

JANUARY 6, 2020

ECIDS SELF-ASSESSMENT DATABOOK

SANTA CLARA COUNTY OFFICE OF EDUCATION

Introduction

Background and Purpose

This databook presents findings from the Early Childhood Integrated Data System (ECIDS) workgroup assessment using a tool based on the Statewide Longitudinal Data System (SLDS) ECIDS Self-Assessment¹. The purpose of this ECIDS Assessment was **to understand the local integrated data system landscape in California**. The goals for this assessment are as follows:

- Identify best practices and models for a statewide ECIDS from counties/local areas in California;
- Identify strengths from counties that can bring everyone together around a statewide ECIDS;
- Identify ECIDS users, needs, and key data components; and
- Develop recommendations for universal guidelines and language that are compatible at the local level.

Methods

Methods for the ECIDS Self-Assessment generally followed the SLDS ECIDS Self-Assessment guide and were informed by the workgroup leadership. Due to the short turnaround to gather data from several workgroup participants representing counties statewide, and to analyze the data, we prioritized three components of the SLDS Self-Assessment: **System Design, Data Use** and **Stakeholder Engagement**. We also included a checklist of data elements to understand what types of early childhood data are being collected at the local levels. We determined that the three components would make the best use of counties' expertise and time.

The ECIDS Assessment team selected the indicators and elements within the three components that were most relevant to informing the California statewide ECIDS and met the needs of the workgroup. For these elements, participants were asked to rate components of their system using the following scale: *not planned, envisioned, planned, in progress* and *operational*. Participants were also asked to provide any supporting descriptions and attachments. Open- and closed-ended questions were also added to gather information specific to the needs of this workgroup. Notes from the three webinars were also included in the analysis.

This assessment was formatted as an electronic/online survey using Survey Gizmo. It was pushed out to **all webinar participants, including local representatives identified as panelists**. Participants were given just over one week to complete the ECIDS Assessment. Follow-up reminders were sent out.

Data were run using basic descriptive statistics. All qualitative data, including webinar notes, were pulled, organized and analyzed using a thematic analysis method.

Databook Organization

Findings from the ECIDS Assessment are presented below and organized by component (i.e., System Design, Data Use and Stakeholder Engagement). First, a brief description of county participation is presented. Next, summaries of the ratings are presented, followed by key highlights from the quantitative and qualitative data. The databook concludes with a list of considerations.

¹ Coffey, M., Chatis, C., Sellers, J., and Taylor, R. (2014). SLDS Early Childhood Integrated Data System Guide. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Findings

County Participation in ECIDS Self-Assessment

There was a total of 46 respondents representing counties and local jurisdictions in California. As seen in the tables below, and the map on page five, of the 46 respondents there were 26 unique, unduplicated counties represented. Ten (10) indicated that they have a local operating ECIDS, six have a planned ECIDS, and ten do not have an ECIDS, but are interested in a local and/or statewide ECIDS. Also, as seen in the data and map, the participating counties represent most of the major metropolitan areas of California, while also including smaller/non-metropolitan counties.

Exhibit 1. Participating counties with operational ECIDS (n=10)

Counties with operational ECIDS	Size/Type of County ²
El Dorado	Metropolitan 1 (Metro areas of 1 million or more)
Riverside	Metropolitan 1 (Metro areas of 1 million or more)
Sacramento	Metropolitan 1 (Metro areas of 1 million or more)
San Francisco	Metropolitan 1 (Metro areas of 1 million or more)
San Luis Obispo	Metropolitan 2 (Metro areas of 250,000 to 1 million)
San Mateo	Metropolitan 1 (Metro areas of 1 million or more)
Santa Clara	Metropolitan 1 (Metro areas of 1 million or more)
Sonoma	Metropolitan 2 (Metro areas of 250,000 to 1 million)
Tulare	Metropolitan 2 (Metro areas of 250,000 to 1 million)
Yolo	Metropolitan 1 (Metro areas of 1 million or more)

² Classifications based on the United States Department of Agriculture, Economic Research Service 2013 Rural-Urban Continuum Codes, <https://www.ers.usda.gov/data-products/rural-urban-continuum-codes.aspx#.UYJuVEpZRvY>

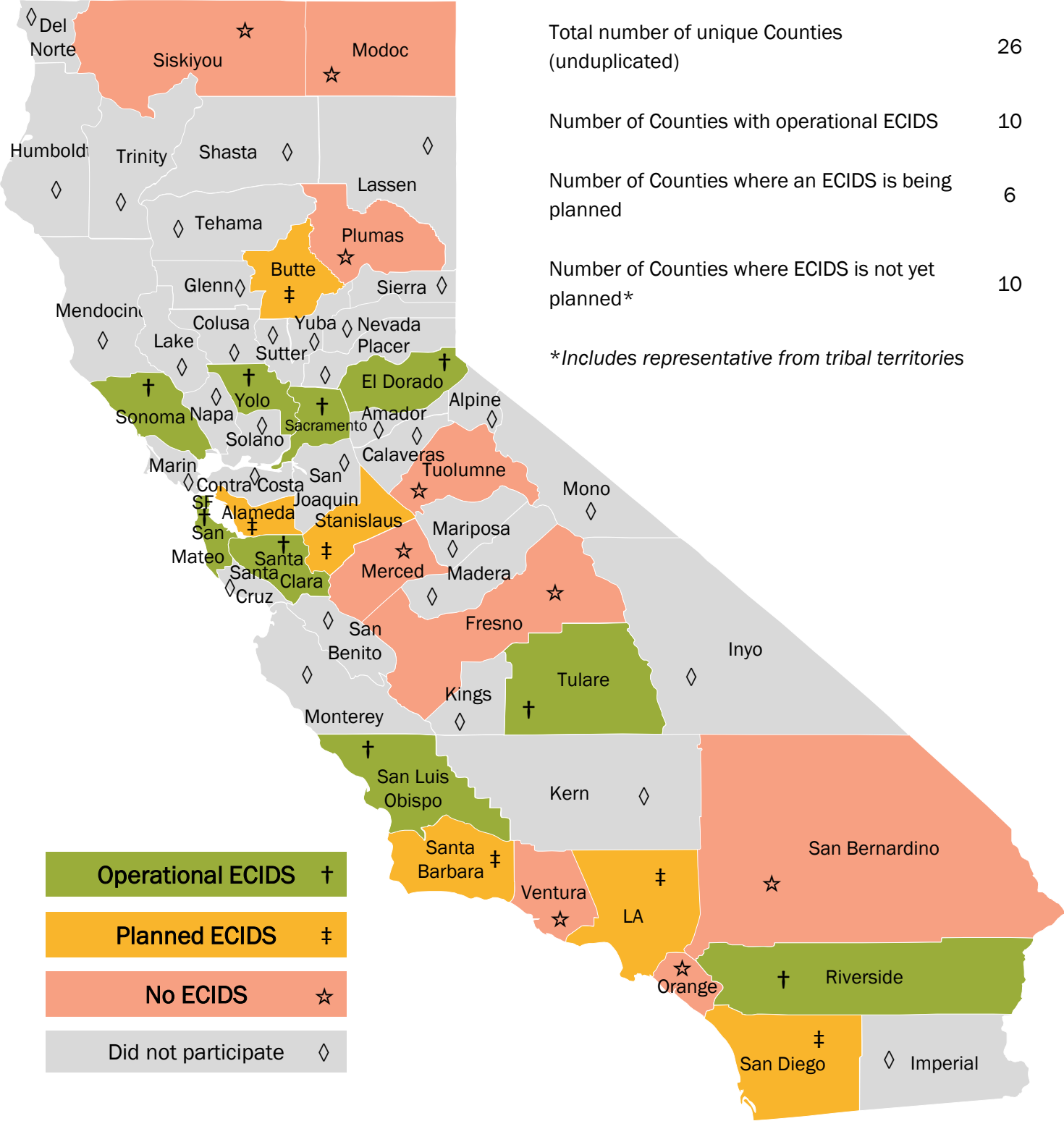
Exhibit 2. Participating counties with planned ECIDS (n=6)

Counties where ECIDS is being planned	Size/Type of County
Alameda	Metropolitan 1 (Metro areas of 1 million or more)
Butte	Metropolitan 3 (Metro areas of fewer than 250,000)
Los Angeles	Metropolitan 1 (Metro areas of 1 million or more)
San Diego	Metropolitan 1 (Metro areas of 1 million or more)
Santa Barbara	Metropolitan 2 (Metro areas of 250,000 to 1 million)
Stanislaus	Metropolitan 2 (Metro areas of 250,000 to 1 million)

Exhibit 3. Participating counties where ECIDS is not yet planned (n=10)

Counties where ECIDS is not yet planned	Size/Type of County
Fresno	Metropolitan 2 (Metro areas of 250,000 to 1 million)
Merced	Metropolitan 2 (Metro areas of 250,000 to 1 million)
Modoc	Non-Metro/Urban 3 (2,500 to 19,999 adjacent to metro area)
Orange	Metropolitan 1 (Metro areas of 1 million or more)
Plumas	Non-Metro/Urban 4 (2,500 to 19,999 not adjacent to metro area)
San Bernardino	Metropolitan 1 (Metro areas of 1 million or more)
Siskyou	Non-Metro/Urban 3 (2,500 to 19,999 adjacent to metro area)
Tribal Territories	Not Classified
Tuolumne	Non-Metro/Urban 1 (20,000 or more adjacent to metro area)
Ventura	Metropolitan 2 (Metro areas of 250,000 to 1 million)

County Participation in ECIDS Self-Assessment



	N
Total number of responses	46
Total number of unique Counties (unduplicated)	26
Number of Counties with operational ECIDS	10
Number of Counties where an ECIDS is being planned	6
Number of Counties where ECIDS is not yet planned*	10

*Includes representative from tribal territories

For the following sections of this report, the responses in the ECIDS Assessment tables are from the ten counties that have an operating ECIDS. They had the option to skip items. Qualitative responses from all participants, including the webinar, (n=46, and webinar notes) were analyzed together.

Component A: System Design

The purpose of this section is to understand **how local ECIDS are addressing design requirements, data models (e.g., federated or centralized), documentation, unique identifiers, privacy and access controls, and procurement.** This will help inform a preferred and effective technical design for the State.

Key Indicator A1: *The established ECIDS design meets the requirements aligned with the local/county's long-term purpose and vision.*

Exhibit 4. Key Indicator A1 (n=10)

Element	Not Planned/NA	Envisioned	Planned	In Progress	Operational
a. The local ECIDS teams have a well-defined plan outlining the methods by which functional and operational requirements are established to ensure that the county's purpose and vision are being met.	3	0	1	1	5
b. The local ECIDS leadership ensures ECIDS workgroups and teams have included program and technical representation to ensure maintenance of communication and information throughout the lifecycle of the ECIDS.	2	2	0	2	4
c. The local ECIDS team has a strategy for periodic review of both process and system design to ensure that the county's long-term purpose and vision are being met continuously	3	2	1	1	3

Key Indicator A2: The system design reflects the current and continued needs for the ECIDS.

Exhibit 5. Key Indicator A2 (n=10)

Element	Not Planned/NA	Envisioned	Planned	In Progress	Operational
a. The local ECIDS workgroup/team selected a system design that can best address the system requirements as identified by the purpose and vision for the ECIDS.	3	2	0	2	3
b. The local ECIDS workgroup and/or team has conducted an inventory of relevant data elements from each contributing system to ensure accurate data mapping and common language.	1	3	0	3	3

Exhibit 6. Type of data system model (n=9)

Question	Centralized	Federated	Other
Is the data system model federated, centralized, or other?	5	1	3

Key Indicator A3: The ECIDS design is articulated in such a way that stakeholders, researchers, or any other nontechnical team members can clearly understand the system design and its implications.

Exhibit 7. Key Indicator A3 (n=10)

Element	Not Planned/NA	Envisioned	Planned	In Progress	Operational
a. The ECIDS team has created a system design diagram or map for general presentation and an elevator speech enabling team members to articulate the ECIDS design to any audience.	1	4	1	1	3
b. The ECIDS team has created a conceptual design diagram that is shared with stakeholders. This diagram shows where the data	0	3	2	1	3

Element	Not Planned/NA	Envisioned	Planned	In Progress	Operational
are coming from, who owns the data, and the original source/system.					
c. The ECIDS team has reviewed and documented any current local programs using identifier(s) or a matching process that will be part of the ECIDS.	2	2	2	0	5
d. The ECIDS team(s) have documented all output layout, including what users can expect in the form of reports, dashboards, query results and other features.	2	3	1	2	2

Key Indicator A4: *There is a unique identifier(s) (UID) or established matching process to ensure an accurate, unduplicated count of children, staff and programs across the system.*

Exhibit 8. Key Indicator A4 (n=10)

Element	Not Planned/NA	Envisioned	Planned	In Progress	Operational
a. The ECIDS workgroups and teams have agreed on a process to create unique identifiers for child, staff, center or site, and programs	2	1	1	1	5
b. The ECIDS team has identified a process for managing the multiple identifiers as they are integrated or created.	3	0	1	1	5

Exhibit 9. Unique ID Support

Question	Vendor	In-House
a. Do you use a vendor or in-house department to implement support and solutions to UID situations?	3	4

Key Indicator A5: *There are appropriate access and privacy rules in place to ensure that all federal and state laws are followed.*

Exhibit 10. Key Indicator A5 (n=10)

Element	Not Planned/NA	Envisioned	Planned	In Progress	Operational
a. The local ECIDS workgroups and teams have worked together to provide appropriate levels of access for users to utilize ECIDS	2	0	2	1	5
b. The local ECIDS team implements the exchange of data among the participating agencies and programs according to executed data sharing agreements.	1	1	1	3	4
c. The local ECIDS team reviews and ensures compliance with program policies and all applicable laws.	1	1	1	2	5

Key Indicator A6: *There is an established procurement process that has been reviewed and used to develop the ECIDS project plan.*

Exhibit 11. Key Indicator A6 (n=10)

Element	Not Planned/NA	Envisioned	Planned	In Progress	Operational
a. The ECIDS team has secured a vendor or decided to develop the ECIDS internally.	1	0	1	2	5

Exhibit 12. Vendor or home-grown ECIDS

Question	Vendor	Home Grown
Does the county use a vendor or an internally developed ("home-grown") ECIDS?	7	2

Exhibit 13. Current satisfaction with local ECIDS

Question	Moderately Satisfied	Very Satisfied	Extremely Satisfied
How would you characterize your ECIDS Team's overall satisfaction with the system so far?	1	6	3
How would you characterize your ECIDS Users' overall satisfaction with the system so far (if known)?	3	4	2

Highlights

The highlights below include responses from all participating counties, including discussions from all three ECIDS webinars.

Regarding **designing a system that reflects the continued local needs for an ECIDS**:

- High need for a system that connects child/family data from prenatal, 0-3, 3-5, then K+. It is important to link a child's earliest experiences and services to education.
- In order to be inclusive of all needs, users of an ECIDS need to be able to examine data through an equity lens promote equitable, empathetic decision making – this means the ability to disaggregate data at the child/family level with accurate and connected data elements.
- Need for data across different services and systems to be connected so that families do not have to tell their stories multiple times. For high risk families and families with a background of trauma, they get re-traumatized each time they re-tell their stories. This theme also appeared in regard to the importance of having unique IDs.
- Ensuring that the needs local providers is captured in the data and using evaluative principles to synthesize data in regular intervals.

Regarding **unique universal ID**:

- General consensus that UID/SSID is important and useful.
- Aggregate data is difficult to work with to accurately understand needs in the county and make good policy decisions.
- Counties are piloting various solutions and discussing/brainstorming solutions to help overcome fears of having UID in public systems – mostly regarding privacy issues and the work necessary to make it happen.
- Several local communities have found that using the SSID has been very powerful. When using local IDs, cannot follow the children as easily when they move to or from other counties.
- Several counties have found that software system generated UID, such as in iPinwheel, have been effective when all agencies are using the same system. However, the utility of this method is limited with multiple systems in use.
- We use the California SSID as the major strategy and map the SSID to other unique IDs in our other

databases that are part of our integrated system.

Regarding **Data Agreements and MOUs** – examples provided:

- In Stanislaus County, *“The foundation of the infrastructure is their data trust and governance framework. As part of the trust, they have drafted an Enterprise MOU, data sharing agreement, data privacy and security agreement, and universal consent. It is being structured to accommodate all of the data privacy regulations across sectors. They have representation from early education, schools, higher education, non-profit, health, and workforce development.”*
- *“Several Local Educational Agencies (LEAs) shared that they secure state student identifications (SSIDs) for students in community based organizations that operate subsidized preschool slots.”*
- *“We have data sharing agreements with many partners, including school districts to access student information system extracts through third grade, as well as with entities like DataZone, the Online ASQ, InClass Today and ParentPowered (and others not listed here). We also have a data sharing agreement our external evaluator the RAND Corporation.”*

Regarding **system design challenges**:

- In general, the main challenges to the system design are not having standardized data collection practices due to multiple types of early learning settings, multiple funding streams, multiple agencies. They all have different rules and requirements.
- Including families that are not yet tied to any public system – it appears many of those families are at private facilities such as private family child care homes.
- Keeping data current is a challenge – there is a mix of current and old data in many systems.
- Many counties want their system to be nimble and responsive to emerging trends and community needs. Communicating changes with staff turnover and emerging technological capabilities is challenging for many communities.
- ECIDS is labor intensive with limited staff availability and some leveraged in-house support. It is challenging, for example, to maintain all components of our strategy, respond to ongoing grantee data needs, monitor and follow-up on missing data, analyze data, etc. *“We can not take full advantage of the rich data we have due to our capacity issues and the labor intensive nature of cleaning, integrating and manipulating it.”*

Regarding **solutions to the challenges**:

- Working with the state on a coordinated approach with guidance, language and definitions around data collection, data sharing, consents, agreements would be helpful to counties/local jurisdictions.
- *“Value add to working with state: Administration of data held at the state level lightens the lift of integration to inform county level efforts and research.”*
- *“From our webinar conversations it is evident that we would want a California ECIDS to have the capacity to inform systems at the local level as well.”*
- *“Templates from the state level with specific language for data sharing agreements (MOU-s)/consent forms.”*
- *“Holding multiple meetings in different settings (webinars, Quality Counts meetings) updating people about ECIDS”*

Component B: Data for ECIDS

Participants were asked what types of data are included in their local ECIDS.

Exhibit 14. Data types included in local ECIDS

Data Types	Count
Full/Part Day Program	10
Child Demographics	10
Family Demographics	9
Attendance	9
Other systems (e.g., CALFresh; CALWorks; school district; child welfare)	8
Special Ed	8
Program Participation Data	7
Desired Results Demographic Profile (DDRP)	7
Homelessness	6
Health Data	6
Developmental Screening Data	6
Foster Care	5
Ages and Stages Questionnaire	5
Food Security	3
Help me Grow	3
English Language Learner/Dual Language Learner Status	2
ACES	0
Other child development data similar to the DRDP	0

Component C: Data Use

The purpose of this section is to understand how counties are being responsive to users' data and information needs and how they are promoting effective and widespread use of an ECIDS in support of its purpose and vision. This will help inform the State to begin to create a data use strategy.

Key Indicator C1: *The primary intended users of the ECIDS have been identified and prioritized in support of the purpose and vision.*

Exhibit 15. Key Indicator C1 (n=10)

Element	Not Planned/NA	Envisioned	Planned	In Progress	Operational
a. The local ECIDS leadership has identified and documented the top priority users that the ECIDS is designed to inform.	1	1	2	3	3
b. The local ECIDS leadership has identified and documented the types of decisions or actions that the ECIDS is designed to inform for priority users.	2	1	1	3	3
c. The local ECIDS work groups and/or core team has identified and documented the types of information products (e.g., data extracts, interactive reports with drilldown capability, dashboards, infographics, stat reports, etc.) that the ECIDS will produce for users, and level of access for users	1	1	1	3	4

Highlights

The highlights below include responses from all participating counties, including discussions from all three ECIDS webinars.

Regarding **priority users**:

- Wide range of users identified as priority, and very inclusive of different types of ECE – Head Start, State Preschool, Family Child Care (licensed).
- Important that users include those who work in the system as well as those who deliver services. Examples of those who work “in the system” include, First 5, R&R, Help Me Grow, QRIS administrators.
- These priority users have provided input in the local ECIDS.

Regarding **decisions/actions ECIDS should be used to inform**:

- ECIDS would be most useful to inform policies; identify needs more accurately and specifically; inform funding decisions; show the impact of programs and elements of programs; show trends on child outcomes; increase the number of high-quality programs.
- ECIDS should enable state leaders to use data to understand and evaluate early learning programs, and to prioritize greatest needs.
- *“The first priority for data integration is including actionable data elements - data that assists providers to determine the greatest needs:*
 - *Results of developmental screens*
 - *Preschool enrollment history*
 - *Foster youth*
 - *Homelessness status”*

Regarding **data/info products that have been developed** for local ECIDS:

- Overall, participants with a local ECIDS have found data on child and family characteristics useful, including assessment data such as DRDP and participation data such as attendance.
- Participants also found QRIS data (site level) to be a useful tool for continuous improvement practices.
- San Mateo County: *“Individual level student KRA reports, batched by classroom, for kinder teachers; School site level KRA results and by subgroup; School district KRA results, disaggregated by subgroup, etc.; Site level dashboards for preschool programs that integrate our multiple metrics for children, families and teachers back to the school site level; Quality Improvement Plan reports for preschool programs; Coaching dosage and QRIS reports; Early learning professional development reports; Summer program metric reports”*

Regarding a **data wish list** for ECIDS:

- Being able to see the history of services, supports, schools/centers that a child/family has accessed beginning with prenatal services.
- Knowing if child is part of other social services systems.
- Being able to disaggregate data to understand needs and assets through an equity lens.
- Connected progress measures from infant-toddler through 3rd grade.

Regarding **types of supports and training** for ECIDS:

- Professional development around best practices and standards on data collection.
- Professional development geared to educators and service providers (not administrators).

Component D: Stakeholder Engagement

The purpose of this section is to understand how counties systematically involve stakeholders in its work. ECIDS stakeholders are individuals or groups who are directly or indirectly affected by the decisions made about the data system, including design, development, implementation, and use.

Key Indicator D1: Stakeholders inform the identification and development of information/data products (e.g. reports, dashboards) from the ECIDS that align with intended users and uses.

Exhibit 16. Key Indicator D1 (n=10)

Element	Not Planned/NA	Envisioned	Planned	In Progress	Operational
a. The local ECIDS leadership and workgroups have identified and documented stakeholders to be engaged from key programs, agencies and organizations.	2	2	1	0	5
b. The local ECIDS team has a transparent process that describes who invites stakeholders and how they are invited to participate.	2	2	1	4	4
c. The local ECIDS Team periodically reviews and documents its stakeholder representation to ensure all relevant individuals and groups are included.	3	2	2	0	4

Key Indicator D2: Roles and expectations are clearly articulated to ensure prioritization of the county's needs.

Exhibit 17. Key Indicator D2 (n=10)

Element	Not Planned/NA	Envisioned	Planned	In Progress	Operational
a. The local ECIDS Team has articulated the stakeholder engagement plan to stakeholders, and the plan is being implemented.	3	2	1	0	4
b. Early childhood stakeholders are able to	2	1	1	2	3

Element	Not Planned/NA	Envisioned	Planned	In Progress	Operational
articulate their roles in informing and achieving the intended outcomes of the ECIDS.					

Key Indicator D3: *Key stakeholders inform the development, implementation, and use of the ECIDS.*

Exhibit 18. Key Indicator D3 (n=10)

Element	Not Planned/NA	Envisioned	Planned	In Progress	Operational
a. The local ECIDS team has communicated expectations and provided the information needed for stakeholders to give input or inform the project. stakeholders, and the plan is being implemented.	2	2	0	1	4
b. The local ECIDS team has created a transparent process for gathering, compiling, and considering the input.	2	2	0	1	4

Highlights

The following table lists key stakeholder groups/systems that participants are currently engaging with on their local ECIDS or have identified as important collaborators.

Exhibit 19. Local ECIDS Stakeholders/Stakeholder Groups

Developmental health (e.g., HMG)	Head Start	Community Care Licensing
Public Assistance	Part C of IDEA – early intervention	Commission on teacher credentialing
Behavioral/mental health	Part B of IDEA – special education	Private orgs. (dev. Health, schools)
Subsidized child care (AP voucher)	State-funded programs	Child welfare, foster care
Home visiting	COE, school districts, link to K-12	Pediatric health

ECIDS Goals and Visions

The following are goals and visions for ECIDS that were shared through this process.

- *“[A] system that enables state leaders to evaluate early learning programs and move us toward more funding, better outcomes, and increased availability of high quality early learning programs.”*
- *“An Early Childhood Integrated Data System (ECIDS) collects, integrates, maintains, stores, and reports information from early childhood programs across multiple agencies within a state—including education, health, and human services—that serve children and families from birth to age eight. The broad purpose of an ECIDS is to provide integrated, cross-program data that inform decisions about early childhood policies, services, and education.”*
- *“The main purpose of the creation of an ECIDS is to inform policy.”*
- *“First priority of a statewide ECIDS both at the state and local level is to connect/integrate early childhood data needs to be able answer questions regarding early childhood/early learning.”*

Considerations for a Statewide ECIDS

The inclusive process of the ECIDS Workgroup meetings/webinars and the ECIDS Self-Assessment Tool were valuable and useful in surfacing local best practices, stakeholders, needs, concerns and goals to inform the development of a statewide ECIDS. Moreover, participants identified how a statewide ECIDS could inform policy development and decisions; identify the needs of families and children more accurately and specifically; inform funding decisions; show the impact of programs and elements of programs; show trends on child outcomes; and increase the number of high-quality programs. The following are considerations for a statewide ECIDS based on key and salient themes from responses to the assessment from the ECIDS workgroup:

- **Local counties seek State leadership to address some of the challenges they have encountered in developing a local ECIDS.** Some challenges include *organizing data from multiple systems and funding streams with different standards and requirements; lack of common language and definitions to share data across systems and agencies; lack of standard guidelines for data collection*. Leadership to effectively address these issues may also increase buy-in from key stakeholders and public agencies. Some counties with operational local ECIDS have developed working solutions which may inform the State (Stanislaus County, San Mateo County, Riverside County, San Francisco).
- **Participants have expressed the importance of having an ECIDS that connects a child's earliest experiences and services to entry into an education system.** This includes a mother's pre-natal care, to 0-3 experiences to 3-5 experiences to kindergarten/school. In addition to preschool, children receive different supports and services which are important to factor into school readiness. Additionally, teachers seek connected progress measures through 3rd grade. **UIDs are necessary for this to be possible.**
 - Related to this, multiple workgroup members stated how this can also prevent families from having to re-tell their stories and re-produce documents multiple times which can re-traumatize families with high risks.
- **Participants feel it is important for a statewide ECIDS to contain actionable data** that can identify priority geographical areas, priority population groups, priority service needs and be nimble enough to respond to emerging needs and inform policy.
 - Through this process, workgroup members also voiced the importance of an ECIDS that allows users/stakeholders to **examine data through an equity lens**, i.e., data that is accurate and drillable to make equitable, empathetic decisions. Alameda county is taking bold steps to do this with countywide partnerships and local policies.
- We recommend **further conversations** about ECIDS design, data use, and processes for stakeholder engagement with the following counties who have provided detailed information, documentation, and/or demonstrated effective operational experience: **Riverside, San Francisco, San Mateo, Santa Clara, Yolo, Alameda, San Diego, Stanislaus, and Modoc.**

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