



THE CENTER FOR IDEA  
EARLY CHILDHOOD DATA SYSTEMS

# Introducing the DaSy Center

FPG Seminar Series

November 18, 2013

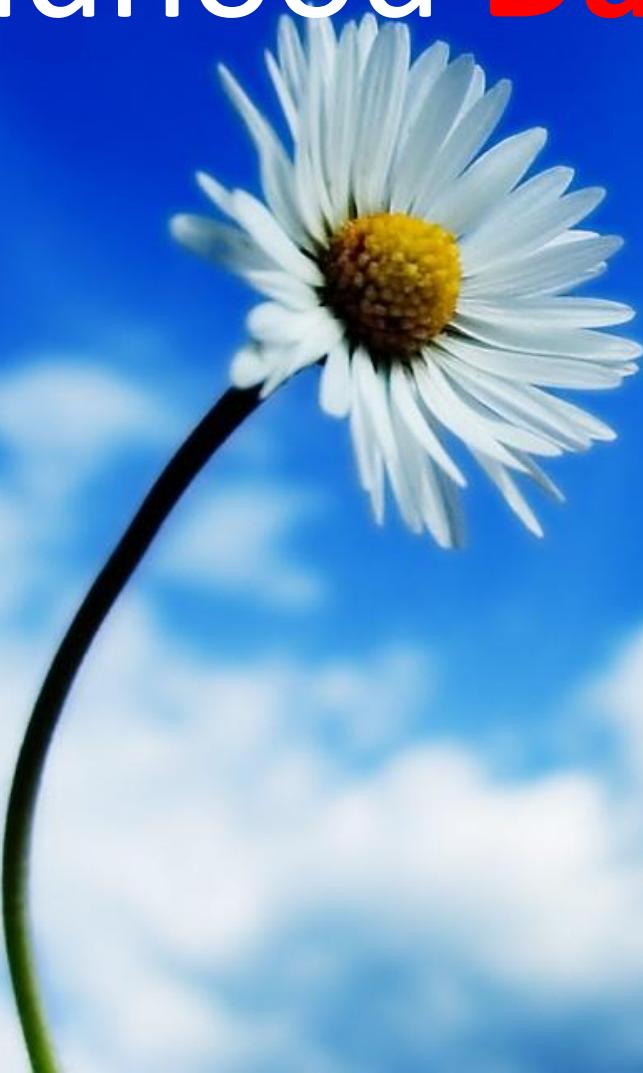
Presented by:

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# The Center for IDEA Early Childhood **Data Systems**

A close-up photograph of a single white daisy flower with a yellow center, set against a bright blue sky filled with wispy white clouds. The flower is positioned on the left side of the frame, its stem curving upwards towards the center.

# What We Will Cover

- What is DaSy
- Center Goals
- Activities
  - Needs Assessment
  - Framework Development
  - Technical Assistance
  - Leadership & Coordination



# What is DaSy?

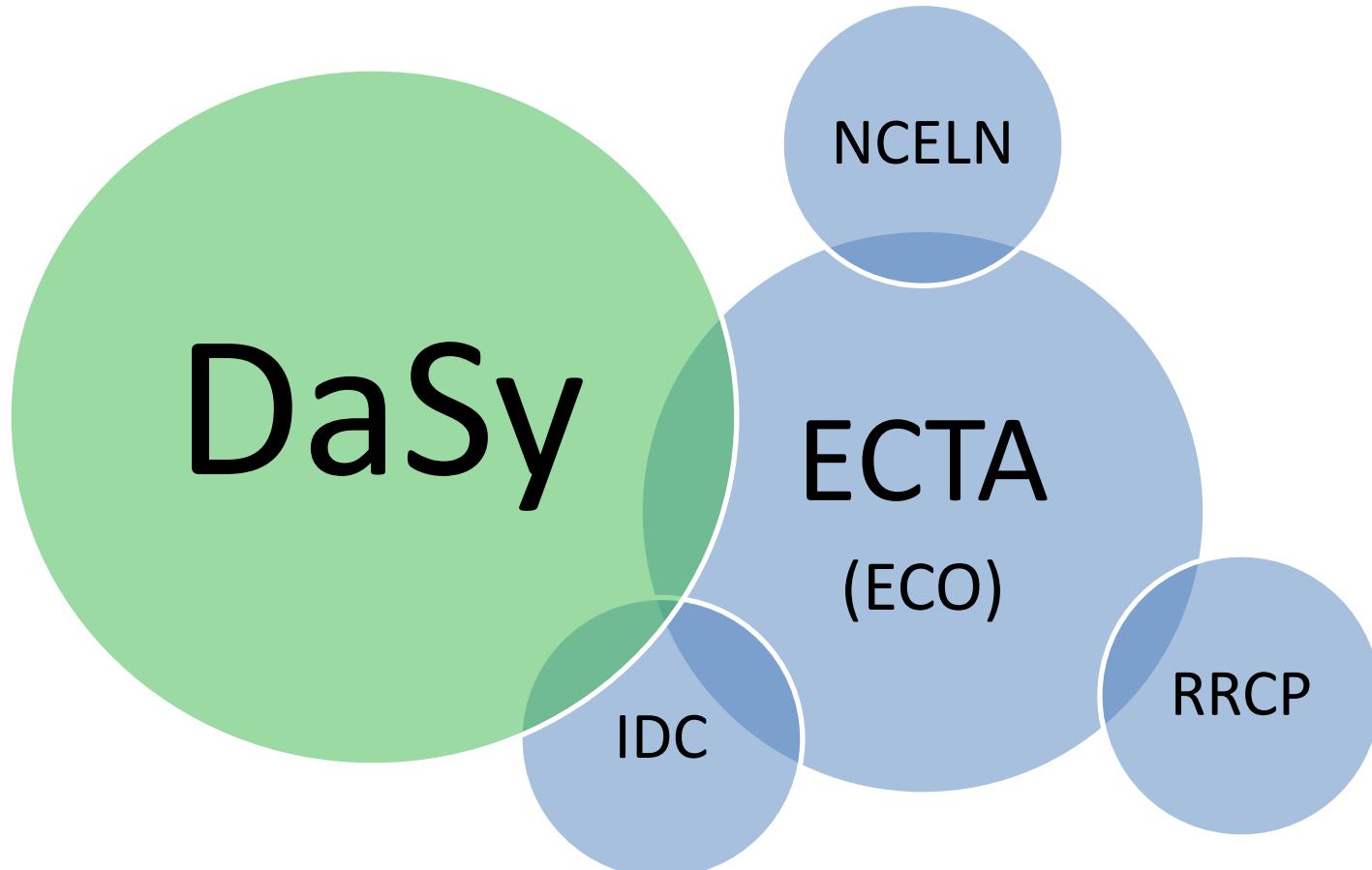
A 5-year Center funded by OSEP for \$7.5 M to assist states with improving Part C early intervention and Part B preschool data by:

- Building better data systems
- Coordinating data systems across early childhood programs
- Building longitudinal data systems
- Building the capacity of states to use data

# Who are we?

- SRI International
- Frank Porter Graham (FPG) Child Development Institute
- Applied Engineering Management (AEM)
- Westat
- Center for Technology in Education (CTE) at Johns Hopkins University (JHU)
- Cadre of national experts

# How does DaSy fit with other FPG Trohanis TA Projects?



# What We Will Cover

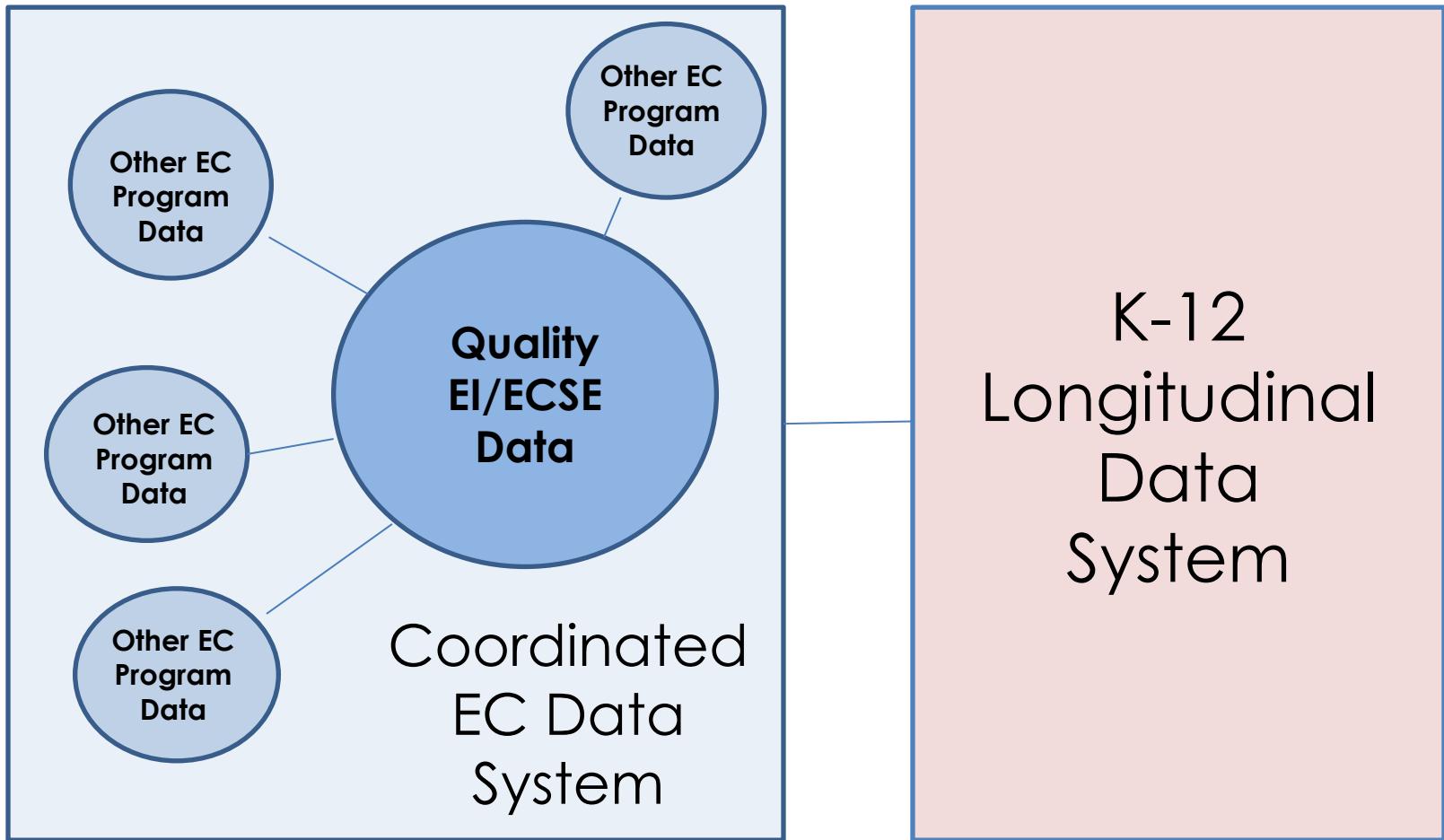
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# DaSy Center's Goals

- Provide national **leadership and coordination** around EC data systems
- Generate **new knowledge** and useful products regarding building coordinated EC data systems and including EC in statewide longitudinal data systems
- Design and implement a continuum of **technical assistance** strategies to improve state capacity to collect, analyze, and report high quality data

# The Vision



# The Time is Right



## Recognition of the

- The importance of early childhood
- Need for good data
- Need for coordinated early childhood data systems
- Need for longitudinal data systems

## Resources for

- Building coordinated EC systems (RTT-ELC)
- Building state data systems (SLDS, CEDS, PTAC, RTT-ELC)

State and local programs are increasingly aware of the importance of having good data.

# ...Where DaSy Fits...

More powerful and higher quality data about programs, personnel, services, and children and families



Improved capacity in states to meet IDEA reporting requirements and ask and answer policy and programmatic questions

Improve outcomes for children and families

## *The Need for Integrated Data.*

- Data helps inform our understanding of the early childhood system
- Individuals and families interact with multiple systems and services, so integrated data offers a more complete view of reality ["Big Data"]
- Understanding of how systems work and how to better meet existing needs can be informed by integrated data
- Service models emphasize long term and collective impact, so data needed across services and over time

# Local Example: Child Health



## Summary.

- Dramatic increase in health insurance coverage for children ages 0-6 in the county: **Hooray!**
- But only 43% of children get all the recommended well-child visits in the first year of life: **Oh no!**
- Data show that 49% of these families were involved with supportive services close to birth, so we can use that connection to reach families: **Hooray!**
- But wait, due to data lags and coordination issues, outreach would happen too late to have an effect: **Oh, no!**
- A preventive approach could be adopted by having dedicated staff at clinics reach out to families...
- Result
  - Medical Home Pilot launched at two health clinics; 86% of families completed scheduled well-child visits, double the rate for children born on Medicaid in Cuyahoga County; one clinic has integrated the model into care with 9 patient advocates serving the needs of families with infants

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# Needs Assessment Survey

What we wanted to know to guide our TA:

- Current status of Part C and 619 state data systems
  - Data systems and data elements
  - Linkages between different state data systems
  - Data system administration and use of data
- Priorities for improving data systems
- Areas where states would like TA

# What methods were used?

- Online needs assessment developed by DaSy workgroup
- Coordinated with ITCA and ECDC surveys
- Sent to Part C and 619 coordinators in all states and jurisdictions
- Completed with data managers and others identified by coordinators



# What were the response rates?

- We had an excellent response rate:
  - For Part C **94%** (n= 49 out of 52)
  - For 619 **96%** (n= 50 out of 52)

Report focuses on information reported by 50 states, DC, and Puerto Rico // 618

# Most states have data systems with child-level and workforce data, but fewer have program-level data systems.

	Part C	619
Child-level	94%	96%
Program-level	29%	40%
Workforce: EI providers	65%	----
Workforce: special education teachers	----	83%
Workforce: related service providers	----	71%
Workforce: general education teachers	----	71%



# Most states have a variety of data elements in their child-level data systems.

Some common data elements	Part C	619
Child demographics	94%	96%
Disability category	77%	96%
Eligibility status	98%	90%
Child outcomes	83%	90%
Service setting	89%	87%
ID for program or school	89%	81%
Reason for exiting program	98%	79%



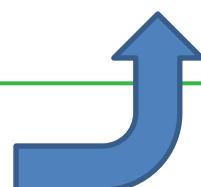
# Less than half of states have Part C or 619 program-level data systems.

- Only 29% of states have Part C program-level data systems.
- Only 41% of states have 619 program-level data systems.
  - 37% have data on program structure (e.g., agency, service model).
  - 33% have information on whether program includes children without disabilities



# States vary in the kinds of workforce data they have in state data systems.

Workforce data element	Part C	619 special ed teachers	619 related services personnel	619 regular ed teachers
Demographics	29%	67%	58%	64%
Employment data	54%	77%	60%	67%
Education	46%	75%	58%	64%
Licenses/certifications	56%	83%	69%	71%
Professional development	39%	29%	29%	23%
Wages	10%	46%	42%	46%



# Linkages: What do we mean?

- Linking refers to the process of joining or connecting records about one individual or entity in one data system or dataset with those in another data system or dataset using a common identifier or other method
- These can be linkages:
  - *Within* Part C and *within* 619
  - *Across* Part C and 619
  - *With* K12 education
  - *With* other early childhood program, social services, health data



# Linkages: Why is this important?

States can answer programmatic and policy questions about:

- **Children's outcomes from EI and ECSE participation, e.g.:**
  - Do former EI recipients require special education in kindergarten?
  - How are ECSE graduates doing in third grade?
- **Factors associated with good child outcomes, e.g.:**
  - What workforce and program factors, such as personnel qualifications and program quality, have a substantial impact on child outcomes?
  - Do children served in inclusive programs have better outcomes?

# In many states, child data elements are in the same system or have been linked.

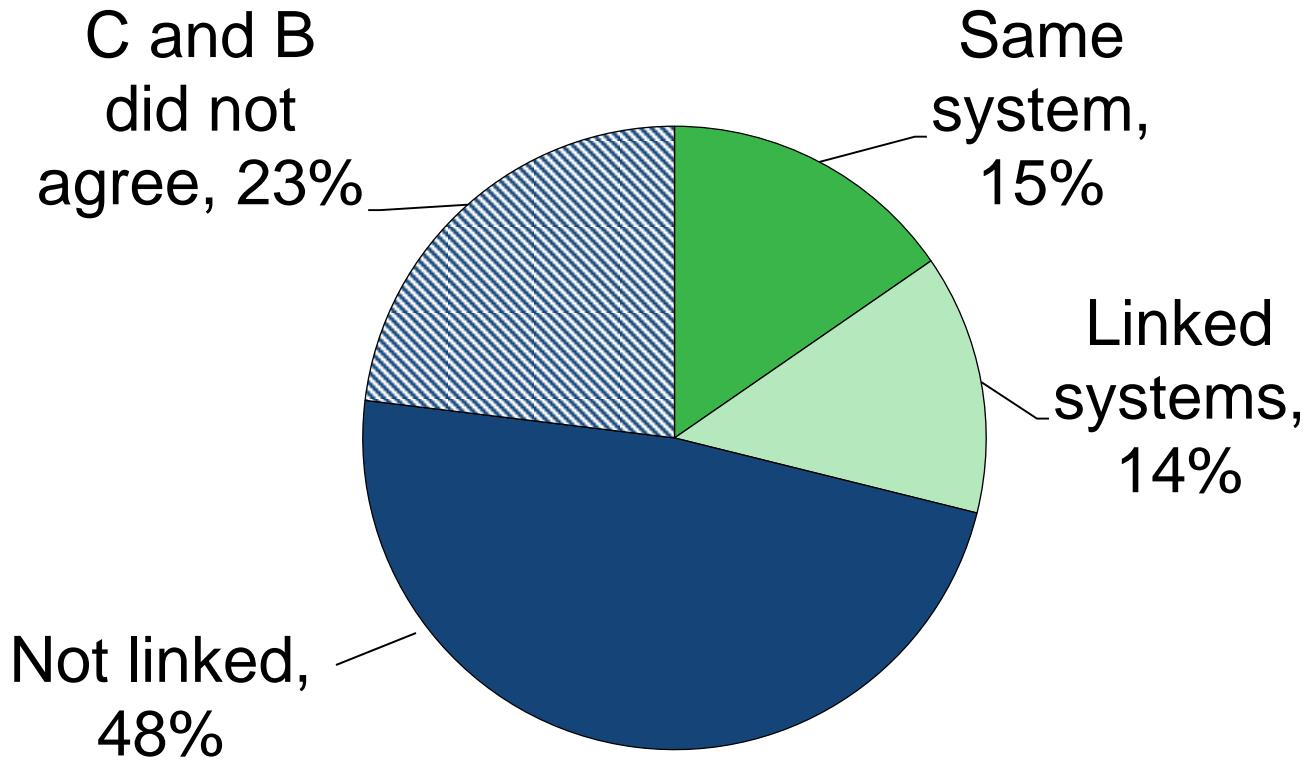
<b>Child data in same data system or have been linked</b>	<b>Part C</b>	<b>619</b>
<b>Child data</b>	<b>87%</b>	<b>62%</b>



# A minority of states can link data elements across data systems *within* Part C and *within* 619.

Linkages across data systems	Part C	619
Child and program/school data	19%	31%
Child to classroom	----	19%
Child and workforce data	40%	31%
Workforce and program/school data	17%	17%

# Only about one-third of states have linked data *across* Part C and 619.



**There is infrequent use of common identifiers *across* Part C and 619.**



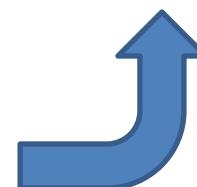
Common identifier for C & 619	
<b>Child-level</b>	<b>21%</b>
<b>Program-level or school-level</b>	<b>12%</b>
<b>Workforce-level</b>	<b>6%</b>

# Linkages with school age data



Types of education data in same system or have been linked	Part C	619
K12 special education	41%	87%
K12 general education	14%	79%

Linkages with K12 education data are more common for 619 than for Part C.



# Linkages with other early childhood data

Types of other EC data	Part C	619
State pre-K	12%	46%
Head Start	6%	22%
Early Head Start	2%	10%
Child care	6%	8%
Home visiting	8%	8%



For 619, almost half have linkages with state pre-K.



For Part C, few states have linkages with other EC data.

# Linkages with health data are more common for Part C than for 619.

Types of health data	Part C	619
Medicaid/SCHIP	42%	12%
EHDI	37%	8%
Vital records	21%	0%
Birth defects registry	21%	2%
All-payer claims (insurance)	13%	0%
WIC/SNAP	8%	6%
Hospital	6%	2%
Behavioral health	4%	2%



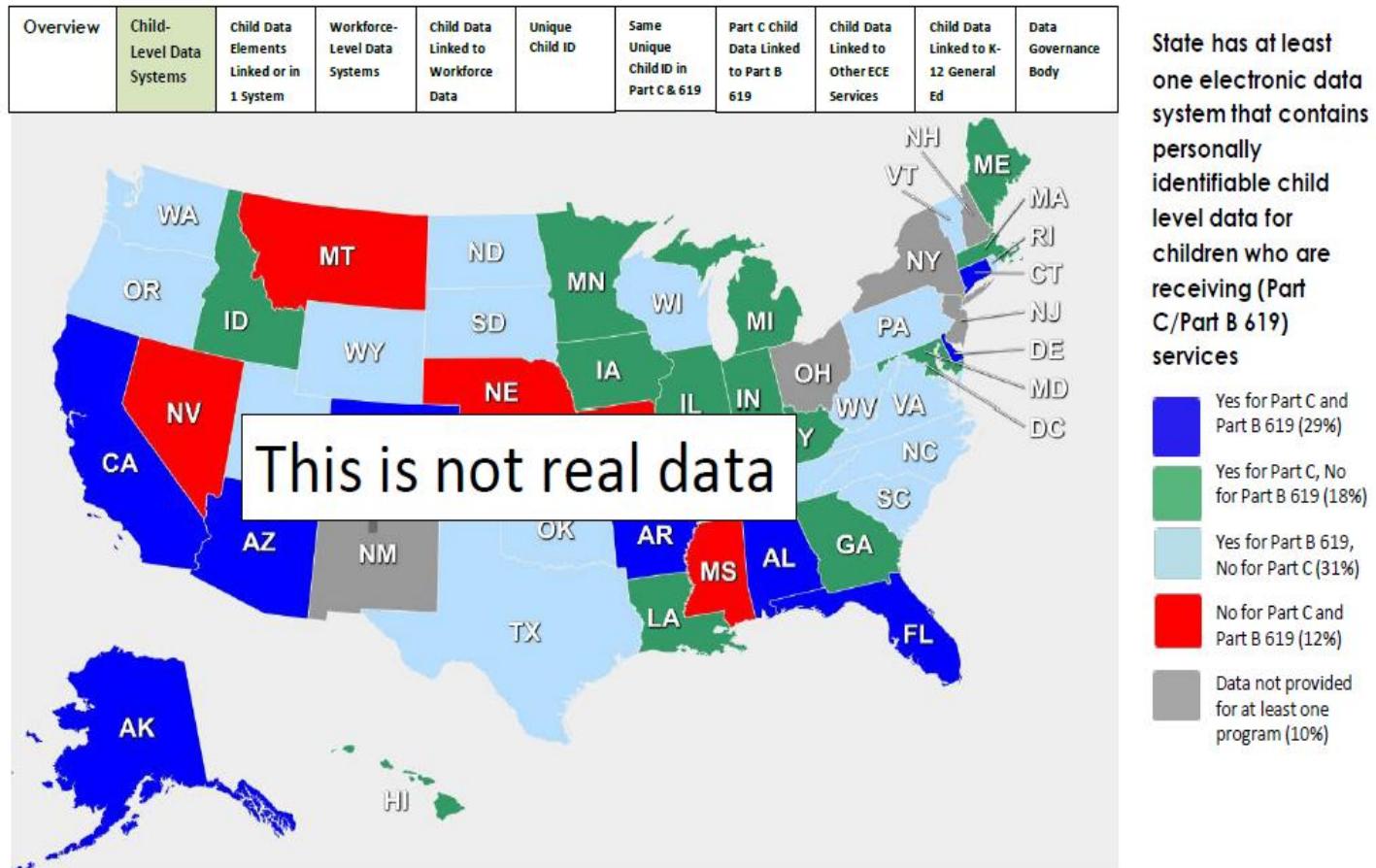
# Linkages with social services data are not widespread

Types of social services data	Part C	619
Child welfare	21%	10%
Foster care	12%	8%
Temporary Assistance for Needy Families (TANF)	10%	14%
Homeless services	6%	14%



## Part C and Part B 619

This map summarizes national results on **Child-Level Data Systems** for Part C and Part B 619. Click on the other tabs to see national results on the other key features of coordinated data systems. Click a state to see their individual results on all ten features.



If you notice any errors in state information or would like to submit more information for your state, please email [dasycenter@sri.com](mailto:dasycenter@sri.com).

# Priority areas for TA

Area of state priority	Part C	619
Child and family outcomes	67%	63%
Linkages between and across different types of data elements	58%	56%
Data use (e.g., analysis, use of program improvement)	54%	52%
Data sharing permissions and/or privacy issues	67%	48%
APR indicators/618 data	48%	63%
Including Part C/619 in broader state data system planning	52%	48%
Data quality, verification, audit systems	50%	46%
Linkages with social services or health data	50%	46%



$$\begin{array}{l} X+Z-Y=3/22 \\ \text{TOT}=.5747/32 \\ \text{TTT}=.37=N-3 \\ \text{TANT}= \text{Michaelangelo} \\ + - 50 \infty \% = ? \text{ person} \\ (194321)^* + \text{TAN}(98) \\ = 5932745 \% \text{ Effect} \\ \text{There is a blue moon} \end{array}$$

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Reject

Trust me,  
it's science

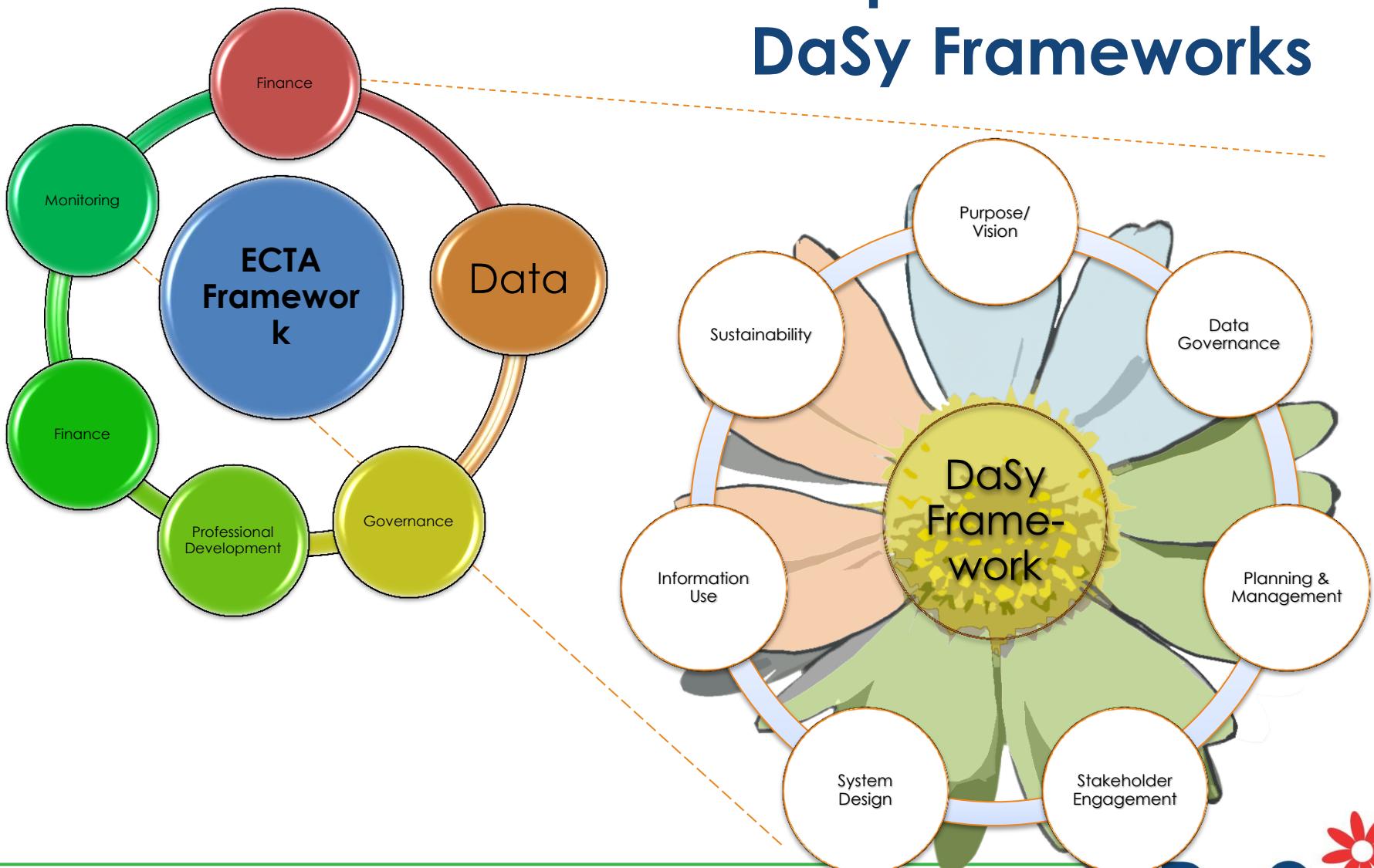
[freshspectrum.com](http://freshspectrum.com)

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# Relationship of ECTA and DaSy Frameworks



**DaSy**

# **Component Group Responsibilities**

## **Charge to each component group**

- Develop a timeline
- Define the component
- Review literature related to the component
- Identify and define key terms.
- Identify the critical sub-components (if any)
- Identify a set of quality indicators for the component (or sub-components) and corresponding elements that further define quality.
- If relevant, identify states' options related to the component and the implications (pros and cons) of each of the options.
- Articulate what, if anything, is unique about this component for C and 619.

## **Outcomes for each component group:**

- Key terms and definitions (if appropriate) Sub-components,
- Set of quality indicators;
- “Elements”;
- Resources related to the component;
  - Recommendation on how this component fits in the overall framework.

# Framework Partner States

- Alaska
- Arkansas
- Connecticut
- Georgia
- Idaho
- Massachusetts
- Pennsylvania



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# Baking: A metaphor for DaSy's slice of the “improving outcomes pie”

Data

Information

Presentation

Knowledge

# Activities: TA and Dissemination

- Use framework to provide intensive TA to 10 states (phase in, years 2 and 3)
- Promote critical data system requirements
- Develop national TA network
- Provide a continuum of general TA and dissemination activities
- Maintain a website
- Prepare and disseminate reports, documents, and other materials
- Support states in developing data systems to address APR performance and compliance indicators

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# Activities: Leadership and Coordination

- Establish and maintain stakeholder committee to guide and review the work of the center
- Communicate and collaborate with relevant projects
- Support communities of practice
- Work with TACC on new products
- Contribute products to TACC database
- Coordinate with NICHY to develop a dissemination strategy

# Some Key Collaborations

- **IDC:** IDEA Data Center
- **ECTA:** OSEP Early Childhood Technical Assistance Center
- **ECPC:** OSEP Early Childhood Personnel Center
- **SLDS:** State Longitudinal Data System grants support team
- **CEDS:** Common Education Data Standards
- **ELC TA:** Early Learning Challenge TA Consortium
- **PTAC:** Privacy Technical Assistance Center
- **CEELO:** Center on Enhancing Early Learning Outcomes
- **ECDC:** Early Childhood Data Collaborative
- **RRCP:** Regional Resource Center Program

# Funding Prospects



- Institute of Education Sciences has funding work to integrate data related to young children
- US Department of Education Race to the Top funds can be used for longitudinal data systems using integrated data
- Various federal funding opportunities exist for studies that could develop and draw on integrated data systems
- MacArthur Foundation very interested in use of integrated data

# What questions do you have?

Visit DaSy web site:  
<http://dasycenter.org/>

