Data Systems
Fact Sheet

NATIONAL CENTER ON
Early Childhood Quality Assurance

Early Childhood
National Centers

Data Systems

This fact sheet is one in a series about the state of quality rating and improvement systems (QRISs) in the United States. As of 2019, there are 44 fully operational QRISs. Data are from the Quality Compendium, a catalog of the quality initiatives and QRISs operating in the United States as of December 31, 2019.

Data Systems Fact Sheet, 2019

Data systems are critical for supporting the activities of QRISs. QRISs collect and use various types of data to inform their operations, monitoring, evaluation, planning, and communications. An effective QRIS data system has the capacity to link or integrate data across early care and education programs, a workforce registry, a child care subsidy agency, and other organizations in the early childhood system.

This fact sheet summarizes information from the Quality Compendium about the data systems for QRISs that are currently operating in the United States. Forty-three QRISs (98 percent) report that they have data systems. On average, QRISs report that their data systems are about 7.5 years old, with the youngest system being created in 2018 and the oldest in 2000.

Figure 1 shows this growth over time. This fact sheet covers the types of data included in their data systems, how the data are being used, and whether those systems are linked or integrated with other data systems.

Figure 1. Number of QRISs with Data Systems, 2000 to 2019
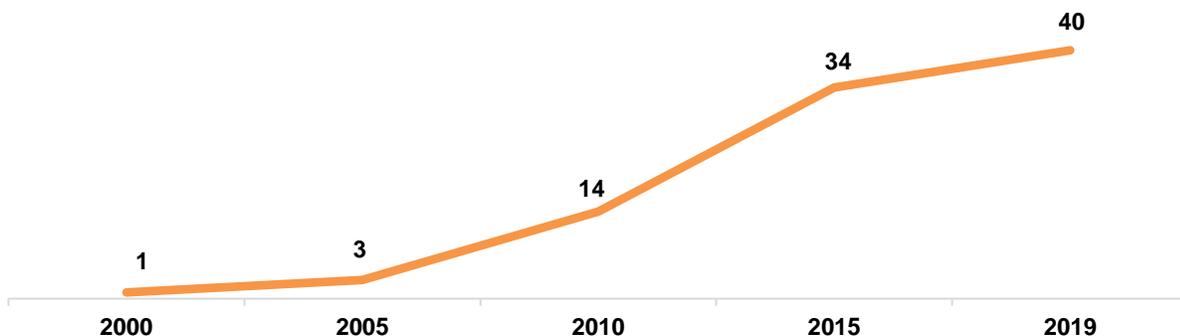
Source: BUILD Initiative, & Child Trends. (2019). A catalog and comparison of quality initiatives [Data system]. Retrieved on February 28, 2020, from http://qualitycompendium.org/
**Notes:** N = 40. Although 43 QRISs report having data systems, only 40 QRISs reported the year in which their data system was created.

Types of Data Included in QRIS Data Systems

Data systems can be used to house various information. Figure 2 shows the common types of data that are included in QRIS data systems. The most common types of data are overall ratings (39 QRISs, 91 percent), indicator level scores (36 QRISs, 84 percent), licensing status (34 QRISs, 79 percent), and observational scores (34 QRISs, 79 percent).

Few QRISs reported that they include data on prekindergarten to grade 12 teachers (3 QRISs, 7 percent) and the children they serve (1 QRIS, 2 percent). Seventeen QRISs (40 percent) reported other types of data, including data on program participation, training or professional development, and general informational data used for program management. The total number of data types collected across QRISs vary from one to ten, with a median of seven data types.

Figure 2. Types of Data Included in QRIS Data Systems, 2019
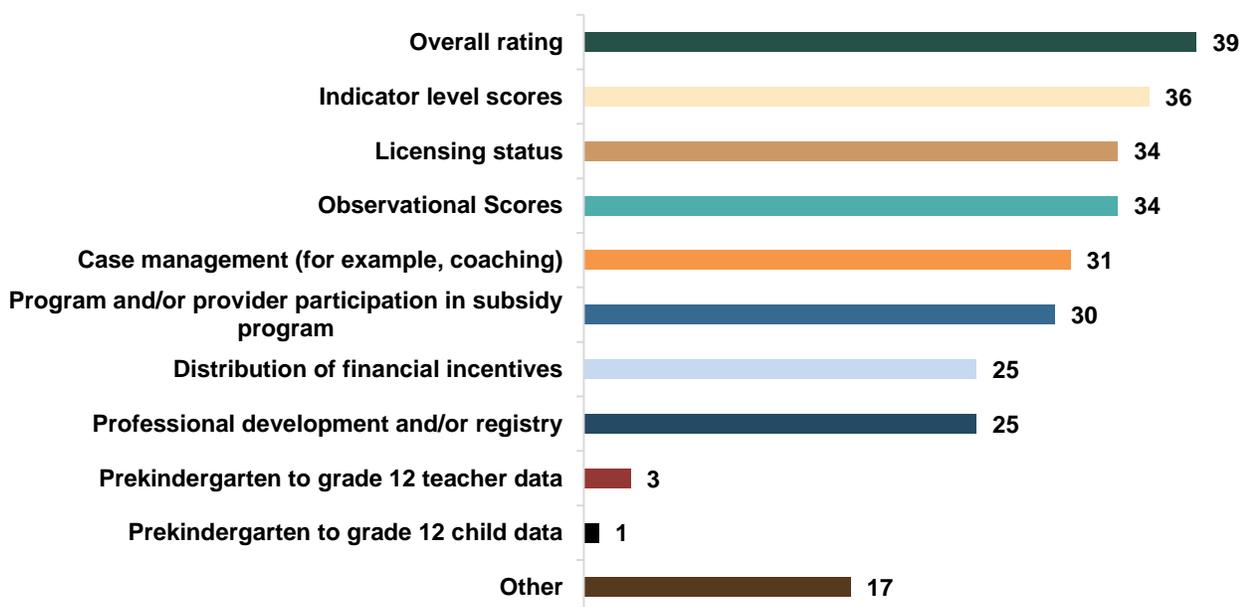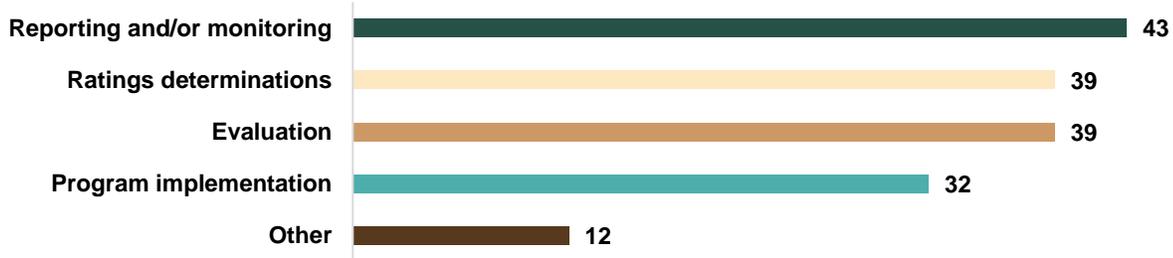

Source: BUILD Initiative, & Child Trends. (2019). A catalog and comparison of quality initiatives [Data system]. Retrieved on February 28, 2020, from http://qualitycompendium.org/
Notes: *N* = 43 QRISs. Multiple types of data could be reported in each QRIS.

Uses of Data Systems

Figure 3 describes the ways that QRISs use their data systems. Thirty-nine QRISs (91 percent) report more than two uses for their data system. All 43 QRISs (100 percent) with a data system use their data for reporting and monitoring programs and providers. Likewise, a majority of QRISs reported using their data system for determining ratings (39 QRISs, 91 percent), conducting evaluations (39 QRISs, 91 percent), and supporting implementation (32 QRISs, 74 percent). Twelve QRISs (28 percent) reported other uses for these data systems, including making technical assistance determinations, meeting reporting requirements, and acquiring additional funding.

Figure 3. Uses of Data Systems, 2019

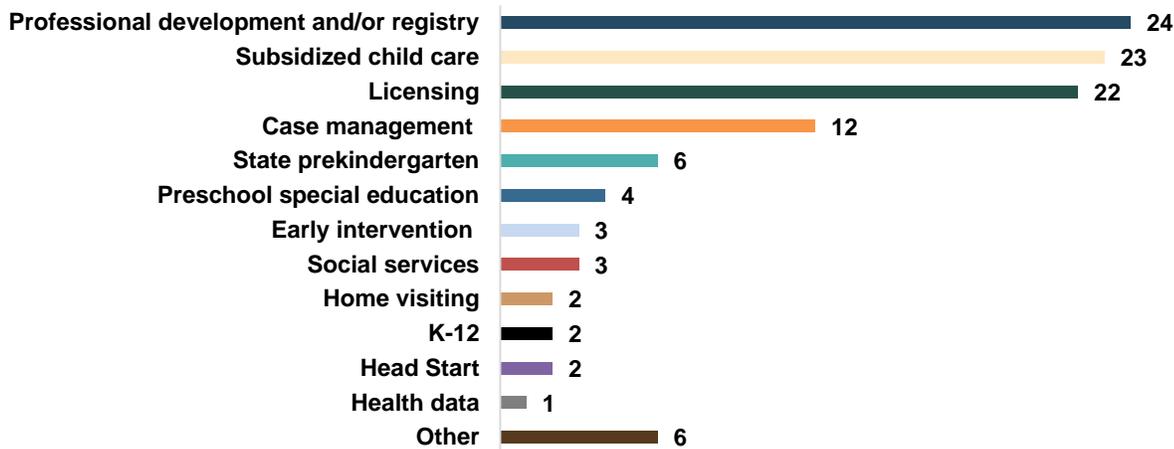| Use	Value
Reporting and/or monitoring	43
Ratings determinations	39
Evaluation	39
Program implementation	32
Other	12

Source: BUILD Initiative, & Child Trends. (2019). A catalog and comparison of quality initiatives [Data system]. Retrieved on February 28, 2020, from http://qualitycompendium.org/
Notes: *N* = 43 QRISs. Multiple uses could be reported in each QRIS.

Data Linkages

Data systems are frequently linked or connected with other systems that are already in place. Of the 41 QRISs that reported information on data linkages and have a data system, 36 QRISs (88 percent) report having data linkages across data systems. The most common linkages are with professional development or registry systems (24 QRISs, 67 percent), subsidized child care systems (23 QRISs, 64 percent), and licensing systems (22 QRISs, 61 percent).

Figure 4. Common Types of Data Linkages, 2019

Type	Value
Professional development and/or registry	24
Subsidized child care	23
Licensing	22
Case management	12
State prekindergarten	6
Preschool special education	4
Early intervention	3
Social services	3
Home visiting	2
K-12	2
Head Start	2
Health data	1
Other	6

Source: BUILD Initiative, & Child Trends. (2019). A catalog and comparison of quality initiatives [Data system]. Retrieved on February 28, 2020, from http://qualitycompendium.org/
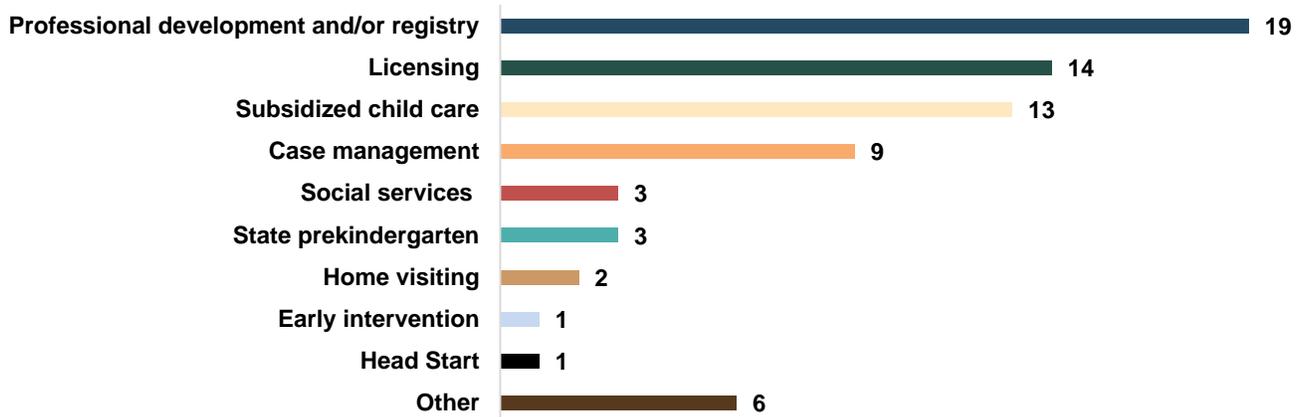**Notes:** *N* = 36 QRISs with data linkages. Multiple data linkages could be reported in each QRIS.

Data Integration

Data integration information is a new subset of data collected in the 2019 Quality Compendium. Data integration is defined as data that are connected and stored within the same system. Forty QRISs reported information on data integration. The data show that establishing linkages is more common than having integrated systems. There were 27 QRISs (68 percent) that have integrated their data systems. Of the 41 QRISs that reported

information on data linkages or integration, 37 QRISs (90 percent) reported that they use data linkages or integration, or both.

Figure 5 shows the types of data that QRISs reported integrating within their data system or systems. The most commonly integrated types of data among QRISs are professional development registry systems (19 QRISs, 70 percent) and licensing data (14 QRISs, 52 percent). No QRIS reported integrating data for kindergarten through grade 12, health data (for example, Special Supplemental Nutrition Program for Women, Infants, and Children; Medicaid; immunizations; or birth records), or preschool special education data (for example, Individuals with Disabilities Education Act, Part B, Section 619).

Figure 5. Common Types of Integrated Data, 2019

Source: BUILD Initiative, & Child Trends. (2019). A catalog and comparison of quality initiatives [Data system]. Retrieved on February 28, 2020, from http://qualitycompendium.org/

Notes: *N* = 27 QRISs with data integration. Multiple data linkages could be reported in each QRIS. Data systems that were not reported to be integrated by any QRIS are not reflected in this figure.