



**Help Me Grow**  
National Center

# **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.

# 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...

*Day, Month Date*

# AGENDA

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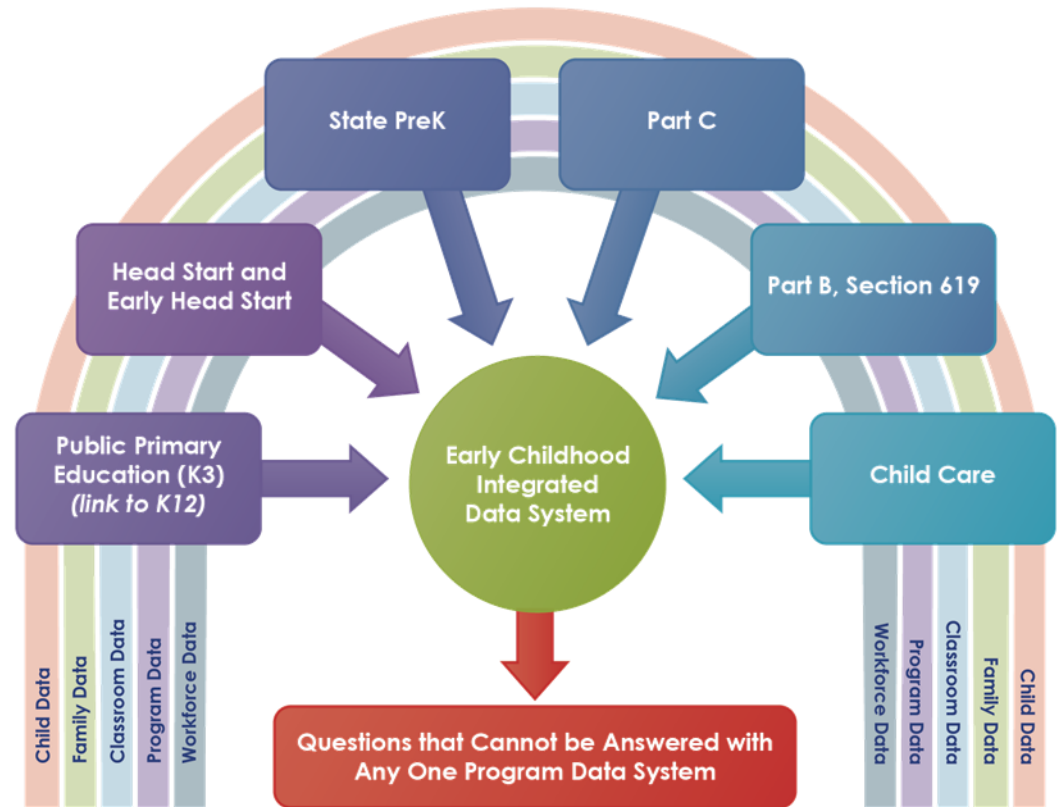
1. Welcome and Introductions
2. ECIDS History and Current Status
3. ECIDS Approaches and Successes
4. Question and Answer

# ECIDS HISTORY AND CURRENT STATUS

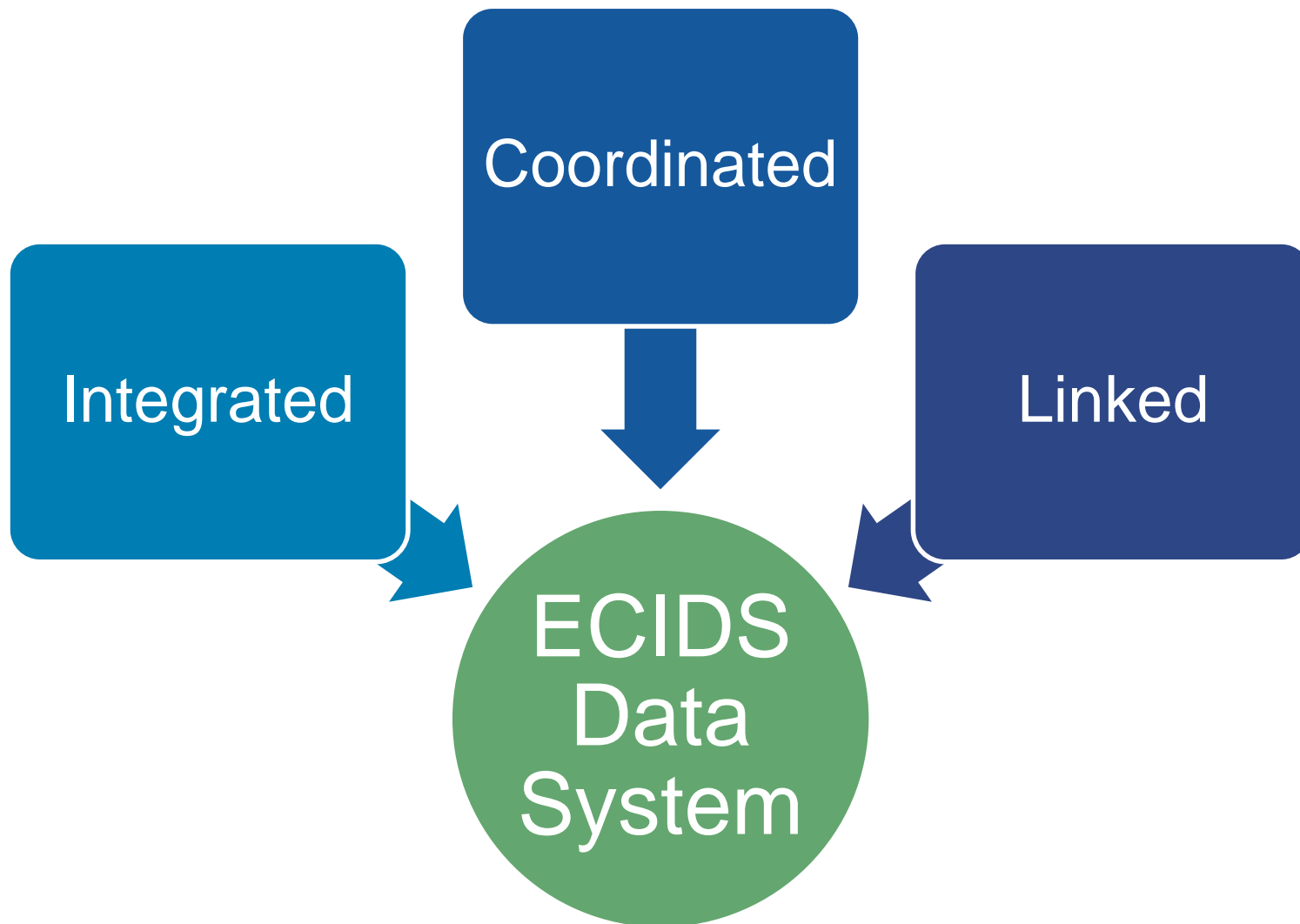


# HISTORY OF ECIDS

- 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:





# ECIDS CONTENT AND FOCUS AREAS



# 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:  
[https://nces.ed.gov/programs/slds/pdf/IssueBrief\\_Answering\\_key\\_questions\\_with\\_an\\_early\\_childhood\\_data\\_system.pdf](https://nces.ed.gov/programs/slds/pdf/IssueBrief_Answering_key_questions_with_an_early_childhood_data_system.pdf)

# 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.

Retrieved from: [https://nces.ed.gov/programs/slds/pdf/IssueBrief\\_Answering\\_key\\_questions\\_with\\_an\\_early\\_childhood\\_data\\_system.pdf](https://nces.ed.gov/programs/slds/pdf/IssueBrief_Answering_key_questions_with_an_early_childhood_data_system.pdf)

# FOCUS AREAS FROM THE EARLY CHILDHOOD FIELD



## Workforce

Workforce areas of focus include:

- Early childhood professional preparation
- Professional development
- Workforce characteristics
- Etc.

Retrieved from: [https://nces.ed.gov/programs/slds/pdf/IssueBrief\\_Answering\\_key\\_questions\\_with\\_an\\_early\\_childhood\\_data\\_system.pdf](https://nces.ed.gov/programs/slds/pdf/IssueBrief_Answering_key_questions_with_an_early_childhood_data_system.pdf)

# 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  
...

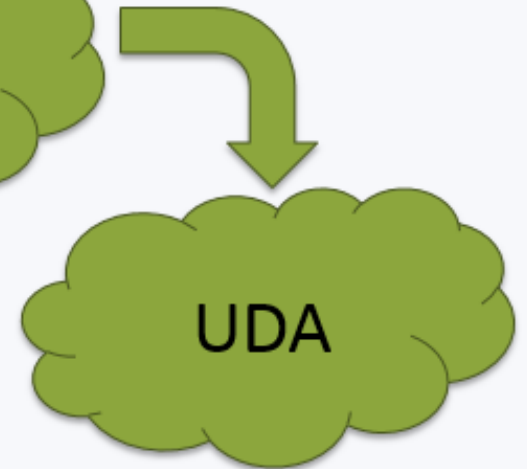


## *Registries*

Birth Certificate  
Immunization  
Death Certificate  
...



*Other  
Longitudinal Data  
Systems*



# ECIDS APPROACHES AND SUCCESSES

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# ECIDS TOOLKIT

The screenshot shows the ECIDS Toolkit website. At the top is a navigation bar with tabs for Home, Manage, Collaborate, Research, and Admin. Below the navigation bar, the page title is "ECIDS Toolkit". A breadcrumb trail reads "Home > Overview > Home". The main content area features a central graphic with "ECIDS" in a white starburst surrounded by seven blue arrows pointing outwards, labeled: Purpose and Vision, Planning and Management, Stakeholder Engagement, Data Governance, System Design, Information Use, and Sustainability. To the right of this graphic, the text "EARLY CHILDHOOD INTEGRATED DATA SYSTEMS" is written in large green letters, with "Toolkit" in a smaller, black, handwritten-style font below it, accompanied by a small silhouette of a person walking. Below the main graphic, there is a section titled "What Is the SLDS ECIDS Toolkit?" with a paragraph of text. To the right of this section is a sidebar titled "Explore the ECIDS Toolkit" containing a vertical list of green buttons: "Toolkit Home", "Toolkit Background Information", "Related Frameworks", "Purpose and Vision", and "Key Indicator 1".

Home Manage Collaborate Research Admin

Program: Home

## ECIDS Toolkit

Home > Overview > Home

# 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



# ECIDS TOOLKIT

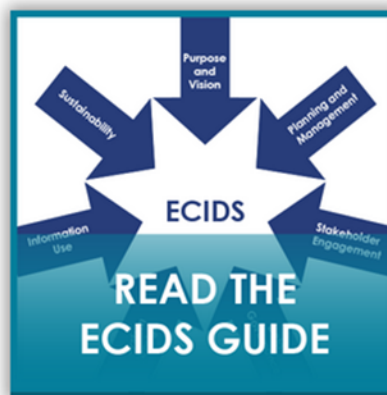
## Download the ECIDS Self-Assessment and Planning Guide

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.

Key Indicator 3

Key Indicator 4

Key Indicator 5

Key Indicator 6

Key Indicator 7

**Data Use**

Key Indicator 1

Key Indicator 2

Key Indicator 3

Key Indicator 4

Key Indicator 5

**Sustainability**

Key Indicator 1

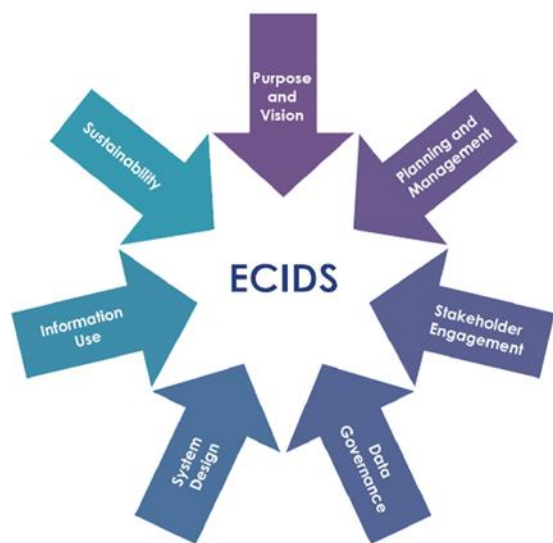
Key Indicator 2

Key Indicator 3

Key Indicator 4



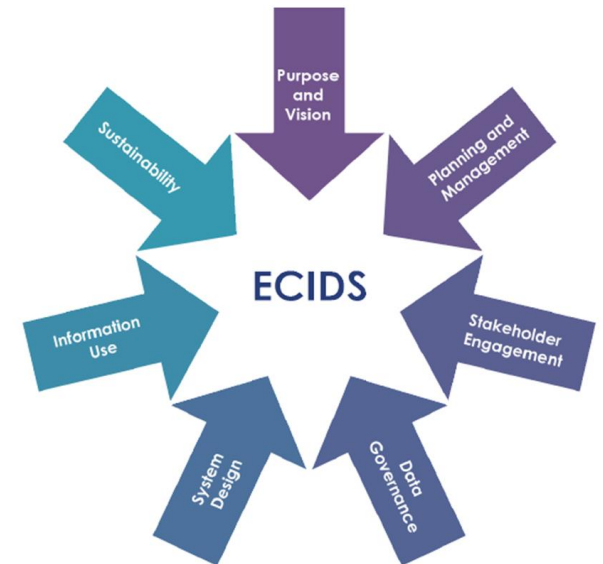
# ECIDS TOOLKIT



Self-Assessment Tool	Guide
Introduction to the self-assessment	Introduction to the guide
Definition of key indicators and elements of quality	Glossary of terms
<b>Each component will have:</b>	
	Definition of terms for that component
Purpose of the component	Purpose for the component
Key indicators	Content Subsections (aligned to key indicators)
Elements of quality	Resources

# 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

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- 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

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## 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?

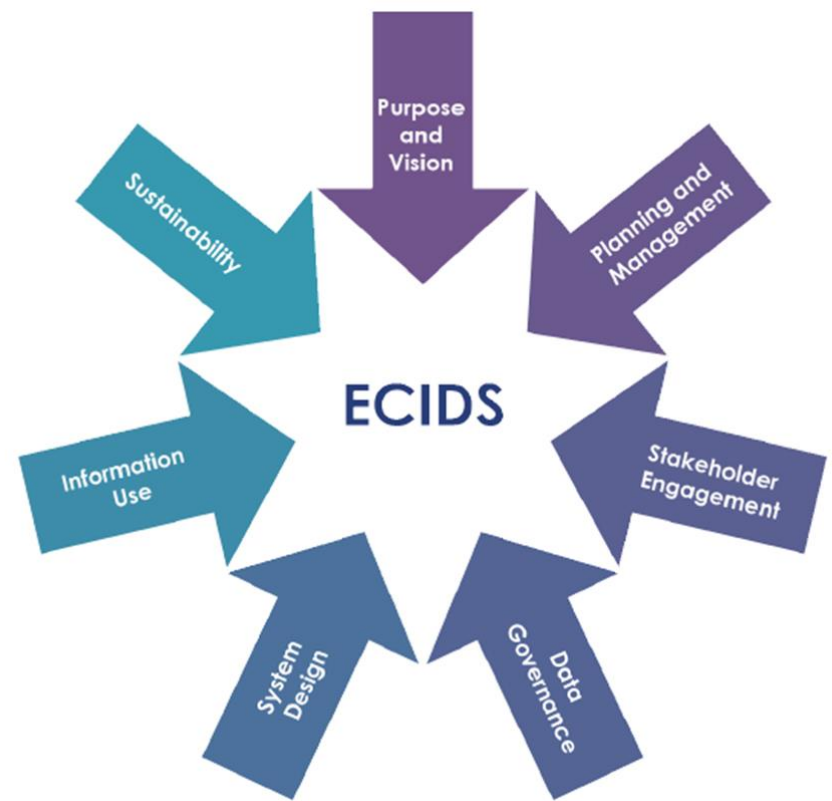
# MASSACHUSETTS EARLY CHILDHOOD INFORMATION SYSTEM (ECIS)

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

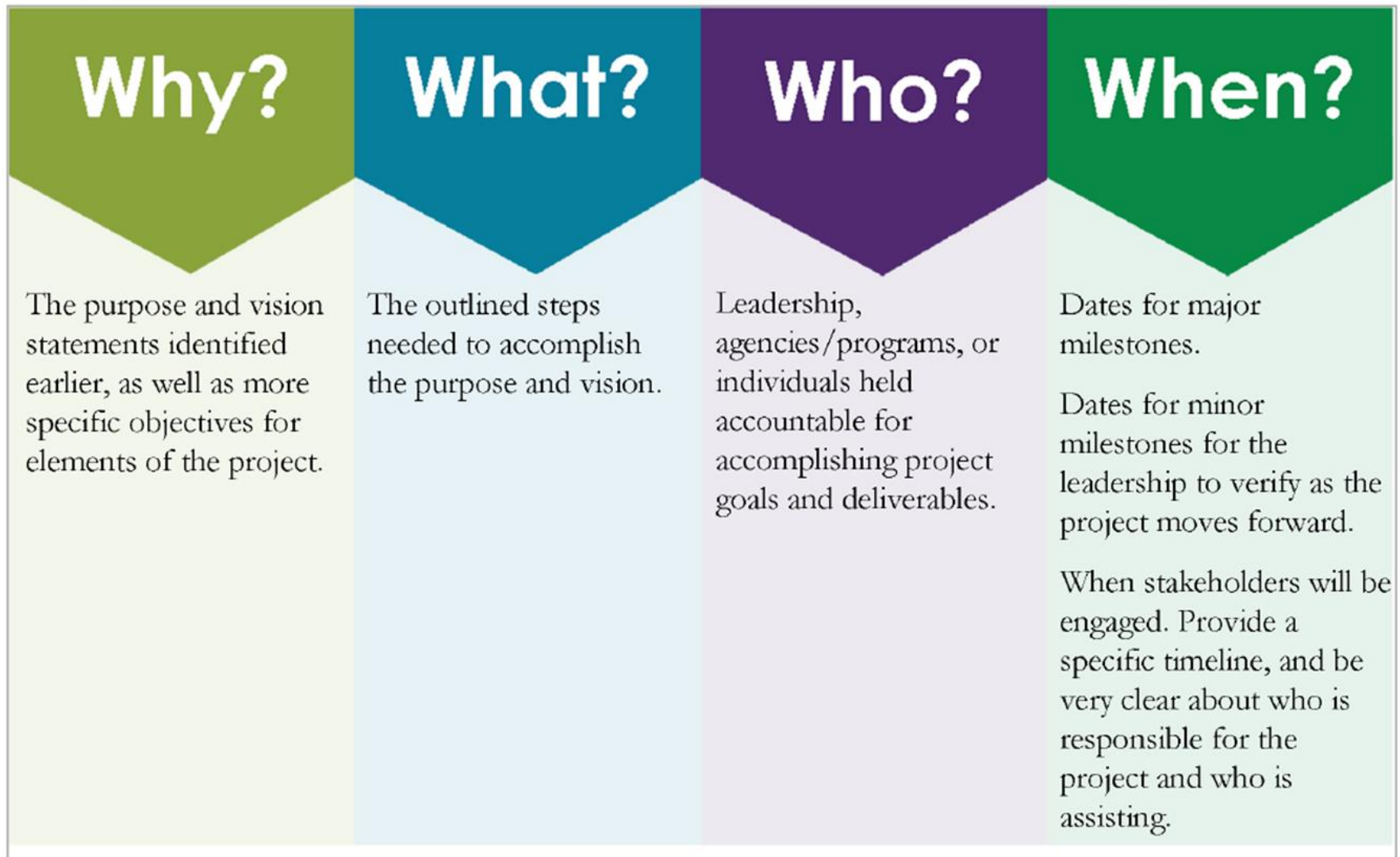
- Providing **parents/families** with information about early learning and development programs available to them and giving them the information needed to support their children development;
- Providing **programs and services** with information about the children they are serving and to improve individualized 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



# PLANNING AND MANAGEMENT

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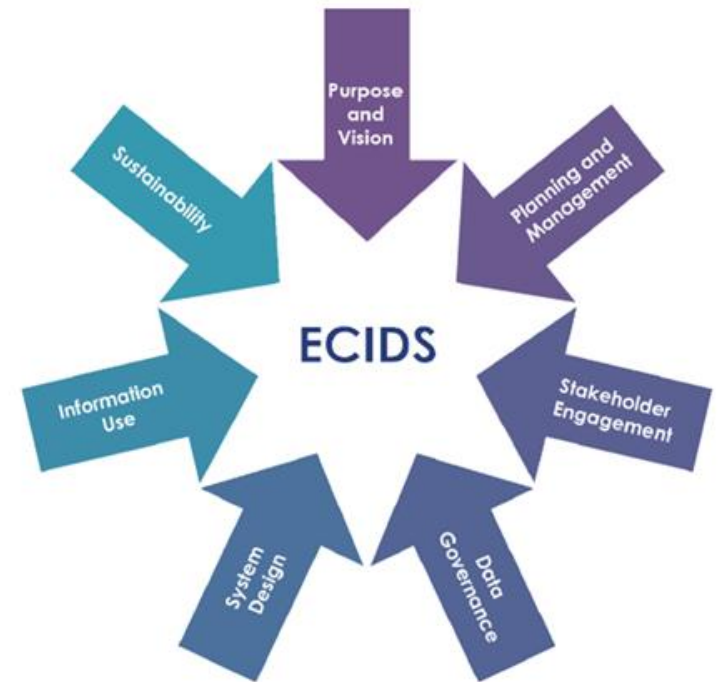
- To ensure a seat at the table, the HMG affiliate should know:
  - Why you want to participate in the ECIDS?
  - What are you prepared to share with the ECIDS and what do you want back from the ECIDS?
  - Who can represent and make decisions on behalf of HMG at ECIDS meetings?
  - When are the critical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

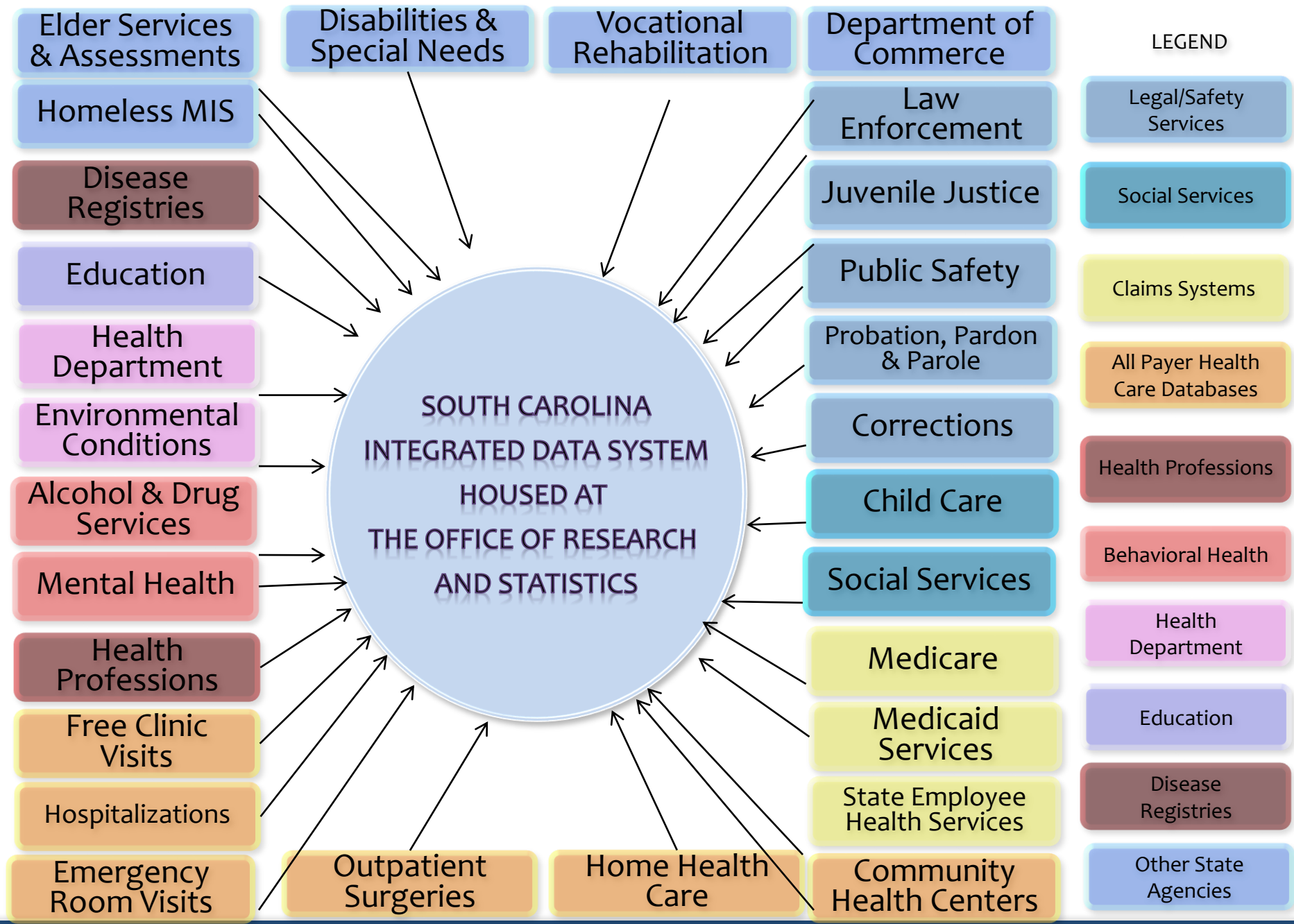
- To ensure a seat at the table, the HMG affiliate should know:
  - Who is already at the table and how does HMG compliment or fill in gaps
  - What are the HMG essential questions?
  - Will the system answer questions in the way that HMG need them to be answered?
- The success of the collaboration is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



# STAKEHOLDER ENGAGEMENT STATE EXAMPLE

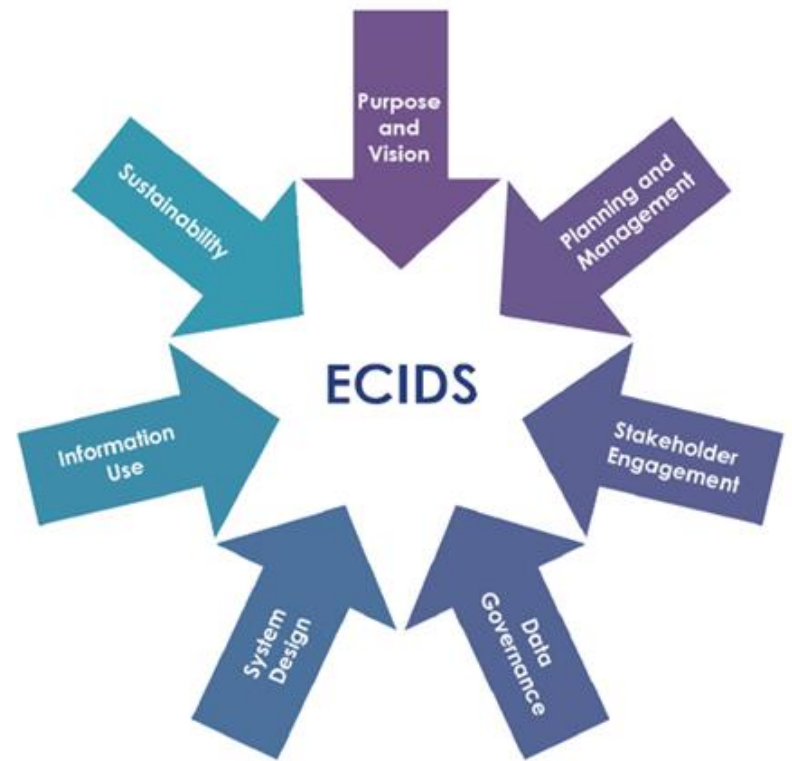
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- The South Carolina ECIDS has broad and deep stakeholder engagement and support
  - Over 30 agencies and organizations with data sharing agreements for ongoing activities
  - In many cases formal multi-stakeholder governance for data use
  - Activities 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

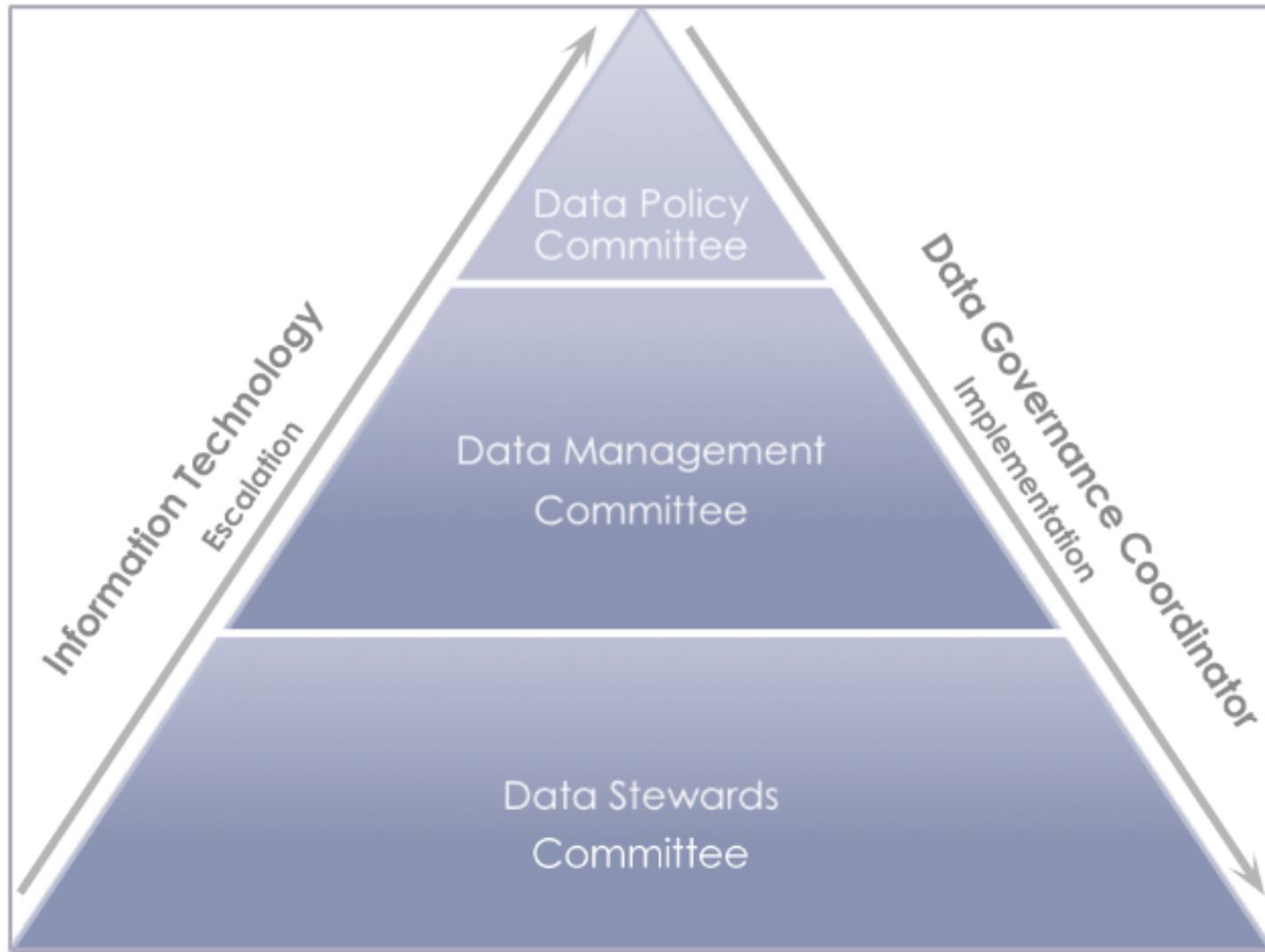


# DATA GOVERNANCE

- 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

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- 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



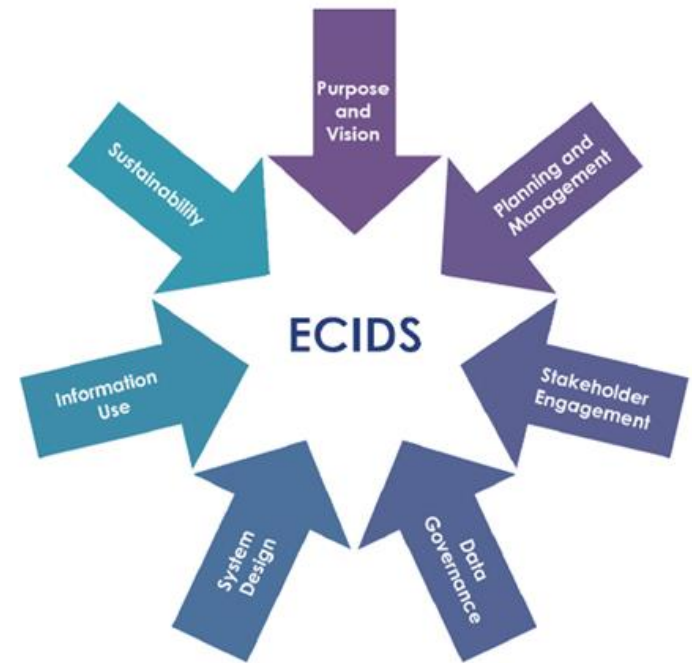
## NJ-EASEL DATA GOVERNANCE MODEL

# NJ-EASEL DATA GOVERNANCE STRUCTURE

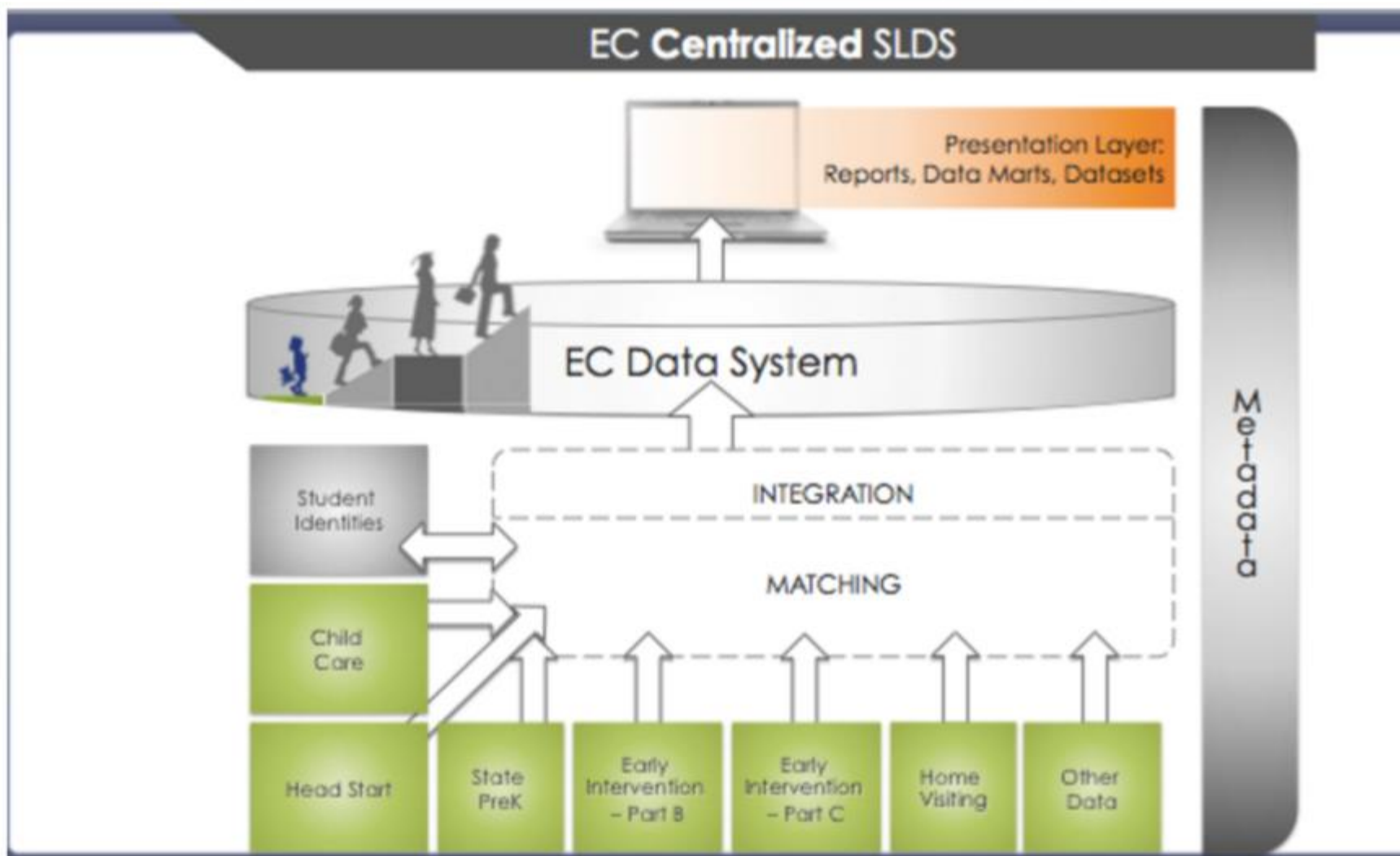
Governance Structure	Roles & Responsibilities
Early Learning Commission	Serves as the authority for escalation of issues providing vision and direction for the Interdepartment Planning Group; responsible for high-level NJ-EASEL decision making.
Interdepartment Planning Group	Serves as the authority for 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.
NJ-EASEL Steering Committee	Provides direction, sets priorities and makes decisions necessary for NJ-EASEL project progress and success.
NJ-EASEL Policy and Data Governance Council	Establishes the standards and overall guidelines for the management of and access to the NJ-EASEL data.
NJ-EASEL Project Oversight Team	Provides a central point of coordination for all aspects of NJ-EASEL and helps set priorities.
NJ-EASEL Functional Team	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.
NJ-EASEL Technical Team	Designs, develops, system tests, and implements the NJ-EASEL integrated data system.

# SYSTEM DESIGN

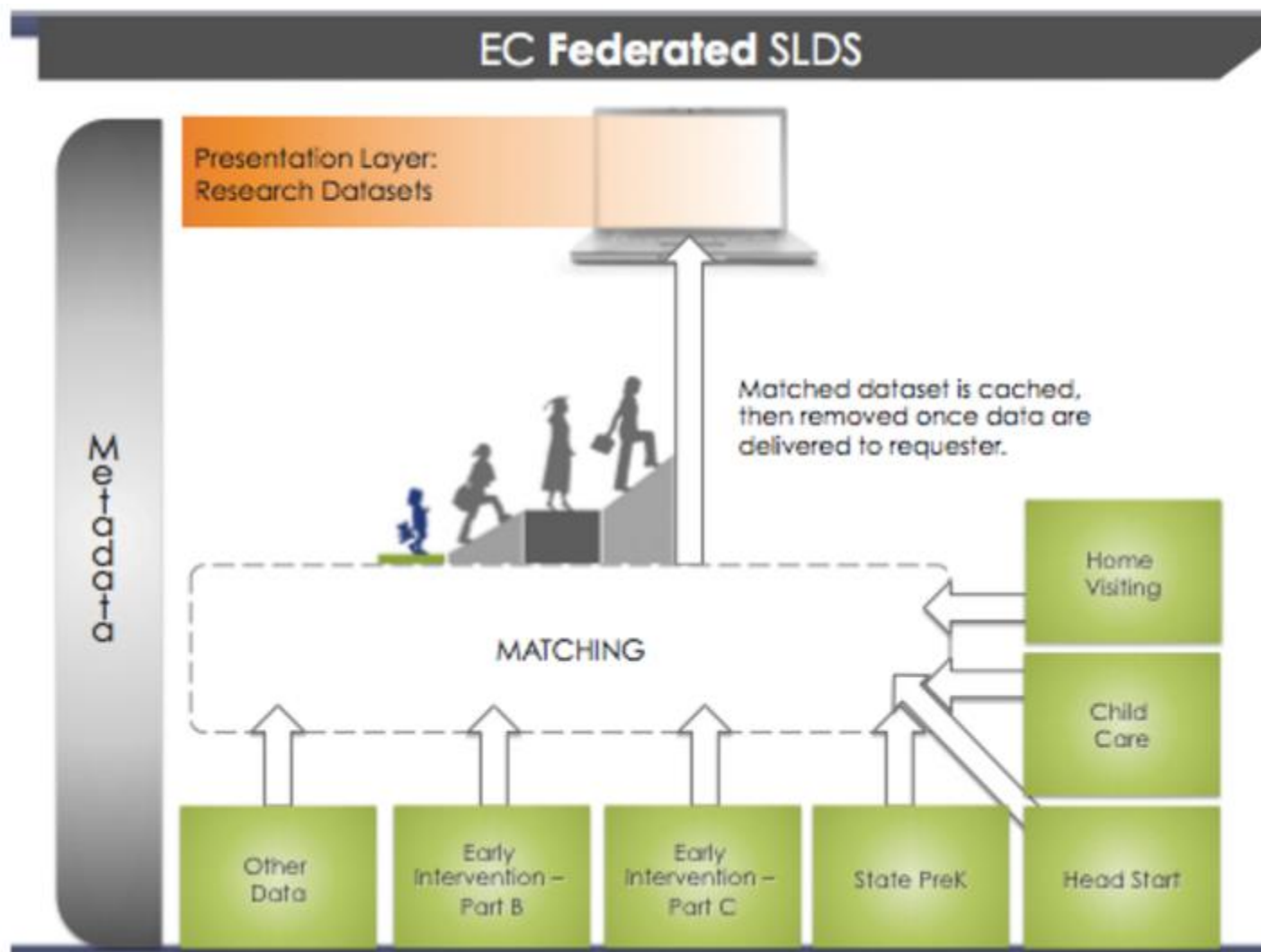
- System design is the means by which the operational needs of the data contributors and data users are translated into a technical infrastructure.
  - Three types of design: Centralized, Federated, or Hybrid



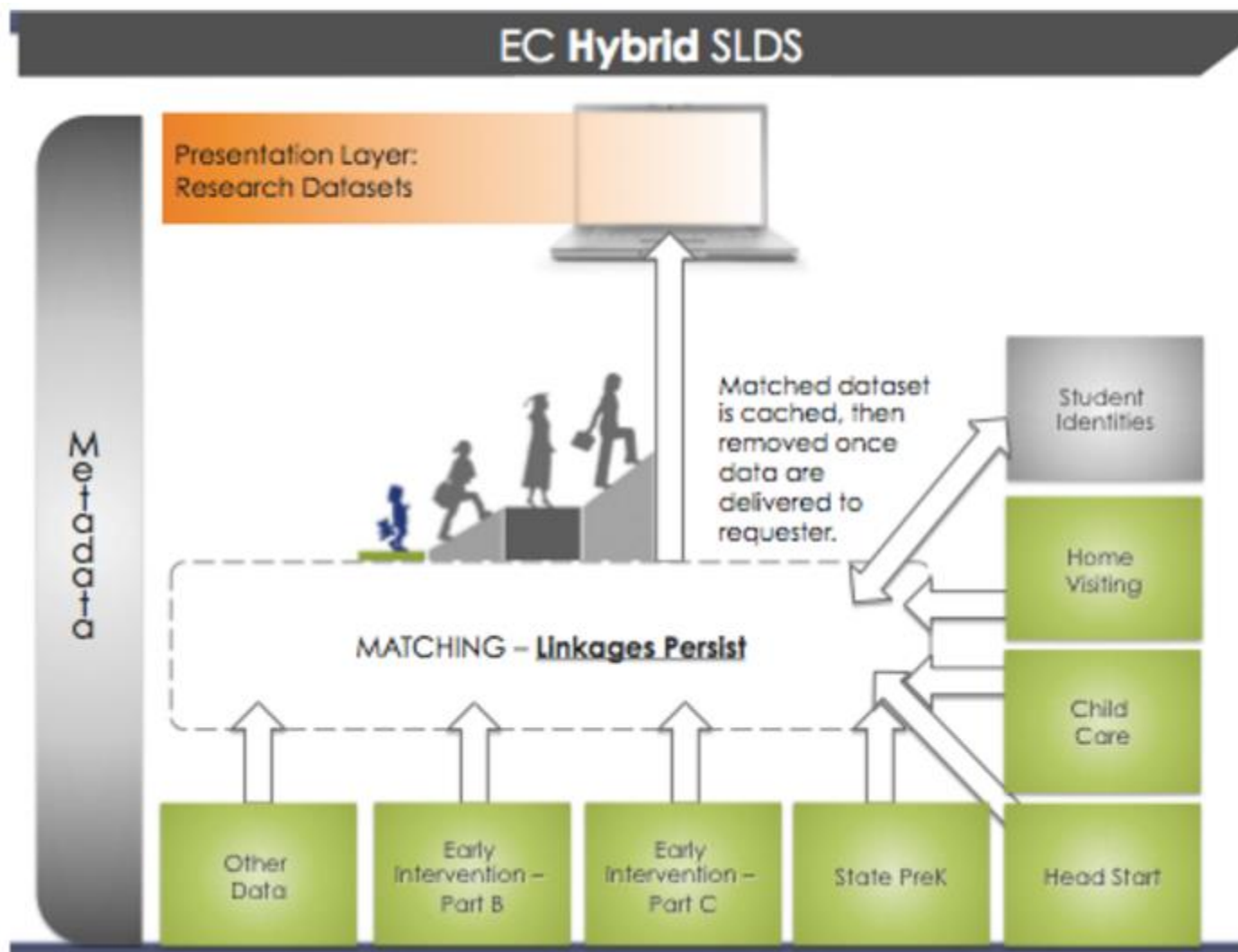
# SYSTEM DESIGN



# SYSTEM DESIGN



# SYSTEM DESIGN



# SYSTEM DESIGN

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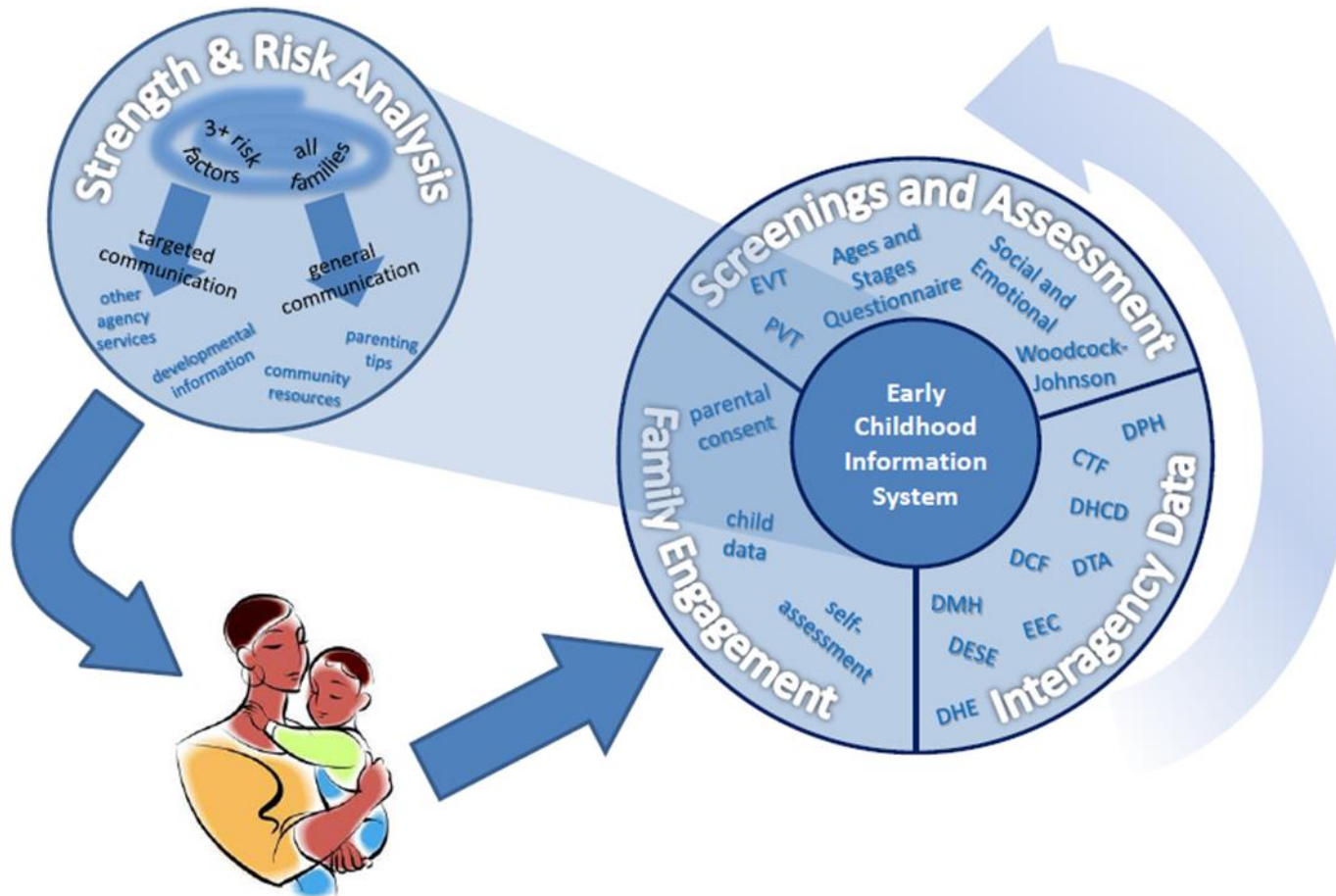
- To ensure a seat at the table, the HMG affiliate should know:
  - What type of system is being used for the ECIDS?
  - How are data getting to the system, being merged and matched?
  - How are data being protected?
  - What identifiable data are being collected and how is it being used?
  - What data 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

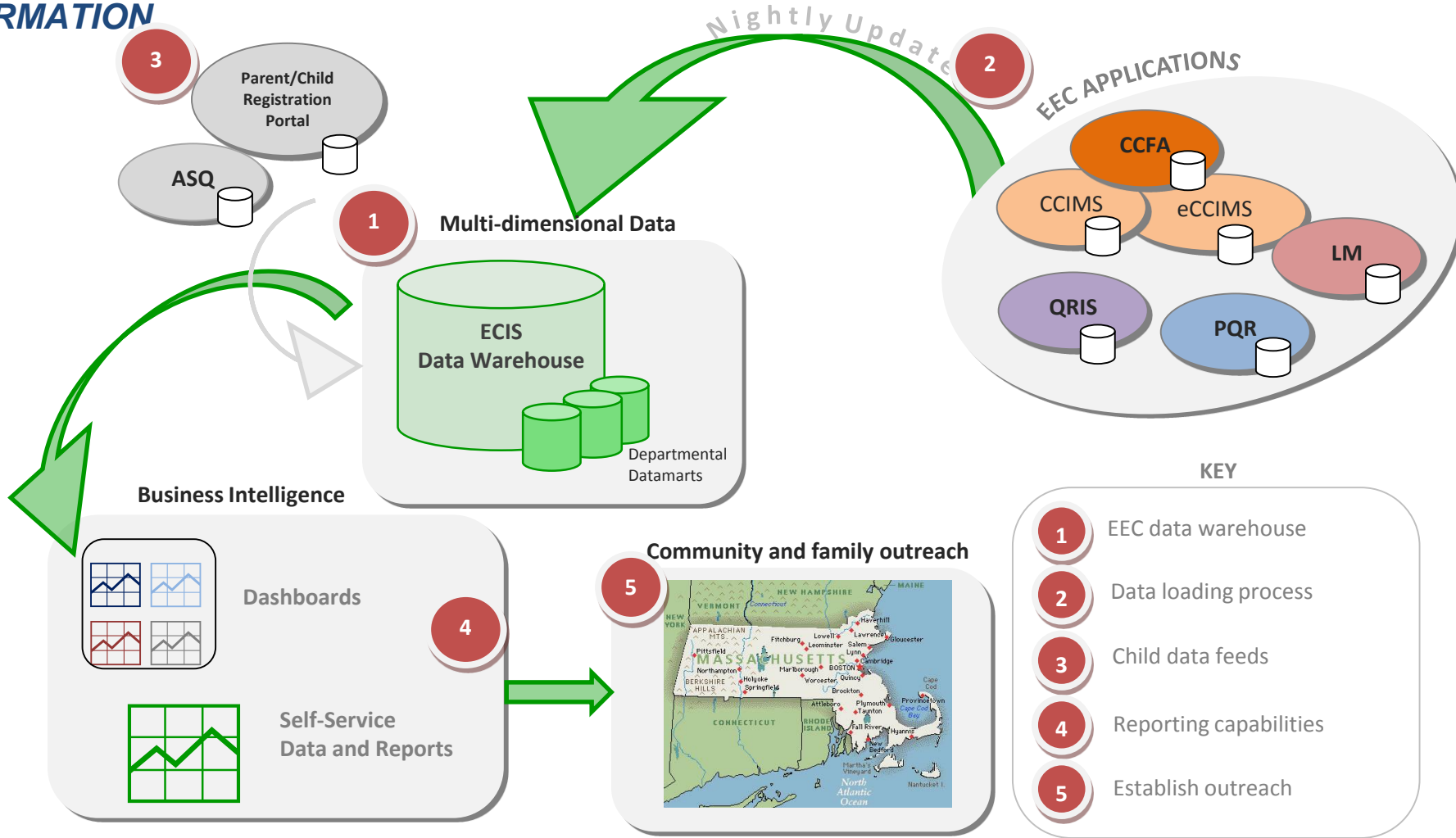
## MA EARLY CHILDHOOD INFORMATION SYSTEM (ECIS)





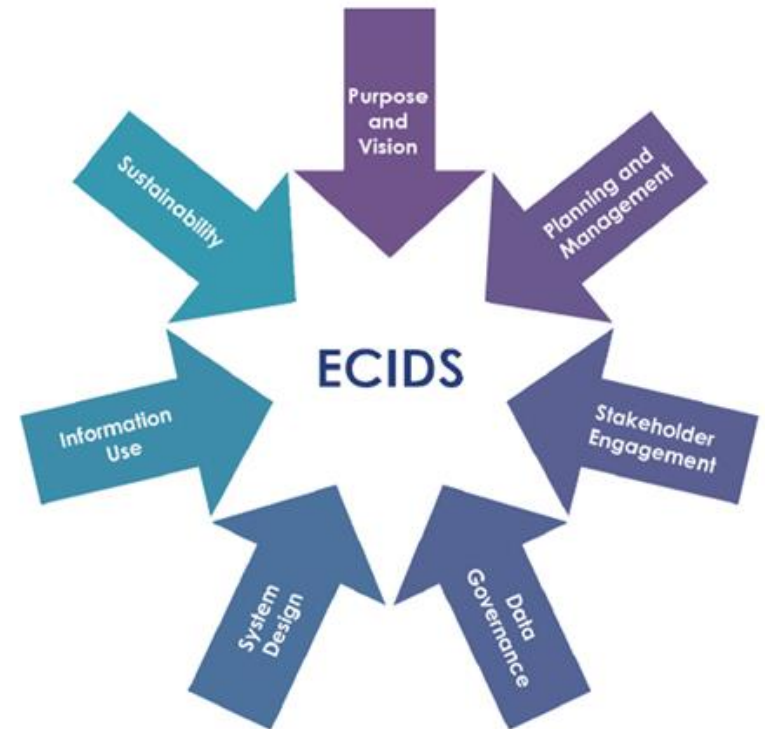
# Massachusetts Conceptual Structure of ECIS

**DATA FROM PARENTS, SCREENINGS, ASSESSMENT, AND DEMOGRAPHIC DATA WILL FEED ECIS TO GENERATE VALUABLE REPORTS AND INFORMATION**



# 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

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

# DATA USE

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- 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

The Early Childhood Profile is produced by the Kentucky Center for Education and Workforce Statistics (KCEWS) for the Governor's Office of Early Childhood (GOEC) and the Early Childhood Advisory Council (ECAC) utilizing data from the Kentucky Longitudinal Data System (KLDS).



#### Kindergarten Readiness

Kindergarten readiness means that each child enters school ready to engage in and benefit from early learning experiences that best promote the child's success. The kindergarten screen measures readiness in five important domains. The composite readiness score reflected here is comprised of the academic/cognitive, language development and physical development domains.



#### Results by Composite Domain



Chart shows percentage of students scoring "average" or "below average". For a detailed explanation, see the technical notes at <http://www.ky.gov/ece/earlychildhoodprofile/>

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



Chart shows percentage of students scoring "average" or "below average". For a detailed explanation, see the technical notes at <http://www.ky.gov/ece/earlychildhoodprofile/>



#### Early Care and Education Programs

Program	State
Kindergarten	54,949
Preschool	22,567
At risk 4-year-olds at or below 150% of the federal poverty level (FPL)	10,907
3- and 4-year-olds with disabilities	9,650
3- and 4-year-olds over income or other	2,010
Head Start enrollment	12,864
3- and 4-year-olds income eligible (at risk 4s at 150% FPL)	11,072
3- and 4-year-olds with disabilities	1,592
Other (fs over 150% FPL without disabilities)	200
Total child care capacity	170,142
Children receiving child care assistance (CCAP program)	24,261
CCAP at Licensed Centers	22,884
CCAP at Licensed Homes	294
CCAP at Certified Homes	878
CCAP at Registered Providers	305

#### Third Grade Assessment Results

Below are the percentages of 3rd grade students who scored proficient or distinguished in the 2013-14 school year. They were kindergartners in the 2010-11 school year.

Subject	State
Math	45.8%
Reading	54.1%

Kentucky

2015 Early Childhood Profile - Page 2

#### Family, Health and Services

Select Indicators	State #	State %
Number of children:		
0-2 years old	164,636	3.7%
3-4 years old	110,238	2.5%
Children living below:		
100% poverty	90,315	30.2%
150% poverty	130,636	42.6%
200% poverty	174,490	53.1%
Children 0-17 years old with substantiated child abuse/neglect	17,917	1.8%
Children 0-17 years old living with grandparents	56,617	5.6%
Households with non-English language in home	95,287	5.6%
Births to mothers who are not high school graduates**	9,714	18.0%
Births to teenage girls 15-19 years old**	6,057	43^
Low birth weight babies (born less than 5.5 pounds)**	4,818	8.9%
Preterm babies (born before 37 weeks of pregnancy)	5,981	11.1%

\* rate per 1,000 live births ages 15-19  
\*\* percent reported 1-year ending average (calendar) non-1-year aggregate data, rates are 1-year aggregate data.

#### Early Childhood Workforce

Since 2001, early childhood educators have had access to college and non-college scholarships to improve knowledge and skills.

	State Number	State Amount
College Scholarships Awarded	847	\$ 714,240
Non-College Scholarships Awarded	698	\$ 130,148

Find an Early Childhood Professional Development Counselor in your county here: <http://www.kentucky.gov/ece/earlychildhoodprofile/>

#### State and Local Contact

Head Combs <http://www.ky.gov/ece/earlychildhoodprofile/> Head Combs@ky.gov

<http://www.ky.gov/ece/earlychildhoodprofile/>

Visit the Governor's Office of Early Childhood online at <http://www.ky.gov/ece/> or call 502-782-0000 for more information.

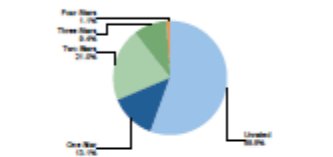
Visit <http://www.ky.gov/ece/earlychildhoodprofile/> for sources, technical descriptions of each data element in this profile, notes for how to use this report, and links to other sources of information for the early childhood community. For school and district Kindergarten readiness data, please visit the Kentucky Department of Education's Open House website at <http://www.ky.gov/education/openhouse/>

#### Support Services

	State
Children receiving Medicaid insurance	449,750
Children receiving KCHIP health insurance	40,904
Families served by the First Steps program	4,106
Number of families served by the HANZS home visitation program	9,621

#### STAR Ratings for Child Care

Early child care facilities can voluntarily participate in the STARS for KIDS NOW rating. A higher quality rating means better child-to-caregiver ratios, program curriculum, child care staff training, program regulatory compliance, and personnel policies.



Rating	Child Care Centers		Child Care Capacity	
	Licensed	Certified	Licensed	Certified
STARS	962	96	86,796	576
Not STARS	1,009	269	81,556	1,614

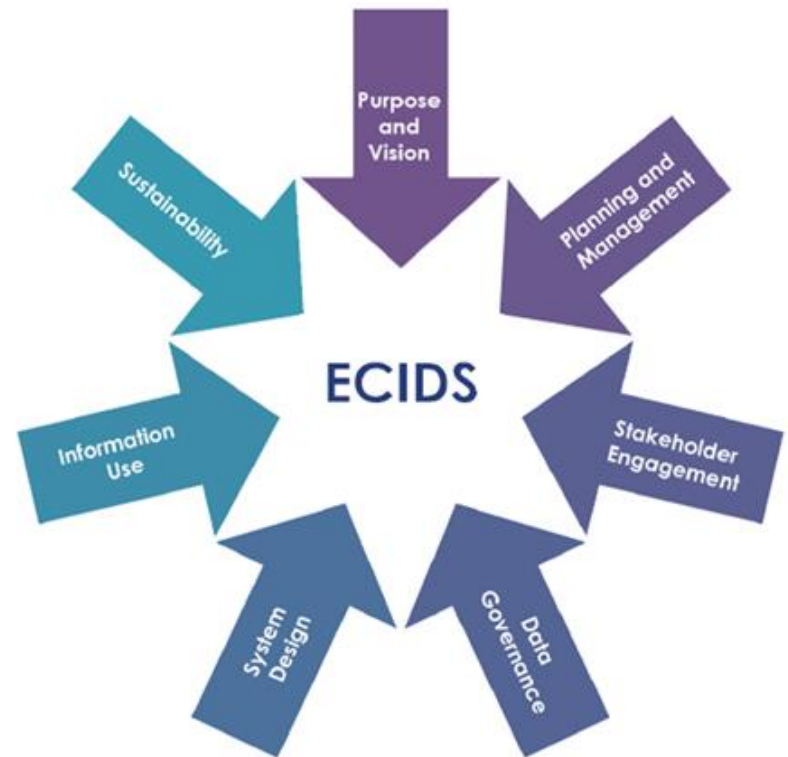
The following charts show the percentage of STAR-rated and unrated program centers and the percent of total capacity in STAR-rated and unrated program centers.



"Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has."  
- Margaret Mead

# 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.



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# SUSTAINABILITY

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- 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

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