

# TeachME Professional Development

## Integrating Data Into Early Childhood Education

### Introduction

**1. In recent years, states have started developing and using early childhood integrated data systems to better support children birth through age five, but there are fewer efforts supporting local programs to combine their own data with data from other organizations to improve services.**

- A. True
  - B. False
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### Defining Administrative Data and Linked Data

**2. Local early care and education (ECE) programs collect the same data, use it in the same manner, and keep data in the same database.**

- A. True
  - B. False
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### Benefits of Using Linked Data

**3. According to the authors, benefits of using linked data within program as well as across agencies include each of the following EXCEPT:**

- A. To build trust by bridging gaps in program and organizational culture
  - B. To inform staff support and examine children's progress once they leave the program
  - C. To reduce the burden on program staff and families
  - D. To inform strategic community planning of services for children and families
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### Challenges and Corresponding Strategies for Linking Data/Strategies:

**4. ALL of the following are strategies to link data EXCEPT:**

- A. Offer training for interested staff to help them appropriately use data
- B. Identify ways to simplify data collection for staff
- C. Make training mandatory for all school staff as a condition of employment

D. Implement program policies to use data regularly

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## **Managing Multiple Data Collection Systems/Strategies:**

**5. A benefit of using unique identifiers (UIDs) instead of matching records on demographic information is that it reduces the need to share additional \_\_\_\_\_ identifiable information on children and families.**

- A. Damaging
  - B. Personally
  - C. Publically
  - D. Easily
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## **Capacity of Existing Data Collection Systems**

**6. Experts discourage the use of other software programs to analyze existing data systems because the inquiry process can be time consuming and requires expertise about data analysis and additional data software.**

- A. True
  - B. False
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## **Moving Forward**

**7. While understanding the power of linked data to inform program improvement is an important first step, it is equally important to understand the limitations of administrative data and the cautions when using administrative data to inform program decisions.**

- A. True
  - B. False
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## **The Integration of Early Childhood Data-Background and Vision**

**8. Integrated data can be used to inform policy and have honest conversations about:**

- A. The availability and quantity of services currently available to young children and their families
  - B. How to improve the quality of and access to services currently available to young children and their families
  - C. How county funds support young children's early learning
  - D. Connecting data from multiple data bases and across multiple programs
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**9. The amended Elementary and Secondary Education Act requires that each local educational agency (LEA) receiving Title 1 funds, regardless of whether it operates a Title 1 preschool program, must develop and implement a systematic procedure for:**

- A. Receiving records of preschool children
  - B. Reporting data of preschool children
  - C. Enrolling preschool children
  - D. All of the above
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## **Key Considerations for Integrating and Linking Early Childhood Data**

**10. When developing an ECIDS or linking data across early childhood systems, key considerations include developing a purpose and vision for the ECIDS, creating strong data governance processes, engaging stakeholders meaningfully, and:**

- A. Ensuring children's and parents' rights to data privacy and data security
  - B. Ensuring data quality and comparability across data systems and building capacity to analyze and use data
  - C. Capitalizing on other data integration efforts and integrating/linking broad types of early childhood data together
  - D. All of the above
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## **Develop a Purpose and Vision for Early Childhood Data Integration**

**11. Once a state leadership team determines it is interested in integrating data, it needs a clear purpose and vision for the Early Childhood Integrated Data Systems (ECIDS). The vision statement should be an aspirational description of how the state will use the integrated data to inform policy decisions or enhance services to:**

- A. Encourage further professional development
  - B. Get more children enrolled in respected ECE programs
  - C. Improve outcomes for young children.
  - D. Improve kindergarten entry assessments
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## **Ensure Children's and Parents' Rights to Data Privacy**

**12. In planning for an ECIDS, when prior written parental consent is required, appropriate policies, safeguards, and forms must be developed and reviewed regularly to ensure compliance with privacy requirements.**

- A. True

B. False

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## **Ensure Data Quality and Comparability across Data Systems**

**13. To ensure that data elements can be compared across programs in a meaningful way, the data governance body can work with stakeholders to understand how program definitions vary and, where possible, work with the different programs to develop a common data dictionary that contains definitions and attributes of specific data elements.**

- A. True
  - B. False
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## **Integrate and Link Broad Types of Early Childhood Data Together**

**14. To make ECIDS more useful, it is recommended that states should consider integrating and linking a broad set of relevant early childhood data that may not yet be included in their ECIDS, such as:**

- A. Child Protective Services data
  - B. Head Start and homelessness data
  - C. Psychological and sociological data
  - D. All of the above
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## **Child Care Data**

**15. ALL of the following are challenges to collecting child care data EXCEPT:**

- A. Data from license-exempt programs outside the subsidy system may or may not be collected from states
  - B. Data is often collected through different electronic systems and by different agencies or offices
  - C. Information from the QRIS, an accountability system designed to improve the quality of child care, has often been linked to the LEA data
  - D. Many state child care data systems are outdated and underfunded
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## **Public Health and Screening Data**

**16. Despite the important interplay between health and early learning during the first five years of life, health and early learning programs and services are often located in different state agencies,**

**provide services and activities in different contexts, and operate under different funding mechanisms.**

- A. True
  - B. False
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## **Early Childhood Homelessness Data**

**17. According to homelessness data, young children are most likely to experience homelessness from ages 2-5, which may particularly impact EC programs.**

- A. True
  - B. False
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## **Early Childhood Workforce Data**

**18. Understanding the experiences, strengths, and challenges facing the ECE workforce can inform policy and program activities, and integrated data on the early childhood workforce can provide critical information to help identify opportunities for professional development and support for those who care for young children.**

- A. True
  - B. False
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