CEDS Connect

Author: Education-to-Workforce Framework Collaborators Group

Location: More Than One State

Source for CEDS Connection Information: Education-to-Workforce Indicator Framework (https://educationtoworkforce.org/)

Description of CEDS Connection:

This Connection identifies the CEDS elements needed to measure the percentage of children meeting benchmarks on direct child assessments and includes the recommended analysis criteria. This Connection supports the Education-to-Workforce Indicator Framework.?

Go Further with this Connection

You can use this Connection with your own data system. Click on the myConnect logo to apply the elements from your shared map to this Connection.

Data Elements

Metric

CEDS Elements:	Elements Not Currently in CEDS:
A. Assessments -> Assessment -> Assessment Identifier	
B. Assessments -> Assessment -> Assessment Short Name	
C. Assessments -> Assessment -> Assessment Type	
D. Assessments -> Assessment Administration -> Assessment Administration Finish Date	
E. Assessments -> Assessment Administration -> Assessment Administration Organization Name	
F. Assessments -> Assessment Result -> Assessment Result Score Value	
G. Early Learning -> Early Learning Child -> Developmental Assessments -> Assessment Early Learning Developmental Domain	
H. Early Learning -> Early Learning Child -> Developmental Assessments -> Developmental Evaluation Finding	
I. Early Learning -> Early Learning Child -> Identity -> Child Identification System	
J. Early Learning -> Early Learning Child -> Identity -> Child Identifier	
K. Early Learning -> Early Learning Organization -> Identification -> Local Education Agency Identification System	
L. Early Learning -> Early Learning Organization -> Identification -> Local Education Agency Identifier	
M. Early Learning -> Early Learning Organization -> Identification -> Organization Identification System	
N. Early Learning -> Early Learning Organization -> Identification -> Organization Identifier	
O. Early Learning -> Early Learning Organization -> Identification -> School Identification System	
P. Early Learning -> Early Learning Organization -> Identification -> School Identifier	
Q. Early Learning -> Early Learning Organization -> Identification -> State Agency Identification System	
R. Early Learning -> Early Learning Organization -> Identification -> State Agency Identifier	
S. Early Learning -> Early Learning Organization -> Organization Information -> Early Learning Program Year	

Disaggregate elements

CEDS Elements:	Elements Not Currently in CEDS:
A. Early Learning -> Early Learning Child -> Demographic -> Birthdate	A. Status Start Date (for Disability Status, Migrant Status, Homeless Status - EL domain)
B. Early Learning -> Early Learning Child -> Demographic -> Hispanic or Latino Ethnicity	B. Status End Date (for Disability Status, Migrant Status, Homeless Status - EL Domain)
C. Early Learning -> Early Learning Child -> Demographic -> Homelessness Status	
D. Early Learning -> Early Learning Child -> Demographic -> Migrant Status	
E. Early Learning -> Early Learning Child -> Demographic -> Military Connected Student Indicator	
F. Early Learning -> Early Learning Child -> Demographic -> Race	
G. Early Learning -> Early Learning Child -> Demographic -> Sex	
H. Early Learning -> Early Learning Child -> Disability -> Disability Status	
I. Early Learning -> Early Learning Child -> Disability -> IDEA Indicator	
J. Early Learning -> Early Learning Child -> Disability -> Primary Disability Type	
K. Early Learning -> Early Learning Child -> Disability -> Section 504 Status	
L. Early Learning -> Early Learning Child -> English Learner -> English Learner Status	
M. Early Learning -> Early Learning Child -> Enrollment -> Number of Days Absent	
N. Early Learning -> Early Learning Child -> Enrollment ->	

Number of Days in Attendance
O. Early Learning -> Early Learning Child -> Individualized
Program -> Student Support Service Type
P. Early Learning -> Early Learning Child -> Language -> ISO
639-3 Language Code
Q. Early Learning -> Early Learning Child -> Language ->
Language Type
R. Early Learning -> Early Learning Child -> Program ->
Program Participation Exit Date
S. Early Learning -> Early Learning Child -> Program ->
Program Participation Start Date
T. Early Learning -> Early Learning Family -> Family/Household
Information -> Family Income
U. Early Learning -> Early Learning Organization -> Directory ->
Program Type
V. Early Learning -> Parent/Guardian -> Education -> Highest
Level of Education Completed

Analysis Recommendations

General Connection Information

CEDS elements are shown in **_bold/italicized_** font.

This metric is part of the Education-to-Workforce (E-W) Indicator Framework, specifically "Outcomes and milestones" which pertain to key outcomes and milestones along the E-W continuum that are strongly associated with individuals achieving economic mobility and security.

This metric is a measurement for a key indicator, "Developmental Progress: Cognition," and measures whether children develop and demonstrate progress toward foundational math and scientific reasoning skills.

Calculating a Response

Metric: Percentage of children meeting benchmarks on direct child assessments, such as:
- _Woodcock-Johnson IV Tests of Early Cognition and Academic Development (ECAD) Number Sense subtest_
- _Individual Growth and Development (IGDIs) Early Numeracy assessment_
- _Research Based Early Mathematics Assessment (REMA)_

Use the following CEDS elements to determine the year for which the data will be measured:
1. **_Early Learning Program Year_** = most recent early learning program year, representing July 1 through June 30

Use the following CEDS elements to determine the universe of children:
1. Pull all unique children which is determined by using a unique **_Child Identifier_** where **_Child Identification System_** = _State_
2. Where the child:
   - is associated with a State Education Agency through the **_State Agency Identifier_** where **_State Agency Identification System_** = _State_
   - is associated with a Local Education Agency through the **_Local Education Agency Identifier_** where **_Local Education Agency Identification System_** = _SEA_
   - is associated with a K12 school through the **_School Identifier_** where **_School Identification System_** = _SEA_ (or) is associated with an organization through the **_Organization Identifier_** where **_Organization Identification System_** = _Other._ (_If your state's early learning systems are not associated with public schools, use Organization Identifier._)

From the universe of children, narrow the list to identify which children are meeting benchmarks on direct child assessments using the following CEDS elements:

1. **_Assessment Identifier_** or **_Assessment Short Name_** =
   - Woodcock-Johnson IV Tests of Early Cognition and Academic Development (ECAD) Number Sense subtest
   - Individual Growth and Development (IGDIs) Early Numeracy assessment
   - Research Based Early Mathematics Assessment (REMA)
2. **_Assessment Administration Finish Date_** is within the **_Early Learning Program Year_**
3. **_Assessment Early Learning Developmental Domain_** = Cognition and General Knowledge (02)
4. **_Assessment Type_** = Kindergarten Readiness, Cognitive and Perceptual Skills Test, Direct Assessment, Teacher Report
5. **_Assessment Result Score Value_** = minimum score to meet benchmarks
6. **_Assessment Administration Organization Name_** = is not null
7. **_Developmental Evaluation Finding_** = None or No delay detected

Divide the number of children that meet benchmarks on direct child assessments by the total number of children then multiply by 100.

Disaggregate by Home Language

Use the following CEDS element(s) to disaggregate the final set of students by Home Language:
1. **_Language Type_** = Home Language, and
2. **_ISO 639-3 Language Code_** is not like English, and/or
3. **_English Learner Status_** = Yes

Disaggregate by Race and Ethnicity

Use the following CEDS elements to disaggregate the final set of students by Race and Ethnicity:
1. Filter records where **_Hispanic or Latino Ethnicity_** = No
2. Count, by race, where any of the following are true:
   a. **_Race_** = American Indian or Alaska Native
   b. **_Race_** = Asian
   c. **_Race_** = Black or African American
   d. **_Race_** = Native American or Other Pacific Islander
   e. **_Race_** = White
   f. **_Race_** = Demographic Race Two or More Races
   g. **_Race_** = Race and Ethnicity Unknown

Use the following CEDS element to disaggregate the final set of students by Hispanic or Latino Ethnicity:
1. Filter records where **_Hispanic or Latino Ethnicity_** - Yes

Disaggregate by Sex

* Note: CEDS does not have a Gender element. While Sex is not a proxy for Generate, it is the closest approximation currently available.
* Note: Male + Female will not always equal 100% for states that have more choices beyond male and female.

Use the following CEDS elements to disaggregate the final set of students by Sex:
1. **_Sex_** = Male, Female, or Not Selected

Disaggregate by Disability Status
A. Determine if there is a disability:

Student with a Disability: A student has a disability if <u>any</u> of the following are true:
    1. ***Disability Status*** = Yes, No, and
    2. ***IDEA Indicator*** = Yes, and/or
        a. ***Program Participation Start Date*** ≤ the school year being reported
        b. ***Program Participation Exit Date*** ≥ the school year being reported
    3. ***Section 504 Status*** = Yes
        a. ***Status Start Date*** ≤ Enrollment Entry Date
        b. ***Status End Date*** is null or ≥ Enrollment Exit Date

Student Without a Disability: A student does not have a disability if all of the following are true:
    1. ***Disability Status*** = No, and
    2. ***Primary Disability Type*** is null, and
    3. ***IDEA Indicator*** = No, and
    4. ***Section 504 Status*** = No

B. Count the number of students with a disability and the number of students without a disability.

C. For further analysis, disaggregate the students with a disability:

    1. Filter records where ***IDEA Indicator*** = Yes
        a. ***Program Participation Start Date*** ≤ the school year being reported
        b. ***Program Participation Exit Date*** ≥ the school year being reported

    2. Count, by primary disability type, where any of the following are true:
        a. ***Primary Disability Type =*** Autism
        b. ***Primary Disability Type =*** Deaf-blindness
        c. ***Primary Disability Type =*** Deafness
        d. ***Primary Disability Type =*** Developmental delay
        e. ***Primary Disability Type =*** Emotional disturbance
        f. ***Primary Disability Type =*** Hearing impairment
        g. ***Primary Disability Type =*** Intellectual disability
        h. ***Primary Disability Type =*** Multiple disabilities
        i. ***Primary Disability Type =*** Orthopedic impairment
        j. ***Primary Disability Type =*** Other health impairment
        k. ***Primary Disability Type =*** Specific learning disability
        l. ***Primary Disability Type =*** Traumatic brain injury
        m. ***Primary Disability Type =*** Visual impairment

Disaggregate by Urbanicity
Use the following CEDS elements to disaggregate the final set of students by Urbanicity
*Note: Urbanicity is meant to identify the school's location, not the student's residence.
    1. ***Rural Residency Status*** = Yes (indicator rural) or No (indicating urban)

Disaggregate by Parental Education Level
Use the following CEDS element to disaggregate the final set of students by Parental Education Level:
    1. ***Highest Level of Education Completed*** = Determine what the highest level of education completed is for the parents/guardians of the student.

Disaggregate by Student from Migrant Family Household
Use the following CEDS elements to disaggregate the final set of students by migrant status:
    1. ***Migrant Status*** = Yes, No
    2. ***Program Participation Start Date*** ≤ the school year being reported
    3. ***Program Participation Exit Date*** ≥ the school year being reported

Disaggregate by English Learner
Use the following CEDS elements to disaggregate the final set of students by English Learner:
    1. ***English Learner Status*** = Yes, No
    2. ***Program Participation Start Date*** ≤ the school year being reported
    3. ***Program Participation Exit Date*** ≥ the school year being reported

Disaggregate by Attendance Intensity
Use the following CEDS element to disaggregate the final set of students by Attendance Intensity:
    1. ***Early Learning Enrollment Status*** = Half-day pre-K, Full-day pre-K

Disaggregate by Age Group
Use the following CEDS element to disaggregate the final set of students by Age Group:
    1. ***Birthdate*** = Age as of October 1 of the school year being reported

Disaggregate by Income Level
Use the following CEDS elements to disaggregate the final set of students by Income Level:
    1. ***Eligibility Status for School Food Service Programs*** = Free, Full price, Reduced price, Other
    2. ***Low-income Status*** = Yes, or No
    3. ***Family Income***
    4. ***Income Calculation Method*** = Head Start Calculation or State Specific Calculation

Disaggregate by Individual or Family Military Status
Use the following CEDS elements to disaggregate the final set of students by Individual or Family Military Status:
    1. ***Military Connected Student Indicator*** = Not Military, Active Duty, National Guard or Reserve, or Unknown

Disaggregate by Individual with Current or Past Child Welfare Involvement
Use the following CEDS elements to disaggregate the final set of students by Individual with Current or Past Child Welfare Involvement:
    1. ***Program Type*** = 75000 (Foster Care)
    2. ***Student Support Service Type*** = 00295 (Children's Protective Services)
    3. ***Program Participation Start Date*** ≤ the school year being reported

    4. ***Program Participation Exit Date*** ≥ the school year being reported

Disaggregate by Homelessness

Use the following CEDS elements to disaggregate the final set of students by Homelessness:
  1. ***Homelessness Status*** = Yes, No
  2. ***Status Start Date*** ≤ the school year being reported
  3. ***Status End Date*** ≥ the school year being reported

▶ **Related Connections**

No related connections

▶ **Related References**

A. Title: Education-to-Workforce Indicator Framework; Source: Education-to-Workforce Indicator Framework (see https://educationtoworkforce.org/)

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