TRANSITION
ADVISORY
GROUP

Innovative Data, Technology, Evaluation, and Accountability Subgroup
Meeting 7
September 29, 2021

Agenda

- Welcome

- Introduction

- Subgroup topics and summary

- Discuss logistics – Discussion and GroupMap

- Next steps

* This meeting will be recorded via Zoom. Please prepare to mute your microphone if you are not actively speaking.
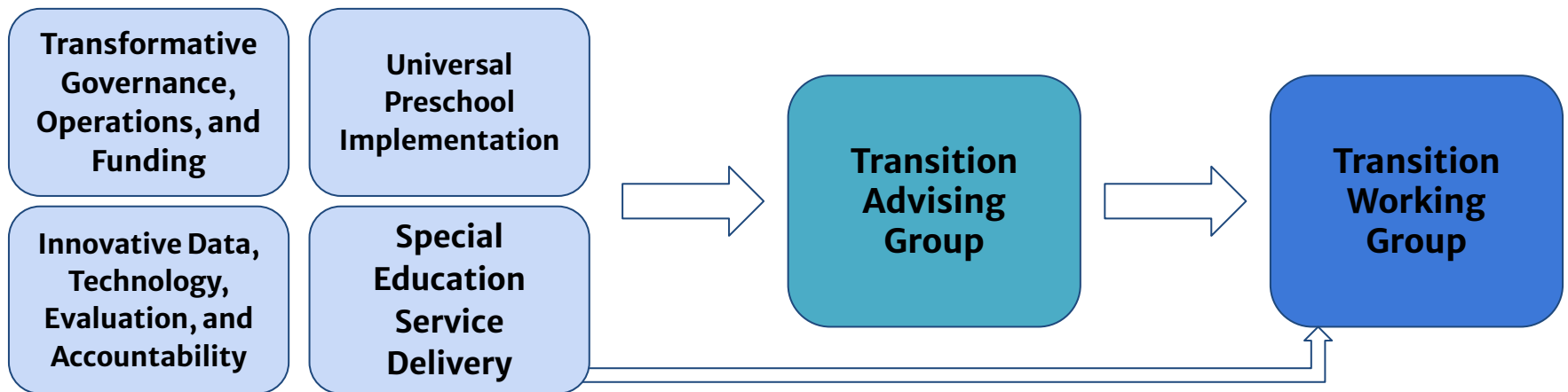
Introduction

Background

HB21-1304 was passed by the General Assembly and signed into law by the Governor in June 2021. The law requires:

- The creation of a new unified Colorado Department of Early Childhood on July 1, 2022.
    - *To create the new department, the bill requires a transition plan, written by the Transition Working Group (TWG), be submitted by November 1, 2021. The ECLC is to approve the transition plan within 14 days after receiving the plan from the Office of the Governor.*

- A planning process for Colorado's new universal, voluntary preschool program, which will be overseen by the new unified Department of Early Childhood. This new Colorado Department of Early Childhood will also be charged with the implementation of this program, beginning July 2023.

SUBGROUP STRUCTURE

The ECLC Transition Advisory Group is convening subgroups to offer insights that will guide the creation of a transition plan to the new unified department of early childhood. Each group will offer recommendations from their perspectives or in their areas of expertise.

| Transformative Governance, Operations, and Funding | Universal Preschool Implementation | → | Transition Advising Group | → | Transition Working Group |
| Innovative Data, Technology, Evaluation, and Accountability | Special Education Service Delivery | | | | |

Stipends may be available for parents and members of the early childhood workforce to participate fully in the meetings – please reach out to Kristina.Heyl@state.co.us for more information.

Listening Sessions

Innovative Data, Technology, Evaluation, Accountability

In addition to the TAG and its subgroups, the ECLC is also convening the following interactive user-centered listening sessions to ensure that the new department will meet the needs of those who are involved in and/or experience Colorado's current early childhood system.

- Provider Experience - **Completed** on 08/03/2021
- Children and Family Experience - **Completed** on 8/24/2021
- Workforce Experience - **Completed** on 09/21/2021

These listening sessions will offer critical insight into the user experience of existing programs and systems. They will be working in tandem with the subgroups to offer insight to the TAG.

Other Ways to Engage

Stakeholder engagement is a critical component to this process. To offer updated information and gather feedback the ECLC will be managing the following resources for the public:

Updates
- Monthly Transition Plan [Newsletter](#)
- Monthly Town Halls
- Transition [Website](#)

Opportunities to provide input
- Feedback [Form](#)
- Statewide Listening Tour

Additionally, a human centered design project will be conducted with design sessions and prototype creations for what the future system should look like.

For more information or to participate, please reach out to Rebecca Peterson, Gary Community Investments - rpeterson@garycommunity.org

**See ECLC meeting [calendar](#) for updates.

Other Ways to Engage

Statewide Listening Tour!

- October 11-14, 2021
- 11 Listening Sessions (Including 2 virtual)
- Visit www.earlychildhoodcolorado.org/tour to learn more and register

Preview of Draft Transition Plan for TAG and Subgroup Members

- Thursday, October 7 at 5:30pm
- More info coming soon!

AS COLORADO REIMAGINES EARLY CHILDHOOD, WE WANT TO HEAR FROM YOU.

STATEWIDE LISTENING TOUR

Join state leaders and community stakeholders Oct.11-15, 2021, for a public presentation and Q&A session.

EDWARDS + GRAND JUNCTION + MONTROSE DURANGO + ALAMOSA + PUEBLO + DENVER FORT MORGAN + FORT COLLINS

Visit **www.earlychildhoodcolorado.org/tour** to learn more and to save your seat. Virtual options will be available.

COLORADO

Stakeholder Feedback

The ECLC is committed to ensuring that feedback can be provided in a variety of ways. A feedback form has been created on the ECLC website and will be available throughout the process.

- [Share Feedback Here!](#)

You will receive a link to the feedback that has been received ahead of each meeting as part of the pre-read materials. Please take a few minutes to review and consider the feedback being shared ahead of each meeting.

- [View the Feedback that Has Been Shared Here!](#)

Innovative Data, Technology, Evaluation, and Accountability

The Innovative Data, Technology, Evaluation and Accountability group will focus on the opportunities to enhance the data and technology needed to support a fully aligned early childhood system.

This group will be tasked with discussing the following topics:
- Improving the family experience (technology, program quality, accessibility, affordability)
- Improving the provider experience (technology, enrollment, licensing, payment, quality supports)
- Use of data/evaluation to align with Kindergarten and beyond
- Additional data needed to meet families' needs

Meeting Norms

- Come prepared.
- Mute yourself when not speaking.
- Stay engaged (e.g., actively participate in breakout rooms).
- Be mindful of how much "air time" each member receives.
- Always assume good intent.
- All ideas are valued.

Expectations

Every meeting you should expect the following:

- Via e-mail:
  - Agenda for meeting
  - Suggested pre-reading
  - Online – ECLC transition subgroup webpages

- In meeting:
  - Subgroup Updates
  - Focused discussion around a specific part of the transition plan
  - Closing/next steps

Subgroup Topics and Summary

Data and Technology Subgroup Topics

M1: Improving the family experience (technology, program quality, accessibility, affordability)

M2: Improving the provider experience (technology, enrollment, licensing, payment, quality supports)

M3: Building on meetings 1 and 2 - Improving evaluation and accountability systems to better support families and providers

M4: Use of data/evaluation to align with Kindergarten and beyond

M5: Data/technology needs to support families to find and enroll in services

M6: Understanding and integrating state agency data systems to support continuous improvement of ECE systems

M7: Understanding the unique child identifier in Colorado and opportunities for data use and technology integration in the new EC department

Today's meeting

M8: Providing feedback on initial TAG data and technology recommendations facilitated by Watershed Advisors

Meeting 6 Recap. Opportunities for integrating state data and technology

What should we consider when building from current state agency data systems?

Note: This meeting included presentations from staff at CDE, CDHS, and CDPHE to help build understanding of what current state agency data systems look like and how they function.

Facilitators	Barriers	Potential Risks
The success of expanding kindergarten school readiness (KSR) reporting at the domain level provides a roadmap for how to further expand disaggregated roll up to the state. • Critical is to include the *why* (purpose) of disaggregating the data and how it is essential for public agencies to achieve their legislated activities. • If we want disaggregate data by subgroups (e.g., race/ethnicity, youth with risk experiences, SPED), we need to point to the action that would be taken with this information.	A strong ECE system should first identify the outcomes it wants to achieve and then set a system that measures that. Resources: costs go beyond building/maintaining systems and include staffing, incentives, contracts for expertise as needed, etc. Accountability should accompany funding. • The assessments must be valid and reliable, including research validated comprehensive curriculum with supports and monitoring by classroom-level Early Childhood Specialists.	Jumping too quickly to technology solutions before we understand what information is needed, by whom, when, and for what purpose. • A lot of money can be spent on systems where the data sit unused or inaccessible because these fundamental use questions haven't been answered. • Define data points needed and then define how best to house it & share it.
Results Matter looks at the whole child.		Trying to build a "one-size-fits-all" system instead of recognizing different data needs across user groups.
Expert staff.		Lack of statewide e.c. student identifier makes coherent reporting challenging.
A new agency and UPK will always need to coordinate with CDE on KSR as KSR is under CDE. Strong partnerships will help align. • There is existing collegial and professional collaboration that already goes on across agencies.	Need funding to answer key questions that require longitudinal data and analyses. Need more data on children's development 0-3 to line up with preschool assessment and kindergarten entry assessment.	How do we continue to attract, retain and support the transfer of institutional knowledge as staff transition (state agencies are not always great at this)?
There are existing models by which to learn and expand upon to meet needs: i.e. Boulder County's BoulderConnect - creates an interoperable platform through a dashboard whereby different data fields are accessed from multiple statewide systems such as TRAILS, ACES, CBMS, etc. • The dashboard provides information at the client level on up.	Results Matter is currently limited to specific preschool programs: • A goal can be to expand to all licensed centers. • COR and GOLD have IT assessments. • Thinking of eventually broadening reach of authentic assessment to all licensed centers, is an IT version of AEPS available?	As state systems change/evolve, they may impact integrations and relationships with local systems. • How will those be resourced or supported? Lack of alignment on the goal or purpose of collecting data at the state, community, and school or program level.

Framing Meeting 7

Needs and Opportunities surfaced during Meeting 6

- Coordinated Application, Eligibility and Enrollment

- Identity resolution and management (Unique Identifier)

- Early Childhood Integrated Data System (ECIDS)

Review of the history of the unique child identifier in Colorado

Presenters

- Melissa Colsman, Associate Commissioner of Student Learning at Colorado Department of Education

- Scott Groginsky, Special Advisor for Early Childhood at Office of Governor Jared Polis

Unique Child Identifier in Colorado

- Why unique identifiers for children in early childhood?
  - Understand long-term outcomes of programs on children
  - Understand where children are served for what duration
  - Maximize state funding for effective programs

- HB08-1364 - Required CDE and CDHS working groups to assign unique student identifiers for all children receiving public funds, explicitly CCDBG and Head Start

- Working groups = costly, complex

- State Longitudinal Data Systems (SLDS) and Race to the Top Early Learning Challenge grants

Unique Child Identifier Opportunities and Needs

- Learn from other states
- Hear from advocates, researchers
- Universal Preschool
- Dept of Early Childhood
- Denver pilot
- Possibly lower cost and less complex now
- Early Childhood Integrated Data System (ECIDS) platform
- Potential timeline

HB21-1304 Language

CRS 26-6.2-304 (h)

The transition plan for the new Department of Early Childhood must address:

"Early childhood data system strategies to inform planning, leverage resource allocations, maximize children's access to programs, and support data-driven decision-making."

Q&A

Small Group. Opportunities for implementing a unique child identifier

Brainstorm Session

Opportunities for implementing a unique child identifier in the new CO EC department

- Brainstorm (10min)

1. Guide — Makes sure the group stays on course and support meeting norms

2. Mapper — Captures group ideas on the map

3. Reporter — Shares small group discussion during the whole group debrief

Whole Group: Reflect and Rate

Rate

- **How much do you agree with this idea?**
  - **1 (low) - 10 (high)**

5-minute break

Activating data use and technology in the new CO EC department

Recommendations for Building Knowledge in Colorado's Department of Early Childhood

Prepared by: Whitney LeBoeuf, Director of Data Integration & Analytics

My Background

- Doctorate in Education Policy with 18 years of early childhood research and evaluation experience

- Team member of Actionable Intelligence for Social Policy (AISP) with decade of experience supporting states and counties build data sharing partnerships and solutions

- Co-designed and serve as Director of Linked Information Network of Colorado (LINC)

- Embedded in data/data sharing partnership across state and local government in Colorado

Objectives

- Provide a nonpartisan, objective set of recommendations from a partner with relevant expertise outside state government

- Build on knowledge gained through the Transition Advisory Group and subcommittees

- Receive input from national experts, other states, and the ECLC Data Subcommittee

- Integrate existing state solutions and partnerships where relevant to maximize resources and foster cross-system engagement

Approach to the Knowledge Building Strategy

1. **Clarify the knowledge gaps** that require a knowledge building strategy supported by data and technology solutions

2. Lay out the core components of a responsive **knowledge building strategy** and timeline

3. Recommend an **essential Knowledge Team** in the Department to accomplish the strategy

4. Identify a **funding strategy** for the knowledge building strategy and team

Key Takeaways

1. First comes **USE**, then **DATA**, then **TECHNOLOGY**

2. Create a **staffing model** that reflects use, then data, then technology

3. If we want to **bust silos** in the field, we can't create them in our knowledge center

4. The best data are gathered through **incentive, not compliance**

Desired solutions to address existing knowledge gaps in Colorado's early childhood field

Simplify with focus on coherence for the field

- **Single point of entry** where families express needs and expectations. Identify relevant programs with open slots.
- Programs receive **enrollment inquiries** from families for whom slots are available and avoid waitlist and vacancies.

Implement unified plan to increase access

- **State leverages data** to assess which families aren't having needs met and what is preventing access
- **Data-informed support** for existing or prospective providers to meet demand

Maximize dollars to achieve unified vision

- Centralized location where family needs are assessed and **presumptive eligibility package** is optimized to spend money smartly for families.
- **Providers receive single state subsidy package** for each family, allowing them to focus on children and families

Sustain and strengthen cross-agency partnerships

- Work toward **extending single point of entry concept** to wider array of public programs benefiting families
- Make it **easier for providers to prepare families for transitions** through clear direction, consistent assessment and screeners, and action plans for next system

Develop equitable and effective regulatory alignment

- Long-term: Move away from "alignment" toward a cohesive, **singular framework of equitable and effective accountability**
- Short-term: Improve provider experience by offering reporting tools that ingest relevant data and produce **common reports**

## Develop robust data collection and analysis systems

- **Centralized data hub** where relevant data pulled from programs serving families in standardized fashion
- **Data use capacities** to perform analytics and conduct research that produce relevant insights for action

Recommended Knowledge Solutions

Consolidated Data

Single database that meets *operational* needs of program(s)
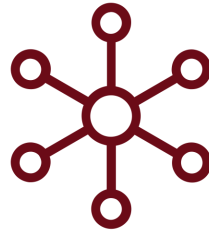
Federated Data

Centralized hub (warehouse) that ingests *relevant* data from databases

Data Portal

User-friendly interface where data are collected

Recommended Knowledge Solutions
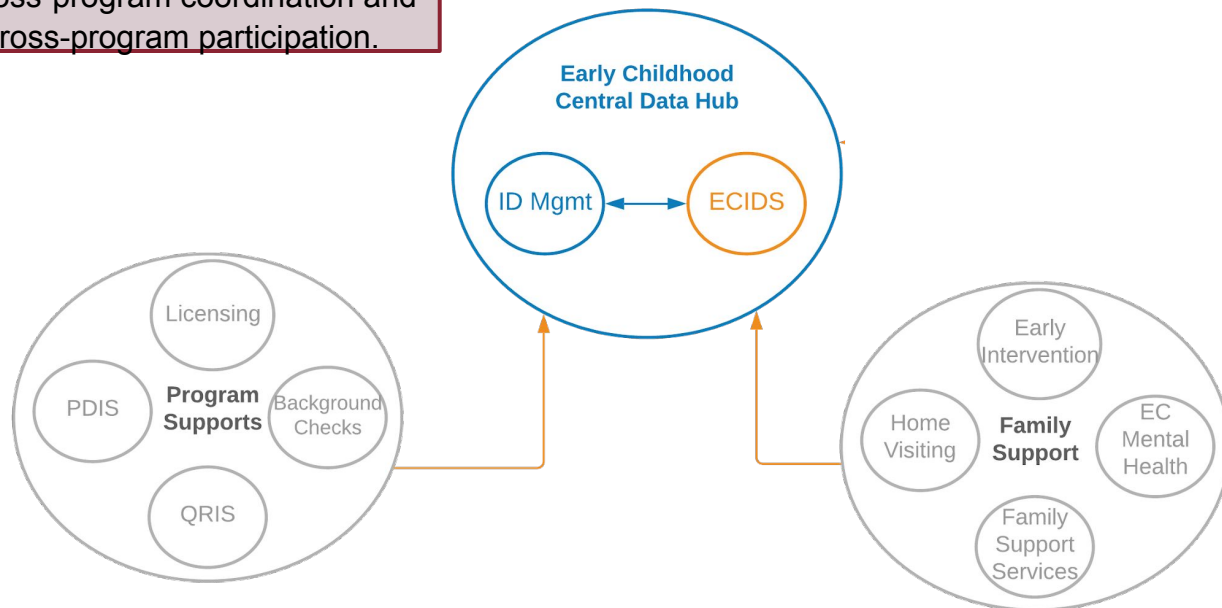
ECIDS Knowledge Achieved:

- A centralized data capacity that can produces knowledge for state leadership and programs through analytics, research, and evaluation.

- *Not for day-to-day operations*

- Capable of providing common reporting tools that ingest data from providers and ease their reporting requirements

- Produce base identity registry from existing program records

- Build subsidy eligibility methodology to maximize dollars and offer single state subsidy
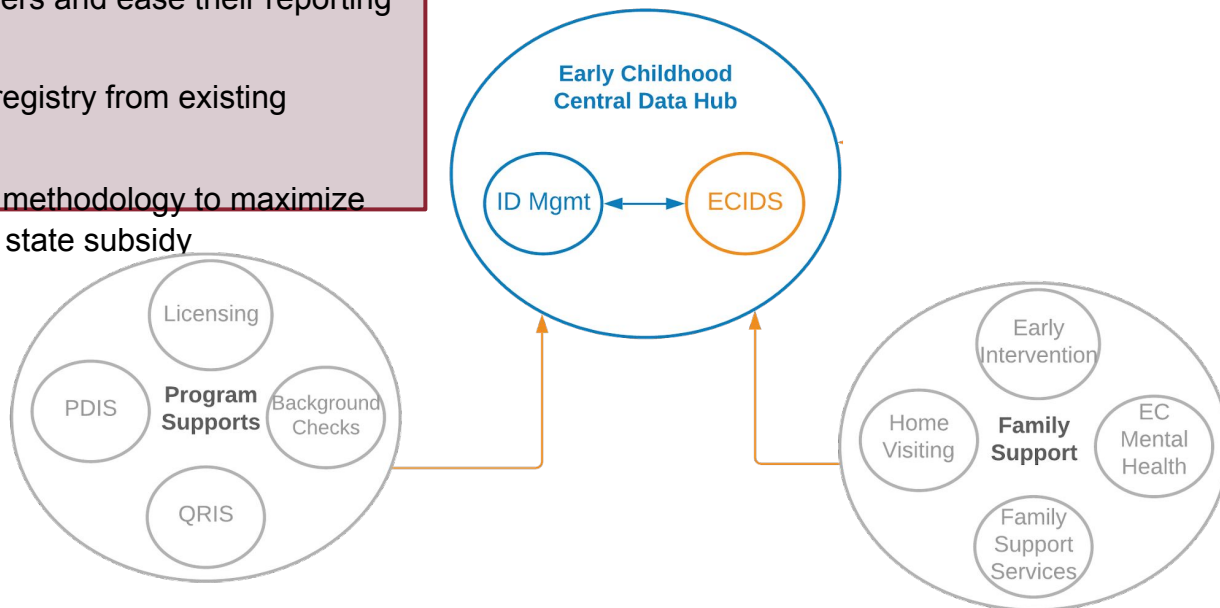
Recommended Knowledge Solutions

**Identity Management Knowledge Achieved:**

- Ensures right records get attached to the right person *as they are being created* and assigns a unique identifier.

- Allows programs to carry the child's unique identifier into their own data system for future connections.

- Must be in place for cross-program coordination and accurately assessing cross-program participation.

Recommended Knowledge Solutions
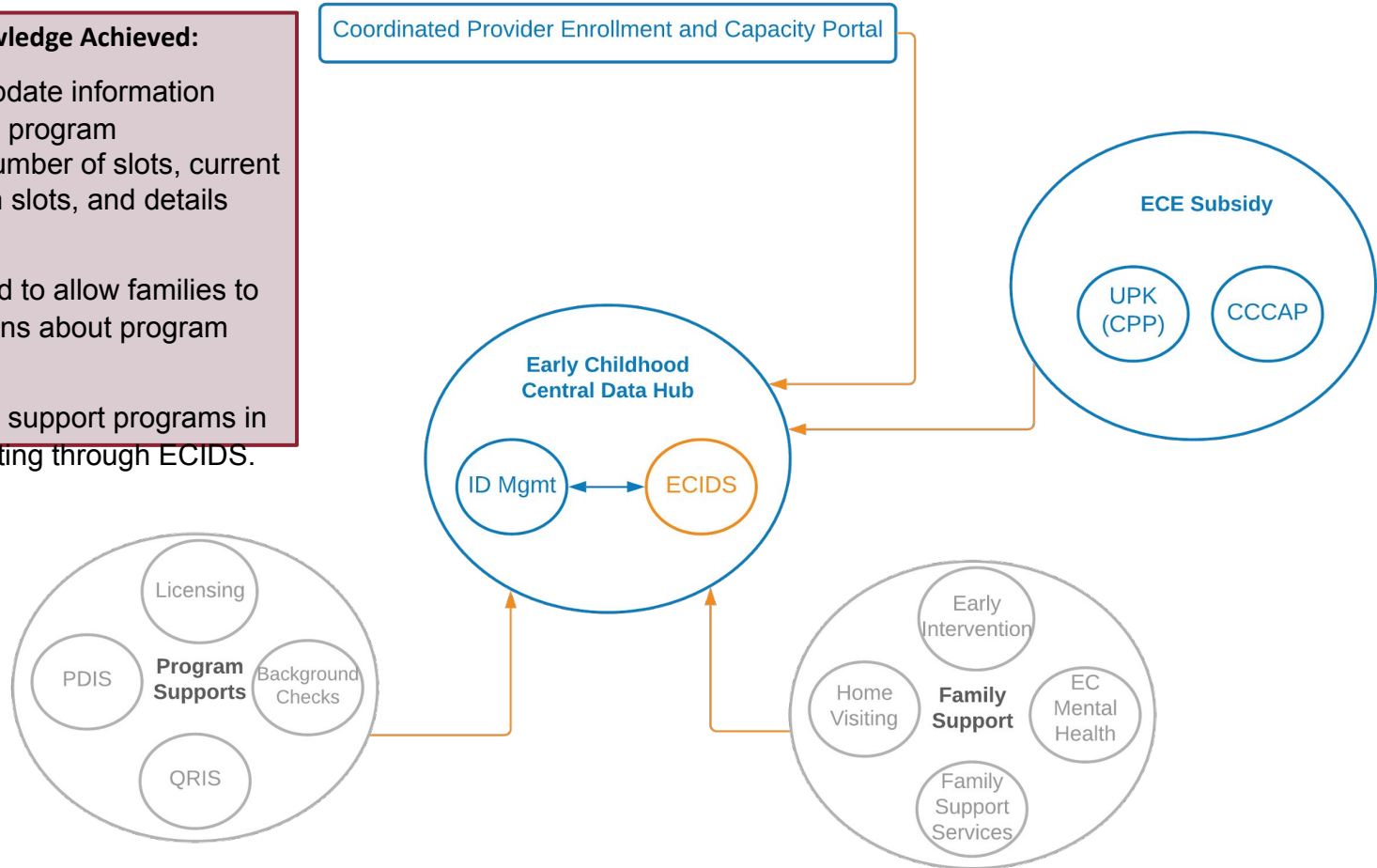
UPK Data System Knowledge Achieved

- Consolidates ECE subsidy programs and moves Colorado toward a single point of entry for families.

- Streamline subsidy experience for families by starting with program goals, desired family experience, and backing into ideal unified data and technology approach
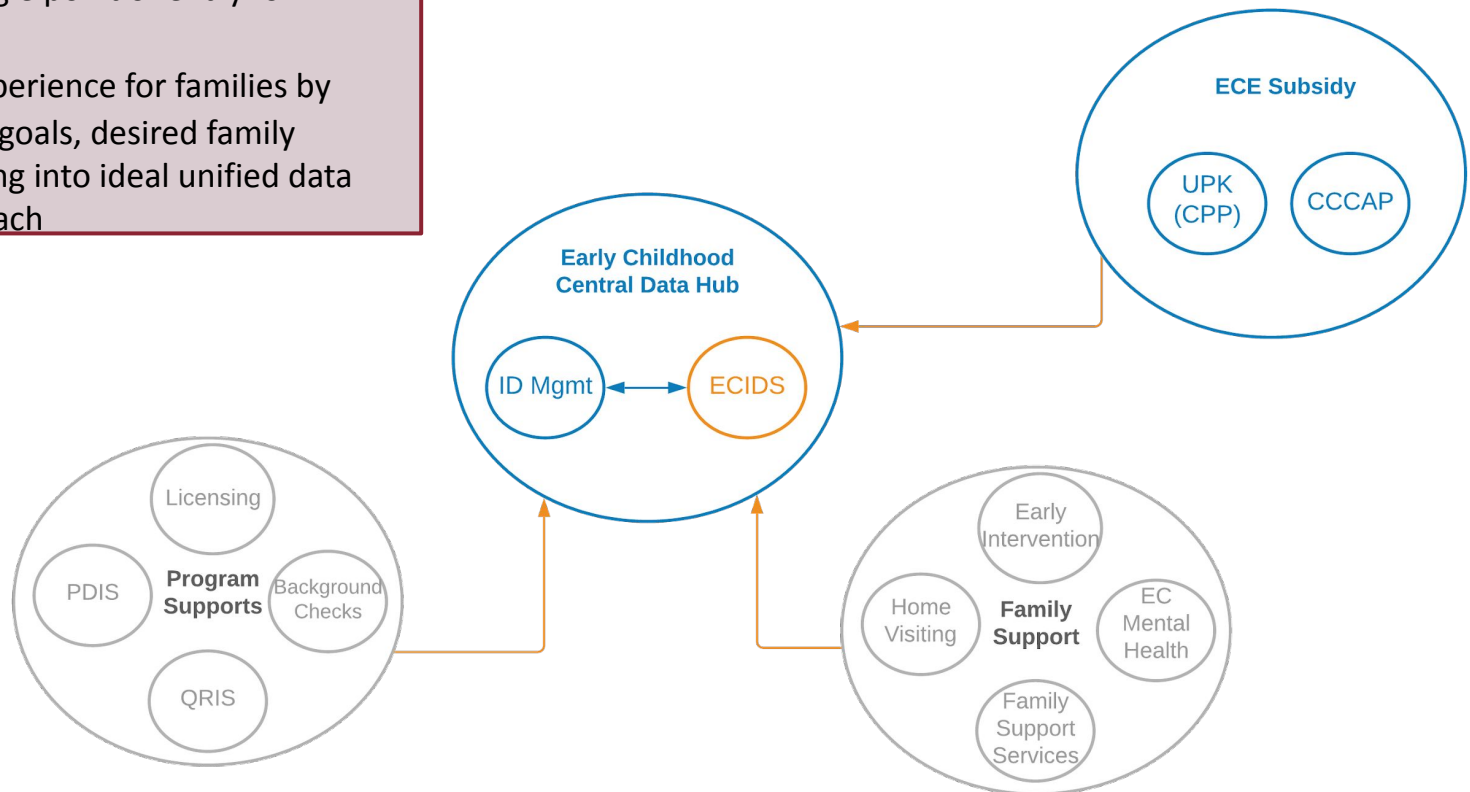
Recommended Knowledge Solutions

Provider Portal Knowledge Achieved:

- Centralized place to update information easily and regularly on program characteristics, total number of slots, current slots filled versus open slots, and details about cost of care.

- Essential data captured to allow families to make informed decisions about program enrollment.

- Collects critical data to support programs in their compliance reporting through ECIDS.

Coordinated Provider Enrollment and Capacity Portal

ECE Subsidy

UPK (CPP)

CCCAP

Early Childhood Central Data Hub

ID Mgmt

ECIDS

Program Supports

Licensing

PDIS

Background Checks

QRIS

Family Support

Early Intervention

Home Visiting

EC Mental Health

Family Support Services

Recommended Knowledge Solutions

Family Portal Knowledge Achieved:

- One point of entry for families to express their needs and receive presumptive eligibility for package of state subsidies

- Removes the burden on providers to piece together funding streams, instead receiving a single state-covered subsidy amount for each family
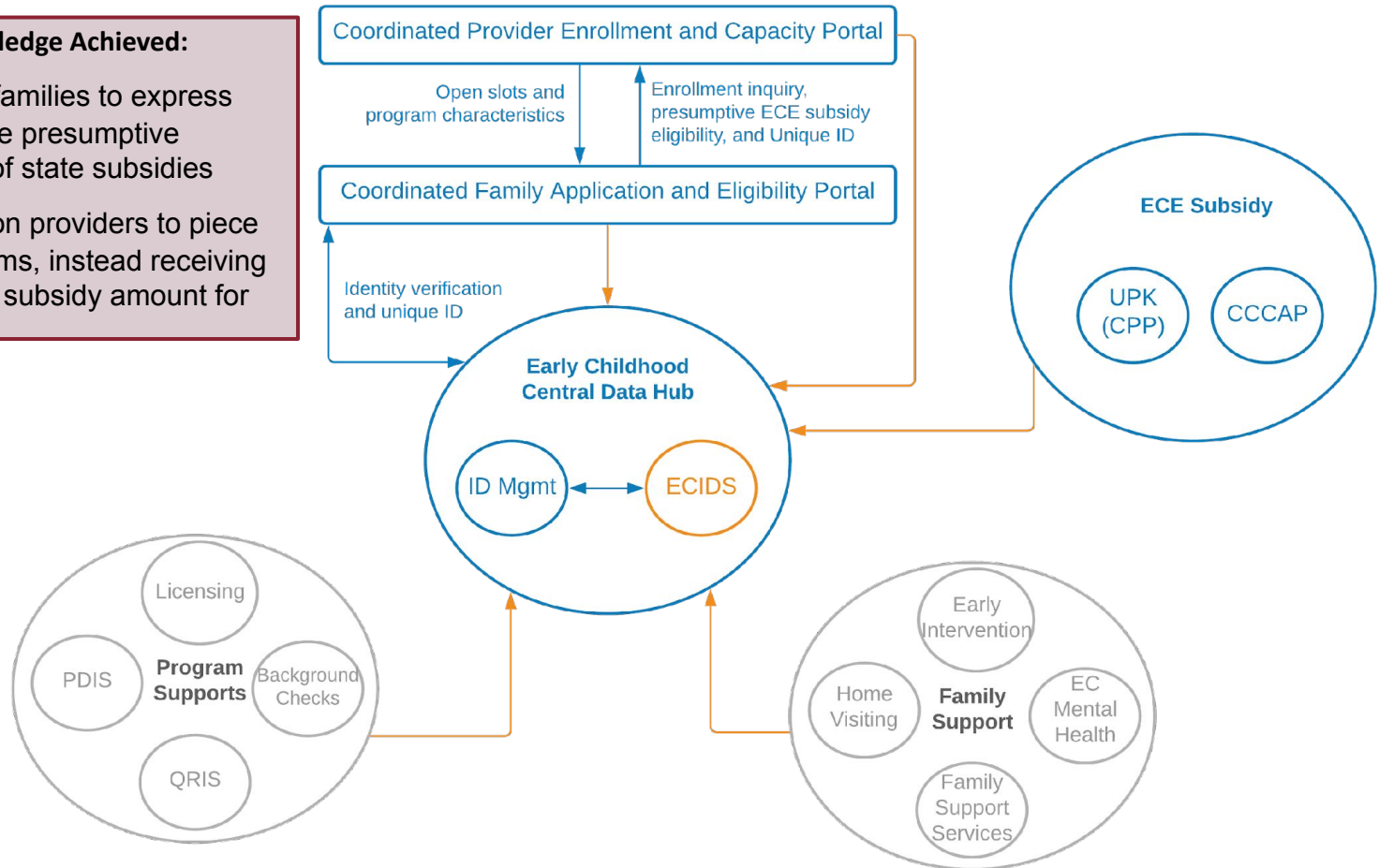
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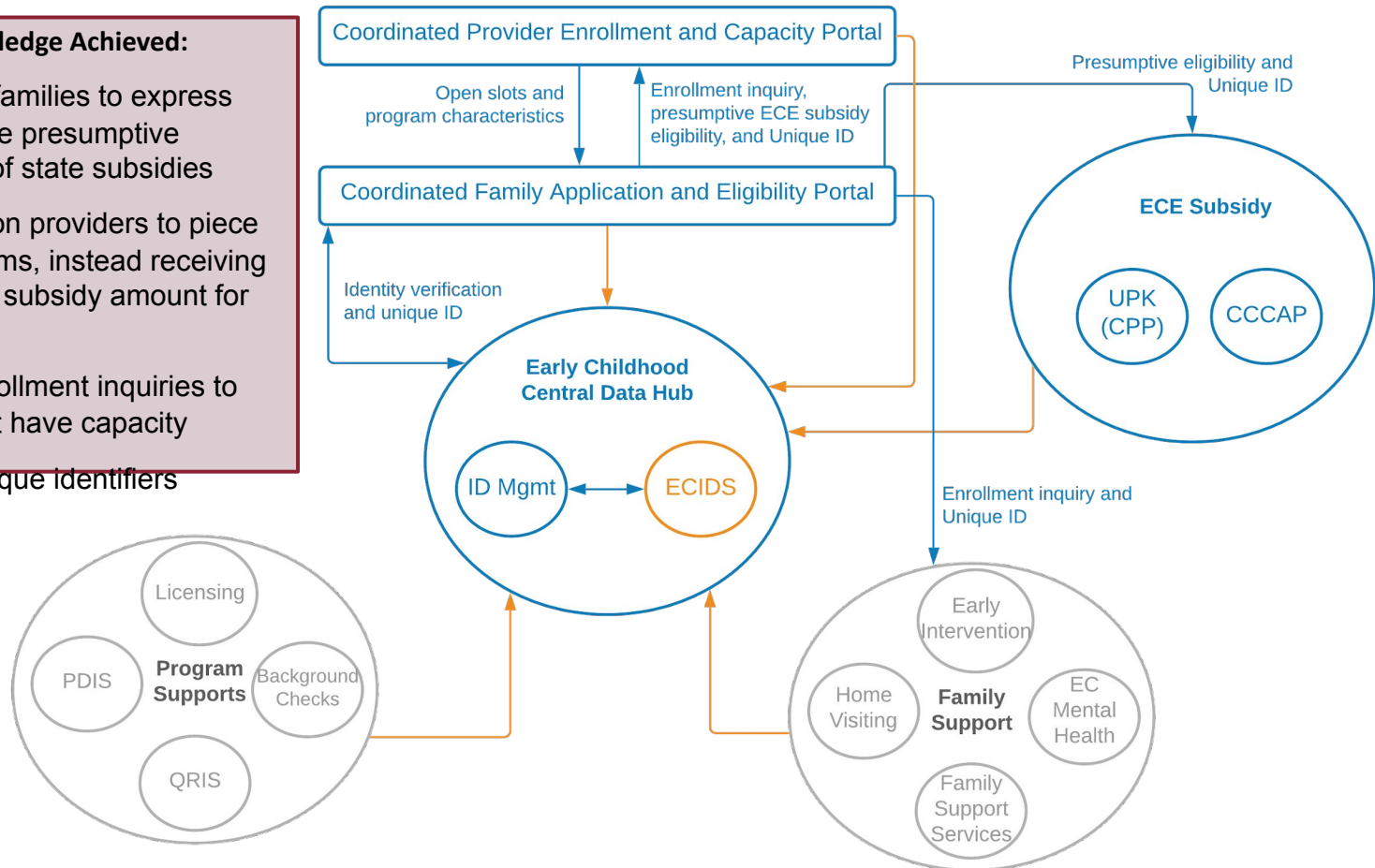
Family Portal Knowledge Achieved:

- One point of entry for families to express their needs and receive presumptive eligibility for package of state subsidies

- Removes the burden on providers to piece together funding streams, instead receiving a single state-covered subsidy amount for each family

- Families can send enrollment inquiries to relevant programs that have capacity

- Programs carry on unique identifiers

Coordinated Provider Enrollment and Capacity Portal

Open slots and program characteristics

Enrollment inquiry, presumptive ECE subsidy eligibility, and Unique ID

Coordinated Family Application and Eligibility Portal

Presumptive eligibility and Unique ID

ECE Subsidy

UPK (CPP)

CCCAP

Identity verification and unique ID

Early Childhood Central Data Hub

ID Mgmt

ECIDS

Enrollment inquiry and Unique ID

Program Supports

Licensing

PDIS

Background Checks

QRIS

Family Support

Early Intervention

Home Visiting

EC Mental Health

Family Support Services

Recommended Knowledge Support Team

Chief Knowledge Officer

Data Use————————————Data Management————————————Technology
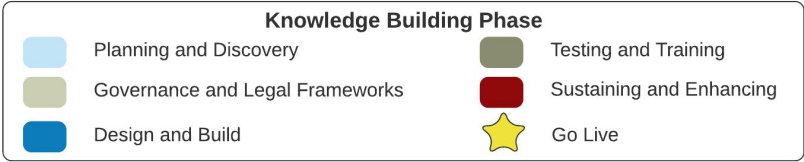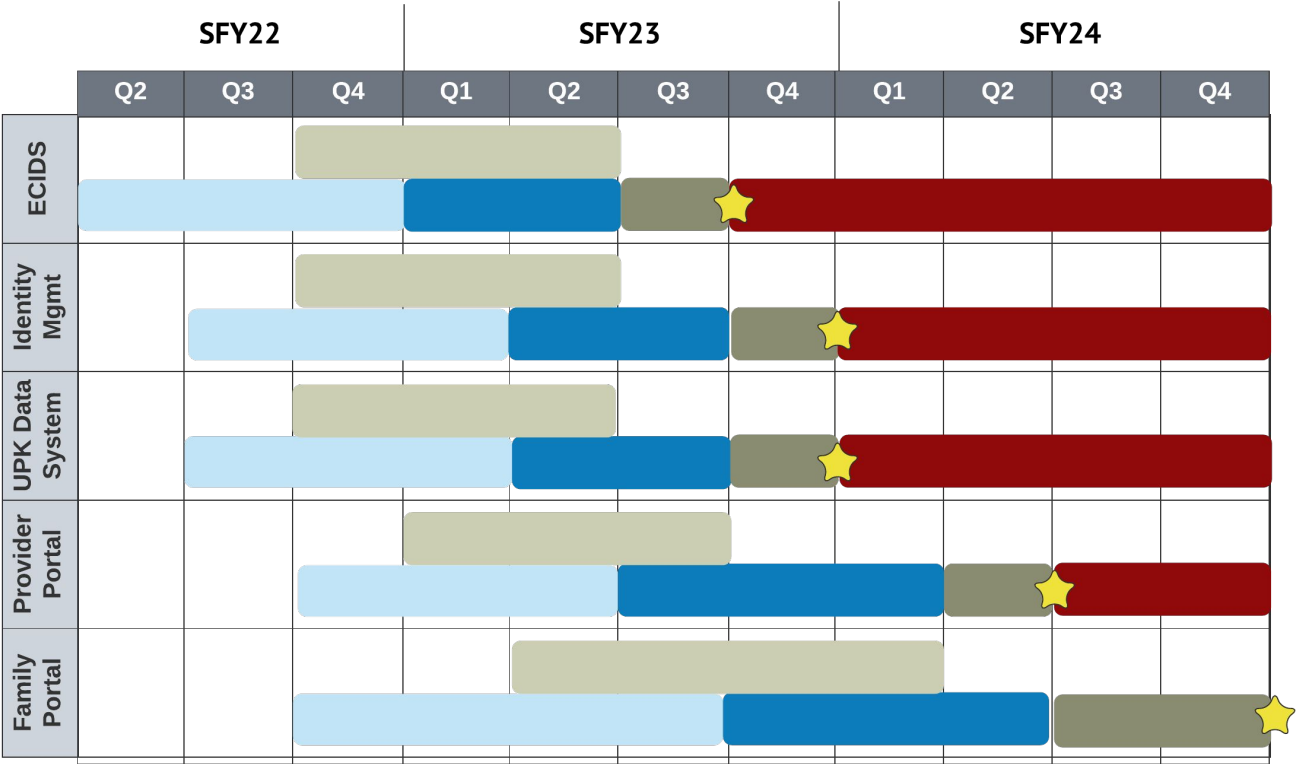
Why a Centralized Knowledge Team?

- Needs to reflect strengths required to actualize knowledge building strategy

- Breaks down typical silos and centralizes human capital to maximize resources

- Hire based on skill not program area

- Encourages cross-program collaboration and knowledge team learning community

Phases of Work

1. **Planning and discovery:** *What* information is needed, by *whom*, *when,* and for what *purpose?*

2. **Establishment of governance and legal framework:** Identifies *partnership* process and what *uses* of data are allowed by *whom*

3. **Design and build of solution:** Now we're talking technology

4. **Testing and training:** Quality check that solution is working and usability testing and training

5. **Sustainability and enhancements:** Always improving and leveraging other solutions underway

Knowledge Building Timeline

	SFY22			SFY23				SFY24			
	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4

Rows: ECIDS, Identity Mgmt, UPK Data System, Provider Portal, Family Portal

Knowledge Building Phase

- Planning and Discovery
- Governance and Legal Frameworks
- Design and Build
- Testing and Training
- Sustaining and Enhancing
- Go Live

Q&A

Small Group. Considerations for data use and technology implementation strategies

Brainstorm Session

Considerations for data use and technology implementation strategies

Brainstorm (10min)

1. Guide

Makes sure the group stays on course and support meeting norms

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3. Reporter

Shares small group discussion during the whole group debrief

Whole Group: Reflect and Rate

Rate
- **How much do you agree with this idea?**
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Closing/
Next Steps

Next Steps

Upcoming Meetings for Data and Technology

- Meeting 8, October 6

If you would like to receive meeting materials, including meeting dates, emails and agendas, please subscribe to the Newsletter and update your subscription profile to include information on this subgroup.

Participants of each subgroup are **highly encouraged to attend all meetings of that group** and should be prepared to review approximately 1 hour of materials prior to the meetings.

Contact us:

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