

Title V Data Integration Use Case: Community-Based Services

Community-based services provide opportunities for children and families to receive targeted or specialized high-quality services in their own home or community setting. Services for children and families in a community operate optimally when they are coordinated and integrated. Jointly developing and coordinating community-based services allows for the integration of data, meaning that Title V program staff can track referrals, follow-up, monitor and track progress, and inform decision-making.

Title V programs can find more information on community-based services in the [Standards for Systems of Care for Children and Youth with Special Health Care Needs Version 2.0](#). Title V programs participating in ECIDS can access community-based data from local and state agencies on programs and services children are accessing. These programs may include physical, oral health, mental health care, and other community organizations providing services and supports to children and families.

Use Case Questions

1.
 - a. Which programs and services are children birth through age 5 receiving (e.g., Early Head Start; Head Start; home visiting; child care; state pre-K; the Special Supplemental Nutrition Program for Women, Infants, and Children [WIC]; foster care; supplemental security income [SSI])?
 - b. What percentage of children, who received any early childhood program or service birth through age 5, enter kindergarten ready to learn?
2.
 - a. What percentage of children birth through age 5 received a referral to any community service or program?
 - b. What percentage of referred children birth through age 5 were enrolled in the community service or program?
3. How many childcare centers provide services to children birth through age 5 with special health care needs (e.g. G-tubes, medication, autism, etc.)

Analytic Considerations

The focus of these questions is community-based services. Therefore, every analysis will need to look at all programs and services children are receiving or have received. ECIDS often update data sources. Title V programs should request a list of current data sources to better understand the data that can be included in each analysis.

Although this use case offers suggestions for analytic considerations, Title V programs should adapt the information to fit the needs of their state and Title V program. For example, Title V programs may wish to compare community-based programs and services over time or may wish to look at community-based services available in rural versus urban areas. Title V programs may also wish to analyze community-based data by demographic variables, such as, age, race/ethnicity, and/or ZIP code. Decisions on how to analyze the data should be made in collaboration with ECIDS staff.

Data Set

The data set for this analysis is children birth through age 5 who are receiving or have received community-based services. Some questions will analyze the programs and services provided. However, these questions, will still begin with the initial data set of children birth through age 5 who are receiving or have received community-based services. As there are multiple questions and sub-questions, each question and sub-question is broken down individually.

Question 1a: Which programs and services are children birth through age 5 receiving (e.g., Early Head Start; Head Start; home visiting; child care; state pre-K; the Special Supplemental Nutrition Program for Women, Infants, and Children [WIC]; foster care; supplemental security income [SSI])?

The recommended data elements for this analysis are listed in the table below. For states using the Common Education Data Standards (CEDS), the link to the CEDS element has been provided.

Data Elements – Community-Based Services Question 1a



Click the hyperlinks in the table to see more information about the data elements in CEDS. The links will take you to the individual elements and do not require a CEDS login to access. Where available, links to CEDS are included. Where not available, data elements that are likely to exist in Title V data systems have been suggested. These elements will be submitted to CEDS for consideration.

Variable	Data Element Choices	Element Definition	Option Set	Considerations
Child	Child Identifier	A unique number or alphanumeric code assigned to a child by a school, school system, state, or other agency, or entity.	Alphanumeric	Although the questions in this analysis can be reported on aggregately, child information is needed to create the data set. After data have been pulled, children's personally identifiable data may be stripped.
	First Name	The full legal first name given to a person at birth, baptism, or through legal change.	Alphanumeric	Although the questions in this analysis can be reported on aggregately, child information is needed to create the data set. After data have been pulled, children's personally identifiable data may be stripped.
	Middle Name	A full legal middle name given to a person at birth, baptism, or through legal change.	Alphanumeric	Although the questions in this analysis can be reported on aggregately, child information is needed to create the data set. After data have been pulled, children's personally identifiable data may be stripped.

Variable	Data Element Choices	Element Definition	Option Set	Considerations
	<u>Last or Surname</u>	The full legal last name borne in common by members of a family.	Alphanumeric	Although the questions in this analysis can be reported on aggregately, child information is needed to create the data set. After data have been pulled, children's personally identifiable data may be stripped.
	<u>Generation Code or Suffix</u>	An appendage, if any, used to denote a person's generation in his family (e.g., Jr., Sr., III).	Alphanumeric	Although the questions in this analysis can be reported on aggregately, child information is needed to create the data set. After data have been pulled, children's personally identifiable data may be stripped.
Child Age	<u>Birthdate</u>	The year, month, and day on which a person was born.		Although the questions in this analysis can be reported on aggregately, child information is needed to create the data set. After data have been pulled, children's personally identifiable data may be stripped.
Community-Based Programs and Services	<u>Community-Based Type</u>	Non-domestic residence in which the early learning setting is located.	<p>Library: Library is specified as the non-domestic residence in which the early learning setting is located.</p> <p>School: School is specified as the non-domestic residence in which the early learning setting is located.</p> <p>Child Development Center: Child development center is specified as the non-domestic residence in which the early learning setting is located.</p> <p>Hospital: is specified as the non-domestic residence in which the early learning setting is located.</p> <p>Public K-12 School: Public K-12 School is specified as the non-domestic residence in which the early learning setting is located.</p>	If the community-based program or service is not listed, the other category listed in this option set may be used.

Variable	Data Element Choices	Element Definition	Option Set	Considerations
			University: University is specified as the non-domestic residence in which the early learning setting is located.	
			Other: Other is specified as the non-domestic residence in which the early learning setting is located.	
	Early Childhood Program Enrollment Type	The system outlining activities and procedures based on a set of required services and standards in which the child is enrolled.	<p>Head Start: Head Start is the system outlining activities and procedures based on a set of required services and standards in which the child is enrolled.</p> <p>Early Head Start: Early Head Start is the system outlining activities and procedures based on a set of required services and standards in which the child is enrolled.</p> <p>Preschool: State Preschool is the system outlining activities and procedures based on a set of required services and standards in which the child is enrolled.</p> <p>Public Preschool: Public Preschool is the system outlining activities and procedures based on a set of required services and standards in which the child is enrolled.</p> <p>Private Preschool: Private Preschool is the system outlining activities and procedures based on a set of required services and standards in which the child is enrolled.</p> <p>Early Childhood Special Education (619): Early Childhood Special Education (619) is the system outlining activities and procedures based on a set of required services and standards in which the child is enrolled.</p>	

Variable	Data Element Choices	Element Definition	Option Set	Considerations
			<p>Home Visiting: Home Visiting is the system outlining activities and procedures based on a set of required services and standards in which the child is enrolled.</p> <p>Child Care: Child Care is the system outlining activities and procedures based on a set of required services and standards in which the child is enrolled.</p> <p>Early Intervention Services Part C: Early Intervention Services Part C is the system outlining activities and procedures based on a set of required services and standards in which the child is enrolled.</p> <p>Other: The system outlining activities and procedures based on a set of required services and standards in which the child is enrolled is in a category not yet defined in CEDS.</p> <p>None: The child is not enrolled in an early childhood program.</p>	
	<p><u>Early Childhood Services Received</u></p>	<p>The types of service that adapts the curriculum, materials, or instruction for students identified as needing additional resources.</p>	<p>Assistive technology services Audiology services Family training / counseling services Health services Medical services Nursing services Nutrition services Occupational therapy Physical therapy Psychological services Sign language and cued language services Service coordination Social work services</p>	

Variable	Data Element Choices	Element Definition	Option Set	Considerations
			<p>Special instruction</p> <p>Speech-language pathology services</p> <p>Vision services</p> <p>Behavioral health</p> <p>Transportation</p> <p>None</p> <p>Other</p>	
	<u>Early Learning Service Type</u>	A type of service provided to a child.	<p>Mental Health: Mental health is the type of service provided to a child.</p> <p>Nutritional: Nutritional is the type of service provided to a child.</p> <p>Educational: Educational is the type of service provided to a child.</p> <p>Physical Rehabilitation: Physical rehabilitation</p> <p>Dental Health: Dental Health is the type of service provided to a child.</p> <p>Other: The type of service provided to a child is in a category not yet defined in CEDS.</p>	
	<u>Program Name</u>	The name of the program of instruction, training, services, or benefits available through federal, state, or local agencies.		Title V programs should review the list of programs listed and indicate which programs should be included in the analysis.
	<u>Program Type</u>	The system outlining instructional or non-instructional activities and procedures designed to accomplish a predetermined	<p>Bilingual Education Program</p> <p>Community Service Program</p> <p>Counseling Services</p>	Only the options related to community-based services are listed from this option set.

Variable	Data Element Choices	Element Definition	Option Set	Considerations
		educational objective or set of objectives or to provide support services to a person and/or the community.	<p>Early Head Start</p> <p>English as a Second Language (ESL) Program</p> <p>Even Start</p> <p>Extended Day/Child Care Services</p> <p>Head Start</p> <p>Health Services Program</p> <p>Library/Media Services Program</p> <p>Special Education Services</p> <p>Targeted Intervention Program</p> <p>Other: The program type is in a category not yet defined in CEDS.</p>	
	<u>Public Assistance Status</u>	A person who receives financial assistance from federal, state, or local government agencies, including Temporary Assistance for Needy Families or equivalent.	<p>Yes</p> <p>No</p>	Only the children receiving public assistance should be included in the data set.
	Special Supplemental Nutrition Program for Women, Infants	A person who receives federal assistance through the Special Supplemental Nutrition Program for Women, Infants and Children (WIC).	<p>Yes</p> <p>No</p>	Only the children receiving Special Supplemental Nutrition for Women, Infants and Children should be included in the data set.

Variable	Data Element Choices	Element Definition	Option Set	Considerations
	and Children (WIC) Status ¹			
	Supplemental Security Income (SSI) ²	A person who receives federal assistance through the Supplemental Security Income (SSI) supplement program funded by general tax revenues (not Social Security taxes).	Yes No	Only the children receiving Supplemental Security Income (SSI) should be included in the data set.
Active in Program or Service	Assessment Session Actual End Date Time	Date and time the assessment actually ended.		The date of assessment is compared to the child's date of birth to determine if the child was birth through the age of 5 at the time of assessment.
	Dental Screening Date	The year, month, and day of a dental screening		The date of dental screening is compared to the child's date of birth to determine if the child was birth through the age of 5 at the time of screening.
	Enrollment Date	The year, month, and day on which a person is considered officially enrolled in the program.		The date of enrollment is compared to the child's date of birth to determine if the child was birth through the age of 5 at the time of enrollment.
	Enrollment Entry Date	The month, day, and year on which a person enters and begins to receive instructional services in a school, institution, program, or class-section during a given session.		The date of enrollment is compared to the child's date of birth to determine if the child was birth through the age of 5 at the time of enrollment.
	Enrollment Exit Date	The year, month, and day on which the student officially		The date of enrollment is compared to the child's date of birth to determine if the child

¹ Note: This data element is not currently in CEDS but has been submitted for consideration.

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Variable	Data Element Choices	Element Definition	Option Set	Considerations
		withdrew or graduated, i.e. the date on which the student's enrollment ended.		was birth through the age of 5 at the time of enrollment.
	<u>Foster Care End Date</u>	The date a child or youth exited foster care.		The date of foster care is compared to the child's date of birth to determine if the child was birth through the age of 5 at the time of foster care.
	<u>Foster Care Start Date</u>	The date a child or youth entered into foster care.		The date of foster care is compared to the child's date of birth to determine if the child was birth through the age of 5 at the time of foster care.
	<u>Immunization Date</u>	The year, month, and day of an immunization.		The date of immunization is compared to the child's date of birth to determine if the child was birth through the age of 5 at the time of immunization.
	<u>Program Participation Exit Date</u>	The year, month, and day on which the person ceased to participate in a program.		The date of program participation is compared to the child's date of birth to determine if the child was birth through the age of 5 at the time of program participation.
	<u>Program Participation Start Date</u>	The year, month, and day on which the person began to participate in a program.		The date of program participation is compared to the child's date of birth to determine if the child was birth through the age of 5 at the time of program participation.
	<u>Service Date</u>	The year, month, and day on which a service was provided.		The date of service is compared to the child's date of birth to determine if the child was birth through the age of 5 at the time of service.
	<u>Service Entry Date</u>	The year, month, and day on which a person begins to receive early intervention, special education or other services.		The date of service is compared to the child's date of birth to determine if the child was birth through the age of 5 at the time of service.
	<u>Service Exit Date</u>	The year, month, and day on which a person stops receiving early		The date of service is compared to the child's date of birth to determine if the child

Variable	Data Element Choices	Element Definition	Option Set	Considerations
		intervention or special education services.		was birth through the age of 5 at the time of service.
	<u>Vision Screening Date</u>	The year, month, and day of a vision screening.		The date of vision screening is compared to the child's date of birth to determine if the child was birth through the age of 5 at the time of vision screening.
	<u>Well Child Screening Received Date</u>	The year, month, and day of a well child visit.		The date of well child screening is compared to the child's date of birth to determine if the child was birth through the age of 5 at the time of well-child screening.

Steps for Analysis – Community-Based Services Question 1a

- a. Identify the timeframe for analysis. For example, you may wish to look at the data by calendar, fiscal year, or compare cohorts.
- b. Identify the geographic boundary for analysis. For example, you may wish to look at the data by county or ZIP code.
- c. After applying the timeframe and geographic boundary filters, pull the subset of children birth through age 5 with any instance of participating in a program or receiving a service in the specified timeframe and geographic boundary using the start and end date of participation. If the Title V program wants to look at the length of time children participate in programs or receive services, after pulling the data set, collapse the data into the desired length of participation categories (e.g. less than three months, three to six months, etc.).
- d. Calculate the number of children birth through age 5 participating in each program and service in the specified timeframe and geographic boundary.
- e. Check for data quality issues such as outliers or missing data.
- f. Calculate the percentage by dividing the total number of children participating in each program and service by the total number of children birth through age 5 in the identified timeframe and geographic boundary. Multiply by 100 for a total percentage.

Data Visualization – Community-Based Services Question 1a

Effective data visualization is critical for conveying the Title V program message and telling your story. When looking at the data provided by ECIDS, what do you notice? What are the patterns and/or trends? These questions will help Title V programs identify the story the data tell.

It is important to remember that children may participate in multiple programs and receive multiple services. Title V programs may wish to include a crossover count of children participating in programs and receiving services.

Consider this example using fictitious data:

2016 Total Children Birth Through Age 5 in “Any State USA”		N=112,288
2016 Total Children Birth Through Age 5 in “Any County USA”		N=12,760
Children Participating in programs and services:	N	%
Community-based	9,896	77.6%
Educational	4,043	31.6%
Health	10,621	83.2%
Public Assistance	6,027	47.2%
Other	1,290	10.1%

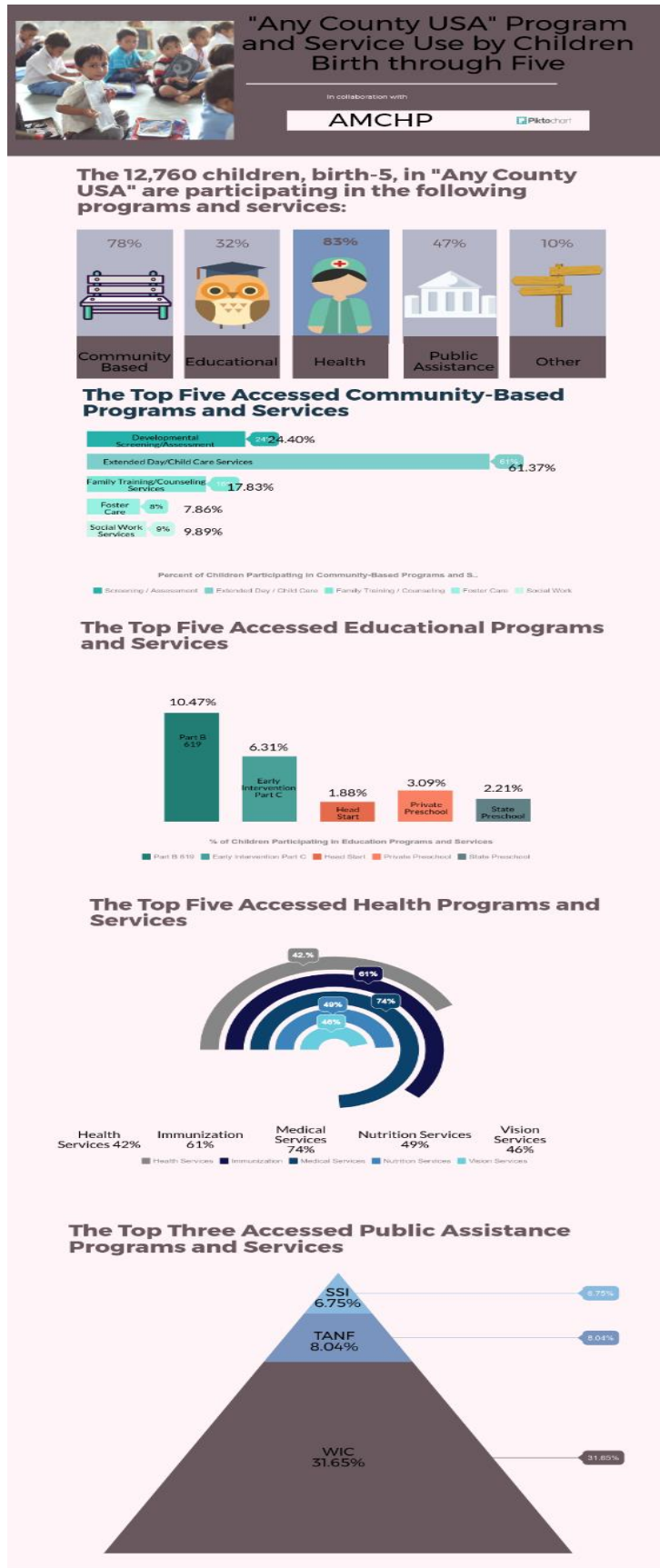
2016 Total Children Birth Through Age 5 in “Any State USA”	N=112,288			
2016 Total Children Birth Through Age 5 in “Any County USA”	N=12,760			
Children Participating in Community-based programs and services:	N=9,896 %=77.6			
	N	% of Community-based	% of County	% of State
Child development center	938	9.47%	7.35%	0.83%
Developmental screening/assessment	3,114	31.46%	24.40%	2.77%
Extended day/child care services	7,832	79.14%	61.37%	6.97%
Family training/counseling services	2,276	22.99%	17.83%	2.02%
Foster care	1,003	10.13%	7.86%	0.89%
Home visiting	885	8.94%	6.93%	0.78%
Library/media services program	322	3.25%	2.52%	0.28%
Service coordination	495	5.00%	3.87%	0.44%
Social work services	1,262	12.75%	9.89%	1.12%
Transportation	752	7.59%	5.89%	0.66%
Targeted intervention program	447	4.51%	3.50%	0.39%

2016 Total Children Birth Through Age 5 in “Any State USA”	N=112,288			
2016 Total Children Birth Through Age 5 in “Any County USA”	N=12,760			
Children Participating in Educational Programs and Services:	N=4,043 %=31.6%			
	N	% of Educational	% of County	% of State
Bilingual education program	45	1.11%	0.35%	0.04%
Early Childhood Special Education (619)	1,336	33.04%	10.47%	1.18%
Early Head Start	168	4.15%	1.31%	0.14%
Early Intervention Services Part C	806	19.93%	6.31%	0.71%
English as a Second Language (ESL) Program	42	1.03%	0.32%	0.03%
Even Start	36	0.89%	0.28%	0.03%
Head Start	240	5.93%	1.88%	0.21%
State preschool	283	6.99%	2.21%	0.25%
Public preschool	216	5.34%	1.69%	0.19%
Private preschool	395	9.76%	3.09%	0.35%
Public K-12 school	50	1.23%	0.39%	0.04%
Special instruction	36	0.89%	0.28%	0.03%
University	30	0.74%	0.23%	0.02%

2016 Total Children Birth Through Age 5 in “Any State USA”	N=112,288			
2016 Total Children Birth Through Age 5 in “Any County USA”	N=12,760			
Children Participating in Health Programs and Services:	N=10,621 %=83.2			
	N	% of Health	% of County	% of State
Assistive technology services	204	1.92%	1.59%	0.18%
Audiology services	568	5.34%	4.45%	0.50%
Behavioral health	812	7.64%	6.36%	0.72%
Dental health	3,501	32.96%	27.43%	3.11%
Health services	5,372	50.57%	42.10%	4.78%
Hospital	2,991	28.16%	23.44%	2.66%
Immunization	7,822	73.64%	61.30%	6.96%
Medical services	9,384	88.35%	73.54%	8.35%
Mental health	408	3.84%	3.19%	0.36%
Nursing services	4,012	37.77%	31.44%	3.57%
Nutrition services	6,310	59.41%	49.45%	5.61%
Occupational therapy	3,006	28.30%	23.55%	2.67%
Physical therapy/rehabilitation	4,773	44.93%	37.40%	4.25%
Psychological services	85	0.80%	0.66%	0.07%
Sign language and cued language services	92	0.86%	0.72%	0.08%
Speech-language pathology services	371	3.49%	2.90%	0.33%
Vision services	5,915	55.69%	46.35%	5.26%

2016 Total Children Birth Through Age 5 in “Any State USA”	N=112,288			
2016 Total Children Birth Through Age 5 in “Any County USA”	N=12,760			
Children Participating in Public Assistance Programs and Services:	N=6,027 %=47.2			
	N	% of Public Assistance	% of County	% of State
Special Supplemental Nutrition Program for Women, Infants and Children (WIC)	4,039	67.01%	31.65%	3.59%
Supplemental Security Income (SSI)	862	14.30%	6.75%	0.76%
Temporary Assistance for Needy Families	1,027	17.03%	8.04%	0.91%

Title V programs may wish to visualize the data as:



Possible Actions Based on Data – Community-Based Services

Question 1a

The data from this question can be used at many different levels. For example, are there any surprises to what programs and services are and are not being accessed? If a program or service is not being accessed as expected, the data can be used to open dialogue. Comparisons across counties may provide insight into barriers to access specific to community characteristics.

Question 1b: What percentage of children, who received any early childhood program or service birth through age 5, enter kindergarten ready to learn?

The recommended data elements for this analysis are listed in the table below. For states using the Common Education Data Standards (CEDS), the link to the CEDS element has been provided.

Data Elements – Community-Based Services Question 1b



Click the hyperlinks in the table to see more information about the data elements in CEDS. The links will take you to the individual elements and do not require a CEDS login to access. Where available, links to CEDS are included. Where not available, data elements that are likely to exist in Title V data systems have been suggested. These elements will be submitted to CEDS for consideration.

Variable	Data Element Choices	Element Definition	Option Set	Considerations
Child	Child Identifier	A unique number or alphanumeric code assigned to a child by a school, school system, state, or other agency, or entity.	Alphanumeric	Although the questions in this analysis can be reported on aggregately, child information is needed to create the data set. After data have been pulled, children's personally identifiable data may be stripped.
	First Name	The full legal first name given to a person at birth, baptism, or through legal change.	Alphanumeric	Although the questions in this analysis can be reported on aggregately, child information is needed to create the data set. After data have been pulled, children's personally identifiable data may be stripped.
	Middle Name	A full legal middle name given to a person at birth, baptism, or through legal change.	Alphanumeric	Although the questions in this analysis can be reported on aggregately, child information is needed to create the data set. After data have been pulled, children's personally identifiable data may be stripped.
	Last or Surname	The full legal last name borne in common by members of a family.	Alphanumeric	Although the questions in this analysis can be reported on aggregately, child information is needed to create the data set. After data have been pulled, children's personally identifiable data may be stripped.

Variable	Data Element Choices	Element Definition	Option Set	Considerations
	Generation Code or Suffix	An appendage, if any, used to denote a person's generation in his family (e.g., Jr., Sr., III).	Alphanumeric	Although the questions in this analysis can be reported on aggregately, child information is needed to create the data set. After data have been pulled, children's personally identifiable data may be stripped.
Child Age	Birthdate	The year, month, and day on which a person was born.		Although the questions in this analysis can be reported on aggregately, child information is needed to create the data set. After data have been pulled, children's personally identifiable data may be stripped.
Community-Based Programs and Services	Early Childhood Program Enrollment Type	The system outlining activities and procedures based on a set of required services and standards in which the child is enrolled.	<p>Head Start: Head Start is the system outlining activities and procedures based on a set of required services and standards in which the child is enrolled.</p> <p>Early Head Start: Early Head Start is the system outlining activities and procedures based on a set of required services and standards in which the child is enrolled.</p> <p>Preschool: State Preschool is the system outlining activities and procedures based on a set of required services and standards in which the child is enrolled.</p> <p>Public Preschool: Public Preschool is the system outlining activities and procedures based on a set of required services and standards in which the child is enrolled.</p> <p>Private Preschool: Private Preschool is the system outlining activities and procedures based</p>	

Variable	Data Element Choices	Element Definition	Option Set	Considerations
			<p>on a set of required services and standards in which the child is enrolled.</p> <p>Early Childhood Special Education (619): Early Childhood Special Education (619) is the system outlining activities and procedures based on a set of required services and standards in which the child is enrolled.</p> <p>Home Visiting: Home Visiting is the system outlining activities and procedures based on a set of required services and standards in which the child is enrolled.</p> <p>Child Care: Child Care is the system outlining activities and procedures based on a set of required services and standards in which the child is enrolled.</p> <p>Early Intervention Services Part C: Early Intervention Services Part C is the system outlining activities and procedures based on a set of required services and standards in which the child is enrolled.</p> <p>Other: The system outlining activities and procedures based on a set of required services and standards in which the child is enrolled is in a category not yet defined in CEDS.</p>	

Variable	Data Element Choices	Element Definition	Option Set	Considerations
			None: The child is not enrolled in an early childhood program.	
	<u>Early Childhood Services Received</u>	The types of service that adapts the curriculum, materials, or instruction for students identified as needing additional resources.	Assistive technology services Audiology services Family training/counseling services Health services Medical services Nursing services Nutrition services Occupational therapy Physical therapy Psychological services Sign language and cued language services Service coordination Social work services Special instruction Speech-language pathology services Vision services Behavioral health Transportation None Other	
Kindergarten Readiness	<u>Assessment Early Learning Developmental Domain</u>	Developmental domains related to early learning and used for assessing a child's kindergarten readiness.	Language and Literacy: Domain related to a child's language and literacy development. Cognition and General Knowledge: Domain related to a child's cognition and general knowledge (including early mathematics and early scientific development). Approaches Toward Learning: Domain related to a child's approaches toward	Used by states in reporting Kindergarten Entry Assessment (KEA) results as defined for some federal grant programs. For each domain used by the state, the state would provide: - The total number of children who participated in the KEA for each domain - The number of children who participated in the KEA for each domain <u>and</u> was at or

		learning (including the utilization of the arts).		above what the state defines as “ready” for kindergarten for that domain.
		Physical Well-being and Motor: Domain related to a child's physical well-being and motor development (including adaptive skills).		The counts may be calculated using unit-level data defined for Assessment Subtest (scoring method and what is being measured, e.g. the Domain), related Assessment Performance Levels (e.g. "Ready"), related to each student Assessment Result.
		Social and Emotional Development: Domain related to a child's social and emotional development.		
<u>Assessment Identifier</u>	A unique number or alphanumeric code assigned to an assessment by a school, school system, state, or other agency, or entity. This may be the publisher identifier.		Alphanumeric	Only the children receiving a kindergarten assessment should be included in the data set.
<u>Assessment Objective</u>	This is the objective that the assessment is measuring.		Alphanumeric	Only the children receiving a kindergarten assessment should be included in the data set.
<u>Assessment Result Diagnostic Statement</u>	A statement intended for use by education professionals, using professional terminology, to interpret learner needs based on the scored/evaluated portion of an assessment. This statement may inform Descriptive Feedback given to the learner.		Alphanumeric	This data element is used to determine which children enter kindergarten ready to learn.
<u>Assessment Result Score Value</u>	A meaningful raw score, derived score, or statistical expression of the performance of a person on an assessment. The type of result is indicated by the Assessment Score Metric Type element.		Alphanumeric	This data element is used to determine which children enter kindergarten ready to learn.

	The results can be expressed as a number, percentile, range, level, etc. The score relates to all scored items or a sub test scoring one aspect of performance on the test. This value may or may not correspond to one or more Performance Levels.		
<u>Assessment Short Name</u>	An abbreviated title for an assessment.	Alphanumeric	Only the children receiving a kindergarten assessment should be included in the data set.
<u>Assessment Title</u>	The title or name of the assessment.	Alphanumeric	Only the children receiving a kindergarten assessment should be included in the data set.
<u>Assessment Type</u>	The category of an assessment based on format and content.	Kindergarten Readiness: Kindergarten Readiness is specified as the category of an assessment based on format and content.	There are many options listed under assessment type. Only children with the assessment type kindergarten readiness should be included in the data set.

Steps for Analysis – Community-Based Services Question 1b

- Identify the timeframe for analysis. For example, you may wish to look at the data by calendar, fiscal year, or compare cohorts.
- Identify the geographic boundary for analysis. For example, you may wish to look at the data by county or ZIP code.
- After applying the timeframe and geographic boundary filters, pull the children with a completed Kindergarten Entry Assessment (KEA) in the specified timeframe and geographic boundary using the elements listed under kindergarten readiness.
- Create a subset of children by determining which of the children identified in c. are considered ready for kindergarten based on the results of the KEA.
- Determine which of the children identified in d. received any early childhood program or service birth through age 5.
- Calculate the number of children birth through age 5 who received any early childhood program or service entering kindergarten ready to learn in the specified timeframe and geographic boundary.
- Check for data quality issues such as outliers or missing data.
- Calculate the percentage by dividing the total number of children who received any early childhood program or service, birth through age 5, entering kindergarten ready to learn by the total number of children entering kindergarten in the identified timeframe and geographic boundary. Multiply by 100 for a total percentage.

Data Visualization – Community-Based Services Question 1b

Effective data visualization is critical for conveying the Title V program message and telling your story. When looking at the data provided by ECIDS, what do you notice? What are the patterns and/or trends? These questions will help Title V programs identify the story the data tell.

Consider this example using fictitious data:

2016 Total Children Entering Kindergarten in “Any County USA”		N=3,407
	N	%
Children deemed kindergarten ready	2,383	69.94%
Children deemed not ready for kindergarten	1,024	30.00%
Total	3,407	100%

2016 Total Children Entering Kindergarten in “Any County USA”		N=3,407
2016 Total Children Entering Kindergarten Ready to Learn in “Any County USA”		N=2,383
	N	%
Of the children entering kindergarten ready to learn, the children who received any early childhood program or service, birth through age 5	1,977	82.96%
Of the children entering kindergarten ready to learn, the children birth through age 5 who did NOT receive any early childhood program or service	406	17.03%
Total	2,383	100%

Title V programs may wish to visualize the data as:

Correlation Between Kindergarten Readiness and Prior Early Childhood Experiences in "Any County, USA"

In 2016, 2,383 of the 3,407 Children Entering Kindergarten in "Any County, USA" Were Kindergarten Ready



■ Children Entering Kindergarten (58.84%)
□ Children Kindergarten Ready (41.16%)

In 2016, 1,977 Kindergarten-Ready Children Previously Participated in Early Childhood Programs or Received Early Childhood Services



■ Prior EC Participation (82.96%)
■ No Prior EC Participation (17.04%)



Early Childhood Programs and Services Work for the Children in "Any County, USA"

83 percent of the children ready for kindergarten in "Any County, USA" participated in programs and services from birth-5. To find out more information on early childhood programs and services to support your child, contact the Department of Early Childhood at 555-555-5555 or www.earlychildhoodanycountyusa.org

Possible Actions Based on Data – Community-Based Services

Question 1b

The data from this question can be used at many different levels. For example, they may be shared with local or state legislatures to gain support for early childhood programs and services or they may be used to advocate for funding. Title V programs may also wish to dig deeper into the data to analyze what specific programs and services or combination of programs and services contribute to school readiness.

Question 2: What percentage of children birth through age 5 received a referral to any community service or program?

The recommended data elements for this analysis are listed in the table below. For states using the Common Education Data Standards (CEDS), the link to the CEDS element has been provided.

Data Elements – Community-Based Services Question 2a



Click the hyperlinks in the table to see more information about the data elements in CEDS. The links will take you to the individual elements and do not require a CEDS login to access. Where available, links to CEDS are included. Where not available, data elements that are likely to exist in Title V data systems have been suggested. These elements will be submitted to CEDS for consideration.

Variable	Data Element Choices	Element Definition	Option Set	Considerations
Child	Child Identifier	A unique number or alphanumeric code assigned to a child by a school, school system, a state, or other agency, or entity.	Alphanumeric	Although the questions in this analysis can be reported on aggregately, child information is needed to create the data set. After data have been pulled, children's personally identifiable data may be stripped.
	First Name	The full legal first name given to a person at birth, baptism, or through legal change.	Alphanumeric	Although the questions in this analysis can be reported on aggregately, child information is needed to create the data set. After data have been pulled, children's personally identifiable data may be stripped.
	Middle Name	A full legal middle name given to a person at birth, baptism, or through legal change.	Alphanumeric	Although the questions in this analysis can be reported on aggregately, child information is needed to create the data set. After data have been pulled, children's personally identifiable data may be stripped.
	Last or Surname	The full legal last name borne in common by members of a family.	Alphanumeric	Although the questions in this analysis can be reported on aggregately, child information is needed to create the data set. After data have been pulled, children's personally identifiable data may be stripped.
	Generation Code or Suffix	An appendage, if any, used to denote a person's generation in his family (e.g., Jr., Sr., III).	Alphanumeric	Although the questions in this analysis can be reported on aggregately, child information is needed to create the data set. After data have been pulled, children's personally identifiable data may be stripped.

Variable	Data Element Choices	Element Definition	Option Set	Considerations
Child Age	Birthdate	The year, month, and day on which a person was born.		Although the questions in this analysis can be reported on aggregately, child information is needed to create the data set. After data have been pulled, children's personally identifiable data may be stripped.
Referral	Referral Date	The date of the referral.		The referral date is used to determine if the referral was made in the designated reporting period.

Steps for Analysis – Community-Based Services Question 2a

- Identify the timeframe for analysis. For example, you may wish to look at the data by calendar or fiscal year.
- Identify the geographic boundary for analysis. For example, you may wish to look at the data by county or ZIP code.
- After applying the timeframe and geographic boundary filters, pull the subset of children birth through age 5 with a documented referral to a community service or program in the specified timeframe and geographic boundary.
- Calculate the number of children with a documented referral to a community service or program.
- Check for data quality issues such as outliers or missing data.
- Calculate the percentage by dividing the total number of children with a documented referral to a community service or program by the total number of children birth through age 5 in the identified timeframe and geographic boundary. Multiply by 100 for a total percentage.

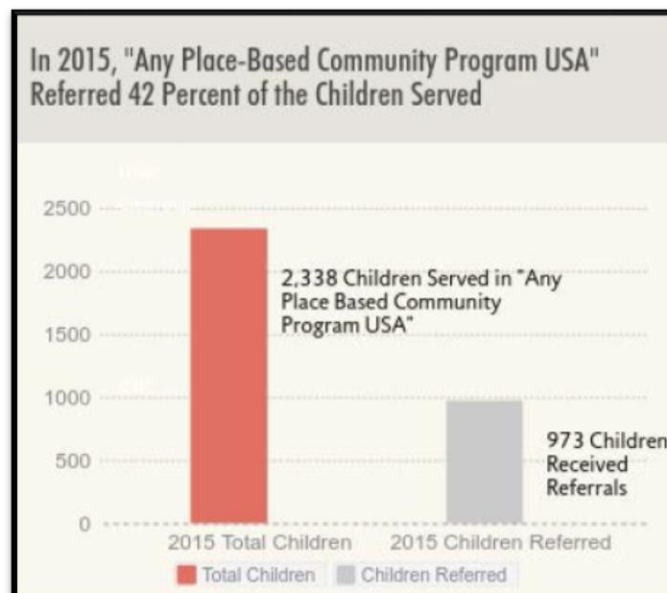
Data Visualization – Community-Based Services Question 2a

Effective data visualization is critical for conveying the Title V program message and telling your story. When looking at the data provided by ECIDS, what do you notice? What are the patterns and/or trends? These questions will help Title V programs identify the story the data tell.

Consider this example using fictitious data:

2015 Total Children Birth Through Age 5 Served in “Any Place Based Community Program USA”		N=2,338
	N	%
Children birth through age 5 with a documented referral to a community program or service	973	41.61%

Title V programs may wish to visualize the data as:



Possible Actions Based Data – Community-Based Services Question 2a

The data from this question can be used at many different levels. For example, programs, such as IDEA Part C, contract with community based programs to provide child find services. The data in this report provides evidence that the partnership between programs is resulting in children receiving referrals to needed programs and services. However, the data does not provide data on the outcome of the referral. For referral outcomes, Title V programs should continue to question 2b.

Question 2b: What percentage of referred children birth through age 5 were enrolled in the community service or program?

The recommended data elements for this analysis are listed in the table below. For states using the Common Education Data Standards (CEDs), the link to the CEDs element has been provided.

Data Elements – Community-Based Services Question 2b



Click the hyperlinks in the table to see more information about the data elements in CEDs. The links will take you to the individual elements and do not require a CEDs login to access. Where available, links to CEDs are included. Where not available, data elements that are likely to exist in Title V data systems have been suggested. These elements will be submitted to CEDs for consideration.

Variable	Data Element Choices	Element Definition	Option Set	Considerations
Child	Child Identifier	A unique number or alphanumeric code assigned to a child by a school, school system, state, or other agency, or entity.	Alphanumeric	Although the questions in this analysis can be reported on aggregately, child information is needed to create the data set. After data have been pulled, children's personally identifiable data may be stripped.
	First Name	The full legal first name given to a person at birth, baptism, or through legal change.	Alphanumeric	Although the questions in this analysis can be reported on aggregately, child information is needed to create the data set. After data have been pulled, children's personally identifiable data may be stripped.
	Middle Name	A full legal middle name given to a person at birth, baptism, or through legal change.	Alphanumeric	Although the questions in this analysis can be reported on aggregately, child information is needed to create the data set. After data have been pulled, children's personally identifiable data may be stripped.
	Last or Surname	The full legal last name borne in common by members of a family.	Alphanumeric	Although the questions in this analysis can be reported on aggregately, child information is needed to create the data set. After data have been pulled, children's personally identifiable data may be stripped.
	Generation Code or Suffix	An appendage, if any, used to denote a person's generation in his family (e.g., Jr., Sr., III).	Alphanumeric	Although the questions in this analysis can be reported on aggregately, child information is needed to create the data set. After data have been pulled, children's personally identifiable data may be stripped.

Variable	Data Element Choices	Element Definition	Option Set	Considerations
Child Age	Birthdate	The year, month, and day on which a person was born.		Although the questions in this analysis can be reported on aggregately, child information is needed to create the data set. After data have been pulled, children's personally identifiable data may be stripped.
Referral	Referral Date	The date of the referral.		The referral date is used to determine if the referral was made in the designated reporting period.
	Referred To	The program or organization to which the child/family was referred.	Alphanumeric	
Enrollment	Enrollment Date	The year, month, and day on which a person is considered officially enrolled in the program.		For this analysis, only children with an enrollment date after the referral date should be included in the data set.
	Organization Name	The name of a non-person entity such as an organization, institution, agency, or business.	Alphanumeric	
	Program Name	The name of the program of instruction, training, services or benefits available through federal, state, or local agencies.	Alphanumeric	
	Service Date	The year, month, and day on which a service was provided.		For this analysis, only children with a service date after the referral date should be included in the data set.
	Service Partner Name	The name of a non-person entity such as an organization, institution, agency, or business, that partners with the Early Learning Organization to provide services to enrolled children/families.	Alphanumeric	

Steps for Analysis – Community-Based Services Question 2b

- a. Identify the timeframe for analysis. For example, you may wish to look at the data by calendar or fiscal year.
- b. Identify the geographic boundary for analysis. For example, you may wish to look at the data by county or ZIP code.
- c. After applying the timeframe and geographic boundary filters, pull the subset of children birth through age 5 with a documented referral to a community service or program in the specified timeframe and geographic boundary.
- d. Create a subset of children by determining which of the children identified in c. were enrolled in the community service or program. This is done by comparing the “referred to” name with the “organization”, “program”, and “service partner” name and the “referral date” to the “enrollment date” and “service date”. Only the children with an enrollment and service date after the referral date should be counted.
- e. Calculate the number of referred children enrolled in the community service or program.
- f. Check for data quality issues such as outliers or missing data.
- g. Calculate the percentage by dividing the total number of children referred and enrolled in the community service or program by the total number of children birth through age 5 in the identified timeframe and geographic boundary. Multiply by 100 for a total percentage.

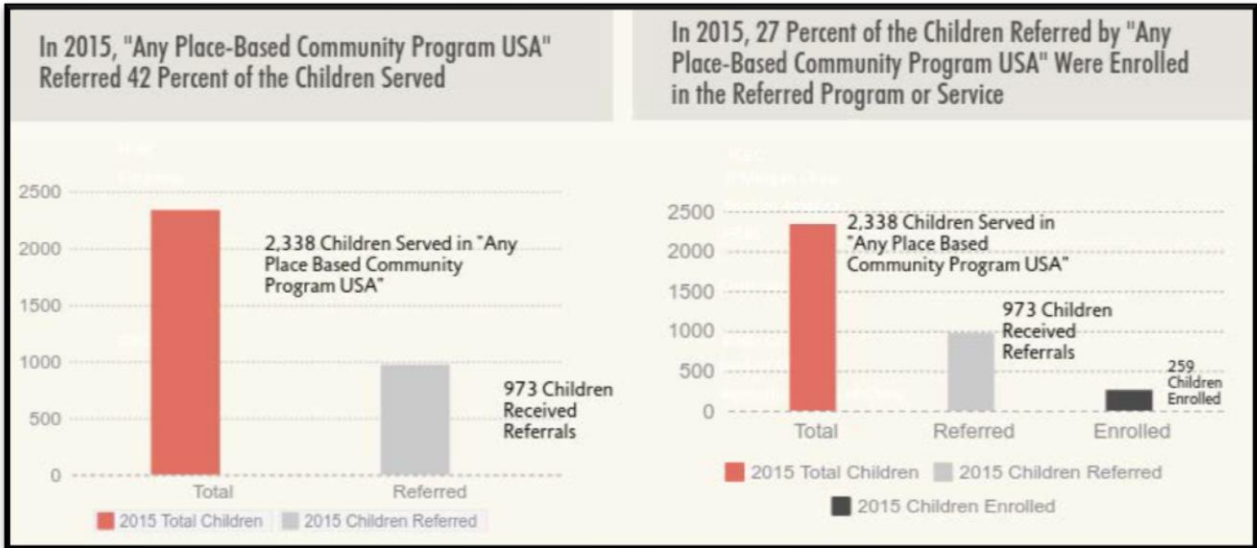
Data Visualization – Community-Based Services Question 2b

Effective data visualization is critical for conveying the Title V program message and telling your story. When looking at the data provided by ECIDS, what do you notice? What are the patterns and/or trends? These questions will help Title V programs identify the story the data tell.

Consider this example using fictitious data:

2015 Total Children Birth Through Age 5 Served in “Any Place Based Community Program USA”		N=2,338
	N	%
Children birth through age 5 with a documented referral to a community program or service	973	41.61%
Referred children birth through age 5 with a documented enrollment to the community program or service	259	26.61%

Title V programs may wish to visualize the data as:



Possible Actions Based Data – Community-Based Services Question 2b

The data from this question can be used at many different levels. For example, not all children will be eligible for the program or service they have been referred to. Knowing the enrollment percentage allows communities to advocate for more programs and services which can serve those ineligible children.

Question 3: How many childcare centers provide services to children birth through age 5 with special health care needs (e.g. G-tubes, medication, autism, etc.)?

The recommended data elements for this analysis are listed in the table below. For states using the Common Education Data Standards (CEDS), the link to the CEDS element has been provided.

Data Elements – Community-Based Services Question 3



Click the hyperlinks in the table to see more information about the data elements in CEDS. The links will take you to the individual elements and do not require a CEDS login to access. Where available, links to CEDS are included. Where not available, data elements that are likely to exist in Title V data systems have been suggested. These elements will be submitted to CEDS for consideration.

Variable	Data Element Choices	Element Definition	Option Set	Considerations
Childcare Center	Address Apartment Room or Suite Number	The apartment, room, or suite number of an address.	Alphanumeric	
	Address City	The name of the city in which an address is located.	Alphanumeric	
	Address County Name	The name of the county, parish, borough, or comparable unit (within a state) in which an address is located.	Alphanumeric	
	Address Postal Code	A number that identifies each postal delivery area in the United States used as a portion of an address.	Alphanumeric	
	Address Street Number and Name	The street number and street name or post office box number of an address.	Alphanumeric	
	Early Childhood Setting	The site or setting in which early childhood care, education, and/or services are provided.	Community-based (outside the child's home): Community-based (outside the child's home) is the site or setting in which early childhood care,	Only the options related to childcare are listed from the option set.

Variable	Data Element Choices	Element Definition	Option Set	Considerations
			education, and/or services are provided.	
			Center-based (including a school setting): Center-based (including a school setting) is the site or setting in which early childhood care, education, and/or services are provided.	
			Center-based for children with special needs: Center-based for children with special needs is the site or setting in which early childhood care, education, and/or services are provided.	
			Family Child Care Home (Provider's Home): Family Child Care Home (Provider's Home) is the site or setting in which early childhood care, education, and/or services are provided.	
	<u>Organization Name</u>	The name of a non-person entity such as an organization, institution, agency, or business.	Alphanumeric	
	<u>Program Name</u>	The name of the program of instruction, training, services or benefits available through federal, state, or local agencies.	Alphanumeric	

Variable	Data Element Choices	Element Definition	Option Set	Considerations
	<u>Program Type</u>	The system outlining instructional or non-instructional activities and procedures designed to accomplish a predetermined educational objective or set of objectives or to provide support services to a person and/or the community.	Extended day/child care services	Only the programs listed as extended day/child care services should be included in the data set.
	<u>Serves Children with Special Needs</u>	An indication of whether a class or group serves children with special needs.	Yes No	Only the “yes” option should be included in the data set.

Steps for Analysis – Community-Based Services Question 3

- a. Identify the timeframe for analysis. For example, you may wish to look at the data by calendar or fiscal year.
- b. Identify the geographic boundary for analysis. For example, you may wish to look at the data by county or ZIP code.
- c. After applying the timeframe and geographic boundary filters, pull the subset of childcare centers located within the geographic boundary during the specified timeframe.
- d. Create a subset of childcare centers by determining which serve children with special health care needs.
- e. Calculate the number of childcare centers which serve children with special health care needs.
- f. Check for data quality issues such as outliers or missing data.
- g. Calculate the percentage by dividing the total number of childcare centers which serve children with special health care needs by the total number of childcare centers in identified timeframe and geographic boundary. Multiply by 100 for a total percentage.

Data Visualization – Community-Based Services Question 3

Effective data visualization is critical for conveying the Title V program message and telling your story. When looking at the data provided by ECIDS, what do you notice? What are the patterns and/or trends? These questions will help Title V programs identify the story the data tell.

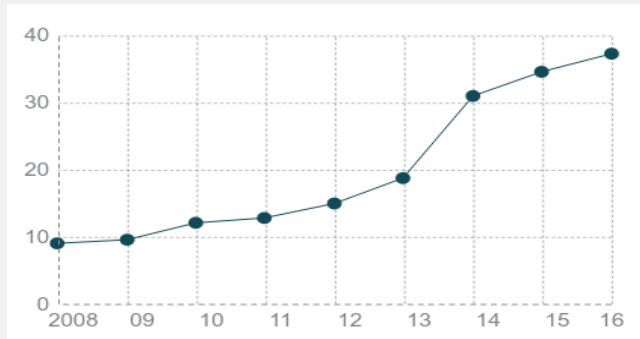
Consider this example using fictitious data:

2016 Total Childcare Centers in “Any County USA”		N=156
	N	%
Childcare centers which serve children with special health care needs	58	37.17%

Title V programs may wish to visualize the data as:

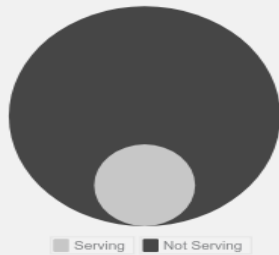
"Any County USA" Annual Report on Children With Special Health Care Needs and Childcare

The Number of Childcare Centers Which Serve Children With Special Health Care Needs Increases Each Year

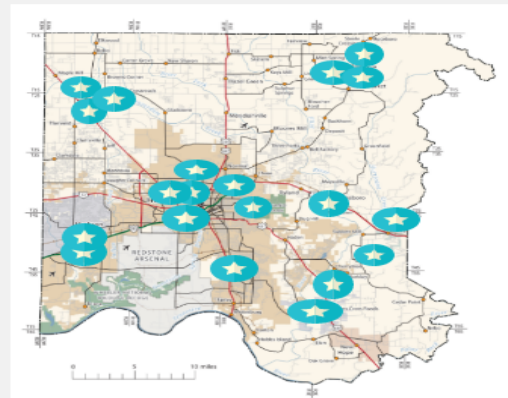


With the implementation of state's Quality Rating and Improvement System, "Any County USA" has seen a dramatic increase in the number of childcare centers serving Children With Special Health Care Needs.

In 2016, 58 of the 156 Childcare Centers in "Any County USA" Either Served or Were Capable of Serving Children With Special Health Care Needs



Location of Centers Serving Children With Special Health Care Needs



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Possible Actions Based on Data – Community-Based Services Question 3

The data from this question can be used at many different levels. For example, targeted outreach, such as training, can be provided to childcare centers providing services to Children with Special Health Care Needs. This question could also be provided to parents looking for childcare services.