Connecticut Early Childhood Education Cabinet

The Governor's State Advisory Council on Early Care and Education

REPORT OF THE CONNECTICUT EARLY CHILDHOOD DATA ROUNDTABLE

PROJECT SUMMARY:

The Early Childhood Education Cabinet, in consort with the P-20 Council, is committed to the vision that concerned constituents, including, *state agencies*, *researchers*, *policy makers*, and *local communities* have access to **valid**, **unduplicated**, **linkable** data about **health**, **development**, **child care**, **education**, and **social supports** for children from birth through age eight and their families while protecting everyone's privacy rights.

The goal is to have an accessible, coordinated early childhood data system that links children over time, across settings and with their providers. This system must be capable of answering such essential questions as whether Connecticut is meeting the needs of all of its very young residents and how Connecticut early childhood programs contribute to their success.

The Cabinet's data workgroup was charged with taking concrete steps toward the development and implementation of an inter-operable early childhood data system. With the political and grant climate changes over the past year, progress on a system linking early childhood data across agencies was slowed. As the data workgroup proceeded, it became clear that stakeholder consensus was needed to determine the most important policy questions that could be answered by the data.

Given Connecticut's vision for an EC LDS, the project team held a Data Roundtable to engage stakeholders around the work that is currently being done.

PURPOSE OF THE DATA ROUNDTABLE:

WHAT
A data roundtable provides opportunity for early childhood end users to coordinate and plan for an early childhood data system. It is driven by a task (s) and provides a vehicle for collective planning.

WHO
Participants are those individuals or entities who use early childhood data – end users – which includes parents, practitioners, policy makers, program directors, and/or researchers, for example. Stakeholders are invited for a reason.

WHY
A data roundtable provides a vehicle for working solely on the planning of the system without interruptions from other priorities. It also provides a means to bring collaboration and collective vision to a challenging and multifaceted project.

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ROUNDTABLE GOALS:

- Acquaint stakeholders with the project.
- Identify areas of collaboration towards a unified early childhood data system.
- Develop and refine a set of essential early childhood questions for Connecticut that are answerable with a coordinated, unified data system.

The project team accomplished these objectives by inviting a diverse set of stakeholders from across the state to attend a one-day meeting. An agenda was created in such a way as to engage in interactive discussion with stakeholders about the project and to elicit feedback regarding Connecticut's next steps.

RECOMMENDATIONS AS A RESULT OF THE DATA ROUNDTABLE:

- Create a Strategic Work Plan
- Refine Essential State Questions
- Define Common Elements
- Define Measures – Quality, Outcomes, At-Risk
- Review the *CT Early Childhood Investment Initiative Data Systems Reports* completed by Public Consulting Group in 2008
- Analyze the capacity of state agencies and systems to recommend a System Design and Implementation Model

These recommendations will be taken into thoughtful consideration by the EC LDS project team.

This report includes detailed information about the history of CT's work towards planning for an Early Childhood Data System, and outcomes of the Connecticut Early Childhood Roundtable.

BACKGROUND

A.   HISTORY OF EARLY CHILDHOOD DATA SYSTEM IN CONNECTICUT

In 2008, the CT Early Childhood Investment Initiative procured a comprehensive analysis of the data systems landscape in Connecticut to "determine how data on young children can help support the agenda of the Cabinet," at that time. That analysis resulted in the following: a review of data collection by state agencies, Data Review of Preschool Programs, a Birth Cohort Study of children born in 2006, Young Parents Report, Head Start Data Review, MOU Review, a Data and Research Agenda and an RBA Summary Document. Shortly after these reports were produced, funding to follow up on this work ceased due to the abrupt shift in the state's economy.

With the designation of a reconstituted Early Childhood Education Cabinet as the Governor's State Advisory Council in 2010, a strategic plan was developed that included the establishment of a Data Systems Workgroup committed to the development of statewide coordinated data system. Through the Head Start Act of 2007, limited funding was provided to support this work. In the hopes of furthering the scope of work needed to develop a coordinated and interoperable statewide data system, Connecticut made this a point of focus in its recent Race to the Top-Early Learning Challenge (RTT-ELC) application. In addition, an early childhood state longitudinal data systems grant was submitted by the Department of Education in December, 2011. While the state did not receive funding from either the RTT-ELC or the SLDS grant, the Cabinet remains committed to taking steps toward the development of a coordinated statewide early care and education data system.

The Roundtable event served as an opportunity to convene a range of stakeholders to reaffirm the urgency of this work and to establish some consensus on recommended next steps.

FUNDING FOR AN EARLY CHILDHOOD LONGITUDINAL DATA SYSTEM

The source of current funding for Connecticut's early childhood longitudinal data systems planning and the Roundtable event is strictly from support provided to State Advisory Councils though the American Reinvestment and Recovery Act (ARRA). The Early Childhood Education Cabinet, which serves as the Governor's State Advisory Council on Early Childhood Education, developed a strategic plan that outlines the state's mission to develop coordinated and interoperable statewide data systems. As a result, the Leadership Team of the Cabinet has approved funding to further the goals of the data systems work.

B.   INTRODUCTION TO THE EARLY CHILDHOOD LONGITUDINAL DATA SYSTEM PROJECT

The **Purpose Statement** for the Early Childhood Longitudinal Data System (EC LDS):

"Connecticut will have an accessible, coordinated early childhood data system that links children over time, across settings and with their providers. This system must be capable of answering such essential questions as whether Connecticut is meeting the needs of all of its very young residents and how CT early childhood programs contribute to their success**."**

The Early Childhood Education Cabinet, in consort with the P-20 Council, is committed to the vision that concerned constituents, including, *state agencies*, *researchers*, *policy makers*, and *local communities* have access to **valid**, **unduplicated**, **linkable** data about **health**, **development**, **child care**, **education**, and **social supports** for children from birth through age eight and their families while protecting everyone's privacy rights.

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The Data Systems Workgroup of the Cabinet recognizes the challenges faced by the state as we work toward developing comprehensive and coordinated statewide data systems. Nonetheless, with shared commitment to the vision of this project, the aforementioned stakeholders, with the assistance of the newly established Early Childhood Education Planning Team, are reassessing the lessons learned to date, reviewing previous findings around our data systems, and looking to establish impactful next steps.

EXPECTED OUTCOMES OF THE FUTURE EC LDS:

The expected outcomes of Connecticut's Early Childhood Longitudinal Data Systems are:

- Ability to gain unduplicated counts of children
- Ability to gather and analyze valid, linked data
- Ability to measure children's progress across programs and over time
- Ability to document which services are most effective for which children
- Ability to identify earlier those children deemed most at risk
- Ability to document quality of programs, workforce, and services
- Increased cross-agency collaboration and coordination
- Increased accountability

EC LDS PARTNERS IN CONNECTICUT

The EC LDS project will not only enhance the state's use of longitudinal data, but also broaden the base of EC data by extending data linkages between the Connecticut state agencies and programs.

- Department of Social Services
- Department of Children and Families
- Department of Public Health
- Department of Developmental Services
- Department of Education
- United Way 2-1-1
- Charts a Course
- Head Start
- Child Study Center, Yale University School of Medicine (or Edward Ziglar Center in Child Development and Social Policy

INITIAL STEPS

The Early Childhood Education Cabinet's data workgroup was charged with taking concrete steps toward the development and implementation of an inter-operable early childhood data system. The Early Childhood Education Cabinet is Connecticut's Early Childhood Advisory Council, authorized in federal legislation to gather data and conduct analyses to provide recommendations to the state's Governor with regard to Connecticut's children birth to school age. A list of members of the Early Childhood Education Cabinet is an attachment to this report.

With the political and grant climate changes over 2011-2012, progress on a system linking early childhood data across agencies was slowed. As the data workgroup proceeded in planning for an Early Childhood Data System that would be able to answer essential questions about children, programs, and workforce, it became clear that stakeholder consensus was needed to determine the most important policy questions that could be answered by the data.

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A data workgroup of the Cabinet was assigned to begin the planning process. Team composition was thoughtfully considered resulting in diverse program and data representation from each of Connecticut's state agencies serving young children. Other members include Charts-A-Course, United Way Child Care 2-1-1, and a privacy expert from the Shipman and Godwin legal firm.

The data workgroup sought assistance from the State Support Team of the Statewide Longitudinal Data System Grant Program with the National Center for Education Statistics. This support included a self-assessment performed by members of the workgroup, with the guidance of the State Support Team. As a result, it was determined that Connecticut is indeed in initial planning phases: "Developing the Plan", "Identifying Current Capacity" and "Identifying and Engaging Stakeholders." The figure to the right is a planning paradigm used by the State Support Team to illustrate the essential components in planning and managing an EC LDS project. While these planning elements do not always follow sequentially, they do typically occur in clusters – and for the purposes in Connecticut, the arrows to the right of the paradigm indicate Connecticut's planning position at this time.

The workgroup conducted a data roundtable to accomplish several goals: analyze capacity and stakeholder will, define essential state questions that will ultimately frame the system design work, and educate stakeholders with regard to the project plan. It was important that this data roundtable was designed to facilitate bi-directional communication; meaning that while information was to be given, it was also meant to encourage feedback from the stakeholders present.

A data roundtable was scheduled for Tuesday, June 19th, 2012 from 9 a.m. to 4 p.m. at The Lyceum in Hartford, Connecticut. The workgroup held bi-weekly planning calls with the State Support Team and with Elliot Regenstein of EducationCounsel between the months of March and June.

C. Summary of the Connecticut Early Childhood Data Roundtable

Goals

While there are many goals to be accomplished in this project, the Data Workgroup identified these specific goals for the Connecticut Early Childhood Roundtable:

First, it was the desire of the data workgroup to ensure that roundtable participants came away with an understanding of what defines this EC slds project. The presentation team reiterated the project's purpose throughout the day and fielded questions of clarity as they arose to further define the purpose. It was also the intent of the data workgroup to not duplicate the efforts or confuse this work with other work in the state; in fact, the data workgroup set out to clarify how this project is an effort to unify the many projects currently underway in the state so that capacity and resources are maximized. As such, the **second goal** was to identify areas of collaboration towards a unified EC data system. A response panel at the end of the day provided advice and feedback about ways to work together towards one unified system. Throughout the day, participants were sought to provide ideas and commitments to a more collaborative approach moving forward. Finally, the **third goal** was to identify the most pressing essential questions that an EC data

system might answer in Connecticut. Participants spent a significant period of time reflecting upon recommended essential questions from national entities as well as numerous state examples. Each of three afternoon groups provided a comprehensive laundry list of essential questions, which will need further refining into a smaller and workable list for the state.

ATTENDEES

An Attendee list is provided in the Appendix.

PRESENTATION: THREE CONNECTICUT CHILDREN AND THE AGENCIES THAT SERVE THEM

Elliot Regenstein with EducationCounsel delivered a presentation outlining the experiences of three "virtual" children in Connecticut, Adrian – age 1, Prudence – age 3, and Nathan – age 4. Each of these three children's experiences included some sort of federal or state funded programs and services of which they singularly (and often times in a duplicate manner) assigned unique identifiers as a method for tracking the service and program experiences of the children. Elliot's presentation highlighted the difficulties faced by each of the agencies and programs servicing these children – including transitioning between programs, tracking longitudinal outcomes, and ensuring no overlaps, duplications, or gaps occur. The conclusion of his presentation brought clarity, outlining the benefit of a singular unique identifier (the State Department of Education bore that responsibility in his presentation) to alleviate the problems associated with multiple identifiers for individual children.

MORNING BREAKOUT: END USER NEEDS ARTICULATED AT THE ROUNDTABLE

Three groups convened to address end user needs. End users are defined as any individual who uses data which includes a wide array of stakeholders – from families to politicians, state program directions to teachers, among many others. Each of the three morning session groups was asked to address several questions. The **first**, "What questions **_currently_** guide your early childhood work in Connecticut?" led to the following responses.

WORKFORCE

What are the characteristics of a quality teacher? How important is the bachelor's degree to the quality of a teacher? What relationships exist between scholarship spending and the movement of the workforce?

READINESS AND ASSESSMENT

Are high need children ready for kindergarten? What is the condition of young children as they enter kindergarten? Where is ASQ and AS screening occurring or not occurring?

PROGRAM AND SERVICE QUALITY

Where are the issues of health and safety across centers? Are services high quality? What service delivery approaches are most effective? Are Kindergarten programs ready for all children?

HIGH RISK AND UNIDENTIFIED POPULATIONS

Who are the high need children and families in Connecticut? Are high need children and families getting the services they need? In maternal, infant homes, what do we need to be looking at to understand risk? How do we find unidentified populations?

HOME VISITATION

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At what point in a pregnancy (defined by trimester) are families enrolling in maternal, infant home-visitation programs? Are families who receive home-visitation services improving over time? What is the impact of having father home visitors?

LONGITUDINAL OUTCOMES

Does the lack of care for some low birth weight children have an impact on their need for care and educational outcomes in the future? Are children and families better off after receiving services? How are our *School Readiness students* doing? How do we measure progress that children are making in school? Where are our state dollars going to serve families and are those dollars making an impact?

Secondly, stakeholders were asked to address their **data use needs**. The following responses were noted:

DATA LINKING/COORDINATION
- Coordination of Services
- Data matching capacity between agencies
- Capacity to gather data regarding cost effectiveness of state funded programs and services

LONG TERM IMPACT
- Capacity to measure the long term impact of services without adverse consequences to programs
- Capacity to monitor and identify trends

WORKFORCE
- Capacity to answer what pathways to teacher credentials are effective
- Ability to use data for professional development and staff training programs

EARLY IDENTIFICATION AND INTERVENTION
- Capacity to identify at-risk families earlier
- Capacity to determine which interventions are most effective with children and families who have specific risk factors

ACCESS
- Unduplicated counts by birth cohort
- Capacity to determine who are and where are the children being served
- Capacity to determine what the early childhood experiences of children are
- Capacity to determine the population with unmet needs

LOCAL DATA USE
- Capacity to use data to help students at the community level
- Capacity to report aggregated community data on child development
- More regionalized approach

QUALITY
- Capacity to determine if programs and services are of high quality

Finally, each group was additional asked to identify any **essential partners** that were not a part of the data roundtable event, or that might not have been previously considered essential to the work; but after discussion among the groups and the needs that were expressed, these entities were identified:

Pre-K program providers, Department of Developmental Services agency, parents from different socioeconomic backgrounds (including Medicaid), home visitation and family support programs, Department of Corrections, Federal Department of Education, Local Departments of Health, Graustein Community Foundation, Integrated Eligibility, Practitioners, CHIN, DCF/DSS Service Architecture Project Staff, and the Connecticut Data Partnership.

It should be noted that some of these entities were in fact present at the roundtable event, but may not have been participating in the particular group that identified their presence as essential.

For the morning sessions, several **common themes** emerged from each of the three groups. These themes flavored much of the conversations during these sessions, and also impacted afternoon and full group sessions throughout the rest of the day.

COLLABORATION

- Learning from each other and collaboration will be keys to the success of this project.

GOVERNANCE

- Data governance is yet to be addressed.
- We need to identify implementation models that will reduce burden and cost (Centralized, for example).

CAPACITY

- Stakeholders need training the in the appropriate use of data.
- Building data literacy will have a strong impact on how data is used.
- We need to build upon the existing knowledge bases of our current data systems.
- Systems and machinery need to speak with each other.
- Clarity is needed around the data that all stakeholders need and whether we have the capacity to use the data.
- More fiscal resources are needed to complete this project.
- What do agencies have and what are they asking? What information already exists?

DATA USE

- We need longitudinal information.
- There is a gap between desired data and existing data. What is the quality of the stuff we're already investing in? Where are the kids with the most risk? What kinds of risks are they facing? How do we assess? What is the availability of programs to these individuals? How do students fair over time in these services? Is there a benefit to early intervention programs that families receive? Do they get quality care?
- Some questions we want to answer, but we can't with data alone – there is a need for research methodology.
- There is a need for comparison data to look at individuals who received a service and who did not.

In summary, these themes point to one overarching issue: **THE CAPACITY OF THE SYSTEMS, AGENCIES, PROGRAMS, AND PEOPLE TO ANSWER THE STATE'S MOST PRESSING ESSENTIAL QUESTIONS**. *And*

to not only answer these questions, but to **USE THESE ANSWERS TO IMPROVE PRACTICE, POLICY, AND PROGRAM/SERVICE DELIVERY**.

Connecticut's Essential State questions were the topic of the afternoon session at the Data Roundtable.

AFTERNOON BREAKOUT: RECOMMENDED AREAS OF ESSENTIAL STATE QUESTIONS

FAMILY DEMOGRAPHICS AND RISK FACTORS

Do our families have the basic things that they need? What are the risk factors of children in the early years? Who are the vulnerable? How are we meeting the needs of all of our children? What is the food security of our children? What do parents want to know and are they getting the information they need? What are the unmet needs of children (food insecurity, homelessness, access to resources)? What children and how many are facing adverse risk factors? What resources are they accessing? Are their needs being met? What family outcomes are observed? Are multi-risk families accessing the services they need? Do their children fare well depending on the services they receive? What do parent needs to know that will assist them in getting their children ready to succeed? Do the parents use what information is given them? Why are families not accessing services?

ACCESS

Which children are where and served by who (unduplicated count)? What is the universe of children who should be receiving services? Who isn't receiving service they need and should be? How many children that we view as vulnerable are served by our agencies and how are they doing? Who is getting access to the range of services in our state? Which children are in which programs? What services are these children accessing? How many different programs do children attend? What is their continuity of care? How many transitions are they experiencing? Is access equitable? How many total children are there birth to age five (by state, region, and town)?

LONGITUDINAL

Are our state programs showing positive results? Are children progressing at each critical grade level? How are we measuring this and what are we measuring? How are the children who received state services fairing in the workforce as they reach adulthood? Are children showing good results? How cost effective are the state's programs and services? Does participation in prevention programs (such as home visitation) yield better outcomes?

READINESS

To what degree and in what domains are children on track to succeed when they enter school and beyond? How many and what percentage of children are on track to succeed during the early childhood years, at school entry, and beyond? What percentage of children are arriving at school with undetected and untreated developmental delays? Are kindergarten teachers identifying children with unidentified developmental delays and taking action? Are all children on track to succeed when they enter school and beyond? Which children are on track to succeed when they enter school and beyond? What measures are used? Are children birth to age five on track to succeed?

WORKFORCE

How prepared is the early care and education workforce to provide effective education and care? What policies and investments lead to a skilled and stable early care and education workforce? What long-term outcomes (self-sufficiency) are observed among the early care and education workforce? Are staff ready to serve all children?

QUALITY

Do children in more economically mixed preschool settings do better? What is a quality program? What are the characteristics of effective programs? Are there certain elements that need to be part of high quality early care and education programs? What combination and which dosage of effective ingredients make an effective program? Is the quality of programs improving and how are we measuring that? Are programs ready to serve all children?

RESOURCE ALLOCATION

Are we directing school readiness funding well? Is the state spending Care4Kids money in a way that contributes to the success of the children? Are we funding effective programs? Are we moving the needle? If not, how do we justify continuing the expenditures? Are the things we value working? What programs does the state fund? How well are those children in state funded programs doing?

HEALTH

Do children have an identified medical home? What is the social-emotional health of our children?

OPPORTUNITIES FOR COLLABORATION/PLAN FOR COLLECTIVE EFFORT

- Create a separate early childhood agency
- Create a separate early childhood data umbrella agency (or have one agency collect all early childhood data)
- Draft legislation that mandates and funds an early childhood longitudinal data system
- Create common data standards
- Create a high level early childhood position (that reports to the Governor) with the responsibility of all early childhood data
- Combine or link monitoring data systems
- Define trauma, at risk, and vulnerable, typical, atypical
- Create one consistent message
- Learn from other states
- Draft a strategic plan
- Involve parents
- Use a phased in approach
- Create unique identifiers for all children enrolled in state and federally funded programs

CLOSING PANEL: RECOMMENDATIONS FOR MOVING FORWARD

The Data Roundtable concluded with an expert panel representing advocacy, end users, parent organizations, and Data partnerships. The panelists were Bennett Pudlin of the Connecticut Data Partnership, Cyd Openheimer of Voices for Children, Marilyn Calderon from Parent Power, and Linda Goodman, Director of the Birth to Three System who is co-chairing the Connecticut Data Workgroup. The response panel was asked to identify themes they observed in the day's discussion and recommendations they had for moving forward. Their responses were:

- Clearly there is a shared consensus for a longitudinal data system, and with that there is a shared concern with regard to the lack of progress (attributed to funding and capacity). The panel advised that CT shouldn't wait to get it 100^% right before taking action. "Just act." "The time is now." "This time it is for real."

- Sharing is needed – there are systems and data projects currently underway in CT to build upon. Don't ignore the work that has already been done. Don't let fear impeded collaboration. Ownership and concern of each area could impede progress. (CHIN, CT Data Collaborative)
- There is an evident need for a strategic project plan. The law is am impetus and important for serving as a catalyst to do the planning work. A systemic plan that serves children and families well will solidify the hopes and desires to have a coordinated, unified early childhood data system. The Race to the Top Application provided a will and vision for this work.
- Don't ignore the voice of communities and families - bring them along earlier then later. Make present data accessible to state partners and to local communities and families.
- Provide common language to quality and outcomes, as well as measures so that stakeholders are on the same page and collecting sharable data.

MOVING FORWARD

Based on the stakeholders' recommendations throughout the day and the experience of the national collaborators, the following recommendations have been made for Connecticut. The State Support Team along with the national consultants provide here a brief overview of the processes for accomplishing these recommendations.

CREATE A STRATEGIC PLAN

A plan typically includes an analysis of the capacity of agency data systems, a list of key roles and responsibilities (including project sponsor, project manager, and person responsible for accomplishing each deliverable), an assessment of the knowledge base among pivotal leaders, an analysis of existing state legislation, a timeline with major milestones and dates, a list of funding sources, accountability measures to ensure the lead can move the project along, a communication plan, a state inventory of EC programs, and other components as the state/agency deems necessary. The project plan should be developed early in the planning process and should be flexible enough to meet unexpected challenges. It is not necessary to have a perfect project plan, or to know every step necessary for the process, but allow for changes as needed throughout the development of the EC SLDS. At a minimum, the project plan should include goals, objectives, key deliverables, a timeline, the resources needed, and who is accountable. A solid project plan should also address the "Why," "What," "Who," and "When". Indeed, Connecticut has done some of this work already, but collecting this work and adding the additional pieces to complete the plan will help organize the project and ensure accountability measures are taken for steps moving forward.

REFINE ESSENTIAL STATE QUESTIONS

Essential questions generally fall into four general categories:

- Policy

- Program/Operational
- Research
- Practitioner - Instruction

A state may select one category or multiple categories as needed to align with the purpose and meet the needs of the appropriate end user. The process of developing these essential questions takes time and participation from a diverse group of potential end users. A great resource that is often overlooked is the contribution of researchers. Their presence during this process will help the state ensure that its questions are in fact answerable, relevant, and written for the intended outcome. *Please note that some states call these questions "policy questions," but for the purpose of SLDS planning, states are encouraged to use the term "essential questions," as there are more than just policy questions to consider.*

The Early Childhood Data Collaborative: Key Policy Questions

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

The participants of this data roundtable provided a broad array of recommended essential state questions based upon national examples **such as those in the illustration to the right** and from the work of other states (see appendices for examples). It will be the job of the project workgroup to identify a core set of unique questions for Connecticut that make sense with the long term vision of this project and that can and will be answerable from a coordinated and unified early childhood data system. The Project Workgroup should use the recommendations from the stakeholders at the Data Roundtable as the means to accomplish this task.
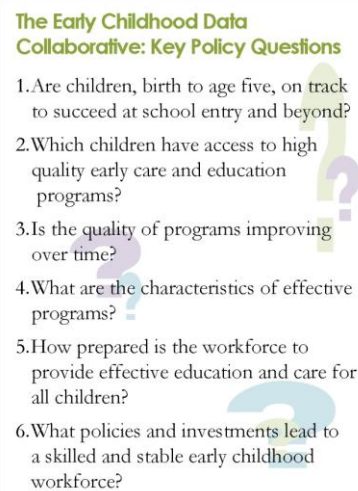
DEFINE COMMON ELEMENTS

The state's needs for data collection should go beyond "collection for compliance." Consideration of which data elements to include must be given in order to make data-informed decisions and answer the essential questions developed by the state. Once Connecticut has determined the essential questions that the data system should answer, they should identify what data is needed (and where it is located) to answer these questions. Data that is neither relevant nor going to provide value should not be captured—design the data elements to align with the use and intended users of the system.

Then, for each data element the level of granularity of data (e.g., daily attendance versus average daily attendance for a time period) and the frequency with which the data will be refreshed from the respective source systems, should be decided in support of the intended essential questions to answer end users' needs. In addition, provide common language for each data element so that agencies and programs entering data can do so in a similar fashion. Defining the state's common elements in these terms ensures that all those entering data are using the same context and language providing a higher degree of validity and reliability.

DEFINE MEASURES, QUALITY, OUTCOMES, AND AT-RISK

In addition to providing common language for the data elements, the state should also provide common language around measures, quality, outcomes, and at-risk. These definitions ensure that agencies and programs are communicating in the same language, though at times the dialect might differ.

## EXPLORE SYSTEM DESIGN AND IMPLEMENTATION MODELS FOR RECOMMENDATION

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When planning the model for the early childhood data system it is imperative that it align to the needs of Connecticut. Once the vision for the data system is clear, then the decision about the early childhood data system model can be considered. There are two prominent models to integrating EC data into an EC data system or into the P-20W SLDS: centralized and federated.

CENTRALIZED: In general, EC data from across all participating programs and agencies is initially consolidated into one database or data warehouse. Once in a consolidated EC data system a state can then feed into the P-20 SLDS using only the appropriate data needed at the P-20 level

FEDERATED: In general, EC data from across all participating programs and agencies is not consolidated, but feeds from each program or agency into a P-20 SLDS directly from each data source.
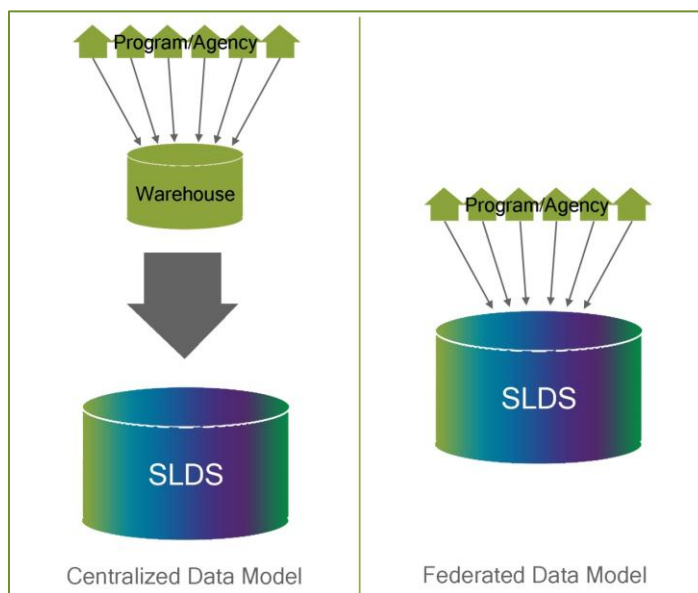
It may be helpful to build off of existing state systems (legacy systems). The legacy system may not be sufficient to meet the project's goals, and a new system will need to be designed. However, some states have found that building upon what already exists can be efficient, effective and timely, both from a technology infrastructure and organizational change management perspective. Efficiency is key when thinking about systems, as it takes time to develop a system and train the necessary staff.

When designing a system, one of the early critical issues to address is the assignment of unique IDs. It is essential for states to think about how to identify a child and match that child longitudinally through other sectors, such as K12 and postsecondary. Some states use the existing K12 identifier and assign it to children in all participating EC programs; others use their own unique EC identifier and create a temporary linkage via an external match routine so that the privacy and confidentiality of the data are preserved and any state confidentiality requirements are met.

PARTICIPANT SURVEY

A Participant Survey was conducted, with a low response rate of only 9 out of 52 attendees. Of the nine surveys turned in, overall responses indicated that participants both gained clarity around the project and felt that there voice was heard throughout the day in terms of feedback regarding essential state questions and end users needs.

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APPENDICES

1. EARLY CHILDHOOD EDUCATION CABINET MEMBERS

2. DATA WORKGROUP MEMBERS

3. LEGISLATIVE CHARGES (2007 HEAD START ACT, CABINET LEGISLATION, LDS CHARGE)

4. ROUNDTABLE PARTICIPANTS/ATTENDEES

5. GROUP RESPONSES TO STAKEHOLDER NEEDS

6. GROUP RECOMMENDATIONS FOR ESSENTIAL QUESTIONS

7. EXAMPLE OF A WORK PLAN TEMPLATE

8. DATA WORKGROUP TIMELINE

9. SAMPLE STATE ESSENTIAL QUESTIONS

10. ROUNDTABLE POWERPOINT

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CABINET MEMBERS

David Title, *Chair, Superintendent, Fairfield Public Schools*
Representative of a Local Education Agency

David Title is currently the Superintendent of Schools in Fairfield.

Catherine Abercrombie, *State Representative*
Member of the House of Representatives

Catherine Abercrombie is a Democratic member of the House of Representatives, representing the 83rd District since winning a special election in March 2005. She currently serves as Assistant Majority Whip and Vice-Chair of the Appropriations Committee.

Cathy Battista, *President, Family Resource Center Alliance*
Representative from Family Resource Centers

Ms. Battista is President of the CT Family Resource Center Alliance presiding over the 62 state-wide Family Resource Centers. She is also the Director of two Family Resource Centers in Meriden.

Claudette Beaulieu, *Deputy Commissioner, Department of Social Services*
Representative from the State Agency Responsible for Child Care

Claudette Beaulieu has worked for over thirty-three years for the Department of Social Services. For the last eight years, she has held the title of Deputy Commissioner of the Programs Division.

Alternate:
Peter Palermino, *Program Manager, Bureau of Assistance Programs, Family Services Division, Department of Social Services*

Peter Palermino is the Program Manager for the Bureau of Assistance Programs Family Services Division at the Connecticut Department of Social Services, the statutory designated lead agency for child care, cash assistance, child support, medical assistance and many other health and human services in Connecticut.

Marisol Estrada-Soto
Parent

Marisol Estrada-Soto is a 2007 graduate from the Parent Leadership Training Institute. She is the Chair of Meriden Children First; Chair of Meriden Early Childhood Council and Steering Committee Member.

Harriet Feldlaufer, *Chief, Bureau of Teaching & Learning, Department of Education*
Representative of the State Education Agency

Connecticut Early Childhood Education Cabinet

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For the past 23 years, Ms. Feldlaufer has worked at the Connecticut State Department of Education in the areas of professional development, early childhood education, family involvement and school improvement. Currently, she is serving as Chief for the Bureau of Teaching and Learning.

Linda Goodman, *Director, Birth to Three System, Department of Developmental Services (DDS)*
Representative of Entity Determined Relevant by the Governor

Linda Goodman has worked for DDS since 1972 in a variety of positions including directing the department's early intervention program, strategic planning, program development, educational administration, and staff training. She has served as Director for the Birth to Three System since July, 1996.

Anzelmo Graziosi, *Licensed Attorney*
Representative from the Business or Philanthropic Community

As a licensed attorney in both Connecticut and New York, Mr. Graziosi's primary areas of practice include civil litigation and real estate law. Prior to moving to Connecticut, he served as Deputy Mayor of the City of Glen, New York and as a member of the Glen Cove City Council.

Leah Grenier, *Principal Budget Specialist, Office of Policy and Management*
Secretary of the Office of Policy and Management Designee

Leah Grenier has been a budget analyst in the Office of Policy and Management's Budget and Financial Management Division for over 11 years.

Janice Gruendel, Ph.D., M.Ed., *Deputy Commissioner, Department of Children & Families*
Representative from the Department of Children & Families

Dr. Janice M. Gruendel brings nearly 20 years of experience in State of Connecticut government to her third assignment in the Department of Children and Families.

Debra Johnson, *Chief, Community Based Regulation Section, Department of Public Health*
Representative of the State Agency Responsible for Health or Mental Health Care

Debra Johnson joined the Connecticut Department of Public Health (DPH) in 1988. Since December 2000, Debra has worked in the Community Based Regulation Section of the DPH, which is responsible for the administration of the statewide child day care and youth camp licensing programs.

Michelle Maggio, *Parent*
Parent of a Child Attending School in a Priority District

Michelle Maggio graduated from Norwalk High School and took business courses at Katherine Gibbs College. She is now the owner of a small family business in which she grew up. Ms. Maggio was also a candidate for Common Council.

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David Morgan, *Vice President, Team, Inc.*
Representative from a Head Start Agency

David Morgan is the Vice President of Early Education at TEAM Inc, a nonprofit community action agency serving the Lower Naugatuck Valley and Milford.

Joan Parris, *Director, Early Childhood Education, Norwalk Community College*
Representative of Institutions of Higher Education

Joan is the Director of Early Childhood Community Education at Norwalk Community College.

Edie Reichard, *Director, Sleeping Giant Day Care*
Representative of a State-funded Child Care Center

Edie is currently the Director of Sleeping Giant Day Care, Inc. in Hamden (a state funded child care center) since 2004

Andrea Stillman, *State Senator*
Member of the Senate

Andrea L. Stillman (D-Waterford) is serving her 4th term representing the 20th Senatorial District. She is Deputy Majority Leader of the Senate, and is the Senate Chair of the legislature's Education Committee.

Anne Louise Thompson, *Chief, Bureau of Special Education, Department of Education*
Representative of the State Agency Responsible for Programs under 619 or Part C of the IDEA

Anne Louise Thompson serves as the Bureau Chief for the Bureau of Special Education with the Connecticut State Department of Education.

Alternate:
Maria Synodi, *Department of Education*

Maria is currently employed by the Connecticut State Department of Education and primarily serves as the Coordinator for Early Childhood Special Education under the federal Individuals with Disabilities Education Act (IDEA 619 Program).

Eileen Ward, *Director, Children's Community Development Center*
Representative of Local Providers of Early Childhood Education

Eileen was hired as a teacher in the Preschool Program, moved to the Young Toddler Program as a Head Teacher, became the Assistant Director and since 1986, the Director. She holds a Connecticut Director's Credential at the Master Level

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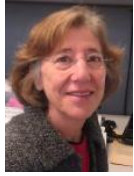
Grace Whitney, Ph.D., MPA, IMH-E (IV), *Director, Connecticut Head Start State Collaboration Office*
State Director of Head Start Collaboration

Grace Whitney has served as director of Connecticut's Head Start State Collaboration Office since it was established in 1996.

Elaine Zimmerman, *Executive Director, Commission on Children*
Executive Director of the Commission on Children

As executive director of the Connecticut Commission on Children, Ms. Zimmerman reviews children's policy and reports to the executive, legislative, and judicial branches of state government with recommendations for children's legislation.

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DATA WORKGROUP MEMBERSHIP

LINDA GOODMAN, **Co-Chair**, *Director of CT Birth to Three System, Department of Developmental Services*

SHERYL HOROWITZ, PH.D., **Co-Chair**, *Director of Community Research & Evaluation, Connecticut Association of Human Services Providers*

KAREN ADDESSO, *Department of Education*

JULIE BISI, *Department of Social Services*

MARCIE CAVACAS, *Department of Public Health*

WALTER GILLIAM, *Researcher*

MARGARET GUSTAFSON, *Charts-a-Course*

BETH PETRONI, *Department of Children & Families*

SHERRI SUTERA, *Child Care 2-1-1*

GWEN ZITTOUN, *Shipman & Goodman*

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LEGISLATIVE CHARGES

Early Childhood Education Cabinet *Outlined in the Head Start Act (as amended December 12, 2007)	Public Act No. 11-181 An Act Concerning Early Childhood Education and the Establishment of a Coordinated System of Early Care and Education and Child Development.	Bill 458 An Act Concerning Educational Reform.	Early Childhood Education Cabinet Workgroup Deliverables Status *See workgroup plans outlining goals and strategies can be found, www.ctearlychildhood.org *Cabinet goals and deliverables are directly aligned to related early childhood Public Acts and pending legislation, as indicated.	Completion Date
Tasks	***Tasks***		***Tasks***	
Develop recommendations regarding establishment of a **unified data collection system** for public early childhood education and development programs and services throughout the state.	The establishment of a coordinated system of Early Care and Education and Child Development shall, 1. Create a **unified set of reporting requirements** for programs described in subdivision (1) of subsection (b) of section 3 for the purpose of collecting necessary data elements to perform quality assessments and longitudinal analysis; 2. Compare and analyze the collected data	Create a unified set of reporting requirements for the programs described in subdivision (1) of subsection (b) of section 10-16cc, for the purpose of collecting the data elements necessary to perform quality assessments and longitudinal analysis; Compare and analyze the data collected pursuant to reporting requirements created under subdivision (1) of this subsection with the data collected in the state-wide public school information system, pursuant to section 10-10a, for population-level analysis of children and families	***Data Systems*** - Complete cross-agency unique child, staff, program identifier map to assess ids being used in agencies and programs. - Conduct inventory of data collected by DSS, DSS, DCF, SDE, DDS, Child Care 211, and Charts-A-and Course. - Draft cross agency MOU (informing RTT-ELC application). - Engagement of Center for Educational Statistic, State Support Team, for technical assistance. - Data Systems Roundtable for consensus on CT's policies to guide purposeful data collection.	July-Aug. 2011 October 2011 Sept.-Nov. 2012 January 19, 2012 June 19, 2012 Pending

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ROUNDTABLE PARTICIPANTS

Karen Addesso
Gary Archambault
Robert Aseltine
Julie Bisi
Marilyn Calderon
Jude Carroll
Marcie Cavacas
Karin Davis
Kareena Duplessis
Harriet Feldlaufer
Deborah Flis
Walter Gilliam
Linda Goodman
Janice Gruendel
Margaret Gustafson
Steven Hernandez
Sheryl Horowitz
Susan Illgen
Lynn Johnson
Myra Jones Taylor
Vanessa Kapral
Jan Kiehne
Pamela Langer
Nancy Leonard
Sherry Linton Massiah
Donna Maselli
Judith Myers

Marquelle Middleton
Georgette Nemr
Sarah Esty
Peter Palermino
Joan Parris
Mary Peniston
Bennett Pudlin
Jane Purtil
Darlene Raggozine
Elliot Regenstein
Edie Reichard
Alice Ridgway
Martin Rose
Carlota Schechter
Nancy Sharova
Mara Saladi
Susan Smith
Sherri Sutera
Maria Synodi
David Title
Eileen Ward
Amy Watson
Grace Whitney
Marina Winkler
Elaine Zimmerman

52 Attendees

Connecticut Early Childhood Education Cabinet

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Group One Stakeholder Needs

Current Essential Questions	Agencies Relied Upon For Data
who are the high need children and families	CSDE
are high need children ready for kindergarten	Higher Education
are high need children and families getting the services they need	DPH
are children and families better off after receiving services	Families
are services high quality	local programs
what service delivery approaches are most effective	DCF
how do we find unidentified populations	Birth to Three/DDS
	Medicaid
	Census data

Essential Partners Not Here	Data Use Needs
more pk program providers from across different sectors	coordination of services
parents from different SES backgrounds	early identification of at-risk families
home visiting programs/family support programs	long term impact of services
Federal Department of Education	unduplicated count by birth cohort
Graustein Community Foundation	accessibility of services
practitioners	monitoring and identifying trends
CHIN	staff development/training
DCF/DSS - Service architecture project	what interventions are most effective with specific risk factors
CT Data Partnership	Are programs and services high quality
	aggregated community data on child development
	determining the population with unmet needs
	a more regionalized perspective
	cost effectiveness

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Group Two Stakeholder Needs

Current Essential Questions	Agencies Relied Upon For Data
Chart's a Course: Report out relationships between scholarship spending and movement of workforce. Questions re: Salary	SDE (program verification, student data)
Maternal infant home visiting programs: What trimester are families enrolled? Looking to assess evidence based models, to see if families who receive these services have improvement over time. Looking at factors such as breastfeeding, smoking ….	DPH (e.g. vital records)
UCHC: Did the lack of care for some low birth weight children have an impact on their need for care and educational outcomes in the future?	DSS (birth cohort;
Where are the issues of health and safety across centers?	Early childhood programs (not an agency, but funded by SDE0
Discovery Communities: Who are the kids being served and how are they doing?	DCF (kids in foster care, poverty levels, S-chip)
Maternal infant home: what do we need to be looking at to understand risk?	Juvenile crime statistics
How are our Student Readiness students doing? (need longitudinal study)	Local departments of health
	Medicaid
	Value Options Health Data System
Essential Partners Not Here	**Data Use Needs**
DSS	Communities are trying to find and use data to help their students at community level
Medicaid (Encounter data)	Need to be able to match data between agencies
Juvenile crime (from Dept. of Corrections)	What pathways to teacher credentials (e.g. BA) are effective? (e.g. given the myriad of ways an individual can obtain a teacher credential or BA, which paths are effective)
Local departments of health	Who are and Where are the students that are being served?
Integrated Eligibility (one entry and it tells you what programs a family is eligible for)	What are the early childhood experiences of students?

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Group Three Stakeholder Needs

Current Essential Questions	Agencies Relied Upon For Data
Broad Policy vs. Case Management Uses	Home Visitation information (parenting education)
Who are the children and where are they?	
What types of programs?	
Who is in this System? Whose Data Is Needed? Who is Using data?	
Look at areas Cabinet covers, Health, Ed, etc.	
Parent University philosophy - meaningful dialog to get resources needed. Grassroots, statewide, national	
Agencies invested - work with parents and dialog	
Consumer experience- what parents and families care about, how many agencies in lives, calls made,?	
How do we know we are doing best for child and know they are making gains?	
Home schooling Pre-K and K-12 impact	
What children are we talking about? Different entry points, ages, economics, etc.	
When did they enter? Did they continue on Medicaid or go on and off.?	
What percentage are getting x,y,z?	
Family and Parental factors - maternal depression, education, working, - seeing systems cross - parents who want additional education?	
What happens for moms who return to community college - impact on the kids and translate to policy for two generational issues?	

Essential Partners Not Here	Data Use Needs
Parent voices - Home Environment stories	Performance, Indicators, demographics
Parents vs. organizations that represent parents	What do agencies have and what are they asking? What info is there?
Special Education	
Family resource centers	
For profit child care centers and before after school	
Local school districts & systems	
Mental Health Professionals	
Hospitals and local health care providers	

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Group 1 Recommended Essential Questions
Which children are in which programs?
What services are these children getting?
What is used for measures?
Timeline for improvement needs to be clear
Are children birth - 5 on track to succeed?
NGA #6 is critical that investments be done early on rather than later.
NGA #3 RI - how many different programs do children attend? Need to understand continuity of care is important. Reduce child transitions.
Is participation in prevention programs (ex. home visitation programs) giving better outcomes?
Characteristics of effective programs? What are they?
What do parents want to know?
What do parents need to know that will assist them in getting their children ready to succeed?
Do the parents use what info we give them? Important to ask when we design a system. Frame the questions appropriately.
Give parents access to a portfolio for their child that the can follow long term. System access to portfolio
Are programs and staff ready to serve all children? The physical environment needs to be ready also.
Equity of access.

Group 2 Recommendation Essential Questions

Wisconsin's questions
Are programs like School Readiness showing positive results?
Are the things we value working?
Is the quality of programs improving and how are we measuring that?
RBA- How much, how well are we making a difference?
Which children are on track when they enter school and beyond?
Illinois questions
Who isn't receiving the services they need and should be?
What programs does the state fund? How well are children doing?
What are the risk factors of children in early children?
Are children progressing at each critical grade level?
How many children that we view as vulnerable are served by our agencies and how are they doing?
How are our children that have been served doing in the workforce?
Who are the vulnerable?
Given the services they are receiving Including early services that impact outcomes-- e.g. WIC, HUSKY, (0-5)?
What is the social emotional health of our children?
How are we meeting the needs of all of our children?
Who are the kids being served in multiple places and are we meeting their needs?
What policies and investments lead o a skilled and stable early care and education workforce?
What is the food security of our children?
What do parents want to know and are they getting the information that they need?
What are the unmet needs of children (food insecurity, homelessness, access to resources)?
We can uniquely identify children and follow them across settings and over time. That can be aggregated upward?
What children are facing adverse risk factors and how many of these. What resources are they accessing?
How much: Who is getting access to the range of services
How well: Are children showing good results, Workforce questions, Cost-effectiveness questions
Better Off: Are needs being met, are those across agencies improving, Family outcomes, Children who do not receive the services they need. Are multi-risk families accessing the services they need? Do their children fare well depending on the services they receive?

Group 3 Recommended Essential Questions
Do children have an identified medical home?
What is a quality program?
What are the characteristics of effective programs?
How prepared is the early care and education workforce to provide effective education and care?
To what degree and in what domains are children on track to succeed when they enter school and beyond?
How many, what percentage of children is on track to succeed, during the early childhood years, at school entry, and beyond?
What percentage of children is arriving at school with undetected and untreated developmental delays?
Are Kindergarten teachers identifying children with unidentified developmental delays and taking action?
Are there certain elements that need to be part of high quality early care and education programs?
Which children are where served by whom (unduplicated)?
What is the universe of children who should be receiving services?
Do our families have the basic things that they need?
Are all children on track to succeed when they enter school and beyond?
Do children in more economically mixed preschool settings do better?
Are we directing school readiness funding well (have to live in a poor town and mostly be poor)?
Is the state spending Care4Kids money in a way that contributes to the success of the children?
Are we funding effective programs?
Which combination and which dosage of effective ingredients make an effective program?
Are we moving the needle? If not, how do we justify continuing the expenditures?

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Example Project Plan Template

Goals / Objectives / Activities	Start Date	Estimated Completion Date	Budget Amount (If activities have a cost)	Who is responsible? Who is Participating?	Data Collection Sources to Measure Success	Evaluation Plan
Project description: Provide here a description of the scope of the project, major accomplishments, and how the project is supported.						
Goal 1- Identify goals to accomplish the project, this being the first goal.						
Objective 1: Identify objectives to accomplish each goal, this being the first objective.						
Activity 1.1 Identify specific activities to accomplish each objective, this being the first activity.	Note the start date	Note the completion date, and identify is this activity is complete.	Identify any cost related to the activity	Identify who is responsible and/or participating in this activity.	Note any sources accessed to complete the activity.	Identify how you will know the activity is complete.
Milestone: Identify for each goal any major milestones to be highlighted.						

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DATA WORKGROUP TIMELINE

Priority Area: Data

Goal: Increase integration, quality and accessibility of Connecticut early childhood data for the benefit of all stakeholders.

Strategies	Activities/Actions	Deliverables/ Accomplishments	Status
The Early Childhood Education Cabinet will facilitate a multiagency Memorandum of Understanding concerning early childhood workforce, program and child data.	Data Workgroup to convene meetings of participating agencies to develop a mutually agreed upon MOU that is accepted (signed) by the appropriate Commissioners. The MOU will include the agencies' commitment to establishing unique identifiers and exploring data interoperability. Data Workgroup to consult with the Data Quality and Access Consortium to determine whether language can be added to the MOU that would allow them to obtain the state data sets that they are seeking to make available to local communities through their open access project.	MOU in place. Signatory agencies making datasets available to the Data Quality and Access Consortium in order to make data more usable and accessible to the public.	**Year 1** Q1: Convene workgroup, relevant state agencies, and local early childhood planning groups to define the types of data that is needed. Q2: Continuation of Q1 Q3: Finalize MOU Q4: Work with participating agencies to ensure that MOU is implemented. **Year 3** Q1: Continue meetings with workgroup, P-20 Council and local early childhood planning groups to evaluate available data to determine whether modifications are needed. Q2: Work with P-20 Council and participating agencies to make any necessary modifications.
Assign unique identifiers to all: a. young children b. early childhood programs c. early childhood staff	Data workgroup to convene meetings of people responsible for child IDs in each agency to reach a solution on unique identifiers for children. Data workgroup to convene meetings between the SDE and Department of Public Health and 211 Child Care on unique program IDs.	Agreement across all relevant state agencies on the use and implementation of unique identifiers for all young children. Agreement across all relevant state agencies on the use of unique identifiers for all early childhood programs. Increased numbers of children under 5 will	**Year 1** Q1: Begin meetings with Data workgroup to define early childhood data questions. Q2: Data workgroup to determine what is feasible. Convene initial meetings with DPH, DSS, DCF, DDS, and SDE data staff to discuss unique child identifier issue. Q3: Data workgroup convenes meetings with DPH, DSS, SDE, DDS, DCF,

		have a unique identifier.	Child Care 211 and Connecticut Charts-a-Course to discuss unique program and staff identifiers.
	Data Workgroup and SDE to investigate expansion of SDE State Assigned Student Identifiers (SASIDs) to other types of private and public programs for young children.	Quality of SASID assignments will improve, reducing duplication.	Q4: Meet with SDE data staff members to discuss improving SASID portability. **Year 2:** Q1: Finalize plan for unique identifiers. SDE to begin implementation of SASID improvements. Q2: Continuation of Q1 activities. Finalize MOU on unique identifiers among all participating agencies. Q3: Request work plan from each participating agency to determine the how and when of implementation. **Year 3** Q1: Implementation of unique identifiers. Q2: Selection of data interoperability project to accomplish the established data needs outlined by the Data Workgroup. Q3: Begin implementation of data operability, seek additional funding if necessary. Q4: Full implementation if funding available, pilot project if funding not available
	SDE, will work with the data workgroup, to improve SASID portability. SASIDs will be distributed to a child's parents or guardians.		
Develop a (or use an existing) data architecture that will both ensure privacy and enable data linkage across agencies making it possible to determine whether access to high quality early care and education programs have positive long range impacts on CT's	Investigate existing projects such as CHIN and CONNCADE (both at UConn)	Selection (or development) of a data architecture program.	**Year 1** Meet with P-20 Council Interoperability Council **Year 2** Q1: Study potential of existing data interoperability projects in conjunction with the P-20 Council Q2: Work with SDE and DDS and others to clarify FERPA and HIPAA privacy issues Q3: Continuation of Q1 & Q2 activities Q4: Continuation of Q1 & Q2 activities **Year 3** Q1: Selection of data

children.			interoperability project to accomplish established data needs Q2: Begin implementation of data operability, seek additional funding if necessary Q3: Full implementation if funding available, pilot project if funding not available Q4: Continue implementation or pilot.

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Illinois Learning Council, Early Childhood Data Work Group
Key Questions

The ten questions listed below are suggested as the highest-priority broad questions to inform the Work Group's study of creating a unified early childhood data system. We know that all of these questions are interconnected and overlapping, but we suggest these questions to help organize the work. The bulleted questions below each of the broad questions are provided as samples of the kinds of specific questions that would fall into these broader categories.

In this document we have tried to frame our questions as objectively as possible. We know that the Council's work focuses in many instances on answering subjective questions, including defining terms like "high quality" and "positive impacts." We believe that the data needed to answer these objective questions will prove extremely informative to the Council's discussion of the subjective questions.

1. **Are children, birth to five in Illinois, receiving early care and education? What impact are those programs having?**
   - *What results have been obtained for children on validated instruments measuring cognitive and non-cognitive development?*
   - *What impact is early learning programs having on social-emotional development?*
   - *What indicators are being used to measure children's developmental progress? And what are the trends?*
   - *Do assessment trends over time indicate a closing of the achievement gap?*

2. **Which children have access to early care and education programs?**
   - *What are the demographics of children and families in the state? What are the demographics of children and their families in early learning programs?*
   - *Do at-risk children have access to programs?*
   - *What is the attendance pattern for each child?*
   - *What gaps in services exist for early learning programs? (across age, geographical region, and programs)*
   - *Which children are enrolled in multiple programs?*

3. **Is the quality of programs improving?**
   - *What metrics are being used to measure program quality?*
   - *Are an increasing number of programs meeting established quality standards?*
   - *Is the number of accredited programs increasing?*
   - *What is the trend over time regarding the number of programs that are externally evaluated?*
   - *How many programs administer self-assessments?*
   - *What technical assistance is being provided to programs?*

4. **What are the characteristics of programs?**
   - *What curriculums are used by programs?*
   - *What are the qualifications for program staff and providers (see #5 below)?*
   - *In what setting is the program delivered?*
   - *What are the costs associated with the program?*
   - *What are the funding sources for the program?*
   - *What is the staff to child ratio?*
   - *How are programs engaging parents and caregivers?*

5. **How prepared is the early care and education workforce to provide effective education and care for all children?**
   - *What are the qualifications for program staff and directors?*
   - *What education, preparation, and training have program staff and directors received?*
   - *What credentials do program staff and directors have?*
   - *What are the demographics of program staff and directors, and do they reflect the families they serve?*
   - *What languages do program staff and directors speak?*
   - *Are program staff and directors trained to deal with cultural differences?*

6. **What policies and investments lead to a skilled and stable early care and education workforce?**
   - *At what rate and for what reason does turnover occur? Which programs experience the most/least turnover?*
   - *What are the characteristics (see #5 above) of those staff that persist? Of those who leave the field?*
   - *What salaries and benefits does the program provide staff?*
   - *What technical assistance is provided for workforce development?*

7. **What child health and development services are being provided to children?**
   - *What percentage of birth mothers received prenatal and/or interconception care?*
   - *What percentage of children has medical homes?*
   - *What medical and dental services has the child received?*
   - *Where are services being provided? Are services connected to an early education and care program?*
   - *What developmental screenings has the child received? What were the outcomes?*
   - *Which children have been enrolled in early intervention programs?*

8. **What are the family circumstances of children in early learning programs?**
   - *What percentage of children in early learning programs is in foster care?*
   - *What percentage of children in early learning programs lives with a relative other than their birth parents?*
   - *What percentage of children has moved within the last six months? How frequently are they moving?*

9. **What longitudinal information do we want to know about children enrolled in early learning programs over time?**
    - *How do children enrolled in early learning programs do in K-12? (test scores, attendance, drop-out rates)*
    - *Do children receive special education services in the public school system? Do children from high quality early programs have a reduced need for special education?*
    - *Are children enrolled in early learning programs less likely to end up in the juvenile justice system? In the child welfare system? In the mental health system?*
    - *What is the cost savings associated with early learning programs?*

10. **How is data being used to align, prioritize, and mobilize resources?**
    - *How are needs of children being identified in programs? When needs are identified, what follow-up occurs to ensure those needs are meet? Are caregivers being provided with information about what services are available to address needs?*
    - *Have children been referred for medical and social services needs? Did they receive the services? How much time passed between the referral and receipt of services? Which agencies provided the services?*

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SAMPLE STATE AND NATIONAL ESSENTIAL QUESTIONS

Wisconsin

1. Which children are where, served by whom? Who isn't receiving any services?

2. Which providers are working with which children, and how does this impact long term outcomes for children? How does professional development influence provider impact?

3. Which programs are serving which children? What are the attributes of quality? What about curriculum and long term impact?

4. Do children of families who receive TANF benefits fare better in school than children in poor families who do not participate in TANF? Do they receive more preventative health services?

5. How do infants and toddlers in foster care fare when they enter school?

6. Is participation in prevention programs such as home visiting associated with better educational outcomes?

7. Do children receiving WI Shares subsidies who attend higher quality child care (as designated by YoungStar (http://dcf.wi.gov/youngstar/) have better educational and health outcomes than those who attend lower quality child care?

8. How are children who were low-birth-weight infants doing in school? What early care programs were the most effective in helping them/their families?

9. Are homeless families finding access to the programs available to them for their children? Are the programs making a difference for these children?

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Rhode Island

Access

1. What percentage/how many children are in various early care and education settings? (unduplicated children by type of setting, location, and quality)
2. How much high-quality early care and education programming are children receiving? (attendance)
3. How many different programs do children attend before entering kindergarten? (stability)

Program Quality

4. What percentage/how many of early care and education programs are high-quality?
5. Does program quality improve over time?

Early Childhood Workforce

5. What percentage/how many of the early childhood workforce is qualified, by meeting specific established standards, to prepare children to succeed at school entry (e.g. core competencies, career lattice education levels)?
6. What are workforce characteristics and patterns (turnover, compensation, diversity, education, etc.)?

School Readiness

7. How many/what percentage of children is on track to succeed, during the early childhood years, at school entry, and beyond?

NGA Recommendations

1. Are children, birth through age five, on track to succeed when they enter school and beyond?

2. Which children have access to high-quality early care and education programs?

3. Is the quality of programs improving?

4. What are the characteristics of effective programs?

5. How prepared is the early care and education workforce to provide effective education and care for all children?

6. What policies and investments lead to a skilled and stable early care and education workforce?

Connecticut Early Childhood Education Cabinet

EARLY CHILDHOOD DATA ROUNDTABLE

TUESDAY, JUNE 19, 2012

9:00 A.M. UNTIL 4:00 P.M.

6/19/12

DATA ROUNDTABLE   (1)

THE PROJECT

The Early Childhood Education Cabinet, in consort with the P-20 Council, is committed to the vision that concerned constituents, including, *state agencies*, *researchers*, *policy makers*, and *local communities* have access to **valid**, **unduplicated**, **linkable** data about health, development, child care, education, and social supports for children from birth through age eight and their families while protecting everyone's privacy rights.

6/19/12   DATA ROUNDTABLE   (2)
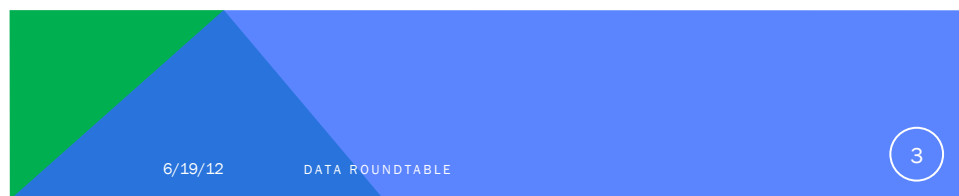
A DATA ROUNDTABLE

What

A data roundtable provides opportunity for early childhood end users to coordinate and plan for an early childhood data system. It is driven by a task (s) and provides a vehicle for collective planning.

Who

Participants are those individuals or entities who use early childhood data – end users – which might include parents, practitioners, policy makers, program directors, and/or researchers, for example. You were invited for a reason.

Why

A data roundtable provides a vehicle for working solely on the planning of the system without interruptions from other priorities. It also provides a means to bring collaboration and collective vision to a challenging and multifaceted project.
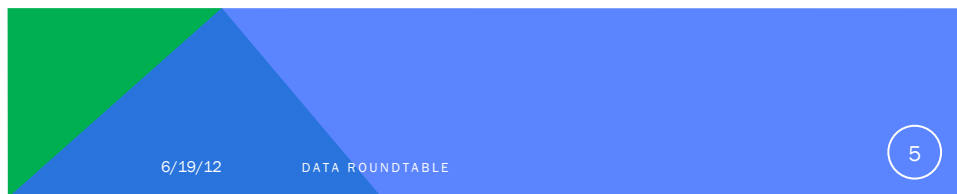
WHY THIS DATA ROUNDTABLE

- The Cabinet's data workgroup was charged with taking concrete steps toward the development and implementation of an inter-operable early childhood data system.

- With the political and grant climate changes over the past year, progress on a system linking early childhood data across agencies was slowed.

- As the data workgroup proceeded, it became clear that stakeholder consensus was needed to determine the most important policy questions that could be answered by the data.
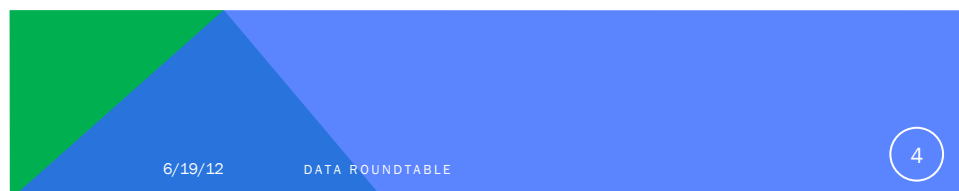
INTENDED OUTCOMES OF TODAY

🌳 Acquaint stakeholders with the project.

🌳 Identify areas of collaboration towards a unified early childhood data system.

🌳 Develop and refine a set of essential early childhood questions for Connecticut that are answerable with a unified data system.

6/19/12   DATA ROUNDTABLE   ⑤

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POLICY LAW STRATEGY ADVOCACY

Three Connecticut Children and the Agencies that Serve Them

Elliot Regenstein
EducationCounsel LLC

June 19, 2012

Data Roundtable

Adrian, Prudence, Nathan: Their Parents

Adrian (age 1)
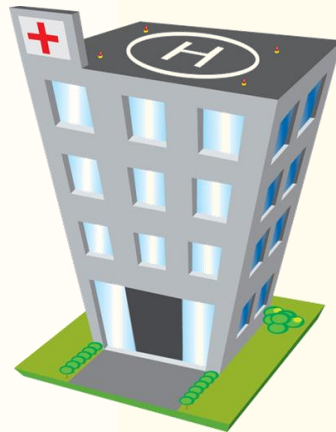
Adrian is with a
foster family (DCF)
WIC (DPH)

Prudence (3)

WIC (DPH)
One parent is
incarcerated (DOC)
Parent called 211
Child Care to find
child care (UW)

Nathan (4)

WIC (DPH)
Parent is receiving
drug rehab (DMHAS)
Investigation of
potential abuse
(DCF)

Data Roundtable

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In the Past

When children are born they get a birth certificate number (State File Number) assigned through Department of Public Health

Birth Certificate

It is certified that _____

Sex _____ Height _____
Date of Birth _____ Weight _____
Place of Birth _____

DPH Number: ##########

Data Roundtable   9   EducationCounsel

Today's Schedule: Adrian (Age 1)

Agencies listed are those that track individually identifiable data

Home visit (DPH)

Apartment

Publicly funded child care (SDE (child), DPH (licensing), CAC (personnel registry)); Part C services for a diagnosed special need (DDS)

Doctor's appointment (Medicaid) (DSS)

Child Care Center

Medical Clinic

Data Roundtable   10   EducationCounsel

Connecticut Early Childhood Education Cabinet

The Governor's State Advisory Council on Early Care and Education
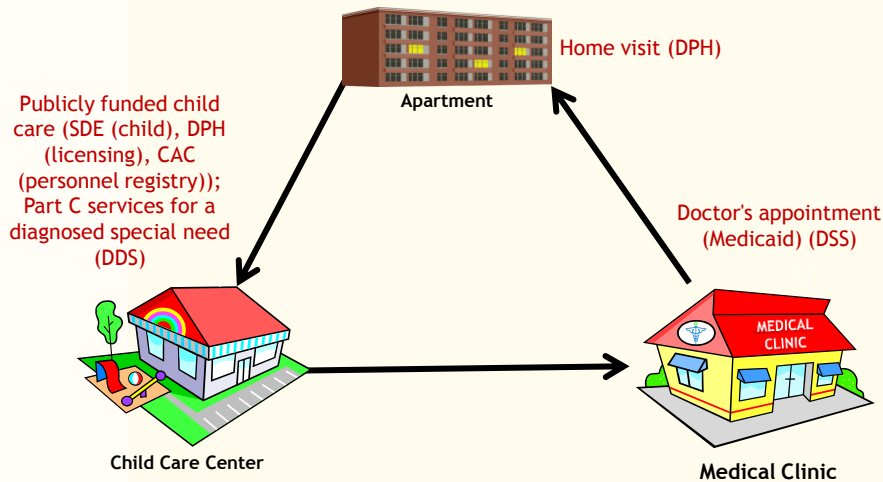
Today's Schedule: Prudence (Age 3)

Apartment

School readiness program and preschool special education (SDE)

Publicly funded child care (SDE (child), DPH (licensing), CAC (personnel registry))

Elementary School

Child Care Center
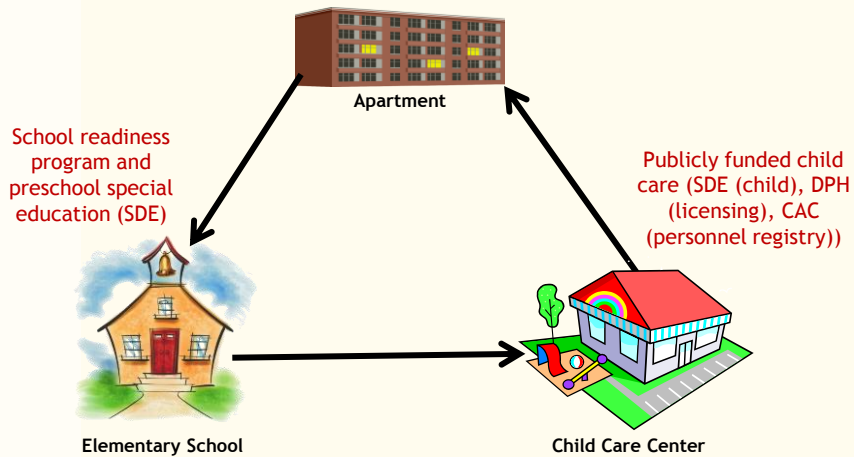
Data Roundtable   11   EducationCounsel

Today's Schedule: Nathan (Age 4)

Apartment

Head Start (SDE), CAC (personnel registry)

Subsidized child care (DSS (child), DPH (licensing), possibly CAC (personnel registry))

Elementary School

Mental health appointment (DCF)

Home-Based Child Care
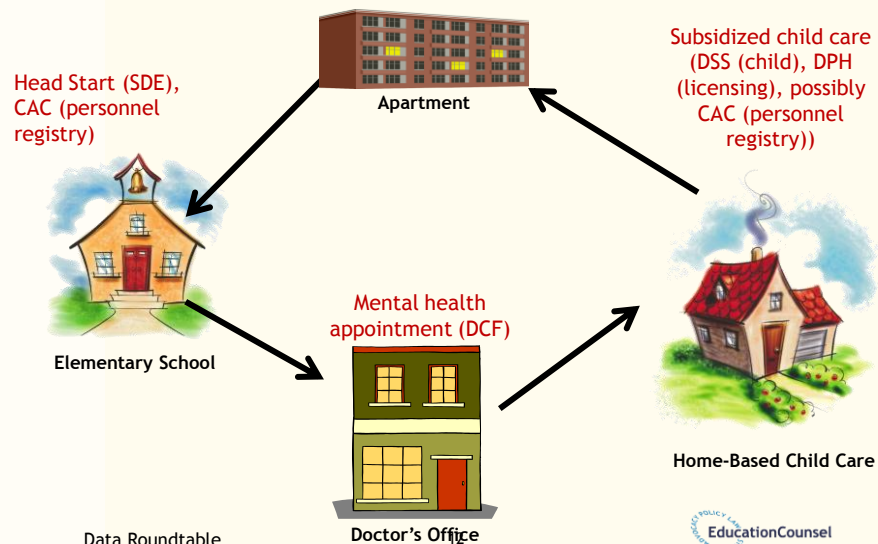
Data Roundtable   **Doctor's Office**   EducationCounsel

Connecticut Early Childhood Education Cabinet

The Governor's State Advisory Council on Early Care and Education

In the Future
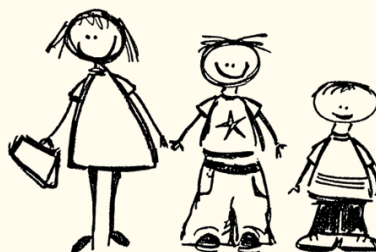
In kindergarten, state-assigned student ID through State Department of Education (if not already assigned)

Elementary School

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Three Connecticut Children and the Agencies That Serve Them

These examples do not capture the full richness of Connecticut's state/local mixed-delivery system

	Adrian (age 1)	Prudence (3)	Nathan (4)
In the Past	Birth certificate number assigned through DPH, which also tracks immunizations		
On Today's Schedule	Publicly funded child care (SDE (child)), DPH (licensing), CAC (personnel registry)) Part C services for a diagnosed special need (DDS) Doctor's appointment (Medicaid) (DSS) Home visit (DPH)	School readiness program and preschool special education (SDE) Publicly funded child care (SDE (child)), DPH (licensing), CAC (personnel registry))	Head Start (no data) Mental health appointment (DCF) Subsidized home-based child care (DSS (child)), DPH (licensing), CAC (personnel registry))
Parents	Adrian is with a foster family (DCF) WIC (DPH)	WIC (DPH) One parent is incarcerated (DOC) Parent called 211 Child Care to find child care (UW)	WIC (DPH) Parent is receiving drug rehab (DMHAS) Investigation of potential abuse (DCF)
In the Future	State-assigned student ID through SDE		

CAC – Charts a Course, a project under the Board of Regents funded through DSS
DCF- Department of Children and Families
DDS- Department of Developmental Services
DMHAS – Department of Mental Health and Addiction Services
DOC – Department of Corrections
DPH – Department of Public Health
DSS- Department of Social Services
SDE – State Department of Education
UW – United Way of Connecticut

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How do we make these pieces fit?

❑ **Connecticut has in place many important data pieces. A big question for today: How can we make these pieces part of a coherent whole?**

➢ How can a coherent data system build on the important work that has been and will be done by individual agencies?

➢ How can we work together to develop a coherent data system that really works for providers, parents, and policymakers?

➢ How can a coherent data system lead to better outcomes for Adrian, Prudence, Nathan, and all the rest of Connecticut's young children?

Data Roundtable   15   EducationCounsel

WHAT WE NEED TO ACCOMPLISH TODAY

1. Identify and prioritize a list of most important needs of Connecticut Early Childhood end users

2. Construct *Essential State Questions* to address the most important needs of end users

3. Make recommendations for a common, collective plan towards building a coordinated EC data system

6/19/12   DATA ROUNDTABLE   16

Connecticut Early Childhood Education Cabinet

The Governor's State Advisory Council on Early Care and Education

TODAY'S AGENDA

|	
Data Users Panel	9:30
Question and Answer – End User Needs	10:20
Coffee Break	10:45
Small Groups – Sector Specific Needs	11:00
Working Lunch - National Picture	12:00
Small Groups – CT's Essential Questions	1:00
Report Out	2:15
Response Panel	2:30
Wrap Up/Next Steps	3:30

6/19/12   DATA ROUNDTABLE   17
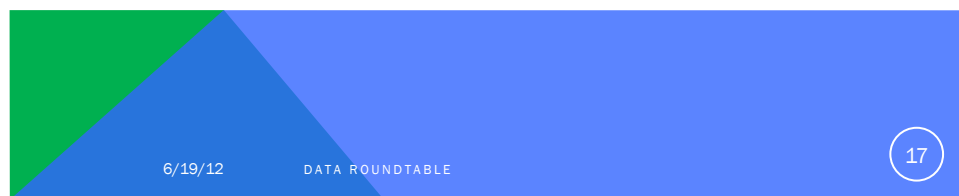
DATA USER PANEL

Senator Beth Bye, *Connecticut State Senate*

Walter Gilliam, *Yale Child Study Center*

David Morgan, *Connecticut Head Start Association*

6/19/12   DATA ROUNDTABLE   18
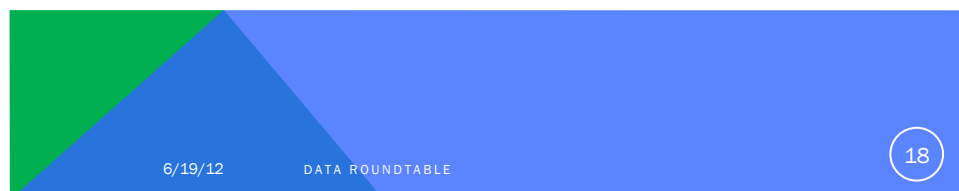
GUIDING QUESTIONS

1. What's an example of something you've accomplished recently where you were able to use EC data effectively to change something?

2. Tell us something that you've done differently yourself because someone else provided you with EC data that persuaded you to act differently.

3. What's something you were working on recently where you wanted some EC data and couldn't get it?

4. This afternoon, participants will be generating key questions they'd like to have answers to in order to improve EC policy and practice. What are one or two of your biggest questions that you wish you were able to answer?

5. What are your greatest needs as an EC end user?

6/19/12   DATA ROUNDTABLE   19
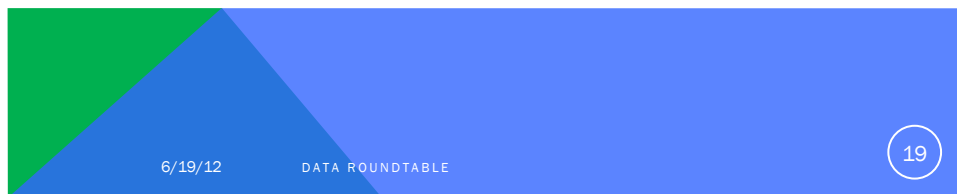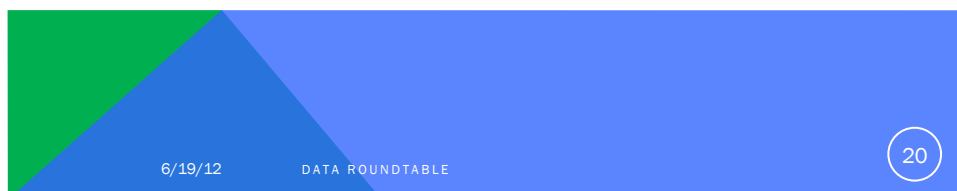
SMALL GROUP DISCUSSION

Group #1 - Conference Center

Group #2 - Library

Group #3 – South Balcony

6/19/12   DATA ROUNDTABLE   20

SMALL GROUP DISCUSSION - OUTCOME

To gather from you as an end user what data is currently guiding your early childhood work and what changes are needed to meet your needs as an end user.

END USERS AND THEIR NEEDS

User	Interest/Need	Example(s)
Policymakers & Legislators	Inform policy development, revision, and funding decisions	• resource allocation, program evaluation, legislative actions, etc
Program leaders	Improve program effectiveness and efficiency	• Program evaluation, resource allocation, staffing needs, community needs, program development, program planning, etc.
Educators	Inform decisions to improve local-level learning environments	• resource allocations, staffing needs, instructional approaches, student placement, curriculum development, etc.
Researchers	Assess the impact of policies and programs on students and education entities	• Research questions, program evaluation, policy evaluation, program, etc.
Parents & Students	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, etc.

SMALL GROUP DISCUSSION

1. What are some key policy and practice questions that you are currently answering with your data? (in light of your work in early childhood in CT)
2. What agencies do you depend upon for data? Who is not here that is important to this work?
3. Who are the people, until just now, we didn't think about as essential to this work?
4. What are some things you'd like to be able to use EC data for?
5. Are there some areas of improvement for which you are striving, but have not necessarily begun thinking about the use of data to make these improvements?
6. Given the conversation, what are some common themes that are timely, relevant, and provide common ground for CT moving forward in coordinating EC data?
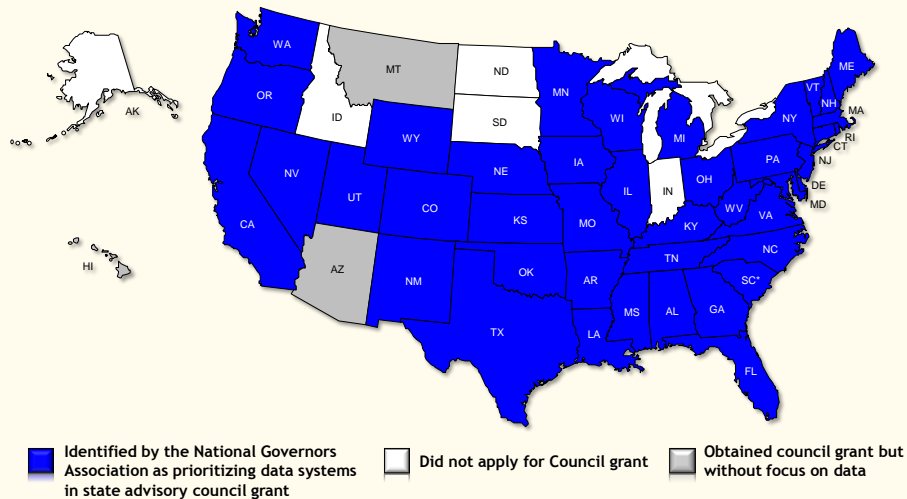
6/19/12   DATA ROUNDTABLE   23

Councils Around the Country

❑ **State advisory councils were required by the 2007 reauthorization of Head Start.**

➢ While some states had councils prior to that law, many states created councils in the wake of the 2007 federal legislation.
➢ In 2010, 45 councils – including Connecticut's – were awarded startup grants by the U.S. Department of Health and Human Services.
➢ At this time only two states do not appear to have operating councils (Indiana and South Dakota).

❑ **Data has been a major focus of Council grants.**

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Using Council Grants for Data

Many states around the country are using council grants for data system design

■ Identified by the National Governors Association as prioritizing data systems in state advisory council grant	□ Did not apply for Council grant	▧ Obtained council grant but without focus on data

Data Roundtable

*South Carolina returned a portion of its state advisory council grant.

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What Other States Are Doing

❑ **Several other states – including Georgia, Oklahoma, and Wisconsin – have held data roundtables.**

➢ Other states, including Illinois and Massachusetts, have engaged stakeholders through similar processes.

❑ **Based on key questions identified through these collaborative processes, states are performing gap analyses to determine which key questions cannot be answered.**

➢ States are then asking technical experts to propose designs for a data system that will close the identified gap. Georgia and Illinois are among the states that have issued RFPs for contractors to perform this work; Georgia hired a contractor last spring, and Illinois is in the final stages of hiring one.

Data Roundtable

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What Other States Are Doing

❑ **Other states are also moving ahead with plans for unified systems.**

➢ Maryland is developing an early childhood data warehouse as part of its longitudinal data system.

➢ Massachusetts has been developing the Early Childhood Information System, to link across agencies and with the longitudinal data system.

➢ New Mexico is looking at developing community-level data mapping (like IL and PA).

➢ Pennsylvania is the only state that can provide an unduplicated count of preschool and child care participants.

➢ Rhode Island has identified key policy questions and is working to link existing systems.

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What Other States Are Doing

❑ **States are looking at the capacity needed to use data effectively.**

➢ Just being able to produce the data does not necessarily make it useful. Careful thought is needed to produce useful outputs – and to build capacity in the field to use data.

➢ This represents in many ways a sea change for the field.

❑ **States are paying close attention to governance, privacy, and security.**

➢ These efforts play out against a larger state context of governance, privacy, and security efforts on existing data systems -- but coordinating among systems leads to new challenges.

➢ Developing a strong governance agreement will be a critical priority.

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What Other States Have Done: Pennsylvania

❑ **Pennsylvania's Enterprise to Link Information for Children Across Networks (PELICAN) integrates information from multiple programs, including pre-k and child care.**

➢ Pennsylvania is able to generate reports on practices that are having a positive impact on children, which can help improve program practices.

➢ Information from the system helps to allocate professional development and technical assistance resources.

➢ Information from the system is used at the policy level to help legislators understand the impact of their investments in early learning.

➢ Different levels of access to data are provided to different end users, and training in the use of the system is also tailored to the nature of the user.

Data Roundtable   29   EducationCounsel

What Other States Have Done: Illinois

❑ **The Illinois Early Childhood Asset Map (IECAM) maps community resources against community need.**

➢ The system was developed with both public and private resources.

➢ IECAM shows where services are being provided, and how that compares to the level of need in the community. The data can be organized by numerous different governmental units.

➢ State agencies have used the data to make resource allocation decisions.

➢ There are challenges in maintaining consistent and complete data across multiple data sources.l

➢ Information about IECAM is available at http://iecam.crc.illinois.edu/.

Data Roundtable   30   EducationCounsel

What States Can Do Together

❑   **In the next couple of years, a critical mass of states will have designed unified data systems.**

❑   **In the current federal funding environment nothing is guaranteed. But data systems are historically a focus of federal funding, and a coalition of states with "shovel-ready" data projects could advocate for dedicated federal funding to build unified data systems.**

❑   **If Connecticut succeeds in designing a system, it could partner with other states that have designed systems to advocate for federal funds to build them.**

Data Roundtable   31   EducationCounsel

AFTERNOON BREAKOUT SESSIONS

Group #1 - Conference Center

Group #2 - Library

Group #3 – South Balcony

6/19/12   DATA ROUNDTABLE   32

ESSENTIAL STATE QUESTIONS

There are different types of Essential State Questions:
- Policy
- Operational
- Program
- Practice

Essential State Questions are meant to be specific to the needs of the state's end users.

Essential State Questions guide system design and data coordination.

Essential State Questions reflect a state's priorities.

6/19/12   DATA ROUNDTABLE   33

EXAMPLES OF ESSENTIAL QUESTIONS:

NGA Recommendations

1. Are children, birth through age five, on track to succeed when they enter school and beyond?

2. Which children have access to high-quality early care and education programs?

3. Is the quality of programs improving?

4. What are the characteristics of effective programs?

5. How prepared is the early care and education workforce to provide effective education and care for all children?

6. What policies and investments lead to a skilled and stable early care and education workforce?

6/19/12   DATA ROUNDTABLE   34

Rhode Island

Access

1. What percentage/how many children are in various early care and education settings? (unduplicated children by type of setting, location, and quality)
2. How much high-quality early care and education programming are children receiving? (attendance)
3. How many different programs do children attend before entering kindergarten? (stability)

Program Quality

4. What percentage/how many of early care and education programs are high-quality?
5. Does program quality improve over time?

Early Childhood Workforce

5. What percentage/how many of the early childhood workforce are qualified, by meeting specific established standards, to prepare children to succeed at school entry (e.g. core competencies, career lattice education levels)?
6. What are workforce characteristics and patterns (turnover, compensation, diversity, education, etc.)?

School Readiness

7. How many/what percentage of children are on track to succeed, during the early childhood years, at school entry, and beyond?

Wisconsin

1. Which children are where, served by whom? Who isn't receiving any services?
2. Which providers are working with which children, and how does this impact long term outcomes for children? How does professional development influence provider impact?
3. Which programs are serving which children? What are the attributes of quality? What about curriculum and long term impact?
4. Do children of families who receive TANF benefits fare better in school than children in poor families who do not participate in TANF? Do they receive more preventative health services?
5. How do infants and toddlers in foster care fare when they enter school?
6. Is participation in prevention programs such as home visiting associated with better educational outcomes?
7. Do children receiving WI Shares subsidies who attend higher quality child care (as designated by YoungStar (http://dcf.wi.gov/youngstar/) have better educational and health outcomes than those who attend lower quality child care?
8. How are children who were low-birth-weight infants doing in school? What early care programs were the most effective in helping them/their families?
9. Are homeless families finding access to the programs available to them for their children? Are the programs making a difference for these children?

Illinois

1. Are children, birth to five in Illinois, receiving early care and education?   What impact are those programs having?
2. Which children have access to early care and education programs?
3. Is the quality of programs improving?
4. What are the characteristics of programs?
5. How prepared is the early care and education workforce to provide effective education and care for all children?
6. What policies and investments lead to a skilled and stable early care and education workforce?
7. What child health and development services are being provided to children?
8. What are the family circumstances of children in early learning programs?
9. What longitudinal information do we want to know about children enrolled in early learning programs over time?
10. How is data being used to align, prioritize, and mobilize resources?

6/19/12   DATA ROUNDTABLE   37

GUIDING QUESTIONS

1. What on these lists is most important to you?

2. What on these lists would you modify to reflect what's actually important to you?

3. What's not here that should be?

4. What are the questions that could **only** be answered if you have a **coordinated** system?

5. How can we best coordinate our efforts towards a unified early childhood data system?

6/19/12   DATA ROUNDTABLE   38
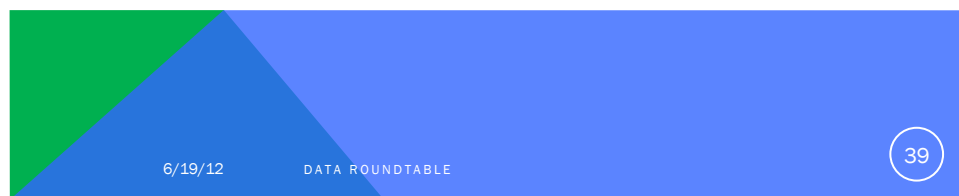
RESPONSE PANELISTS

Bennett Pudlin, *Connecticut Data Partnership*

Maggie Adair, *Connecticut Early Childhood Alliance*

Cyd Oppenheimer, *Connecticut Voices for Children*

Marilyn Caldrone, *Connecticut Parent Power*

Linda Goodman, *Connecticut Early Childhood Education Cabinet*

6/19/12   DATA ROUNDTABLE   39

NEXT STEPS

* Survey
* Additional thoughts about ESQ's or Needs of End Users
* Recommendations for additional stakeholders
* Data roundtable report
* Contacts
* Data Workgroup

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