



Establishing a system to make administrative data available for Early Childhood research and **program improvement:** Processes, issues, and opportunities

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Organization of Presentation

- Who and where we are
- Processes involved in establishing an Early Childhood Integrated Data System (ECIDS)
- Issues/Challenges encountered in establishing ECIDS
- Opportunities for using ECIDS
- Questions for the panel and audience





Who and where we are



VIVIS as umbrella for ECIDS

- VIVIS – Virgin Islands Virtual Information System
 - The US Virgin Islands' B-20W State Longitudinal Data System (SLDS)
 - Foci –
 - Collecting data on participation, performance, and improving success throughout education and career paths of USVI residents
 - Supporting data-informed decisions
 - Informing policy development and/or revision
 - Work began in 2011 and the initiative has been funded with both federal and local funds
 - Initial data used to build system included K-12, higher education (UVI), and workforce; but not early childhood data



ECIDS – The “Why”, “How”, and “Who”

- Recognition that early childhood data represented a critical component of VIVIS in order to have a true B-20W integrated data system
- Funding for an Early Childhood Integrated Data System became available from the United States Department of Education, Institute of Education Sciences (US ED IES) early childhood grant and the Virgin Islands Department of Education (VIDE) applied for grant
- USVI (through VIDE) was the only State or Territory awarded the early childhood grant in 2012, but because of human capacity began work on ECIDS in 2013.



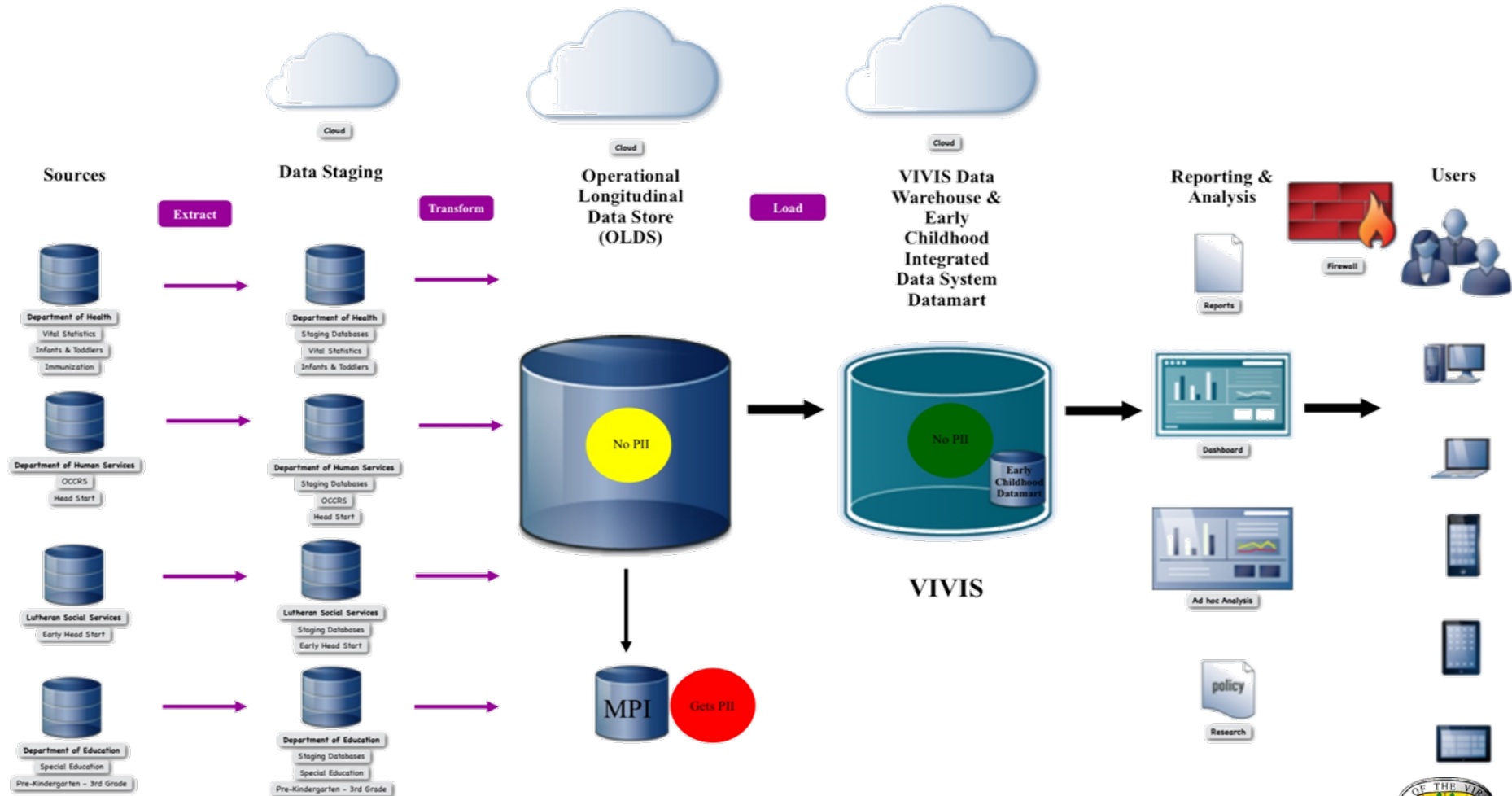
ECIDS – The “Why”, “How”, and “Who”

- Focus of one-pager
(<https://slds.grads360.org/services/PDCService.svc/GetPDCDocumentFile?fileId=4872>)
 - Engagement of key Early Childhood partners
 - Articulation of purpose and vision of ECIDS (to include what ECIDS “is” and what ECIDS “is not”)
 - Provision of an understanding of assumptions about the result of ECIDS (Who would benefit from establishment of ECIDS)
- Strategic plan development entailed engaging partners to understand the landscape of early childhood (to include HS/EHS) programs in the USVI
- Strategic plan served as blueprint for development of RFP to hire vendors to enhance existing systems, develop ECIDS and integrate ECIDS into VIVIS





ECIDS - VIVIS integration data system design



ECIDS – The “Why”, “How”, and “Who”

- Overarching questions to be addressed by ECIDS in regards to availability and quality:
 - How does the quality level of a child’s early childhood program impact their outcomes entering kindergarten to the third grade?
 - What are the associations between staff qualifications and children’s outcomes entering kindergarten to the third grade?
- Key stakeholders:
 - ECAC (Early Childhood Advisory Council) members
 - ECAC established in 2008 by Executive Order
 - ECAC’s mission: To develop a high-quality, coordinated, sustainable system of supports and services for young children and their families so all children, ages birth through third grade, are safe, healthy, and successful. ECAC’s mandate: to provide recommendations for implementing a unified data collection system for kindergarten entry to track outcomes, determine needs, and measure success



ECIDS – Key data issues

- Data issues emanating from gap analysis:
 - Lack of interoperability of existing systems
 - Limited accessibility of data (manual collection and lack of systematic storage)
 - Data not available (not collected)
 - Missing data
- Other data issues:
 - Need to determine variables/data elements to be included in data warehouse
 - Need to agree on data dictionary structure
 - Need to develop policies for data transfer



ECIDS – Key milestones and pending actions

- Key milestones
 - Establishment of governance structure
 - Agreement on common language for data in ECIDS data warehouse (Common Education Data Standards - CEDS and INQUIRE data model)
 - Development and/or finalization of policies
 - Selection of vendor to develop system
 - Development of sample reports – for use by program personnel
- Major pending actions
 - Legislation to sustain VIVIS and ECIDS activities
 - Finalization of draft policies and full implementation of system – “Go Live”
 - Agreement on process for requesting and receiving data for research purposes



Issues/Challenges

- Funding
- GVI procurement process
- Changes in Territorial and agency leadership
- Stakeholder engagement
- Human capital – staffing capacity
- Training/professional development
- Prioritizing data integration efforts
- “New normal” based on passage of two category five hurricanes



Opportunities

- Use of integrated data system to support grant applications (federal and foundation)
- Use of integrated data system to inform policy development and policy revision
- Use data from ECIDS to improve allocation of scarce resources (data driven allocation of resources)
- Use of integrated data system to assess program success and program needs
- Use of integrated data system for research engagement
- Use integrated system to build research capacity (UVI students can engage in research projects using data from ECIDS) and increase interest in early childhood research issues



Questions

- What experience do you have in navigating an environment with changes in executive leadership?
- Within the framework of stakeholder engagement, what insights do you have as to how to keep stakeholders engaged, particularly within the context of limited resources and stakeholders being over-extended with their “primary” functions?
- What are some “hiccups” that we should anticipate as we move to the “Go Live” phase of the project?
- What has worked in your situation to keep the momentum going with respect to your integrated data systems, particularly within the context of scarce resources and competing priorities?



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*Thank
You!*

