Data Governance Through Adaptive Leadership

CEELO Leadership Academy Cohort III

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Hawaiʻi P-20 Partnerships for Education

August 2017

Capturing the Momentum

Goal:
Results-Based Accountability

- **Population Results Statement**

All children in Hawai'i, birth to age eight, are ready to succeed in school, as measured by third grade reading and math proficiencies.
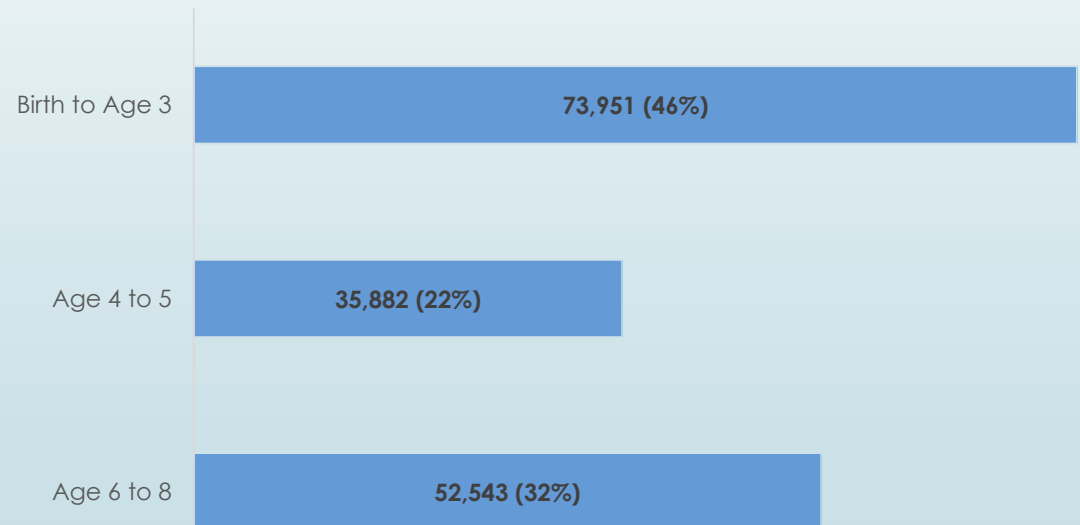
- **Population Data**

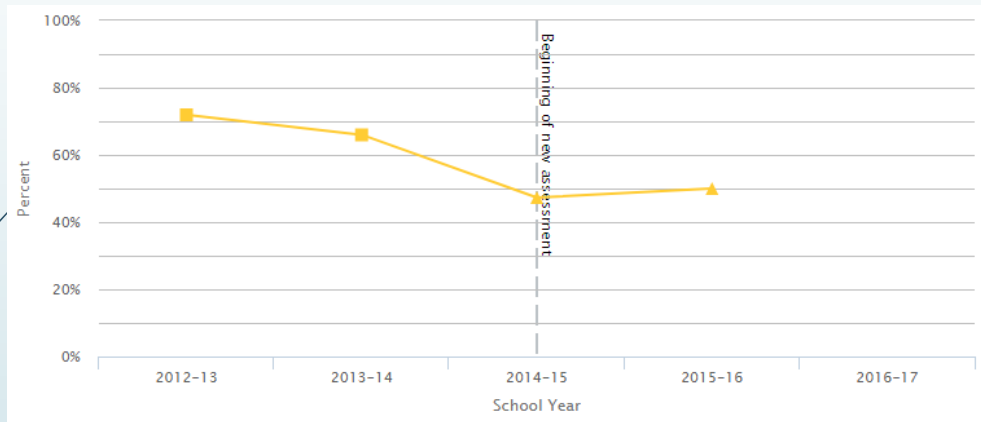Hawai'i child population by age group: birth to age eight

Year: 2015
N = 162, 376

Data Source: KIDS COUNT Data Center,
http://datacenter.kidscount.org/

| Age Group	Value
Birth to Age 3	73,951 (46%)
Age 4 to 5	35,882 (22%)
Age 6 to 8	52,543 (32%)

Goal:
Results-Based Accountability

- Population Results Indicators

Hawai'i's 3rd grade reading proficiency increased from 47.3% (SY 2014-2015) to 50% (SY 2015-2016). A new statewide assessment was adopted in SY 2014-2015.

Hawai'i's 3rd grade math proficiency increased from 50.6% (SY 2014-2015) to 54% (SY 2015-2016). A new statewide assessment was adopted in SY 2014-2015.

Data Source: HIDOE Accountability Center, https://adc.hidoe.us/#/proficiency
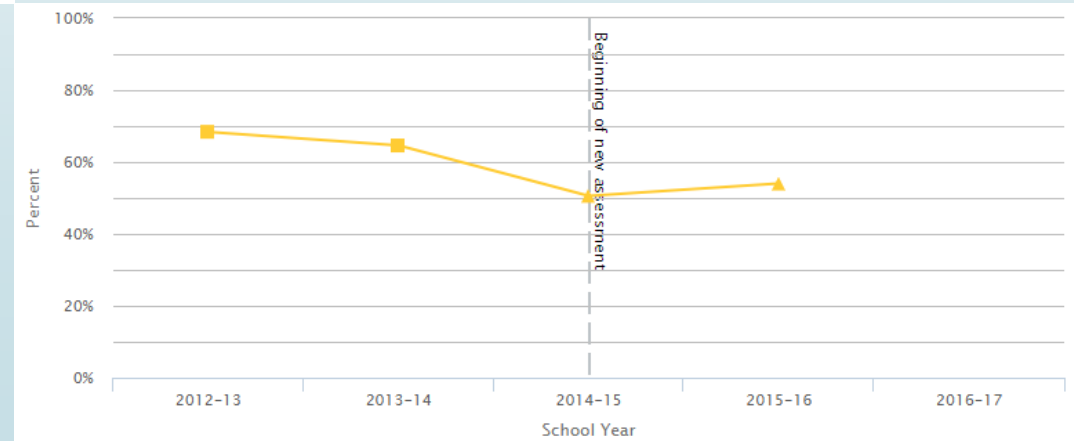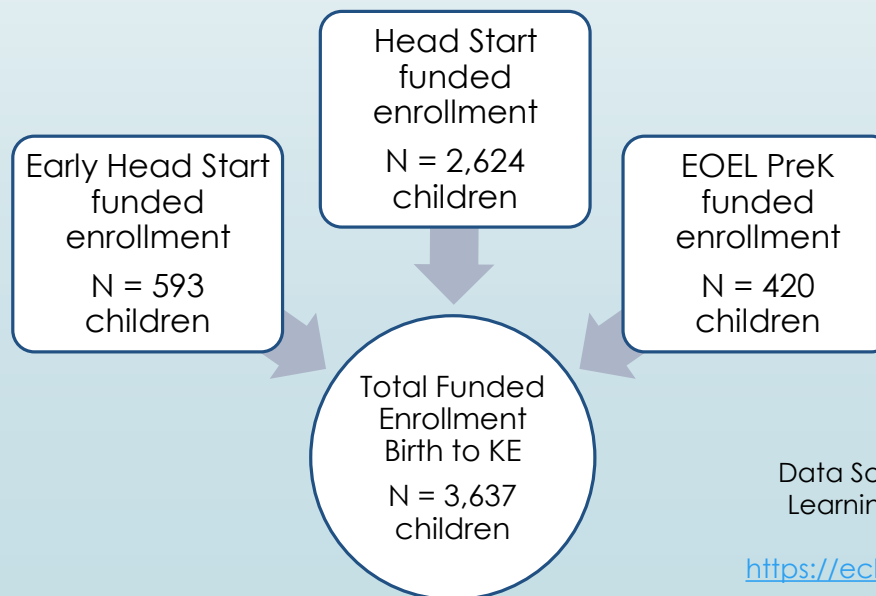
Goal: Results-Based Accountability

- **Program Results Statement**

The Executive Office on Early Learning (EOEL), the administrator of the State-funded PreK program, and the six Early Head Start and Head Start grantees have agreed to integrate their student-level data into the early childhood data system, when available, and connect with the P-20W state longitudinal data system in Hawai'i.

- **Program Population Data**

7 data systems:
- EOEL
- 6 Early Head Start/Head Start Grantees

Head Start funded enrollment
N = 2,624 children

Early Head Start funded enrollment
N = 593 children

EOEL PreK funded enrollment
N = 420 children

Total Funded Enrollment Birth to KE
N = 3,637 children

Data Source: Head Start Early Childhood Learning & Knowledge Center, Program Service Reports,
https://eclkc.ohs.acf.hhs.gov/hslc/data/psr

Accountability

	QUANTITY	QUALITY
EFFORT	How much did we do? # of data sharing agreements fully executed	How well did we do it? % of data integration completed within 6 weeks of agreement being executed # of critical questions answered
EFFECT	Is anyone better off?	
	# of children who exited Head Start and EOEL PreK programs demonstrated school readiness as indicated by TS GOLD PreK assessment	% of children who exited Head Start and EOEL PreK programs demonstrated school readiness as indicated by TS GOLD PreK assessment

Obstacles and Challenges

- Leadership Turnovers
- Minimal executive leadership commitment
- Data integration not a program priority
- Timing
- Unfamiliarity with the language in the Memorandum of Understanding and data sharing agreement
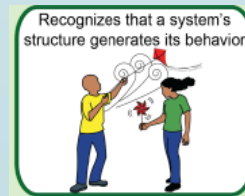- Legal counsel engagement

Technical Challenges

Adaptive Leadership/Work

- Engage cross-agency, cross-sector stakeholders, both private and public, to answer specific policy and research questions related to early childhood

- Establish a centralized governing entity that guides early childhood data collection, sharing, analysis, and reporting

- Provide a valuable opportunity to disseminate robust information to policy makers and the public about the state-of-the-state in the early childhood sector

- Sustain the collaborative engagement

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WHY ARE WE DOING THIS?

"It's not a great mission statement, but we'll revise it if things get better."

Seeks to understand the big picture

Makes meaningful connections within and between systems

Recognizes that a system's structure generates its behavior

Uses understanding of system structure to identify possible leverage actions

Accomplishments

- 10 signed commitment from key stakeholders from public and private early childhood and advocacy programs

- Finalized ECDC Governance Handbook

- Embedded early childhood data governance project in Hawai'i P-20's strategic plan as the project management entity

- Included early childhood data governance project in the Executive Office on Early Learning's strategic plan

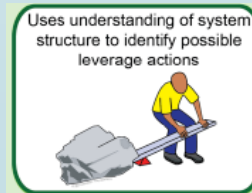- Commitment from stakeholders for next 12 months

ECDC GOVERNANCE HANDBOOK

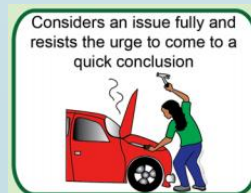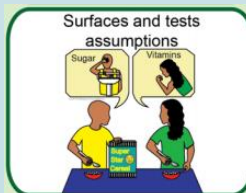Version 1.0

Lessons Learned
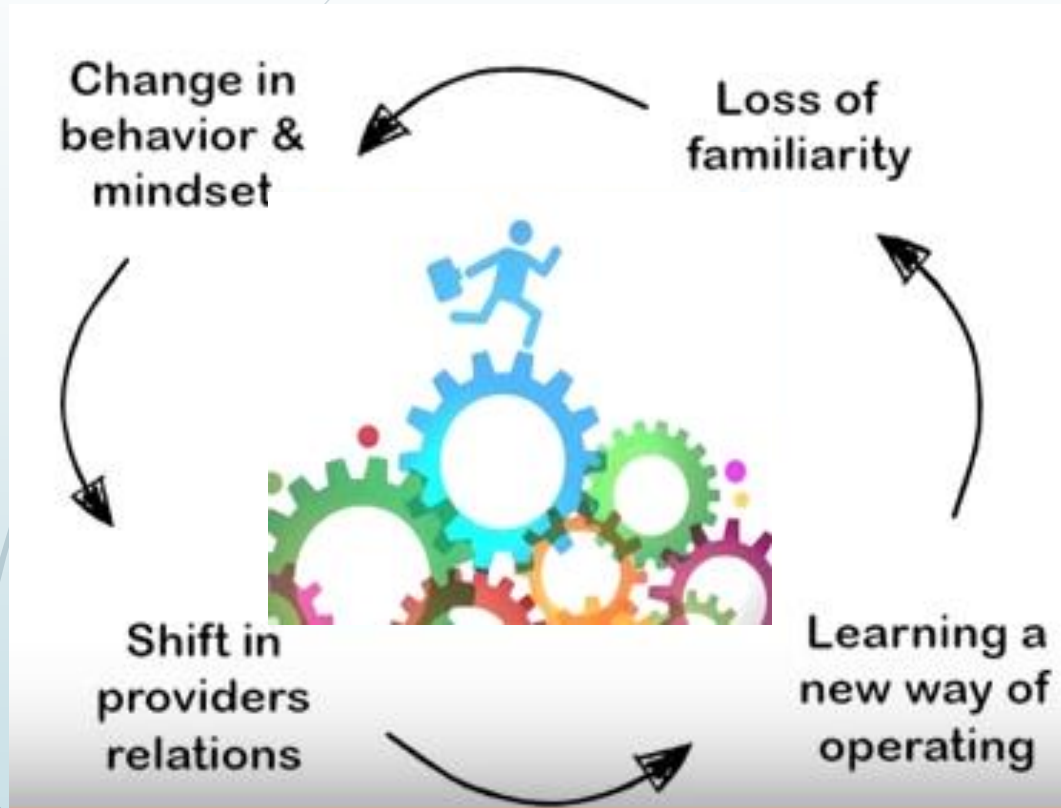
"Adaptive Leadership – Basic Introduction" by Eric Martin
https://www.youtube.com/watch?v=pRFXu_jBJec

- Have a clear and consistent message about the data governance project as a foundation for an integrated data system.

- Ensure key members are at the meetings.

- Address clarifying questions at the following meeting.

- Be willing to take a risk and understand that there will be a "loss" of competence, familiarity and comfort.

- It's easier to be a spectator on the balcony than coming down to the dance floor.

- Adaptive leadership takes time and solutions are not immediate.
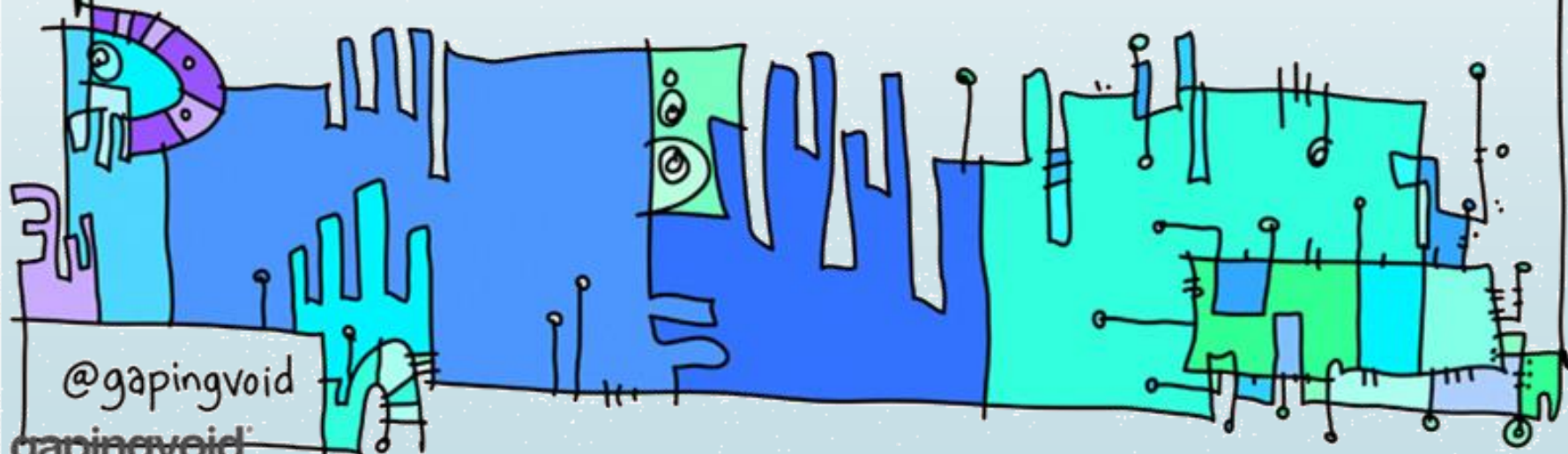
Plan and Next Steps

- Facilitate and oversee data governance collaborative meetings, activities, and deliverables

- Engage key members of the collaborative network to ensure active participation, decision-making and progress

- Work on strategic communication

- Continue to advocate for data integration with Head Start grantees

- Investigate funding options to support the collaborative efforts

Surfaces and tests assumptions

Considers an issue fully and resists the urge to come to a quick conclusion

Uses understanding of system structure to identify possible leverage actions