ECIDS and HMG: Having a Seat at the Table

September 20, 2016
Acknowledgments

Thank you HMG Evaluation Advisory Committee for your input and contributions that informed this webinar.
Maine Community Meeting: The Help Me Grow System

Presenter

Colleen Murphy

AEM Corporation
ECIDS and HMG: Having a Seat at the Table

The webinar will begin at approximately 2:00 p.m. ET

A copy of this webinar will be shared…
AGENDA

1. Welcome and Introductions
2. ECIDS History and Current Status
3. ECIDS Approaches and Successes
4. Question and Answer
ECIDS History and Current Status

If you don't have a seat at the table, bring your own chair.

@MidyAponte

BeLeaderly.com
HISTORY OF ECIDS

- 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)*
ECIDS SYSTEMS ARE:

- Integrated
- Coordinated
- Linked

ECIDS Data System
ECIDS CONTENT AND FOCUS AREAS

- Family and Health
- Participation
- Program Quality
- Child Outcomes
- Workforce
**Focus Areas from the Early Childhood Field**

**Family and Health**

- Family and health characteristics
- Including family knowledge of child development
- Socio-economic status
- Immunization rates
- Etc.

**Participation**

- Access to programs and services
- Transition between programs
- Duplication of services or programs
- Responsiveness of programs
- Program combinations
- Earlier identification practices that contribute to children’s greater involvement in quality programs
- Etc.

Retrieved from:
FOCUS AREAS FROM THE EARLY CHILDHOOD FIELD

Program Quality

• Measurement of the effectiveness of early childhood programs
• Etc.

Child Outcomes

• Definition of success for early childhood programs
• How outcomes in the early years’ impact later performance in school and the workforce
• Etc.

Focus Areas from the Early Childhood Field

Workforce areas of focus include:
• Early childhood professional preparation
• Professional development
• Workforce characteristics
• Etc.

THE RELATIONSHIP BETWEEN ECIDS AND SLDS: UTAH’S EXAMPLE

Early Childhood Programs
- Help Me Grow
- Hearing Screening
- Early Intervention
- Head Start
- Home Visiting
- Child Care
...

Registries
- Birth Certificate
- Immunization
- Death Certificate
...

Other Longitudinal Data Systems

ECCS

UDA
ECIDS APPROACHES AND SUCCESSES
ECIDS Toolkit

Early Childhood Integrated Data Systems Toolkit

What Is the SLDS ECIDS Toolkit?

The SLDS Early Childhood Integrated Data System Toolkit was designed for use by any state regardless of where it is in the process of developing an ECIDS. The Toolkit has seven components: (1) Purpose and Vision, (2) Planning and Management, (3) Stakeholder Engagement, (4) Data Governance, (5) System Design, (6) Data Use, and (7) Sustainability.

Each component has a set of key indicators that describe the “what” is ideal for the specific component and each indicator has elements that discuss “how” to accomplish the “what” outlined in the indicator.

Please note that this toolkit refers to “early childhood” broadly, as some ECIDS extend beyond early learning and education to include health and social services. Please see the Toolkit’s Background Information for additional notes on the Toolkit’s format and contents.

Where to Begin?

Explore the ECIDS Toolkit

Toolkit Home
Toolkit Background Information
Related Frameworks
Purpose and Vision
Key Indicator 1
Download the ECIDS Self-Assessment and Planning Guide

The ECIDS Toolkit consists of two main types of content: (1) planning information and resources, and (2) the self-assessment. This content is represented in downloadable format in two documents: the ECIDS Planning Guide and ECIDS Self-Assessment. You can download full PDF versions of each document by clicking on the corresponding images below.

The ECIDS Self-Assessment was created to help states assess their needs as they integrate EC data into an EC data system and the P-20W+ SLDS.

The sections of the Self-Assessment align to the materials presented in the broader Toolkit to offer practical suggestions and resources for each step in the overall process of integrating data across early childhood and connecting it to a P-20W+ SLDS.

The original ECIDS Planning Guide and Self-Assessment was developed to serve as a comprehensive toolkit for states planning and developing systems that will integrate early childhood data.

In this updated guide, the resources move beyond planning for an ECIDS to the full cycle of development, including implementation and continuous improvement. This was done to support the states as they move beyond the planning stage.
## ECIDS TOOLKIT

### Self-Assessment Tool

<table>
<thead>
<tr>
<th>Component</th>
<th>Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to the self-assessment</td>
<td>Introduction to the guide</td>
</tr>
<tr>
<td>Definition of key indicators and elements of quality</td>
<td>Glossary of terms</td>
</tr>
</tbody>
</table>

### Each component will have:

<table>
<thead>
<tr>
<th>Component</th>
<th>Definition of terms for that component</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose of the component</td>
<td>Purpose for the component</td>
</tr>
<tr>
<td>Key indicators</td>
<td>Content Subsections (aligned to key indicators)</td>
</tr>
<tr>
<td>Elements of quality</td>
<td>Resources</td>
</tr>
</tbody>
</table>
Purpose and Vision

• Purpose and vision are foundational to an ECIDS or any data system.
  • Serves as anchors that guide direction
  • Enables states to maintain the intended scope of work while planning for expansion and use of the ECIDS over time
  • Allows communication on what the ECIDS will be as well as what it will not be.
PURPOSE AND VISION

• To ensure a seat at the table, the HMG affiliate should know:
  • Their reason for being and the value HMG will bring to the ECIDS
  • What will the HMG data provide that the state does not currently have the capacity to do?
  • Which decisions, critical policy questions, or program questions can the HMG data support?
  • How will HMG data contribute to the long-term early childhood policy and program goals of the state
**Purpose and Vision State Example**

Utah’s ECIDS Purpose and Vision

*Purpose:*

There are a variety of early childhood programs and services available to families in Utah. Some examples include programs for infants, toddlers, and preschoolers who have a disability or a developmental delay, home visiting support for at-risk new mothers, child care subsidies for low-income working families, preschool services offered by local school districts, Head Start comprehensive services for young children living in poverty and their families, and others. These programs are usually funded and administered separately, and data from each program is maintained independently. This makes it difficult to have a complete understanding of the needs of families in order to collaborate and coordinate needed services.

*Long-term Goals:*

The data integration project will facilitate the use of data to address five broad policy 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?
MASSACHUSETTS EARLY CHILDHOOD INFORMATION SYSTEM (ECIS)

Massachusetts has set out four broad uses for the ECIS data system:

- Providing parents/families with information about early learning and development programs available to them and giving them the information needed to support their children development;

- Providing programs and services with information about the children they are serving and to improve individualized teaching and learning at the classroom and program level through formative assessment;

- Providing policy makers with information about the current use of early learning and development programs, capable of disaggregation to a local level and by different groupings of children (with a particular emphasis upon children with high needs), in order to:
  - identify service gaps and needs,
  - track trends in addressing those gaps and needs over time, and
  - identify the combinations of best practices in engaging children in services which show positive early childhood outcomes, that can be used to inform further investment and systems improvement;

- Provide an opportunity for state agencies to understand where children may be served by multiple systems that would benefit from greater coordination and integration.
PLANNING AND MANAGEMENT

- Planning and management are critical because they establish a course of action to achieve the goals of the effort.
**PLANNING AND MANAGEMENT**

**Why?**
- The purpose and vision statements identified earlier, as well as more specific objectives for elements of the project.

**What?**
- The outlined steps needed to accomplish the purpose and vision.

**Who?**
- Leadership, agencies/programs, or individuals held accountable for accomplishing project goals and deliverables.

**When?**
- Dates for major milestones.
- Dates for minor milestones for the leadership to verify as the project moves forward.
- When stakeholders will be engaged. Provide a specific timeline, and be very clear about who is responsible for the project and who is assisting.
PLANNING AND MANAGEMENT

• To ensure a seat at the table, the HMG affiliate should know:
  • Why you want to participate in the ECIDS?
  • What are you prepared to share with the ECIDS and what do you want back from the ECIDS?
  • Who can represent and make decisions on behalf of HMG at ECIDS meetings?
  • When are the critical moments when you believe HMG should be included?
STAKEHOLDER ENGAGEMENT

- Stakeholders are individuals or groups who are directly or indirectly affected by decisions made about the data system. Planning for ECIDS development cannot be accomplished without the right stakeholders engaged in the work.
STAKEHOLDER ENGAGEMENT

• To ensure a seat at the table, the HMG affiliate should know:
  • Who is already at the table and how does HMG compliment or fill in gaps
  • What are the HMG essential questions?
  • Will the system answer questions in the way that HMG need them to be answered?
• The success of the collaboration is contingent upon how well HMG stakeholders are engaged in the development process.
**STAKEHOLDER ENGAGEMENT STATE EXAMPLE**

- The South Carolina ECIDS has broad and deep stakeholder engagement and support
  - Over 30 agencies and organizations with data sharing agreements for ongoing activities
  - In many cases formal multi-stakeholder governance for data use
  - Activities established by statute and budget proviso
  - Agency contracts for specific purposes

- Website includes:
  - Jointly developed website displaying quality ratings
  - Jointly developed web-based data cube – geo-mapping component
  - Jointly developed ASQ software and website with USC
DATA GOVERNANCE

• Data governance refers to the overall management of the availability, usability, integrity, quality, and security of data. It is both an organizational process and a structure.
DATA GOVERNANCE
DATA GOVERNANCE

• To ensure a seat at the table, the HMG affiliate should know:
  • Who is authorized to make decisions about HMG’s collective information assets?
  • Who would represent HMG and be responsible for decision making on the data steward, management, and policy committees?
  • What privacy/confidentiality considerations need to be considered for HMG to participate?
  • What control do you have over your data?
    • Including how it will be used
  • Is there an existing Data Governance Manual?
DATA GOVERNANCE STATE EXAMPLE

NJ-EASEL DATA GOVERNANCE MODEL
## NJ-EASEL Data Governance Structure

<table>
<thead>
<tr>
<th>Governance Structure</th>
<th>Roles &amp; Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Learning Commission</td>
<td>Serves as the authority for escalation of issues providing vision and direction for the Interdepartment Planning Group; responsible for high-level NJ-EASEL decision making.</td>
</tr>
<tr>
<td>Interdepartment Planning Group</td>
<td>Serves as the authority for escalation of issues; responsible for ensuring continued commitment of resources, provides vision and direction for the NJ-EASEL Steering Committee and sets priorities and makes decisions necessary for NJ-EASEL project alignment across Departments.</td>
</tr>
<tr>
<td>NJ-EASEL Steering Committee</td>
<td>Provides direction, sets priorities and makes decisions necessary for NJ-EASEL project progress and success.</td>
</tr>
<tr>
<td>NJ-EASEL Policy and Data Governance Council</td>
<td>Establishes the standards and overall guidelines for the management of and access to the NJ-EASEL data.</td>
</tr>
<tr>
<td>NJ-EASEL Project Oversight Team</td>
<td>Provides a central point of coordination for all aspects of NJ-EASEL and helps set priorities.</td>
</tr>
<tr>
<td>NJ-EASEL Functional Team</td>
<td>Provides input to the Technical Team related to requirements and data elements, and establishes data controls to ensure validity, reliability, accuracy, consistency, and intended use of data for NJ-EASEL.</td>
</tr>
<tr>
<td>NJ-EASEL Technical Team</td>
<td>Designs, develops, system tests, and implements the NJ-EASEL integrated data system.</td>
</tr>
</tbody>
</table>
System Design

- System design is the means by which the operational needs of the data contributors and data users are translated into a technical infrastructure.
  - Three types of design: Centralized, Federated, or Hybrid
SYSTEM DESIGN
SYSTEM DESIGN

EC Federated SLDS

Presentation Layer: Research Datasets

Matched dataset is cached, then removed once data are delivered to requester.

MATCHING

Other Data
Early Intervention - Part B
Early Intervention - Part C
State PreK
Child Care
Home Visiting
Head Start
SYSTEM DESIGN
**SYSTEM DESIGN**

To ensure a seat at the table, the HMG affiliate should know:

- What type of system is being used for the ECIDS?
- How are data getting to the system, being merged and matched?
- How are data being protected?
- What identifiable data are being collected and how is it being used?
- What data elements are being collected across participating programs?
- How are HMG data mapped and defined?
- How long are data being retained?
- How are data being shared with SLDS?
- What type of data sharing agreement does HMG require?
SYSTEM DESIGN STATE EXAMPLE

MA EARLY CHILDHOOD INFORMATION SYSTEM (ECIS)
**Massachusetts Conceptual Structure of ECIS**

**Data from Parents, Screenings, Assessment, and Demographic Data Will Feed ECIS to Generate Valuable Reports and Information**

1. **Multi-dimensional Data**
   - ECIS Data Warehouse
     - Departmental Datamarts

2. **Nightly Update**
   - EEC Applications
     - CCIMs
     - eCCIMs
     - QRIS
     - PQR
     - LM

3. **Parent/Child Registration Portal**
   - ASQ

4. **Business Intelligence**
   - Dashboards
   - Self-Service Data and Reports

5. **Community and Family Outreach**

**KEY**
- 1. EEC data warehouse
- 2. Data loading process
- 3. Child data feeds
- 4. Reporting capabilities
- 5. Establish outreach
Data Use

- Data use is the process by which people examine and make sense of data to inform decisions and actions. In short, it is the means of moving from knowing more to doing something with that knowledge.
## Data Use

<table>
<thead>
<tr>
<th>User</th>
<th>Interest/Need</th>
<th>Example(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policymakers &amp; Legislators</td>
<td>Inform policy development, revision, and funding decisions</td>
<td>Resource allocation, program evaluation, legislative actions</td>
</tr>
<tr>
<td>Program Leaders</td>
<td>Improve program effectiveness and efficiency</td>
<td>Program evaluation, resource allocation, staffing needs, community needs, program development, program planning</td>
</tr>
<tr>
<td>Educators</td>
<td>Inform decisions to improve local-level learning environments</td>
<td>Resource allocation, staffing needs, instructional approaches, student placement, curriculum development</td>
</tr>
<tr>
<td>Researchers</td>
<td>Assess the impact of policies and programs on students and education entities</td>
<td>Research questions, program evaluation, policy evaluation</td>
</tr>
<tr>
<td>Parents &amp; Students</td>
<td>Support learning and inform decisions about placement in available schools/programs/courses</td>
<td>Which schools/program to send their child to, which classes to take to be ready for college, resources available</td>
</tr>
</tbody>
</table>
DATA USE

• To ensure a seat at the table, the HMG affiliate should know:
  • What integrated data or reports do you want back from the system?
  • Do you want ad hoc or standardized reporting capabilities?
  • How often would you want this information (i.e. real time, monthly, annually)?
  • How would you prefer the data be presented (state level, school district, other)?
  • What training will be needed to access data?
  • What training will be needed to understand data?
**DATA USE STATE EXAMPLE**

**Kentucky 2016 Early Childhood Profile**

### 2015 Early Childhood Profile

**Kentucky**

Kindergarten Readiness means that each child enters school ready to engage and benefit from early learning experiences that best promote the child's success. The kindergarten readiness measure monitors these important domains. This composite measure was reflected here as comprised of the academic, cognitive, language development and physical development domains.

#### Results by Composite Domain

- **Academic and Cognitive**
  - State: 59.9%
  - National: 59.6%

- **Language Development**
  - State: 59.5%
  - National: 59.6%

- **Physical Development**
  - State: 59.5%
  - National: 59.6%

#### Results by Social-Emotional and Self-Help Domains

- **Self Help**
  - State: 85.1%
  - National: 86.2%

- **Social-Emotional**
  - State: 81.7%
  - National: 82.4%

#### Early Care and Education Programs

- **Kindergarten**
  - State: 54,949
  - Preschool: 22,667

- **Head Start**
  - State: 12,204

#### Third Grade Assessment Results

- **State**
  - Math: 54.2%
  - Reading: 54.1%

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**Support Services**

- **Family, Health and Services**
  - Select Indicators
    - Number of children: 164,636
    - 2-5 years old: 110,238
    - Children living below 100% poverty: 98,315
    - 100% poverty: 139,686
    - 200% poverty: 174,460

- **Children 0-5 years old with substantial child abuse neglect:** 7,737

- **Children 0-17 years old with grandparent:** 56,517

- **Childrens with non-English language in home:** 91,287

- **Families served by the Early Intervention Program:** 4,766

- **Families served by the Head Start Program:** 9,631

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**STAR Ratings for Child Care**

- **5 stars**
  - State: 96.7
  - Number: 27
  - Enrollment: 87,965

- **3 stars**
  - State: 96
  - Number: 27
  - Enrollment: 87,965

- **1 star**
  - State: 13
  - Number: 4
  - Enrollment: 13

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**Early Childhood Workforce**

Since 2001, early childhood educators have had an adult to child ratio and more college degrees to improve knowledge and skills.

**State**

- **Total Child Care Worker**
  - State: 70,140

- **Children Receiving Child Care Assistance (CCAP) Program**
  - State: 24,361

- **CCAP at Licensed Centers**
  - State: 22,606

- **CCAP at Registered Providers**
  - State: 1,875

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**State and Local Contact**

- **Kentucky Department of Education**
  - Website: http://www.education.ky.gov

- **Kentucky Early Childhood Program**
  - Website: http://www.earlychildhood.ky.gov

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**State**

- **College Scholarship Awarded**
  - State: 2,477
  - Amount: $755,240

- **Non-College Scholarships Awarded**
  - State: 698
  - Amount: $130,118

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**Kentucky Center for Childhood Violence**

- Website: http://www.kentuckycenterforkids.org

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**Kentucky Department of Education**

- Website: http://www.education.ky.gov

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**Data Use State Example**

**Kentucky 2016 Early Childhood Profile**

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SUSTAINABILITY

• Sustainability is the capacity to support a system or program over time with sufficient financial and human resources to meet current and future needs.
SUSTAINABILITY

• Sustainability is the capacity to support a system or program over time with sufficient financial and human resources to meet current and future needs.
SUSTAINABILITY

• To ensure a seat at the table, the HMG affiliate should know:
  • Is there a financial or human resource requirement to participate both currently and in the future?
  • What are the current and future plans for widespread data use
  • What metrics would HMG use to demonstrate a return on investment for participating?
QUESTIONS AND ANSWERS