtrustsorg/Reports/Pre-k_education/task_force_report1.pdf
- ▶ Using Data in Multi-Agency Collaborations: Guiding Performance to Ensure Accountability and Improve Programs (2012).
http://www.ppv.org/ppv/publications/assets/338_publication.pdf
- ▶ Early Learning and Development Standards Resource Center,
<http://www.earlylearningguidelines-standards.org/>



Other Resources

- ▶ The Early Childhood Outcomes Center at FPG
- ▶ <http://www.fpg.unc.edu/~eco/>
- ▶ Developing Kindergarten Readiness and Other Large-Scale Assessment Systems
- ▶ http://www.naeyc.org/files/naeyc/file/research/Assessment_Systems.pdf

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