



# Illinois Unified System Planning Project

**Deliverable #4:** Provide analysis and recommendations for common early childhood data standards.

**Deliverable #6:** Create gap analysis report on early childhood data that is collected in the IDLS and Framework systems.

**Deliverable #7:** Provide gap analysis to OECD, DREC, ISBE and DHS.

Prepared for:

**Governor's Office  
Of  
Early Childhood Development**

*October 31st, 2012*

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# I. Introduction

The Unified System Planning Project (USPP) seeks to develop the technical specifications for an integrated systems environment that will link select early childhood data, early childhood program data, and early childhood workforce data currently being collected by the various early childhood programs across the State. The value of a unified system can be demonstrated by the extent to which it answers key policy questions identified by the Illinois Early Learning Council (IELC). The USPP will also review early childhood program standards and the extent to which an integrated systems environment may support monitoring and evaluation for program compliance with those standards. Finally, the planning effort will also consider the extent to which parallel efforts, namely the Illinois Longitudinal Data System (ILDS) and the Illinois Healthcare and Human Services Delivery Framework (The Framework) align with the USPP project. The envisioned system will provide Illinois policymakers and other stakeholders a:

- Profile of Illinois' children birth to age 5
- Profile of the programs serving Illinois' children birth to age 5, inclusive of program quality
- Profile of the Illinois' early childhood workforce
- Utility to review early childhood outcomes data

Today, the early childhood environment is supported by data systems that have been developed and operate in isolation relative to the other systems that support early childhood programs. The IELC has made a commitment to the Common Education Data Standards (CEDS) that serve as the benchmark for data sharing and interoperability. CEDS provide a common set of standards and specifications for data content and quality necessary to support an integrated systems environment as envisioned by IELC.

It is important to understand that CEDS were not even contemplated when many of these systems were developed and therefore, CEDS standards are not fully implemented within these systems. This limitation however, should not restrict planning and systems development efforts that have data standardization, data sharing, and interoperability as their goals. By establishing a commitment to data standards as well as a commitment to a strategic approach to systems integration and enterprise-wide systems design, Illinois will ensure that interoperable systems will evolve as old systems are retired and new systems are designed, implemented and integrated into the broader systems environment.

Ultimately, this document will provide key findings and preliminary recommendations for a systems-based approach to managing data within the integrated environment. To accomplish this, the process summarized below was followed and is documented in this report.

- The Early Childhood Domain of the Common Education Data Standards (CEDS) was reviewed.
- The extent to which CEDS supports the Ten Policy Questions of the Illinois Early Learning Council was reviewed.
- The extent to which CEDS supports the Early Childhood Program Standards was reviewed.
- The extent to which existing systems in the Illinois early childhood arena comply with CEDS was reviewed.
- The extent to which planned systems including the ILDS and Framework support CEDS was reviewed.
- Preliminary findings and recommendations were documented to inform subsequent phases of the Unified System Planning Project.

## II. The CEDS Framework

The CEDS project is a national collaborative effort to develop voluntary, common data standards for a key set of education data elements. Compliance with CEDS standards will streamline the exchange and comparison of data across institutions and sectors within an integrated systems environment.

The Education Science Reform Act of 2002 gave the National Center for Education Statistics (NCES) the authority to determine voluntary standards and guidelines to assist State educational agencies in developing statewide longitudinal data systems (SLDSs). To this end, NCES is working with key stakeholders to develop standards for a core set of data elements to ensure that states create P-20 data systems that meet the goals of the American Recovery and Reinvestment Act of 2009. Standard data definitions will help ensure that data shared across institutions are consistent and comparable. This, in turn, will make it easier for states to learn how students fare as they move across institutions, state lines, and school levels.

Table 1 provides a summary reference to CEDS. CEDS consists of data entities (bolded), data categories within each entity, and data elements within each category as shown in the table below.

<b>Table 1 – CEDS Summary Reference Table</b>	
<b>CEDS Entities and Categories</b>	<b>Description and Data Elements</b>
<b>Child</b>	
Contact	Where the child lives including street, city, state, zip code, county.
Demographic	Identifying characteristics of the child including DOB, gender, race, ethnicity, homeless status and program eligibility.
Developmental Assessments	Developmental screening status, evaluation finding (disorder type), disability type.
Educational Experiences	Details of early learning services received including current and prior program type, individualized programs, early intervention services received and program participation dates (application, enrollment, entry, and exit).
Health Information	Details of health services received including immunizations, dental/hearing/ vision screening status, birth data and insurance coverage.
Identity	First name, last name, middle name, generation code or suffix.
Language	Language type and language code.
<b>Family</b>	
Family/Household Information	Family/household size, income and proof of residency.
<b>Organization</b>	
Organization Information	Organization name, address, telephone.
Program Characteristics	Child/staff ratio, hours/days available per week, program option, program setting, QRIS info.
Site level characteristics	Site name, licensing info, ages served.
<b>Staff</b>	
Contact	Where the resource lives including street, city, state, zip code, county.
Demographic	DOB and gender.

<b>Table 1 – CEDS Summary Reference Table</b>	
<b>CEDS Entities and Categories</b>	<b>Description and Data Elements</b>
Employment	Classification (job type), start date, hire date, employment status.
Identity	First name, last name, middle name, generation code or suffix, title.
Language	Language type and language code.
Staff Education/Training	Degrees, certifications and credentials.
<b>Parent/Guardian</b>	
Education	Education level completed.
Identity	First name, last name, middle name, generation code or suffix, title and relationship to child.

For the purposes of this analysis, we will look at CEDS from a slightly different perspective than the entity/category/data element framework. As we review the key policy questions and program standards, CEDS will become more intuitive if we look at CEDS as representing:

- **Identifying Data** that defines organizations, people, programs and answer questions like:
  - Who is being served?
  - What organization/program is offering the services?
  - What are the program characteristics (program option, setting, QRIS rating)?
  - Who is providing the services (staff credentials)?
  - What is the child/parent/family relationship?
- **Evaluative (Outcome) Data** which includes data elements that measure things and answer questions like:
  - Has a developmental assessment been performed?
  - Does the child have a developmental disorder?
  - Is the child disabled?
  - What educational level has been attained?

- **Services Data** which includes educational, social and health services provided to people and answer questions like:
  - What immunizations has the child received?
  - Have vision, hearing or dental screenings been performed?
  - Does the child have health and/or dental insurance?
  - Have early intervention services been provided?
  - Have special education services been provided?
- **Timeframe References** which refers to dates associated with program application, enrollment, start date, end date, attendance and service delivery.

### III. CEDS/Policy Questions/Program Standards Summary

A cross-walk analysis of CEDS early learning data elements relative to the IELC Ten Key Policy Questions (the policy questions) and Birth to Five Program Standards (the program standards) was performed. For each broad level policy question and program standard, the CEDS data entities (i.e., child, family, organization, staff, and parent/guardian) and categories that potentially address the policy questions and program standards were reviewed. Next, the specific CEDS data elements that might provide insight to the policy questions and program standards were reviewed.

The analysis of CEDS data elements relative to the policy questions and program standards indicates the policy questions are well supported by CEDS in general while the program standards are, for the most part, not supported by CEDS. Please refer to Table 2 for a summary analysis of the policy questions. Please note that given the poor alignment between CEDS and the program standards, a summary analysis of the program standards is not provided in the body of this report. More detailed analyses of the policy questions and program standards are available in **Appendix I** and **Appendix II**, respectively.

Considering the policy questions from a broad perspective, the data elements within the CEDS early learning domain offer good support and a strong foundation to provide policy-makers and early childhood stakeholders with:

- A profile of the children 0 to 5 in the State;
- A profile of the early care and learning programs serving the early childhood population in the State;
- A profile of the early childhood workforce in the State; and

- Limited information on early childhood outcomes.

For example, the policy questions are seeking information to better understand: (1) who are the children age 0 to 5 in the State, where do they live, what are their socio-economic conditions, and what are their needs relevant to early care and educational development; (2) who is the early childhood workforce in the State, what are their qualifications and credentials, and what opportunities are available to grow and sustain a well-qualified workforce throughout the State; and (3) what early care and learning programs are available and where, what services and resources are offered through these programs, and are they meeting the needs of the Illinois early childhood population? Much of this information falls within the *identifying data* and *services data* provided by CEDS (e.g., child contact, demographics, education experiences, and health information; program characteristics; and staff contact, demographics, and education information).

Child outcome data, or *evaluative data*, is more limited in scope in terms of what is provided by CEDS. For example, data elements related to whether developmental screenings were administered and what general type of developmental finding, if any, was determined are included in CEDS, but a broader scope of outcome data, related to, for example, school readiness, program quality, or workforce quality is limited or non-existent. As CEDS continues to evolve and expand however, additional and important evaluative/outcome data elements may be included.

Other notable areas in which CEDS does not offer strong support are the policy questions related to longitudinal data (Policy Question # 9) and using data to understand and prioritize resource allocation (Policy Question #10). Regarding the former, if early childhood data aligned with CEDS is linked to K-12 data, such as within a state longitudinal data system, there is good opportunity for tracking basic early childhood outcome and educational experiences data and linking it to later child outcome and educational experiences data (K-12 data).

Regarding the use of data for resource allocation, the early learning data elements included within CEDS do not address this question in a significant way. CEDS does provide data elements related to identifying need among the early childhood population (to some extent), but CEDS will need to expand in this area to better support the intent of this policy question.

In summary, CEDS early learning data elements provide a solid foundation of support for the IELC policy questions and in a broader sense, have potential to position Illinois early childhood stakeholders to better understand the early childhood population, workforce, programs and services.

**Table 2 – CEDS/IELC Key Policy Questions Review**

<b>IELC Policy Question</b>	<b>Summary Analysis</b>
<p>Q1: Are children, birth to five in Illinois, receiving early care and education? What impact are those programs having?</p>	<p>The number of children served (<i>identifying data</i>) by organization and program (<i>identifying data</i>) provide information on who is receiving early childhood education, where and through which programs. The services received (<i>services data</i>) by children (<i>identifying data</i>) provides information on the early care and early education services being provided. Developmental assessments and educational experiences (<i>evaluative data</i>) further supported by time-based analysis (<i>timeframe references</i>) can be used to assess the impact programs are having on children.</p>
<p>Q2: Which children have access to early care and education programs?</p>	<p>Due to the extent to which CEDS provides <i>identifying data</i> for children, families, organizations and programs, this policy question is well supported. Geographic distributions of early childhood organizations, programs, and program types can be correlated with geographic and demographic distributions of children across the State. Educational experiences (<i>evaluative data, timeframe references</i>) provide data for more detailed analysis of enrollment, attendance and services received.</p>
<p>Q3: Is the quality of programs improving?</p>	<p>CEDS offers limited support in addressing whether the quality of early childhood programs in Illinois is improving. Basic indicators of program quality (<i>identifying data</i>) are available. Examples of CEDS program quality data elements that can be measured and tracked over time include child-adult/instructor ratios, QRIS scores, and early childhood program staff qualifications and credentials. Distribution of such program quality indicators by program setting (<i>identifying data</i>) will lend to an analysis of the general quality of home-based programs, for example, or center-based programs. Comparisons can be made to shed light on gaps in program quality across program settings. Additional program quality indicators involving program accreditation information, curriculum, staff-child interaction measures, program evaluation and self-assessment, and provision of technical assistance are currently not supported by CEDS.</p>

**Table 2 – CEDS/IELC Key Policy Questions Review**

<b>IELC Policy Question</b>	<b>Summary Analysis</b>
Q4: What are the characteristics of programs?	With the exception of some specific characteristics, such as curriculum and costs, an analysis of the characteristics ( <i>identifying data</i> ) of the early childhood programs throughout the State is well supported by CEDS. Such data will provide a profile of the programs serving the early childhood population in Illinois, and to some extent allow for monitoring the availability and quality of program sites, and track this information over time.
Q5: How prepared is the early care and education workforce to provide effective education and care for all children?	Due to the extent to which CEDS provides <i>identifying data</i> for early childhood providers, this policy question is well supported. Distribution of provider qualifications, credentials, and demographics can be assessed to profile the early care and education workforce in Illinois. Additionally, these provider characteristics can be correlated with characteristics of early childhood programs across the State.
Q6: What policies and investments lead to a skilled and stable early care and education workforce?	Currently, CEDS does not support this policy question. Although it is important to understand which investments and resources help grow a skilled and stable early childhood workforce, CEDS does not include the related data elements that would address this question, such as staff retention and rate of turnover; wage, salary, and benefit data; and professional development offerings. Tracking such information over time, however, may assist with decision-making about allocating resources and lend to a better understanding of the impact of workforce policies and investments.
Q7: What child health and development services are being provided to children?	A profile of the child health and development services ( <i>services data</i> ) provided to and received by children through early childhood programs is well supported by CEDS. An analysis of developmental screening and assessment data ( <i>evaluative data</i> ) can be linked to child and program <i>identifying data</i> to correlate which children in the State are served by which programs providing

**Table 2 – CEDS/IELC Key Policy Questions Review**

<b>IELC Policy Question</b>	<b>Summary Analysis</b>
	specified health and development services.
Q8: What are the family circumstances of children in early learning programs?	Although limited, CEDS offers some support to this policy question considering the <i>identifying data</i> provided for children and families.
Q9: What longitudinal information do we want to know about children enrolled in early learning programs over time?	Tracking child, program, and services data over time and across programs is supported by CEDS to a limited extent. Educational experiences data ( <i>services data, evaluative data, timeframe references</i> ) can support analyses of prior educational experiences relative to services received by who and when ( <i>identifying data, timeframe references</i> ), such as special education or early intervention. If information is linked to and tracked longitudinally using relevant CEDS K-12 data standards, there is great potential for CEDS to support this policy question in that educational experiences data from the early childhood period can be linked to child outcomes tracked throughout the K-12 period.
Q10: How is data being used to align, prioritize, and mobilize resources?	CEDS offers little to support this policy question. An assessment of which children in which programs are receiving developmental and health screenings ( <i>identifying data, services data, evaluative data</i> ) can help understand, on a very basic level, who and how needs are identified.

## IV. CEDS/Existing Early Childhood Systems Review

While the CEDS review provided in the previous section of the report describes the extent to which CEDS supports the IELC policy questions and program standards, that analysis is, for the most part, an academic exercise. A much more practical perspective is obtained when comparing CEDS to the data collection and reporting capabilities of the existing systems within the Illinois early childhood environment.

During the first phase of the project, the existing Illinois early learning systems were reviewed and as part of those reviews, system compliance with the CEDS early learning standards was evaluated. The results of those evaluations are provided in summary form in Table 3. The table is intended to provide an “at-a- glance” snapshot of CEDS compliance of the entire early childhood-related systems environment. In simple terms, it shows that there are significant issues associated with data quality and more importantly, data availability within these systems. As previously mentioned, it should be understood that CEDS standards did not exist when many of these systems were developed and therefore, were not contemplated as requirements of these systems.

However, there are many opportunities to be taken advantage of within the context of the Unified System. Many identifying data elements for children, families, organizations, programs, and workforce are in fact collected. While some level of data translation may be required to improve data quality and consistency (to conform and align with CEDS standards), this capability is a specific functional characteristic of the Unified System. Data translation may transition low availability of data to moderate, and/or moderate data availability to high for many of these systems. Another consideration is the fact that the systems collect information that is most relevant to their specific focus area. For example, a workforce oriented system such as the Teacher Certification Information System will collect workforce data but will not collect child/family information. An organization oriented system such as the Quality Rating System will collect organization and program data but no other CEDS-based data. This fragmented nature of the data in question highlights further need for the Unified System. The data integration capabilities of the Unified System will integrate data from the most qualified and sustainable sources and integrate that data with data from other sources resulting in an integrated data warehouse that provides high quality data for data analysis and reporting purposes.

**Table 3 – CEDS/Existing and Planned Systems Review**

H	Fully supported	M	Moderately supported	L	Limited support	N	Not supported	X	Not applicable											
Existing Early Childhood Systems		Common Education Data Standards – Early Childhood Domain																		
Existing Systems	Entity	Category																		
		Contact	Demographic	Developmental Assessments	Educational Experiences	EL Health Information	Identity	Language	Family/Household Information	Education	Identity	Organization Information	EL Program Characteristics	Institution – Site Lvl Characteristics	Contact	Demographic	Employment	Identity	Language	Staff Educa./ Training Info.
<b>Branagh</b>		X	X	X	X	X	X	X	X	X	X	H	H	L	X	X	X	X	X	X
<b>Child Care Tracking System (CCTS)</b>		H	H	L	M	N	H	M	M	L	H	H	H	M	N	N	N	N	N	N
<b>Head Start (Child Plus)</b>		H	H	M	M	M	H	M	M	H	M	L	L	L	H	N	L	H	N	H
<b>Bureau of Early Intervention (Cornerstone)</b>		H	H	M	M	L	H	M	M	N	N	L	L	L	N	N	N	L	N	N
<b>DCFS Licensing System</b>		X	X	X	X	X	X	X	X	X	X	H	M	H	X	X	X	X	X	X
<b>ISBE Grants Management System (eGMS)</b>		X	X	X	X	X-	X	X	X	X	X	H	M	M	X	X	X	X	X	X
<b>ISBE FACTS</b>		H	H	L	M	N	H	M	X	X	X	L	N	L	X	X	X	X	X	X

Illinois Unified System Planning Project  
 Common Education Data Standards (CEDS) Analysis  
 ILDS and Framework Gap Analysis  
 John Snow, Inc.

**Table 3 – CEDS/Existing and Planned Systems Review**

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Existing Early Childhood Systems			Common Education Data Standards – Early Childhood Domain																			
Existing Systems			Category	Entity																		
			Contact	Demographic	Developmental Assessments	Educational Experiences	EL Health Information	Identity	Language	Family/Household Information	Education	Identity	Organization Information	EL Program Characteristics	Institution – Site Lvl Characteristics	Contact	Demographic	Employment	Identity	Language	Staff Educa./ Training Info.	
<b>Gateways to Opportunity Registry</b>			X	X	X	X	X	X	X	X	X	X	H	L	L	H	H	H	H	H	H	H
<b>Illinois Early Childhood Asset Map (IECAM)</b>			L	M	L	M	N	M	M	M	N	L	H	L	L	X	X	X	X	X	X	X
<b>NACCRRWare</b>			M	M	L	M	X	H	M	M	N	H	H	L	M	X	X	X	X	X	X	X
<b>Quality Rating System / Data Tracking Program</b>			X	X	X	X	X	X	X	X	X	X	H	H	H	X	X	X	X	X	X	X
<b>Statewide Automated Child Welfare Information System (SACWIS)</b>			H	H	M	M	M	H	M	L	N	H	H	M	L	H	H	H	H	M	M	
<b>ISBE Student Information System (SIS)</b>			N	H	H	H	L	H	H	M	H	H	N	L	N	N	L	N	L	N	N	N

**Table 3 – CEDS/Existing and Planned Systems Review**

H	Fully supported	M	Moderately supported	L	Limited support	N	Not supported	X	Not applicable												
Existing Early Childhood Systems			Common Education Data Standards – Early Childhood Domain																		
Existing Systems			Category	Entity																	
			Contact	Demographic	Developmental Assessments	Educational Experiences	EL Health Information	Identity	Language	Family/Household Information	Education	Identity	Organization Information	EL Program Characteristics	Institution – Site Lvl Characteristics	Contact	Demographic	Employment	Identity	Language	Staff Educa./ Training Info.
<b>Statewide Provider Database</b>			X	X	X	X	X	X	X	X	X	X	H	H	H	N	N	L	H	N	M
<b>Teacher Certification Information System (TCIS)</b>			X	X	X	X	X	X	X	X	X	X	L	L	N	N	H	M	H	N	H
<b>Teacher Service Record (TSR)</b>			X	X	X	X	X	X	X	X	X	X	L	L	N	N	H	M	H	N	H
Planned Systems																					
<b>ILDS</b>			M	H	H	H	L	H	H	M	H	H	L	M	M	M	H	M	H	N	H
<b>The Framework (IES)</b>			H	H	X	X	H	H	H	H	M	H	H	H	H	X	X	X	X	X	X

## V. CEDS/ILDS and Framework Review

Another important point of consideration for the USPP is the extent to which planned systems, particularly the ILDS and The Framework, support and align with CEDS.

### A. ILDS Review

The ILDS will integrate student-level data collection systems and data from other education systems to improve the ability to track the educational needs and experiences of Illinois students, ultimately providing opportunities to improve the educational system and the education of the children of Illinois. Given that many children 0 to 5 years of age in the state will be served by ISBE funded programs, such as Preschool for All and the Prevention Initiative, and ultimately most children in Illinois will become part of the public school system, the ILDS represents a substantial source of child and student data. Through the ILDS Expansion Project, ISBE also will incorporate data from infant and toddler programs that are funded through the Early Childhood Block Grant into the ILDS to capture information on children 0 to 5.

The ILDS will include an enterprise-wide data architecture that links records across information systems and data elements across time, and allow for longitudinal analysis of data. The enterprise-wide data architecture has been defined and is being used to build the enterprise data warehouse. The foundation of the data architecture will be the State Core Model which includes CEDS. The following have been identified as content for the data warehouse:

- Students demographic, assessment, and enrollment information
- Teachers demographic and certification information
- District and school program participation
- District financial information including budget and expenditures
- District facilities (buildings and equipment)
- Specialized student programs including technical education, special education, limited English proficiency, and migrant information
- District compliance and monitoring
- District child nutrition services including free and reduced breakfast and lunches (public, nonpublic and ungraded entities)

While no specific documentation of the data elements to be included in the ILDS enterprise data warehouse was available for our review, there is documentation available that the ILDS will be CEDS compliant, as CEDS is defined as the foundation for the warehouse. That is, data pulled into the ILDS warehouse from various ISBE information systems will be translated to be CEDS compliant (if not already CEDS compliant). The ISBE systems to be included in ILDS and relevant to the early learning environment include:

- The Student Information System (SIS), which captures early childhood child, family, organization, staff, and parent/guardian level data from the Preschool for All and Prevention Initiative programs.
- The Electronic Grants Management System (eGMS), which captures organization level data from the Preschool for All and Prevention Initiative programs.
- Teacher Certification Information System (TCIS), which is the State’s database system that collects and manages data and processes that support pre-kindergarten through grade 12 teacher certifications, professional development, and teacher demographic information.
- Teacher Service Record (TSR), which is the State’s database system that contains public school employment data such as teacher, administrator and other school staff demographic information, position and assignment, and salary data.

These systems have been previously reviewed for CEDS compliance in terms of the data elements captured (see system analyses for eGMS, SIS, TCIS, and TSR in Table 3) and therefore suggest ILDS will offer early childhood data associated with these systems.

In general, ILDS will offer early childhood child level data that is highly aligned with CEDS; early childhood family level data this is moderately aligned with CEDS; early childhood organization level data that is moderate to highly aligned with CEDS; early childhood staff level data that varies in alignment with CEDS, data from SIS has low alignment while data from TCIS and TSR has moderate to high alignment; and early childhood parent level data that is highly aligned with CEDS.

While ILDS will offer a rich source of CEDS compliant data for children 0 to 5 years of age participating in ISBE administered early childhood programs, it is important to note that the early childhood population represented within ILDS will be limited to children enrolled in the Prevention Initiative and Preschool for All programs.

- ILDS will represent an excellent source of information for child, provider/teacher, and program data, and in some cases family/parent/guardian data.
- Data exchange capabilities of the ILDS will be substantial and may serve the needs of the Unified System.
- Assuming most State education data systems comply with CEDS, the ILDS will include CEDS compliant data, although it is not clear at this point whether an overarching system policy will involve CEDS compliance, or the extent to which CEDS compliance is an ongoing consideration.

## **B. Framework Review**

Like all states, Illinois is limited in its capacity to improve efficiency and quality of government funded programs by the legacy technology systems that have been built over the past 30+ years that support these programs. These systems lack the flexibility and capabilities that have become so prevalent today given current technologies. Over the years, individual agencies have replaced and/or upgraded their systems to improve service delivery and efficiencies, but this piecemeal approach has proven costly and inefficient to implement and sustain.

Rather than continue the fragmented, program-by-program approach to modernization, Illinois intends to take a consolidated, enterprise approach, which the State expects will facilitate easier access to services by providing more integrated delivery across agencies and business processes, while reducing the overall cost of operations, and of the information services to support those operations. The Framework Project is the State's effort to create a new model that provides both the structure and the resources to foster and manage a "build once, use many" culture and discipline.

The Framework will provide an integrated and efficient health care and human services program and service delivery system that supports application, intake, eligibility, screening, benefits determination, case management, and decision-making support functions for all DHS programs. Considering the scope of the agencies and programs to be involved with this system, and the number of children enrolled and tracked within those programs, The Framework promises to be a substantial and rich source of data for the Unified System. The following considerations should be kept in mind:

- The Framework represents a good source of child and program data that can be linked and tracked over time, potentially providing valuable child outcome data.
- The Framework will potentially develop extensive data exchange and interfacing capabilities, inherent within the project purpose, to link data across health and human service agencies and programs. Thus, The Framework will potentially serve as a key data source for the Unified System.

To meet the goals of The Framework Project, the Illinois Department of Human Services (DHS) is leveraging Federal resources available to support the development and implementation of the Integrated Eligibility System (IES). IES is an integrated eligibility and case management system for Medicaid, SNAP, and Cash Assistance (including TANF) programs. The Illinois IES will be based on the Michigan Bridges system (<http://www.michigan.gov/mibridges>).

Considering the early stages of The Framework Project, limited information was available to support this review. What is understood is the potential misalignment of the data collection capabilities of The Framework relative to CEDS. While CEDS is primarily related to the early

learning environment, IES does not include an early learning component. The most likely CEDS data captured by IES will include the EL Child and EL Family related data categories and associated elements. This assumption is validated to a degree by the review of the Cash Assistance, Medical Assistance and SNAP application processes. There is potential that the IES system will align with CEDS in the areas of contact, demographics, identity, and limited health information; and in regard to family level data.

While the CEDS data elements within each of these data categories will likely be part of the IES, the degree to which the IES/Framework data standards align with CEDS cannot be determined at this time in the absence of documentation outlining the IES/Framework data standards. In the extreme, there is a possibility that system requirements for IES have not been aligned with CEDS to any degree.

## **VI. Key Findings and Preliminary Recommendations**

- The analysis of CEDS data elements relative to the IELC Ten Key Policy Questions and Birth to Five Program Standards indicates the policy questions are well supported by CEDS in general while the program standards are for the most part, not supported by CEDS.
- CEDS are voluntary and not widely implemented in existing early childhood systems. This may limit the effectiveness CEDS to align data across systems and thereby limit future systems integration efforts intended to coordinate and exchange data across programs, institutions, agencies, and sectors.
- The IELC or other Illinois leadership groups should consider joining the CEDS Consortium. By joining the consortium, Illinois EC stakeholders may be able to influence CEDS development activities to the benefit of Illinois priorities, and may also be able to utilize knowledge and resources available through that group.
- Participating EC systems collect information that is most relevant to their specific focus area. For example, the Teacher Certification Information System and Gateways to Opportunity Registry collect workforce data but do not collect child/family information. The Quality Rating System and Statewide Provider Database collect organization and program data but no other CEDS-based data. The fragmented nature of the data in question highlights further need for the Unified System. The data integration capabilities of the Unified System should integrate data from the most qualified and sustainable sources.

- The review of existing EC systems shows that there are significant issues associated with data quality and more importantly, data availability within these systems as they relate to CEDS. As USPP planning efforts continue, these limitations will have to be addressed through:
  - Commitment to CEDS standards by participating agencies/programs, particularly as legacy systems are retired;
  - Implementation of data translation capabilities within the Unified System environment in order to normalize disparate data; and
  - Phased implementation of data analysis and reporting capabilities that align with available data.
- ILDS leadership has made a commitment to ensure that CEDS are formally defined as one component of the system requirements for the ILDS. There is no evidence that this commitment has been made in other areas. This limitation should be addressed through IELC or other governance related entities that may be established through the USPP.
- The ILDS will include an enterprise-wide data architecture that links records across information systems and data elements across time, and allow for longitudinal analysis of data. The foundation of the data architecture will be the State Core Model which includes CEDS. The ILDS represents a substantial source of child and student data and should be tightly integrated with the Unified System.
- The Framework will provide an integrated and efficient health care and human services program and service delivery system. While the Framework does not contain an educational component within its data architecture, it promises to be a substantial and rich source of data for the Unified System, particularly for DHS supported programs. The Framework should be tightly integrated with the Unified System.
- DHS has made a commitment to the Integrated Eligibility System (IES) which will serve as the central technology platform for The Framework. The USPP should aggressively engage that project to ensure that integration capabilities are aligned such as commitment to CEDS, unique identifiers, data exchange capabilities and overall technical architecture.
- The Framework and ILDS are in the early stages of development. While this limited the depth of the analysis represented in this report, it also provides some opportunities for IELC to develop ties with those projects. ILDS, The Framework and Unified System projects should align strategies and leverage opportunities to the extent possible, especially considering data standards, data sharing and exchange policies, technology infrastructure and governance.

## Appendix I: CEDS/Policy Questions Analysis

<b>Policy Question #1</b>
<p>Are children, birth to five in Illinois, receiving early care and education? What impact are those programs having?</p> <ul style="list-style-type: none"> <li>• What results have been obtained for children on validated instruments measuring cognitive and non-cognitive development?</li> <li>• What impact are early learning programs having on social-emotional development?</li> <li>• What indicators are being used to measure children’s developmental progress? And what are the trends?</li> <li>• Do assessment trends over time indicate a closing of the achievement gap?</li> </ul>
<b>CEDS/Policy Question #1 Analysis</b>
<p>The number of children served (<i>identifying data</i>) by organization and program (<i>identifying data</i>) provide information on who is receiving early childhood education, where and through which programs. The services received (<i>services data</i>) by children (<i>identifying data</i>) provides information on the early care and early education services being provided. Developmental assessments and educational experiences (<i>evaluative data</i>) further supported by time-based analysis (<i>timeframe references</i>) can be used to assess the impact programs are having on children. Examples of data analysis and reporting capabilities that may support the evaluation of program participation, service delivery and program impact include:</p> <p>What results have been obtained for children on validated instruments measuring cognitive and non-cognitive development?</p> <ul style="list-style-type: none"> <li>• Distribution of children by developmental screening status (further evaluation needed, no further evaluation needed), and by early childhood program type enrollment</li> <li>• Distribution of children by developmental evaluation finding, and by early childhood program type enrollment</li> <li>• Distribution of children by dental/hearing/vision screening status</li> <li>• Distribution of children by program type enrollment</li> </ul> <p>What impact are early learning programs having on social-emotional development?</p> <ul style="list-style-type: none"> <li>• Analysis of children by developmental evaluation finding (specifically, the proportion with a social or emotional developmental delay finding), by early childhood program type enrollment and by early intervention/special education services received over time.</li> </ul> <p>What indicators are being used to measure children’s developmental progress? What are the trends?</p> <ul style="list-style-type: none"> <li>• CEDS does not fully support this policy question. However, some information is available through the analysis of child data by developmental evaluation finding by early childhood program type enrollment and by early intervention/special education services received over time.</li> </ul>

Do assessment trends over time indicate a closing of the achievement gap?

- CEDS does not support this policy question (there are currently no early childhood data elements relevant to detailed developmental assessment performance and progress).

## Policy Question #2

Which children have access to early care and education programs?

- What are the demographics of children and families in the state? What are the demographics of children and their families in early learning programs?
- Do at-risk children have access to programs?
- What is the attendance pattern for each child?
- What gaps in services exist for early learning programs? (across age, geographical region, and programs)
- Which children are enrolled in multiple programs?

## CEDS/Policy Question #2 Analysis

Due to the extent to which CEDS provides *identifying data* for children, families, organizations and programs, this policy question is well supported. Geographic distributions of early childhood organizations, programs, and program types can be correlated with geographic and demographic distributions of children across the State. Educational experiences (*evaluative data, timeframe references*) provide data for more detailed analysis of enrollment, attendance and services received. Examples of data analysis and reporting capabilities that may support the evaluation of program accessibility, application, enrollment and participation include:

What are the demographics of children and families in the state? What are the demographics of children and their families in early learning programs?

- Distribution of children/families by geographic location (zip code, county, city/town, state), and by program type enrollment
- Distribution of children by race/ethnicity, and by program type enrollment
- Distribution of children by age, and by program type enrollment
- Distribution of children by language, and by program type enrollment
- Distribution of children by sex, and by program type enrollment
- Distribution of children by program type enrollment
- Distribution of children/families by income, and by program type enrollment
- Distribution of children by parent education, and by program type enrollment

Do at-risk children have access to programs?

- Distribution of children by race/ethnicity (e.g. risk factor = racial/ethnic origin is non-white), by program type enrollment
- Percent of children who are homeless, by program type enrollment
- Percent of children living with families in poverty (e.g. income at or below the federal poverty level), by program type enrollment
- Distribution of children with a developmental disorder or disability, by program type enrollment
- Distribution of children with demographic (e.g., poverty) or other risk factors (e.g., preterm) receiving early intervention or special education services
- Percent of children born preterm, by program type enrollment
- Percent of children born with a low birth weight, by program type enrollment

- Percent of children who are non-English speaking, by program type enrollment
- Percent of children whose parents have less than a high school education, by program type enrollment

What is the attendance pattern for each child?

- Distribution of child attendance (e.g., number of days attended or % of year attended), by program type enrollment and/or service received
- Distribution of child attendance, by program type enrollment and/or service type received

What gaps in services exist for early learning programs? (across age, geographical region, and programs)

- Percent of children eligible for a specified early childhood program (e.g. Prevention Initiative) or service (e.g. Early Intervention service) enrolled in the specified program or service, by age distribution
- Percent of children eligible for a specified early childhood program or service enrolled in the specified program or service, by geographic location (zip code, county, city/town, state)
- Percent of children eligible for a specified early childhood program or service enrolled in the specified program or service, by other demographic variables (e.g. income, race/ethnicity, language)

Which children are enrolled in multiple programs?

- Percent of children enrolled in >1 program type, by age distribution
- Percent of children enrolled in >1 program type, by race/ethnicity distribution
- Percent of children enrolled in >1 program type, by income
- Percent of children enrolled in >1 program type, by language
- Percent of children enrolled in >1 program type, by developmental disorder and disability
- Percent of children enrolled in >1 program type, by Early Intervention and Special Education services received

### Policy Question #3

Is the quality of programs improving?

- What metrics are being used to measure program quality?
- Are an increasing number of programs meeting established quality standards?
- Is the number of accredited programs increasing?
- What is the trend over time regarding the number of programs that are externally evaluated?
- How many programs administer self-assessments?
- What technical assistance is being provided to programs?

### Policy Question #3 Analysis

CEDS offers limited support in addressing whether the quality of early childhood programs in Illinois is improving. Basic indicators of program quality (*identifying data*) are available. Examples of CEDS program quality data elements that can be measured and tracked over time include child-adult/instructor ratios, QRIS scores, and early childhood program staff qualifications and credentials. Distribution of such program quality indicators by program setting (*identifying data*) will lend to an analysis of the general quality of home-based programs, for example, or center-based programs. Comparisons can be made to shed light on gaps in program quality across program settings. Additional program quality indicators involving program accreditation information, curriculum, staff-child interaction measures, program evaluation and self-assessment, and provision of technical assistance are currently not supported by CEDS. Examples of data analysis and reporting capabilities that may support the assessment and tracking of program quality include:

What metrics are being used to measure program quality?

Are an increasing number of programs meeting established quality standards?

- Distribution of child-to-instructor staff ratio, and by early childhood program setting
- Distribution of quality rating and improvement program participation, and by early childhood program setting
- Distribution of quality rating and improvement system scores, and by early childhood program setting
- Distribution of education staff classification type by degree or certificate type, and by early childhood program setting
- Distribution of education staff classification type by level of specialization in early learning, and by early childhood program setting
- Distribution of education staff classification type by early childhood credential, and by early childhood program setting

Is the number of accredited programs increasing?

- CEDS does not support this policy question (there are currently no early learning data elements that track program accreditation).

What is the trend over time regarding the number of programs that are externally evaluated?

- CEDS does not support this policy question (there are currently no early learning data

elements that track program evaluation).

How many programs administer self-assessments?

- CEDS does not support this policy question (there are currently no early learning data elements that track program administration of staff/self-assessments).

What technical assistance is being provided to programs?

- CEDS does not support this policy question (there are currently no early learning data elements that track the provision of technical assistance to programs).

#### Policy Question #4

What are the characteristics of programs?

- What curriculums are used by programs?
- What are the qualifications for program staff and providers (see #5 below)?
- In what setting is the program delivered?
- What are the costs associated with the program?
- What are the funding sources for the program?
- What is the staff to child ratio?
- How are programs engaging parents and caregivers?

#### CEDS/Policy Question #4 Analysis

With the exception of some specific characteristics, such as curriculum and costs, an analysis of the characteristics (*identifying data*) of the early childhood programs throughout the State is well supported by CEDS. Such data will provide a profile of the programs serving the early childhood population in Illinois, and to some extent allow for monitoring the availability and quality of program sites, and track this information over time. Examples of data analysis and reporting capabilities that may support the evaluation of program characteristics include:

What curriculums are used by programs?

- CEDS does not support this policy question (there are currently no early learning data elements relevant to the curriculum used within early childhood programs).

What are the qualifications for program staff and providers (see #5 below)?

- Distribution of EL staff by degree or certificate type (e.g. adult basic education diploma, associate's degree, etc.), and by education staff classification (e.g. administrator, home visitor, early learning teacher, early learning teacher assistant, etc.)
- Distribution of EL staff by degree or certificate type by early childhood program setting, and by education staff classification
- Percent of EL staff with an early childhood credential
- Distribution of EL staff with an early childhood credential by degree or certificate type, and by education staff classification, and by early childhood program setting
- Distribution of EL staff by level of specialization in early learning, and by degree or certificate type, and by education staff classification, and by early childhood program setting
- Distribution of EL staff by employment status, and by degree or certificate type, and by education staff classification, and by early learning program setting

In what setting is the program delivered?

- Distribution of early childhood program setting, and by program option variation (e.g., full day/full year, part day/full year)

What are the costs associated with the program?

- CEDS does not support this policy question (there are currently no early learning data elements relevant to the costs associated with early childhood programs).

What are the funding sources for the program?

- CEDS does not support this policy question (there are currently no early learning data elements relevant to the funding sources associated with early childhood programs).

What is the staff to child ratio?

- Distribution of and average child-to-instructional staff ratio, and by early childhood program setting, and by program option variation

How are programs engaging parents and caregivers?

- CEDS does not support this policy question (there are currently no early learning data elements relevant to how programs are engaging or communicating with parents and caregivers).

### Policy Question #5

How prepared is the early care and education workforce to provide effective education and care for all children?

- What are the qualifications for program staff and directors?
- What education, preparation, and training have program staff and directors received?
- What credentials do program staff and directors have?
- What are the demographics of program staff and directors, and do they reflect the families they serve?
- What languages do program staff and directors speak?
- Are program staff and directors trained to deal with cultural differences?

### CEDS/Policy Question #5 Analysis

Due to the extent to which CEDS provides *identifying data* for early childhood providers, this policy question is well supported. Distribution of provider qualifications, credentials, and demographics can be assessed to profile the early care and education workforce in Illinois. Additionally, these provider characteristics can be correlated with characteristics of early childhood programs across the State. Examples of data analysis and reporting capabilities that may support the evaluation of the early care and education workforce include:

What are the qualifications for program staff and directors?

What education, preparation, and training have program staff and directors received?

What credentials do program staff and directors have?

- Distribution of EL staff by degree or certificate type (e.g. adult basic education diploma, associate's degree, etc.), and by education staff classification (e.g. administrator, home visitor, early learning teacher, early learning teacher assistant, etc.)
- Distribution of EL staff by degree or certificate type by early childhood program setting, and by education staff classification
- Percent of EL staff with an early childhood credential
- Distribution of EL staff with an early childhood credential by degree or certificate type, and by education staff classification, and by early childhood program setting
- Distribution of EL staff by level of specialization in early learning, and by degree or certificate type, and by education staff classification, and by early childhood program setting
- Distribution of EL staff by employment status, and by degree or certificate type, and by education staff classification, and by early learning program setting

What are the demographics of program staff and directors, and do they reflect the families they serve?

What languages do program staff and directors speak?

- Distribution of EL staff by geographic location (zip code, county, city/town), and by education staff classification, and by early childhood program setting
- Distribution of EL staff by age, and by education staff classification, and by early childhood program setting
- Distribution of EL staff by sex, and by education staff classification, and by early

childhood program setting

- Distribution of EL staff by language, and by education staff classification, and by early childhood program setting
- Percent of EL staff proficient in a language(s) other than English (via language type data element), and by education staff classification, and by early childhood program setting
- Percent of EL staff who are proficient in more than one language other than English (via language type data element), and by education staff classification, and by early childhood program setting.

Are program staff and directors trained to deal with cultural differences?

- CEDS does not support this policy question (there are currently no data elements that address whether program staff have training related to cultural competence or cultural differences).

### **Policy Question #6**

What policies and investments lead to a skilled and stable early care and education workforce?

- At what rate and for what reason does turnover occur? Which programs experience the most/least turnover?
- What are the characteristics (see #5 above) of those staff who persist? Of those who leave the field?
- What salaries and benefits does the program provide staff?
- What technical assistance is provided for workforce development?

### **CEDS/Policy Question #6 Analysis**

Currently, CEDS does not support this policy question. Although it is important to understand which investments and resources help grow a skilled and stable early childhood workforce, CEDS does not include the related data elements that would address this question, such as staff retention and rate of turnover; wage, salary, and benefit data; and professional development offerings. Tracking such information over time, however, may assist with decision-making about allocating resources and lend to a better understanding of the impact of workforce policies and investments.

At what rate and for what reason does turnover occur? Which programs experience the most/least turnover?

- CEDS does not support this policy question (there are currently no early learning data elements that capture the rate or reason for staff turnover).

What are the characteristics (see #5 above) of those staff who persist? Of those who leave the field?

- CEDS does not support this policy question (there are currently no early learning data elements related to staff retention; see policy question 5 for staff characteristics relevant to employment status (note: employment status does not include unemployed).

What salaries and benefits does the program provide staff?

- CEDS does not support this policy question (there are currently no early learning data elements that capture program or staff wage, salary or benefit data).

What technical assistance is provided for workforce development?

- CEDS does not support this policy question (there are currently no early learning data elements relevant to the provision of technical assistance for workforce/staff development).

### Policy Question #7

What child health and development services are being provided to children?

- What percentage of birth mothers received prenatal and/or interconception care?
- What percentage of children have medical homes?
- What medical and dental services has the child received?
- Where are services being provided? Are services connected to an early education and care program?
- What developmental screenings has the child received? What were the outcomes?
- Which children have been enrolled in early intervention programs?

### CEDS/Policy Question #7 Analysis

A profile of the child health and development services (*services data*) provided to and received by children through early childhood programs is well supported by CEDS. An analysis of developmental screening and assessment data (*evaluative data*) can be linked to child and program *identifying data* to correlate which children in the State are served by which programs providing specified health and development services. Examples of data analysis and reporting capabilities that may support the evaluation of the provision of child health and development services to children participating in early childhood programs throughout the State include:

What percentage of birth mothers received prenatal and/or interconception care?

- CEDS does not support this policy question (there are currently no data elements that address receipt of prenatal care).

What percentage of children have medical homes?

- CEDS does not support this policy question (there are currently no data elements that capture medical home status for a child nor an ongoing source of continuous, accessible health care).

What medical and dental services has the child received?

- Percent of children without health insurance.
- Distribution of the nature of health insurance (e.g. Medicaid, personal, workplace) covering medical care for children.
- Percent of children without dental insurance.
- Distribution of the nature of dental insurance covering medical care for children.
- Percent of children who have ever had a dental screening.
- Percent of children who have had a dental screening in the last 12 months.
- Percent of children who have ever had a vision screening.
- Percent of children who have had a vision screening in the last 12 months.
- Percent of children who have ever had a hearing screening.
- Percent of children who have ever had a hearing screening in the last 12 months.
- Percent of children who have received required immunizations, and by distribution of required immunization type (e.g. diphtheria, measles, mumps, etc.).

Where are services being provided? Are services connected to an early education and care program?

- Distribution of early intervention or special education services received by early intervention or special education services setting.
- Distribution of early intervention or special education services received by early childhood program type enrollment.

What developmental screenings has the child received? What were the outcomes?

- Percent of children who received a developmental screening, and by developmental screening option type (further evaluation needed, no further evaluation needed).
- Distribution of developmental evaluation finding (e.g. adaptive developmental delay, cognitive developmental delay, none, etc.) among children who received a developmental screening.
- Note: CEDS does not support analysis of which developmental screenings children have received, only whether a developmental screening was conducted.

Which children have been enrolled in early intervention programs?

- Number/percent of children enrolled in early intervention services part c (data element = early childhood program type enrollment).
- Distribution of children enrolled in early intervention services part c by early childhood program setting.
- Distribution of children enrolled in early intervention services part c by geographic location (city, county, zip, state).
- Distribution of children enrolled in early intervention services part c by race/ethnicity.
- Distribution of children enrolled in early intervention services part c by age.
- Distribution of children enrolled in early intervention services part c by family income.
- Distribution of children enrolled in early intervention services part c by language code.
- Distribution of children enrolled in early intervention services part c by program eligibility.
- Distribution of children enrolled in early intervention services part c by developmental evaluation finding.
- Distribution of children enrolled in early intervention services part c by primary disability type.
- Percent of children enrolled in early intervention services part c who were low birth weight at birth (data element = weight at birth).
- Percent of children enrolled in early intervention services part c who were preterm at birth (data element = weeks of gestation).

### Policy Question #8

What are the family circumstances of children in early learning programs?

- What percentage of children in early learning programs are in foster care?
- What percentage of children in early learning programs live with a relative other than their birth parents?
- What percentage of children have moved within the last six months? How frequently are they moving?

### CEDS/Policy Question #8 Analysis

Although limited, CEDS offers some support to this policy question considering the *identifying data* provided for children and families. Examples of data analysis and reporting capabilities that may support the evaluation of the family circumstances of children in early learning programs include:

What percentage of children in early learning programs are in foster care?

- Percent of children whose program eligibility option type is foster.
- Distribution of children whose program eligibility option type is foster by early childhood program type enrollment.

What percentage of children in early learning programs live with a relative other than their birth parents?

- Distribution of person relationship to learner type among children who are enrolled in an early childhood program (data element = early childhood program type enrollment).

What percentage of children have moved within the last six months? How frequently are they moving?

- CEDS does not support this policy question (there are currently no data elements that capture if and when a child has moved or change in address).

### Policy Question #9

What longitudinal information do we want to know about children enrolled in early learning programs over time?

- How do children enrolled in early learning programs do in K-12? (test scores, attendance, drop-out rates)
- Do children receive special education services in the public school system? Do children from high quality early programs have a reduced need for special education?
- Are children enrolled in early learning programs less likely to end up in the juvenile justice system? In the child welfare system? In the mental health system?
- What are the cost savings associated with early learning programs?

### CEDS/Policy Question #9 Analysis

Tracking child, program, and services data over time and across programs is supported by CEDS to a limited extent. Educational experiences data (*services data, evaluative data, timeframe references*) can support analyses of prior educational experiences relative to services received by who and when time (*identifying data, timeframe references*), such as special education or early intervention. If information is linked to and tracked longitudinally using relevant CEDS K-12 data standards, there is great potential for CEDS to support this policy question in that educational experiences data from the early childhood period can be linked to child outcomes tracked throughout the K-12 period. Examples of data analysis and reporting capabilities that may support the tracking and assessment of early childhood educational experiences and outcomes over time include:

How do children enrolled in early learning programs do in K-12? (test scores, attendance, drop-out rates)

- CEDS Early Learning data standards do not fully support this policy question. The data element 'prior early childhood experience' is potentially relevant if information is linked to and tracked longitudinally using relevant K-12 data standards. For example:
  - Distribution of K-12 students by entry grade level and by prior early childhood experience
  - Distribution of K-12 students by entry grade level and by prior early childhood experience, and by exit or withdrawal type
  - Distribution of K-12 students by entry grade level and by prior early childhood experience, and by student attendance rate
  - Distribution of K-12 students by entry grade level and by prior early childhood experience, and by assessment score results

Do children receive special education services in the public school system? Do children from high quality early programs have a reduced need for special education?

- Distribution of early childhood program type enrollment by early intervention or special education services setting
- Distribution of early childhood program type enrollment by prior early childhood experience
- Distribution of prior early childhood experience by early intervention or special

education services received

Are children enrolled in early learning programs less likely to end up in the juvenile justice system? In the child welfare system? In the mental health system?

- CEDS Early Learning data standards do not fully support this policy questions. The following will address the question to some extent:
  - Distribution of early childhood program type enrollment by early intervention or special education services received (option set: psychological services)
  - Distribution of early childhood program type enrollment by program eligibility  
As with question 9.1, relevant K12 data standards may help address this question, such as:
    - Distribution of K12 student support service type by prior early childhood experience.

What are the cost savings associated with early learning programs?

- CEDS does not support this policy question (there are currently no early learning data elements that capture relevant cost data).

**Policy Question #10**

How is data being used to align, prioritize, and mobilize resources?

- How are needs of children being identified in programs? When needs are identified, what follow-up occurs to ensure those needs are met? Are caregivers being provided with information about what services are available to address needs?
- Have children been referred for medical and social services needs? Did they receive the services? How much time passed between the referral and receipt of services? Which agencies provided the services?

**CEDS/Policy Question #10 Analysis**

CEDS offers little to support this policy question. An assessment of which children in which programs are receiving developmental and health screenings (*identifying data, services data, evaluative data*) can help understand, on a very basic level, who and how needs are identified. Examples of data analysis and reporting capabilities that may support the evaluation of how early childhood needs are being identified across programs include:

How are needs of children being identified in programs? When needs are identified, what follow-up occurs to ensure those needs are met? Are caregivers being provided with information about what services are available to address needs?

- CEDS Early Learning data standards supports this policy question to some extent, but not entirely. The question "Are caregivers being provided with information about what services are available to address needs?" is not supported.
- Distribution of early childhood program type enrollment by developmental screening, and by developmental evaluation finding
- Distribution of early childhood program type enrollment by developmental screening, and by developmental evaluation finding; and by early intervention or special education services received.
- Distribution of early childhood program type enrollment by dental screening, and by hearing screening, and by vision screening
- Distribution of early childhood program type enrollment by dental screening, and by hearing screening, and by vision screening; and by early intervention or special education services received.

Have children been referred for medical and social services needs? Did they receive the services? How much time passed between the referral and receipt of services? Which agencies provided the services?

- CEDS does not support this policy question (there are currently no early learning data elements that capture referrals).

## Appendix II: CEDS/Program Standards Analysis

<b>CEDS Enabled Data Analysis and Reporting Measures for Early Childhood Program Standards</b>	
<b>Birth to Five Program Standards</b>	<b>CEDS - Based Measure</b>
<b>0-5 Program Standards - Organization</b>	
I.A. All birth to five programs must have a mission, vision or purpose statement based on shared beliefs and goals.	CEDS does not support this program standard (there are currently no early childhood data elements relevant to tracking program mission, vision, or purpose statements).
I.B. Scheduling practices and intensity of services are tailored to the goals of the program and to the individual strengths and needs of children birth to five and their families.	CEDS does not support this program standard (there are currently no early childhood data elements relevant to scheduling practices and intensity of services).
I.C. The strengths and needs of the children and families as well as research on best practice determine the ratio of participants to staff and the size of program groups.	CEDS partially supports this program standards with: Distribution of child-to-instructional staff ratio by developmental evaluation finding Distribution of child-to-instructional staff ratio by primary disability Early childhood related data elements relevant to best practices and size of program groups are not available.
I.D. The program meets the needs of children and families of varying abilities as well as diverse cultural, linguistic, and economic backgrounds	CEDS partially supports this program standards with: Distribution of early childhood program setting by developmental evaluation finding, and by primary disability Distribution of early childhood program setting by race/ethnicity Distribution of early childhood program setting by language code Distribution of early childhood program setting by family income

<b>CEDS Enabled Data Analysis and Reporting Measures for Early Childhood Program Standards</b>	
<b>Birth to Five Program Standards</b>	<b>CEDS - Based Measure</b>
I.E. The physical environment of the program is safe, healthy, and appropriate for children's development and family involvement.	CEDS does not support this program standard (there are currently no early childhood data elements relevant to the physical environment of programs).
I.F. The administration promotes and practices informed leadership and supervision. The administration participates in and encourages ongoing staff development, training and supervision.	CEDS does not support this program standard (there are currently no early childhood data elements relevant to leadership, supervision, and participation in staff development and training).
I.G. All birth to five programs must follow mandated reporting laws for child abuse and neglect and have a written policy statement addressing staff responsibilities and procedures regarding implementation.	CEDS does not support this program standard (there are currently no early childhood data elements documenting whether a program has a child abuse and neglect policy).
I.H. The program budget is developed to support quality program service delivery.	CEDS does not support this program standard (there are currently no early childhood data elements related to the program budget).
I. I. The program implements effective systems for recording and managing information about the program and its participants.	CEDS does not support this program standard (there are currently no early childhood data elements related to program recording systems).
<b>0-5 Program Standards - Curriculum and Service Provision</b>	

<b>CEDS Enabled Data Analysis and Reporting Measures for Early Childhood Program Standards</b>	
<b>Birth to Five Program Standards</b>	<b>CEDS - Based Measure</b>
II.A. The curriculum is aligned with the Illinois Early Learning and Development Standards for infants, toddlers and/or preschoolers, and supports children's cognitive, language, social, emotional and physical development and the development of positive approaches to learning (could this replace B below?)	CEDS does not support this program standard (there are currently no early childhood data elements related to program curriculum).
II.B. The curriculum reflects the centrality of adult/child interactions in the development of infants, toddlers, and preschoolers.	CEDS does not support this program standard (there are currently no early childhood data elements related to program curriculum).
II. C. The program prioritizes family involvement while respecting individual parental choices	CEDS does not support this program standard (there are currently no early childhood data elements related to family involvement or parental choices).
II. D. The program supports and demonstrates respect for the children's and families' unique abilities as well as for their ethnic, cultural and linguistic diversity	CEDS does not support this program standard.
II. E. The curriculum promotes a framework that is nurturing, predictable, and consistent, yet flexible.	CEDS does not support this program standard (there are currently no early childhood data elements related to program curriculum).
II. F. The program supports children's healthy physical development.	CEDS does not support this program standard (there are currently no early childhood data elements related to program curriculum).

<b>CEDS Enabled Data Analysis and Reporting Measures for Early Childhood Program Standards</b>	
<b>Birth to Five Program Standards</b>	<b>CEDS - Based Measure</b>
<b>0-5 Program Standards - Developmental Monitoring and Program Accountability</b>	
III. A. Programs regularly conduct developmental screening with an appropriate standardized tool for the purpose of identifying children with developmental delays or disabilities.	CEDS partially supports this program standard with: Distribution of developmental screening by early childhood program setting
III.B. Programs incorporate appropriate formative assessment of children, which are aligned with the curriculum, for the purposes of monitoring individual child development and individualization of the program/curriculum.	CEDS does not support this program standard (there are currently no early childhood data elements related to program curriculum).
III.B. Leadership conducts regular and systematic evaluation of the program and staff to assure that the philosophy is reflected and goals of the program are being fulfilled.	CEDS does not support this program standard (there are currently no early childhood data elements related to program and staff evaluation).
<b>0-5 Program Standards - Personnel</b>	
IV. A. The program leadership is knowledgeable about child development and best practice for quality birth to five programs.	CEDS partially supports this program standard with: Distribution of education staff classification by early childhood credential, and by level of specialization in early learning
IV. B. The program leadership is effective in explaining, organizing, implementing, supervising, and evaluating birth to five	CEDS does not support this program standard (there are currently no early childhood data elements related to program evaluation).

<b>CEDS Enabled Data Analysis and Reporting Measures for Early Childhood Program Standards</b>	
<b>Birth to Five Program Standards</b>	<b>CEDS - Based Measure</b>
programs.	
IV. C. The program leadership hires qualified staff who are competent in working with infants, toddlers, preschoolers and their families.	CEDS partially supports this program standard with: Distribution of education staff classification by degree or certificate type, and by early childhood program setting Distribution of education staff classification by level of specialization in early learning, and by early childhood program setting Distribution of education staff classification by early childhood credential, and by early childhood program setting
IV. D. The program leadership provides ongoing supervision that promotes staff development and enhances quality service delivery.	CEDS does not support this program standard (there are currently no early childhood data elements related to supervision and staff development).
IV. E. The program leadership provides opportunities for ongoing professional growth and development.	CEDS does not support this program standard (there are currently no early childhood data elements related to professional development).
IV. F. The program leadership promotes continuity in staffing through provision of a supportive work environment, competitive wages and benefits, and opportunities for advancement.	CEDS does not support this program standard (there are currently no early childhood data elements related to staff turn-over, wages and benefits, etc.).
IV. G. The program leadership and staff are knowledgeable about programs and agencies in the community that provide services for children and families.	CEDS does not support this program standard (there are currently no early childhood data elements that track staff knowledge or referrals to other community programs and agencies.).

<b>CEDS Enabled Data Analysis and Reporting Measures for Early Childhood Program Standards</b>	
<b>Birth to Five Program Standards</b>	<b>CEDS - Based Measure</b>
<b>0-5 Program Standards - Family and Community Partnerships</b>	
V. A. The child is viewed in the context of the family and the family is viewed in the context of its culture and community.	CEDS does not support this program standard.
V. B. The program leadership and staff seek and facilitate family participation and partnerships.	CEDS does not support this program standard (there are currently no early childhood data elements related to family participation and partnerships).
V. C. The program assures that families have access to comprehensive services.	CEDS does not support this program standard (there are currently no early childhood program data elements related to the provision of or coordination of services).
V. D. The program develops a partnership with families in which the family members and staff determine goals and services.	CEDS does not support this program standard (there are currently no early childhood data elements related to program work with family members).
V. E. The program takes an active role in community and system planning and establishes ongoing collaborative relationships with other institutions and organizations that serve families.	CEDS does not support this program standard (there are currently no early childhood data elements related to program work with community and systems planning).