# Counties for Kids

National Collaborative for Infants & Toddlers™

YES

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# Resources



**The National Collaborative for Infants & Toddlers**

**THE ABCs OF PRENATAL-TO-THREE FOR COUNTY OFFICIALS**

**Counties Getting Started:**
A Prenatal-to-Three Guidebook

**Prenatal-to-Three County Leader Toolkit**

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# Agenda

- Welcome
- Overview of PN-3 Data Systems and Sources
- County Presentation
- Questions & Interactive Discussion
- Conclusion

# PN-3 Data Examples

## Access

- Program participation (e.g., enrollment, attendance)
- Supply and demand
- Subsidized child care programs
- Supportive social services (e.g., child welfare, housing assistance)

## Quality

- Program characteristics and quality measures (e.g., Quality Rating and Improvement System)
- Program assessments (Classroom Assessment Scoring System, Environment Rating Scale)
- School readiness/ kindergarten entry assessment
- Licensing
- Home visiting program
- Head Start

## Workforce

- Demographics
- Experience and qualifications
- Education and professional development
- Workforce investments
- Wages/benefits
- Background checks
- Turnover and supply
- Employment information

## Child Information

- Demographics
- Child developmental screening (e.g., Ages and Stages Questionnaires) and assessments data
- Early health data (e.g., immunization records)
- Early intervention (IDEA Part C)
- Preschool special education (IDEA Part B, Section 619)
- Multiple agency enrollment
- Population level data (e.g., Early Development Instrument)

# Uses of PN-3 Data

- Determine how many children are being served across programs; identify service gaps

- Determine which children are receiving which types of programs, and the quality/characteristics of these programs

- Inform programmatic and policy decisions to promote high-quality programs, support early childhood workforce, and improve outcomes for young children

- Help children's transition from early childhood into schools (provide continuity of care)

- Identify trends (e.g., demographics, education levels, wages) across the workforce

- Enable counties to address the unique needs of their communities

# Data Challenges and Mitigations

| Challenges | Mitigations |
|---|---|
| **Data collected is not uniform across all providers** | Engage stakeholders in creating a data crosswalk and defining the terms. Set guidelines for data collection and submission |
| **Lack of access to comprehensive and most updated PN-3 data** | Identify PN-3 data need and invest in infrastructure to securely link and access most updated data from various sources |
| **PN-3 data are siloed in various local and state databases** | Coordinate with state early childhood leaders to support early childhood data system integration efforts |
| **Need data for measuring equity** | Collect and analyze data using an equity lens (e.g., diversity of the workforce, equitable workforce pay) |
| **Need for data governance structure** | Establish data governance structure to facilitate coordination, security, data sharing policies/processes, and use of PN-3 data |
| **Lack of capacity to collect or analyze data** | Partner with local stakeholders like higher education institutions or community foundations to grow research and data collection capacity |

# Data Initiatives and Strategies

- Regional or statewide data efforts that include county-level data

  - North Carolina's Department of Health and Human Services provides [Early Childhood Action Plan County Data Reports](#) to support communities in improving outcomes for young children and families

  - Counties were engaged in the development of these resources

- Needs assessments

  - Clearly define the objectives

  - Survey and focus group interviews

  - In-depth analysis of data

  - Report with easy-to-understand data visuals

  - Next steps and recommendations: How are you using data to inform programmatic and policy decisions?

# Data Initiatives and Strategies

- Data systems integration

  o Questions to explore: What are your research questions? What data do you have available on child serving programs and systems in your county?  Do you have access to this data? What data is missing? How is it stored? Who uses the data? How do you use the data?  Who are the stakeholders that are contributing to your data collection and review? Who is missing?

  o Analysis of your data systems: Who has access to each system and what is the level of security? Is your data stored in the Cloud or on a local server? How is the data being stored and retrieved?

  o Data visualizations: How can you use data visualizations to start conversations or discuss challenges in your community? Who has access to the data visualizations?

  o Early Childhood Integrated Data Systems (ECIDS): Participate in these state-level conversations if you have the opportunity. Examples: Georgia, Kentucky, North Carolina, Rhode Island

- Program evaluations

  o Use quantitative and/or qualitative data to measure quality programming

  o Implementation vs. impact evaluation

  o Identify partners in this work – philanthropy, research institutions

# Discussion Questions

- Based on the information you heard today, is your county or state doing similar work to build and maintain access to quality data to inform local decisions?
  - What data types or datasets would be most useful in informing your county's PN-3 efforts?
  - Have you tried to collect this data before? If so, what were the barriers?

- How has your county financed efforts to create or centralize data systems?

- Who have been your partners in this work? Who needs to be at the table for discussions around data?

- How are you centering equity, and particularly racial equity, in your data analysis?
  - Does your data collection and analysis allow for disaggregation by race, ethnicity, income, etc.?

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# Resources

- Child Trends: 2018 State of State Early Childhood Data Systems

- Child Trends: Better Data Needed for Monitoring and Promoting Infant and Toddler Well-Being

- Child Trends: About the Early Childhood Data Collaborative

- Erikson Institute: Family Child Care Educators' Perspectives on Leaving, Staying, and Entering the Field: Findings from the Multi-State Study of Family Child Care Decline and Supply

- The Education Trust: Better Data for Better Early Learning Equity

# Contact Us

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# Thank you!

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