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The Center for IDEA
Early Childhood Data Systems

# Oh, the Places You'll Go …with Data on Personnel


## Kathy Hebbeler

## SRI International


**ECPC Cross-Cohort Leadership Institute**

**September 2018**

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## DaSy News

### Data Retention and Destruction guidance

It is critical that state Part C and Part B 619 governance policies address record retention and data destruction. The newest section of our *Data Governance Toolkit* provides guidance, key considerations, and an editable template for creating your state policy. Check out **Data Retention and Destruction!**

### DaSy work featured in OSEP Update

The August 2018 *OSEP Update* focused on *Targeting Outcomes and Improving Results*. OSEP Director Ruth Ryder wrote about our recent Improving Data, Improving Outcomes conference and celebration of the 15th anniversary of Child and Family Outcomes data collection. Our new Data Culture Toolkit was also featured in the newsletter. You can read the August issue of the OSEP Update here.

### Data Culture isn't built in a day

Creating a culture of data use requires attention to People, Process, and Product. A short blog post from the Whole Whale company outlines the key points about each of those components and includes guiding questions for data teams: **How to Build a "Data Culture"???**

## Events & Presentations

### Let's Talk! Race, Bias, and Equity Webinar (Sept. 25)

This webinar will focus on race and implicit bias in in early childhood programs...

September 25 @ 1:00 pm - 1:50 pm

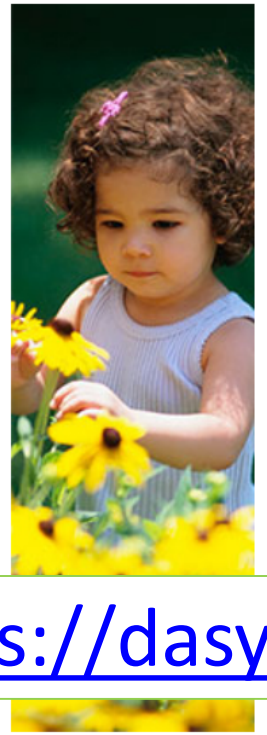
### 2018 Early Childhood Data Systems Survey Results (Sept. 25)

Join the Early Childhood Data Collaborative for the latest national and state re...

September 25 @ 2:00 pm - 3:00 pm

### How Strong Data Go... Improves Data Quali... Integration (Sept. 26...

CIID invites you to register to learn how data governance improves data quality ...



https://dasycenter.org/



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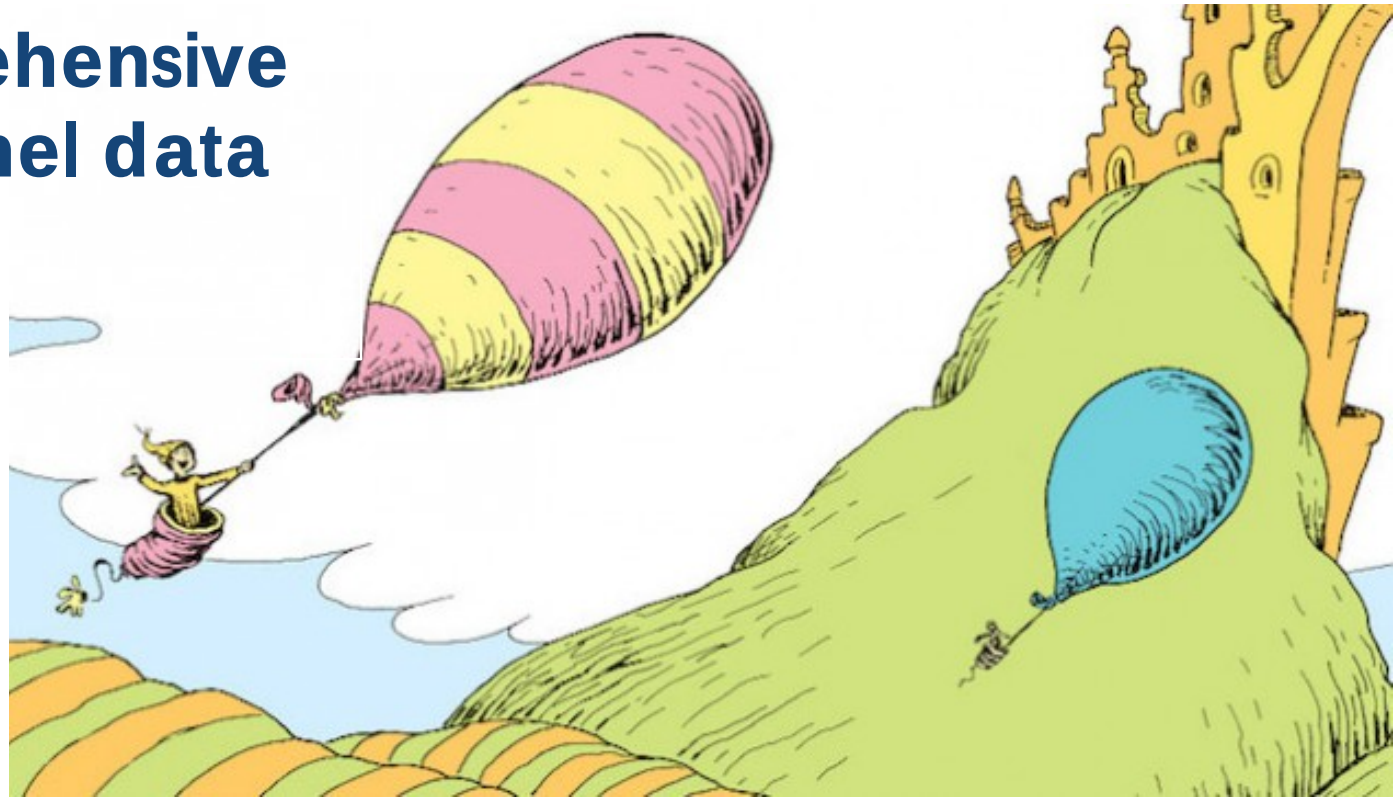
# My mission:
# Convince you to invest in building a comprehensive system of personnel data



"In successful companies, metrics have for decades been the basis for decision making. In manufacturing and sales, new data are reported daily. Financial data have been central to business management for centuries."

**Metrics Are for Playmakers**

by Howard Risher *September 19, 2018*

## Why do children and families deserve anything less?

**You have to build it to be able to use it.**

**Getting to Data-informed Decision-making**

- Identify needed data elements
- Collect data
- Verify data/check for quality
- Store data
- Analyze data
- Make data readily accessible to users/stakeholders
- Build capacity of users/stakeholders to interpret data (“data literacy”)



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# How to think about a “data system”

The **hardware**, **software**, and other **applications** that enable Part C and Section 619 programs to **collect** data about children, families, workforce, and/or program characteristics (e.g., program quality), as well as the **analysis**, **reporting**, and **data use** practices associated with those data.

System for collecting, storing, and using data

http://dasycenter.org/resources/dasy-framework/

# What can one do with personnel data?

# Functions of a Data System/Uses of Data

Accountability

Program Improvement

Program Operations

Knowledge Development

# Functions of a Data System/Uses of Data

# Functions of a Data System/Uses of Data

Identify strengths and shortcomings; addressing shortcomings

**Program Improvement**

Program Operations

Knowledge Development

# Functions of a Data System/Uses of Data

Accountability

Program Improvement

**Program Operations**

Improve effectiveness and/or efficiency day-to-day management and implementation

# Functions of a Data System/Uses of Data

Accountability

Program Improvement

Contribute to general understanding of service delivery and outcomes

**Knowledge Development**

# Questions are the drivers for data planning

- What data elements to collect
- What analyses to run
- What tables to produce

Need to **design and build** the data system based on questions

Need to **enhance** the data system based on questions

Need to **link data** across data systems based on questions



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# Who are these people?

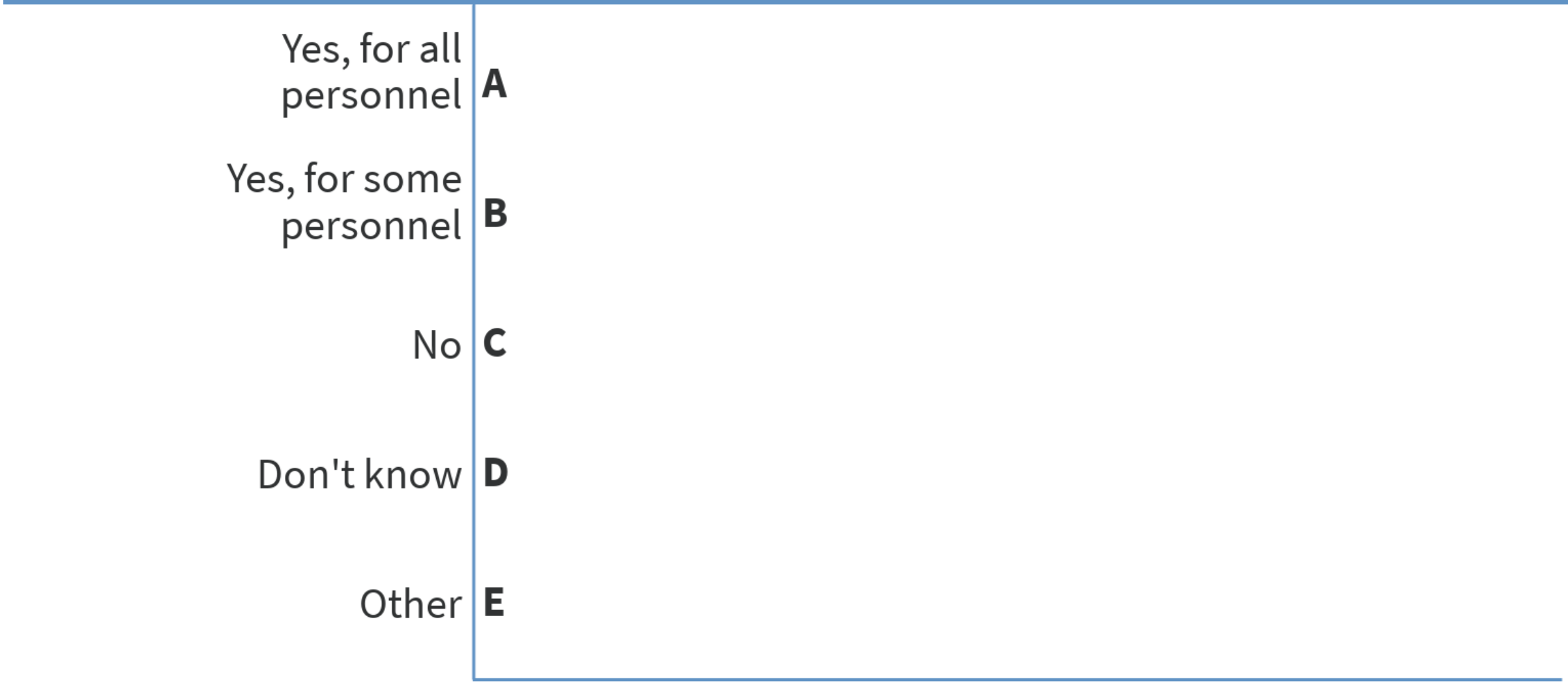
11. How many personnel are employed in EI/ECSE?
    - number and FTE employed and contracted?
    - by program?
    - by type of personnel (early interventionist, physical therapist, etc.)?

Also Questions 2, 4, 12

# Polling

- See instructions on the table to join the poll.
- Some questions – 1 answer for EI and 1 for ECSE
- Some questions – 1 for the state

# Can your program produce a reasonably good count of how many people are employed in it statewide?

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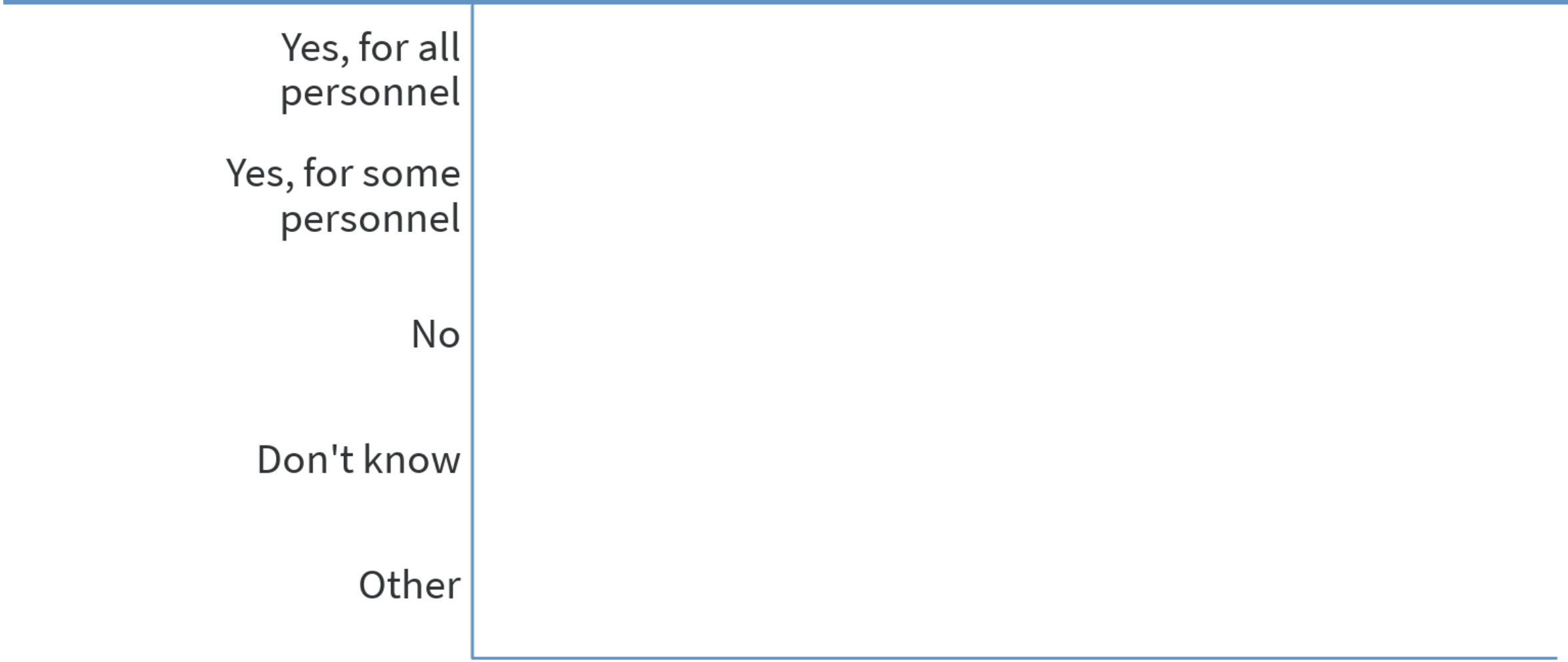
# Can your program describe anything about the demographics of the workforce (gender, race/ethnicity, age, etc.)?

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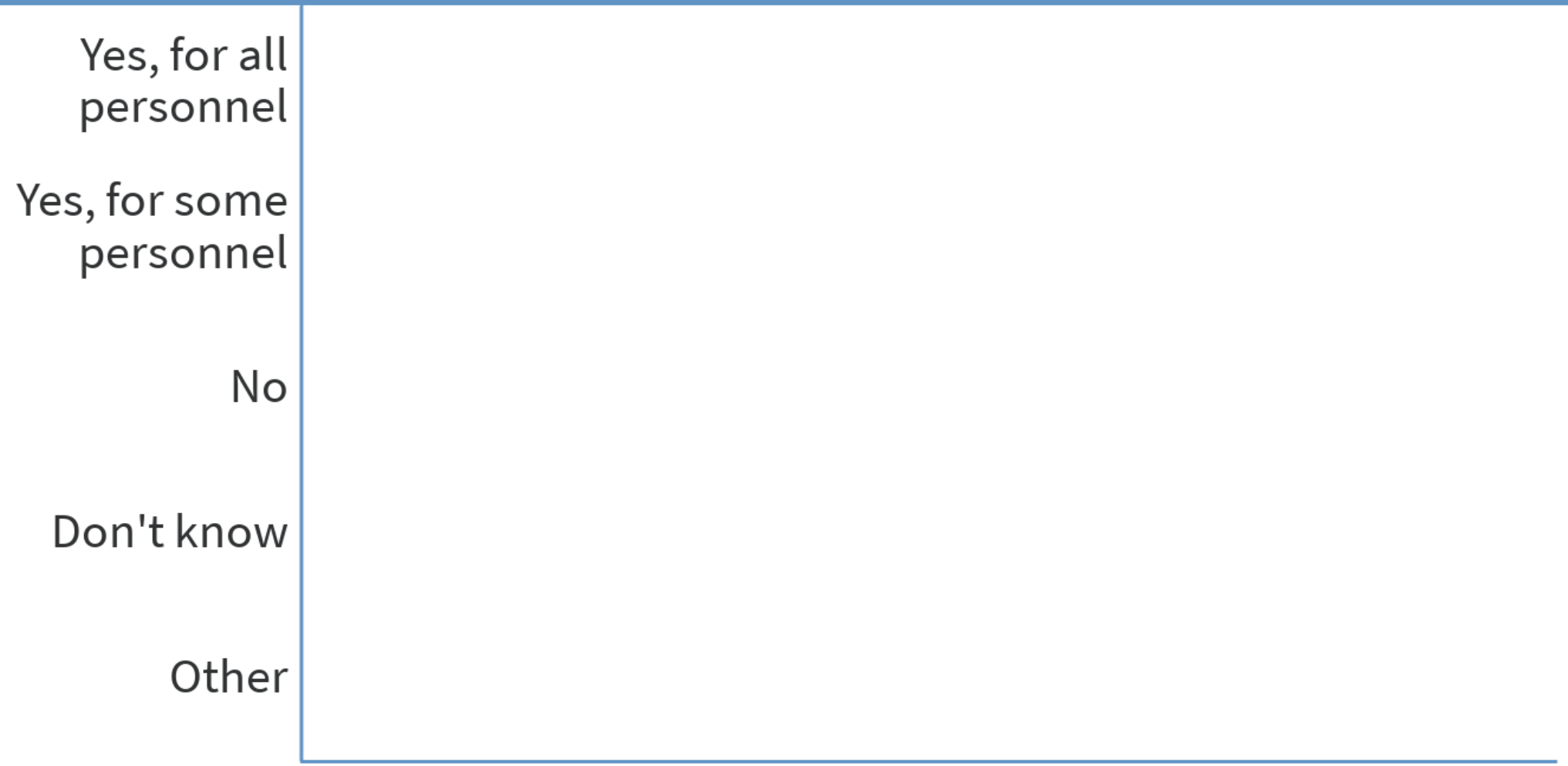
# Can your program produce any descriptive numbers about their qualifications (certifications, degrees, years of experience, etc.)?

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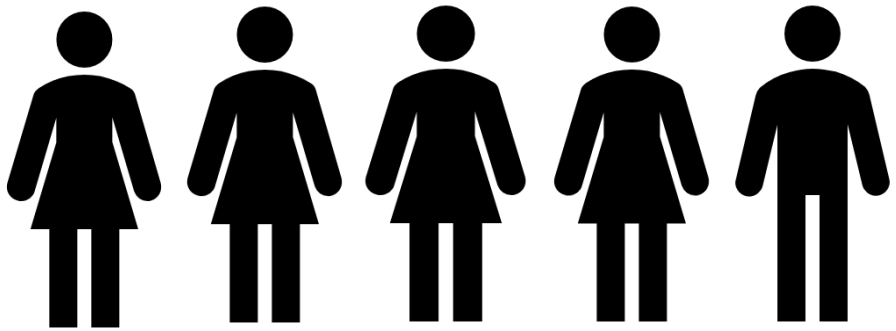
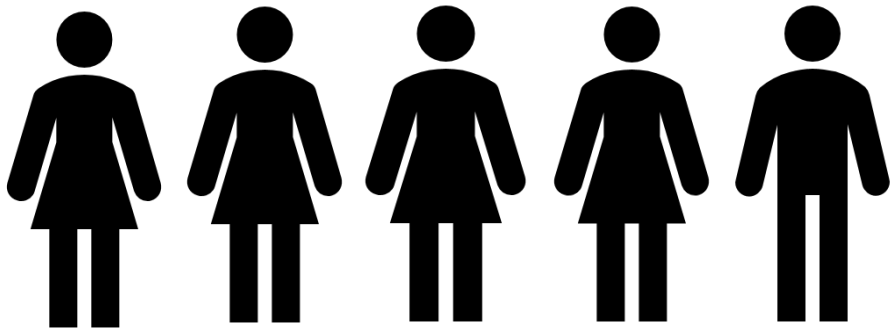
# What to count



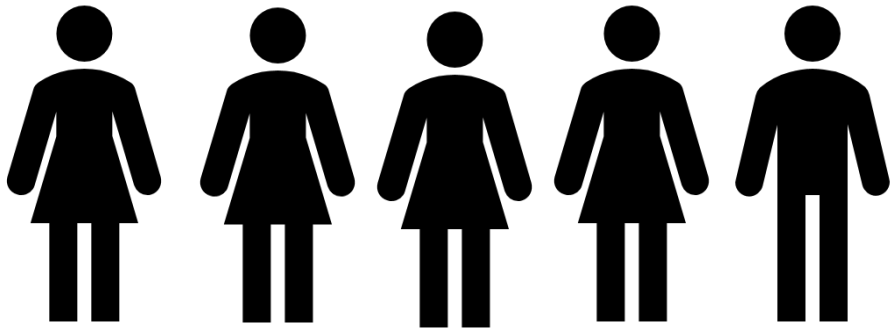
= 5 people

Full Time Equivalent

# What to count



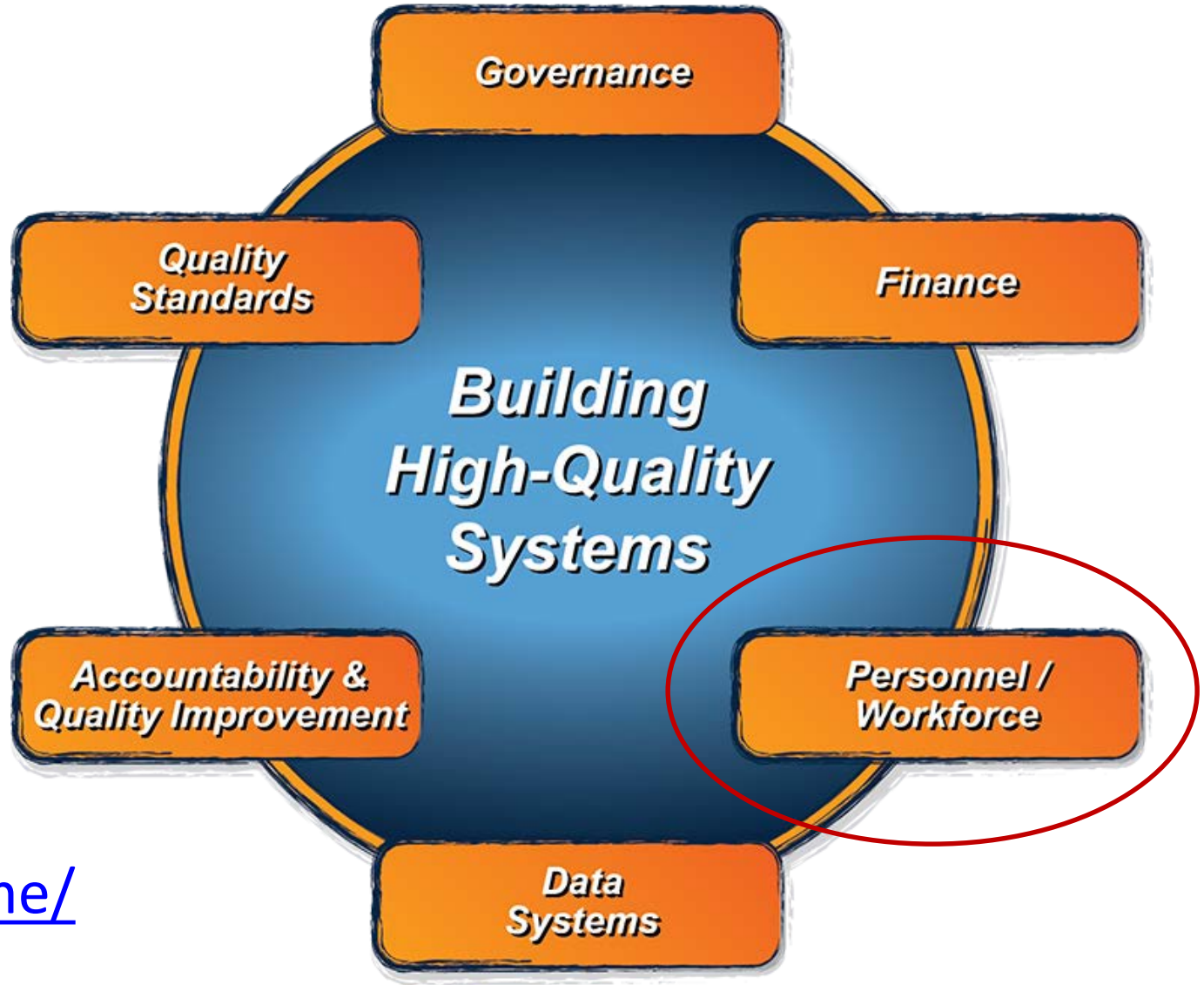
= 5 people



50% 100% 25% 40% 100%

= 2.15 FTE

# ECTA System Framework



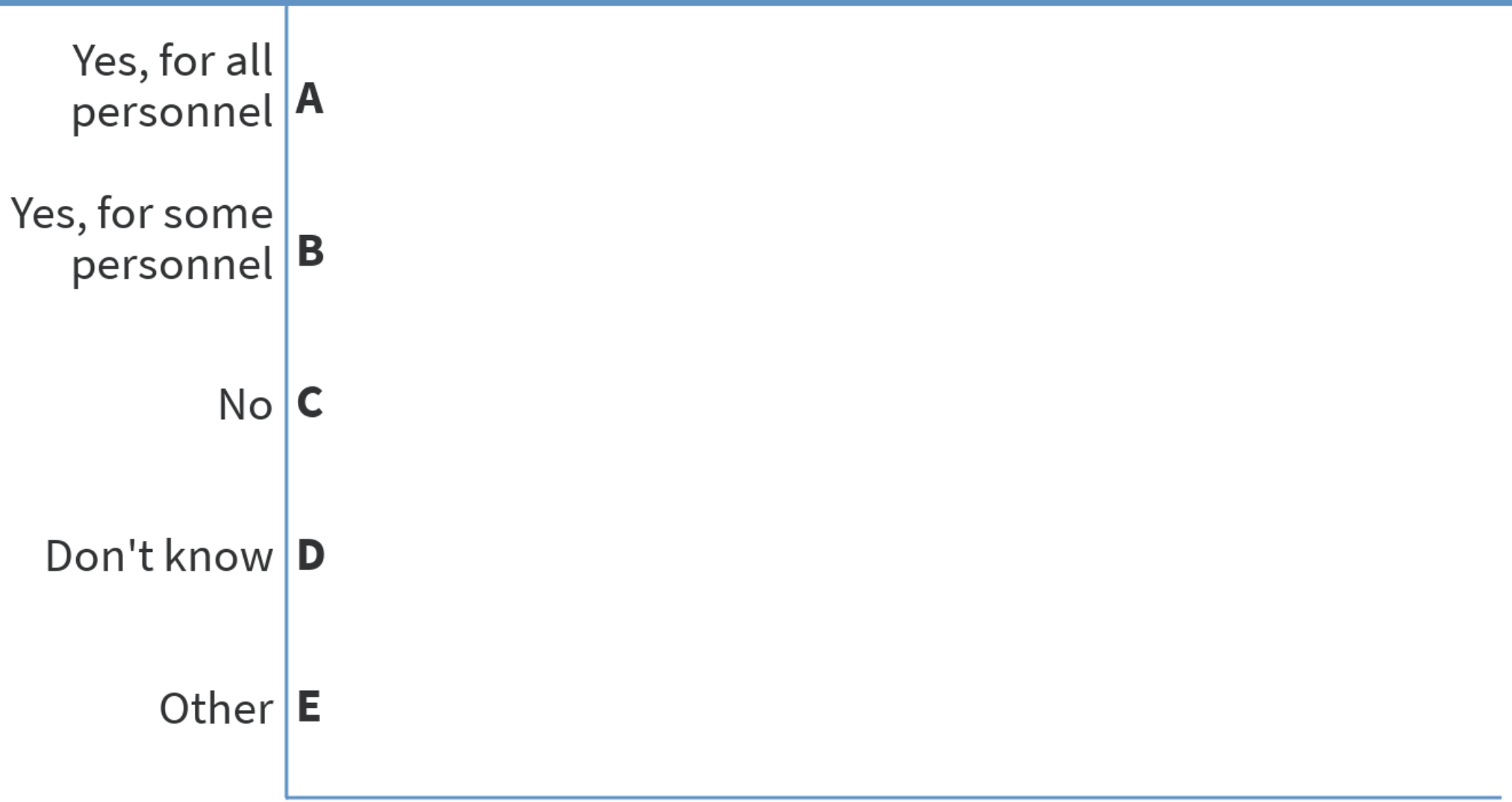

http://ectacenter.org/sysframe/

# System Framework: Personnel/Workforce Component

## Subcomponents

- Leadership, Coordination and Sustainability
- State Personnel Standards
- Preservice Personnel Development
- Inservice Personnel Development
- Recruitment and Retention
- Evaluation

# Does your program have any pipeline data for new graduates?

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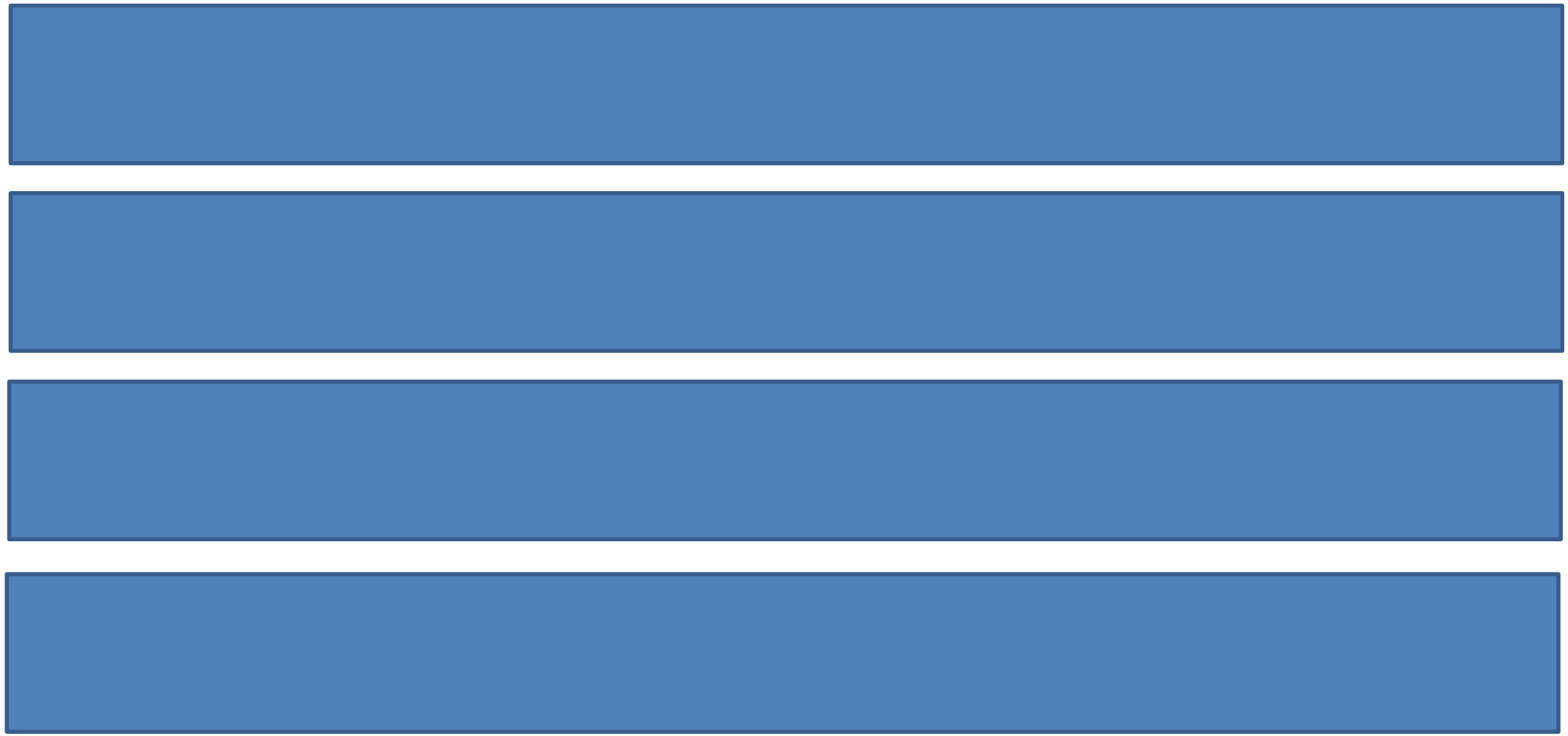
# ECPC Family Feud:  Sources for new personnel



# Preservice and Recruitment and Retention

- Preservice: Questions 1 and 6
- Recruitment:  Questions 7 through 10
- Retention:  Question 17 through 20

# Data System Planning: Identifying the unit

- What is the issue?  What or who is this question asking about?
- What is the appropriate unit of information? (Hint: imagine an answer)
- How might you get this information?
- How else might you look at the data to get more information on the issue?

# Planning for Data Collection: How often? Where?

- One time vs. intermittent vs. ongoing data collection
- Considerations: Should the data be in a state data system?
  - What is the unit of analysis? (person, position, program)
    - Analyzing people by program ≠ program as the unit of information
  - How difficult is it to collect the data?
  - How quickly do the data change?
  - Is the information sensitive?
  - How important is it that your data be timely?



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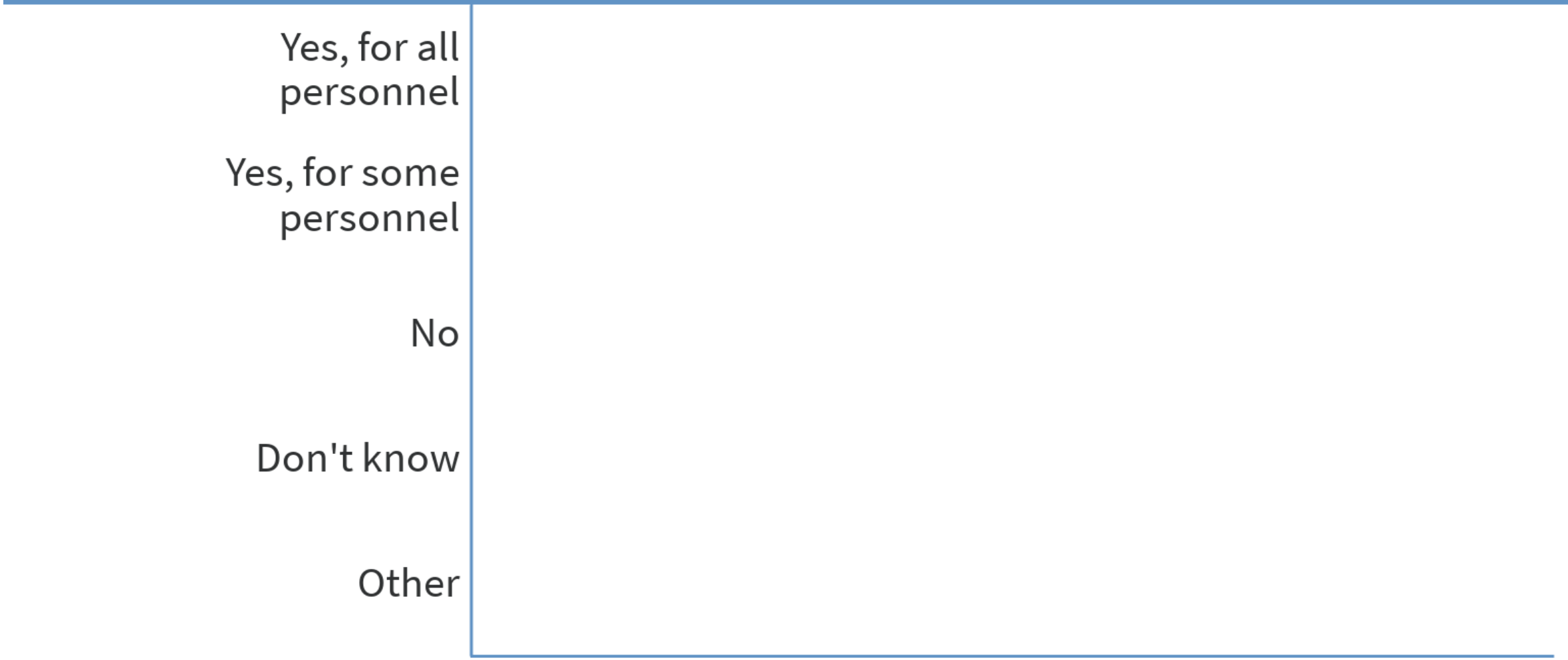
# Inservice Professional Development

- Questions 13 through 16, 24

# Multiple perspectives on PD data

- How much PD was provided? (output in a logic model)
  - 3 sessions attended by a total of 145 practitioners
  - 15 coaches hired who provided 63 coaching sessions
- How much PD was received?
  - 200 practitioners were expected and 145 attended
  - 350 practitioners work with children and families in the target program and 145 attended;  7 out of 26 early interventionists have received coaching
  - Think about how to measure “reach”
- What are the competencies of the recipients of the PD?
  - Measure knowledge?  Measure performance?

# Does your program have a way of tracking participation in professional development activities?

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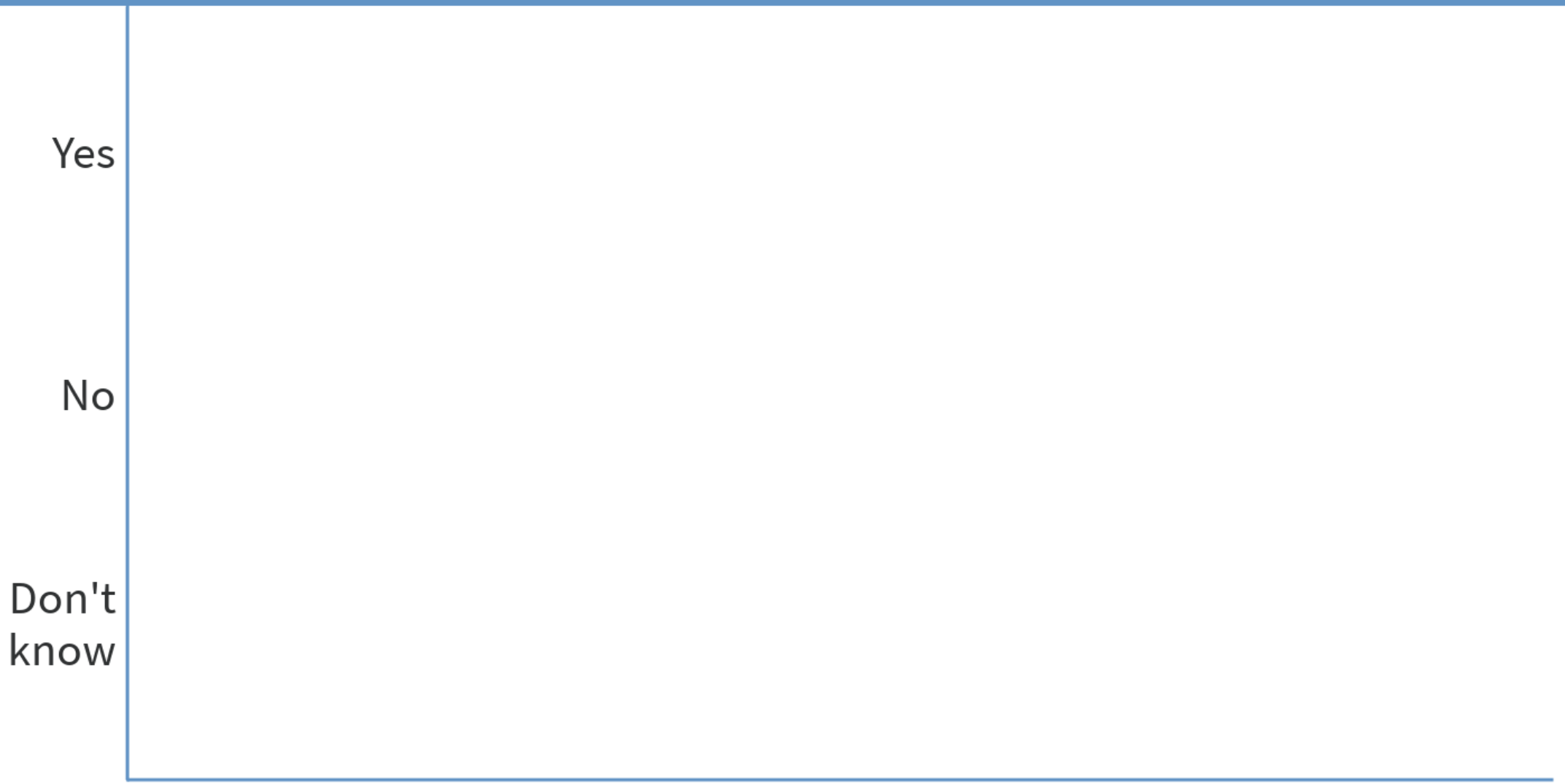
# Workforce Registries

- Information system that captures data about early childhood and afterschool practitioners in a variety of roles
- Designed to promotes professional growth and development
- Captures data about early childhood and afterschool practitioners in a variety of roles
- Based on state career level systems that provide a framework for professional development.

Source:
https://eclkc.ohs.acf.hhs.gov/publication/early-childhood-workforce-registries

# Does your state have a workforce registry?

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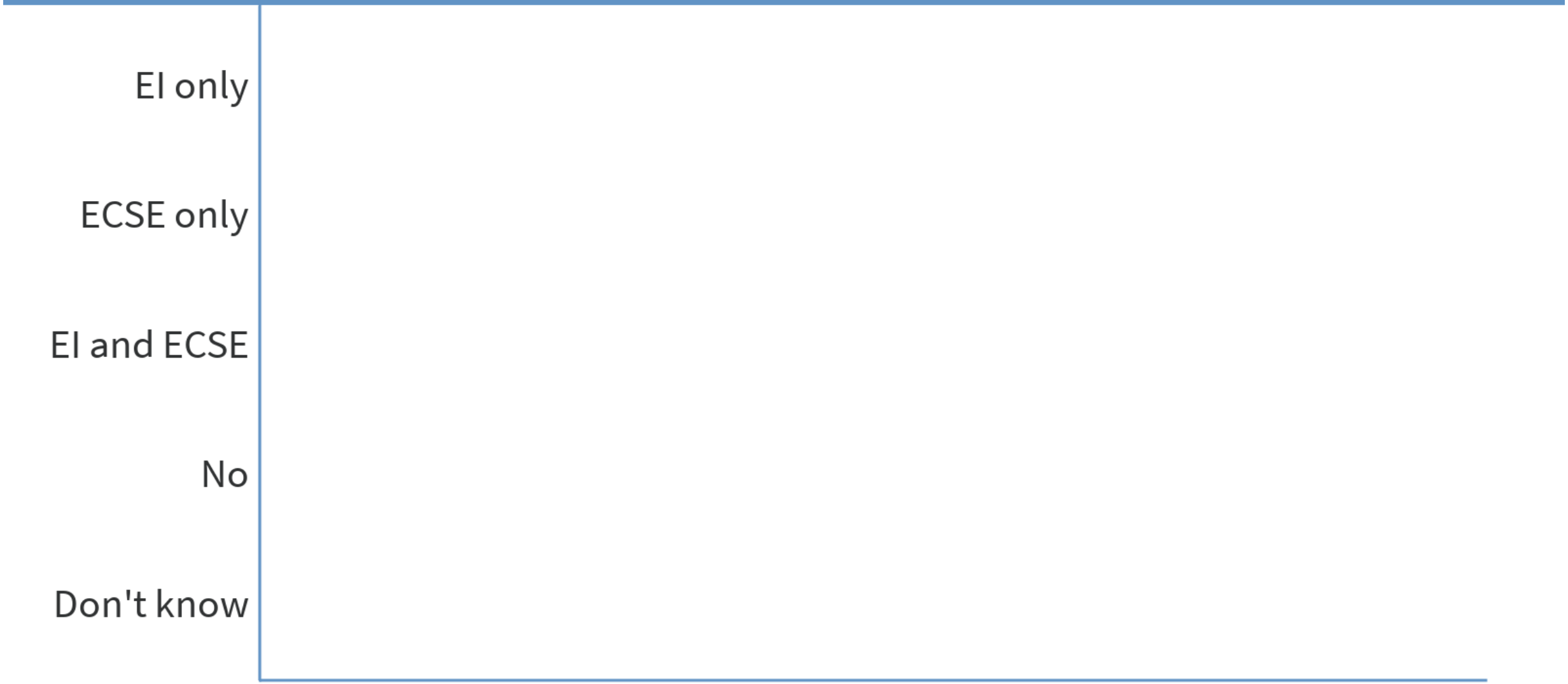
# Does your state's registry include any information about EI or ECSE personnel?

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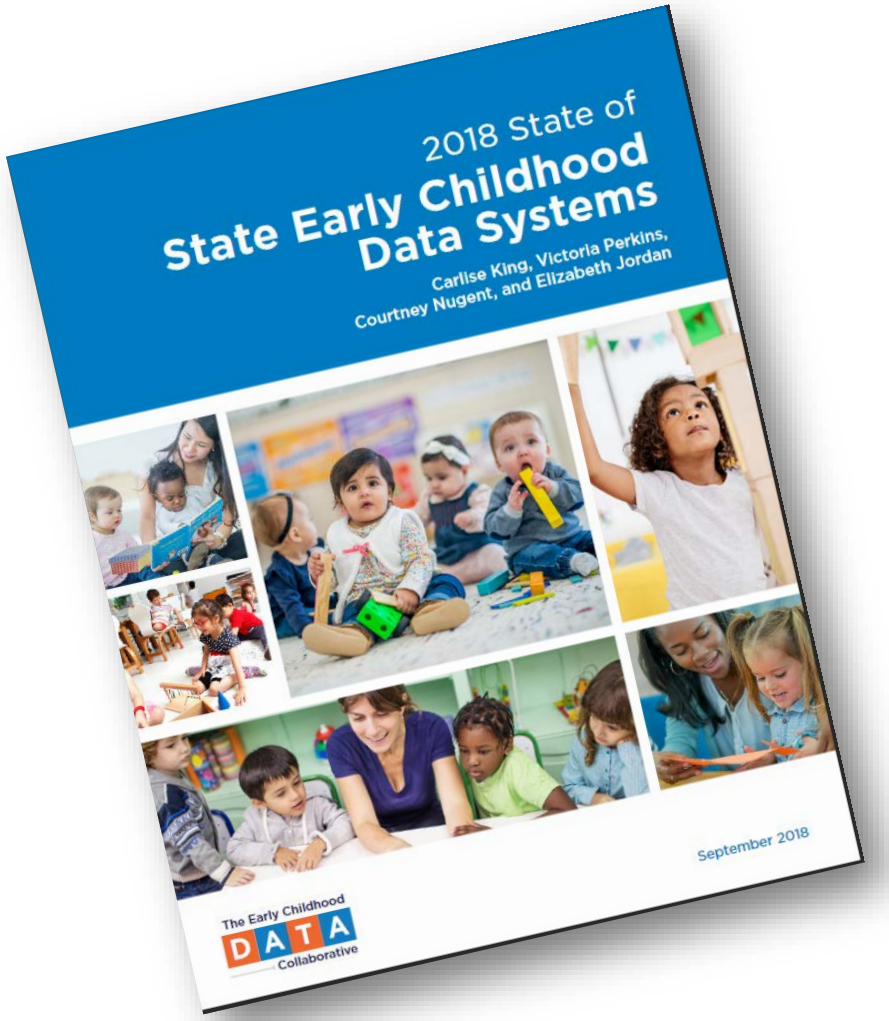


- From Early Childhood Data Collaborative
- Looks at child, program and workforce data

https://www.ecedata.org/wp-content/uploads/2018/09/ECDC-50-state-survey-9.25.pdf



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# From 2018 State of State Early Childhood Data Systems

- 42 states (84%) have a workforce registry
  - Registries typically track education, training, and employment information. The scope and data capacity of registries varies.
- 15 states (30%) link individual workforce data across ECE programs
- 7 states (14%) collect workforce data and have capacity to link but do not currently do so.
- 18 states (36%) are planning to link
- 10 states (20%) lack capacity to link, do not plan to link.

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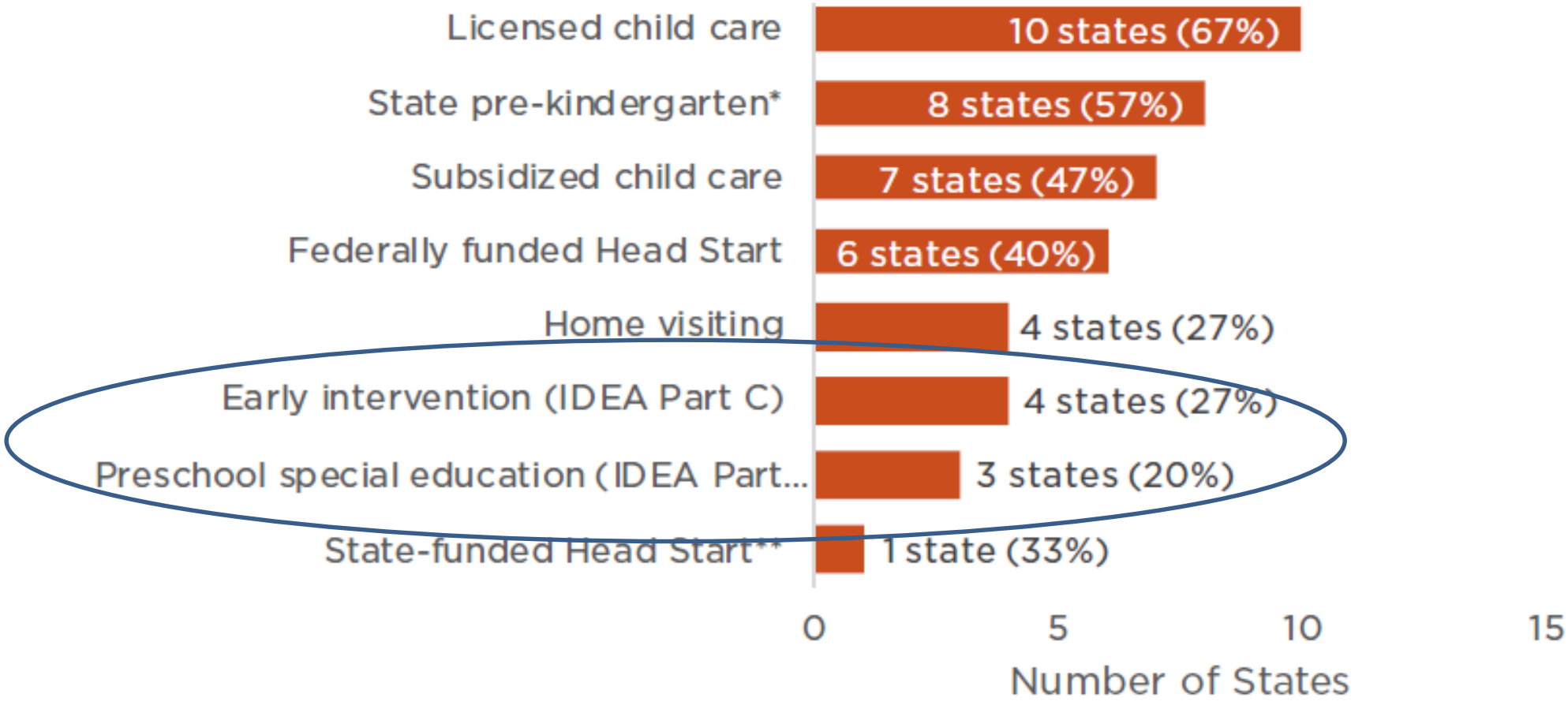
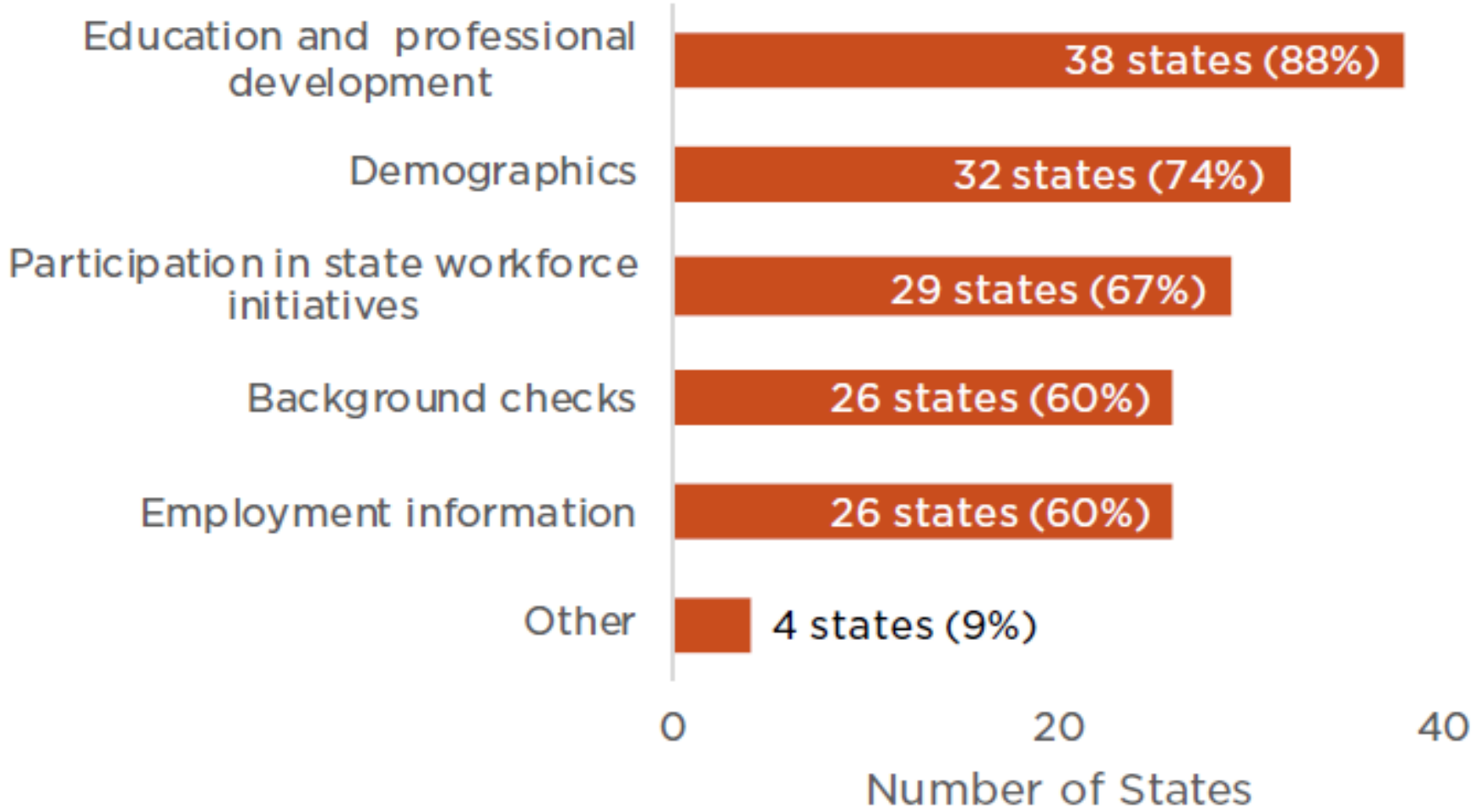
**Figure 18.** States Linking Workforce-Level Data by ECE Program (n= 15 states)




*Number of states included with state-prekindergarten (n= 14)
** Number of states included with state-funded Head Start (n= 3)

**Figure 19.** Types of Workforce-Level Data Collected (n= 43 states)



# Recommendation on workforce

federally funded Head Start data so policymakers and practitioners have a more comprehensive view of children's learning and development.

3. **Expand efforts to collect and link data about the early childhood workforce.** To construct better policies and practices to support the early childhood workforce, policymakers need data about current workforce conditions (i.e., professional development, compensation, and turnover).

4. **Communicate with parents about data privacy policies and uses of early childhood data.** Families need to know that data about their children will be secure. It is important for states to have

# Do workforce registries have promise as a data source for EI and ECSE personnel?

# The need to share and link data

- Linking data sets on personnel within the same agency
- Linking data sets on personnel across agencies
- Linking data sets on personnel to non-personnel data

- Questions 3 and 5
- Questions 21, 22, 23

# Where are the data (demographics, credentials, date hired, % FTE) on individuals in your program's workforce?

| | |
|---|---|
| At the state, in one data set | **A** |
| At the state, in more than one data set in same agency | **B** |
| At the state, in more than one data set at different agencies | **C** |
| Some at local level, some at state in one data set | **D** |
| Some at local level, some in state in more than one data set | **E** |
| We don't have any data at the state level | **F** |
| Don't know | **G** |
| Other | **H** |

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# The importance of interoperability

- Interoperability refers to the ability of two or more systems or components to exchange information and to use the information to make better decisions.
- Technical term but also incorporates social, political, organizational factors.

- Source: https://www.acf.hhs.gov/about/interoperability

# Sharing data as the default position

Relmagining Data at ACF

Agency Prioritizes Data Sharing Actions in Response to State Feedback

By Christopher Trower and Christi Dore

Quotes from the paper:

- Our data are most useful for agencies, the families we serve, direct service providers, and decision-makers at all levels when they are appropriately and readily shared across organizational boundaries.
- A "Data Sharing First" strategy is being promoted internally that will fundamentally shift our thinking from a default position of reluctance to share data to a forward-leaning posture of "Yes, Unless."



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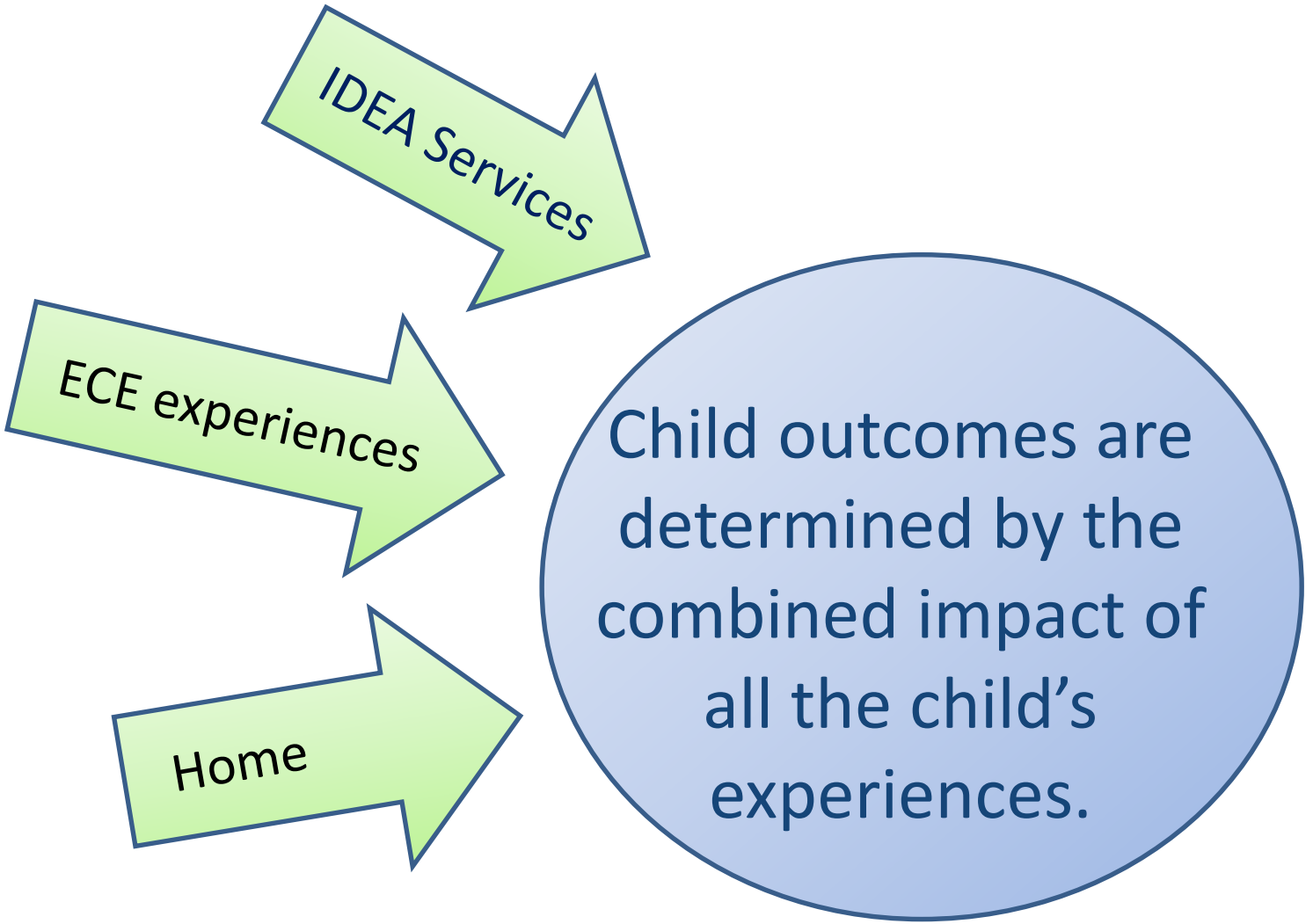
# Why data on general early care and education workforce? (Questions 3 and 5)



# The holy grail of personnel data: Linking data on personnel to child data

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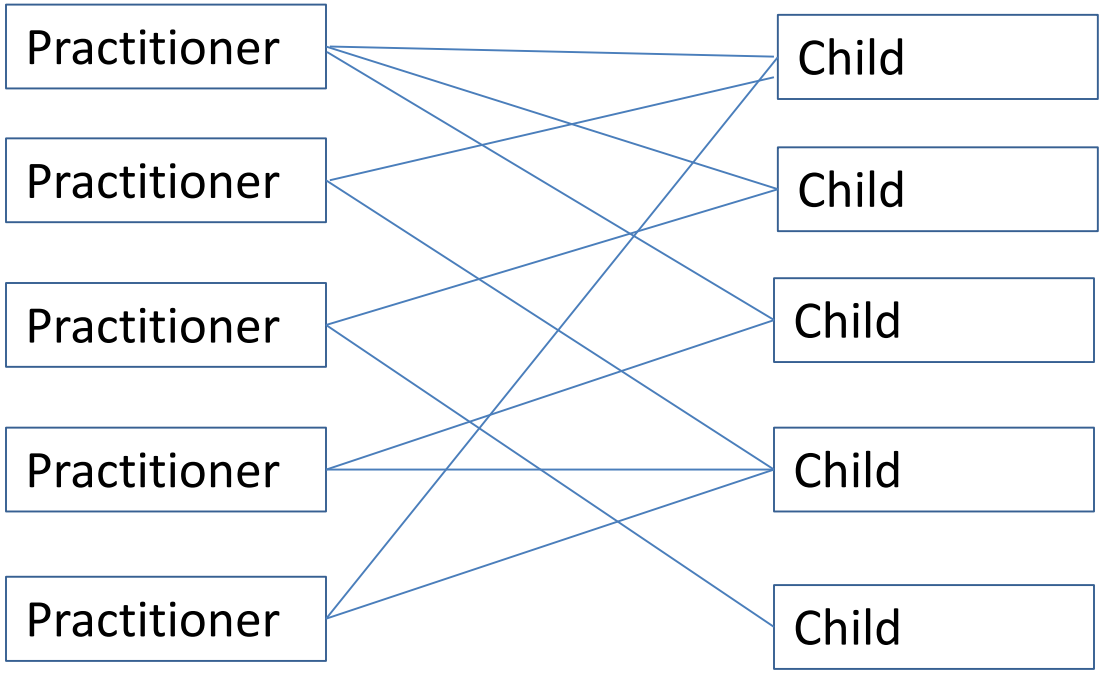
# Working with many to many relationships

- Each practitioner has more than one child/family.
- Each child or family can have more than one practitioner.




Challenging but doable!

# Take Aways

- Accountability
- Program Improvement
- Program Operations
- Knowledge Development

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**Questions States and Local Programs Might Want to Answer About Early Intervention and Early Childhood Special Education Personnel**

| Questions | Presence | Standards | Inservice | Recruitment/ Workforce Characteristics | Retention |
|---|---|---|---|---|---|
| 1. How many of each type of personnel employed/contracted in EI/ECSE graduate from within state institutions of higher education each year? | * | | | | |
| 2. What are the levels of education and years of experience of EI/ECSE practitioners? (2.A.1.b)* | * | | * | | |
| 3. What are the levels of education and years of experience of the general early care and education practitioners working with children with IFSP/IEPs? (2.A.2.b)* | * | | * | | |
| 4. How many EI/ECSE practitioners have specific types of credentials/licenses (e.g., EIS, preschool, special education, licensed therapist)? (2.A.1.c)* | * | | * | | |
| 5. How many general early care and education practitioners working with children with IFSP/IEPs have specific types of credentials/licenses (e.g., early childhood, preschool, Child Development Associate [CDA], special education, licensed therapist)? (2.A.2.c)* | * | | * | | |
| 6. How many new credentials/licenses for potential EI/ECSE personnel are awarded each year in the state? How many | * | | | | |
| 7. What recruitment strategies are in place in the state? How many practitioners are hired through each strategy or combination of strategies? | * | | * | | |
| 8. How many qualified applicants apply for each position? | * | | | | |
| 9. How many and what kinds of positions stay open because a qualified applicant cannot be located? | * | | | | |
| 10. How many and what kind of positions are filled with candidates with lesser qualifications than the program wanted? | * | | | | |
| 11. How many personnel are employed in EI/ECSE (number and FTE; employed and contracted overall, by program, by type of personnel)? | * | | | | |
| 12. What are the demographic characteristics of EI/ECSE practitioners (e.g., age, gender, ethnicity/race, language[s] spoken)? (2.A.1.a.)* | * | | | | |
| 13. What professional development activities do EI/ECSE service providers/teachers participate in during employment? (2.A.3.a)* | * | | | | |
| 14. How much professional development (e.g., hours, continuing education units [CEUs]) did EI/ECSE practitioners receive over a | * | | | | |



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# Take Aways

- Conduct an inventory of what you state agency knows about personnel
  - How many questions can your state answer now?
- Identify what the state agency absolutely must know to move closer to your state vision for EI and ECSE (and the “nice-to-knows”)
  - Is there a need to:
    - Collect new data?
    - Get the data the locals have to the state?
    - Link data that are already collected?
    - Etc.

# Take Aways

- Invest the human and fiscal resources to put the state on a path toward data-informed personnel planning

Now is a good time to start turning on the lights

- Visit the DaSy website at: http://dasycenter.org/
- Like us on Facebook: https://www.facebook.com/dasycenter
- Follow us on Twitter: @DaSyCenter

# Thank You

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