SPHARC Webinar:
Early Childhood Data Systems Integration
August 31, 2016| 2:00-3:00 PM, ET

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Quick Overview
How to Use Web Technology

- Press *6 to mute your line. Or use your phone's mute button.
- Ask questions/make comments throughout the call using the chat box at the lower, right-hand side of your screen.
  - During the discussions and Q&A you can also use *6 to unmute your line when prompted.
- This call will be recorded and materials will be shared on the SPHARC website: www.amchp.org/SPHARC
- Please complete the brief evaluation survey at the end of the webinar!

Agenda
- Welcome/House Keeping/HRSA Announcements
- Overview
- Topical Presentation and Discussion: Early Childhood Data Systems Integration
  - Colleen Murphy, Early Childhood Technical Assistance Specialist, AEM
- Q&A
- Evaluation / Adjourn
Overview

• Challenges:
  – Siloed data systems and inability to link data
  – Not having access to state level data
  – Cannot track a child across systems and services
  – Similar goals, but varied measures
  – Addressing HIPPA & FRPA issues

Unable to properly assess for gaps in services and systems and develop and implement effective programs and policies

EARLY CHILDHOOD DATA SYSTEM INTEGRATION

COLLEEN MURPHY, EARLY CHILDHOOD TA SPECIALIST

WEDNESDAY, AUGUST 31, 2016 | 2:00-3:00PM, ET

WHAT IS AN ECIDS?
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• Collects, integrates, maintains, stores, and reports information from early childhood programs
• Crosses multiple agencies within a state that serve children and families from birth to age 8
• Includes data on the individual child, the child’s family, the classroom, the program/providers, and other services that provide comprehensive care and education for young children

WHAT IS AN ECIDS, NCES 2014

EARLY CHILDHOOD DATA SYSTEMS

• Growing state momentum;
  • Increased federal support
    • Race to the Top – Early Learning Challenge
    • Early Childhood Comprehensive System Impact Grant
    • Early Childhood State Advisory Council
• Leveraging organizational data can improve insights, policy making, program management, and resource investments.

EXAMPLE RESULTS OF AN ECIDS

• Answer critical program and policy questions across agencies that provide services to children and families within a state
  For example:
  • What are the education and economic returns on early childhood investments across state programs?
  • Are we preparing all of our children for kindergarten, as a whole and by subgroups?
  • What characteristics of programs are associated with positive outcomes for children?
• Unduplicated count of children
• Allocation of resources across agencies

NOT: Replacing program data systems used for operational or key instructional decisions
**NEVADA’S ECIDS QUESTIONS**

1. Are children, birth to 5, on track to succeed when they enter school and beyond?
2. Which children have access to high-quality early childhood education and care programs?
3. Is the quality of programs improving?
4. What are the characteristics of effective programs?
5. How prepared is the early childhood education and care workforce to provide effective education and care for all children?
6. What policies and investments lead to a skilled and stable early childhood education and care workforce?


**UTAH’S ECIDS QUESTIONS**

1. Are children birth to age 5 on track to succeed when they enter school?
2. Which children and families are and are not being served by which programs and services?
3. What characteristics of programs are associated with positive outcomes for which children?
4. What are the education and economic returns on early childhood investments?
5. How are data being used now and how will data be used in the future to inform policy and resource decisions?

**EXAMPLE OF POSSIBLE ECIDS DATA SOURCES**

- Public Primary Education
- Head Start and Early Head Start
- State Pre-K
- Part C
- Part B 619
- Child & Family Services
  - CPS, Foster Care, SFPF
- Workforce Services
- MIECHV Home Visiting
- Child Care
- QRIS
- Professional Registry
- WIC
- Birth Defects
- Medicaid
- Intergenerational Poverty
- Marriage/Divorce Records
- Neonatal Follow-Up
- NB Blood Screen
- Hearing / Vision Screening
- Developmental Screening
- And Others….
KEY CONSIDERATIONS

- Data Sharing Agreements
- Unique Identifiers
- Knowledge of available data sources
- Merging and matching data across sources
- Coordination and communication among stakeholders

HOW ARE STATES USING ECIDS DATA?

AN EXAMPLE FROM KENTUCKY

This report can be filtered at the state or county level

This report includes:
- School readiness broken down by domain
- Early childhood enrollment
- Third grade assessment results

...
An Example from Kentucky

This report can be filtered at the state or county level.

This report includes:
- Family, health, and services
- Support services being received
- Enrollment by STAR rating
- Early childhood workforce snapshot

https://kcews.ky.gov/reports/EarlyChildhoodProfiles

An Example from Minnesota

Integrated data is used to support the early childhood system by focusing on:
- Goals and progress
- Policy
- Budgeting
- Gaps and challenges
- Successes


An Example from Pennsylvania

This annual report includes:
- Mission and program goals
- School readiness data
- Overview of early childhood activities
- Parent engagement
- Program statistics
- Financials
- Professional development/administrative support
- …and more
This report gives an overview of school readiness in seven developmental domains:

- Teachers use the data to develop individualized learning plans.
- Screening is a way to measure success in meeting School Readiness Goals.

This report also breaks down the number of families who received social services referrals:

http://www.pps.k12.pa.us/earlychildhood

This annual report includes an overview at the statewide and regional level on:

- Brain science
- Demographics
- Health and development
- Family economic well-being
- Family and social relationships
- Safety
- Community
- Early learning and education
AN EXAMPLE FROM VERMONT

This report provides data, such as immunizations, developmental screening, and nutrition which is used to create an action plan including:
1. A healthy start for all children
2. Families and communities play a leading role in children's well-being
3. All children and families have access to high-quality opportunities that meet their needs
4. Vermont invests in prevention and plans for the future success of children
5. Data and accountability drive progress in early childhood outcomes
6. The early childhood system is innovative and integrated across sectors in order to better serve children and families

http://buildingbrightfutures.org/initiatives/how-are-vermonts-young-children/
DISCUSSION

• What specific challenges with data integration are you experiencing?
TECHNICAL ASSISTANCE OPTIONS

Technical assistance centers work to help states improve early childhood data collection and systems integration through:

• Individual or group assistance
• Multiple delivery methods
  • Communities of Practice
  • Workgroups
  • Webinars
• Virtual and on-site options
• Best practice tools and resources

COMMON EDUCATION DATA STANDARDS

• Common Education Data Standards (CEDS) is an education data management initiative whose purpose is to streamline the understanding of data within and across P-20W institutions and sectors. The CEDS initiative includes a common vocabulary, data models, tools to help use data, and a community of stakeholders.
  • https://ceds.ed.gov/

THE CENTER ON ENHANCING EARLY LEARNING OUTCOMES

• CEELO is designed to strengthen the capacity of State Education Agencies (SEAs) to lead sustained improvements in early learning opportunities and outcomes. CEELO provides strategic and responsive technical assistance, working with SEAs, state and local early childhood leaders, and other federal and national technical assistance (TA) providers to promote innovation and accountability.
  • http://ceelo.org/about-ceelo-technical-assistance/
THE CENTER FOR THE INTEGRATION OF IDEA DATA

- The Center for the Integration of IDEA Data (CIID) provides technical assistance to states to increase the capacity to report high quality data required under the Individuals with Disabilities Education Act (IDEA) Part B Sections 616 and 618.
- https://ciidta.grads360.org/#program

THE CENTER FOR IDEA EARLY CHILDHOOD DATA SYSTEMS

- DaSy provides technical assistance (TA) and resources to state agencies to assist with the development or enhancement of data systems for Part C early intervention and Part B preschool special education programs supported through the Individuals with Disabilities Education Act (IDEA).
- http://dasycenter.org/

THE EARLY CHILDHOOD TECHNICAL ASSISTANCE CENTER

- The Early Childhood Technical Assistance Center is funded by the Office of Special Education Programs to improve state early intervention and early childhood special education service systems, increase the implementation of effective practices, and enhance the outcomes of these programs for young children and their families.
- http://www1.fpg.unc.edu/
IDEA DATA CENTER

• IDC provides technical assistance to build capacity within states for collecting, reporting, analyzing, and using high-quality IDEA data. The IDEA Data Center focuses on data requirements under Sections 616 and 618 of the Individuals with Disabilities Education Act, including data focused on programs for infants, toddlers, and their families (Part C) and on programs serving children ages 3 through 21 (Part B).
• https://ideadata.org/about-us/

NATIONAL CENTER ON EARLY CHILDHOOD DEVELOPMENT, TEACHING, AND LEARNING

• The NC ECDTL identifies, develops, and promotes the implementation of evidence-based practices that lead to positive child outcomes across birth to five early childhood programs. DTL provides training and technical assistance needs to Head Start and child care programs and systems.
• https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ohs-tta/ncecdtl.html

PRIVACY TECHNICAL ASSISTANCE CENTER

• PTAC provides timely information and updated guidance on privacy, confidentiality, and security practices through a variety of resources, including training materials and opportunities to receive direct assistance with improving the privacy, security, and confidentiality of longitudinal data systems.
• http://ptac.ed.gov
STATEWIDE LONGITUDINAL DATA SYSTEM

• The Statewide Longitudinal Data Systems (SLDS) Grant Program and its partners offer a wide and growing range of support to help state education agencies in the design, development, and use of longitudinal data systems.

• https://slds.grads360.org

STATE SUPPORT TEAM

• The State Support Team (SST), an initiative of the Statewide Longitudinal Data Systems (SLDS) Grant Program, is comprised of experienced state data systems experts whose primary objective is the direct support of all states in their development and use of SLDSs. The SST assists states via webinars, working groups, best practices briefs, and on-site visits.

• https://slds.grads360.org/#program/about-the-sst

DISCUSSION

• What specific types of resources or technical assistance would be most helpful to you?
Thank You!

Please remember to complete the evaluation survey.
• [https://www.surveymonkey.com/r/VXJ3D5D](https://www.surveymonkey.com/r/VXJ3D5D)

Call materials will be posted at: [www.amchp.org/SFARC](http://www.amchp.org/SFARC)