

## **B4: Considerations for Building a Universal Early Childhood Application System: Where We've Been and Where We're Going**

Wednesday, June 28, 2023

2:30 p.m. – 3:45 p.m. | Mt Vernon

### **1. Descriptive Information**

<p><b>B4: Considerations for Building a Universal Early Childhood Application System: Where We've Been and Where We're Going</b></p> <p>This interactive session will focus on discussing a universal application system as an innovative way of improving data coordination and the integrated early childhood data system in the state, tribes, and localities. This session will present an overview and a framework for understanding the benefits of a universal application system and share examples from each type of grantee regarding their experiences with challenges and success in creating a system. The audience will be involved in creating a “checklist” for considering and creating a universal application system and will brainstorm how a universal application system can be used in research to build evidence.</p>	<p><b>Presenters</b></p> <p><b>Julius Anastasio</b>, Mathematica</p> <p><b>Ellen Litkowski</b>, Mathematica</p> <p><b>Lieny Jeon</b>, University of Virginia</p> <p><b>Barb Fabre</b>, All Nations Rise</p> <p><b>Vasanthi Rao</b>, University of South Carolina</p> <p><b>Michelle Bowers</b>, South Carolina Department of Social Services</p> <p><b>Scribe</b></p> <p><b>Anna O'Connell</b></p> <p><b>Number of Attendees: 19</b></p>
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### **2. Documents/Presentations Shared** (Please list any electronic documents, PowerPoint presentations, or web links used during the session.) *Collect presenter PowerPoints or other documents on the flash drive provided.*

### **3. Brief Summary of Presentations**

#### Early Childhood Systems (ECS) Collective Impact Project

- Arose from a need for greater coordination and alignment at the federal level
- Developed 10 high level recommendations for achieving more equitable early childhood systems
  - Accompanied with policy levers
- This presentation focuses on Recommendation 4 (one door entry)
  - Actions associated with the recommendation
    - Creation of a uniform application
    - Supporting IT infrastructure to streamline eligibility
    - Providing funding
- **Summary of Presentation #1: White Earth Nation (MN) Tribal Early Learning Initiative; Barb Fabre**
  - They were the pilot program for TELI (Head Start/Early Head Start, MIECHV, and Child Care Program)
    - How do 3 EC programs (who historically share clients) work together for families
    - First thing they did was gather together and learn about each other's programs
  - Community Needs: One Stop Shop (especially due to transportation barriers)
  - Coordinated Program Activities
    - The 3 programs met monthly or bi-weekly depending on needs
    - Coordinated community events
    - Review of partner's programs and services
    - Review of duplicated information requests
    - Established a confidential sharing agreement

- Created a data system to track children 0-5
      - Families were cautious about entering the data system so it is voluntary entry
      - Tribal council ended up being so pleased with it that it became mandated for all Tribal programs in 2018 (and is still used today)
        - WE CARE (White Earth Coordination, Assessment, Resource, and Education) Model
          - Now have WE CARE navigators
          - Every employee is required to be able to do WE CARE intake
      - Coordination helped the 3 programs identify the need for:
      - Only pain point is that the systems do not talk to state or federal programs
- **Summary of Presentation #2: Development of a Universal Application in Baltimore City; Lieny Jeon**
  - Background
    - Maryland Blueprint (Kirwan Commission)
      - Has several goals related to early childhood education (all implemented on the jurisdictional level)
        - Implement a high quality mixed delivery Pre-K system
        - Increase the number of high quality private Pre-K providers and staff
        - Simplify the enrollment process for families
          - Develop and utilize a single application form
    - Created the Early Childhood Data Collaborative
      - Uses vital matching as there is no state assigned unique ID for children under 5
    - Key Stakeholders
      - LEAD: Baltimore City Public Schools
      - Publicly funded ECE programs
      - Private child care
      - Other EC services (example: home visiting programs)
    - Considerations & Challenges
      - Family buy in & dissemination
        - How do we approach groups who typically do not utilize ECE programs
        - Accessibility to families
      - Technology and funding
      - Management of a single application system
        - Where does it sit?
      - Application system -> Data integration hub
      - Jurisdiction-level system or state level system
        - What happens when families move to a different county
- **Summary of Presentation #3: Building a Universal Early Childhood Application System (South Carolina); Vasanthi Rao and Michelle Bowers**
  - South Carolina's Journey to Universal Application
    - Families are navigating a fragmented system
      - Some do not even know what is available to them
    - Multiple applications, eligibilities and choices
    - PDG Funded Initiatives
      - Palmetto Pre-K (2015)
      - First 5 South Carolina (2022)
  - Development - Three Levels of Participation
    - Who is participating?
      - 60 programs agreed to participate
      - 40 programs provided their eligibility requirements
      - 29 programs use a common application
  - Integrated Data

#### 4. Brief Summary of Discussion

- Creating a Universal Early Childhood Application System “Checklist”
  - Example Categories – Participants used stickie notes to place their ideas under the following categories from both the service provider and parents perspectives
    - Community Needs
    - Data Systems and Sharing
    - Partnerships and Collaboration
      - State versus city level
      - What connections do you already have / what connections do you need to make
    - Processes
    - Scope
      - Picking a place to start
      - How to leverage resources for parental awareness and technical assistance
      - How does the information transfer to each program?
      - How do we track children across systems?

#### 5. Summary of Key issues raised (facilitators are encouraged to spend the last 3-5 minutes of sessions summarizing the key issues raised during the session; bullets below are prompts for capturing the kinds of issues we’re looking for)

- Universal Applications can increase service receipt as it can act as an “one-stop shop” for families
- Universal Applications require buy in from multiple entities, sometimes from multiple jurisdictions to be comprehensive

#### Next Steps:

- After the session, please review your notes for typos, complete thoughts, etc.
- Send finalized notes to [CCEEPRC@icf.com](mailto:CCEEPRC@icf.com)