



Early Childhood Data Collaborative

Linking Head Start Data With State Early Care and Education Coordinated Data Systems

March 4, 2015

Webinar



Agenda

Overview of Head Start brief

- Tom Schultz, CCSSO

State stories

- Karin Garver, New Jersey
- Katie Ricord, Utah
- Janice Haker, Georgia



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

Coordinated state early childhood data systems can help policymakers:

- Enhance access to high-quality program for all children
- Improve program quality
- Build a more effective workforce
- Improve child outcomes

Supported through funding from the Alliance for Early Success

Linking Head Start Data with State Early Care and Education Coordinated Data Systems



Thomas Schultz

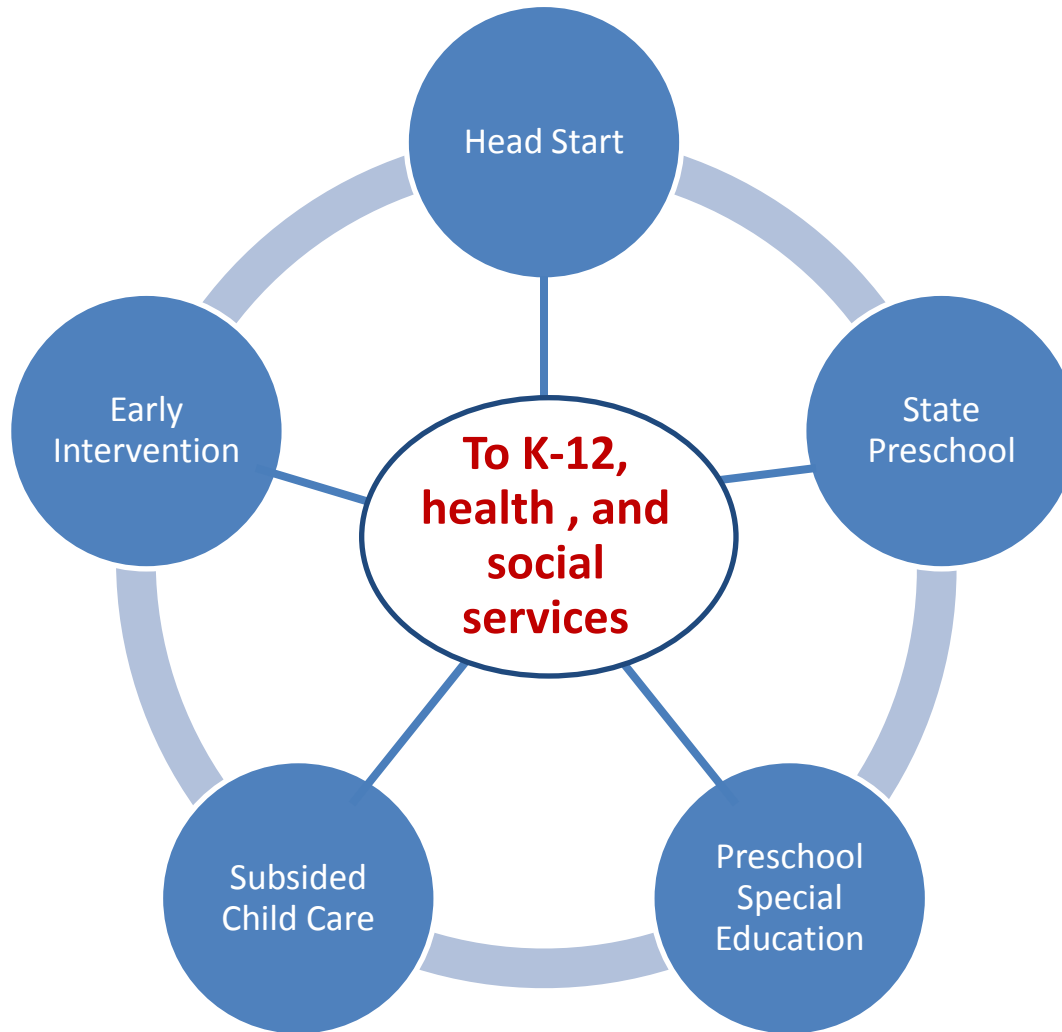
Program Director

Standards, Assessment,
and Accountability

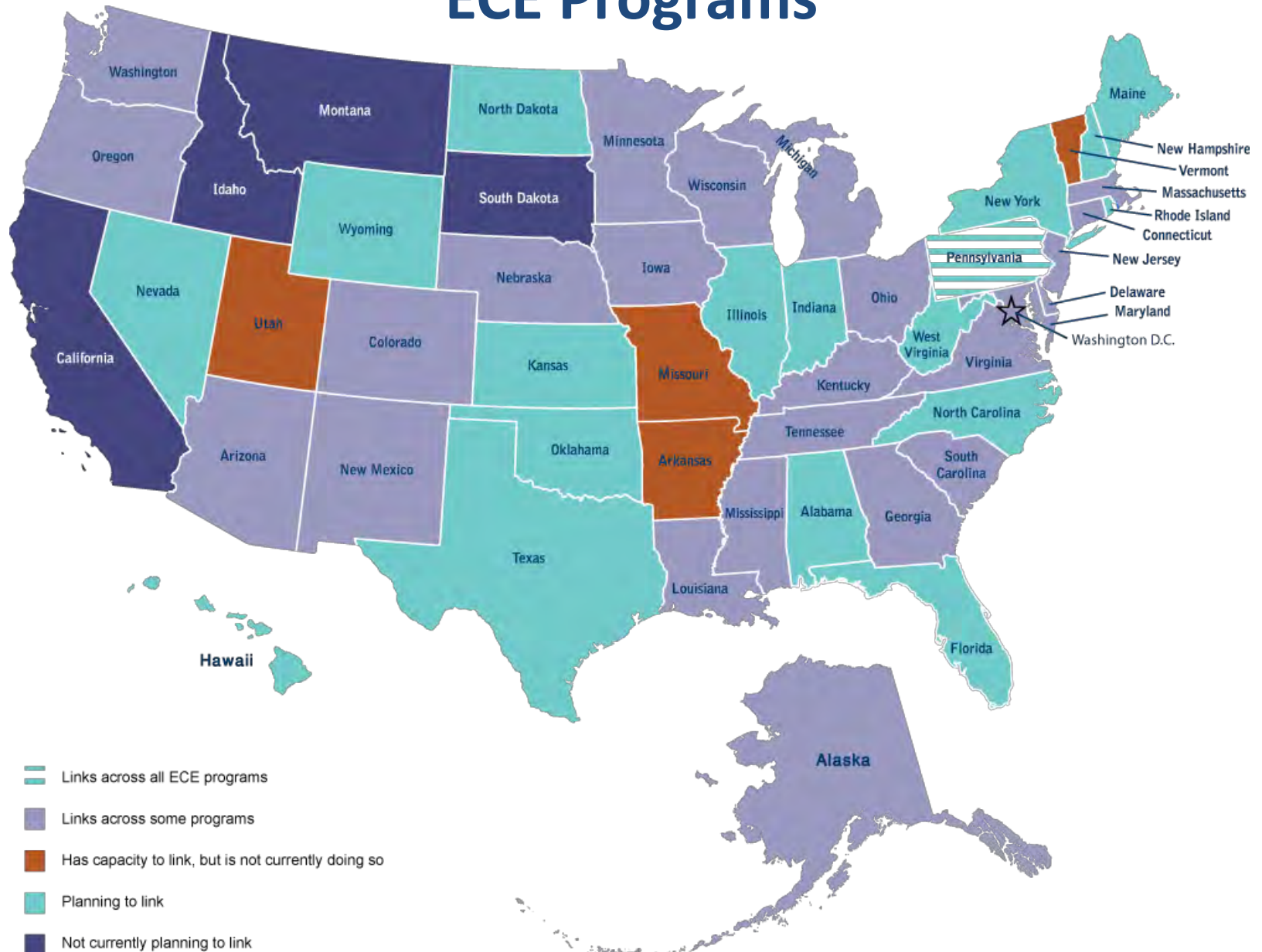
Council of Chief State
School Officers



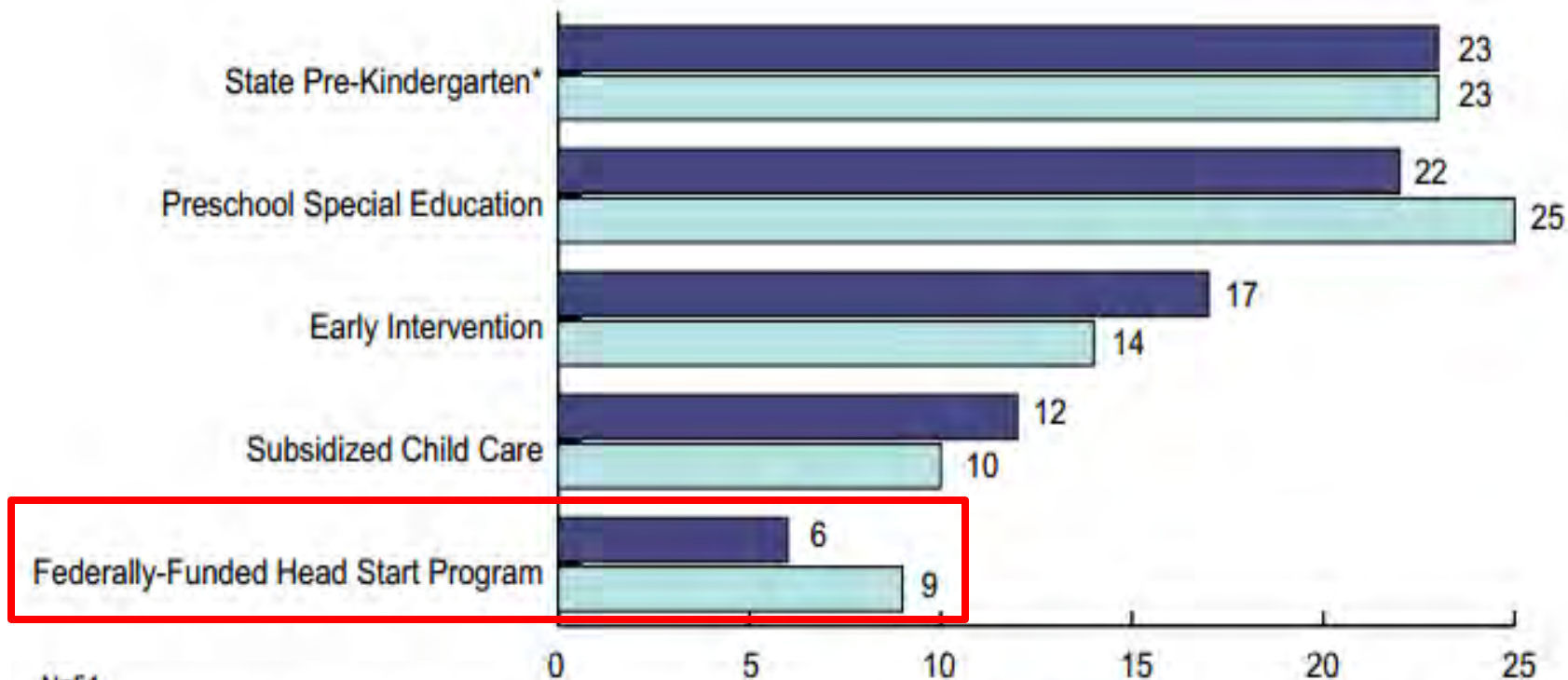
Linking Child, Program, and Workforce Data Across ECE Programs and to K-12, Health, and Social Service Systems



Only One State Links Child-Level Data Across All ECE Programs



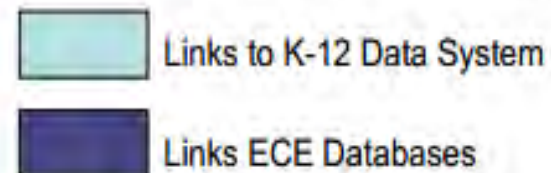
Few States Are Linking Head Start Data



N=51

*Not all states offer state pre-kindergarten. The total number of possible responses for questions referring to state pre-kindergarten is 43 states.

Source: 2013 State to State's Early Childhood Data Systems Survey



Why Linking Head Start Data Matters

Head Start is a major piece of ECE system:

- Serves over 1 million low-income children
- Employs over 230,000 staff members
- 1,700 local agencies in all 50 states

Coordinated data systems can guide planning and improvement efforts

Policymakers need to understand contributions of all ECE programs, including HS, to guide policy decisions



Challenges in Linking Head Start Data

- HS agencies report aggregate data to Office of Head Start, not to/through state agencies that manage all other ECE data systems
- Local HS programs use different software systems to manage data
- State data system definitions and timelines differ from HS definitions and reporting requirements



What Head Start Data Are States Linking?



- Linking HS child data with K-12 education and ece data
- Including HS programs in Quality Rating and Improvement Systems
- Including HS staff in Professional Registry initiatives

How Are States Linking Head Start Data?

- Engaging HS leaders in state data system planning & governance
- Assigning unique identification numbers
- Creating formal data sharing agreements
- Developing tools for sharing data from multiple HS data software systems




Action Steps for State Leaders

- Involve Head Start leaders as full partners
- Address concerns about reporting and use of HS data
- Encourage Head Start participation in QRIS and Professional Development Registries
- Support studying and using data across early childhood and related state systems



Action Steps for Federal Leaders

- Encourage HS programs to contribute to state ECE data initiatives
 - Provide guidance on data privacy and security safeguard
 - Support HS state collaboration offices as they work with state ECE data systems
 - Develop a federal data linkage group to help states address privacy, funding, and technical assistance
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New Jersey SMART State Longitudinal Data System



Karin Garver

Data and Finance Manager
Division of Early Education
at the NJ Department of
Education

Connecting child-level data

Includes state-funded preschoolers in:

- school districts
- contracted community providers
- contracted Head Start providers

New child-level records entered on rolling basis

- Centralized registration/enrollment by district
- Site-level registration by provider, sent to district for enrollment

Snapshot data taken twice annually

- October 15th
 - June 30th
- 

Tracking program-level data

Site-level code tracks program participation

- District is responsible for recording the correct site for each child

“CDS” codes (county-district-site)

- 2-digit county code
- 4-digit district code
- 3-digit site code

DOE program office assigns provider site codes

- Updated at least annually
 - Tying NJ SMART to funding helps keep us on track!
- 

Linking Head Start with NJ SMART

Children in state-funded classrooms are currently included in NJ SMART:

- classrooms with blended funding
- classrooms with only state funding

Head Start classrooms excluded include:

- preschool children outside of state-funded program
- infants and toddlers



Connecting with Head Start

Engaging Head Start collaboration director

- meeting with NJ SMART vendor
- meeting with NJ Head Start directors

Identifying what we bring to the table

- working with NJ SMART vendor to develop crosswalk
- what output can we provide in return?

Identifying one “trusted partner”

- an example for others



Using Our Linked NJ SMART Data

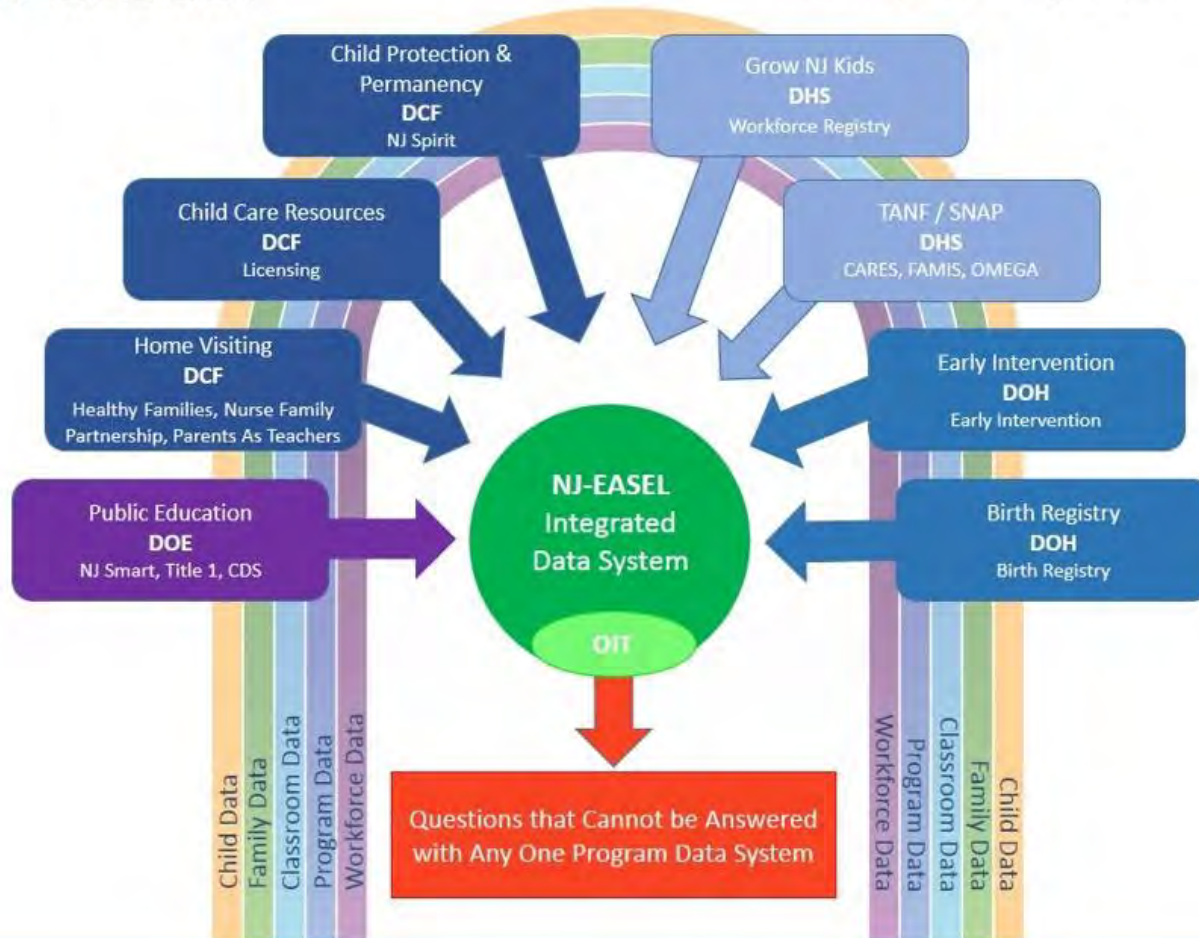
Abbott Preschool Program Longitudinal Effects Study (APPLES)

- MOU with the NIEER
- Evaluation of child outcomes
 - Four-year-olds from 2004-05 school year
- Fifth-grade “follow-up” completed in 2013
- Successfully matched 70% of original sample size
- Documented sustained positive impact of state preschool program

Next Steps: NJ-EASEL, our ECIDS

What is NJ-EASEL?

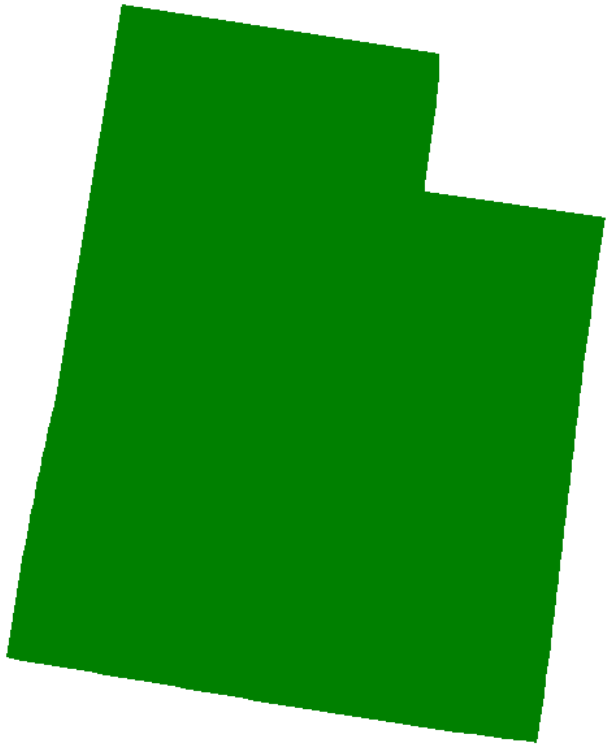
NJ Enterprise Analysis System for Early Learning



Legend:

Program
Agency
System

Utah Early Childhood Comprehensive System



Katie Ricord, MS
Executive Director of
UAEYC
Former Head Start State
Collaboration Director
Co-Chair of Early
Childhood Utah State
Advisory Council

Early Childhood Comprehensive System Questions

- What is the current unduplicated count of children in Utah, ages 0-5?
- How many of those children are receiving no services?
- How many of those children are receiving services from multiple programs?



Early Childhood Comprehensive System Questions

From those receiving services from multiple programs:



- What is crossover count between any pair of programs?
- How do children follow a certain sequence of services? Ex.
 - Help Me Grow
 - Home Visiting
 - Earlier Intervention

Data Planning Effort and Engaging Head Start

Early Childhood Comprehensive Grant

- Department of Health's CHARM data system

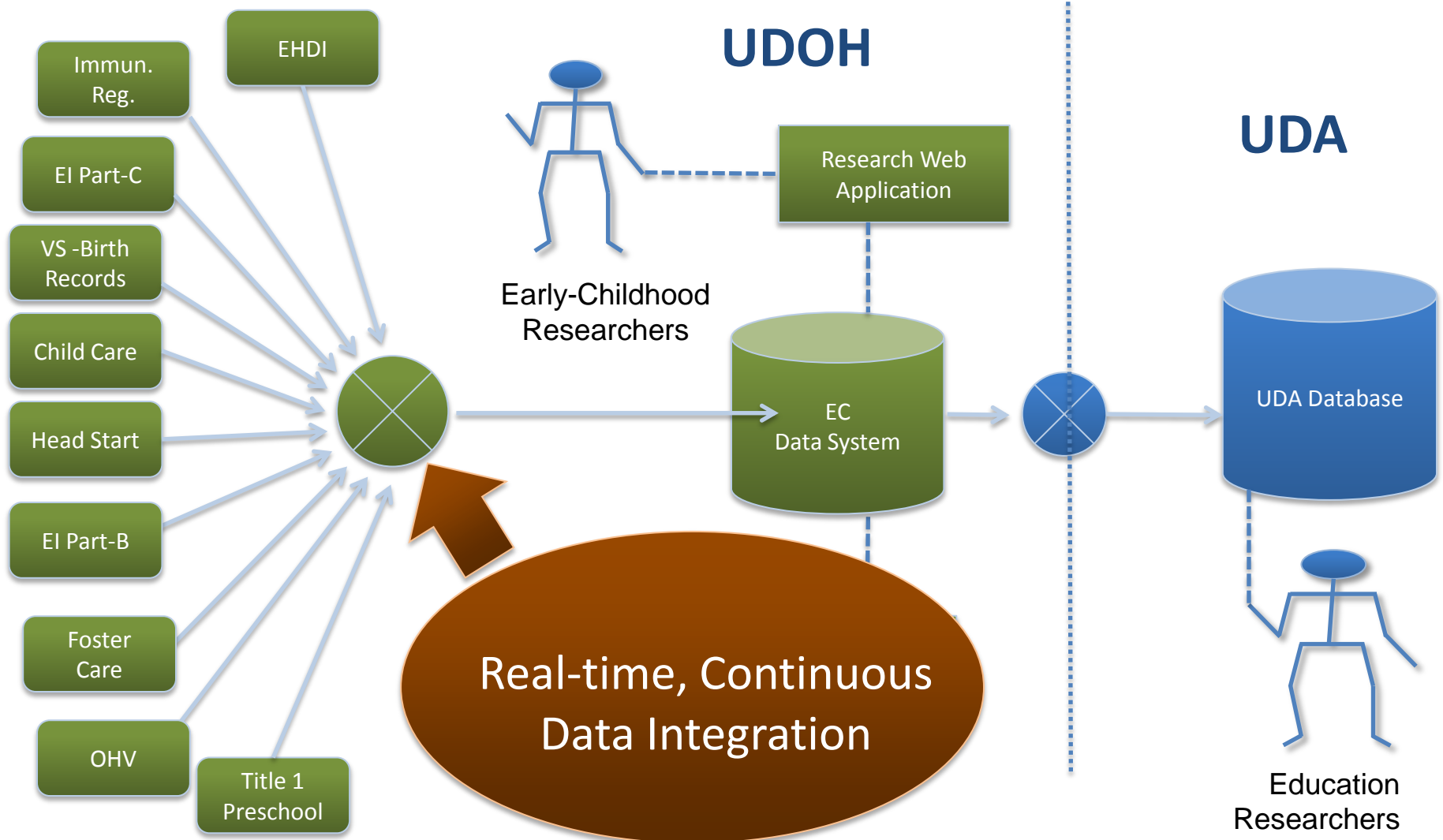
Involved Head Start grantees

Committee structures:

- Policy committee - develops policies to protect data
- Research committee - manages data requests



Early Childhood Comprehensive System Overview



Addressing Head Start Concerns

- Creating a new parent enrollment form
- De-identifying child information
- Clarifying how the information system will be used
- Developing data sharing agreements



Technical Challenges

- Identifying and selecting appropriate data at meaningful points in time
- Monitoring data sources for new or changed data
- Gathering and correlating person data from multiple programs



Technical Challenges



- Assigning and managing unique internal identifiers
- Ensuring that ECCS only has access to de-identified data

Benefits for Head Start Program

- Receive services information for children
- Community assessment information
- Data to support advocacy



Next Steps

- Including child assessment data
- Longitudinal outcomes reports



Georgia Unified Data System



Janice Haker

Director

Head Start State

Collaboration Office

Everyone has a stake in this effort. Georgia has worked to establish its purpose for data sharing; who would benefit from the data; and establish buy-in from all stakeholders



Georgia Department of Early Care and Learning

Background

- GHSA Strategic Plan
- Preliminary meeting of state agencies regarding the State Advisory Council (SAC) in 2008
- Included HSSCO and Georgia Head Start Association (GHSA) representation
- Unified data system was identified as one of three priorities for SAC

Background continued

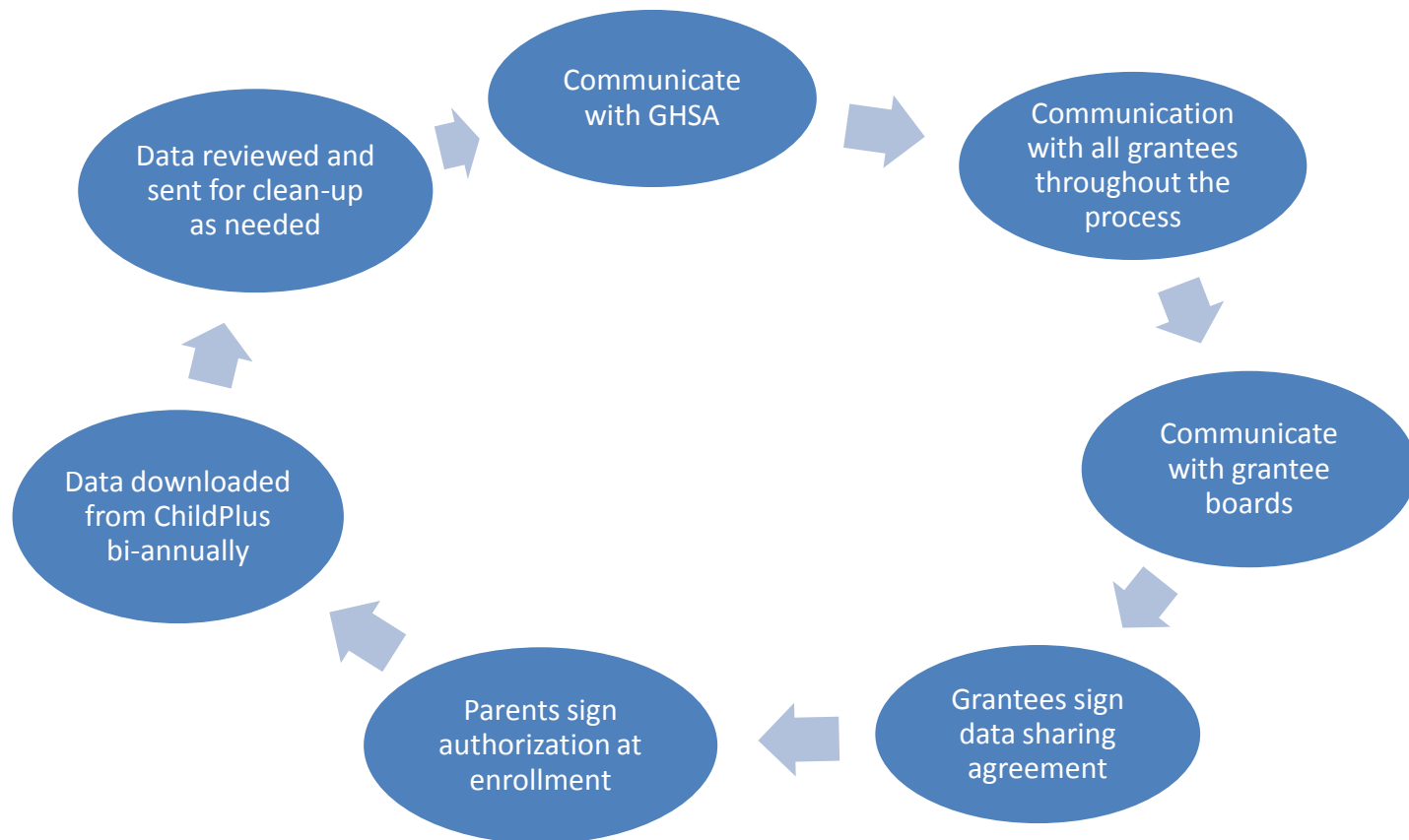
- Simultaneous discussions with GHSA regarding the benefits of a unified data system
- The SAC began planning to implement a unified data system
- Included interface with system used by the Department of Education (Georgia Awards)



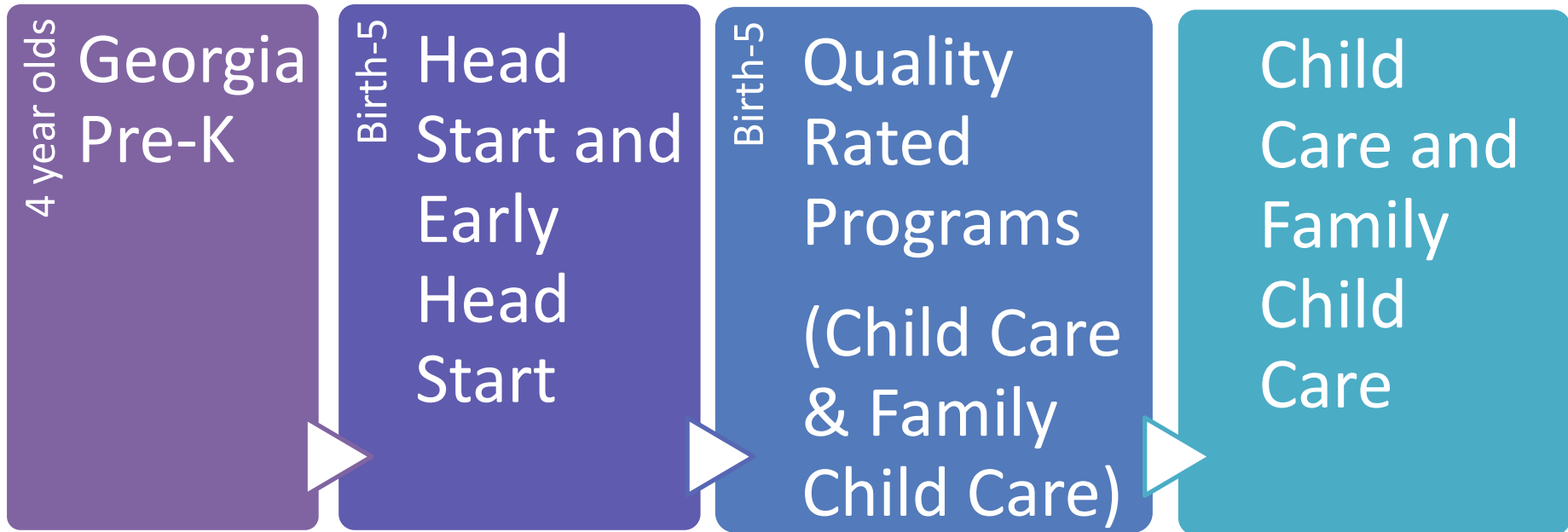
Head Start Benefits

- Track child outcomes
- Use outcome data to improve program quality
- Accessible information for teachers when children transition into public school to inform instruction
- Track Medicaid information and other services
- Avoid replication of screenings and other data and services

Process Delivered 100% Participation



System Priorities



Challenges/ Strategies

Parent permission

- Parent signs authorization form
- Workshops for HS staff regarding communication to parents
- Parents can opt out of the unified data base

Assurances that security measures were followed

- Held information sessions with Head Start directors and board members regarding security
- Compliance with FERPA

Cleaning data entered by Grantee into ChildPlus

- Communication with Head Start grantees' individual IT regarding consistent data entry format

Challenges/ Strategies

Next step: entering assessment data

- Relating assessment to Georgia Early Learning and Development Standards (GELDS)

Develop policies regarding data access

- Communication with all agencies regarding sharing information at different levels
- Inclusion of all agencies in policy development

Migrant program reluctant to share information

- Migrant program does not enter addresses



Questions?



Resources and Events

Early Childhood Data Collaborative

- **Policy brief available at www.ecedata.org**

National Head Start Association Conference

- **Linking HS data workshop session April 1, 2015
@4pm**

Early Childhood Integrated Data Systems/Head Start Workgroup on Vendor Management & Creating Community Profiles

- **To join email Lauren.Wise@aemcorp.com**
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Contact Information



Early Childhood Data Collaborative

- **Carlise King, Executive Director**

Phone: (240) 223-9329

E-mail: cking@childtrends.org

- **Thomas Schultz**

Phone: 202-312-6432

E-mail: Thomas.Schultz@ccsso.org

State Representatives

- **Karin Garver, New Jersey**

E-mail: Karin.Garver@doe.state.nj.us

- **Kati Ricord, Utah**

E-mail: uaeyc.mail@gmail.com

- **Janice Haker, Georgia**

E-mail: Janice.Haker@dec.al.ga.gov

THANK YOU



CAN YOUR STATE ANSWER THESE QUESTIONS?
[View the ECE Fundamentals »](#)

What are the characteristics of effective programs?

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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:

Report: States collect ECE data but cannot transform the data into actionable information.

[Inaugural Analysis of State ECE Data Systems »](#)

The ECDC launches a website to support policymakers build and use coordinated state ECE data systems. We want to hear from you!

[Email info@ECEdata.org with suggestions »](#)

Get Started:

[Building and Using Coordinated State Early Care and Education Data Systems: A Framework for State Policymakers »](#)