

## SC 7 - Integrating Early Childhood Data

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**Project Lead:**

Jake Grussing, Library Director, Scott County

(952) 496-8641

[JGrussing@scottlib.org](mailto:JGrussing@scottlib.org)

**Description:** Multiple research studies show that children who are not proficient readers by third grade are less likely to succeed in school and as adults. Understanding child developmental progress along the path to third grade reading is therefore critical to ensure that all children have the opportunity to prosper.

To build on the work of the Scott County Association for Leadership and Efficiency's (SCALE) *Live, Learn, Earn Educational Preparedness* work group, the County would like to explore the idea of tracking child developmental progress from birth to age 8. This project will involve conducting an inventory of early learning programs and existing data on outcomes, and providing recommendations for potential multi-system data integration.

**Key Issues, Questions, and Ideas for Exploration:**

- Inventory the early childhood programs and initiatives that currently exist in Scott County. What data are available from these programs that could inform efforts to track progress on early childhood development and learning? How is this data being used and shared today? Scott County is particularly interested in available "outcomes" data from existing programs and initiatives that demonstrates the efficacy of these approaches or of specific research-based best practices.
- What early childhood data integration models are being used successfully in other cities and counties across the United States? San Diego, Washington, D.C., Dakota County (MN), and others have instituted data-sharing arrangements to better track child developmental progress. How were these arrangements developed and structured, and what lessons can be learned?
- What legal and other barriers exist to sharing early childhood data? Are there specific state legislative reforms that would make data sharing and integration easier?

**How Will Student Work Be Used to Build Resiliency?**

Data sharing and coordination among early childhood programs in Scott County would strengthen planning, collaboration, accountability, and achievement of child outcomes. For example, the Live, Learn, Earn Educational Preparedness working group and participating organizations could use the information to identify system gaps and opportunities for alignment of existing resources. The research may also provide the basis for a legislative

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proposal to allow broader and deeper data sharing across public programs to create an early childhood system that supports families in raising healthy and successful children.

**Existing Plans and Reports:**

- SCALE's Live Learn Earn Project Charter
- Scott Family Net Joint Powers Agreement
- Scott County Delivers data for county programs
- [Minnesota Report Card](#)
- *The Integration of Early Childhood Data: State Profiles and A Report from the U.S. Department of Health and Human Services and the U.S. Department of Education*

**Potential Stakeholders and Partners:**

- SCALE's Live, Learn, Earn Educational Preparedness work group
- Scott County Library
- Scott County Public Health
- Head Start and Early Head Start
- Scott County Licensed Family Child Care Association
- Childcare centers (e.g. New Horizon Academy)
- School districts – Early Childhood Family Education (ECFE) and Early Childhood Special Education (ECSE), screening programs

*To learn more about this project or discuss how to integrate it into a UMN course or an individual student project (such as a culminating experience, capstone, master's project, or independent study), please contact Sarah Tschida or Mike Greco with the Resilient Communities Project at [rcp@umn.edu](mailto:rcp@umn.edu).*