

State ECIDS: System Building and Utilization

CCEEPRC

June 28, 2023

AGENDA

1. Introductions (Susan Jekielek)
2. Overview of ECIDS (Van-Kim Lin)
3. Georgia's Cross Agency Child Data System (CACDS) (Bentley Ponder)
4. Florida's Sunshine State Early Childhood Information Portal (Herman Knopf)
5. Miami-Dade's IDEAS Consortium for Children (Rebecca Shearer)
6. Q&A and Discussion (Susan Jekielek)

INTRODUCTIONS

Susan M. Jekielek, Assoc. Research Scientist
Director of Education and Child Care Data Archives, ICPSR, University of Michigan

Van-Kim Lin, Sr. Research Scientist
Early Childhood Development, Child Trends

Bentley Ponder, Deputy Commissioner of Quality Innovations and Partnerships
Bright From The Start: Georgia Dept of Early Care and Learning

Herman T. Knopf, Sr. Research Scientist
Anita Zucker Center for Excellence in Early Childhood Studies, University of Florida

Rebecca Bulotsky Shearer, Professor
Dept of Psychology, University of Miami

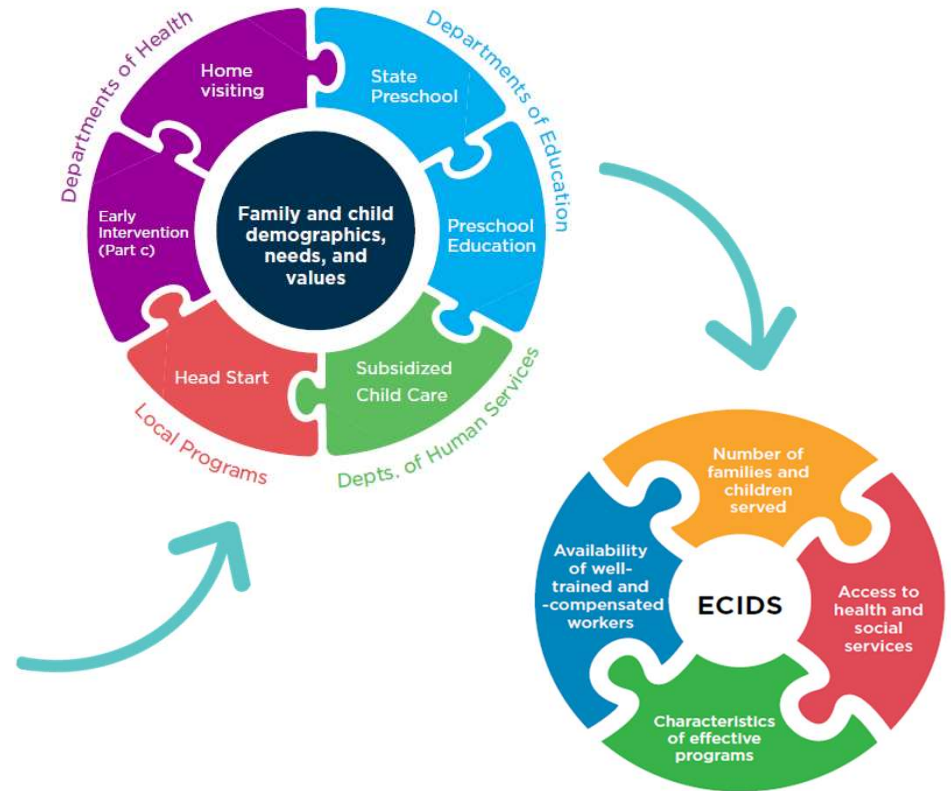
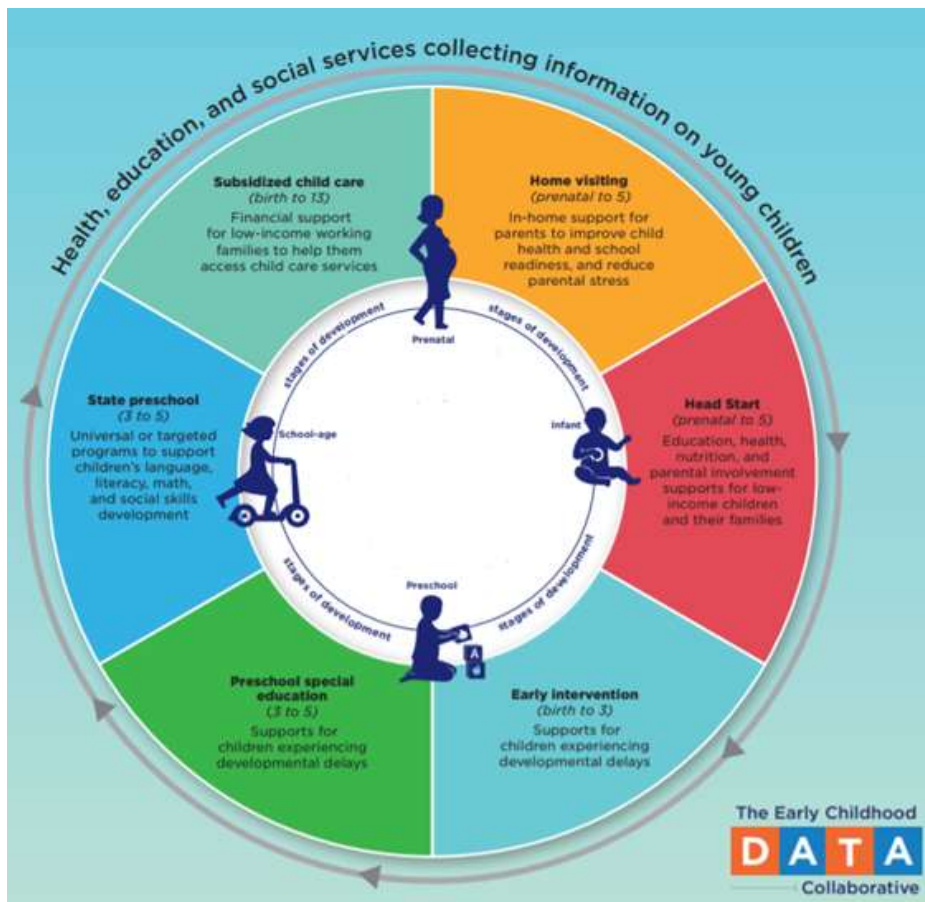


Overview of Early Childhood Integrated Data Systems (ECIDS)

Van-Kim Lin, Child Trends






What are Early Childhood Integrated Data Systems?



Building ECIDS is a top priority for states

Data System Stages of Development

	Plan	Build	Maintain	Use
Fundamental Activities 	15 Grantees establishing governance and data sharing	6 Grantees assigning a unique ID with a matching algorithm	8 Grantees integrating data from new sources	7 Grantees launching new reports & data tools
Capacity Building 	4 Grantees coordinating inter-agency planning	13 Grantees building ECIDS Platform or Modernizing Existing ECIDS	6 Grantees promoting organizational learning	3 Grantees supporting data users and decisions
Innovation 	9 Grantees streamlining the data ecosystem	18 Grantees reimagining the use of ECIDS	3 Grantees emphasizing scalability & sustainability	6 Grantees focusing on continuous quality improvement

Source: *Using Data to Support Systems Building Activities: PDG B-5 Application Review and Impact of COVID-19 on Grant Activities*
https://childcareta.acf.hhs.gov/sites/default/files/public/pdgb5ta_datasystem_applicationreview_acc.pdf

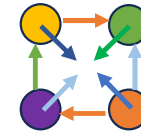
ECIDS can be built (and thus used) differently

Centralized Model



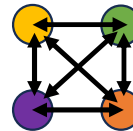
- Data are integrated into one database for easier and consistent access, analysis, and reports
- Requires standardizing data across sources to establish linkages, which can take extensive support to maintain

Federated Model



- Data stay in original sources, but agreed-upon data are linked when creating relevant datasets, which requires fewer resources to maintain
- Linkages are established for each data file, which limits the ability to run regular or longitudinal analyses

Hybrid Model



- Data generally stay in original sources, but a standard data linking process is determined and applied for every data request

Intentional strategies can center equity

To guide data integration, policymakers and stakeholders should prioritize these equity-driven recommendations.



Design policy questions centered on equitable processes and outcomes.



Establish a governance body in partnership with communities to protect privacy and guide data integration, access, and use.



Create an identification system to connect information about children, families, programs, and staff for a more complete picture of participation and access needs.



Source: *Using Integrated Data to Increase Equitable Access to Early Childhood Programs* <https://www.childtrends.org/publications/using-integrated-data-to-increase-equitable-access-to-early-childhood-programs>

Example of equity in preschool

Do children from focal populations consistently attend programs?



Recommended Metrics	Suggested Measurement	Level Collected	Suggested Data Source
Percentage of enrolled preschool children from focal populations who are present for more than 90-percent of their enrolled days, excluding children enrolled for less than three months (i.e., 90 days).	The number of days preschool children from focal populations are present divided by the total number of days they are enrolled. Children who are enrolled for less than three months of preschool (about 90 days) should be excluded from this metric.	Child	Administrative data, attendance data
Average length of enrollment for children from focal populations who were enrolled and present in preschool.	The average number of days children from focal populations are enrolled in preschool along with the average number of days children are present during the enrollment period.	Child	Administrative data, enrollment data

Source: System Transformation for Equitable Preschools (STEP Forward with Data) Framework <https://www.childtrends.org/project/system-transformation-for-equitable-preschools-step-forward-with-data-framework>

Final Thoughts

- ECIDS can help program and policy leaders answer critical questions about children, families, and the workforce across the early childhood system
- How an ECIDS is constructed depends on feasibility and applicability and influences how data can be used
- ECIDS can advance and address issues related to equity for children, families, and the workforce

Georgia's CACDS

CCEEPRC

June 28, 2023



**Georgia Dept
of Early Care
and Learning**

BRIGHT FROM THE START

HISTORY

2010

- The initial funding for an early childhood integrated data system was awarded by the State Advisory Council. Georgia named its system Georgia's Cross Agency Child Data System (CACDS).

2013

- DECAL received a \$51.7 million grant for five years through the Race to the Top-Early Learning Challenge (RTT-ELC) which supported CACDS infrastructure development, facilitating data linkage among state agencies.

2017

- DECAL created a user-friendly website with customizable templates for accessing data reports. A new grant from ECDataWorks grant funded the CACDS dashboard development.

2022

- CACDS website and Community Data Profile dashboards were relaunched. Development of a Head Start Dashboard began to assist grantees with enrollment trends and community needs insights.



PROGRAMS

- Department of Public Health (DPH)
 - Babies Can't Wait (IDEA Part C)
 - Children 1st (C1st)
 - Georgia Home Visiting
- Department of Early Care and Learning (DECAL)
 - Childcare and Parent Services (CAPS)
 - Georgia's Pre-K (Pre-K)
- Department of Human Services (DHS)
 - Georgia Division of Family and Child Services (DFCS)
- Department of Education (DOE)
 - Preschool Special Education (IDEA Part B, Section 619)
- Georgia Head Start Association (GHSA)
 - Head Start and Early Head Start



BABIES CAN'T WAIT
dph.georgia.gov/bcw



CHILDREN 1st
dph.georgia.gov/children1st



HOME VISITING
dph.georgia.gov/home-visiting



Georgia Division of Family and Children Services

Contextual

Infrastructure...

- Has 400 unique, matched data elements across programs
- Utilizes business intelligence to identify gaps, enable analysis and research, and serve the needs of young learners effectively
- Housed within Georgia's Department of Early Care and Learning (DECAL) and is managed by an internal Research Team
- Partnered with Head Start to facilitate communication within the Head Start community

Ongoing...

- Data sharing agreements with UGA CVIOG, ChildPlus, EasyTrack
- CVIOG demonstration project (data and research questions)



Ideal World...

- Acquire foster care data (DHS)
- CACDS data remains consistently current and refreshed
- Stronger cross agency partnership in CACDS
- Improved data validation processes
- Better usage of data by our partners/agencies
- CACDS is more accessible to the public
- Secure a strong champion for CACDS
- In-person engagement with our agency partners



Next Steps



Fully staffed internally with an ECIDS lead, Research lead, and IT lead



Re-engagement with stakeholders/partners



Data results and answers to research questions from CVIOG Demonstration project



A trustworthy data system that is a fully operational and efficient ECIDS





THE SUNSHINE PORTAL

Florida's Early Childhood Integrated Data System

The Sunshine Portal: An Integrated Early Childhood Data System for the public good

The Sunshine State Early Childhood Information Portal is supported by the Division of Early Learning through the Preschool Development Grant Birth through Five Initiative (PDG B-5) Grant Number 90TP0004-02-00 from the Office of Child Care, Administration for Children and Families, U.S. Department of Health and Human Services. Its contents are solely the responsibility of the authors and do not necessarily represent the official view of the United States Department of Health and Human Services, Administration for Children and Families.

The Sunshine Portal

Project to create an early childhood integrated data system to:

- Better understand the relationship between service-use, family characteristics, family economic mobility and kindergarten readiness
- Support child care subsidy program implementation
- Describe the current state of early learning systems' areas of successes and needs for improvement

The Sunshine Portal Team

Early Childhood Policy Research Group

UF Anita Zucker Center for Excellence in Early Childhood Studies

Herman T. Knopf, PhD (PI)

Maya Schreiber, M.A. – Policy Research Analyst

Remy Pages, PhD – Post-Doctoral Associate

Jing Huang, M.A. – Graduate Assistant

Devonja Daley – Project Coordinator

Feinberg School of Medicine

Northwestern University

Phillip R. Sherlock, PhD – Research Assistant Professor

Robert Chapman, M.A. – Data Analyst

Family Data Center

UF Health Outcomes and Biomedical Informatics

Elizabeth Shenkman, PhD (Co-PI)

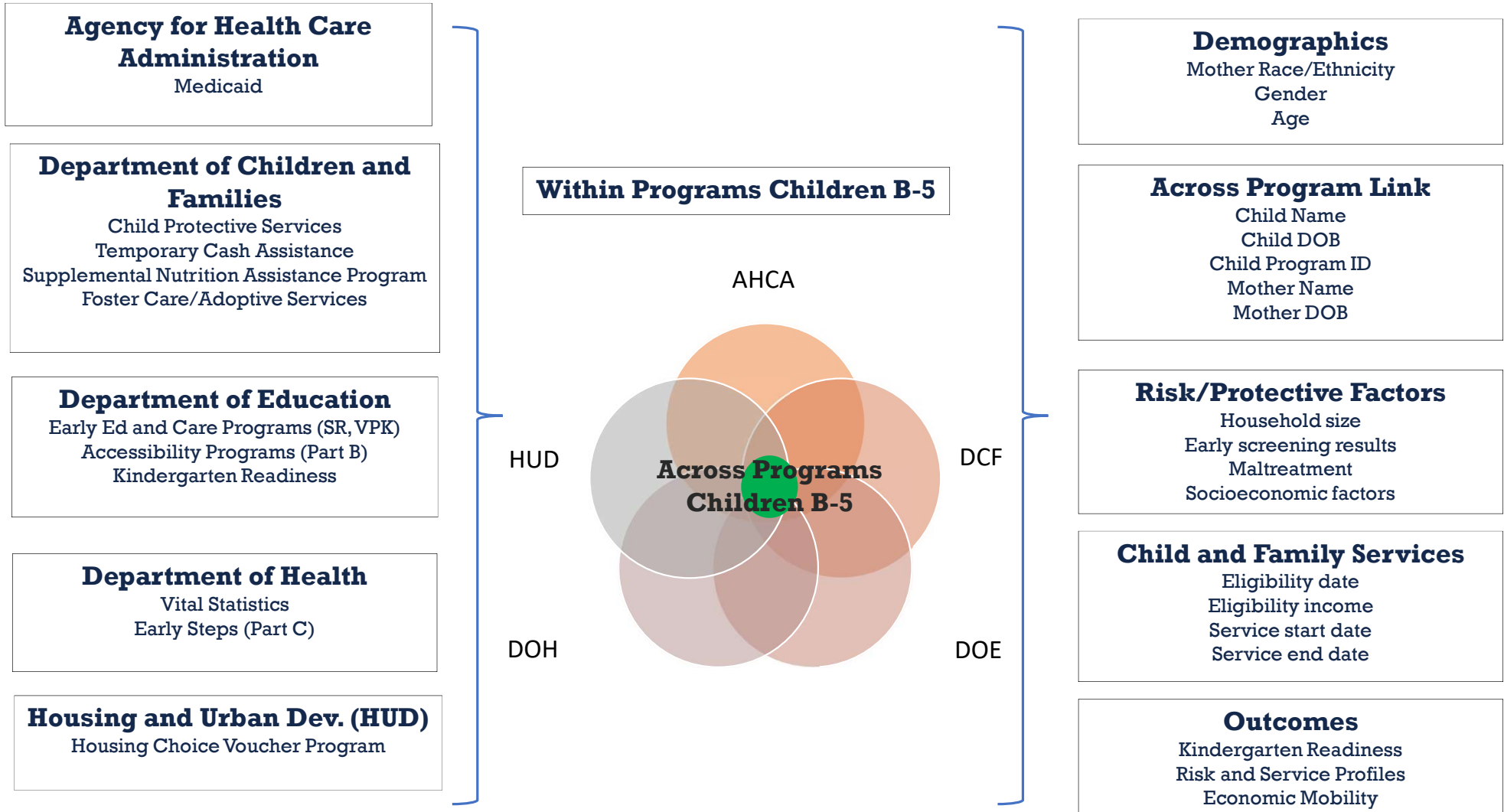
Deepa Ranka, PhD – Assistant Scientist

Yanning Wang, M.S. – Data Analyst

Jiawei Li, M.S. – Data Curator

Erik Schmidt, IT and Computing Infrastructure

EARLY CHILDHOOD INTEGRATED DATA SYSTEM



Recent Products

[Public Assistance Program Participation FL Legislature](#)

[Child, Family, Service Use and Kindergarten Readiness](#)

- (Random Forrest Regression & Conditional Inference Trees)

Other recent Reports:

- Child Care Provider Survival Analysis
- Describing Florida School Readiness Program Service-Use Among Children who are At-Risk
- Florida School Readiness Program's Utilization of Child Care Capacity
- Examining Associations Between CLASS Scores and Gold Seal Accreditation
- Florida Index of Child Care Access

Found on [TheSunshinePortal.Com](#) > [Research Reports](#).



Miami-Dade IDEAS Consortium for Children

CCEEPRC June 28, 2023

Rebecca Bulotsky-Shearer, Ph.D.

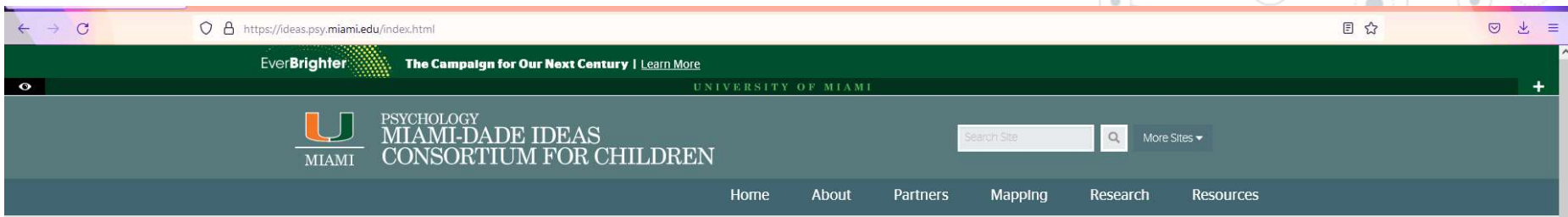
Betsey Howe, Ph.D.

Casey Mullins, Ph.D.

University of Miami

rshearer@miami.edu





HOME

AAA

MIAMI-DADE IDEAS CONSORTIUM FOR CHILDREN



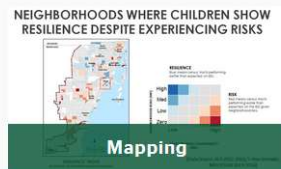
INTEGRATING DATA FOR EFFECTIVENESS ACROSS SYSTEMS

early childhood services to more than 80 percent of young children residing in the County prior to kindergarten. The IDEAS partnership provides a virtual common space to achieve data sharing targeted to consensus goals.

The Miami-Dade IDEAS Consortium for Children was organized by the University of Miami and four leading systems that impact early learning outcomes: Miami-Dade County Public Schools, The Early Learning Coalition of Miami-Dade/Monroe Counties, The Children's Trust, and the Miami-Dade County Head Start/Early Head Start Program. Collectively, our agencies provide



Partnerships



Mapping



Findings



Tools

Our shared goal:

Build partnership and data sharing capacity to integrate, align and improve services for all children (0 to 8) in Miami-Dade County.

How can we use data from public systems to improve child outcomes in a complex urban environment?

<https://ideas.psy.miami.edu/research/index.html>

Miami-Dade County Landscape: Geographic disparities in early learning opportunities and access to resources

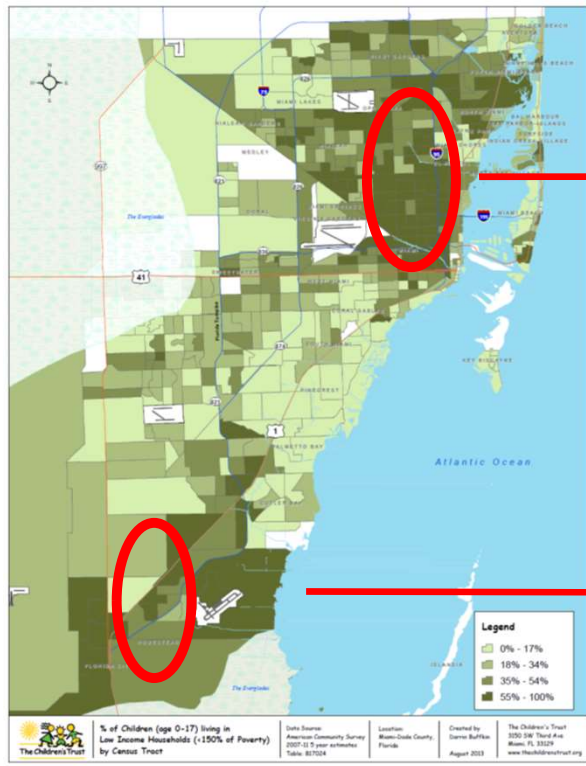
-72% Hispanic

-54% immigrants

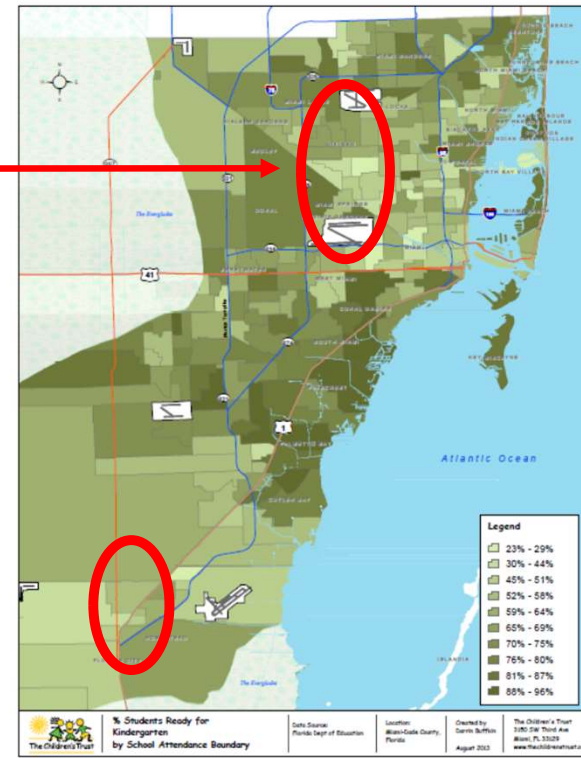
-12% families in poverty

-majority children touched by ECE provider systems 0-5

-51% K readiness rate



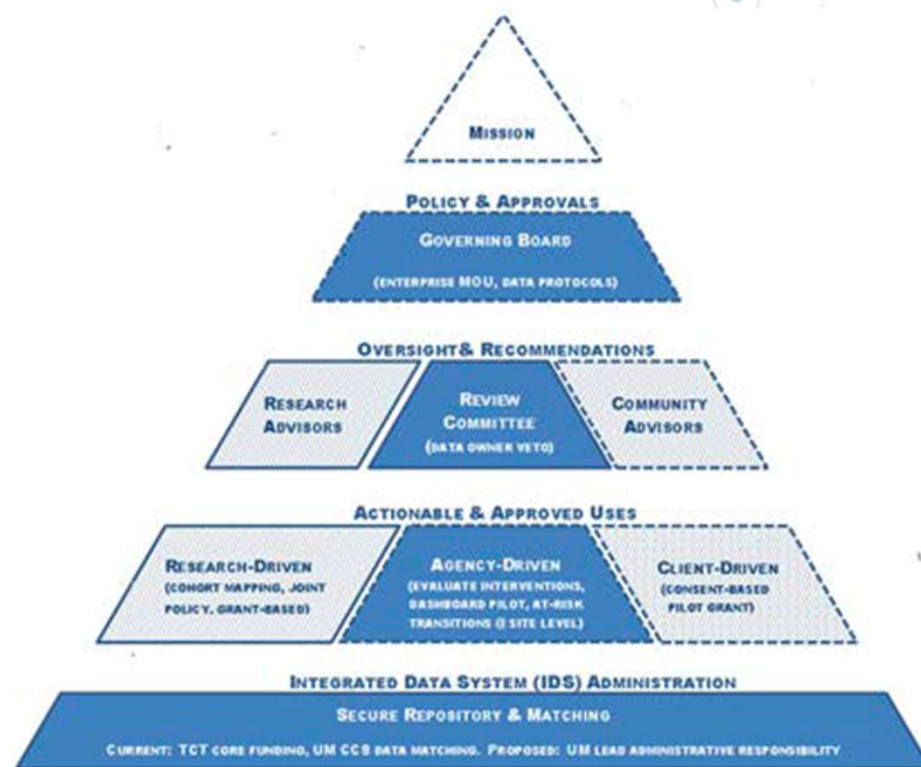
Children living in poverty



Kindergarten readiness rates

History & Structure of the IDEAS Consortium

- Initiated in 2014 with IES Research-Practice Partnership Grant Award
- On-going infrastructure support from the local Children's Trust in Miami-Dade since 2018
- Formal governance committee and MOU, data integration and storage capacity, and privacy protections
- 2020-2021 updated MOU to incorporate 2-stage process (best practices)



MIAMI-DADE
IDEAS
CONSORTIUM
FOR CHILDREN



INTEGRATING
DATA FOR
EFFECTIVENESS
ACROSS
SYSTEMS

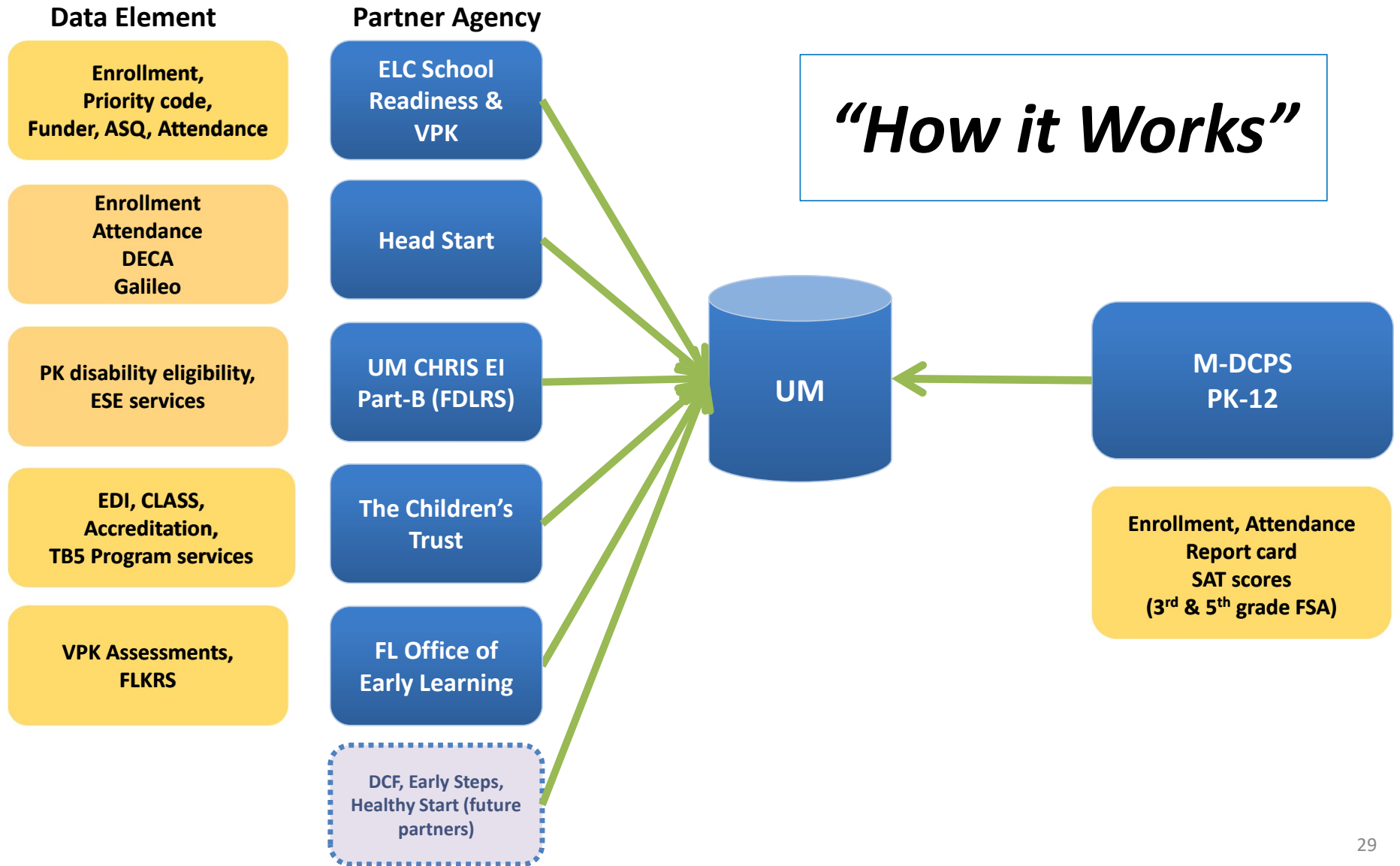
Our Agency Partners

- Miami-Dade County Public Schools
- Early Learning Coalition of Miami-Dade/Monroe
- The Children's Trust
- Miami-Dade County Head Start/Early HS (CAHSD)
- Children's Registry and Information System (CHRIS)
- University of Miami, Dept of Psychology



MIAMI-DADE IDEAS CONSORTIUM FOR CHILDREN INTEGRATING DATA FOR EFFECTIVENESS ACROSS SYSTEMS





Challenges & Wishlist



Sustainability & Utility & Capacity (how long can we sustain in a University-supported IDS?)



How to bring community voices into IDS governance and use? Exploring ways to bring community partner voices to the research review stage and as part of formal governance



Co-create shared mission and values statement with a focus on equity with partner agencies from which we operate internally and across partner systems.



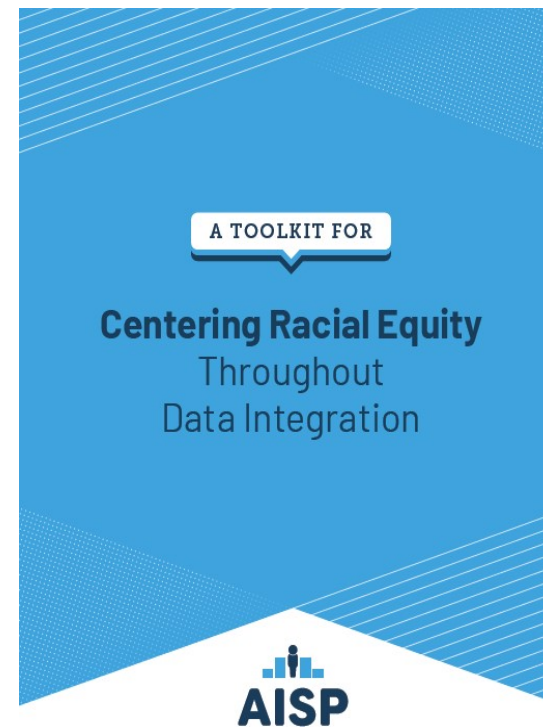
Next Steps

- ▶ Who are we centering in our research?
- ▶ Is our work contributing to progress?
Promote equity?
- ▶ What are our assumptions about children's school readiness?
Community assets?

- ▶ New grant-funded projects to move this work forward (Spencer foundation, RWJ foundation, The Children's Trust)

Centering Racial Equity throughout the Data Life Cycle

- Racial Equity in
 - Planning
 - Data Collection
 - Data Access
 - Algorithms/Statistical Tools
 - Data Analysis
 - Reporting and Dissemination



<https://www.aisp.upenn.edu/equity-toolkit/>

***Building Capacity for an Early Childhood Learning Community
Co-creating a process for developing and sharing data for community conversations
about children***

Next
Steps!





Community Perspectives Equity & Resilience:

What are the top 3 neighborhood factors that support children and families in your community?

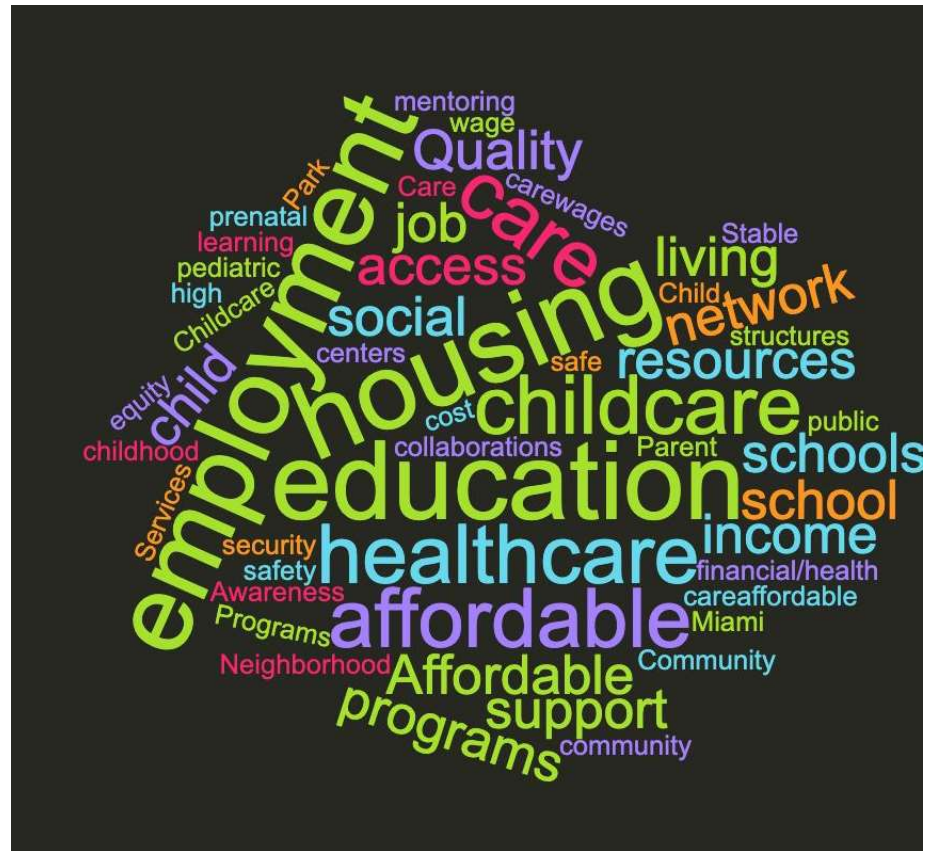


MIAMI-DADE
IDEAS
CONSORTIUM
FOR CHILDREN



INTEGRATING DATA FOR EFFECTIVENESS ACROSS SYSTEMS

Community Perspectives Equity & Resilience: What are the top 3 neighborhood factors that support children and families in your community?



Community Feedback & Guidance

How should our work begin to center racial equity in our data integration work? Choose as many as apply.

Having race equity as an agenda item in Governing Board / Planning meetings - 20.4%

Partnering with people whose data is in the system - 22.8%

Partnering with race equity experts from other disciplines to contextualize data sets - 27.5%

Educating self / staff on history and structures of racism and implicit bias - 27.5%

Other - 1.8%

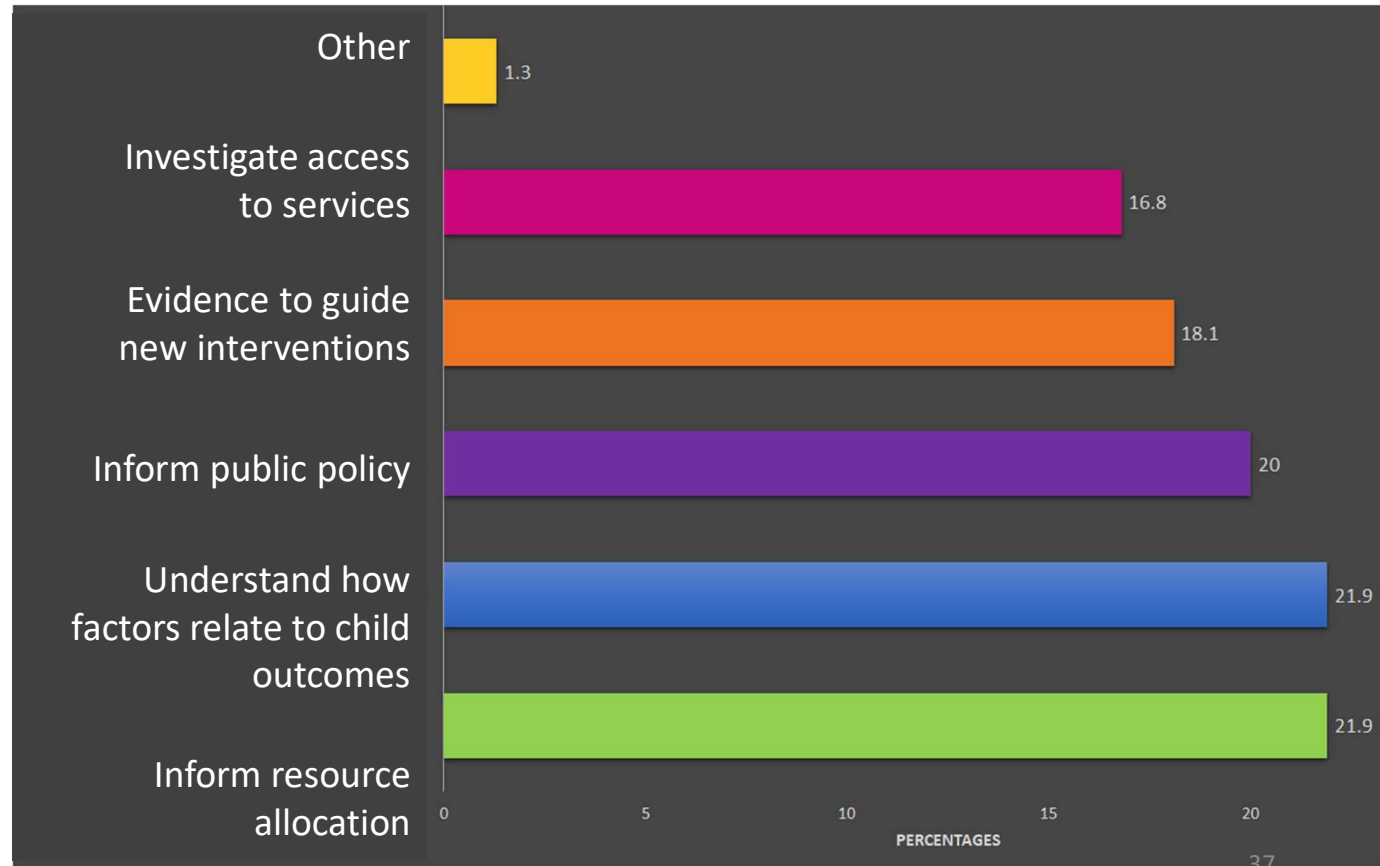
MIAMI-DADE
IDEAS
CONSORTIUM
FOR CHILDREN



INTEGRATING DATA FOR EFFECTIVENESS ACROSS SYSTEMS



Community Perspectives: What is the value of access to integrated data for your role in the community?



Q&A

Questions from the audience

- What questions do you have for our panel?

Questions for the panel and audience

- What factors do you consider to gauge how confidently you can use your integrated data system to answer questions?
- How, if at all, have you centered equity in your data integration work? In what ways do you see gaps or areas of improvement in doing this work?

The image features a light teal background with abstract, darker teal shapes in the corners. The text "THANK YOU!" is centered in a bold, teal, sans-serif font.

THANK YOU!