Linking Head Start Data With State Early Childhood Data Systems

April 1, 2015
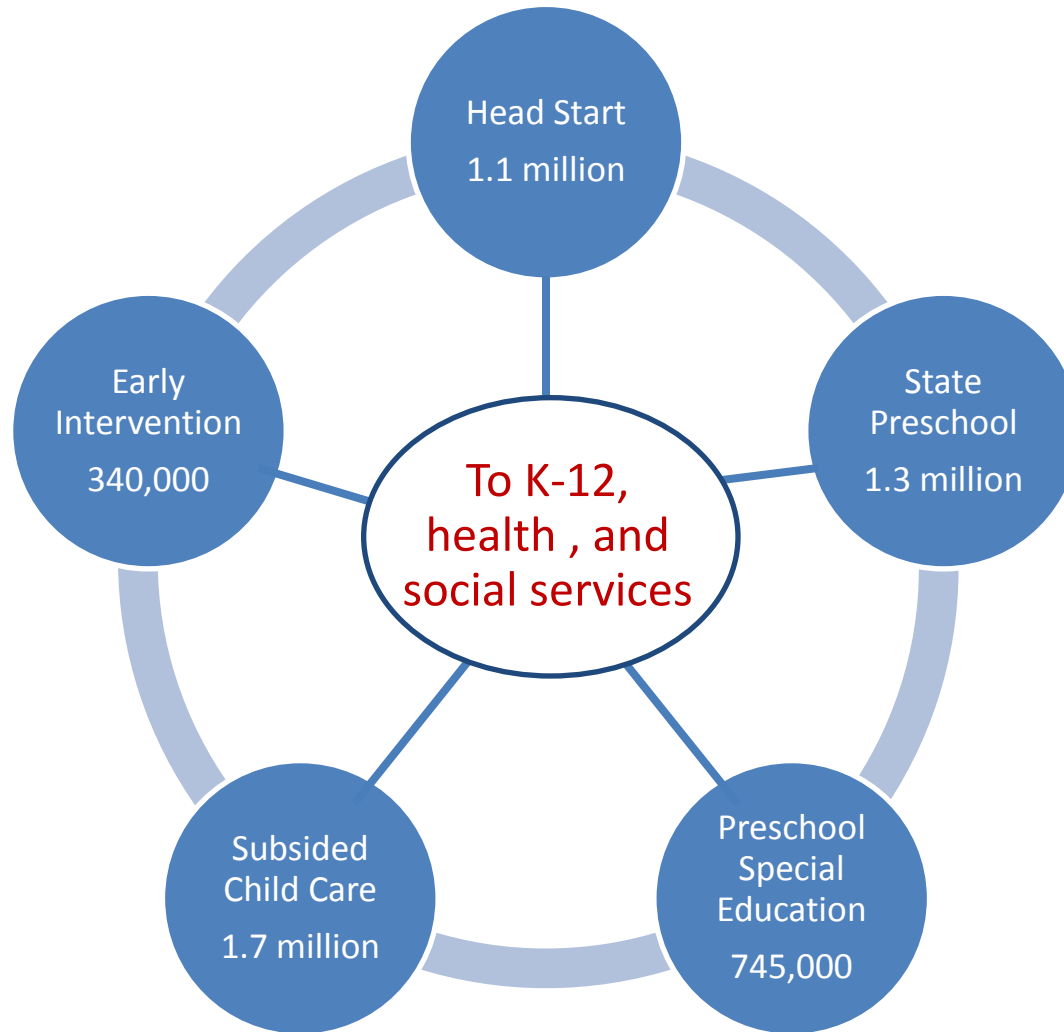
National Head Start Association Annual Conference

The Early Childhood DATA Collaborative

Session Road Map

- Overview of ECDC Issue Brief (12 states)
  - Tom Schultz, CCSSO

- Georgia Data Linkage Efforts
  - Janice Haker, Georgia State Head Start Collaboration Office

- Pennsylvania Data Linkage Efforts
  - Tracey Duarte – Pennsylvania State Head Start Collaboration Office

ECDC Mission: Linking Child, Program and Workforce Data Across ECE Programs and to K-12, Health, and Social Service Systems

- Head Start 1.1 million
- State Preschool 1.3 million
- Preschool Special Education 745,000
- Subsided Child Care 1.7 million
- Early Intervention 340,000
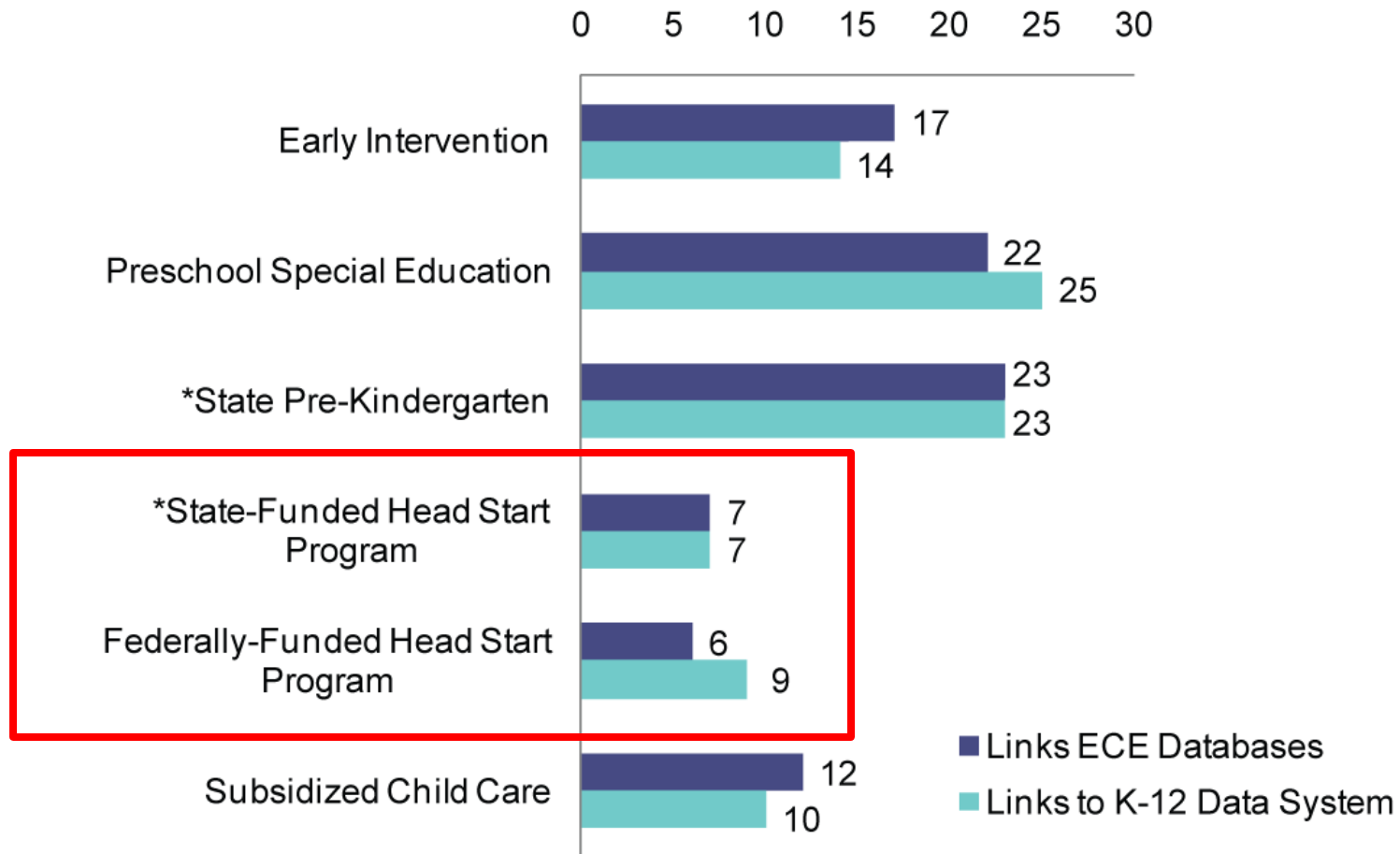- To K-12, health , and social services

What Do You Think?

If your state developed a fully unified/coordinated data system on all young children, all ece programs and staff:

- **What is your greatest hope?**
- **What is your biggest fear?**

Few States Are Currently Linking Head Start Data

* Not all states offer state pre-kindergarten and/or state-funded Head Start. The total number of possible responses for questions referring to these programs are state pre-kindergarten, 43 states, and state-funded Head Start, 15 states.

Why Linking Head Start Data Matters

- Policymakers need a full picture of the contributions of all ECE programs to make good decisions.

- 1700 Head Start manage data on more than 1 million children and 230,000+ staff members.

- Data from other programs can help HS programs improve their services to children & families.

Challenges in Linking Head Start Data

- HS agencies report aggregate data to Office of Head Start, not to/through state agencies

- HS programs use a variety of software systems to manage data

- State data definitions & timelines differ from HS definitions and reporting requirements

Head Start-State Data Linking Efforts

- Linking HS child data with K-12 education and ece data

- HS programs are participating in Quality Rating and Improvement Systems

- HS staff are participating in Professional Registry initiatives

How Are States Linking HS Data?

- Engaging HS leaders in state data system planning & governance

- Assigning unique identification numbers

- Creating formal data sharing agreements

- Developing tools for sharing data from multiple HS data software systems

Action Steps for State Leaders

- Involve Head Start leaders as full partners
- Address concerns about reporting and use of HS data
- Encourage Head Start participation in QRIS and Professional Development Registries
- Support use of data across programs/agencies

Action Steps for Federal Leaders

- Encourage HS programs to contribute to state ece data initiatives

- Provide guidance on data privacy and security safeguard

- Support HS State Collaboration Offices working with state data systems

- Develop a federal data linkage work group to help states on privacy, funding, and technical assistance

Georgia Unified Data System

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Everyone has a stake in this effort. Georgia has worked to establish its purpose for data sharing; who would benefit from the data; and establish buy-in from all stakeholders

Background

- GHSA Strategic Plan

- Preliminary meeting of state agencies regarding the State Advisory Council (SAC)

- Included HSSCO and Georgia Head Start Association (GHSA) representation

- Unified data system was identified as one of three priorities for SAC

Background continued

- Simultaneous discussions with GHSA regarding the benefits of a unified data system

- The SAC began planning to implement a unified data system

- Included interface with system used by the Department of Education (Georgia Awards)
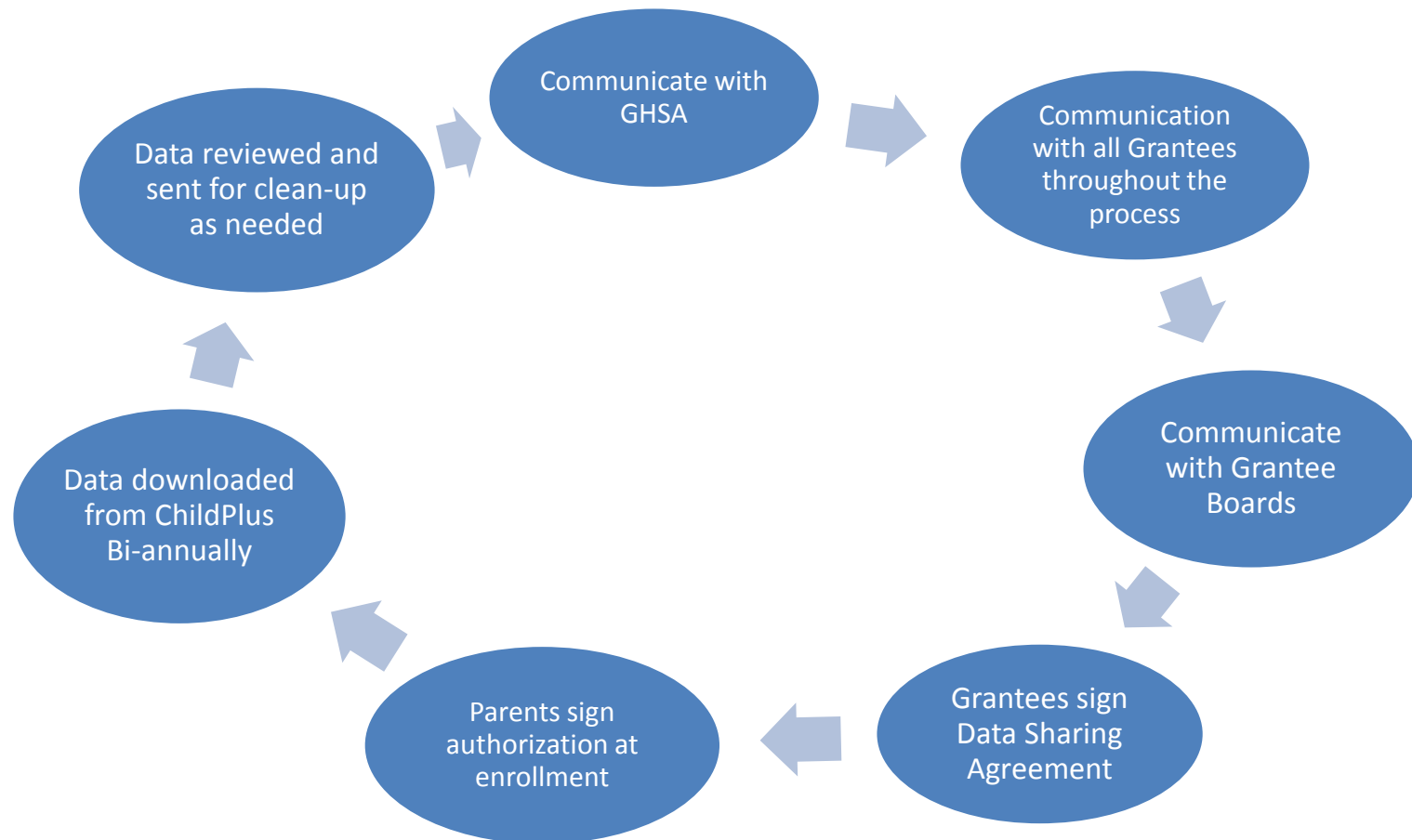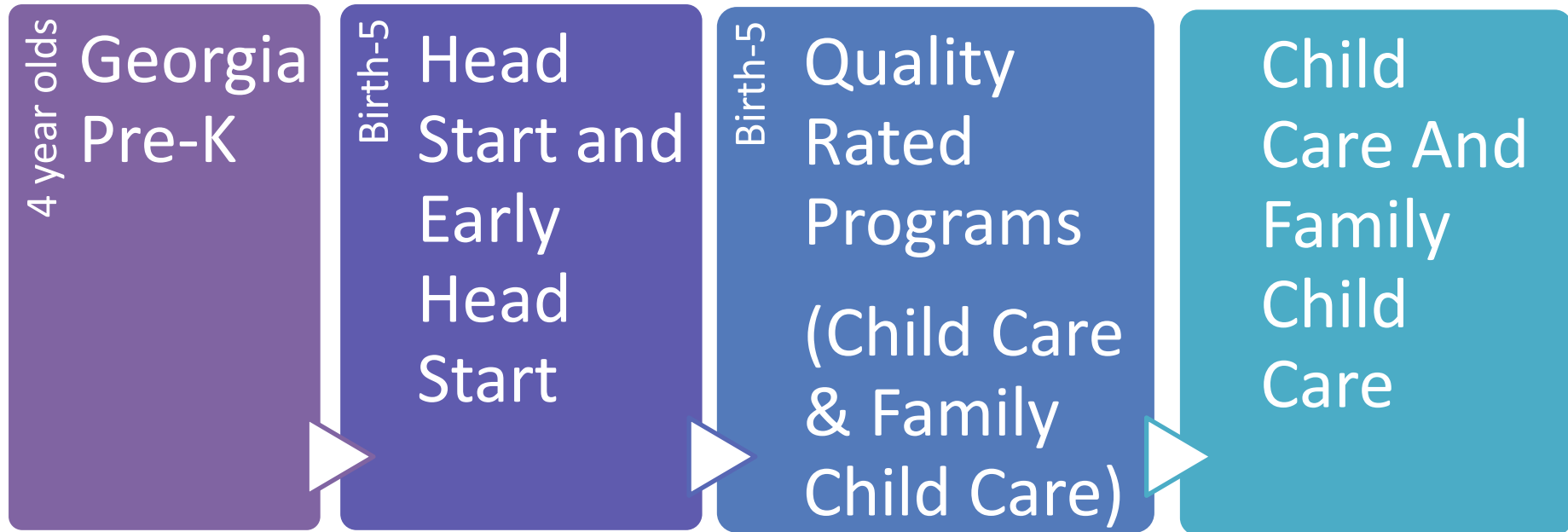
Head Start Benefits

- Track child outcomes
- Use outcome data to improve program quality
- Accessible information for teachers when children transition into public school to inform instruction
- Track Medicaid information and other services
- Avoid replication of screenings and other data and services

Process Delivered 100% Participation

Communicate with GHSA

Communication with all Grantees throughout the process

Communicate with Grantee Boards

Grantees sign Data Sharing Agreement

Parents sign authorization at enrollment

Data downloaded from ChildPlus Bi-annually

Data reviewed and sent for clean-up as needed

System Priorities

4 year olds — Georgia Pre-K

Birth-5 — Head Start and Early Head Start

Birth-5 — Quality Rated Programs (Child Care & Family Child Care)

Child Care And Family Child Care

Challenges/ Strategies

Parent permission
- Parent signs authorization form
- Workshops for HS staff regarding communication to parents
- Parents can opt out of the unified data base

Assurances that security measures were followed
- Held information sessions with Head Start Directors and Board members regarding security
- Compliance with FERPA

Cleaning data entered by Grantee into ChildPlus
- Communication with Head Start grantee individual IT regarding consistent data entry format

Challenges/ Strategies

Next step will be entering assessment data
- Relating assessment to Georgia Early Learning and Development Standards (GELDS)

Development of policies regarding data access
- Communication with all agencies regarding sharing information at different levels
- Inclusion of all agencies in policy development

Migrant program reluctant to share information
- Migrant program does not enter addresses

Pennsylvania Early Learning Network / PELICAN

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Pennsylvania Office of Child Development and Early Learning (OCDEL) statewide early education programs

- Early Intervention
- Head Start State Supplemental Assistance
- Keystone STARS Child Care Centers
- Pennsylvania Pre-K Counts
- ** Not all Federal HS Programs are in the system.

PELICAN

- **P**ennsylvania's **E**nterprise to **L**ink **I**nformation for **C**hildren **A**cross **N**etworks

- Departments of Human Services' (formerly Public Welfare) and Education's initiative to combine the state's early learning programs under a single management information system.

- Offers a single integrated information system that automates and supports all of Pennsylvania's early learning and education programs.

Information Collected:

- Program Demographics (days per week, hours per day, education and experience of teachers, therapists, etc.)

- Family Demographics (name, address, contact information, etc.)

- Child demographics (date of birth, program enrollment, etc.)

- For children in Early Intervention, the child's IFSP or IEP.

- Information on the child's progress as measured through an ongoing assessment of his/her development.

Early Learning Network – Using the Data

PA Secure ID

- Enables OCDEL to link with K-12 data system (PIMS), tracking student progress from as early as birth through grade 12

- Data is accessible to state staff

- Data is also accessible to ELN providers through PELICAN via the Child Longitudinal Outcomes Reports

These reports enable providers to view **aggregate** data for children who have formerly attended their early learning programs, with options to display **Kindergarten Entry Inventory** proficiencies for children in kindergarten and **PSSA** data for children completing grade three. Also, percent of population with **IEP**s for children in kindergarten through grade three and **grade retention** for children from kindergarten through grade three. These reports enable providers to make comparisons at the **program**, **school district**, **county** and **state** levels.

Child Longitudinal Outcomes Reports

Benefits to Early Learning Programs

- Track child outcomes
- Use outcome data to improve program quality
- Accessible information for teachers when children transition into public school to inform instruction
- Track Medicaid information and other services
- Avoid replication of screenings and other data and services

Masking of Information

Family Education Rights and Privacy Act (FERPA) requires that rules be put in place to protect the privacy rights of students. To accommodate these rules, outcomes reports mask or hide data when certain situations arise. Data that is masked is replaced with double asterisks** when the following situations occur:
 - Population is less than 10
 - 0% or 100% of students within the population are all proficient.

How the data is used

Annual Program Reach and Risk Assessment:

Provides information on the level of risk for school failure for children and the availability, or reach, of ECE programs to children in each county and school district in Pennsylvania.

Annual Reach and Risk Assessment

A tool to:
- Track progress in reaching all children from birth to 5 years.
- Assist communities to better understand / identify their early childhood needs
- Inform future policy decisions regarding early care and pre-k education investments
- Determine appropriations based on community need and statewide representation.

In Pennsylvania, we know that….

- More than one third (34%) of children under age five participate in state and/or federally funded quality early care and education programs.

- The three programs which impact the most children are Keystone Start (14%), Early Intervention (11%) and Head Start (5 percent).

- Early Intervention and Head Start provide early care and education programs to reach children under age five in all 67 Counties.

The BIG Questions..

- What is the impact of OCDEL programs on academic success in K-12 (KEI, 3rd grade PSSA, grade retention, %with IEP, etc.)?

- What is the unduplicated count of children served by all OCDEL programs in Pennsylvania?