

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

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Child Care and Early Education Policy
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Goals for today's session

/ To learn more about:

- Benefits of universal application systems
- How universal application systems work in different contexts
- Challenges to creating universal application systems
- Examples of where these systems have been implemented successfully

/ To work with colleagues to develop a “checklist” for considering and creating universal application systems in the future



Agenda

/ Framing the session

- Early Childhood Systems (ECS) Collective Impact Project
- Recommendations around improving families' access to services

/ Presentations

- White Earth Nation Tribal Early Learning Initiative
- Development of A Universal Application System in Baltimore City
- Building a Universal Early Childhood Application System: South Carolina

/ Audience Q&A

/ Interactive discussion

- Creating a “checklist”



Early Childhood Systems (ECS) Collective Impact Project

- / Arose from a need for greater coordination and alignment at the federal level**
- / Developed ten high-level recommendations for achieving a more equitable early childhood system**
 - Recommendations are accompanied by actions to improve federal coordination and to support system building for state, local, and tribal grant recipients
 - Recommendations draw upon four key policy levers
- / Cover areas such as infrastructure, needs assessments, and the early childhood service delivery workforce**



Early Childhood Systems (ECS) Collective Impact Project: *Recommendations*



Recommendation 4: Improve families' access to services through streamlined eligibility requirements, reciprocal eligibility, and coordinated program entry

/ Actions associated with this recommendation include:

- Supporting the creation of a uniform application
- Supporting an information technology (IT) infrastructure to streamline eligibility
- Providing funding for states to compile eligibility information

White Earth Nation Tribal Early Learning Initiative

Partners

WE Child Care Program/Early Childhood:

- Served approx. 330 children
- Licensed 20 tribally licensed child care sites (family/group/center-based)
- Child care assistance
- Early Learning Scholarships
- Quality improvement
- Professional Development
- Mini-grants, health & safety, culture/language
- Free Community family events
- Tribal family library/Smart Play Spot

WE Head Start/Early Head Start (served approx. 150 children)

- 7 HS classrooms, home-based EHS for approx. 30 children

WE Public Health/Maternal, Infant, Early Childhood Home Visiting (served approx. 30-50)

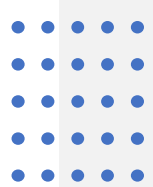
- Prenatal/Maternal supports pregnant people and parents with young children who live in communities that face greater risks and barriers to achieving positive maternal and child health outcomes. Families choose to participate in home visiting programs, and partner with health, social service, and child development professionals to set and achieve goals that improve their health and well-being.
- Coordinated visits between Family Resource Specialist, Public Health Nurse and EHS Home Visitor



Coordinated Program Activities

- 3 Programs met monthly, bi-weekly depending on workload/activities
- Coordinated community events (early learning screenings)
- Review of each Partner's programs and services
- Review of duplicated information request (i.e., enrollments, financial, ASQ's, application)
- Confidential Sharing Agreement
- Identified clients that one, two or three programs shared to coordinate homevisiting, sharing forms, not to overwhelm the family





Coordination helped Partners identify the need for:

information/data to show
where the three programs
intersected to help identify
gaps and overlap

Identify children not
receiving any services

coordinated data system

coordinated referral

coordinated response
system

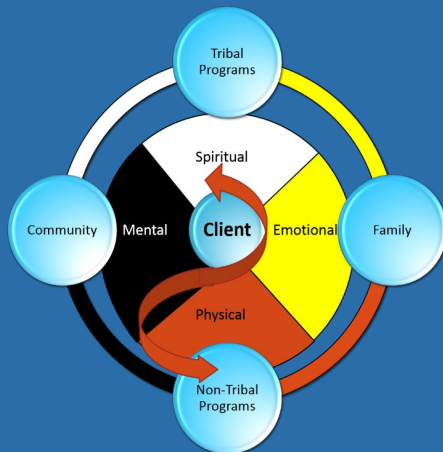
application/intake and
information sharing system
between programs (less
paperwork for families)

program accountability
(follow-up)

Comprehensive community
needs assessment to
Identify the needs of the
community for children
birth to 12

White Earth Coordination, Assessment, Resource and Education (WECARE)

WE CARE Model



The goals of WECARE are to:

- Increase referrals
- Increase resources
- Increase communication & coordination between programs
- Reduce duplication of services

On November 5, 2018

White Earth Reservation Business Committee – White Earth Band of Chippewa Indians passed Resolution No. 064-19-003, “hereby directs all Tribal programs to execute the implementation of the WECARE System and mandates immediate compliance and utilization to bring an organized approach to end health disparities and multigenerational poverty to the people...”

Service Network to address:

- Transportation
- Employment
- Substance abuse
- Mental health
- Safety
- Child care/early childhood
- Head start
- Child protection
- Education
- Housing
- Healthcare
- Energy
- Finance
- & more...

Creating Comprehensive Tribal Early Childhood Systems for Indian Country

Ideal tribal early childhood system is a tribally-driven, culturally-informed system of whole family, holistic, trauma-informed approaches that work across different programs with early childhood as the focal and starting point

This system would be designed to both promote optimal child development and support parents engaged in work, job training, and education activities

The system would include education, child development, and physical and mental health, and be seamless, from prenatal to kindergarten entry and beyond, including aligned intake and referral, data collection and reporting, screening, assessment, and treatment

Services would be affordable, safe, high-quality, sufficiently funded, and available at times of day needed to support working parents and would take place in appropriate facilities

The system and its services would be developed and implemented in partnership with parents, families, tribal leaders, elders and community stakeholders

The system would fully utilize the cultural and linguistic strengths of the community, with Native language and culture incorporated across the entire early childhood system as determined by the tribe

- What programs serve children birth to five and up to age 12?
- How many families are being served by multiple programs?
- Think about this as a large system with no wrong door for families
- Help streamline services for families
- Reduce the duplication of services & paperwork
- Coordination helps break down silos
- Comprehensive Community Needs Assessment (multiple programs need these - most done separately - partnerships help create a CNA to help guide services, funding, priorities and policies)

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Development of A Universal Application System in Baltimore City

Lieny Jeon, Ph.D.

University of Virginia

Baltimore Education Research Consortium, Johns Hopkins University

Background – Maryland Blueprint (Kirwan Commission)

5 Pillars

EARLY CHILDHOOD EDUCATION

HIGH-QUALITY AND DIVERSE TEACHERS AND LEADERS

COLLEGE AND CAREER READINESS

MORE RESOURCES FOR STUDENTS TO BE SUCCESSFUL

GOVERNANCE AND ACCOUNTABILITY

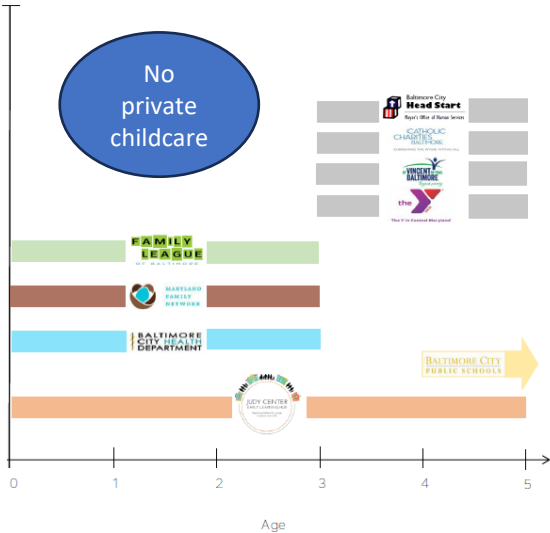
- Implement a high quality mixed-delivery Pre-K system.
- Increase the number of high-quality private Pre-K providers and staff.
- Simplify the enrollment process for families - Develop and utilize **a single application form** and process for families to complete for early education and comprehensive services programs

History of Application and Data System in Baltimore City

No universal application system



Early Childhood Data Collaborative (ECDC)



Key Stakeholders

- Baltimore City Public Schools (lead)
- Publicly funded ECE programs
- Private child care (center-based and home-based)
- Other EC services (e.g., Health Department, home visiting program)
- Local philanthropies
- Universities/researchers
- Families

Workgroup Convening



Considerations & Challenges

- Family buy-in & dissemination
- Technology & funding
- Management of a single application system (where it sits)
- Application system -> Data integration hub
- Jurisdiction-level system or state-level system

Thank you!

Contact me if you have any questions: Lieny Jeon, Ph.D., ljeon@virginia.edu

Building a universal early childhood application system South Carolina

CCEEPRC 2023 Conference

June 27–20, 2023

OUR TEAM

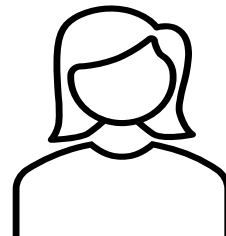
Child Care Research Team funded by Division of Early Care & Education, SC DSS

Division of Early Care &
Education, SC DSS.



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**Child Development
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01

SC's JOURNEY TO UNIVERSAL
APPLICATION

02

DEVELOPMENT – THREE LEVELS OF
PARTICIPATION

03

INTEGRATED DATA

OVERVIEW



Young families
navigating a
fragmented system



Lack of systems
coordination in
recruitment



Multiple applications
Multiple eligibilities
Multiple choices

SC – Why Universal Application?

PDG-Funded Initiatives



2015

Preschool
Early Learning

2022

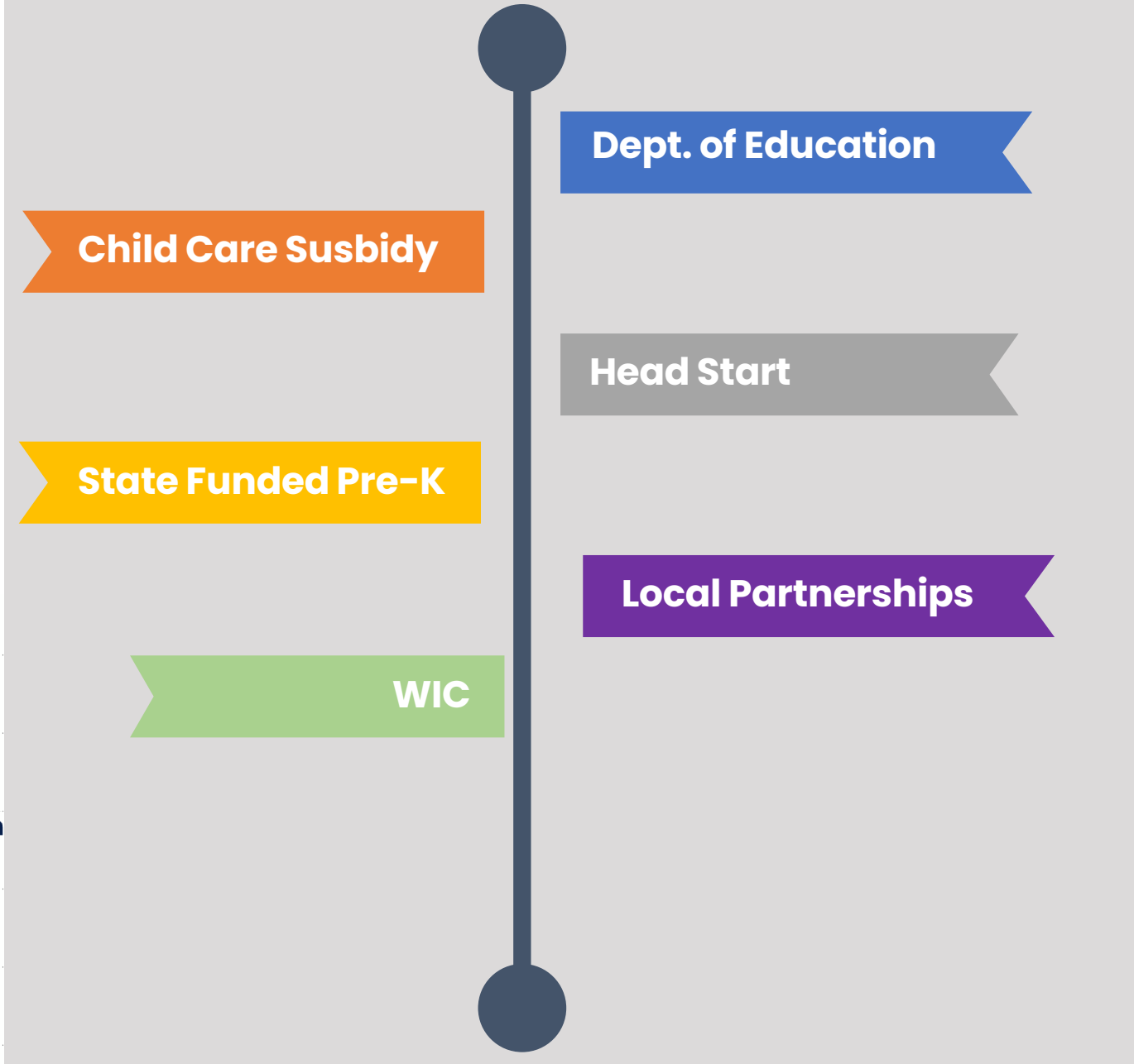
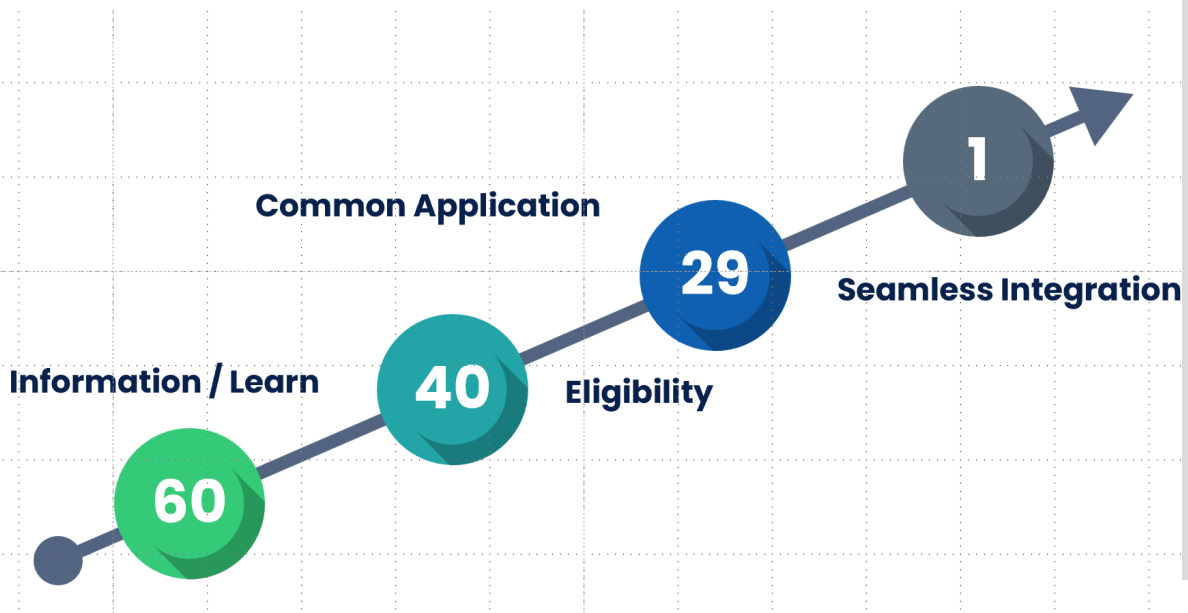
Development
All educational and health
services

2023

Implementation
Child Care Subsidy
automates and
Integrates the two systems

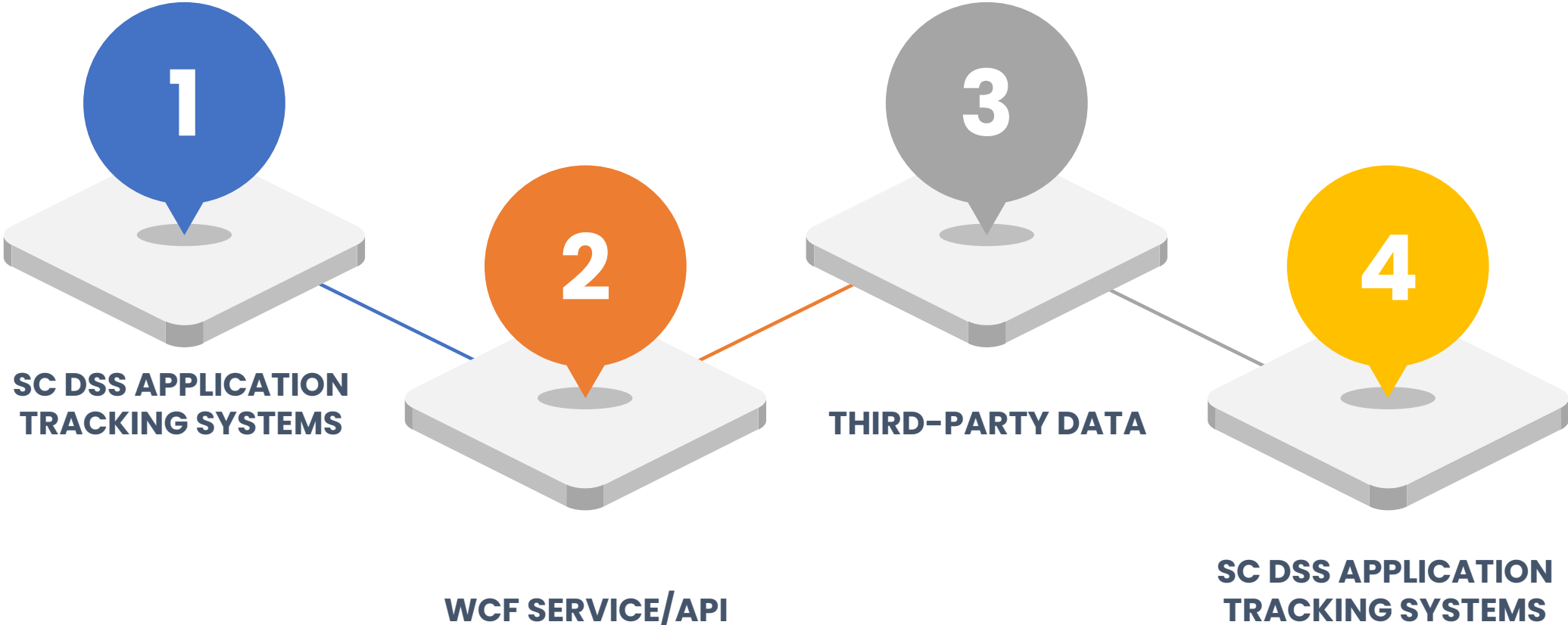
WHO IS PARTICIPATING

AND AT WHAT LEVEL?



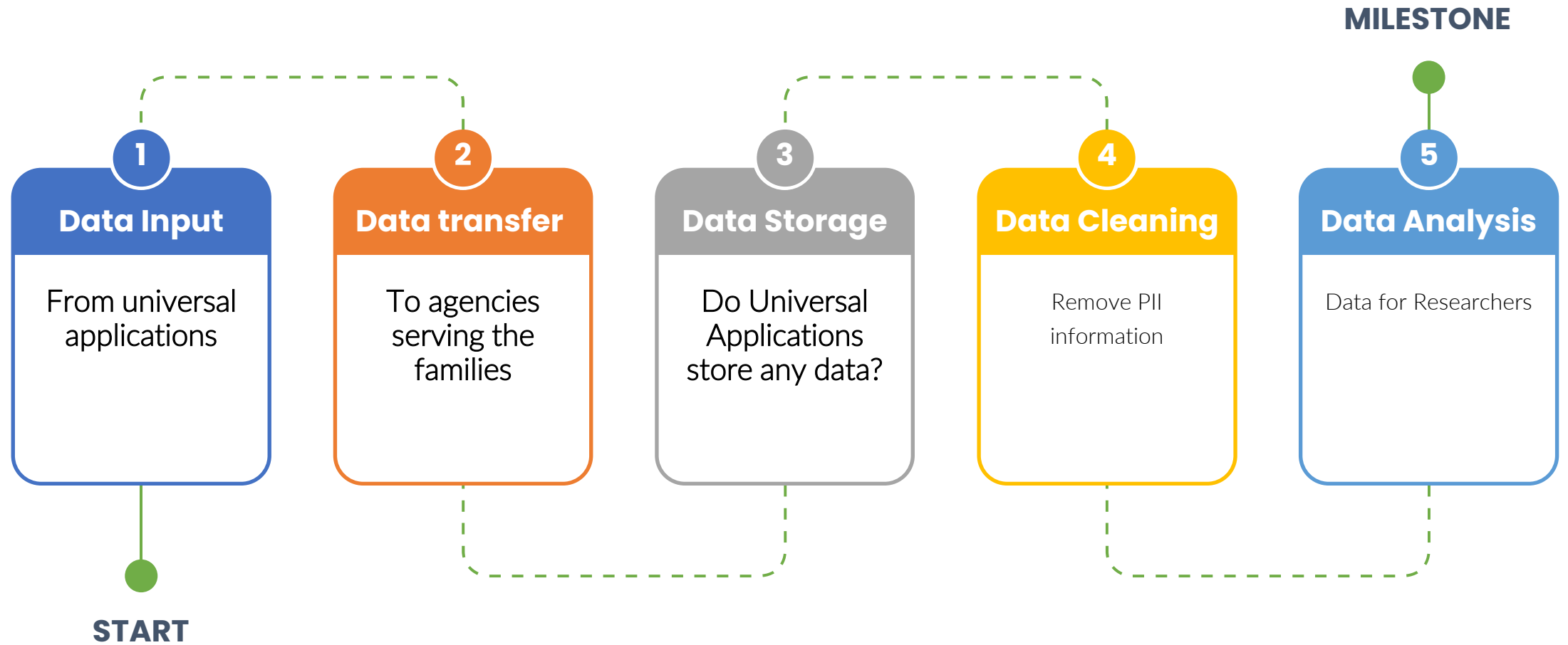
GOLD STANDARD – SEAMLESS INTEGRATION

SEAMLESS PROCESSING OF THIRD-PARTY APPLICATIONS



DATA

What is our goal?





THANK YOU

Get in touch

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Questions?





Interactive discussion

**Creating a universal early childhood
application system “checklist”**



Checklist of considerations when planning/creating future systems

/ **Two steps:**

/ **Idea generation**

- Implications for coordination across programs
- Equity opportunities, challenges
- Improvement opportunities for existing systems

/ **Affinitization**



Example categories

- / Community needs**
- / Data systems, sharing**
- / Partnerships, collaboration**
- / Processes**
- / Resources**
- / Scope**