

Data Sharing among Massachusetts Agencies serving children and youth aged 0 to 20

Governor Patrick's Executive Order #505 establishing the MA Readiness Cabinet set out four core beliefs and expectations

- **Each child deserves the best possible opportunity**
- **Education and development occur in families, neighborhoods, communities, the schools and in the broader society**
- **Services, programs and delivery systems must collectively address the needs of the whole child and his or her family**
- **Accomplishing this will depend upon a consistent, efficient and effective coordination of effort among governmental agencies**

The MA Cabinet's Vision for the Role of Data in a "Readiness System"

- Information on a child should be tracked, integrated and shared from birth and continue through the child's success in college or entry to the workforce
- Information sharing should occur for all children, not only children who are identified as at-risk at any particular point in time
- Information sharing should be respectful of a child and family's privacy while providing key information that education, social services and other providers can use to improve children's outcomes
- Data should be used to create meaningful, coordinated prevention and intervention strategies and perform these early on and in a coordinated manner

The Purposes of Data Sharing and Tracking Child Outcomes

2007
Births
~ 77,800

3 & 4 yr olds
~155,600

~70,300
3rd graders
took
MCAS

Between 8% and 30% of MA babies may be at risk of school un-readiness. How many individual children experience multiple risks? With no unique ID, we won't know.

How many are ready for K? Which programs work? We need child outcome and program data at either entry to K or exit from PreK to know.

MA has a significant 3rd grade achievement gap. When did it begin? How could it have been prevented? We need longitudinal child, program and workforce information to know.

Massachusetts Context

- In 2005 child care subsidy and licensing functions and public school pre-Kindergarten and IDEA services were reorganized under the Department of Early Education & Care (EEC).
- In 2008 a new Executive Office of Education was established to oversee all education services (for children 0-20) in MA including EEC and the Departments of Elementary and Secondary Education (ESE) and Higher Education (DHE).
- In 2008 EEC and ESE finalized a Memorandum of Understanding to share individual student data.

ESE's Development of a Statewide Longitudinal Data System and the Massachusetts i-Passport

- **ESE's "Massachusetts i-Passport", its December 2009 application to the US DOE for a federal Statewide Longitudinal Data Systems (SLDS) grant award. ESE's application has six goals; five are directly related to collaborative work with EEC:**
 - Continued development of the **Integrated P-20 Data System, including the assignment of SASIDs across EEC, ESE and DHE;**
 - Developing a more robust **"early warning and opportunity system" that "starts at birth and continues through high school" and includes EEC;**
 - Continued upload of **LEA student and educator data to the SLDS;**
 - Continued work to identify prospective educators through **assignment of unique "education personnel identifiers" and assign these identifiers to those who work in EEC funded programs, with integration of data into the SLDS; and**
 - Continued **improvements in the SLDS data audit system.**
- EEC and ESE have signed a Memorandum of Understanding to assign unique identifiers to cohorts of young children. The two departments are also working with the Council of Chief State School Officers (CCSSO) to develop a statewide early childhood assessment system and to develop and implement a joint PreK-3 initiative.

New National Early Childhood Information System (ECIS) Fundamentals: Data Quality Campaign

Ten elements of a Coordinated State Early Care and Education Data System

1. Unique statewide child identifier
2. Child-level demographic and program participation information
3. Child-level data on development
4. Ability to link child-level data with K-12 and other key data systems
5. Unique program site identifier with the ability to link with children and the ECE workforce
6. Program site data on structure, quality and work environment
7. Unique ECE workforce identifier with the ability to link with program sites and children
8. Individual ECE workforce demographics, including education and professional development information
9. State governance body to manage data collection and use
10. Transparent privacy protection and security practices and policies

The Massachusetts Early Childhood Information System (ECIS)

- EEC has intentionally focused on how the new data system can become an “early childhood information system” (ECIS) as described by the national Early Childhood Data Collaborative.
- EEC envisions an ECIS that incorporates the assignment of unique child IDs, educator/staff IDs, and program IDs, linked with timely, accessible data to improve the effectiveness of both teaching and learning and that has increased access to secondary data from multiple sources
- With TA from the NGA and the National Early Childhood Data Collaborative, EEC proposes to secure TA and staff consultation to design and implement a series of cross-agency data sharing memoranda and establish a Early Childhood Data Working Group (EEC/DCF /DPH/Mass Health/ESE) to examine client specific data on subsets of young children determined to be vulnerable for developmental challenges and lack of school readiness during the B-5 years.

Massachusetts ECIS – Warehouse of EEC Data

- When fully developed and implemented, the Massachusetts ECIS will be able to: **track children across ages and over time, encompassing data on home and community environments;**
- include children's **demographic data**
- include child **outcomes across developmental domains that can be linked across sectors, agencies and programs (e.g., infants/toddlers, family child care etc.)**
- link to **program and fiscal data (e.g., program quality, and service costs);**
- **support analysis by geography that is useful to communities engaged in Birth through age 8 strategic planning, resource management, program improvement, and accountability.**

Current Data Initiatives at EEC

DATA SYSTEMS DEVELOPMENT

Unified Data System design and RFP: 2008-2009 - no successful vendor

Professional Registry for EEC Educators: 2008-2010 - UP AND RUNNING

ECIS Institute and Design: Summer 2010 – UNDERWAY

Waitlist RPF – Contract awarded to Control Tec, Escondido, CA.

ACCOUNTABILITY AND QUALITY IMPROVEMENT DEVELOPMENT

Quality Rating and Improvement System: 2008-2010 - UP AND RUNNING

Higher Education EEC Educator Preparation Study: June 2010 - COMPLETED

Child Care Access and Wait List Data Analysis: June 2010 - COMPLETED

CROSS AGENCY PARTNERSHIPS

With ESE, inclusion in State Longitudinal Data Systems Grant: 2009 - ONGOING

Head Start Needs Assessment and Collaboration Study: 2009 – ONGOING

DPH Home Visiting Needs Assessment: 2010 -- ONGOING

Core Data Elements – ECIS

CHILDREN & FAMILY DEMOGRAPHIC INFORMATION

PROGRAM INFORMATION

Data Needed

- Location, ages of children served, length and duration of the program, access to special services on site or by referral
- Program quality/effectiveness
- Funding sources

Link to Current System

- QRIS
- Licensing

Data Needed

- Age, ethnicity, language, gender, socio-economic status, risk factors
- Basic developmental outcomes (e.g., vision and hearing screens) from multiple sources (observation, teacher ratings, children's work, parent questionnaires)
- Program participation & services

Link to Current System

- Waitlist Management Software
- Subsidy Data

WORKFORCE INFORMATION

Data Needed

- Demographics: race/ ethnicity, gender, age
- Educational Attainment, field experience, retention and compensation
- Professional development: Program focus, content, funding sources, financial aid

Link to Current System

- Workforce Registry

Additional Agency Involvement

- EEC now shares data with a number of Human Services agencies that maintain data on children that they serve; such as the TANF agency, the children and families agency and the public health agency. Through the Early Childhood Data Working Group the exchange of data will be expanded to include Early Intervention and other data that may identify children who may request additional services.
- EEC has contracted with the Public Consulting Group to support the Data Working Group and coordinate TA from the NGA, Early Childhood Data Collaborative, CCSSO, and agency data collection.
- EEC is also contracting with the Open Indicators Consortium at U Mass, Lowell to assist the Data Working Group in developing the system, identifying provider measures of quality, and ways to compare student cohorts from different service groups as well as the most effective ways of presenting these data.

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