

Early Childhood
State Advisory Councils
Final Report



May 2015



State Advisory Councils Final Report and Implications for the Future

June 2, 2015



DEPARTMENT OF
CHILDREN & FAMILIES

Presenters

- **Linda Smith**, Deputy Assistant Secretary for Early Childhood Development, HHS
- **Ngozi Onunaku**, Senior Policy Analyst, HHS
- **Marsha Basloe**, Senior Advisor, HHS
- **Leanne C. Barrett**, Senior Policy Analyst, Rhode Island KIDS COUNT
- **Colleen Murphy**, Early Childhood Utah Program Manager, Utah Department of Health
- **Nicol Russell**, Director of Early Childhood Special Education, Arizona Department of Education

Webinar Overview

- Background
- Final Report Overview
- SAC Accomplishments
- Examples of SAC Work Sustained in States
 - Utah
 - Rhode Island
 - Arizona
- Implications for the Future

Background

- **Authority:**

Improving Head Start for School Readiness Act of 2007

- **Support:**

One-time \$100 million in funds from 2009 ARRA dollars

- **Overarching Goals:**

- **Ensure** statewide **collaboration** and **coordination** among the wide array of early childhood programs and services in the State
- **Facilitate** the development or enhancement of a **high-quality, comprehensive state early childhood system**
- **Advance** the goal of **integrated services** for children

Organization of the SAC Report

- I. Background (page 4)**
- II. SAC Awards Chart (pages 5-6)**
- III. Final Report on Required Grant Activities (pages 7-15)**
- IV. Implications for the Future (pages 16-18)**
- V. Individual State and Territory Profiles (pages 19 - 274)**
- VI. Appendix 275-275 and Quick Facts**

SAC State Leadership

- Governors in 44 states (88%) requested and received supplemental SAC funds
- 35 states (71%) reported a representative from the governor's office participated
- 20 states (41%) had a representative from state legislature
- 25 (51%) states had a representative from local government
- 20 (41%) states reported that the state legislature passed laws to support or sustain SAC activities and initiatives

Legislative Requirement 1:

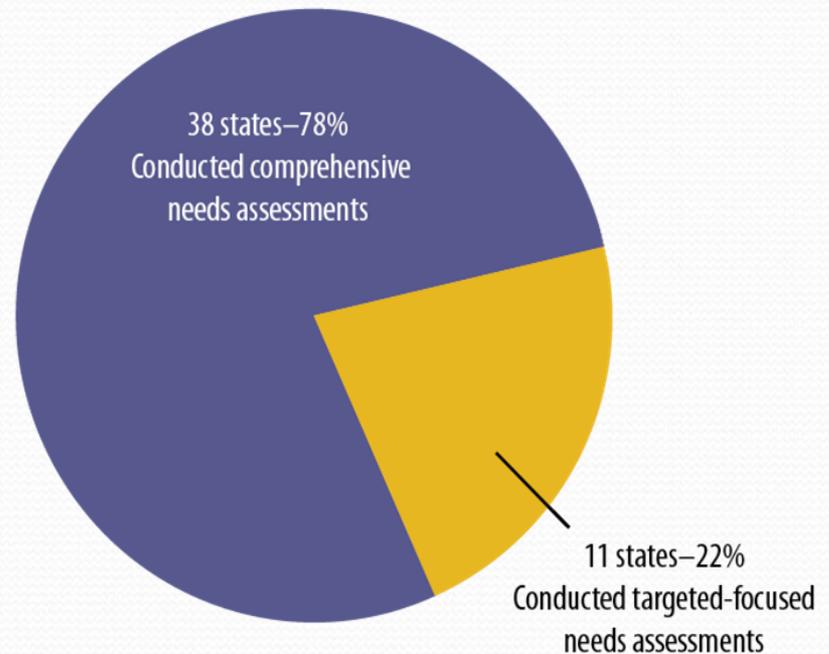
Conduct periodic statewide needs assessments on quality and availability of high quality care.

State Approaches:

- Comprehensive needs assessments
- Targeted-focused needs assessments

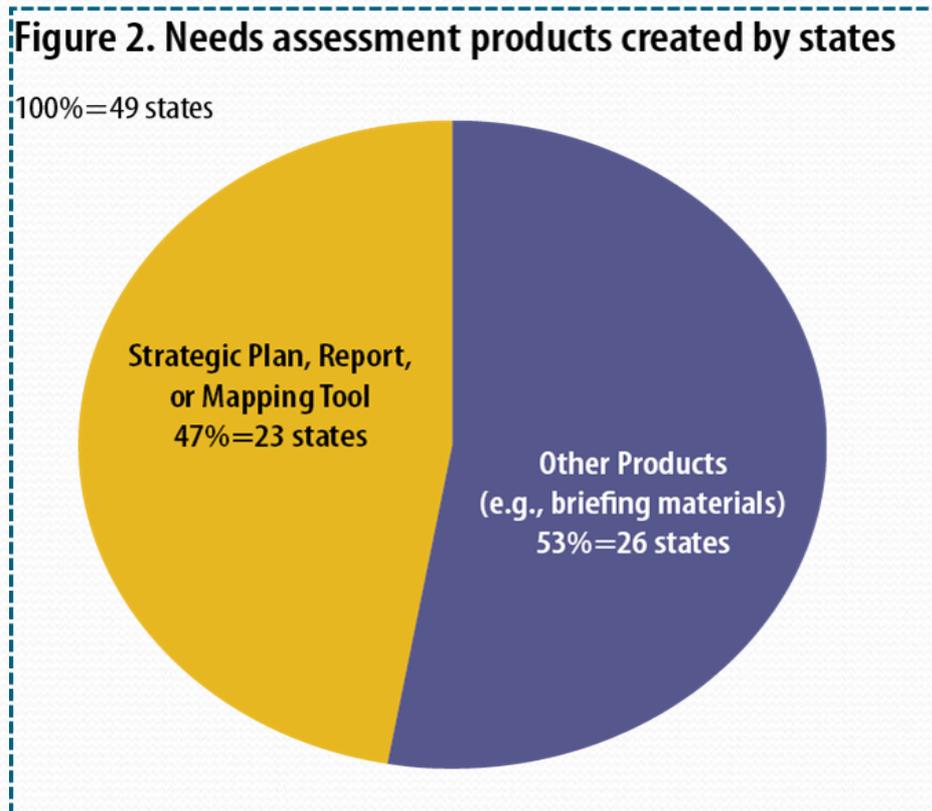
Figure 1. States' approaches to completing needs assessments

49 states—100% completed a needs assessment



Legislative Requirement 1:

Conduct periodic statewide needs assessments on quality and availability of high quality care.



Legislative Requirement 2:

Identify opportunities for, and barriers to, collaboration and coordination among Federally-funded and State-funded early childhood programs and services.

Highlights of Council Coordination Activities:

- **94%** of Councils coordinated with **Home Visiting or MIECHV** programs (46 states)
- **69%** of Councils reported that **CCDF** priorities changed, or had the potential to change, as a result of the Councils' statewide needs assessments (34 states)
- **74%** of Councils in states eligible for RTT-ELC reported that they collaborated on **RTT-ELC** grants by providing expertise, resources, planning, and application preparation (34 states)
- **98%** worked with the **Part C** Coordinators to enhance to children birth to age 3 with developmental delays (48 states)
- **92%** worked with **Section 619** Coordinators to increase services for 3-5 year olds with special needs (45 states)
- **88%** of Councils collaborated with **ECCS** programs (43 states)

Legislative Requirement 3:

Increase participation of children in early care and education programs, including outreach to underrepresented and special populations.

Councils' Strategies for Increasing Participation:

- Built or Improved State Infrastructures
- Leveraged Resources
- Reached Out to Special Populations and Underrepresented Groups

Legislative Requirement 4:

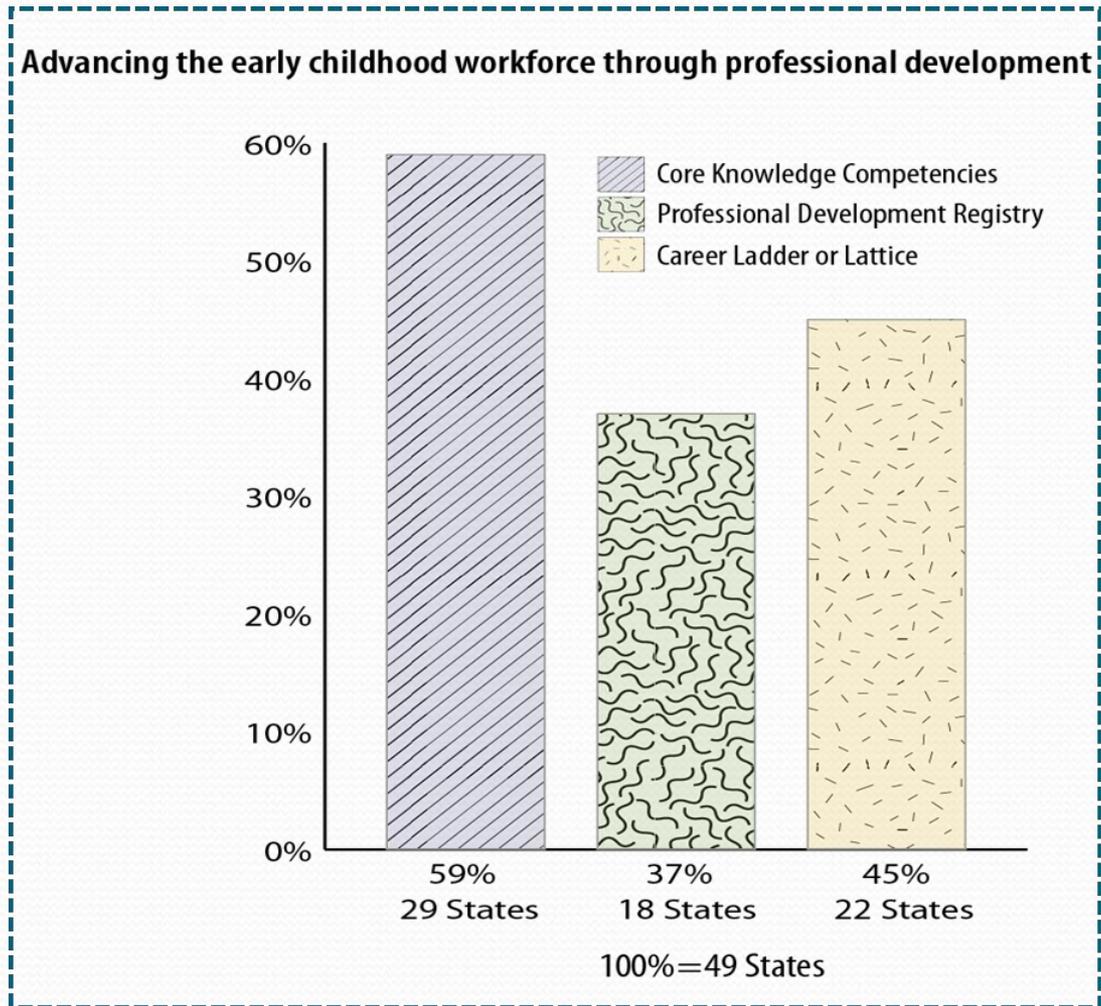
Develop recommendations for establishing a unified data collection system.

Recommendations for unified data systems:

- Data coordination for an integrated and accessible system to use as a central warehouse or platform
- Cross agency data collected, stored and transferred or linked
- Establish data governance
- Establish and maintain security of information and privacy protections
- Fund infrastructure to maintain, upgrade and sustain data systems
- Provide funding for pilots or implementation of data systems
- Create unique identifiers to track progress over time

Legislative Requirement 5:

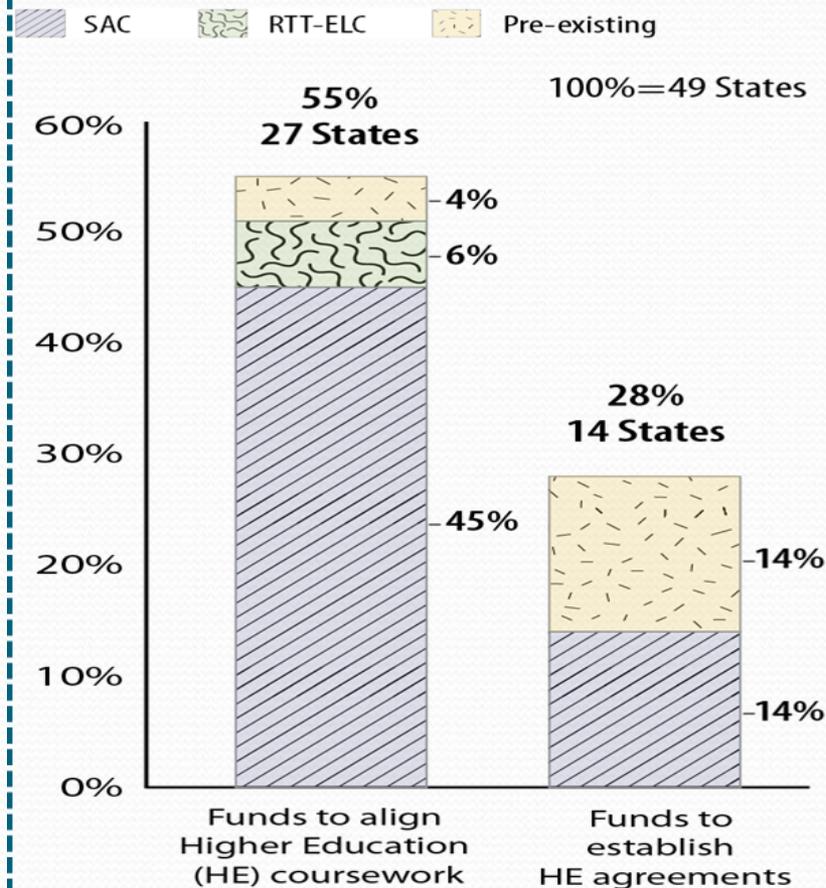
Establish recommendations for creating or enhancing a statewide professional development system and career ladder.



Legislative Requirement 6:

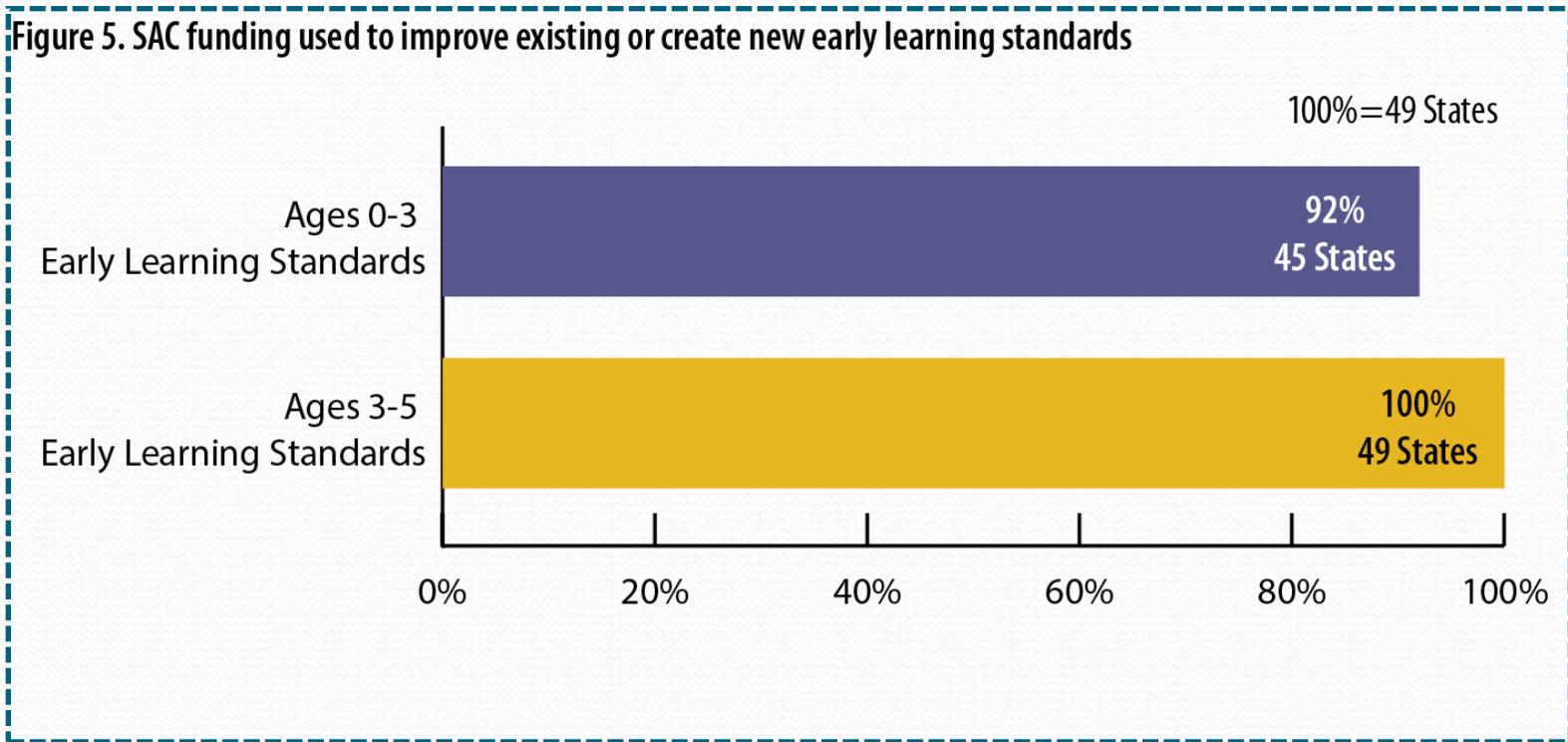
Develop recommendations for assessing the capacity and effectiveness of 2- and 4-year institutes of higher education in supporting the career development of early childhood educators.

Figure 4. Leveraging higher education to support the career development of the early childhood workforce



Legislative Requirement 7:

Make recommendations for improvements in State early learning standards and undertake efforts to develop high-quality comprehensive early learning standards, as appropriate.



So What?

Impact of SAC Funding:

- Increased access to high-quality early care and education programs
- Comprehensive early learning and development standards covering all domains of development
- Aligned and improved early childhood program standards
- Increased higher education opportunities for the early childhood workforce
- Developments in Quality Rating and Improvement Systems (QRIS)

So What?

Impact of SAC Funding (continued)

- Valuable information developed for and disseminated to parents on how to support the multiple needs of young children
- Improved health and mental health services
- Streamlined professional development systems
- Comprehensive assessment systems (including Kindergarten Entry Assessments);
- Advancements in the development of integrated early childhood data collection systems

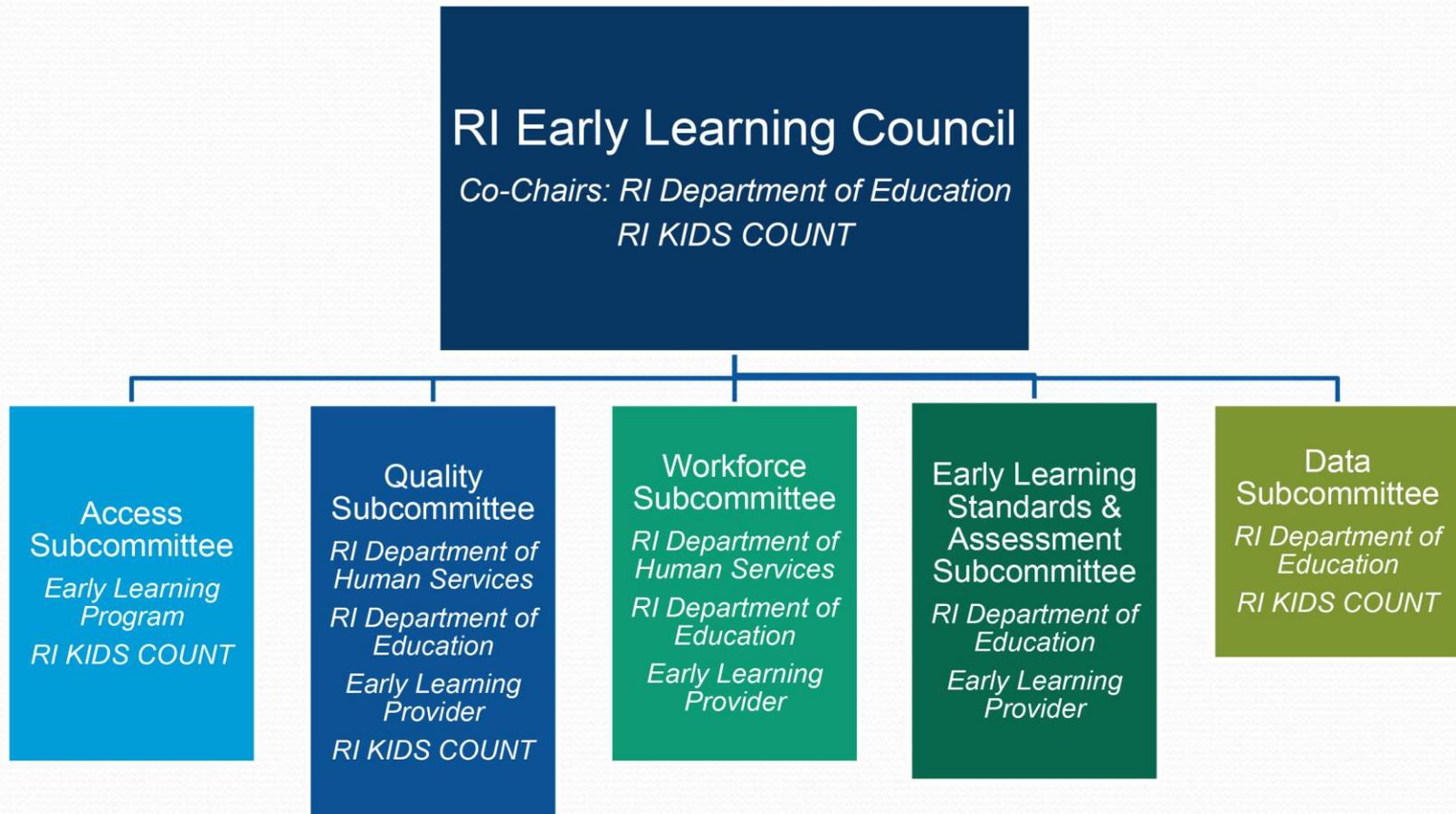
Leanne C. Barrett

Rhode Island: Early Learning Council

Rhode Island Early Learning Council

- Established in 2010
- Co-Chairs: Commissioner of the Rhode Island Department of Education and Executive Director of Rhode Island KIDS COUNT; Coordinator: Rhode Island KIDS COUNT
- 20 member Council + 20 member Work Group
- 5 Subcommittees
- Very involved in development of RTT-ELC application (performance goals, strategies, budget).
- Represented on Grant Coordinating Team overseeing implementation. Regular updates and opportunities for feedback on RTT-ELC at all Council meetings.
- Website/E-News: www.earlylearningri.org

Rhode Island Early Learning Council Organization



Key Accomplishments

- Analysis and Recommendations:
 - Increase access to high-quality early learning programs
 - Statewide, coordinated early learning data system
 - Statewide Kindergarten Entry Assessment
 - Professional development system design
- Expert analysis of costs associated with operating early learning programs at various BrightStars QRIS quality levels
- Established the T.E.A.C.H. Early Childhood workforce development model in Rhode Island

Council with RTT-ELC

- Updated and expanded Rhode Island Early Learning & Development standards to include infants and toddlers
- Secured experts to review and update child care licensing regulations
- Conducted a statewide study of early learning workforce in licensed programs
- Conducted a study of higher education institutions in Rhode Island that provide early childhood education coursework and degrees
- Expanded the T.E.A.C.H. Early Childhood model in Rhode Island
- Made improvements in KIDSNET data system to track developmental screening

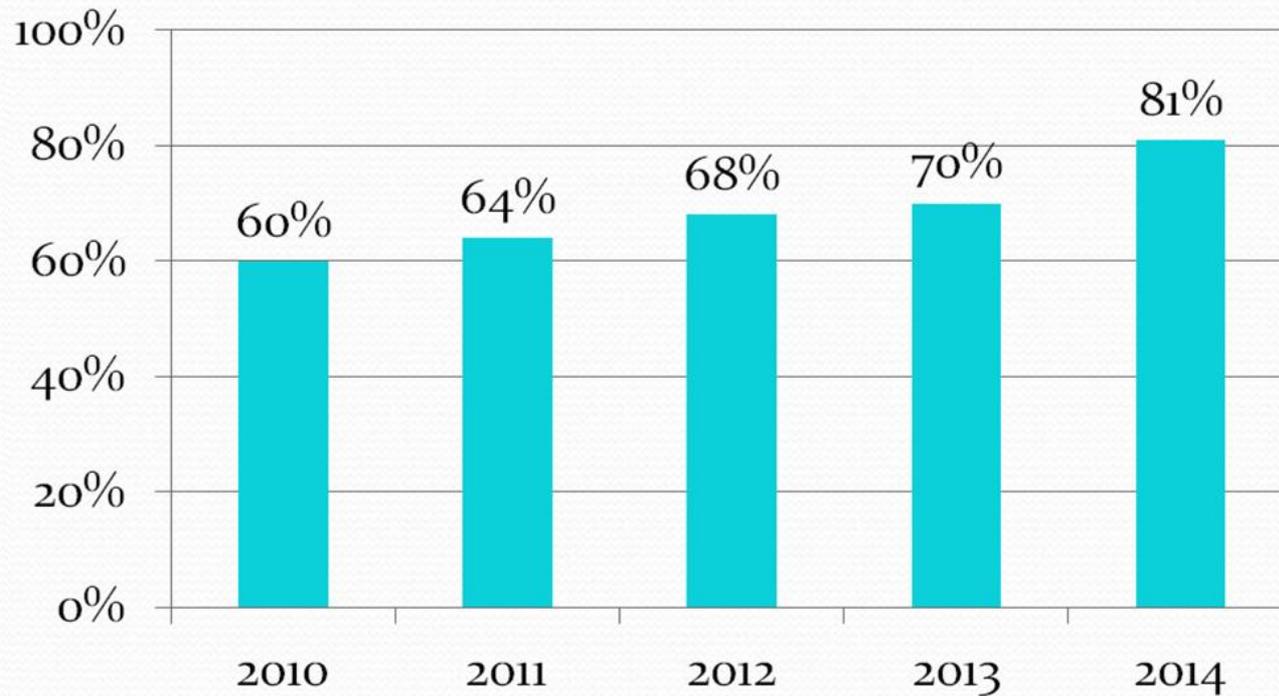
Council Strategic Plan & Data Dashboard

- Access
- Quality
- Workforce
- Assessment & Outcomes



Sample Data Dashboard Indicator

% of Public School Kindergartners in Full Day K



GOAL: By 2016-2017, 100% of RI kindergartners will be enrolled in full-day kindergarten.

Current Work

- Governor Gina Raimondo took office January 2015
- Refresh leadership and membership
- Rhode Island selected for technical assistance from NGA to update Early Learning Council's strategic plan and identify policy priorities with Governor – focus on alignment from B to 8.
- Sustainability: RTT-ELC and Council

Colleen Murphy

**Utah:
Early Learning
Council**

Utah

- Utah's Major Activities and Accomplishments:
 - Formed Early Childhood Utah
 - Early Learning Standards
 - Help Me Grow Utah Statewide Expansion
 - The Utah Early Childhood Statewide Data Integration Project



Early Childhood Utah

- In September 2011 Governor Herbert combined the State Advisory Council with the Early Childhood Comprehensive System Team.
- Four standing committees:
 - Access to Health Care and Medical Homes
 - Early Care and Education
 - Parenting Education and Family Support
 - Social-Emotional Development and Mental Health

Early Learning Standards

- The purpose of the standards is to help prepare children for kindergarten. There are six basic content areas:
 - English Language Arts
 - Mathematics
 - Approaches to Learning and Science
 - Social Emotional and Social Studies
 - Creative Arts
 - Physical/Health and Safety



Help Me Grow

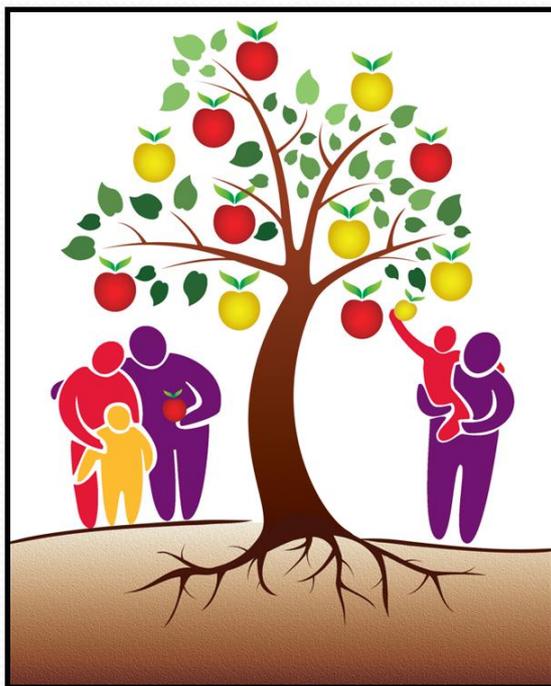
Utah Statewide Expansion

- Help Me Grow is a FREE information line connecting families to community resources and child development information.
 - **Information** on general child development and parenting topics
 - **Referrals** to community resources
 - **Developmental screening questionnaires**, the Ages and Stages Questionnaire (ASQ)
 - **Care coordination** to ensure that families successfully connect with resources

help me grow utah
Linking families to resources

The Utah Early Childhood Statewide Data Integration Project

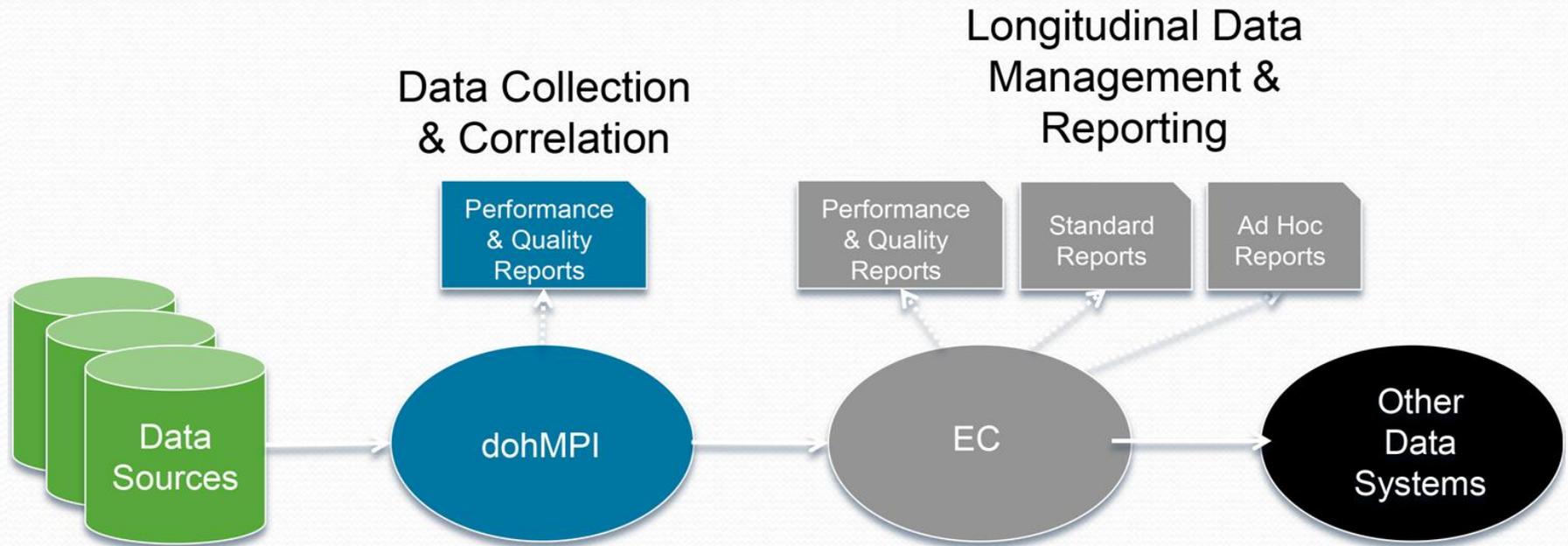
The mission of the Utah Early Childhood Statewide Data Integration Project is to facilitate data sharing and coordination among early childhood programs in Utah.



The Data Integration Project Uses Data to Address Five Broad Policy Questions:

1. Are children birth to age 5 on track to succeed when they enter school?
2. Which children and families are and are not being served by which programs and services?
3. What characteristics of programs are associated with positive outcomes for which children?
4. What are the education and economic returns on early childhood investments?
5. How are data being used now and how will data be used in the future to inform policy and resource decisions?

Two-Part Solution



- DS Monitoring
- PII Data Translation
- Record Matching
- Non-PII Data Retrieval and Routing
- And more

- Decrypting Non-PII Data
- Non-PII Data Translation
- Data Loading
- Reporting
- And more

Standard Reports

Utah Department of Health Created: Jan. 15, 2015

Unduplicated Child Counts

Jan. 1, 2014 – Dec. 31, 2014

Children

Total children ages 0 to 5	253,641
# receiving no services	202,994
# receiving services from 1 program	45,324
# receiving services from multiple programs	5,323



Receiving services from 1 program

Program	Children
Help Me Grow	1,032
Office of Home Visiting	804
Early Intervention Part C	7,534
Early Intervention Part B	7,943
Title 1 Preschools	7,143
Head Start	9,825
Child Care	11,524
Total	45,324

Receiving services from multiple programs
(Note: Children are counted in multiple programs)

Program	Children
Help Me Grow	
Office of Home Visiting	
Early Intervention Part C	
Early Intervention Part B	
Title 1 Preschools	
Head Start	
Child Care	

Utah Department of Health Created: Jan. 15, 2015

Program Sequences of Children Receiving Multiple Services

Jan. 1, 2014 – Dec. 31, 2014

Children

Count of children between 0 – 5 years old during reporting period by program sequence, where a sequence can a starting of service, following some time later by the starting off another service. The starting of the services do not have occur with the reporting period.

HMG → OHV	87
HMG → HS	12
HMG → EI-C	180
HMG → OHV → EI-C	65
HMG → OHV → EI-C → EI-B	57
HMG → OHV → EI-C → EI-B → T1	8
HMG → OHV → EI-C → EI-B → HS	2
HMG → OHV → EI-C → EI-B → HS → T1	1
OHV → EI-C	106
OHV → EI-B	20
OHV → EI-C → EI-B	80
OHV → EI-C → EI-B → T1	12
OHV → EI-C → EI-B → HS	4
OHV → EI-C → EI-B → HS → T1	2
EI-C → EI-B	22
EI-C → EI-B → T1	14
EI-C → EI-B → HS	5
EI-C → EI-B → HS → T1	2

Utah Department of Health Created: Jan. 15, 2015

Crossover Counts of Children Receiving Multiple Services

Jan. 1, 2014 – Dec. 31, 2014

Children

	HMG	OHV	EI-C	EI-B	T1	HS	CC
HMG	-	94	243	213	24	21	53
OHV	94	-	134	123	23	33	53
EI-C	243	134	-	1702	50	26	23
EI-B	213	123	1702	-	36	27	43
T1	24	23	50	36	-	1543	1325
HS	21	33	26	27	1543	-	2241
CC	53	53	23	43	1325	2241	-

Nicol Russell

Arizona:

• www.azftf.gov

Coordination and Collaboration of Grants

- Maternal and Infant Early Childhood Home Visiting (DHS)
- Child Care Development Fund (DES)
- Head Start Collaboration (ADE)
- Early Childhood Comprehensive Systems (FTF)
- Project Launch (DHS) sunset
- Empower Tobacco Funds (DHS)

IDEA Collaboration

- Part C (DES)
- Part B-619 (ADE)
 - Quarterly meetings with the directors of Part C and Part B to discuss successes, challenges, commonalities, joint efforts, and updates
 - Common data collection system to track number of screenings, number of referrals, and follow up with families
 - School Readiness Indicators

Local Initiatives

- Quality First
- Build Arizona
- Developing a Unified Data System

Use of SAC funds

- Professional Development Systems Building
- Building a strong continuum of Birth through Kindergarten Learning Standards
 - create Infant/Toddler Developmental Guidelines
 - increase access for ELS
- Quality Rating and Improvement System (Quality First)

Sustaining our SAC

In Arizona, the efforts around sustainability are not around sustaining our SAC; we have accepted this as a “must continue.” Thus, energy is spent around sustaining three areas of priority we have identified:

1. Early Childhood Work Force Professional Development website and registry
2. Continuing statewide professional development on ITDG and EL standards; increasing online accessibility and capacity-building
3. Quality First participation

Implications for the Future

- Head Start Act of 2007
- CCDF Reauthorization
- RTT-ELC
- PDG
- ESEA
- Strong Start for America's Children Act of 2015

Questions?



Thank You

To access the SAC 2015 Final Report...

SAC Website:

<http://www.acf.hhs.gov/programs/ecl/early-learning/state-advisory-councils>

SAC Report:

https://www.acf.hhs.gov/sites/default/files/ecl/sac_2015_final_report.pdf

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