Integrating and Advancing State Prenatal to Age Three Policies

November 15, 2019

Welcome

Dr. Beth Caron
Director, NGA Education
NGA Solutions: The Center for Best Practices

Parent Voices Session

Speakers

- **Allysa Ware**, Family Voices, *Maryland*
- **Hayward Mclain**, The National Parent Leadership Institute, *Connecticut*

FAMILY VOICES®

The Diagnostic Odyssey

Our family's journey through a broken system

National Governor's Association

Prenatal to Age Three Policy Academy Cross-State Convening

November 15, 2019

Allysa Ware

Project Director

anware@familyvoices.org

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familyvoices.org

The Beginning – She made it!

The First Year

FAMILY VOICES®

The Second Year

FAMILY VOICES®

Missed Opportunities

- Infant & Toddlers
  - Birth – preemie
  - 4 months – 2 years old – feeding challenges and no weight gain
  - 2 years old – Speech delays and socialization challenges
- Specialists
  - 4 months – 2 years old – feeding challenges and chronic constipation
  - Birth – 2 years old – Umbilical hernia
  - 2 years old – Speech delays
- Screenings – NO SCREENINGS WERE DONE

FAMILY VOICES®

Impact

Happy Ending… kind of

FAMILY VOICES®

Thank You

Allysa Ware
Project Director
anware@familyvoices.org

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Longitudinal and Governance Data Connections Session

Carlise King
Executive Director of Early Childhood
Data Collaborative
Child Trends

Tony Ruggiero
State Longitudinal Data System, SLDS
State Support Team
AEM Corp.

The Early Childhood DATA Collaborative

National Governors Association

CROSS-STATE CONVENING FOR THE PRENATAL TO AGE THREE POLICY ACADEMY

NOVEMBER 15, 2019

Longitudinal and Governance Data Connections Session

Carlise King, Early Childhood Data Collaborative

Tony Ruggiero, State Longitudinal Data Systems

The Early Childhood DATA Collaborative

SLDS

Session Objectives

- Importance of Early Childhood
- Highlight state early childhood integrated data systems
- Strategies for Integrating Home Visiting Data
- Identify tools and products

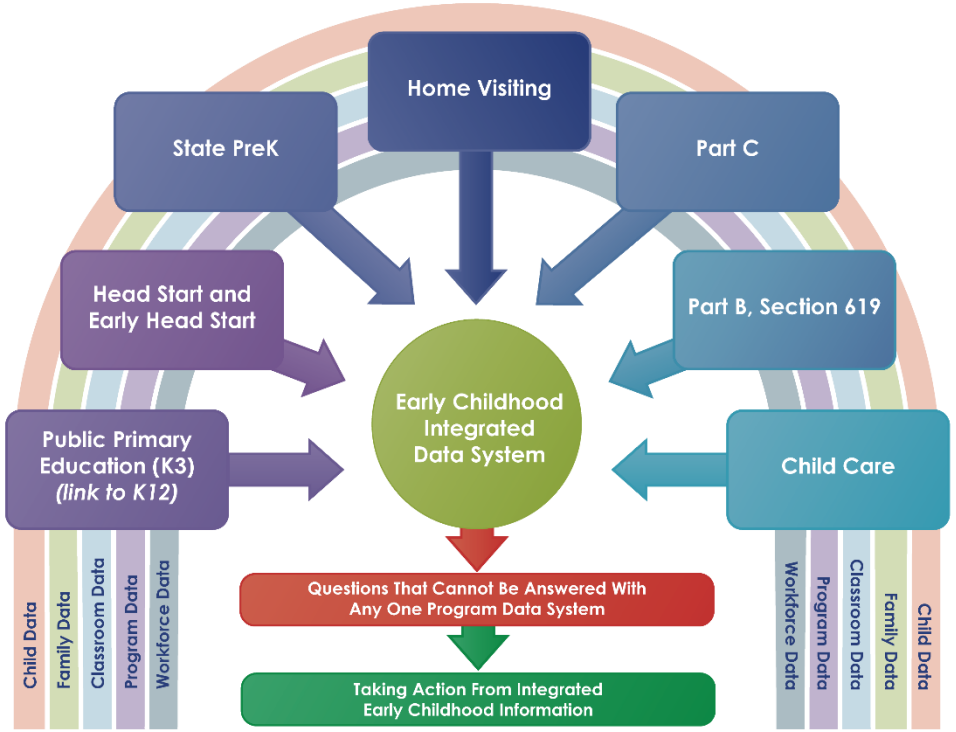
Importance of Early Childhood

Why Is Early Childhood Important?

- First five years of life are critical to lifelong development
- Early experiences influence
  - Brain development
  - Provide the foundation for
    - Language
    - Reasoning
    - Problem solving
    - Social skills
    - Behavior
    - Emotional health
- Prepares children to be ready for school

Early Childhood Integrated Data Systems (ECIDS)

What is an ECIDS?



- Collects, integrates, maintains, stores, and reports information from early childhood programs
- Crosses multiple agencies within a state that serve children and families from birth to age 8
- Includes data on the individual child, the child's family, the classroom, the program/providers, and other services that provide comprehensive care and education for young children

(What is an ECIDS, NCES 2014)

ECIDS State Examples

Minnesota

Georgia

North Carolina

MINNESOTA

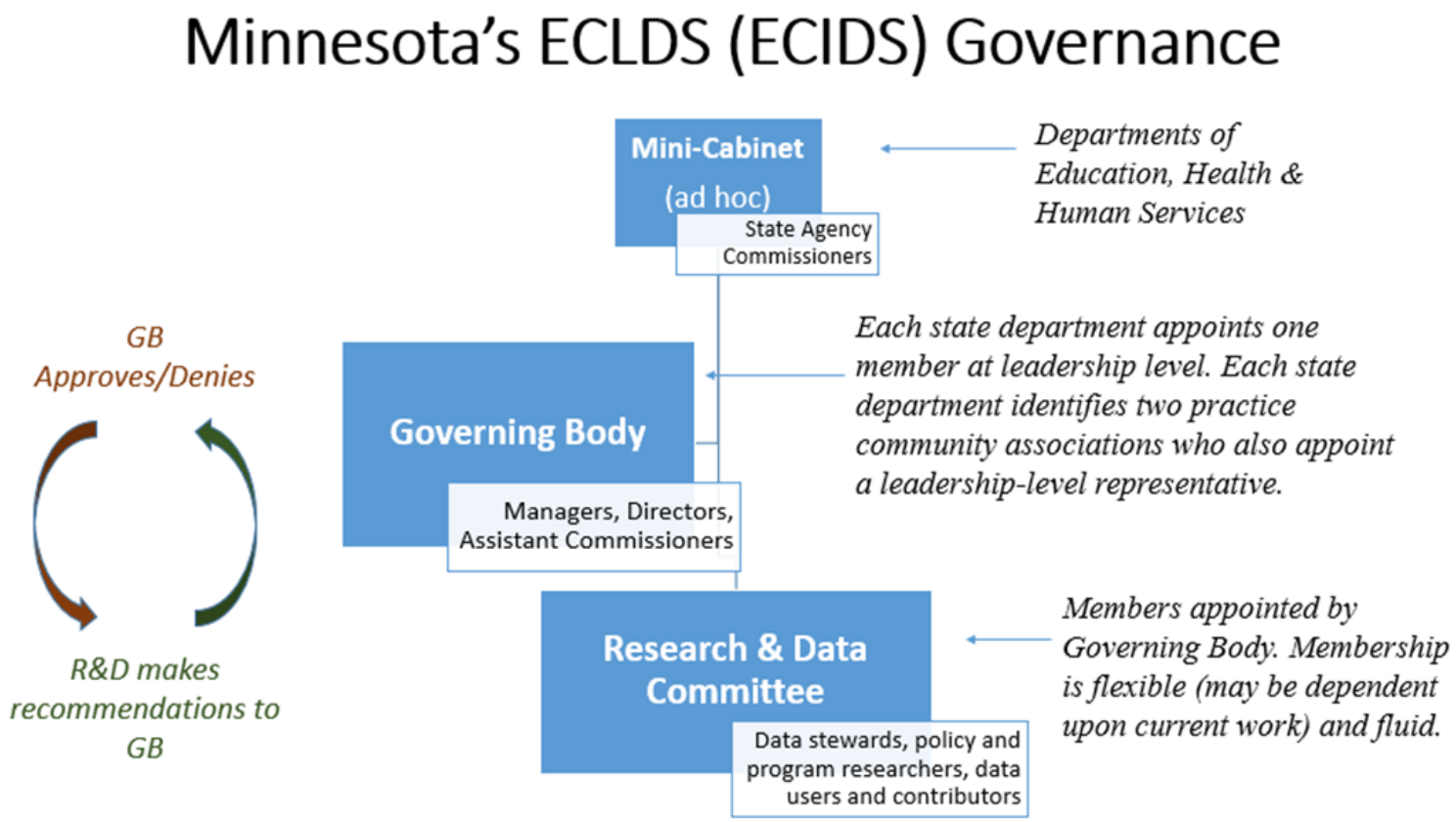
EARLY CHILDHOOD

LONGITUDINAL DATA SYSTEM

Minnesota

- Combines data collected by:
  - Department of Education
  - Department of Human Services
  - Department of Health
- Shares data dictionary
- Protects the privacy of children
- Shows population results
- Shows children's growth and achievement in relation to their participation in a variety of educational and social programs over time
- ECLDS is the companion site to Minnesota's Statewide Longitudinal Education Data System (SLEDS)

Data Governance



Data Use

The MN ECLDS answers the following two broad policy questions:

- What do we know about the children participating in Minnesota's public early care and education programs?
  - Demographics
  - Disability
  - Program combinations
- What is the status of children after participating in public early care and education programs?
  - Special education use
  - attendance in the early grades
  - third grade test scores

Data Use

Two strong examples of ECLDS data use are:

- Children's Defense Fund-MN report: Evaluating Early Childhood Program Access: An Analysis of Participation Data for Lower Income Children, Children of Color and American Indian Children from the Minnesota Early Childhood Longitudinal Data System.
- In Willmar, MN school officials used ECLDS data to identify gaps in preschool access for Latino and Somali children.
  - The Willmar School District and United Way then expanded a home-visit program that pairs educators with Latino and Somali children who cannot get to preschool.


Georgia's
CACDS


SLDS

Georgia

- Housed at Bright from the Start: Department of Early Care and Learning (DECAL)
- Has integrated data on children from birth to age five and the programs and providers who serve them
- System provides each child with a unique ID
- Combines data collected by:
  - Department of Early Care and Learning
  - Department of Education
  - Department of Public Health
- De-identified child-level and provider-level data is securely stored
- Ability to link to Georgia's P–20 and Workforce system

Data Sources

CACDS includes data from

- Home Visiting
- Early Head Start
- IDEA Part C
- Head Start
- Child and Parent Services (CAPS)
- Georgia's Pre-K participation data
- IDEA Part B, Section 619

Stakeholder Engagement

- Developed a list of reports and research questions
- Reports
  - Unduplicated counts of participation across various early childhood programs
  - Utilization data for children with child care subsidies, multiple services accessed by unique children (Babies Can't Wait, IDEA Part C)
- Future
  - Research Request Process
  - Enhancing CACDS system and support
  - Building series of data visualization tools

NC★ECIDS

North Carolina Early Childhood
Integrated Data System

Key Participating Agencies

- N.C. Department of Health and Human Services (DHHS)
  - N.C. Division of Child Development and Early Education (DCDEE)
  - N.C. Division of Public Health (DPH)
  - N.C. Division of Social Services (DSS)
- N.C. Department of Public Instruction (DPI)
  - Office of Early Learning (OEL)
- N.C. Head Start/Early Head Start
- *Technology provider: N.C. Department of Information Technology*

Participating Programs

CURRENT

- N.C. Pre-K
- Subsidized child care
- Early Intervention - IDEA, Part C
- Special Education - IDEA Part B (619)
- Food & Nutrition Services
- Child Protective Services
- Temporary Assistance for Needy Families
- Early childhood workforce data
- Child care regulatory data
- Education data

IN DEVELOPMENT OR PLANNED FOR THE FUTURE

- Home visiting data*
- Head Start/Early Head Start

Web Portal

Public-facing data hub for ECIDS

Has two uses:

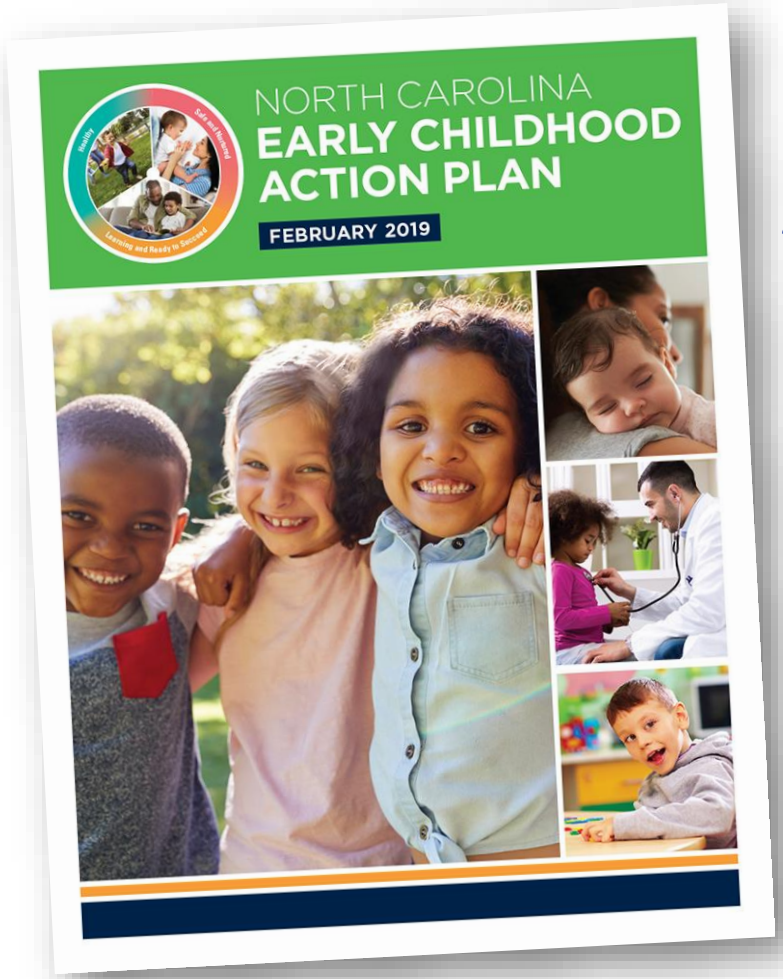
1. Houses aggregate level reports (some standardized reports, some customizable, for example, by county)
2. Data request portal for research requests
   - All Users (general public, participating state agencies, policymakers, researchers
     - Standard Reports
     - Query/Customizable Reports

Web Portal

- Internal and External Researchers
  - Dedicated data request portal for individual research and program requests

- Current reports:
  - Total and unduplicated number of children using services
  - Children receiving multiple services
  - Customizable reports available by county, age, race/ethnicity, gender

North Carolina Early Childhood Action Plan



Early Childhood Action Plan & Data

- Data-informed framework
- Tracking progress toward 2025 goals
- Early childhood data as a key statewide strategy for success
- Aligning data systems, collection, and access to state priorities

SLDS

Discussion

- What are the challenges for developing an ECIDS?
- What are the solutions to overcoming challenges?
- What are the benefits of an ECIDS?

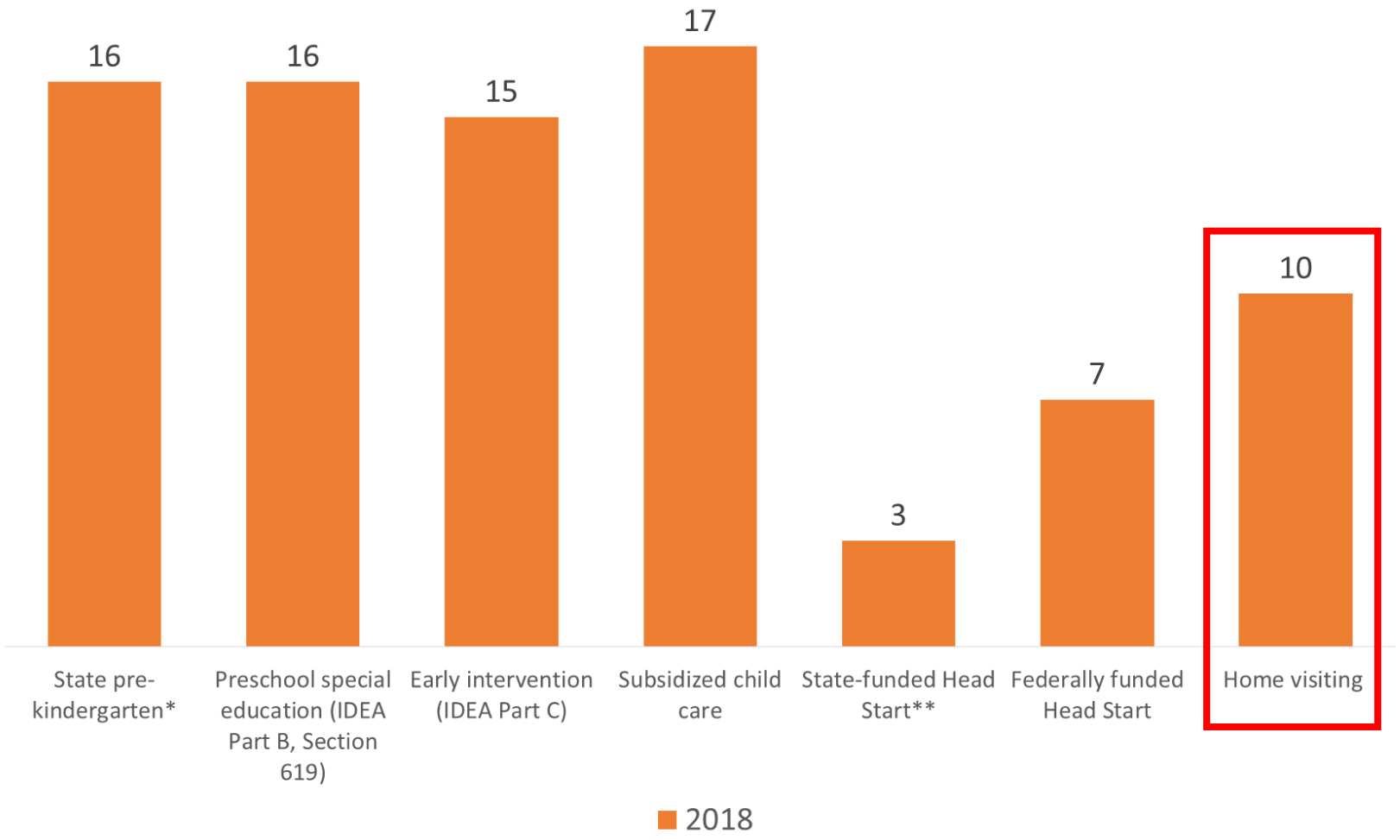
Questions?

The Early Childhood DATA Collaborative

2018 Early Childhood Data Systems Survey

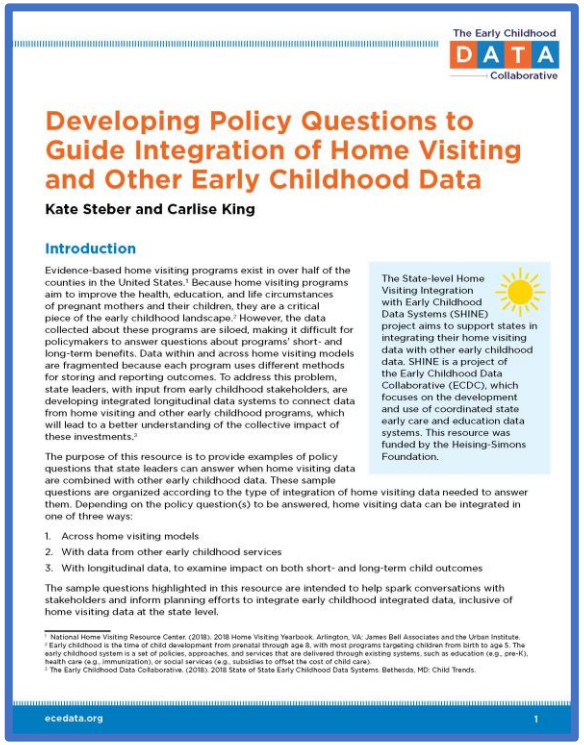
Integrating Early Childhood Data

ECE Programs Linking Child Level Data



Strategies to Integrate Early Childhood Data Home Visiting Examples

The Early Childhood DATA Collaborative



The Early Childhood DATA Collaborative

Developing Policy Questions to Guide Integration of Home Visiting and Other Early Childhood Data

Kate Steber and Carlise King

Introduction

Evidence-based home visiting programs exist in over half of the counties in the United States.[1] Because home visiting programs aim to improve the health, education, and life circumstances of pregnant mothers and their children, they are a critical piece of the early childhood landscape.[2] However, the data collected about these programs are siloed, making it difficult for policymakers to answer questions about programs' short- and long-term benefits. Data within and across home visiting models are fragmented because each program uses different methods for storing and reporting outcomes. To address this problem, state leaders, with input from early childhood stakeholders, are developing integrated longitudinal data systems to connect data from home visiting and other early childhood programs, which will lead to a better understanding of the collective impact of these investments.[3]

The State-level Home Visiting Integration with Early Childhood Data Systems (SHINE) project aims to support states in integrating their home visiting data with other early childhood data. SHINE is a project of the Early Childhood Data Collaborative (ECDC), which focuses on the development and use of coordinated state early care and education data systems. This resource was funded by the Heising-Simons Foundation.

The purpose of this resource is to provide examples of policy questions that state leaders can answer when home visiting data are combined with other early childhood data. These sample questions are organized according to the type of integration of home visiting data needed to answer them. Depending on the policy question(s) to be answered, home visiting data can be integrated in one of three ways:

1. Across home visiting models
2. With data from other early childhood services
3. With longitudinal data, to examine impact on both short- and long-term child outcomes

The sample questions highlighted in this resource are intended to help spark conversations with stakeholders and inform planning efforts to integrate early childhood integrated data, inclusive of home visiting data at the state level.

[1] National Home Visiting Resource Center. (2018). 2018 Home Visiting Yearbook. Arlington, VA: James Bell Associates and the Urban Institute.
[2] Early childhood is the time of child development from prenatal through age 8, with most programs targeting children from birth to age 5. The early childhood system is a set of policies, approaches, and services that are delivered through existing systems, such as education (e.g., pre-K), health care (e.g., immunization), or social services (e.g., subsidies to offset the cost of child care).
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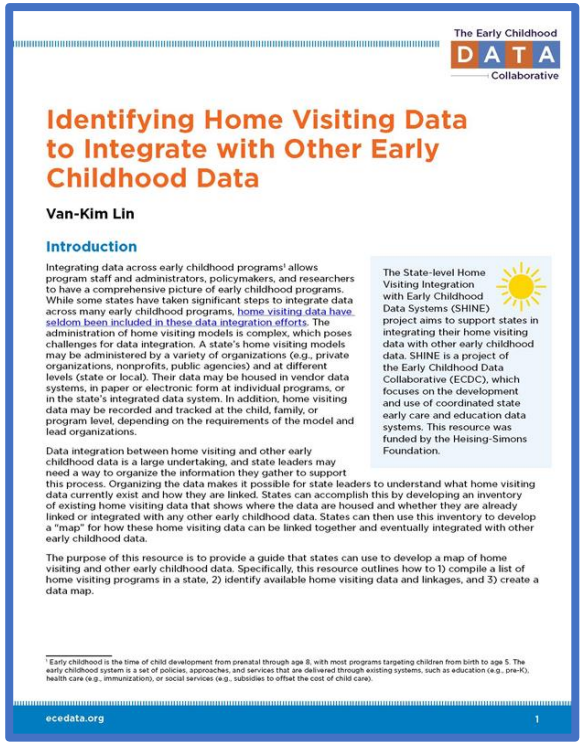

The Early Childhood DATA Collaborative

Identifying Home Visiting Data to Integrate with Other Early Childhood Data

Van-Kim Lin

Introduction

Integrating data across early childhood programs[1] allows program staff and administrators, policymakers, and researchers to have a comprehensive picture of early childhood programs. While some states have taken significant steps to integrate data across many early childhood programs, home visiting data have seldom been included in these data integration efforts. The administration of home visiting models is complex, which poses challenges for data integration. A state's home visiting models may be administered by a variety of organizations (e.g., private organizations, nonprofits, public agencies) and at different levels (state or local). Their data may be housed in vendor data systems, in paper or electronic form at individual programs, or in the state's integrated data system. In addition, home visiting data may be recorded and tracked at the child, family, or program level, depending on the requirements of the model and lead organizations.

The State-level Home Visiting Integration with Early Childhood Data Systems (SHINE) project aims to support states in integrating their home visiting data with other early childhood data. SHINE is a project of the Early Childhood Data Collaborative (ECDC), which focuses on the development and use of coordinated state early care and education data systems. This resource was funded by the Heising-Simons Foundation.

Data integration between home visiting and other early childhood data is a large undertaking, and state leaders may need a way to organize the information they gather to support this process. Organizing the data makes it possible for state leaders to understand what home visiting data currently exist and how they are linked. States can accomplish this by developing an inventory of existing home visiting data that shows where the data are housed and whether they are already linked or integrated with any other early childhood data. States can then use this inventory to develop a "map" for how these home visiting data can be linked together and eventually integrated with other early childhood data.

The purpose of this resource is to provide a guide that states can use to develop a map of home visiting and other early childhood data. Specifically, this resource outlines how to 1) compile a list of home visiting programs in a state, 2) identify available home visiting data and linkages, and 3) create a data map.

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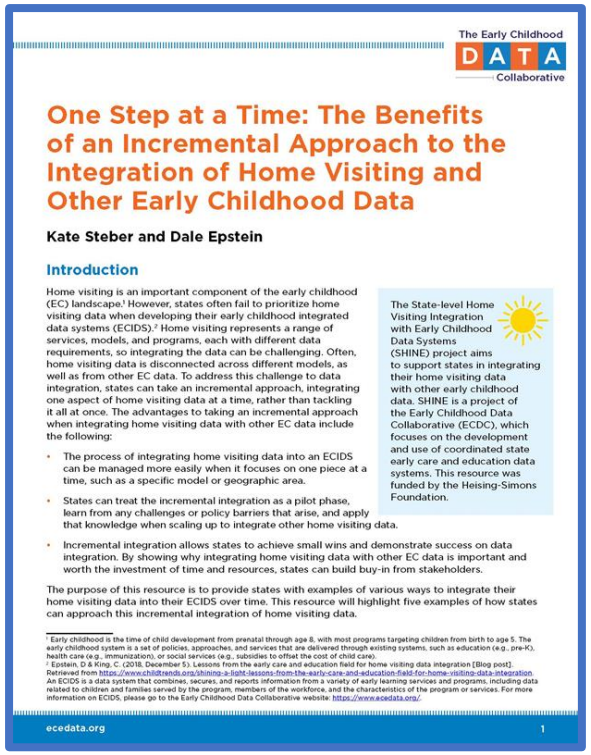

The Early Childhood DATA Collaborative

One Step at a Time: The Benefits of an Incremental Approach to the Integration of Home Visiting and Other Early Childhood Data

Kate Steber and Dale Epstein

Introduction

Home visiting is an important component of the early childhood (EC) landscape.[1] However, states often fail to prioritize home visiting data when developing their early childhood integrated data systems (ECIDS).[2] Home visiting represents a range of services, models, and programs, each with different data requirements, so integrating the data can be challenging. Often, home visiting data is disconnected across different models, as well as from other EC data. To address this challenge to data integration, states can take an incremental approach, integrating one aspect of home visiting data at a time, rather than tackling it all at once. The advantages to taking an incremental approach when integrating home visiting data with other EC data include the following:

- The process of integrating home visiting data into an ECIDS can be managed more easily when it focuses on one piece at a time, such as a specific model or geographic area.
- States can treat the incremental integration as a pilot phase, learn from any challenges or policy barriers that arise, and apply that knowledge when scaling up to integrate other home visiting data.
- Incremental integration allows states to achieve small wins and demonstrate success on data integration. By showing why integrating home visiting data with other EC data is important and worth the investment of time and resources, states can build buy-in from stakeholders.

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The purpose of this resource is to provide states with examples of various ways to integrate their home visiting data into their ECIDS over time. This resource will highlight five examples of how states can approach this incremental integration of home visiting data.

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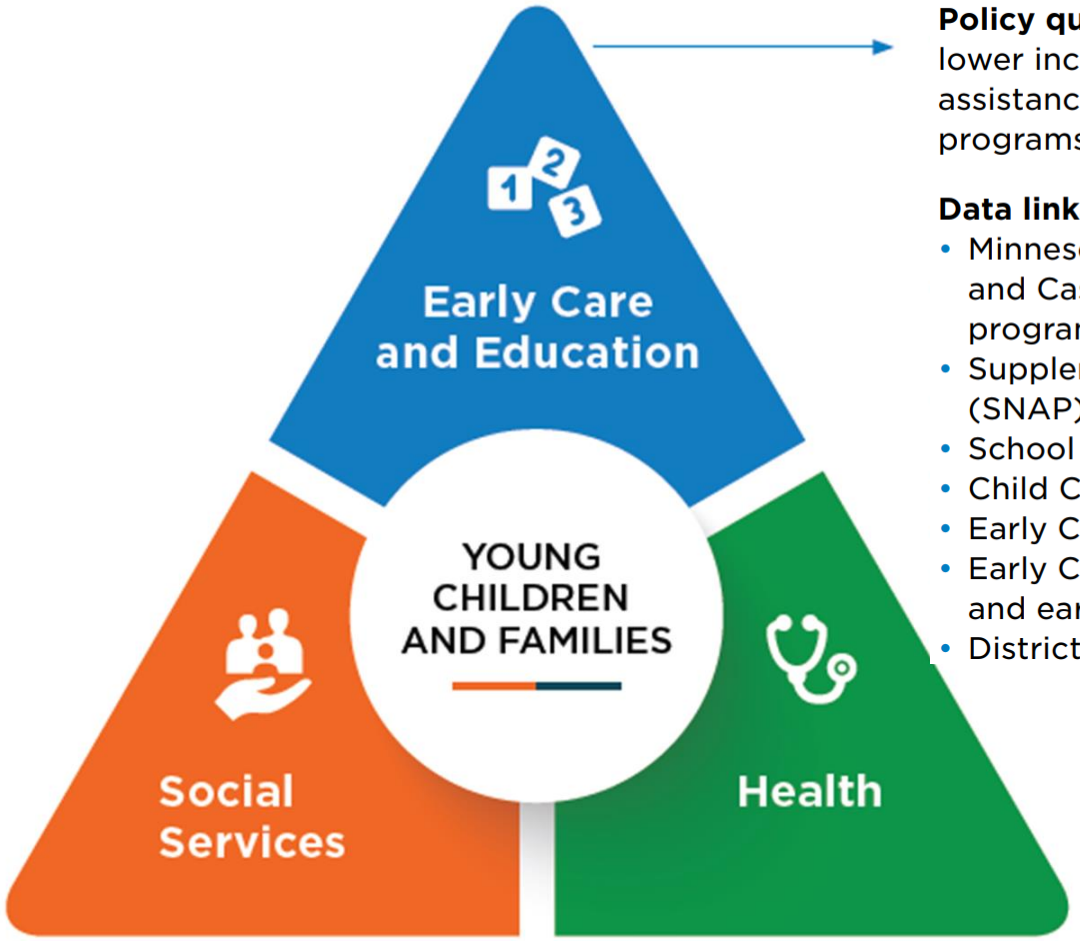
[2] Epstein, D & King, C. (2018, December 5). Lessons from the early care and education field for home visiting data integration [Blog post]. Retrieved from https://www.childtrends.org/shining-a-light-lessons-from-the-early-care-and-education-field-for-home-visiting-data-integration. An ECIDS is a data system that combines, secures, and reports information from a variety of early learning services and programs, including data related to children and families served by the program, members of the workforce, and the characteristics of the program or services. For more information on ECIDS, please go to the Early Childhood Data Collaborative website: https://www.ecedata.org/.

Types of questions you can answer when data are integrated

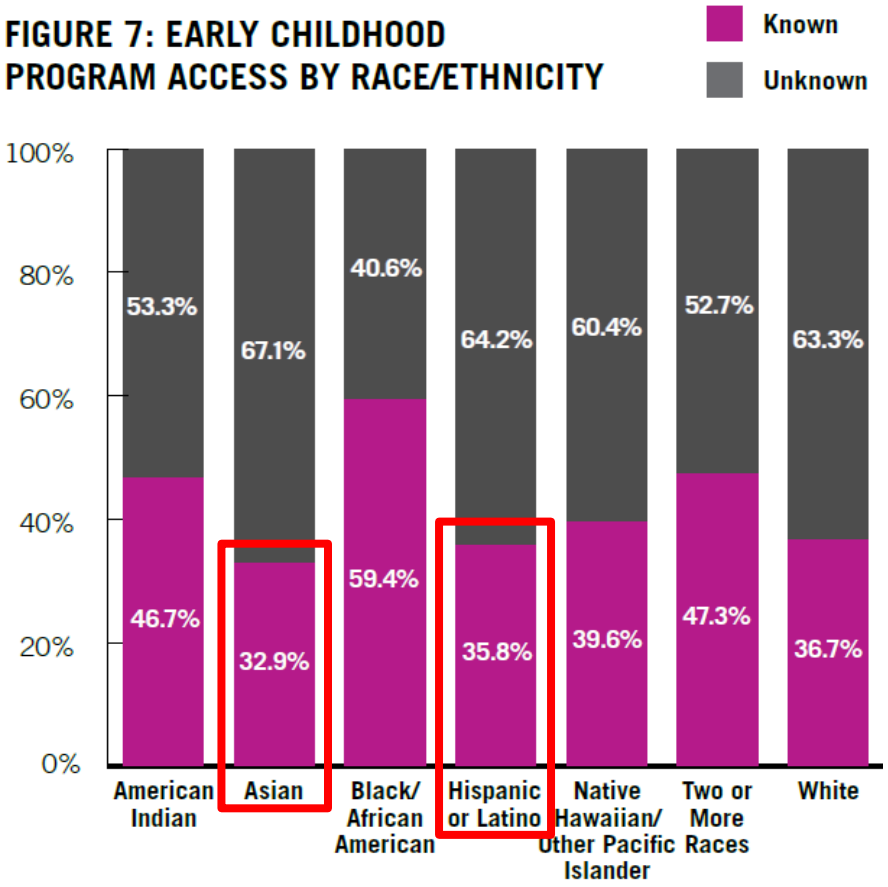


Minnesota

Policy question: Do children of color and lower income children participating in public assistance programs have equal access to ECE programs?

Data linkages needed:

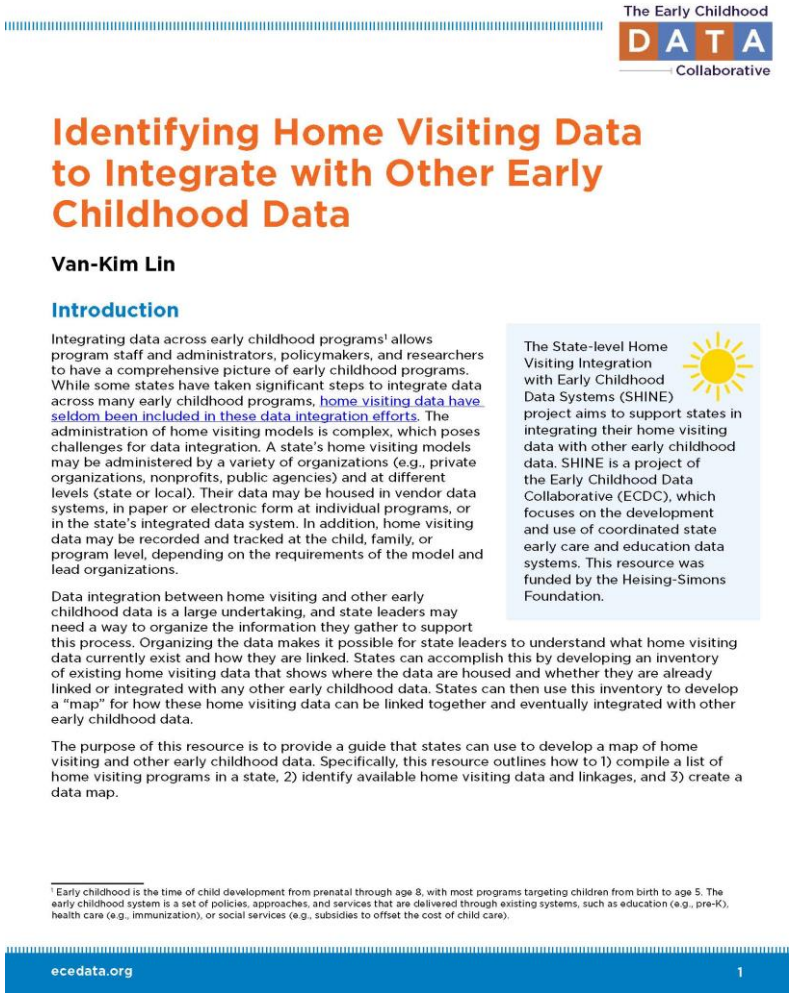
- Minnesota Family Investment Program (MFIP) and Cash assistance (Minnesota's TANF program)
- Supplemental Nutrition Assistance Program (SNAP)
- School Meal Program
- Child Care Assistance Program (CCAP)
- Early Childhood Family Education (ECFE)
- Early Childhood Special Education (ECSE) and early intervention
- District preschool



Source: Children's Defense Fund- Minnesota (2017). Evaluating early childhood program access: An analysis of participation data for lower income children, children of color and American Indian children from the Minnesota Early Childhood Longitudinal Data System.

Do children of color have equal access to early childhood programs?

Mapping State Early Childhood Data



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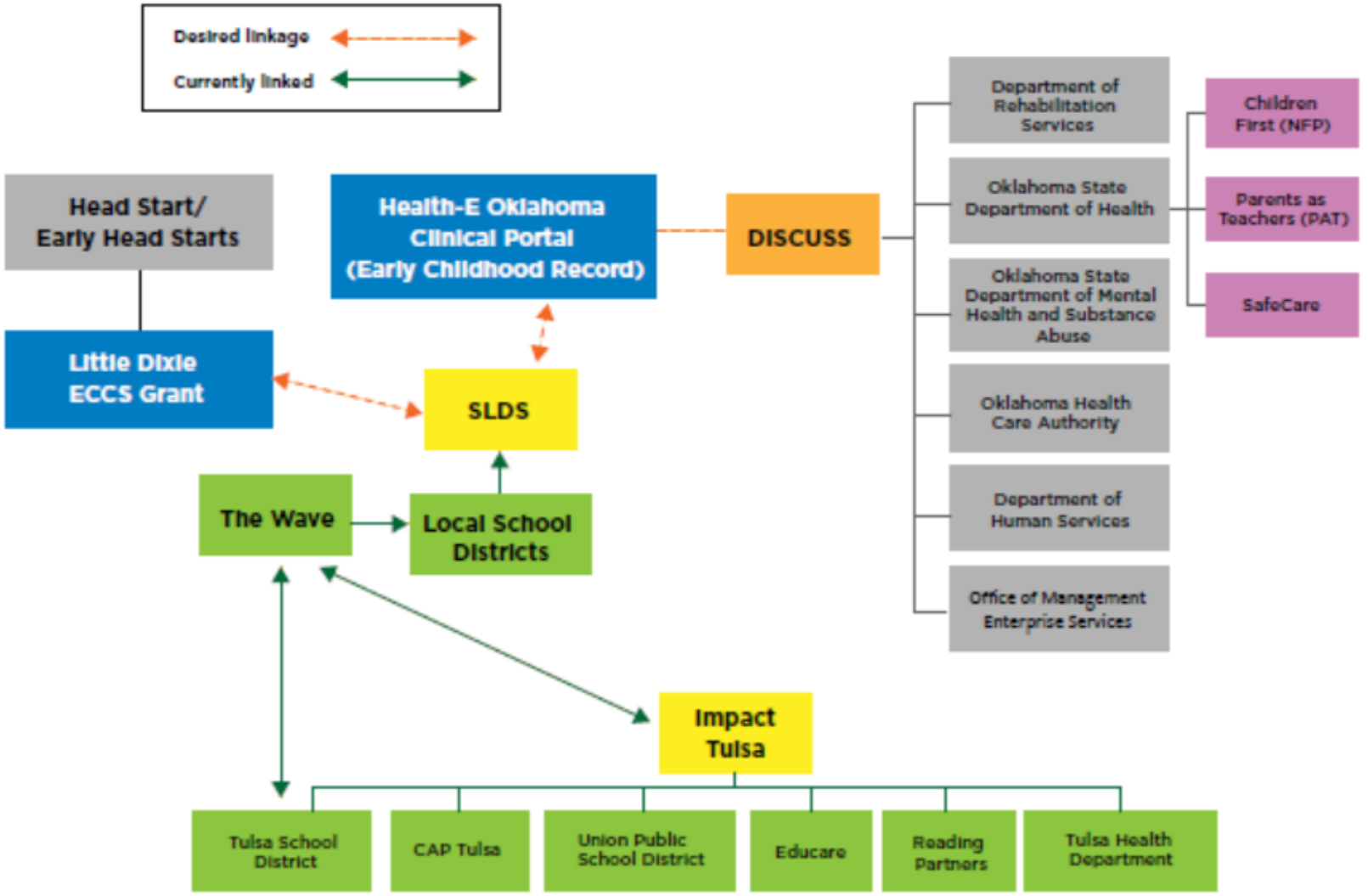
Process for mapping data includes:

1. Identifying all early childhood programs needed to answer policy questions.
2. Identify available data and linkages.
3. Create a visual map of early childhood data.

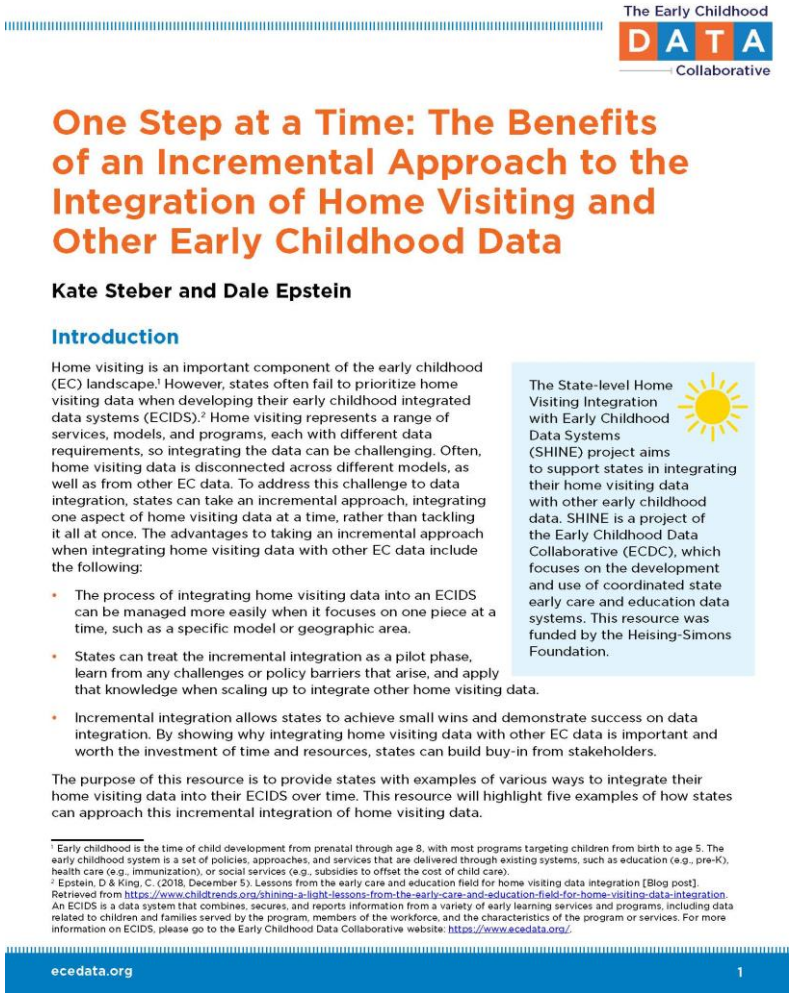
Sample Data Inventory

Home visiting program or model	How program stores data (check all that apply)	Type of data collected by program (check all that apply)	Where data are housed, and data owner/ manager	Data linkages (check all that apply)
Kids N Families Home Visiting Program-East (Nurse-Family Partnership)	☒ Paper records ☒ Electronic records ☐ Does not collect data ☐ Unsure	☒ Child data ☒ Family data ☒ Program data ☐ Other:	Housed and managed at the program and by a national model database (Efforts to Outcomes) Contact: Jay Stork, health department, jstork@health.state.us	☐ Linked with other home visiting data Describe: ☐ Linked with other EC data Describe: ☒ Not linked ☐ Unsure

Oklahoma early childhood data map



Incremental Approach to Integration



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Small steps to integrate early childhood data:

1. Integrate data from one geographic location.
2. Integrate data from one funding source.
3. Integrate data from one home visiting model.
4. Integrate data with one early childhood program.
5. Identify data elements that answer a specific research or policy question.

Oklahoma

State spotlight: Oklahoma

Oklahoma was able to test the feasibility of integrating home visiting data with other EC data by linking the data needed to answer a specific research question:

Of the children who were identified by a home visitation program as possibly being developmentally delayed, how many received an initial screening from Sooner Start within the 45-day window as per the grant requirements and state regulations?

Oklahoma identified the home visiting and early intervention data elements that were necessary to answer this question. Integrating the needed data also provided the opportunity to test the feasibility of the state's unique identifier system (the Master Person Index). Since successfully integrating these specific data elements, Oklahoma has expanded to focus on additional questions they would like to answer by integrating other home visiting data into their ECIDS.

North Carolina

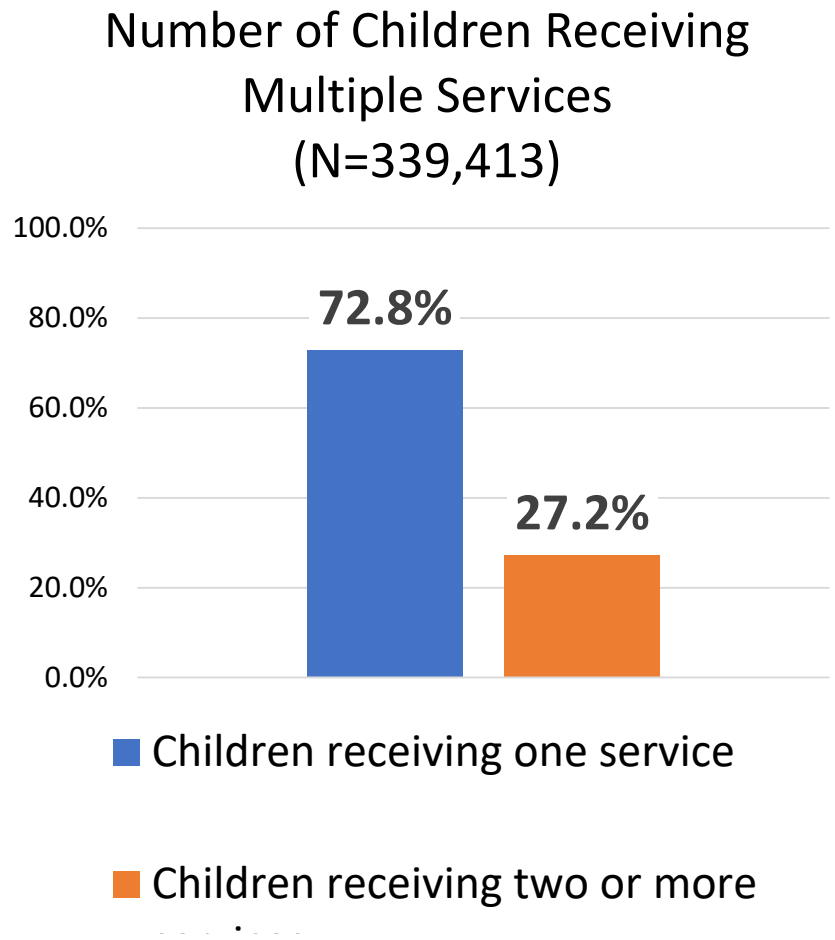
NC★ECIDS
North Carolina Early Childhood Integrated Data System

Current Participating Programs:

- NC Pre-K
- Subsidized child care
- Early Intervention - IDEA, Part C
- Special Education - IDEA Part B (619)
- Food & Nutrition Services
- Child Protective Services

Planned for the future:

- Head Start/EHS
- Temporary Assistance for Needy Families
- EC Workforce data
- Child Care Regulatory Data



Source: North Carolina Early Childhood Integrated Data System (2014-15). Number of children receiving multiple NC ECIDS Services.

Discussion

What types of policy questions do you have in your state which require integrated data for children prenatal to age 3?

Questions?

Contact Information

Carlise King, Executive Director, Early Childhood Data Collaborative at Child Trends, cking@childtrends.org

Visit www.ecedata.org for more information

Follow us on twitter @ecedata

Tony Ruggiero, SLDS State Support Team, tony.ruggiero@sst-slds.org

For more info about the SST and to request support:

SST general help: support@sst-slds.org

SLDS GRADS360° website: http://slds.grads360.org

The Early Childhood DATA Collaborative

Thank You!

State Team Time

Break

State Level Lessons

Kristin Bernhard

Senior Vice President, Advocacy and Policy

The Ounce of Prevention Fund

A Dose of the Ounce

Kristin Bernhard

Senior Vice President, Advocacy & Policy

It's amazing what they absorb before they're five.

What we do

The Ounce gives children in poverty the best chance for success in school and in life by advocating for and providing the highest quality care and education from the prenatal period to age five.

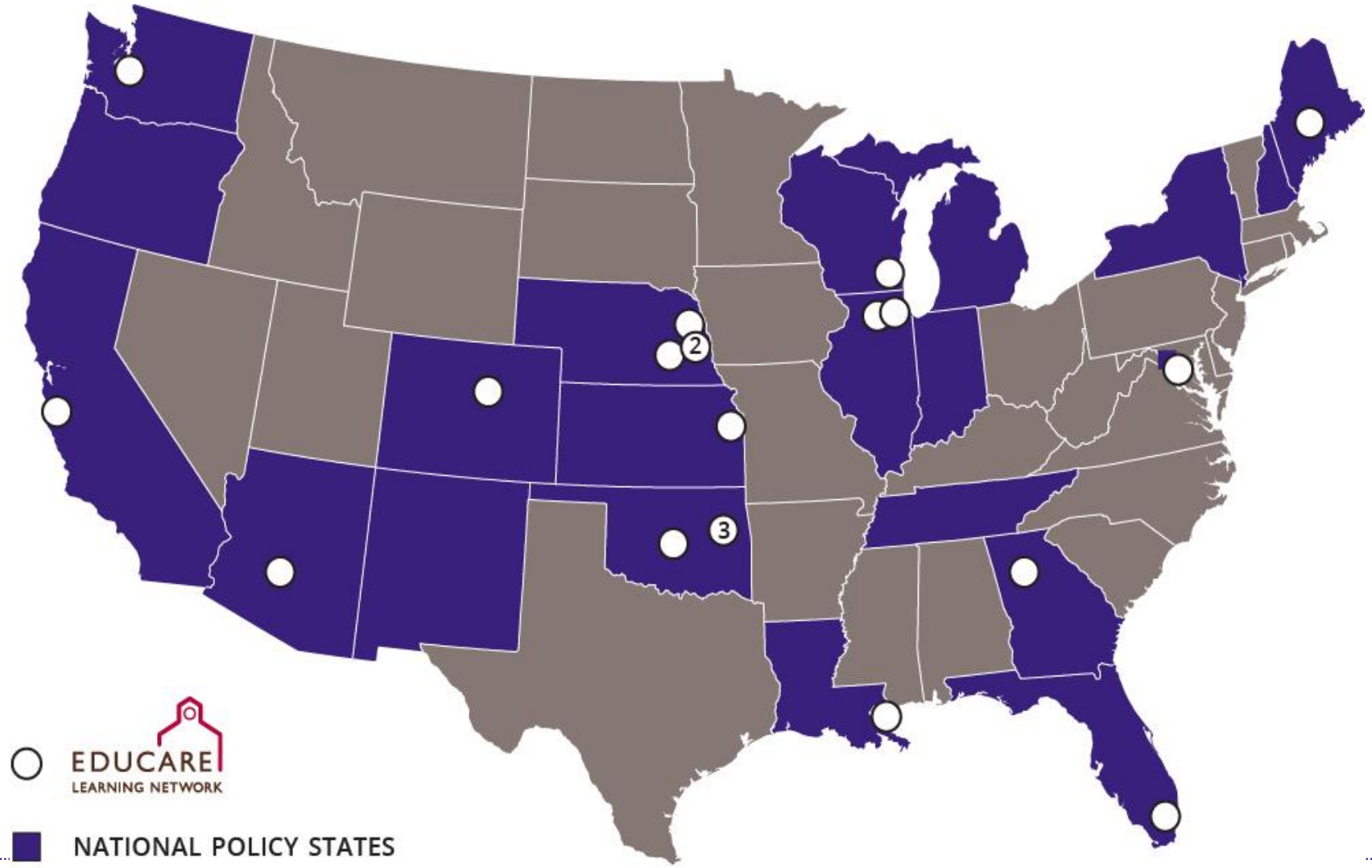
Direct Service

Policy & Advocacy

Professional Development

Research

Where We Work

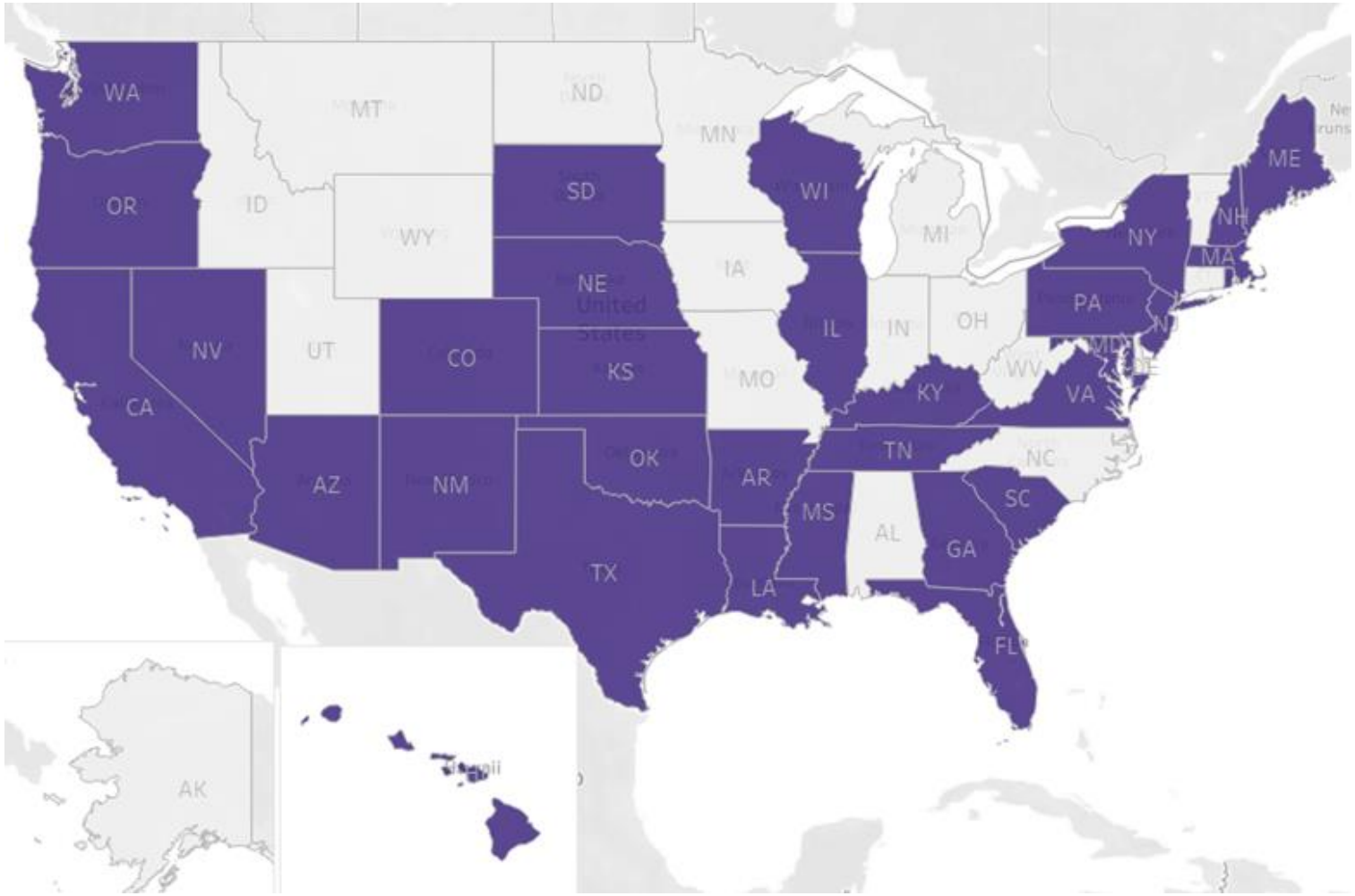


We Champion…

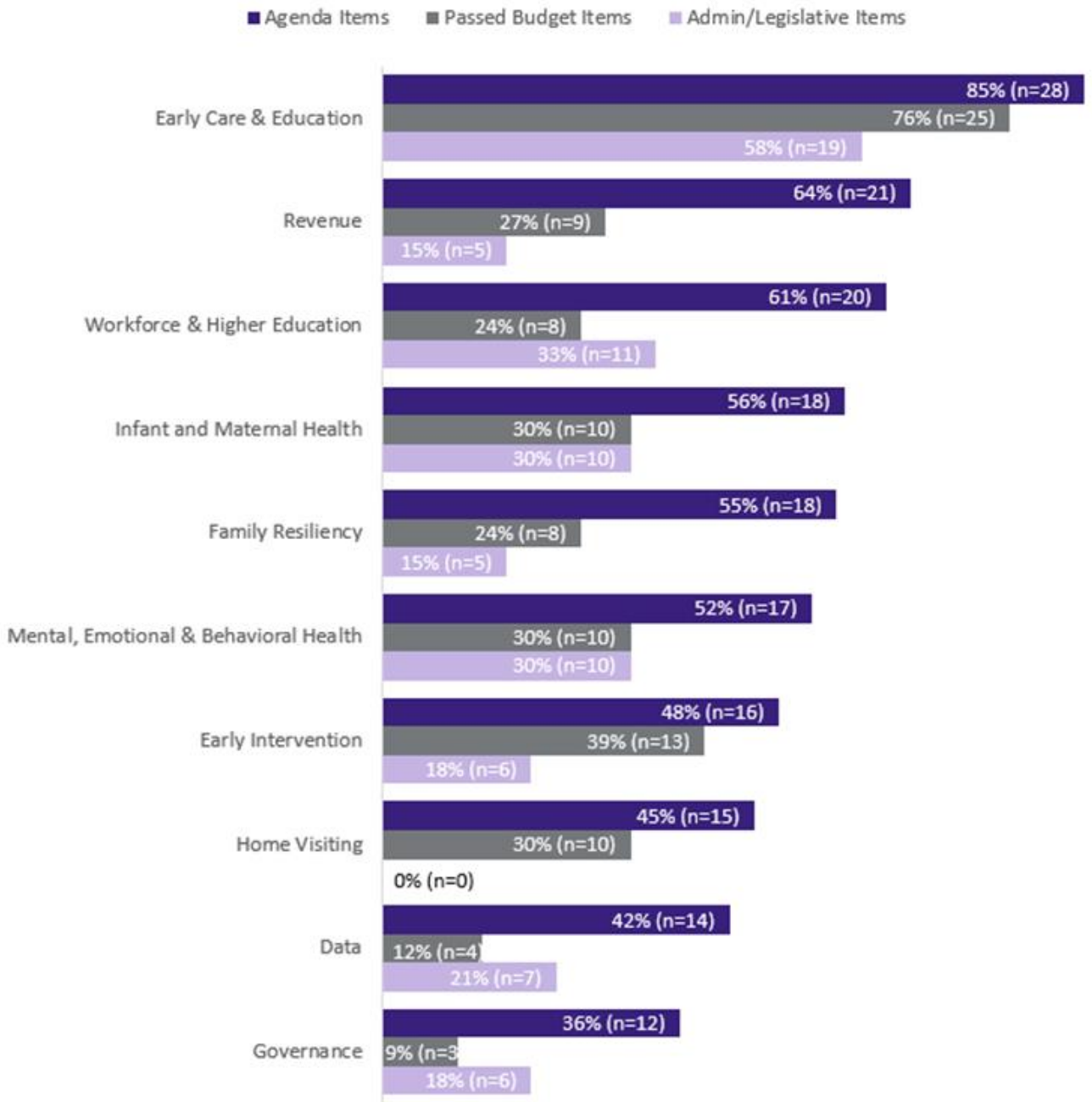

The Highest Quality
For the Most at Risk
As Early As Possible

What is happening across states

The Ounce's 2019 State Policy Update Report



The Ounce's 2019 State Policy Update Report



2019 State Policy Update Report: Early Intervention

Budgetary Changes

- The **Illinois** budget included a $12 million increase (12.4%) to the Early Intervention program at the Department of Human Services to accommodate the state's growing caseload and to increase reimbursement rates for all EI providers.

- The **New York** budget included a five percent increase in reimbursement rates for certain professionals providing Early Intervention services - occupational therapists, physical therapists, and speech language pathologists. This marked the first time the State had provided an increase in Early Intervention reimbursement rates since the 1990s.

- The **California** budget included the Special Education Early Intervention Preschool Grant. This creates a grant provided to LEAs based on the number of three and four-year-olds with exceptional needs, specifically students with Individualized Education Plans (IEPs). Requires ongoing funding to be contingent upon the passage of legislation in the 2020-21 budget to reform the special education system to improve outcomes for students.

- **Colorado** saw an Early Intervention funding increase of $3.3 million

- **South Carolina** passed an additional $22 million (almost 200% more) in funding for the state's IDEA part C program (Babynet).

2019 State Policy Update Report: Early Intervention

Legislative/Administrative Changes

- In **Georgia**, HR 421 created the House Study Committee on Infant and Toddler Social and Emotional Health to study the prevention, early intervention, and treatment of mental health challenges in young children.
- **Maine** successfully passed legislation for the implementation of a statewide Early Childhood Consultation program, in which early childhood mental health professionals work with teachers, providers, and parents to promote appropriate social and emotional development and manage challenging behaviors in children to help them be more successful in the classroom
- In **California**, legislation clarified that health care providers must use a validated screening tool and adhere to the American Academy of Pediatrics best practices on periodicity for developmental screening services made available under the Early and Periodic Screening, Diagnosis, and Treatment (EPSDT) benefit.
- In **Rhode Island,** there is pending legislation that would develop and implement compensation strategies for infant/toddler educators, home visitors, and EI.

Budgetary Changes

- **Arizona** appropriated $1M to the Department of Health Services to establish a grant for rural hospitals to purchase and sonogram and telemedicine equipment for providing care to pregnant women.

- **Georgia**'s budget included $1.75 million to address maternal mortality, including $1.05 million to screen, refer, and treat maternal depression and related behavioral disorders in rural and underserved areas, $200,000 for additional nurse abstractors for the Maternal Mortality Review Committee, and $500,000 to create the Center of Excellence on Maternal Mortality at Morehouse School of Medicine. The budget also included $600,000 to establish three perinatal support satellites in three counties with consistently poor outcomes for infant mortality, low birthweight, prematurity, and inadequate prenatal care access.

- **Texas** lawmakers approved a $7 million general revenue increase for Department of State Health Services maternal health initiatives, including pregnancy medical home, AIM maternal safety bundles (at hospitals), initiatives for high risk pregnant women, and prevention and public awareness activities.

Legislative/Administrative Changes

- **Arizona** established an advisory committee to recommend improvements to information collection concerning the incidence and causes of maternal fatalities and severe maternal morbidity
- Included in the budget implementation bill in **Illinois** is language to ensure that young children exposed to lead are eligible for Early Intervention services. The state also passed a series of bills addressing maternal and infant morbidity and mortality and the racial disparities in these rates.
- In **Georgia**, HR 589 created the House Study Committee on Maternal Mortality to develop strategies and institute systemic changes to decrease and prevent maternal deaths.
- **Maine** passed three bills addressing the danger posed to child exposure to lead, through the strengthening of the Lead Poisoning Control Act, a bill to expand access to lead screenings at well-child visits for 1- and 2-year-olds, and legislation requiring public schools to test drinking water regularly for levels of lead.
- In **California**, there is pending legislation (SB 464) that would direct hospitals that provide perinatal care to implement implicit bias training programs that identify existing provider biases, create measures to decrease implicit biases and stereotypes, and develop more culturally inclusive and appropriate communications and service delivery strategies.

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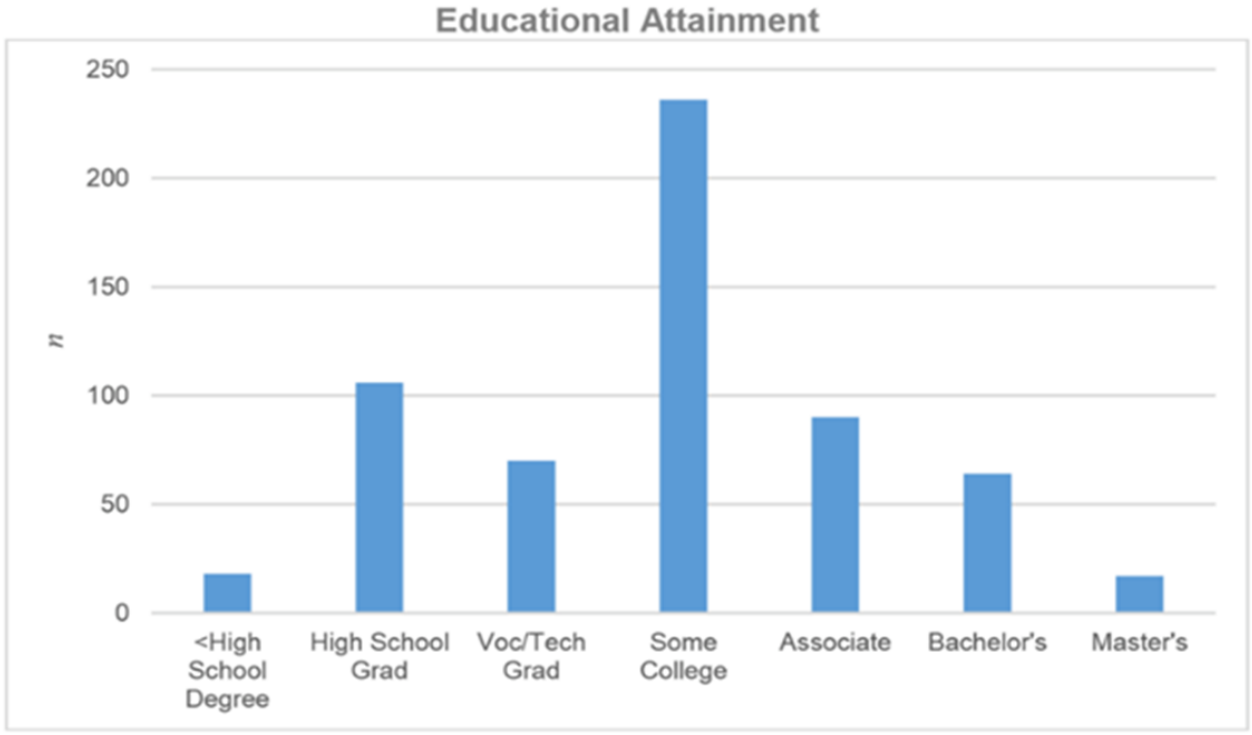
Many of the parents of the 50,000+ children who receive CAPS child care assistance from DECAL have some college experience but no degree.



Source: GEEARS, Summer 2016, online survey distributed to all CAPS recipients, completed by 602 CAPS recipients

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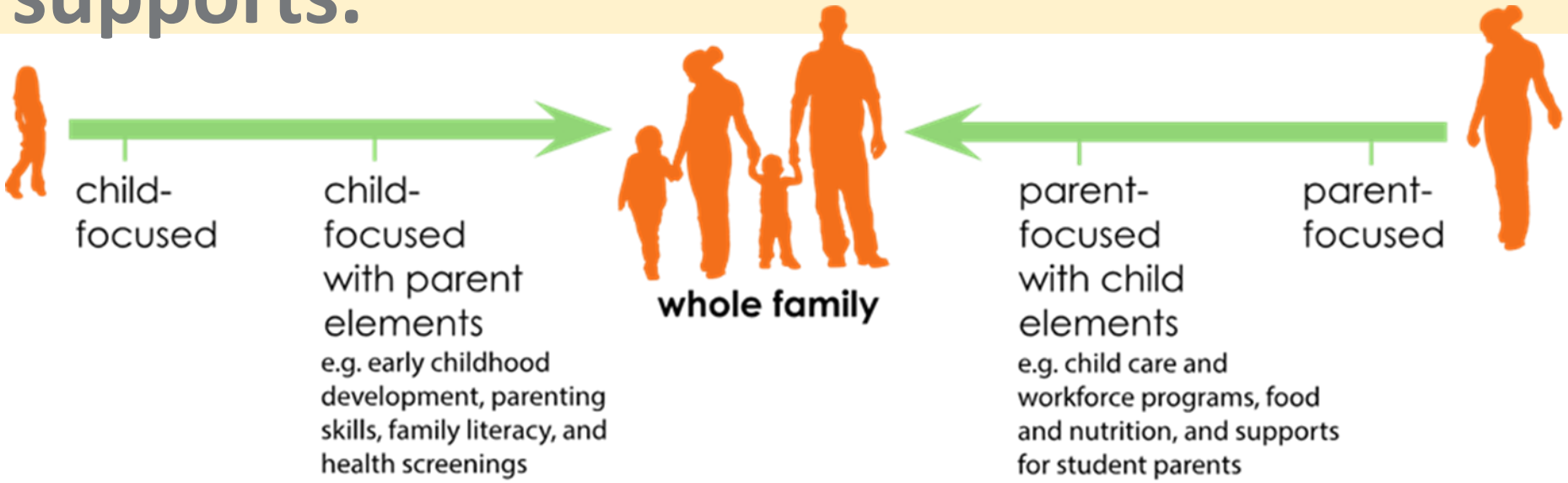
Nationally, more than 50% of female college students with children drop out with no credential.

Source: NCES 2009.
Students matriculated in 2003-04 and their progress was observed in June 2009.

Connect parents currently pursuing workforce training or postsecondary education with child care and family supports.



Connect parents of young children in the child care system with workforce training and postsecondary education.

Built opportunities for frontline staff from community colleges & child care subsidy to learn about available resources.

Bridging a Stronger and Super Partnership that Will Change Families lives for the better - But most Importantly Seeing the Rise of Low Income Families moving toward a Class that will Substain better financial support and Education

There are more resources available than I was aware of to help students. This would greatly help the needs of many of our students who stop out due to child care & other family needs. The problem is making everyone aware of resources & path.

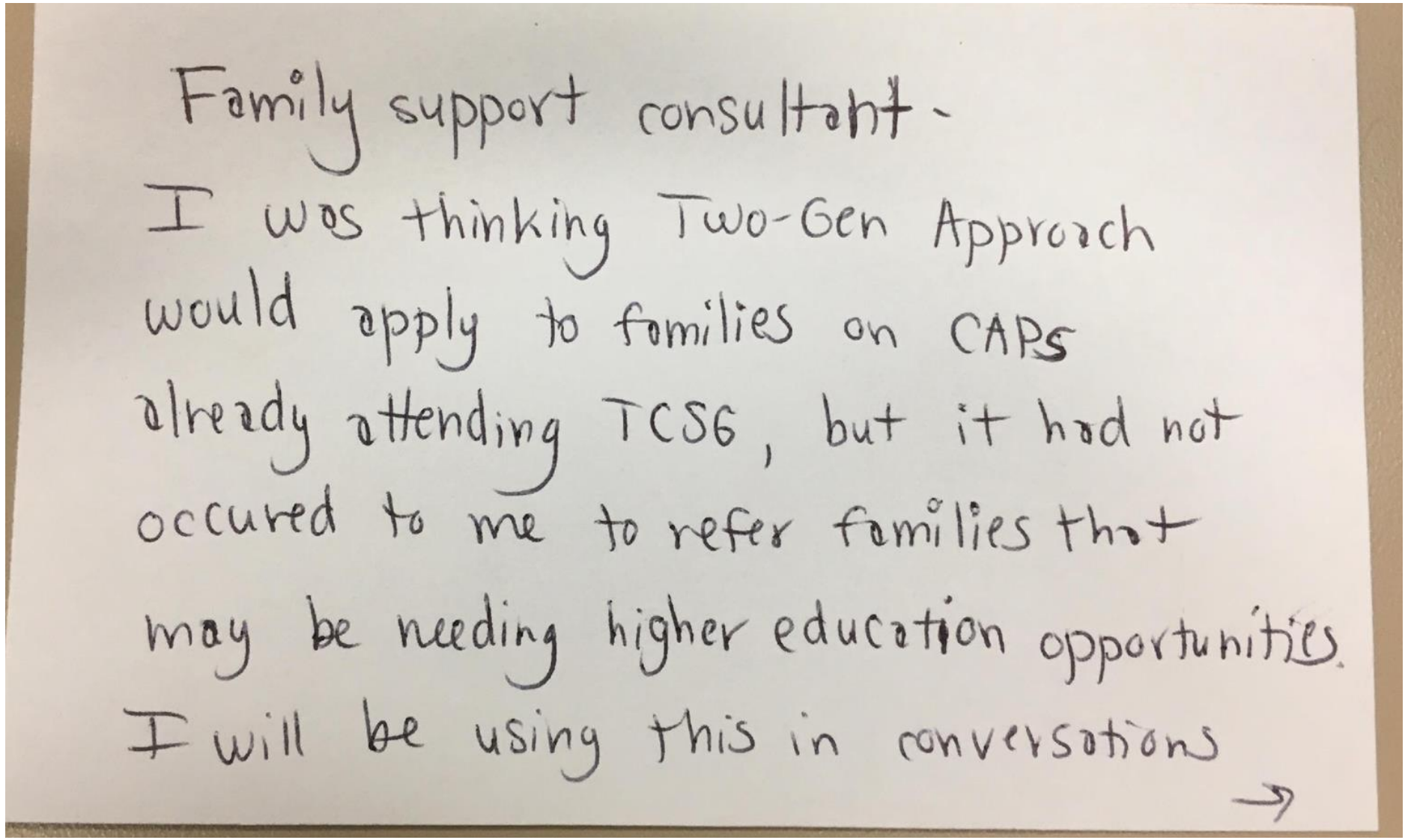
The correlation between the two agencies and the potential.

My big takeaway from this morning's session is that TCSG + DECAL both offer clear ways to work together to help students + families become economically successful. There are many resources available to students/families, and working together provides the best avenue to help them.

The Two-generation approach makes so much sense. It seems obvious after hearing about it, but I hadn't considered an approach this specific strategy.

A-ha!

the 2-gen approach; never heard of it but helping parent & child makes sense



Family support consultant -
I was thinking Two-Gen Approach
would apply to families on CAPS
already attending TCSG, but it had not
occured to me to refer families that
may be needing higher education opportunities.
I will be using this in conversations
→

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Closing Remarks

Dr. Beth Caron
Director, NGA Education
NGA Solutions: The Center for Best Practices