



2013 State of States' Early Childhood Data Systems

Webinar: 12:30pm-2:00pm (EST)
March 5, 2014



Welcome

Carlise King

Executive Director

Early Childhood Data Collaborative

Agenda

- Early Childhood Data Collaborative
- 2013 Early Childhood Data Systems Survey
 - Methodology and Findings
- Pennsylvania Enterprise for Linking Information Across Networks (PELICAN)
 - Departments of Education and Public Welfare
Office of Child Development and Early Learning
 - Marci Walters, Lead Business Analyst
 - Michelle Hill, Educational Research Associate
- Audience questions

About the Early Childhood Data Collaborative (ECDC)



Mission

Promote policies and practices that support the development and use of coordinated, longitudinal early care and education (ECE) state data systems

Guiding Principles

- From compliance-driven to **improvement-driven data systems**
- From fragmented data systems to **coordinated data systems**
- From “snapshot” data to **longitudinal data systems**

In partnership with:

- The Center for the Study of Child Care Employment at UC Berkeley
- Child Trends
- Council of Chief State School Officers
- Data Quality Campaign
- National Conference of State Legislatures
- National Governor's Association, Center for Best Practices

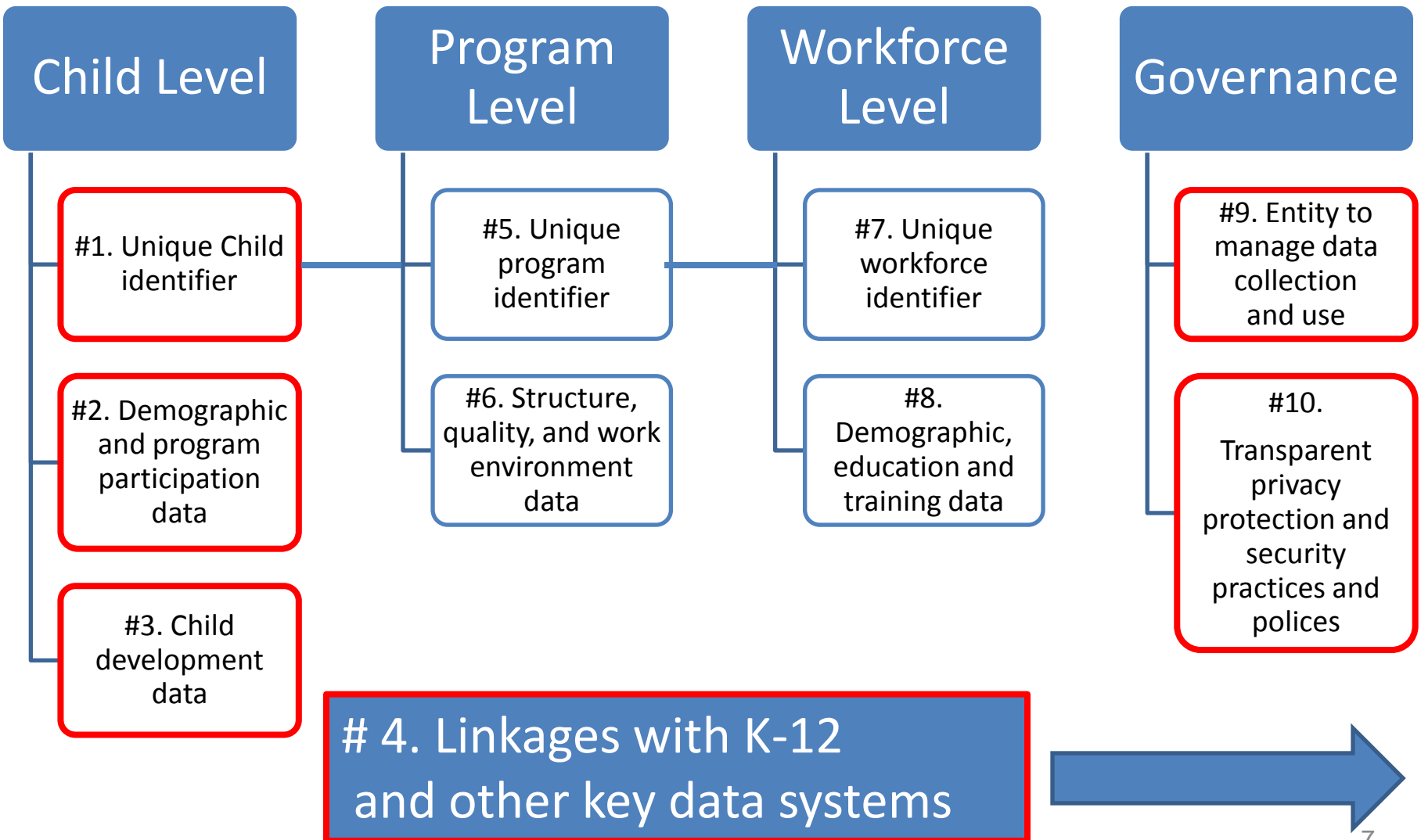
Supported through funding from the Alliance for Early Success

Can states key policy questions?

- Are **children**, birth to age five, on track to succeed at school entry and beyond?
- Which **children** have access to high-quality early care and education programs?
- Is the quality of **programs** improving over time?
- What are the characteristics of effective **programs**?
- How prepared is the **workforce** to provide effective education and care for all children?
- What policies and investments lead to a skilled and stable early childhood **workforce**?

10 FUNDAMENTALS

of Coordinated State ECE Data Systems



2013 Early Childhood Data System Survey

- Do states have the ability to securely link child-level data across ECE programs and to other state data systems, including K-12, health, and social services?
 - Fundamentals #1, #2, & #4
- Do states collect developmental screening, assessment, and kindergarten entry data to examine children's developmental status and service needs?
 - Fundamental #3
- Do states have an ECE data governance structure designated to support the development and use of a coordinated longitudinal ECE data system?
 - Fundamental #9 and #10

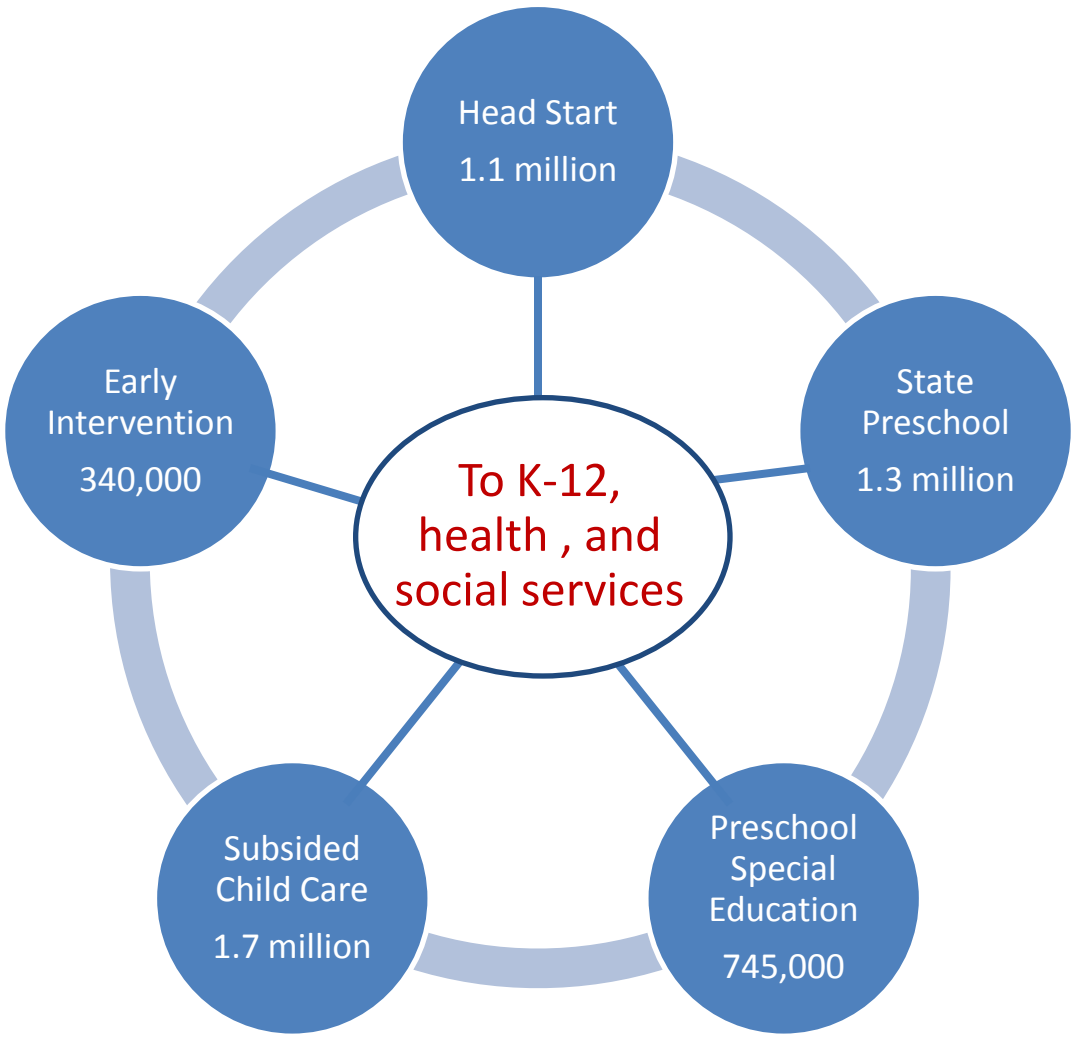
Methodology & Respondents

- Online survey: 26 questions
- Main contacts were identified by ECDC to respond for all programs
 - Departments of Health, Social, or Human Services (31%); State Department of Education (25%); State Early Childhood Advisory Council (20%); Office of Early Learning (20%)
- Average completion time was 1 hour.

What are "Early Childhood" Data?

- The ECDC recognizes that multiple domains are important to early childhood
- This survey focused on five of the early care and education (ECE) programs—
 1. Early Intervention, IDEA Part C (birth- age 3)
 2. Preschool Special Education, IDEA Part B 619 (ages 3-5)
 3. Federal and state-funded Head Start (prenatal- age 5)
 4. State Pre-kindergarten (ages 3-5)
 5. Subsidized Child Care (birth- age 13)

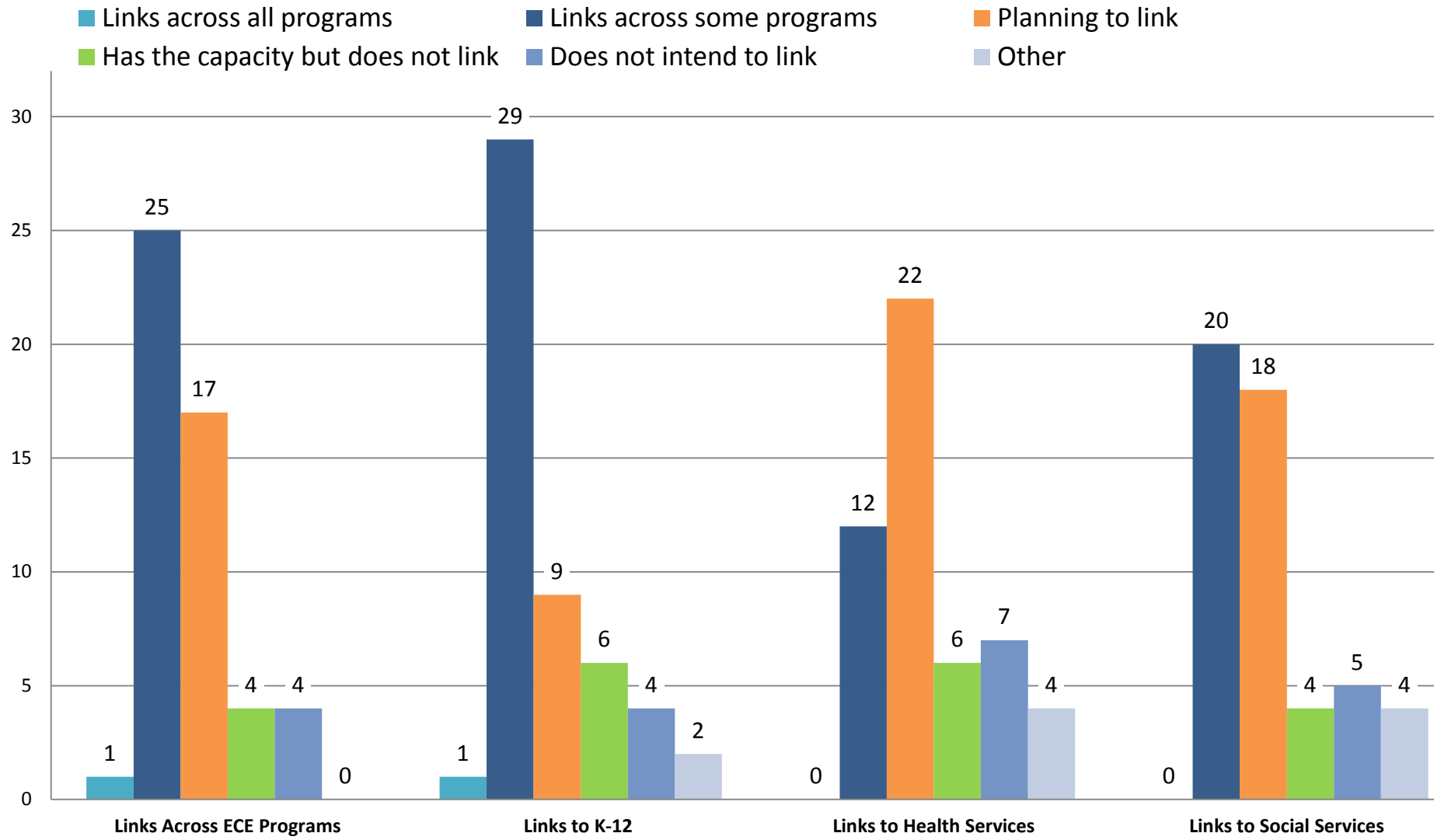
Securely Linking Child-Level Data Across ECE Programs and to K-12, Health, and Social Service Systems



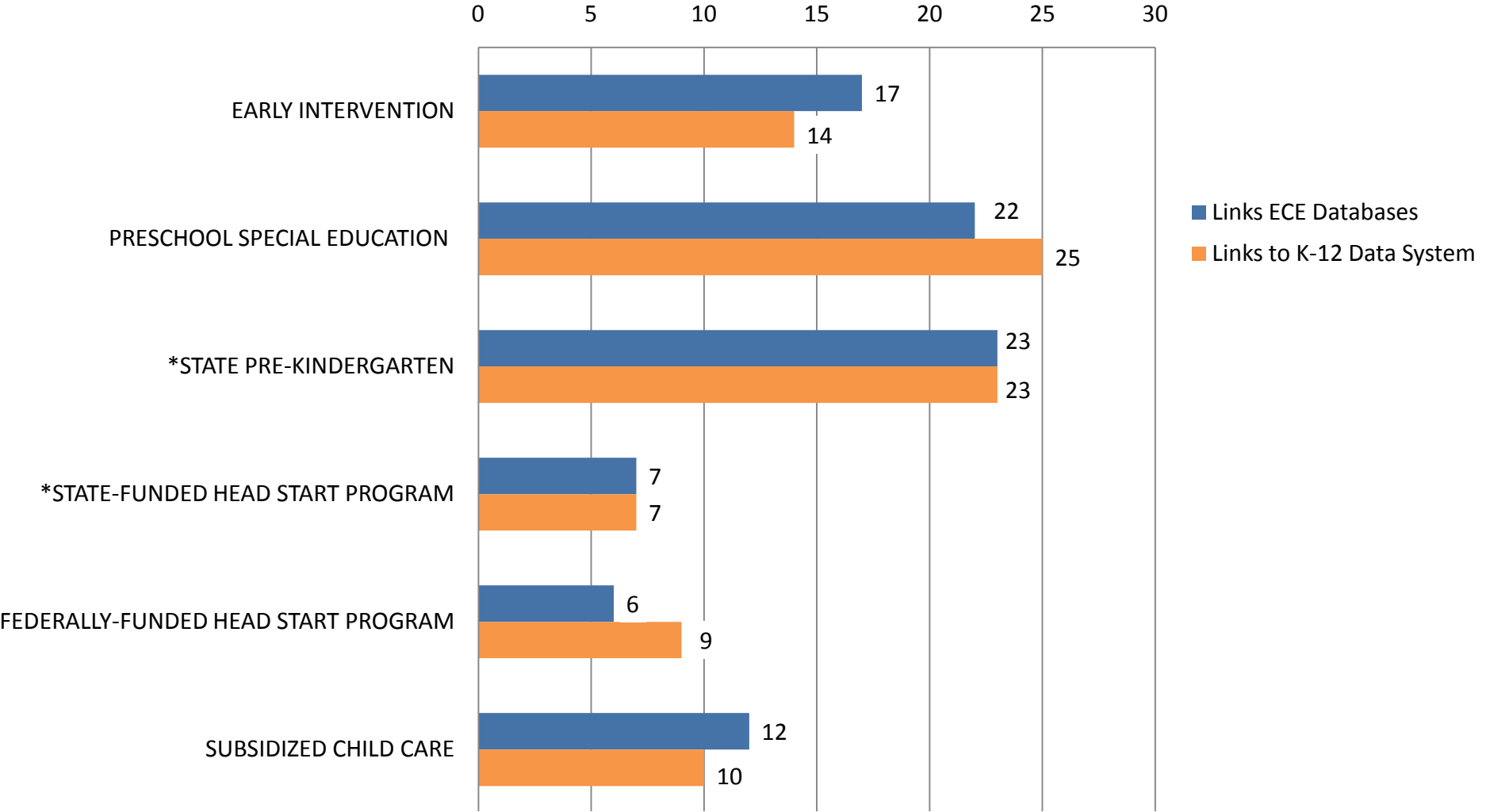
Survey Findings

- Pennsylvania is the only state with the capacity to link child-level data across all ECE programs and to the state K-12 data system
- More states link ECE data to K-12 data systems compared to health or social services systems.
- State pre-kindergarten and preschool special education data are more likely to be linked as part of a coordinated ECE data system than data from Head Start or subsidized child care programs.
- Over one-half of states collect some type of child development data in a state system.
- A majority of states have designated an ECE data governance entity to guide the development and use of a state-coordinated longitudinal ECE data system.

States Linking Child-Level Data Across ECE Programs and to K-12, Health, and Social Services Systems

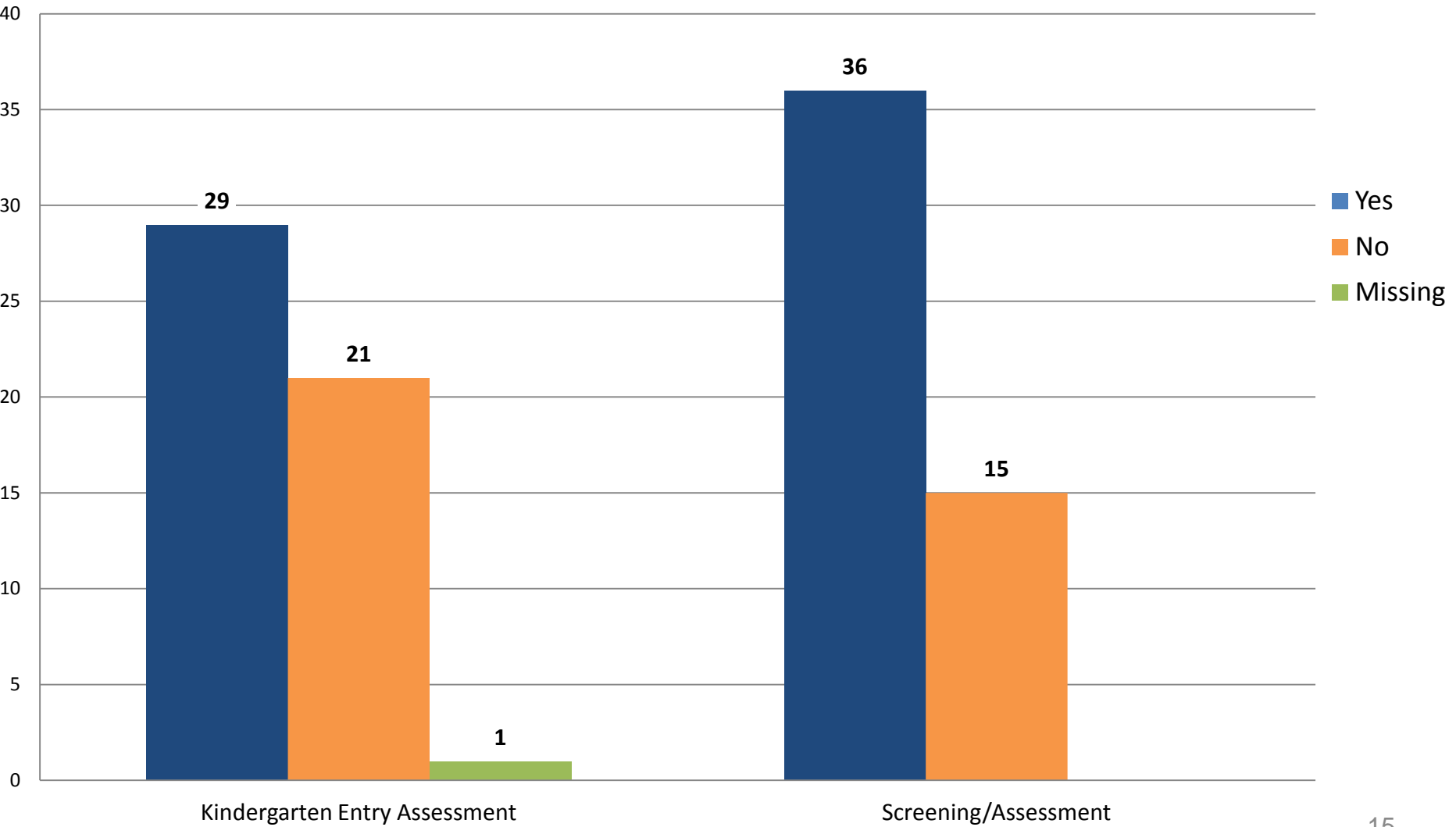


Number of States Securely Linking Child-Level Data by Program

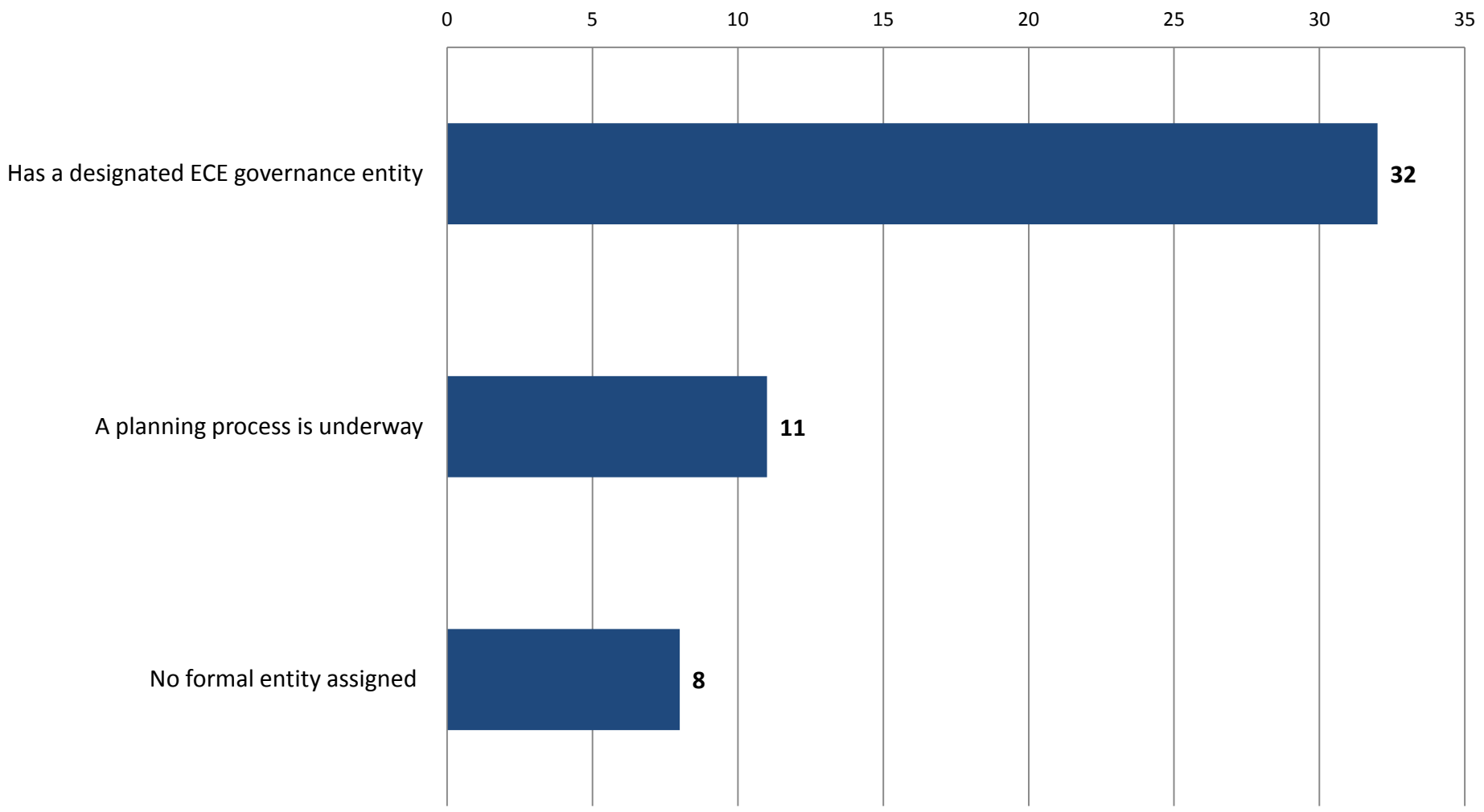


* Not all states offer state pre-kindergarten and/or state-funded Head Start. The total number of possible responses for questions referring to these programs are state pre-kindergarten, 43 states, and state-funded Head Start, 15 states.

Number of State Collecting State-level Kindergarten Entry, Screening Or Assessment Data (n=51)



State ECE Governance Status (n=51)



State ECE Governance Authorities and Functions(n=32)

AUTHORITY	Number of States
Makes recommendations	23
Approves some polices	16
Approves and monitors all data policies	15
Other	3
FUNCTION	
Sharing data across state agencies	29
Strategic planning	28
Data reporting and use	27
Linking ECE databases	26
Coordinating resources for development of an ECE data system	25
Common data definitions and standards	25
Resolving data conflicts between agencies	22
Other function	4

Summary

- Most states cannot answer key policy questions about all children served in publicly-funded early care and education programs because ECE child-level data are not linked.
- States are beginning to link data from some ECE programs and a number of states are engaged in planning processes to create linkages.
- More states securely link preschool special education data or state pre-kindergarten data than link federal Head Start or subsidized child care ECE data.
- More information is needed about the proportion of programs participating in these state systems and how this screening and assessment information is being used.
- Governance entities are well positioned to coordinate data across the multiple state agencies that administer a patchwork of state and federally funded programs.

Action Steps for Policymakers and Practitioners

- Strengthen states' capacity to securely link data on young children across all state and federal programs.
- Expand state efforts to collect, link, and use screening and child assessment data.
- Create and strengthen state ECE data governance entities to enhance the coordination, security, and appropriate use of ECE data.

Why Early Childhood Data Now?

Closing the achievement gap and preparing all students to succeed begins long before students enter a classroom. Building and using coordinated state ECE data systems will improve the quality of ECE programs and the workforce, increase access to high-quality ECE programs, and ultimately improve child outcomes.

[READ MORE >](#)


CAN YOUR STATE ANSWER THESE QUESTIONS?

[View the ECE Fundamentals >](#)

What are the characteristics of effective programs?



Get the Facts



States collect ECE data, but they are uncoordinated, often incomplete, and therefore cannot effectively support continuous improvement efforts. Not only are states unable to answer critical policy questions about their states'

public ECE systems, but policymakers often struggle to obtain answers to basic questions. How does your state compare?.

[View State ECE Analysis >](#)

Featured Case Study



The goal of Pennsylvania's Office of Child Development and Early Learning is to regularly assess the development of children from birth to age 5 who receive state-funded early childhood services. Early childhood education and care

providers collect child information across seven developmental domains using a researchbased, authentic assessment aligned with the state's early learning standards.

[View Case Study](#)

Spotlight:

Check out the 2013 National Results of the Early Childhood Data Systems Survey

[Click here](#) to view the results.

We want to hear from you!

Email info@ECEdata.org with suggestions >

Contact ECDC

- **Carlise King, Executive Director**
Phone: (240) 223-9329
Email: cking@childtrends.org
- **Visit www.ecedata.org for more information:**
 - **Full report**
 - **State profiles**
- **Follow us on Twitter [@ecedata](https://twitter.com/ecedata)**



Office of Child Development and Early Learning

Early Learning Evolution

February 2014

Office of Child Development and Early Learning (OCDEL's) IT Goal

“Pennsylvania’s Enterprise to Link Information for Children across Networks (PELICAN) - A single integrated information system that automates and supports all PA’s early learning & education programs”

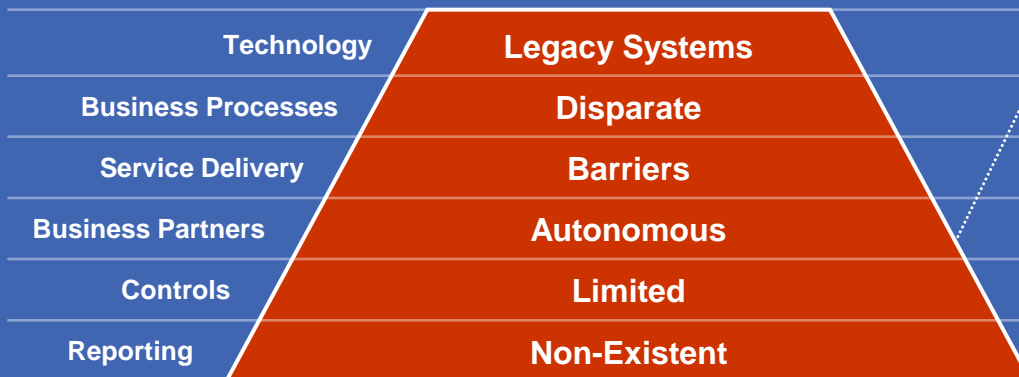
The Start

DECENTRALIZED

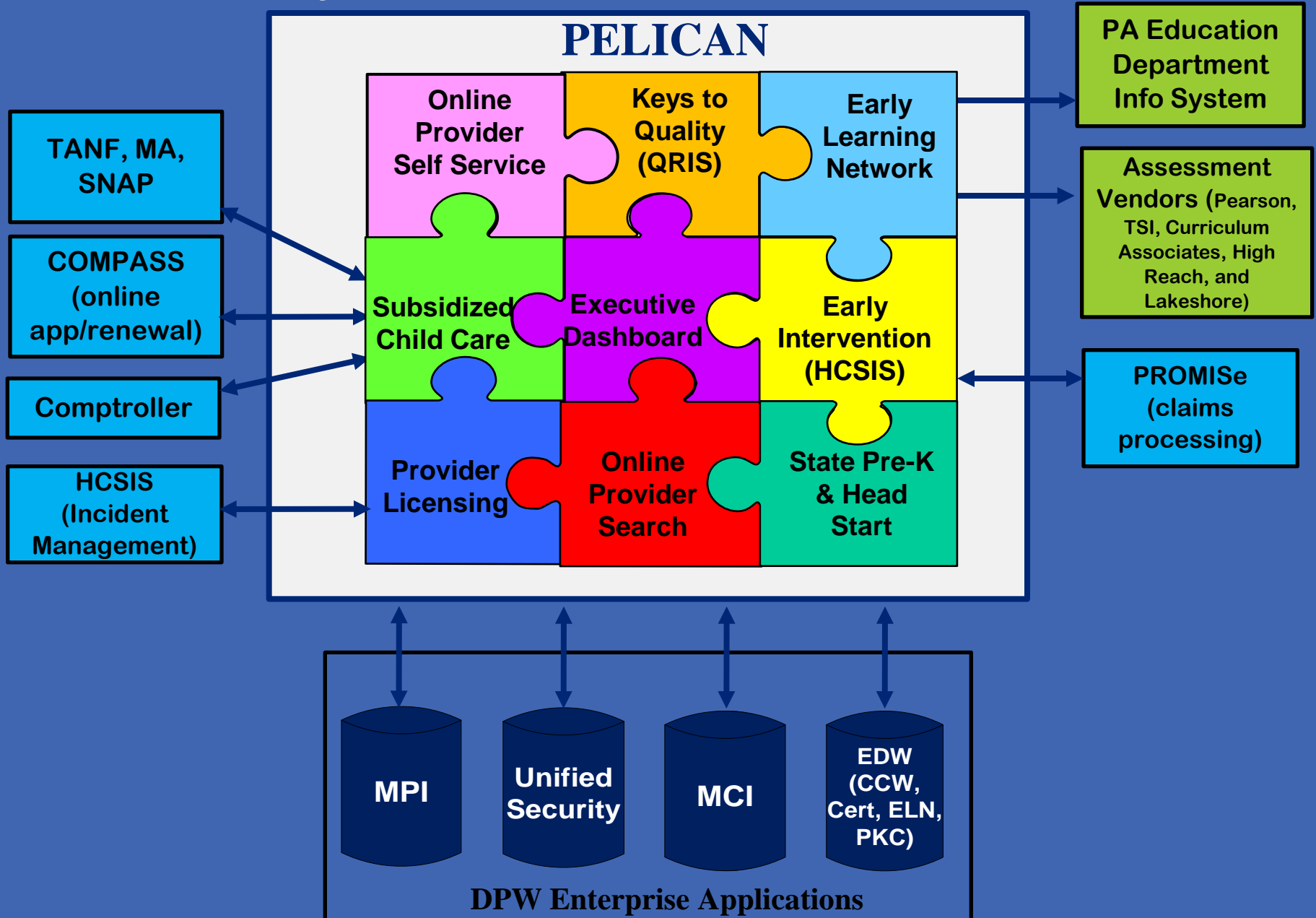
- Antiquated IT
- Manual Reporting
- Everyone “doing their own thing”
- No Real Time Information



2000



PELICAN System Interactions



PELICAN Objectives

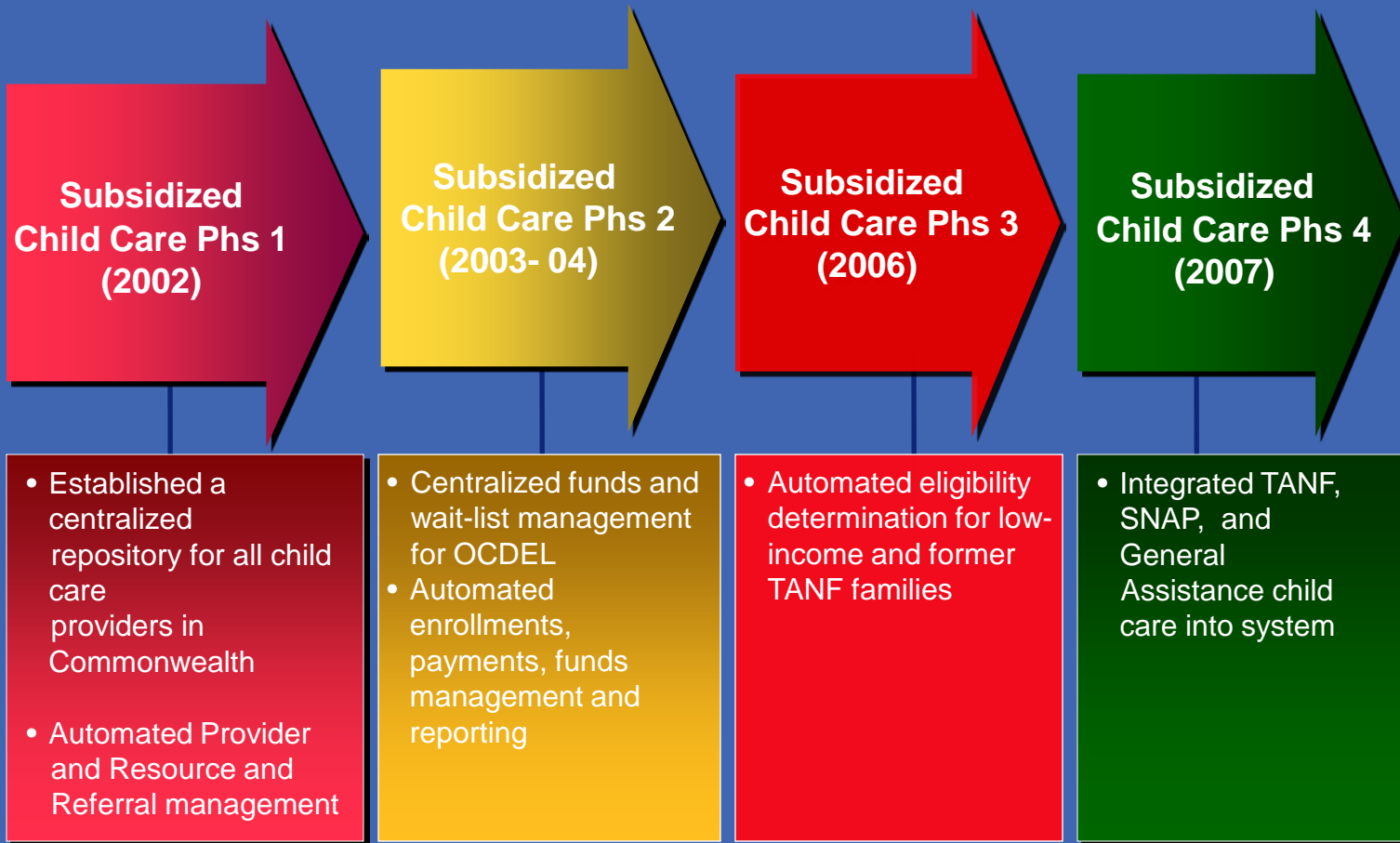
- Single, integrated subsidized child care system
- Centralize the program data to allow state administrators to effectively manage the program
- Consistent application of policies, notification, and business practices
- Reduction in manual and/or redundant processes within and across offices
- Real time analysis allowing for monitoring and reallocating of service dollars to move children off the waiting list and maximize the number of children served
- Reduction in time and effort for the creation of Federal, Statewide, Local, and Management reports

PELICAN Initial Key Questions

Most questions needed answers at multiple levels – statewide, by county, by funding source and by child care information services grantee.

- What are the statewide funds encumbrance levels?
- How many children are on the waiting list? How old is the waiting list? What is the estimated cost to enroll a child from the waiting list – for the remainder of the fiscal year?
- When are provider payments issued? What payment adjustments and/or recoupments occur – for how much?
- What is the estimated cost of care, by fiscal year, for an enrolled child at an enrolled location?
- What reports can be automated for federal, state, local, and program management?

Implementation Strategy



Implementation Strategy

State Pre-K (2007-08)

- Established a centralized repository for all 3-4 year children participating in Pre Kindergarten program

Subsidized CC Data Warehouse & Exec Dashboard (2007-08)

- Data warehouse provided fiscal, performance and statistical reports
- Executive Dashboard aggregated information at the Statewide, County level

Online Client Self Service (2008)

- Citizens can perform screening, apply for benefits and perform redetermination
- Parents can directly access information of providers offering child care services in their communities

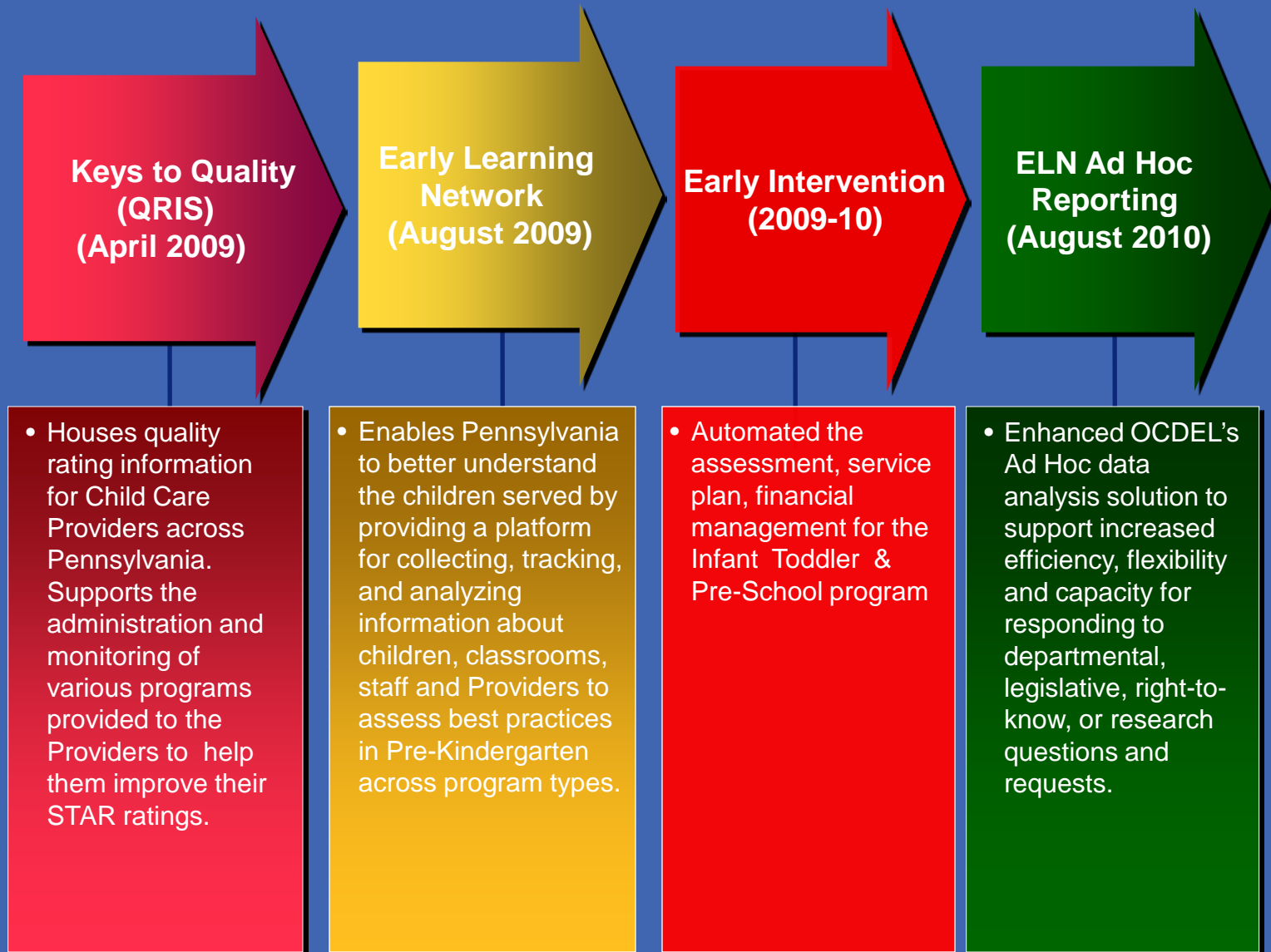
Online Provider Self Service (2008)

- Providers can update their own information at their convenience
- Prospective providers can apply for certificate of compliance

Provider Licensing (2008)

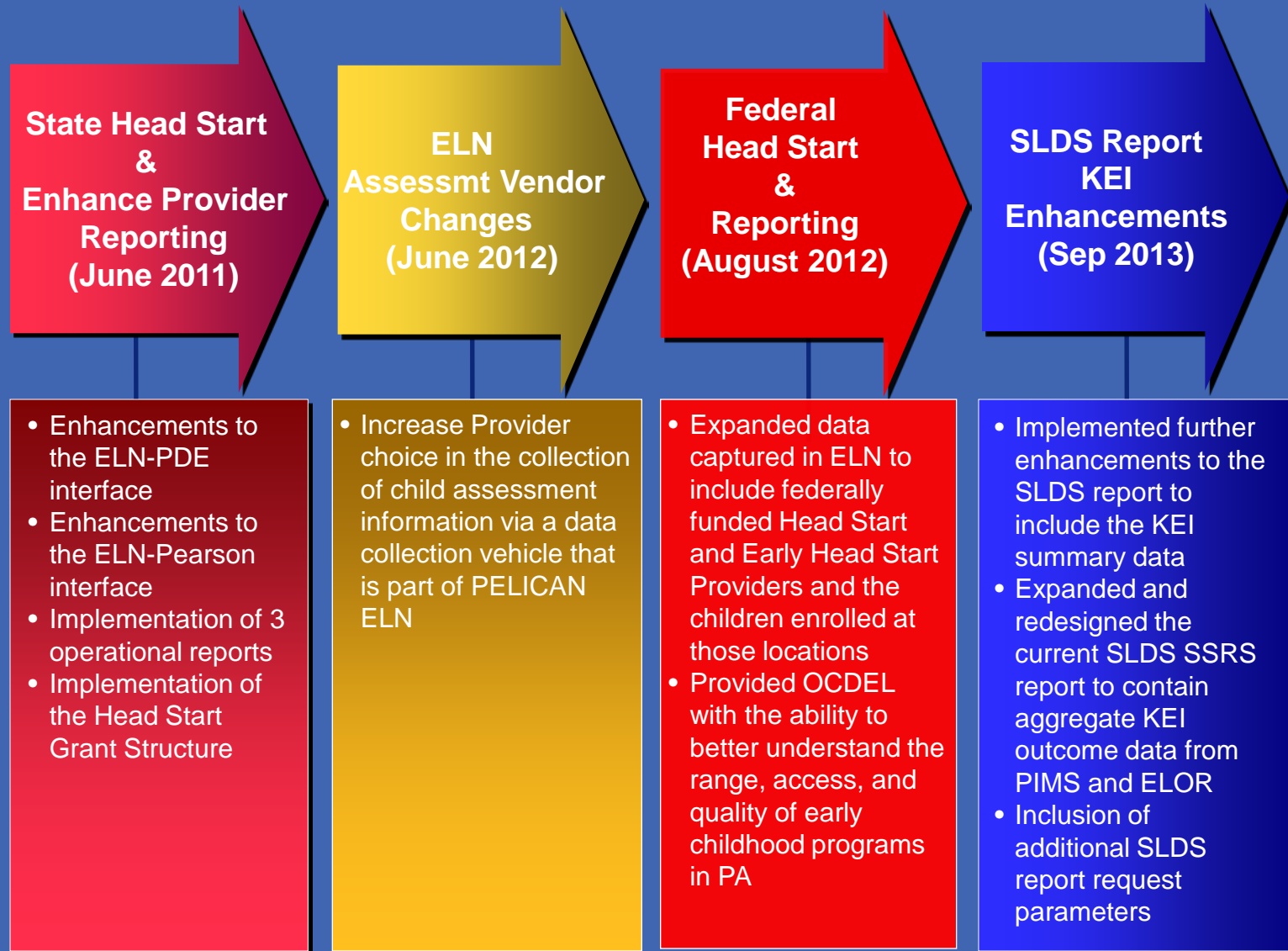
- Automates Provider certification which included tracking inspections, complaints and issuing certificates

Implementation Strategy



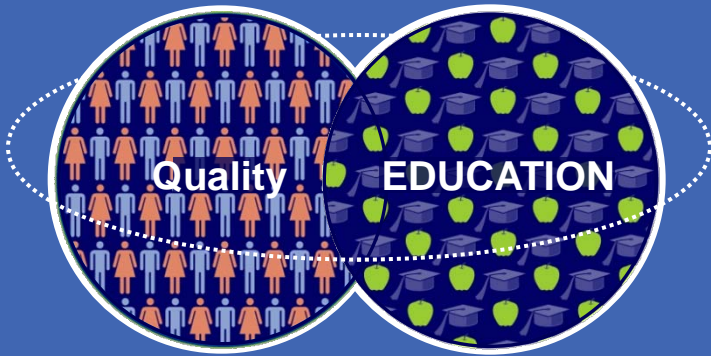
The Journey Continues 2011-2015...

Implementation Strategy

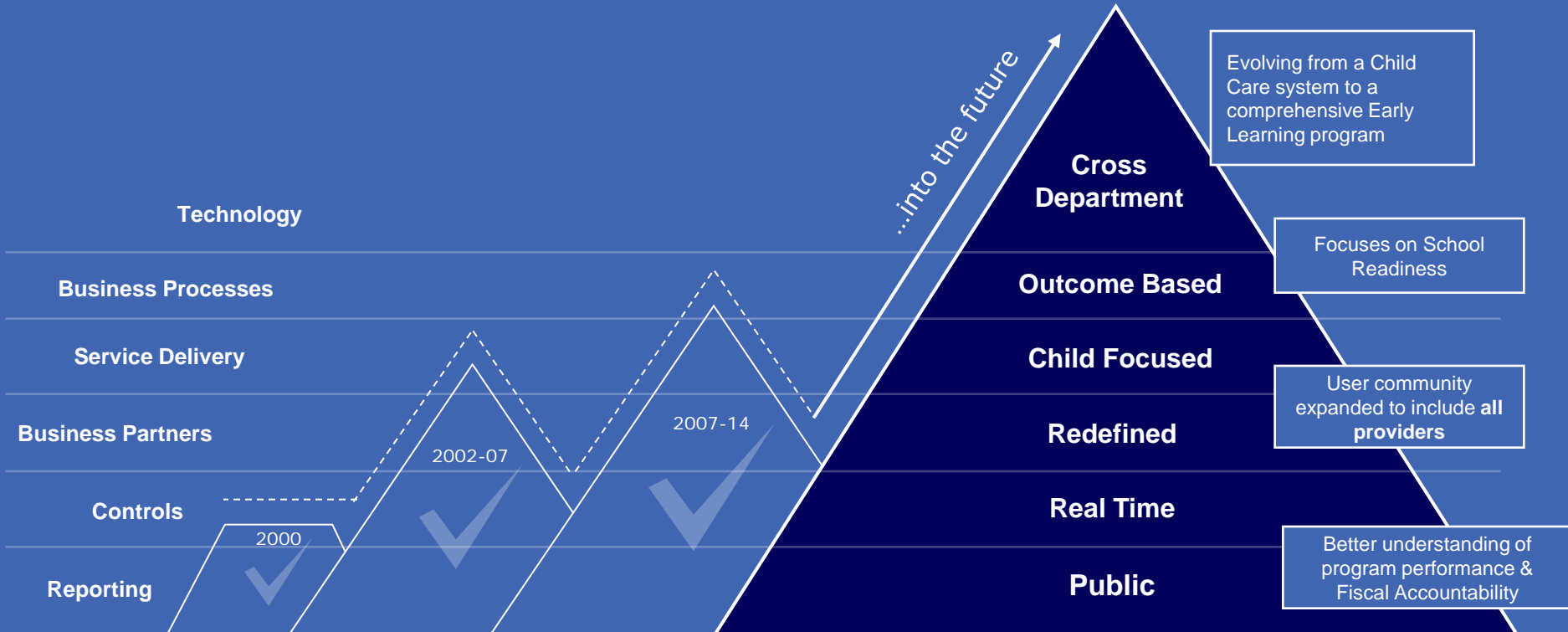


Moving Forward

STRATEGIC & MULTI-DISCIPLINARY



- **Correspondence in Preferred Language** – automated solution to communicate with subsidized CCW clients and providers in languages other than English
- **PA Secure ID Assignment**- assign PA Secure IDs for all children participating in an OCDEL sponsored program
- **Online Provider/Program Search Accessibility Enhancements**– enhancements to online provider/program search functions to improve accessibility to parents
- **Provider and Community Dashboard**– design and expand PELICAN reporting capabilities
- **Keystone STARS Expansion**- design and implement modifications to STARS including integration between STARS and the licensing system



PELICAN Stakeholders

PELICAN Systems	Users	Functions
PELICAN-wide	450 staff from OCDEL, Comptroller, Auditor General, Inspector General, Equal Opportunity	Varying – read-only, update/program admin/monitoring, reporting
Subsidized Child Care	900 staff at 42 child care information services offices	Case management, eligibility, enrollments, payments
Subsidized Child Care	6,000 staff statewide county assistance offices	Inquiry, reporting
State Pre-K, Head Start, ELN	3,000 providers & program staff	Varying - enrollments, program admin & monitoring
Early Intervention	6,200 staff from OCDEL and EI programs	Varying– program admin, reporting
Keys to Quality (QRIS)	200 regional staff	Program admin
Online Client Self Service	42,000 applications/year	Enter requested info for eligibility determination
Online Provider Searches	100,000 searches/year	Select criteria to search for ECE program/provider

System Statistics as of February 2014

PELICAN Data	Total
Subsidy Cases	65,000
Subsidy Clients	201,000
PA Pre-K Counts Children	71,000
Enrollments	304,000
Child Care Providers (regulated)	8,700
Child Care Providers (un-regulated)	15,200
Provider Certifications	4,200 per year
Provider Inspections	5,500 per year
Early Intervention Service Plans	85,000 per year
Correspondences	2.4 M per year

Lessons Learned

Key to Success – End User Involvement

- Find willing advisors and participants throughout the project life cycle
- Engage stakeholders early and often

Expect Resource Redirection

- Staff involvement is required at every phase of the System Development Life Cycle

Technology is an Enabler

- Let the business and policy drive the system

Strong Governance Model

- Engage Project Sponsor
- Follow Project Management Methodology

Lessons Learned Cont'd

Think Big – Enterprise Vision

- Service Oriented Architecture and Integration
- Data Integrity and Governance Important Components
- Expedited Timelines, Reduce Cost and Increase Reusability

Avoid the Ivory Tower

- Find the Right Balance – Flexibility and Control

Linkages across ECE programs: 2 unique identifiers



PAsecureID

- Currently assigned to students in ELN and Early Intervention
- Matching is done by state staff & LEA (Local Education Agency) Administrators

Master Client Index (MCI)

- Currently assigned to all OCDEL students who are entered into PELICAN
- Matching (MCI clearance) is done by ECE providers

Data Governance

Steering Teams

Provide executive decision making, cross agency/department coordination, and strategic planning related to the PELICAN and HCSIS systems. Decisions are informed by the Project and Change Control Board Team meetings

Project Teams

Facilitate project planning and completion of project activities in alignment with Steering Committee direction. Focus on integration, coordination, and prioritization of program change requests.

Change Control Boards

Review system enhancement requests to approve direction, evaluate the level of effort, and prioritize for future release scheduling.

Sub Project Teams

Facilitate project planning and completion of project activities and initiatives by driving critical decisions, in alignment with Steering Team direction. Focus is on a specific program area: Certification, Child Care Works, Early Intervention, Early Learning Network, Keys to Quality.

Stakeholder Groups

Communicate with OCDEL program stakeholders and PELICAN users to engage them in project activities as appropriate.

How the data is used

PA Secure ID

- Enables OCDEL to link with K-12 data system (PIMS), tracking student progress from as early as birth through grade 12
- Data is accessible to state staff through Cognos cubes and ad hoc reports
- Data is also accessible to ELN providers through PELICAN via the Child Longitudinal Outcomes Reports



These reports enable providers to view **aggregate** data for children who have formerly attended their early learning programs, with options to display **Kindergarten Entry Inventory** proficiencies for children in kindergarten and **PSSA** data for children completing grade three. Also, percent of population with **IEPs** for children in kindergarten through grade three and **grade retention** for children from kindergarten through grade three. These reports enable providers to make comparisons at the **program, school district, county** and **state** levels.

Of course, don't forget the footnotes...

MASKING OF INFORMATION

Family Education Rights & Privacy Act (FERPA) requires that rules be put in place to protect the privacy rights of students. To accommodate these rules, outcomes reports mask or hide data when certain situations arise. Data that is masked is replaced with double asterisks ** when the following situations occur:

- Population is less than 10.
- 0% or 100% of students within the population are all proficient.

OTHER

- Student Outcomes data is currently only available for Kindergarten through Grade 3. The Kindergarten Entry Inventory is voluntary and not necessarily representative of all kindergarten students.
- Enrollment data for the current school year may be available until June 1st (the end of the school year) and assessment data for the current school year may not be available until December 1st (of the next school year).
- If Population is zero, report displays an empty box on the report.

How the data is used

Annual Program Reach And Risk Assessment

Provides information on the level of **risk** for school failure for children and the availability, or **reach**, of ECE programs to children in each county and school district in Pennsylvania

A TOOL TO...

- track progress in reaching all children from birth to 5 years
- assist communities to better understand/identify their early childhood needs
- inform future policy decisions regarding early care and pre-k education investments
- determine appropriations based on community need and statewide representation

In Pennsylvania, we know that...

- More than one-third (35 percent) of children under age five participate in state and/or federally funded quality early childhood education programs.
- The three programs which serve the most children are Keystone STARS (16 percent), Early Intervention (10 percent) and Head Start (5 percent).
- Early Intervention and Head Start are the only direct impact programs for children under age five to reach children in all 67 counties.

Questions we'll be able to answer in the future...

- What is the impact of OCDEL programs on academic success in K-12 (KEI, 3rd grade PSSA, grade retention, % with IEP, etc.)?
- What is the unduplicated count of children served by all OCDEL programs in Pennsylvania?
- What are the linkages between learning environment, teacher qualifications, and child outcomes?
- What is the rate of certification violations cited by STAR level?

Lessons Learned

- Data quality is key!
- Training, training, training
- So much data, so little time
- But, what about...?
- You can never have enough footnotes

Contact OCDEL Planning Unit

- Marci Walters, Lead Business Analyst
Email: mwalters@pa.gov
- Michelle Hill, Educational Research Associate
Email: mhill@pa.gov
- Go to www.ocdelresearch.org to visit the OCDEL Research website.

Questions

Thank you