

The logo for the Transition Advisory Group features the text "TRANSITION ADVISORY GROUP" in a dark blue, sans-serif font. The text is enclosed within a light blue L-shaped frame that consists of a horizontal line on the left, a vertical line on the top, and a vertical line on the right, with the bottom-right corner open.

**TRANSITION
ADVISORY
GROUP**

**Innovative Data, Technology,
Evaluation, and Accountability
Subgroup
Meeting 6
September 8, 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

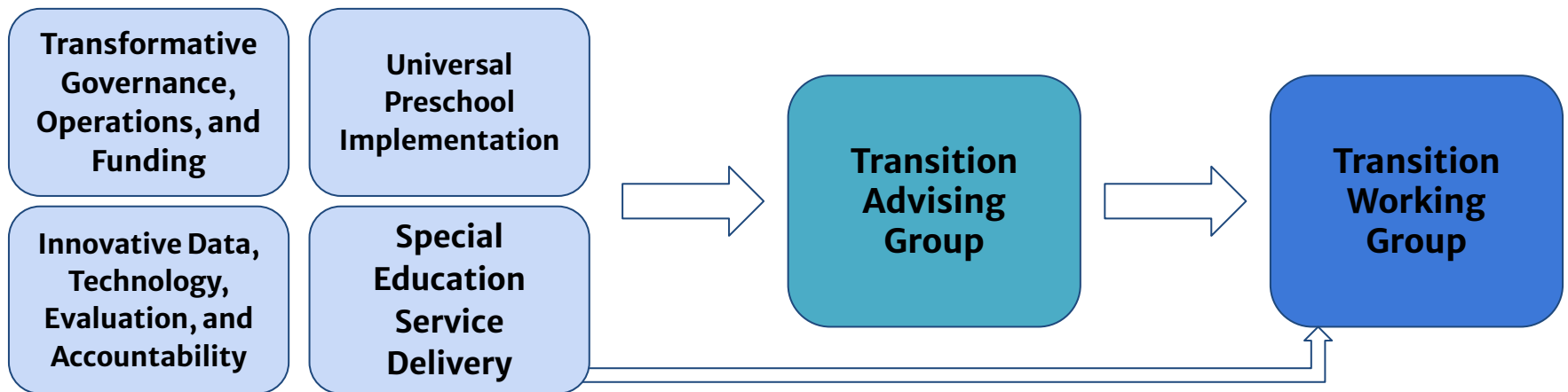
Background

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.



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

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 - Upcoming 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 (to be scheduled**)

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*

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: Recommendations, observations and reactions from ECLC Data Subcommittee and OEC Data Research

M8: Additional data needed to continually improve the state's EC strategy over time



Today's meeting

Meeting 5 Recap. How can data/tech support families in finding and enrolling in services?

What data/technology exists or is needed to support families to find and enroll in services that meet their needs across the EC system?

Existing Data & Technology								
PEAK system - statewide system covering public programs to screen/suggest eligibility such as CCAP				Facebook	Nextdoor (app)	Shared services like Early Learning Ventures to support providers		
Bright by Text	Care.com	Boulder Connect	211	Vroom	Kaiser	Colorado Shines	Winnie and WeeCare	Early Childhood Mental Health Warm Line
School districts have preschool on their website		Bridgecare is working in a couple of counties with tech solutions on child care supply and demand		Community centered boards		Parent Possible Tech		Family Resource Center Website

Data/Technology Structures Needed	
Feedback from families that will be accessing this information, and feedback from families throughout the implementation of a new system to ensure that it truly meets their needs.	Accessibility to tech through a variety of methods - text, phone, mobile-enabled web.
<p>Must build a system thinking carefully through the front end and back-end experience. Front end (parents and possibly provider-facing) must be very user friendly.</p> <ul style="list-style-type: none"> Support at local levels to access these ideas for families that are more challenged with or intimidated by tech. 	<p>Usability & accessibility testing:</p> <ul style="list-style-type: none"> Usability testing to make sure the content is understandable, and the system is intuitive. Accessibility testing to test things such as: if screen readers could access the technology, or if the software is accessible to people with color blindness.
Collaboration between counties and state level.	<p>We need to phase the solutions in the right order so we don't alienate providers and families:</p> <ul style="list-style-type: none"> Ensure existing state operational data systems are working well and in tandem so cross-program information is flowing as needed (ECIDS) so there is something tangible/successful for providers to join for a clear purpose (i.e., "if you add your data, you can accomplish x,y,z. See, we're already doing it with state programs!"). Then we have the ingredients to realize the goals we have for families...working state integrated data system with provider contribution to offer complete picture of what's available to them and where. This information provides centralized knowledge of what parents are seeking and where we aren't able to respond (e.g., where we need to increase supply because we have real data from parents desiring care and not getting it to back this up).
<p>This system needs to have an intermediary human interaction available where individuals don't have the confidence to work with or direct access to the centralized resource.</p> <ul style="list-style-type: none"> Will never be able to replace the need for human navigators to support families through the process of finding supports. 	
<p>The new department needs a data security team and a data governance manager.</p> <ul style="list-style-type: none"> We need to determine how data security and privacy will be handled across programs. 	
Settings that support more challenging children (medical, behavioral).	
Address the workforce crisis in the short term to be able to design the long-term support for the workforce in the future.	

State Agency Presentations

- Colorado Department of Education
 - Floyd Cobb, Ph.D.
Executive Director Teaching & Learning
- Colorado Department of Public Health and Environment
 - Carsten Baumann, MA
Manager, MCH Epidemiology and Early Childhood Evaluation Program
- Colorado Department of Human Services
 - Jacob Barney
PDG Data and Evaluation Manager



COLORADO
Department of Education

Results Matter Preschool Assessments and Kindergarten School Readiness Assessments

Results Matter



What is the *Results Matter* Program?

- Overview:

The Results Matter assessment system is an accountability mechanism designed to improve child outcomes. Any program serving state funded preschoolers is required to participate in Results Matter, which at its core, is an authentic formative assessment.

- Mission:

To improve outcomes for Colorado's youngest children by helping teachers, administrators, families, and other education stakeholders use authentic assessment data to inform classroom instruction as well as program and policy decision-making.

- Results Matter Fact Sheet:

<http://www.cde.state.co.us/resultsmatter/resultsmatterfactsheet>





- System Components
 - **Authentic child assessment** that is developmentally appropriate, ongoing, naturalistic, multifaceted, a whole-child approach, and useful to educators
 - **Professional development** for the use of assessment tools
 - **Technology** to transform early childhood education
 - **Data analysis** to inform decision making
- Domains Assessed
 - Social-Emotional Development
 - Language Development
 - Literacy
 - Cognitive Development
 - Mathematics
 - Physical Development

Results Matter Participants and Approved Assessments

- Program Participants:
 - Required:
 - Preschool Special Education
 - Colorado Preschool Program
 - Optional:
 - Head Start/Early Head Start
 - Child Care Centers
 - Charter School Preschool Programs
- Approved Assessments:
 - GOLD® by Teaching Strategies
 - Website: <https://teachingstrategies.com/>
 - COR Advantage by HighScope
 - Website: <https://coradvantage.com/>
 - AEPS by Brookes Publishing
 - Website: <https://aepsinteractive.com/colorado-districts-discover-the-benefits-of-aeps/>



- To Educators, Results Matter looks like:
 - Choosing an assessment and partnering with a vendor to collect data
 - Teachers utilizing formative assessment practices (such as making observations and reviewing work samples) to inform instruction daily and provide ratings on a continuum of progress and development
 - Checkpoints (finalized ratings) are completed three times each year (Fall, Winter, and Spring)
- CDE gathers exports from the vendors to report on these data annually to the legislature.
- The Results Matter system of assessment data are also utilized in reporting on Indicator 7 outcomes for preschool special education to the federal Office of Special Education Reporting.

School Readiness

Overview of Kindergarten School Readiness Data Reporting

- Passed in 2008, Colorado Achievement Plan for Kids (CAP4K) requires districts to report school readiness data to the Colorado Department of Education.
- In March 2016, the State Board of Education voted to adopt a system for reporting school readiness data. This system called for districts to submit only aggregate readiness information not by domain, but by number of domains in which students demonstrate readiness.
- In March 2020, the State Board of Education voted to move to named domains. Due to the pause of the collection in 2020-21, this new file layout will be first utilized in the 2021-22 school year.



- As required by Colorado law (Section 22-7-1004 (1)(b) C.R.S.), school readiness includes both developmental and academic areas:
 - Physical Well-being and Motor Development
 - Social and Emotional Development
 - Language and Comprehension
 - Cognition
 - Math
 - Literacy
- Data reported to CDE is from the initial fall assessment window for school readiness, which is the first 60 calendar days of the school year as required by HB 15-1323.

Assessment Tool Options and Reporting

- Various assessment tools have been approved by the State Board and are available for use:
 - *GOLD*® by Teaching Strategies
 - HighScope Child Observation Record (COR) for Kindergarten
 - DRDP-K (2015)
 - North Carolina Kindergarten Entry Assessment (KEA)
- Districts must utilize one of the approved assessment tools.
- There is an option to gain a waiver through the Office of School Choice and Innovation; however, the waiver is only a waiver from the use of an approved assessment tool and not from the data collection itself.
- Results are published in the CAP4K Report annually.



Colorado Department of Public Health and Environment; Data Source Overview

Transition Advisory Group;
Innovative Data, Technology, Evaluation & Accountability
Subgroup Meeting
September 7, 2021

Carsten Baumann, MA

Center for Health and Environmental Data

Colorado Department of Public Health and Environment



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Disclaimer

The information or content and conclusions are those of the author and should not be construed as the official position or policy of, nor should any endorsements be inferred by HRSA, HHS or the U.S. Government. Also, points of view or opinions stated in this presentation do not necessarily represent the official position or policies of the Colorado Department of Public Health and Environment or the Colorado Department of Human Services.

Data Infrastructure

CDPHE:

Population-level Data

- ▣ **Birth Certificates** to Death Certificates
- ▣ **PRAMS**
- ▣ **Health eMoms**
- ▣ **NSCH**
- ▣ HKCS
- ▣ **BRFSS**
- ▣ TABS

CDHS, HCPF & CDE:

Client & Clinical-level Data

- ▣ TRAILS
- ▣ QRIS
- ▣ MMIS
- ▣ EIC
- ▣ Medical Claims Data
- ▣ CCAR & DACODS

10 Essential Public Health Services

1. **Assess and monitor population health status, factors that influence health, and community needs and assets**
2. Investigate, diagnose, and address health problems and hazards affecting the population
3. **Communicate** effectively to inform and educate people **about health, factors that influence it, and how to improve it**
4. Strengthen, support, and mobilize communities and partnerships to improve health
5. Create, champion, and implement policies, plans, and laws that impact health

10 Essential Public Health Services

6. Utilize legal and regulatory actions designed to improve and protect the public's health
7. Assure an effective system that enables **equitable access** to the individual services and care needed to be healthy
8. Build and support a diverse and skilled public health workforce
9. **Improve and innovate public health functions through ongoing evaluation, research, and continuous quality improvement**
10. Build and maintain a strong organizational infrastructure for public health

CDPHE Data Covering the Lifespan

Administrative Data

- **Birth Certificates** to Death Certificates
- Hospital Discharge Data (CO Hospital Association)
- **Program Data:** Family Planning, Newborn Screening, Oral Health, etc

Surveillance Data

- **Pregnancy Risk Assessment Monitoring System** (& Birth Certificates)
- Child Health Survey □ **National Survey of Children's Health**
- **Health eMoms**
- Healthy Kids Colorado Survey; **Behavioral Risk Factor Surveillance System Survey**

Topic Area	Health eMoms	CHS	NSCH
ACEs	X		X
Child care	X	X	X
Development	X	X	X
Employment			X
HEAL	X	X	X
Home visiting	X		
Mental health	X	X	X
Oral health	X	X	X
Tobacco	X		
Secondhand smoke		X	X
Substance use	X		

National Survey of Children's Health (NSCH)

- Children 0-17 (including CYSHCN)
- Revised in 2016
- Annual national and state estimates
 - With 5-6 states participating in oversample
- Web/mail
- Funded by HRSA MCHB

NSCH Oversample

523

Base sample

688

Oversample

1,211

Total

NSCH Sample Questions re: Development

- DURING THE PAST 12 MONTHS, did this child's doctors or other health care providers ask if you have concerns about this child's learning, development, or behavior?
- DURING THE PAST 12 MONTHS, did a doctor or other health care provider have you or another caregiver fill out a questionnaire about observations or concerns you may have about this child's development, communications, or social behaviors?
- If yes, *[and child is 9-23 months]*, did the questionnaire ask about your concerns or observations about:
 - How this child talks or makes speech sounds?
 - How this child interacts with you and others?

Colorado Child Health Survey (CHS) - 2018

National Survey of Children's Health (NSCH) – 2017

Questions that are on CHS ONLY

Questions on both surveys

Questions that are on NSCH ONLY

- Nutrition
 - Fruit juice consumption
 - Fruit and vegetable consumption
 - Sugar sweetened beverage consumption
 - Water consumption
- Physical activity
 - Does child walk to school
- Sun protective behavior
- Oral health
 - Age first went to dentist
 - Prevent cavities
 - Fluoride
 - HCP referred to dentist
- Secondhand smoke exposure
 - Past 7 days rode in car/ was in home where someone smoked
 - HCP discussed secondhand smoke
 - Electronic cigarette exposure
- Behavioral health
- Child care
- Marijuana exposure

- General health
- Weight status
- Health care coverage
- Asthma
- Food insecurity
- Family eats meals together
- Physical activity
 - Hours slept
 - Active for 60+ minutes
- Oral health
 - Received needed dental care in past year
 - Condition of child teeth
- Secondhand smoke exposure
 - Lived with one or more smoker
- Growth and development
- Mental health

- Medical home
- This child's health (past 12 months any health conditions)
- Physical activity
 - Screen time
- Oral health
 - What preventative services received
- Mental health
 - Mental health conditions
- This child as an infant
- This child's learning- children ages 3 and older
- This child's schooling and activities
- About you and this child
- About your family
- About you (these are on BRFFS and linkable to CHS)
- Household information (these are on BRFFS and linkable to CHS)

Health eMoms (HeM)

An online, longitudinal surveillance system that draws a monthly sample of recent mothers from the live birth certificate record and recruits these mothers by mail to join an online survey platform.

Enrolled mothers receive six online surveys every 6-8 months by email and Short Message Service from shortly after they give birth up until their child's third birthday.



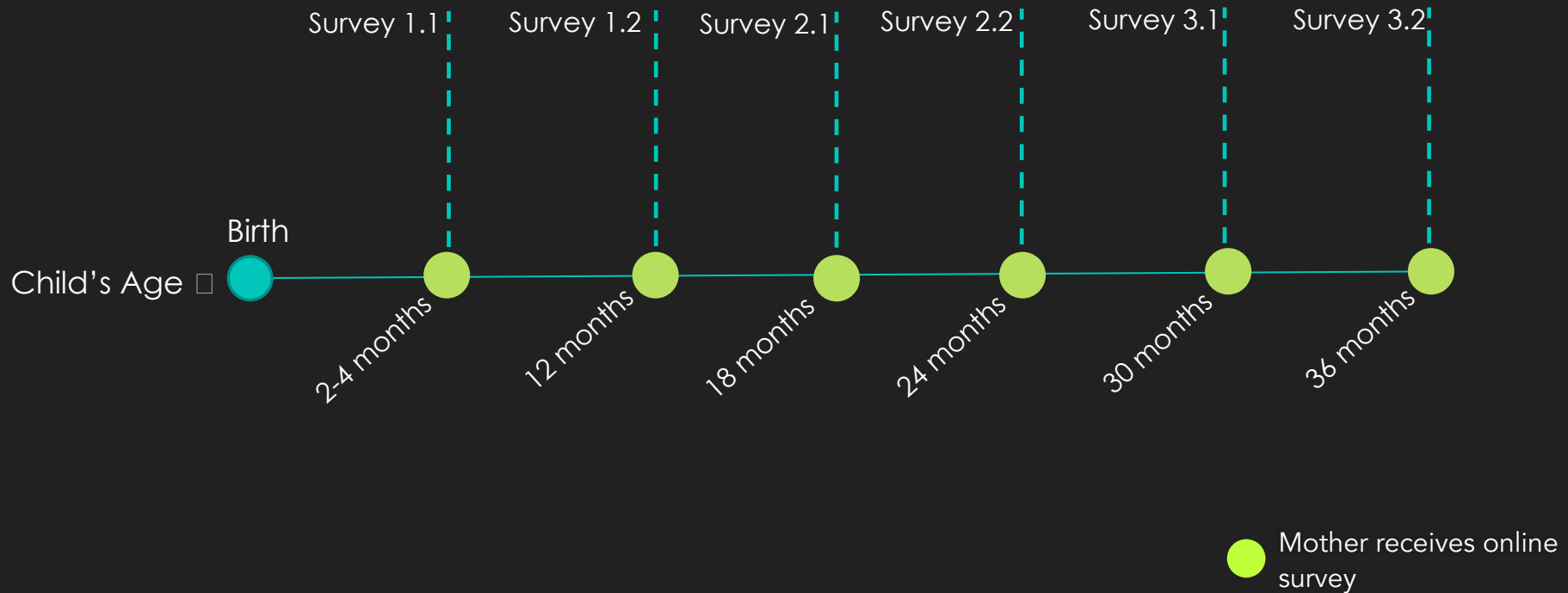
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Health & Environment

Health eMoms Methods

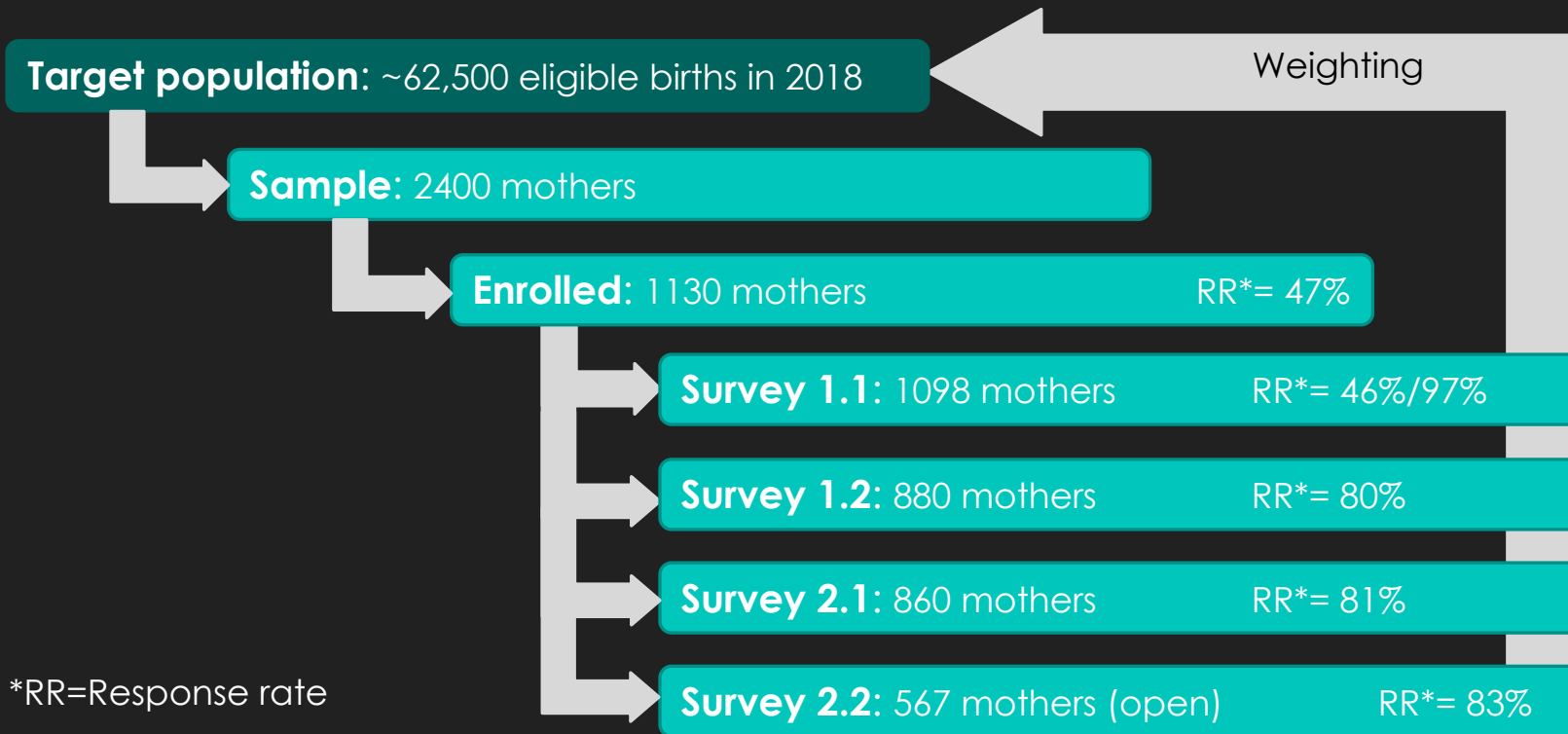
- Sampling
 - 200 mothers each month are randomly selected from recent live birth certificates
 - Exclusions: mothers selected by the Pregnancy Risk Assessment Monitoring System, mothers no longer living in Colorado, mothers whose babies have died, mothers younger than 15 years old
- Enrollment
 - Mothers are recruited by mail at 3-4 months postpartum to join the online survey platform
 - Mothers access the enrollment survey link by texting a keyword to a 6-digit short code
 - Mothers enter their 4-digit PIN to tie their eligibility, consent, and survey responses back to the information we have from the birth certificate.
- Ongoing data collection
 - Mothers receive additional surveys every 6-8 months by email and text message up to their baby's third birthday.



HeM Survey Timing



2018 birth cohort



*RR=Response rate

HeM Sample Questions re: Child Care

- In a typical week, what is the main type of child care used?
- For the main type of child care used, is the caregiver being paid to provide this care?
- When making decisions about child care arrangements, which of the following factors are most important to you?
- During the past 12 months, was there a time for a week or longer when you could not find child care when you needed it?
- What is the main reason you were unable to find child care when you needed it?
- Note: special study on COVID-19 and related impacts

Topic areas covered on first five surveys

- Breastfeeding initiation, duration, exclusivity
- Vaccine confidence and hesitancy, approach, sources of information
- Pregnancy-related anxiety (EPDS-3A), depression (PHQ-2), stigma, resources, sources of support, coping, care, barriers to care, intimate partner violence
- Marijuana and other substance use
- Social determinants of health: maternal leave, employment and family-friendly practices, resource insecurities, child care, health insurance, social and parenting support, discrimination, community connectedness, neighborhood safety and strengths, experiences of racism and discrimination, education, income
- Well-child care and barriers to well-child care
- Developmental screening, referral, and intervention
- Miscellaneous: Oral health, lead risk, WIC participation, car seat use
- COVID-19 and related impacts

Winds, Anchors, Rocks

Wind

- High quality data
- Proven methods
- Expert staff (content and approaches)
- Relationships (IAAs & professional)

Anchors

- Statutes and rules
- Oversight committees
- HIPPA & privacy
- IRB & research ethics

Rocks

- Federal regulations
- Funding
- Over-reliance on technology
- Public's sensitivity to data collection



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Department of Public
Health & Environment

Questions?



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**5-minute
break**

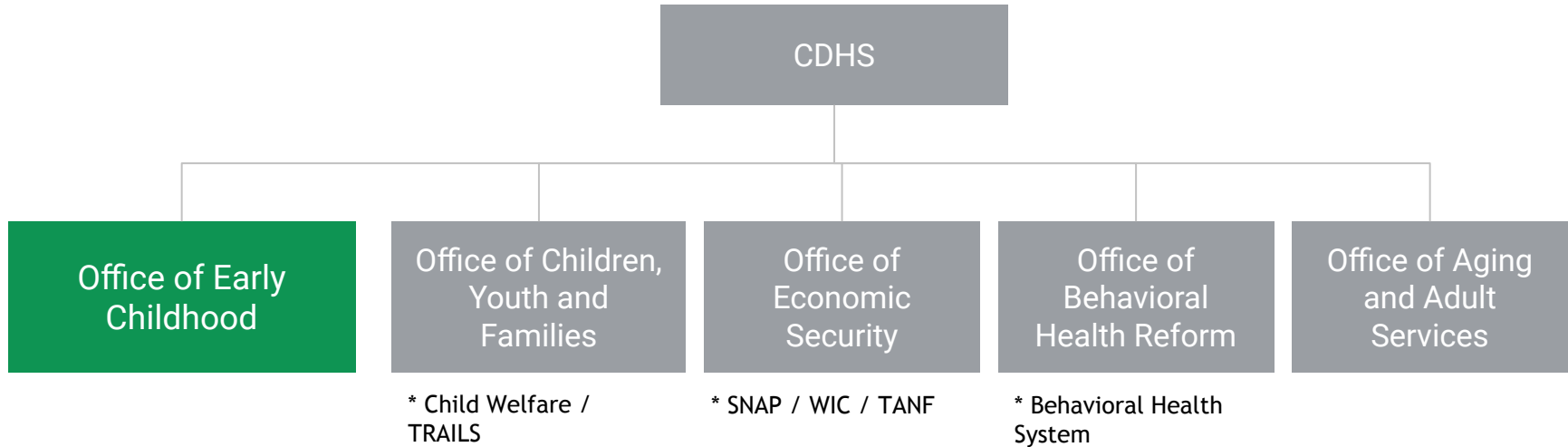


COLORADO
Office of Early Childhood
Department of Human Services



Office of Early Childhood Data Landscape and Opportunities

Scope:

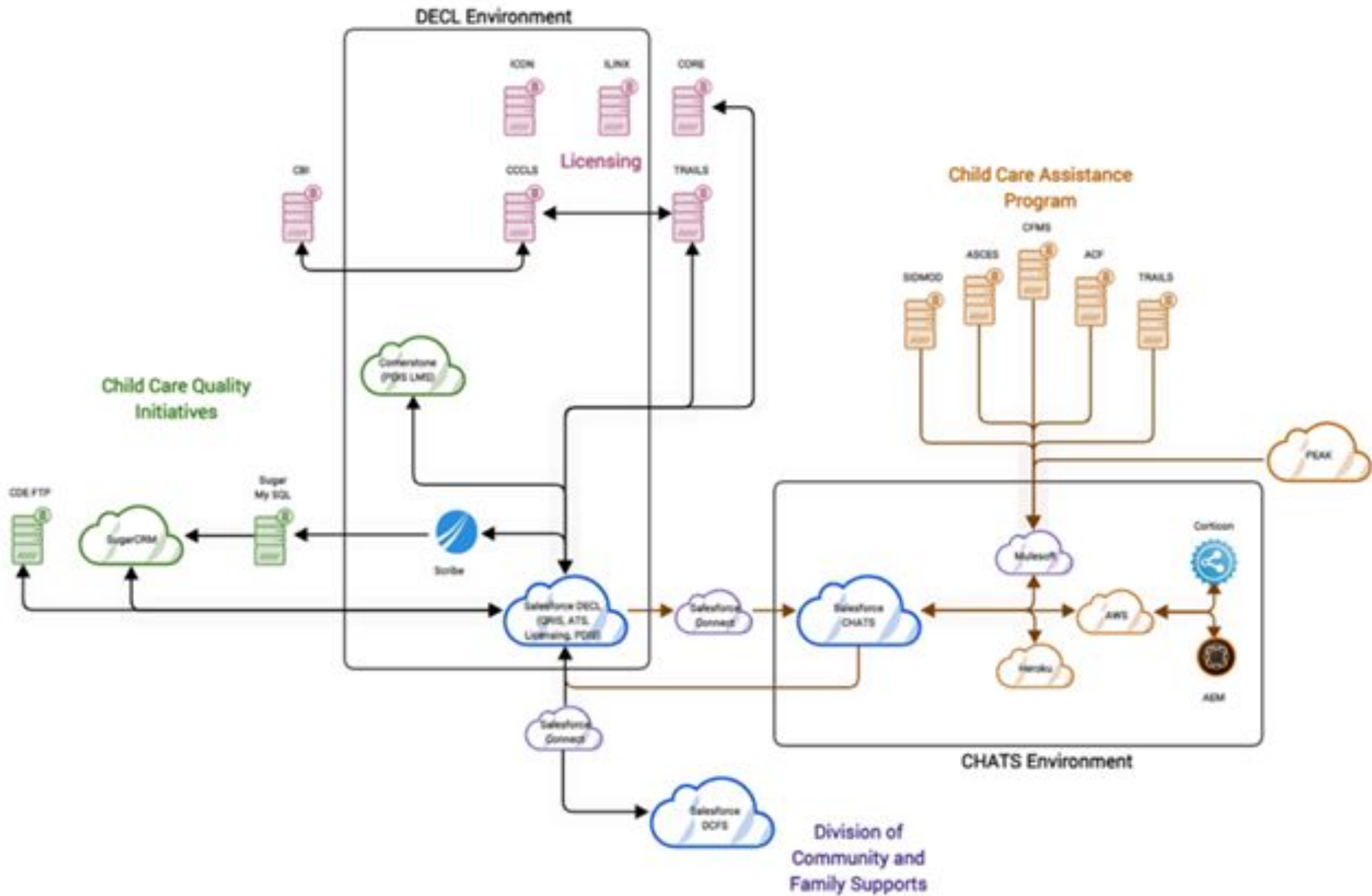


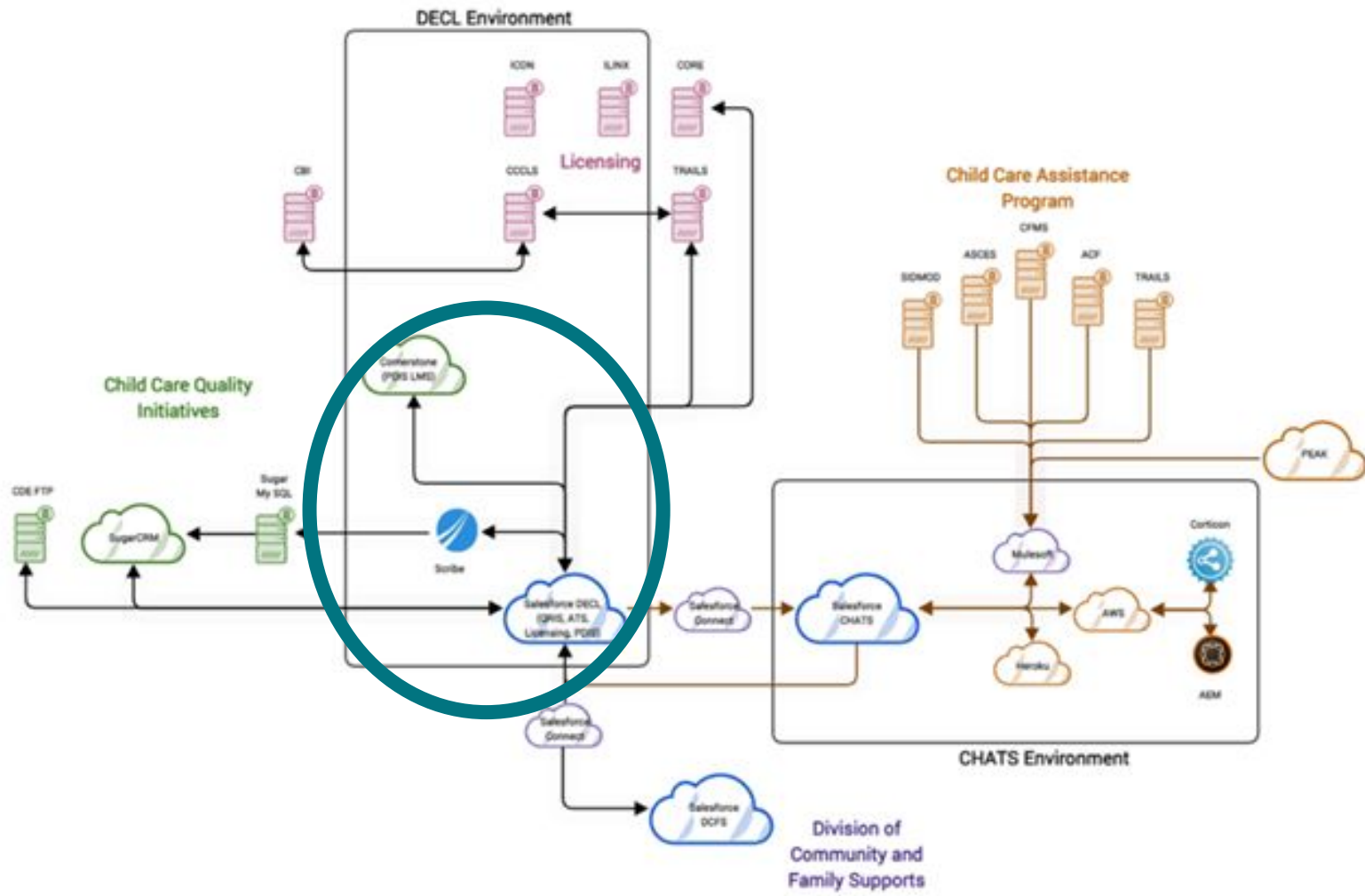
Goals:

- Overview of OEC Data Landscape
- Needs and Opportunities for new Dept. of EC*

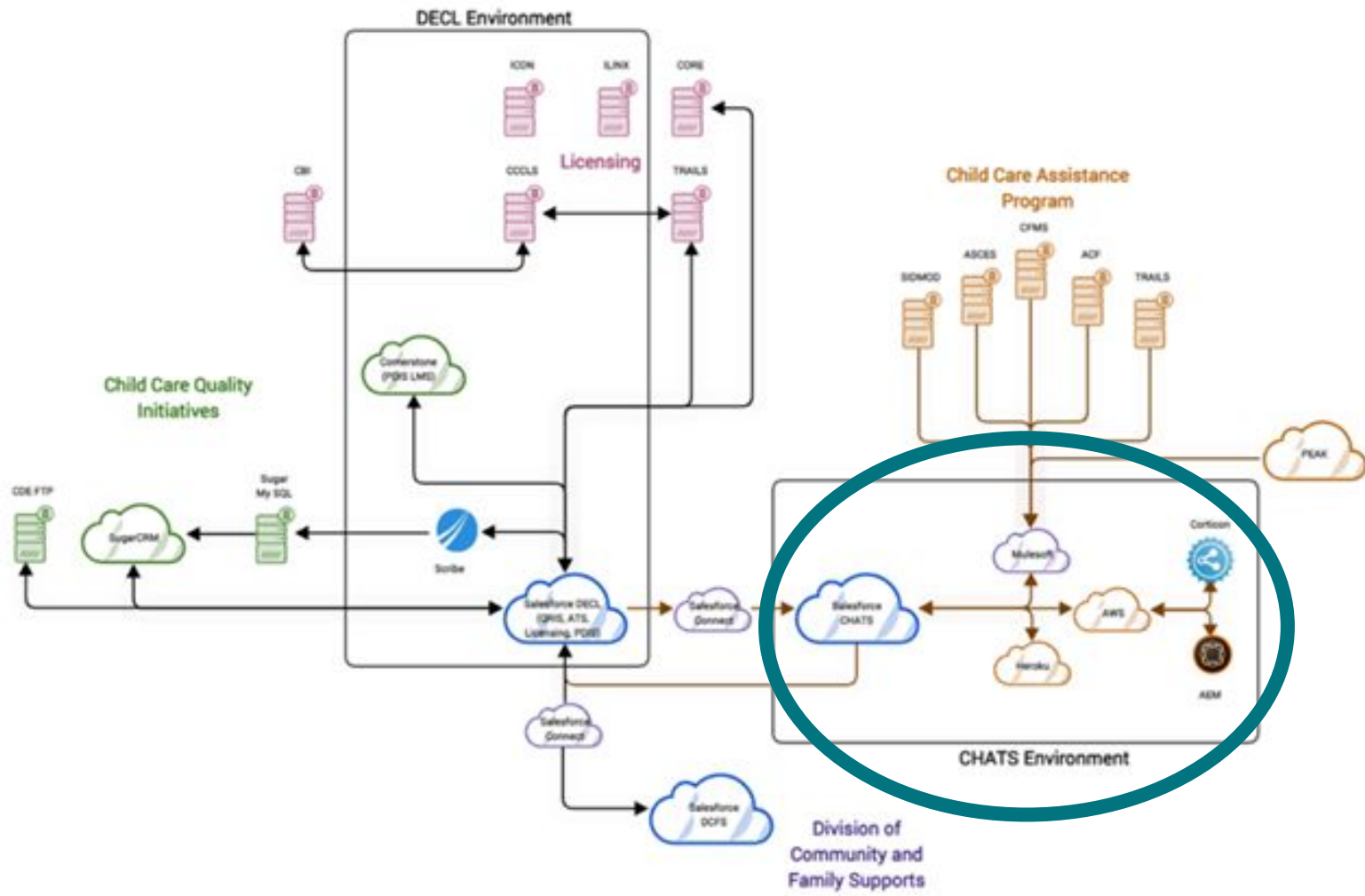
* Disclaimer: These are not the official positions or priorities of OEC or CDHS.











State of Colorado
External Applications



Stakeholders

- County workers
- CO OEC Staff
- OEC, OIT Admin staff

- Call Center
- Mobile
- Email
- Web

CHATS

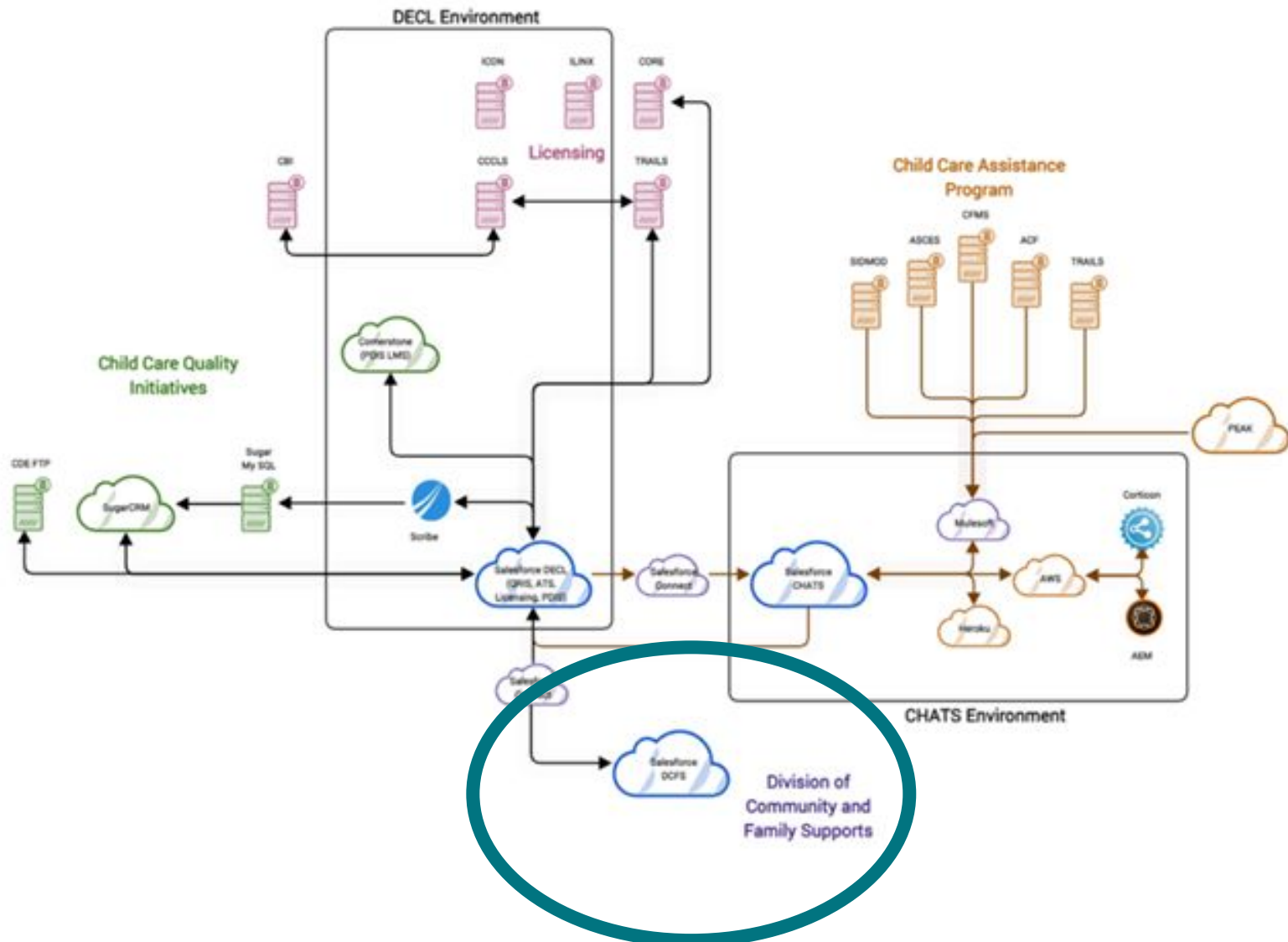
Solution Functions

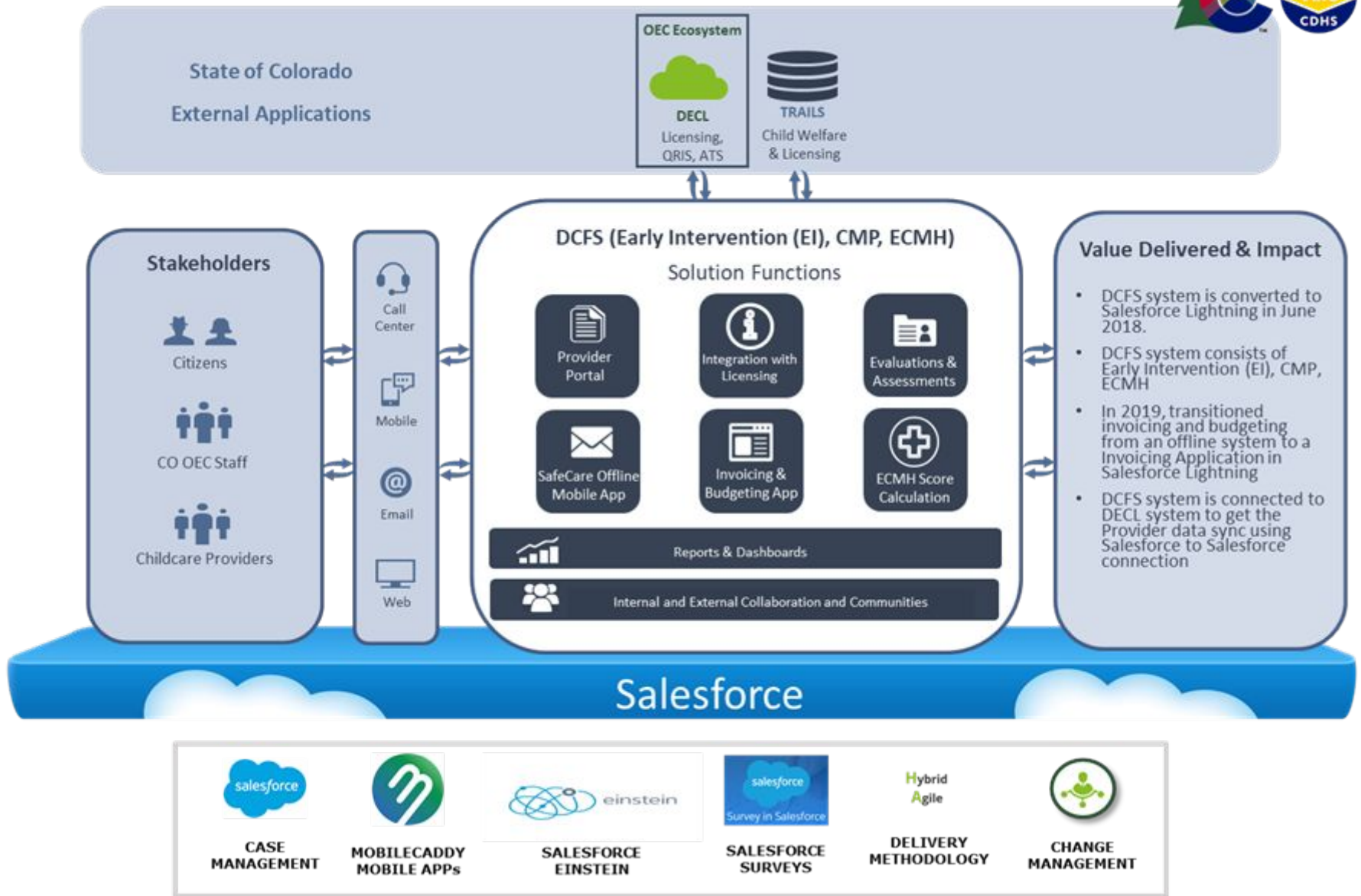


Value Delivered & Impact

- The CHATS system was successfully deployed in September 2018.
- The CHATS system is the first Child Care system built on the cloud and has been an example of what a successful cloud implementation looks like.
- CHATS is integrated with the Colorado Child Care Licensing and Quality Rating Systems today and the roadmap includes building an enterprise data warehouse to meet the OEC's reporting needs.
- CHATS serves around 20,000 children receiving the benefit and processes approximately \$100 M dollars annually for benefit payments.







Needs and Opportunities (today):

- Coordinated Application, Eligibility and Enrollment.
 - “Timely” supply and demand* data
- Identity resolution and management (Unique Identifier)
- Early Childhood Integrated Data System (ECIDS)



Opportunities -- Coordinated Application, Eligibility and Enrollment “System”?

“In Colorado, coordinated eligibility and enrollment work means developing information and tools to support local communities in streamlining information, processes, and navigation across entities and/or programs of their choosing to ensure families can more easily access their desired suite of early childhood care and education services.

” [\(PDG B-5 Local EC Coordination toolkit\)](#)

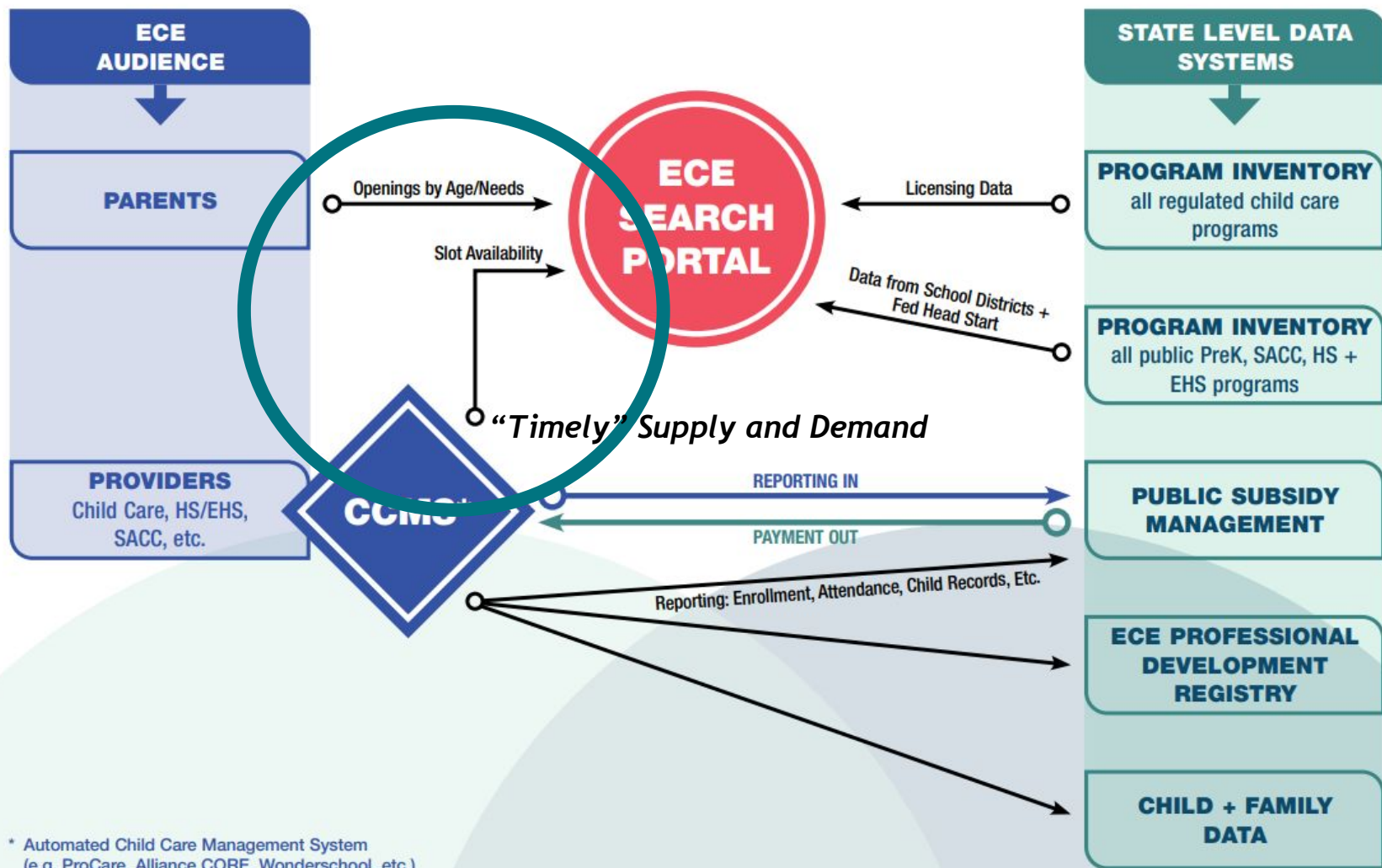
Three big ?s for TAG:

1. What do we mean by “system”?
2. What functionality should it support?
3. Where does it live? Local? State?





Secure ECE Ecosystem



* Automated Child Care Management System (e.g. ProCare, Alliance CORE, Wonderschool, etc.)



Opportunities -- Identity Management (Unique Identifier)

ex:

- FRCs,
- Invest in Kids (NFP, IY),
- Healthy Steps
- CCR&Rs

DCFS
(EI, CMP, ECMH)

CPP

Community
Partners

CCCAP

Local
Preschool
Programs
(e.g. DPP)

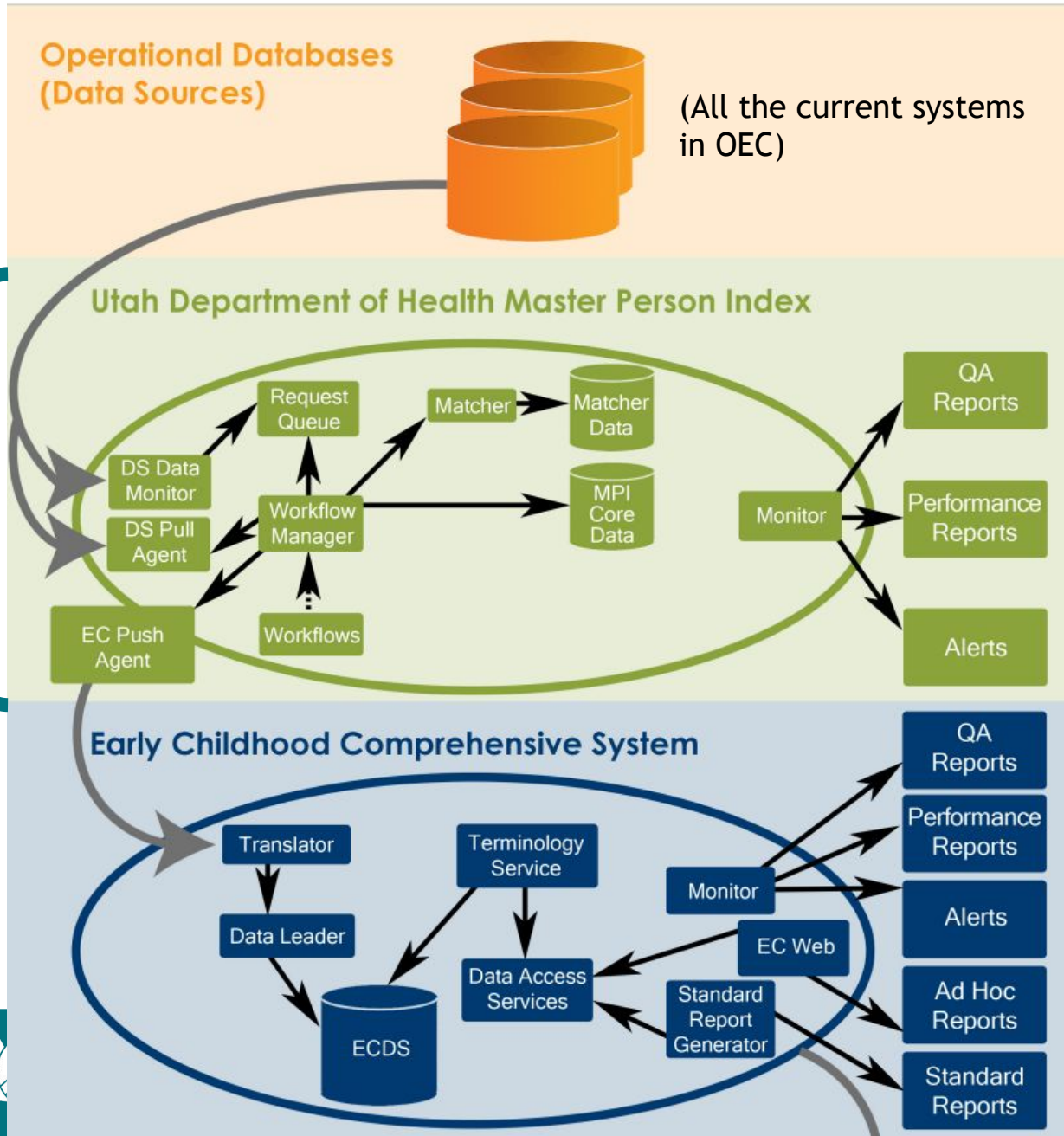
WIC /
TANF /
SNAP

Today: each yellow box is it's own registry of children and families.

Business need: a way to resolve (e.g. match) and manage identities across our EC landscape.



Utah Early Childhood Identity Management and ECIDS model



How to solve in Colorado?

Possibilities:

- CDE's student identifier
- State Health Person Index
- SIDMOD
- Joint Application Interoperability (JAI)
- New EC Unique ID

Opportunities -- Integrated Storage, Reporting, and Analysis (ECIDS)

What is an ECIDS?

- “collects, integrates, maintains, stores, and reports information from early childhood programs across, multiple agencies within a state” ([Source](#))

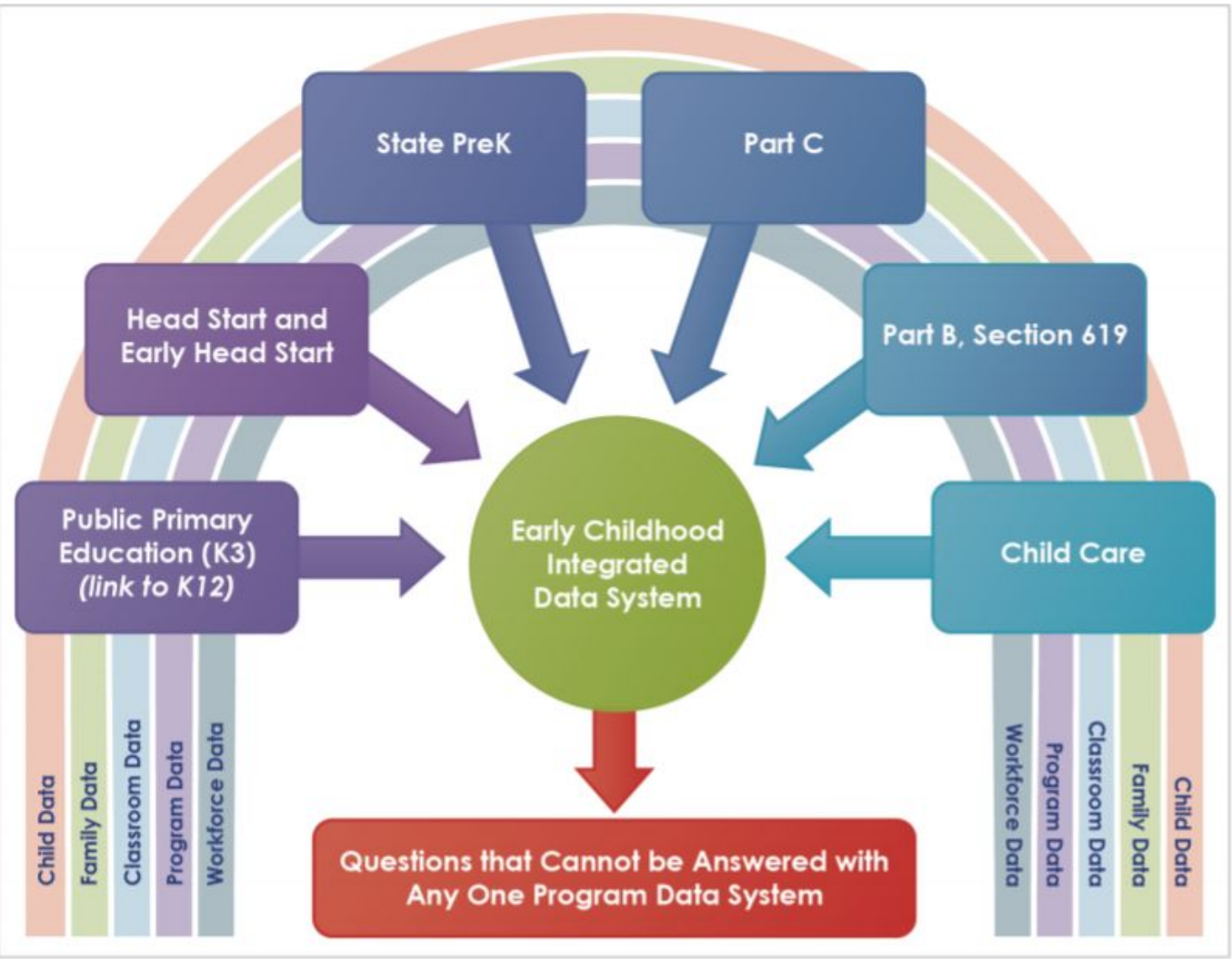
(what is it not)?

- Not for operating EC programs, e.g. running the business
- Not identity resolution and management
- Not a financial blending and payments system
- Not a magic cure all.

To what ends?

- *inform decision* making about policies, practices and services
- *standardize and simplify reporting* across EC programs
- a resource for *evaluation, research, performance management, CQI*





How to solve in Colorado?

Likely net new...ie. LOTS to build.

- Data lake/warehouse
- ETL / APIs
- Business Intelligence/analytcs tool

Figure 1: Examples of programs contributing data to an ECIDS

Other needs:

- Coordinated financial management, payment and reporting.
- Ongoing population-level needs assessments.
- Human resources necessary to effectively build, manage, and utilize this landscape. *(Future discussion)*
- **Prioritization:**
 - What do we need to have to operate UPK in a way that works for families and providers?
 - What do we want to have to increase the efficiency and effectiveness of those services?



**Small Group. Considerations for integrating current state
agency data systems**

Brainstorm Session



Considerations for integrating current state agency data systems

Wind, Anchors, and Rocks

- 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)

**Closing/
Next Steps**

Next Steps



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.

Upcoming Meetings for Data and Technology

- Meeting 7, September 29
- Meeting 8, October 6

Contact us:

- Marzano Research – carrie.germeroth@marzanoresearch.com
- Early Milestones – sdelap@earlymilestones.org
- ECLC - kristina.hey1@state.co.us