

Strategic Support For the Preschool Development Grants Birth Through Five

Administration for Children and Families – Department of Education

PDG B-5 Single ID Community of Conversation

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Welcome!

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PDG B-5 Communities of Conversation

- **Invited participants**

- PDG B-5 Grantees plus partners, consultants
- PDG B-5 TA Team
- Federal Project Officers and Regional Offices
- PDG B-5 TA partners, e.g., State Capacity Building Center

- **Voluntary**

- **Select presentations and resources**

- **Open discussion, dialogue**

- Via phone when possible
- Via virtual chat and Q&A pod—“multitasking” welcome (i.e., chatting when others are)!

Single ID Conversation Approach

- Single ID Overview
- Participant questions and discussion (please send as they occur to you)
- Grantee experience with Single IDs
- Closing

Poll Question #1

What do you think is a benefit to having a single child ID?

Please enter brief statements into the chat box

What is a Early Childhood single unique ID system?

- **It is a system that assigns a unique ID to each child as they enter into early childhood / early learning programs**
- **This unique ID should be used by all EC/EL systems and service providers to enrollment, services, and outcomes**
- **The ID should follow the child as they matriculate through services and persist after the child exits EC/EL**
- **The ID should be mapped to other key IDs like a K12, Health and Human Services, Post Secondary, and Workforce**

Why have a Single-ID?

- **Ease the process for children to transition between programs and agencies**
- **Facilitation of data integration projects**
- **Minimize the need for fuzzy matching algorithms and work load associated with resolving partial matches**
- **Fewer matching errors**
- **Overall fewer uncertainties when reporting on or evaluating program enrollment and impact**
- **More accurately count children and the services they are being provided**



Grantee Experiences with Single Child Identifier North Carolina

Hayley Young
North Carolina Department of Health
and Human Services

What is NC ECIDS?

NC ECIDS is the single source for integrated early childhood data for selected education, health, and social services programs to help answer key policy and program questions in North Carolina.



NC★ECIDS

North Carolina Early Childhood
Integrated Data System

We believe early childhood integrated data will lead to:



Better insight

into how early childhood services are utilized across NC



Better answers

to key early childhood policy and program questions



Better decisions

regarding use and refinement of early childhood programs



Better outcomes

for the children and families of North Carolina

NC ECIDS – Participating Programs

CURRENT:

- **NC Pre-K**
- **Subsidized child care**
- **Early Intervention - IDEA, Part C**
- **Special Education - IDEA Part B (619)**
- **Food & Nutrition Services**
- **Child Protective Services**

IN DEVELOPMENT OR PLANNED FOR THE FUTURE:

- **Home visiting data**
- **Head Start/EHS**
- **Temporary Assistance for Needy Families**
- **EC workforce data**
- **Child care regulatory data**
- **Education data**

What Can We Do Now That We Couldn't Do Before?

- Integrated early childhood data across programs
- Distinct counts of which children are being served and where
- Ability to link data to answer questions that previously could not be answered (e.g., Part C and Part B)
- Researchers are able to request data to answer key policy and program questions

Current and Future State of NC ECIDS

- **Moving from maintenance phase to expansion phase**
- **PDG funding to support top expansion priorities:**
 - Realigning data system to support current priority initiatives
 - Integrating home visiting data
 - Early childhood data users survey
 - Connecting to state Education Longitudinal Data System
 - Data visualization & expanded reporting
 - Increasing efficiency & maintaining quality

Key Considerations

- **End users of data system**
- **Data system model**
- **Sustainability – technology, funding, staffing**
- **Short and long-term priorities**

What Are the Options for Uniquely Identifying Children?

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- **Unique Statewide Early Childhood Identifiers**
- **Many Early Childhood Identifiers, Unique Integrated System Identifiers**
- **Many Early Childhood Identifiers, Multiple Integrated System Identifiers**

Example

- **Example with single UID**
- **Challenges of not having a single ID**
 - Data considerations
 - Process for establishing a single child ID to populate an EC integrated data system
- **Cautions when 'linking' records to establish a single ID**

Single ID Data Governance Considerations

- **The identification of needed data elements to uniquely identify a child**
 - First name, last name, race, gender, birthdate, etc.
- **Quality of the data to uniquely identify a student**
- **The identification of needed data elements to uniquely identify a provider, program, and parent or guardian**
- **Is there a data governance process in place for handling near matches?**

Privacy considerations

- **Compliance with state and federal privacy laws**
- **Memoranda of agreement between agencies**
 - Specifying what will and will not be done with the data

Poll Question #2

What do you think are the biggest challenges in your state to establishing a single unique student identifier?

Please enter brief statements into the chat box



Grantee Experiences with Single Child Identifier Pennsylvania

Deborah Rodrigues
Pennsylvania Department of
Education

Considerations in Assigning Single IDs

- **What early childhood program identifiers are already established in the state?**
- **What is the overall design of the state's integrated data system?**
- **What is the scope of a unique identifier (Early Childhood, K-12, P-20, etc.)**
- **Are there already matching procedures already in use in your state?**
- **Is there already a single unique identifier system in place for other agencies?**
- **Are there data governance policies and processes already in place?**
- **What is the plan to protect identifiable information? Can you leverage existing privacy policies and resources?**

Resources

- [**SLDS Early Childhood Integrated Data Systems Guide**](#)
- [**Unique Identifiers: Beyond K12: SLDS Issue Brief**](#)
- [**Creating an Integrated Efficient Early Care and Education System to Support Children and Families: A State-by-State Analysis**](#)
- [**Early Childhood Data Analytics: Distinct Count of Children Served**](#)
- [**SLDS Webinar: North Carolina Early Childhood Integrated Data System \(NC ECIDS\)**](#)
- [**SLDS Issue Brief: A Primer on Distinct Count of Children**](#)



Questions and Answer

Thank you!

Further Questions:

PDG B-5 TA Team: PDGB5TA@atlasresearch.us

We would love to hear your feedback and suggestions!

– **Post CoC Survey:** <https://www.surveymonkey.com/r/PDGB5COC>



For More Information

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