



Early Childhood Data Development Agenda

NCIOM brought together data experts and users for two meetings in 2018 to do a thorough analysis of the gaps in data sources for the Pathways to Grade-Level Reading shared measures. A high-level summary of the group's input is included here. They also provided input on each individual measure, which will be provided for the September Early Childhood Data Advisory Council meeting.

Participants discussed the following questions for each measure:

- Where data is unavailable, do we know why? Could it be collected? What are the barriers to collection? Do we know of additional sources, proxy measures, etc.?
- What resources (time, money, personnel) would be necessary for collection of data on this measure?
- What would need to happen to trigger data collection? (e.g. legislation, agreement with state agency, change to survey modules/methodology, etc.)
- Who would be responsible for instituting these changes and/or collecting new data?

Participants identified various types of data gaps:

- No data source speaks to this measure
- There is a data source(s) but it is inadequate
 - Doesn't precisely answer the question being asked
 - Can't be disaggregated by race/ethnicity, income, geography
 - Isn't collected at the population level (vs. programmatic level)
 - Wasn't intended for use at the population level
 - Isn't collected on a regular schedule, or often enough to be most useful
- There is an adequate data source(s) for this measure

Participants proposed strategies for improving the data collected:

- Use small pilot data collection to make the case that resources are needed for larger-scale collection
- Supplement national survey data collection with state funds to oversample in NC, allowing for disaggregation
- Use a portfolio of proxy data sources to get at the question rather than one data source
- Facilitate individual child-level data sharing across state agencies
- Aggregate up child-level assessment data (i.e., ASQ-SE, KEA, etc.)
- Add screening or survey questions into well-child visits, parent-report surveys, student surveys

Possible criteria for how to prioritize measures to act on first:

- Racial equity lens – prioritize disaggregation of data and data sources that highlight strengths
- Cost/benefit determination – how much time/resources would be required to collect the data vs. how relevant is the measure for improving child and family outcomes
- Prioritize content area(s) that aren't as well represented in the data we have (i.e., family supports sector)
- Balance of short-term wins and longer-term efforts
- *Others?*