

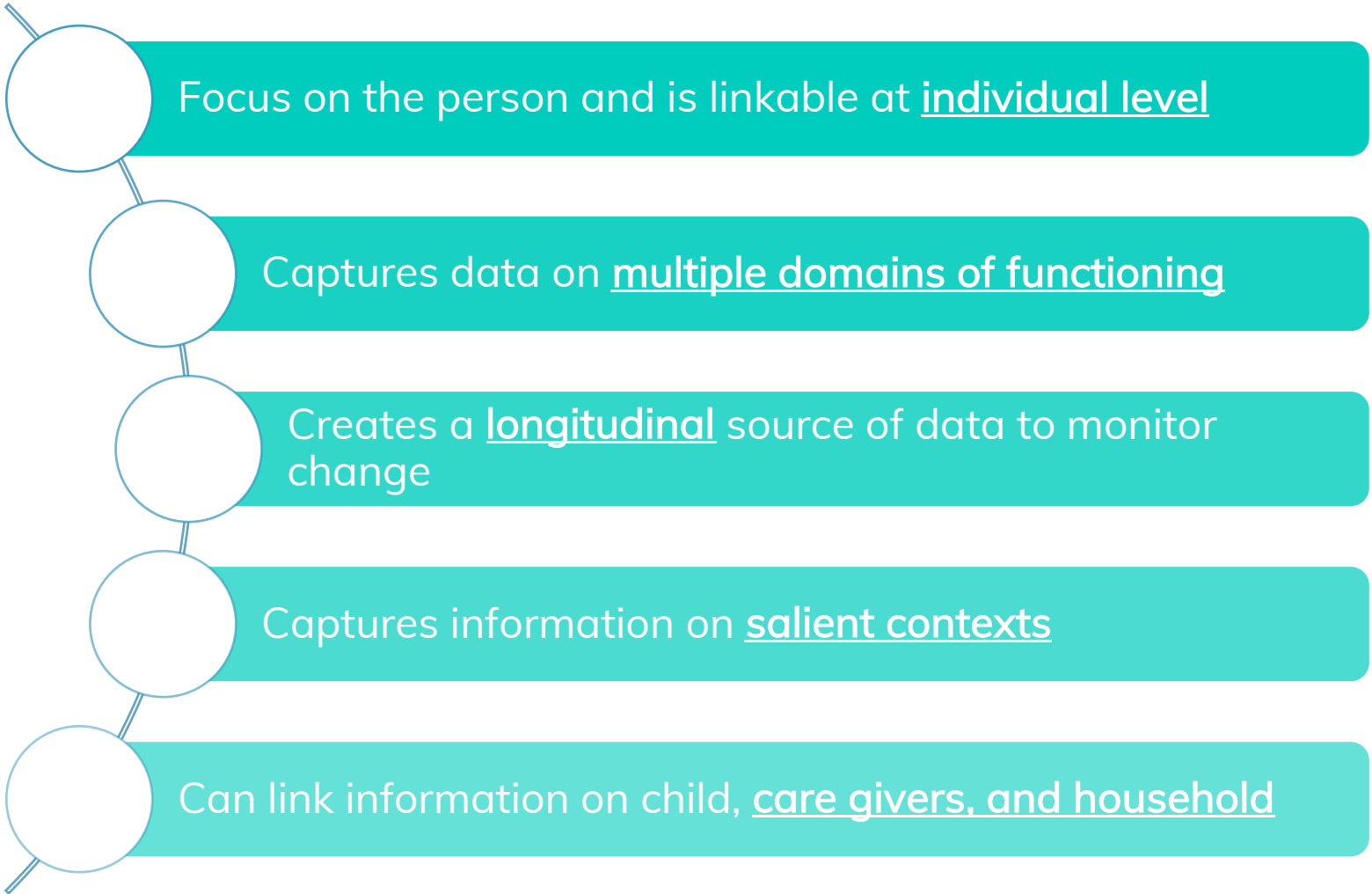
# Integrating for Impact: Early Childhood Well-being

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**AISP Meeting**

**June 19, 2019**

# IDS AND EARLY CHILDHOOD



# PANEL PRESENTATIONS



Early Childhood  
Well-being:  
SC Integrated Data  
System Examples

*Dave Patterson*  
*South Carolina*



Two-Generations in  
Child Protection: A  
Dual Opportunity

*Andi Eastman*  
*Children's Data*  
*Network*



Crossing the Great  
Divide: Integrating  
Early Childhood  
Learning Data with  
K-12

*Melinda Waller &*  
*Marcy Lauck*  
*Silicon Valley*



# Health and Demographics

## Early Childhood Well-being: SC Integrated Data System Examples

Active Intelligence for Social Policy

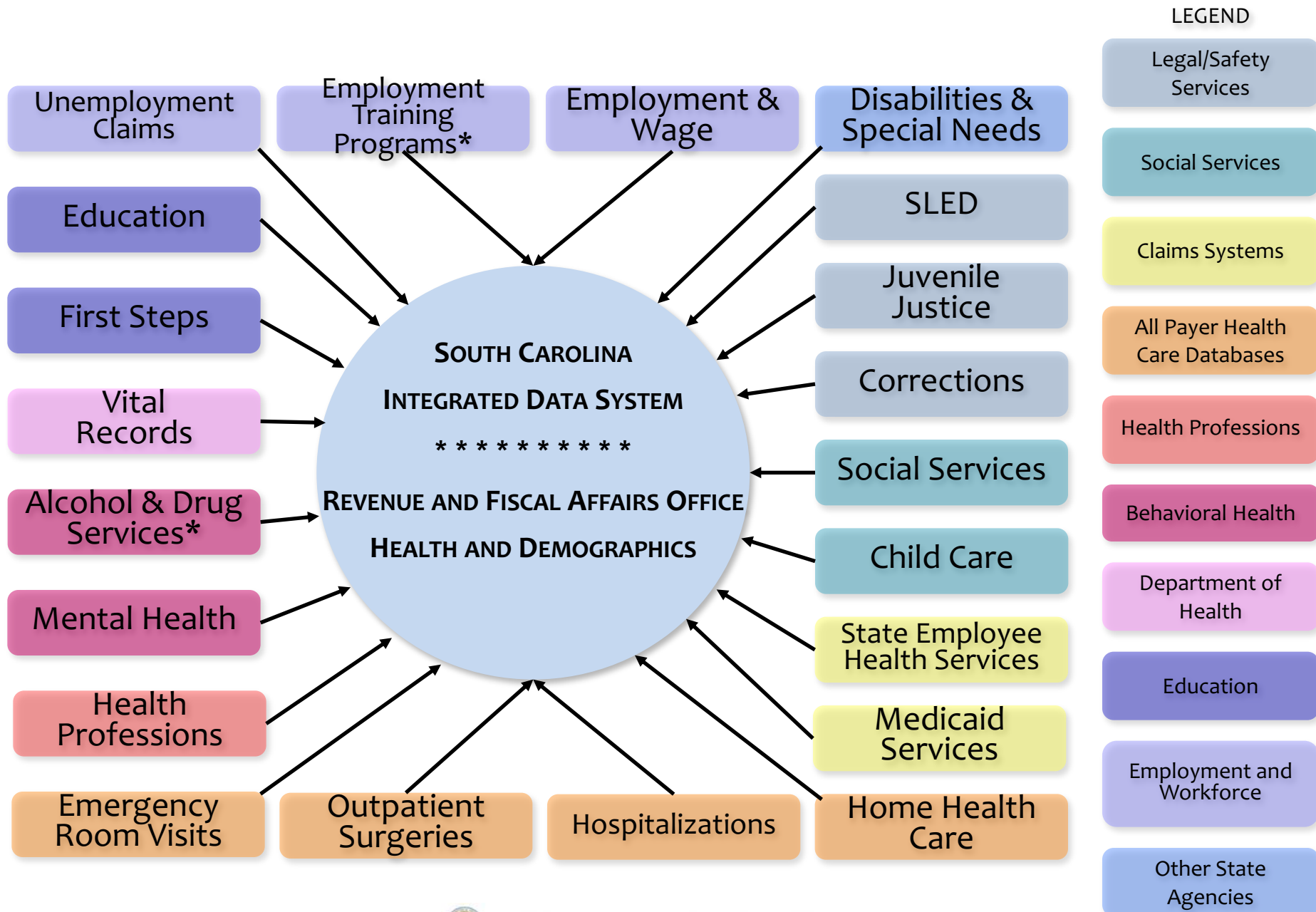
June 19, 2019

Philadelphia, PA

W. David Patterson, Ph.D.

Director, Health and Demographics Division

SC Revenue and Fiscal Affairs Office

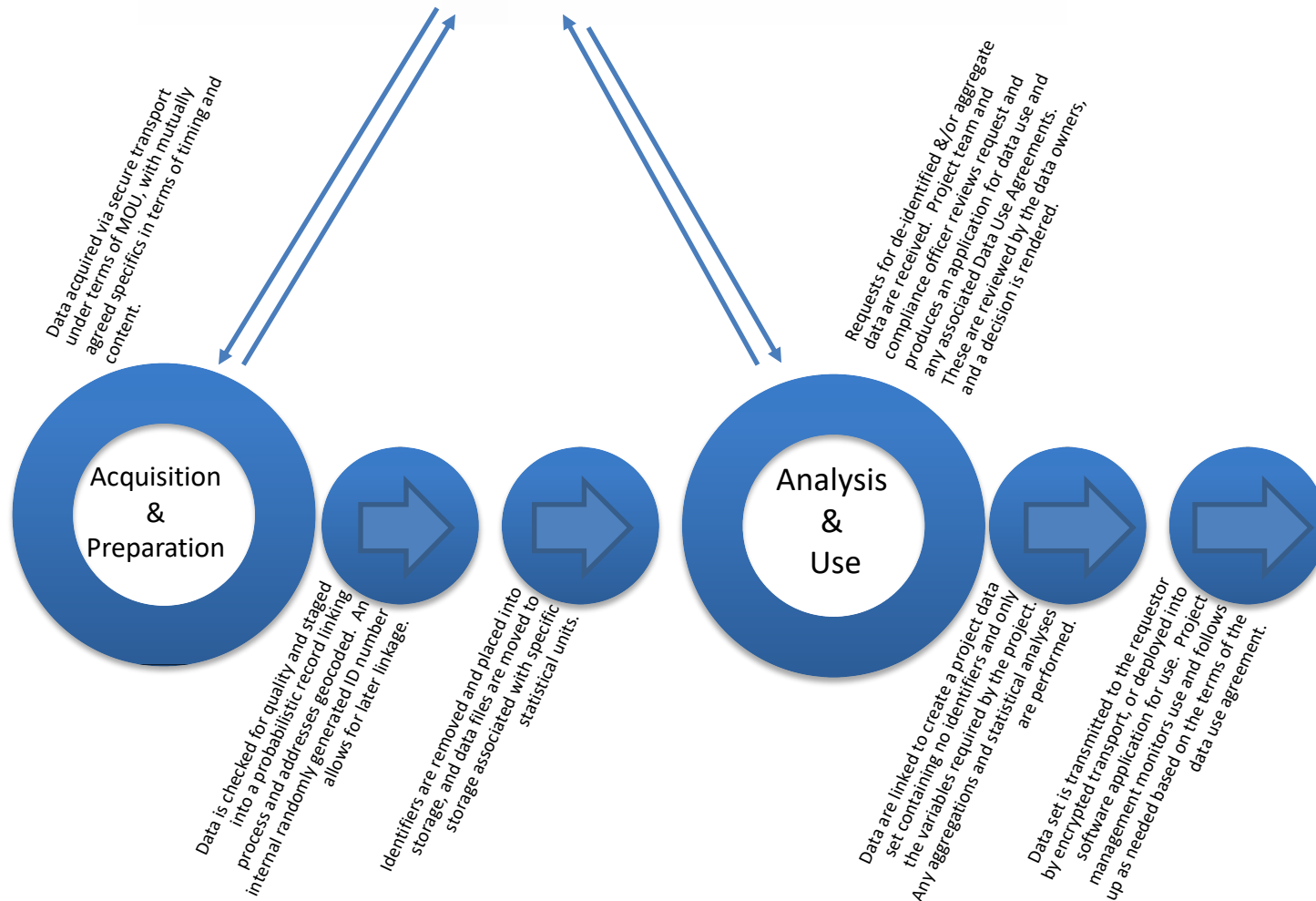


# Security and Privacy: Core Concerns

- Data security: RFA follows industry standards for privacy and data protection and is compliant with SCDIS-200 information security and privacy standards set forth by the Department of Administration's Division of Information Security. The Enterprise Privacy Office of the Department of Administration has been involved with RFA to ensure proper safeguards of citizen privacy.
  - *All data are encrypted at rest.*
  - *Access to the data is restricted to personnel directly involved in the project; data access is monitored and audited.*
  - *The systems and procedures protecting the data are regularly subjected to third party review and penetration testing.*
  - *Upon hire and annually thereafter, all staff are required to receive privacy and security training and sign confidentiality agreements.*
- Data collection: Data collected by state agencies for the administration of their respective programs are included in the Integrated Data System. New data are not collected by RFA.
- Data privacy protections: The data are protected by the Family Educational Rights and Privacy Act (FERPA), a federal law that protects the privacy of student education records; the Health Insurance Portability and Accountability Act (HIPAA) as amended by the Health Information Technology for Economic and Clinical Health (HITECH); and other state and federal laws.
- Data release: Only statistical results that do not identify individuals are released; exceptions to this only exist if required by law or at the request of the data owner. Data owners approve data for release.

# Process Overview

## Data Owners and External Governance



# Established Projects

- DSS ABC Child Care Quality
  - Quality monitoring system
  - Analytic cubes and dashboards
- Office of First Steps
  - Primary data collection system
  - Evaluation support
- SC Profile – [www.scprofile.com](http://www.scprofile.com)
- SC Birth Outcomes and Maternal, Infant and Early Childhood Home Visiting Initiatives



# Preschool Development Grant (PDG B-5)

- SC-DSS and SC Office of First Steps lead agencies, with a broad range of partners covering virtually the entire early care landscape in SC
- Strategic planning will initially be organized across seven (7) broad areas:
  - Governance and Alignment (to include transitions);
  - Demographics and Program Participation/ Access (to include parent choice and knowledge);
  - Workforce Development;
  - Program Quality (to include an analysis of ECE facilities issues);
  - Early Intervention;
  - Data Systems (to include data sharing and data governance); and,
  - Monitoring and Accountability.

# Needs Assessment and Strategic Plan for a “coordinated mixed system of care.”

- Child-serving agencies and organizations sharing a common vision, goals, and outcomes for the state’s B-5 System;
- Coordination, collaboration, and alignment across the state’s mixed delivery system that supports an increase in access for families;
- Shared recruitment and application processes;
- Coordinated efforts to maximize parents’ knowledge of the ECE System and available services;
- Statewide activities to support transitions for children between various early childhood programs and into elementary school;
- Shared professional development to better meet the complex social and emotional development needs of vulnerable children and families, including trauma-informed care;
- Expanded supports to providers to improve quality; and
- Improved data-driven decision making.

# RFA – Grant Deliverables

- Information in support of grant Comprehensive Needs Assessment
  - Inventory of existing data and data sharing processes for inclusion in grant deliverable
  - Inventory of data and process gaps for inclusion in grant deliverable
  - Use of existing data where needed to assist stakeholder focus groups' consideration of data needs
- Information in support of grant Strategic Plan that delineates the role of administrative data and data integration process in SC's emerging coordinated mixed system of care.

# For further information...

W. David Patterson, Ph.D.

Director, Health and Demographics Division

[David.Patterson@rfa.sc.gov](mailto:David.Patterson@rfa.sc.gov)

803-898-9954





overview

## Two-Generations in Child Protection: A Dual Opportunity


*[Andrea.Eastman@usc.edu](mailto:Andrea.Eastman@usc.edu)*

section

1

# CDN 101

(and why you should love record linkage!)



Harnessing the scientific potential of linked, administrative data to inform children's programs and policies.

partners

[ thank you. ]





# linkage

Probabilistic de-duplication and cross-program linkage of records using an algorithm trained / customized for California data (*machine learning*)

Dataset A

aaaaa



#ZZ



aaaaa  
vvv-vvv  
ccc-ccc

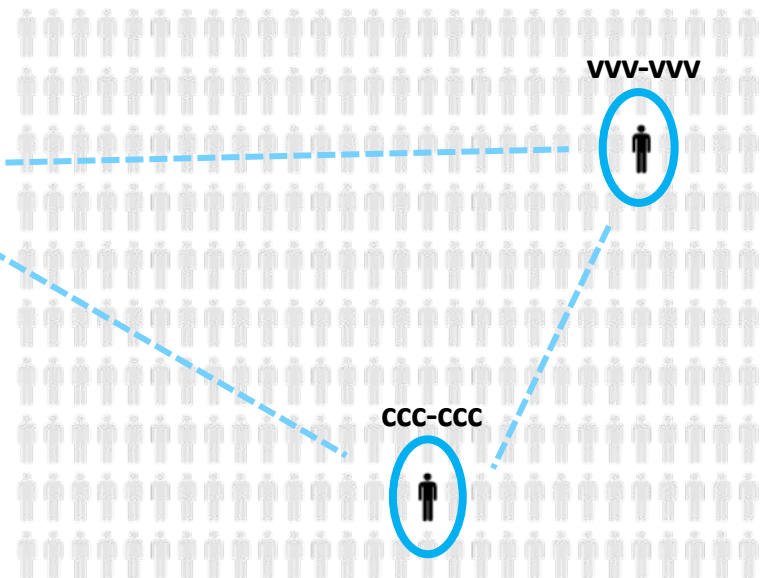
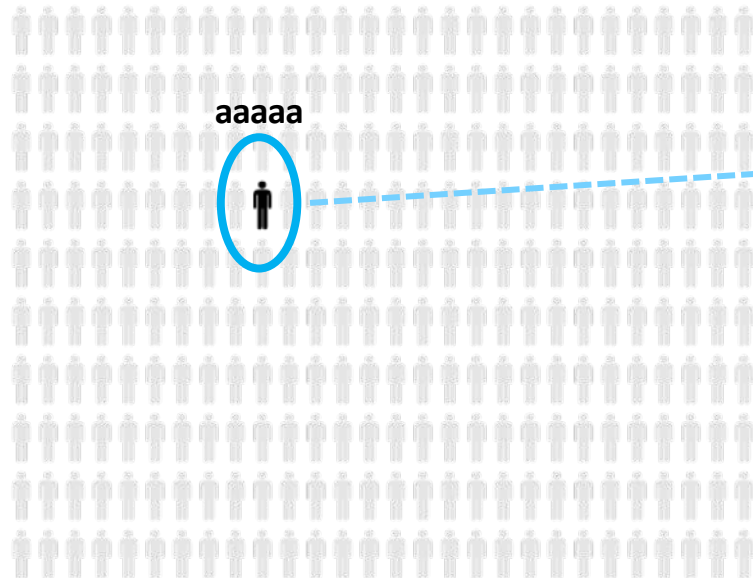
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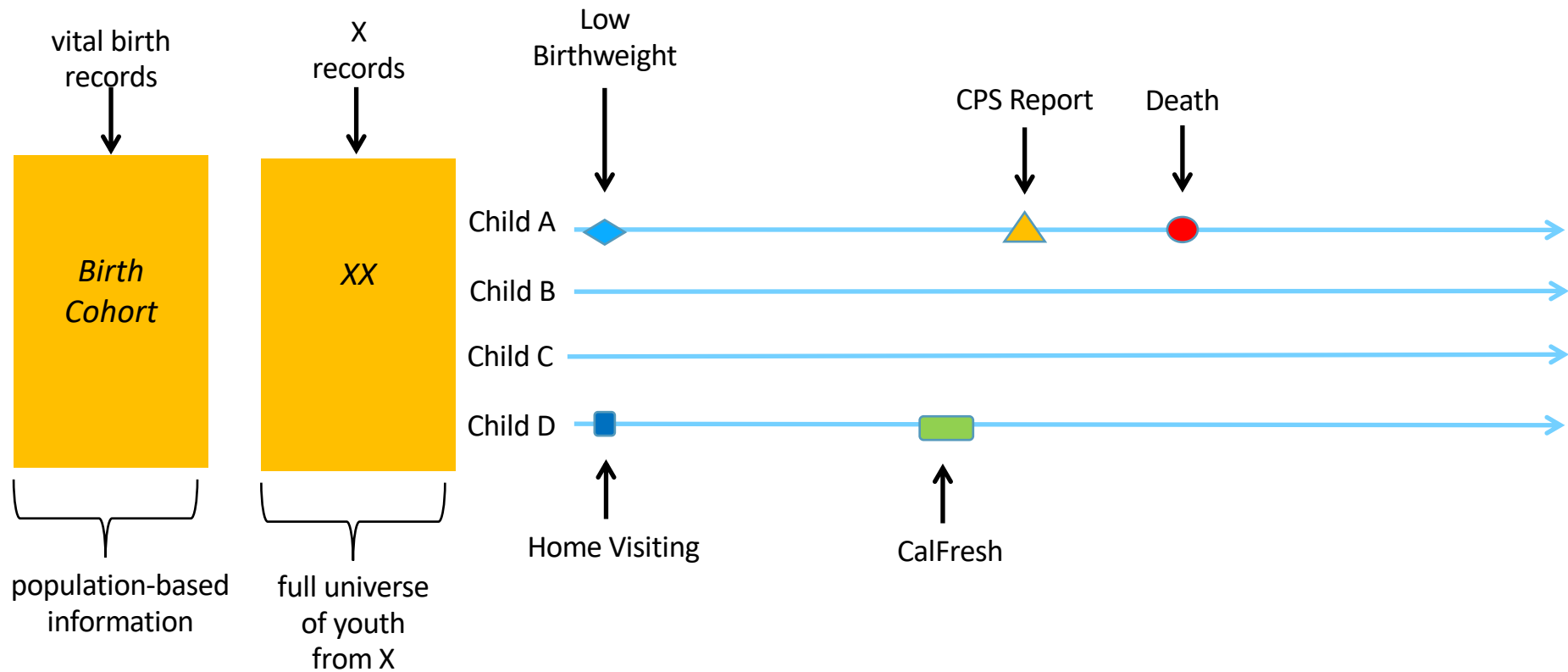
Dataset B

vvv-vvv



ccc-ccc





section

2

# Two-Generation CPS Involvement

prior work

early pregnancy is  
common



Adolescent health brief

## Extended Foster Care for Transition-Age Youth: An Opportunity for Pregnancy Prevention and Parenting Support



Emily Putnam-Hornstein, Ph.D.<sup>a,b,\*</sup>, Ivy Hammond, M.S.W.<sup>a</sup>, Andrea Lane Eastman, M.A.<sup>a</sup>, Jacquelyn McCroskey, D.S.W.<sup>a</sup>, and Daniel Webster, Ph.D.<sup>b</sup>



**STATEWIDE, 20,222 GIRLS WERE IN FOSTER CARE AT AGE 17 BETWEEN 2003 AND 2007.**



**CUMULATIVELY, 35.2% OF FEMALE FOSTER YOUTH HAD GIVEN BIRTH AT LEAST ONCE BY THEIR 21ST BIRTHDAY.**



**11.4% HAD GIVEN BIRTH**



**19.0% HAD GIVEN BIRTH**



**28.1% HAD GIVEN BIRTH**

prior work

two-generation CPS risk  
is related to mother's  
history

American Journal of Epidemiology Advance Access published March 3, 2015



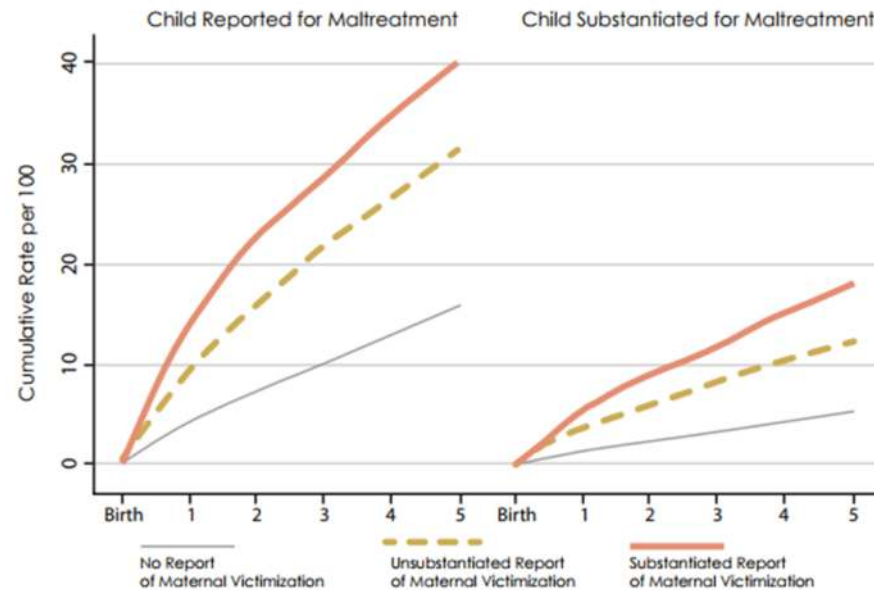
American Journal of Epidemiology  
© The Author 2015. Published by Oxford University Press on behalf of the Johns Hopkins Bloomberg School of  
Public Health. All rights reserved. For permissions, please e-mail: journals.permissions@oup.com.

DOI: 10.1093/aje/kwu321

## A Population-Level and Longitudinal Study of Adolescent Mothers and Intergenerational Maltreatment

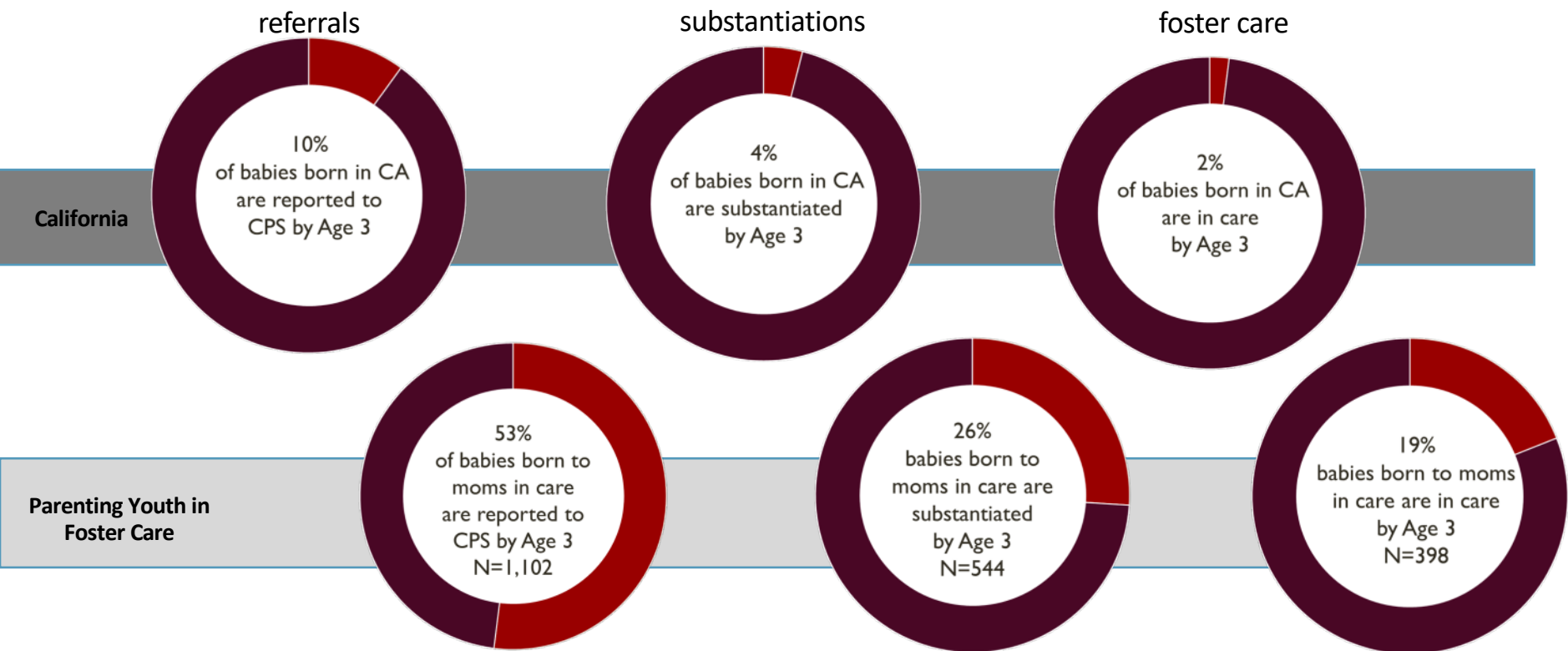
Emily Putnam-Hornstein\*, Julie A. Cederbaum, Bryn King, Andrea L. Eastman, and Penelope K. Trickett

*Cumulative Rate of Children Born to Adolescent Mothers in Los Angeles County in 2006 or 2007 who were Reported and Substantiated for Maltreatment by Age 5, Stratified by Maternal History of Maltreatment*

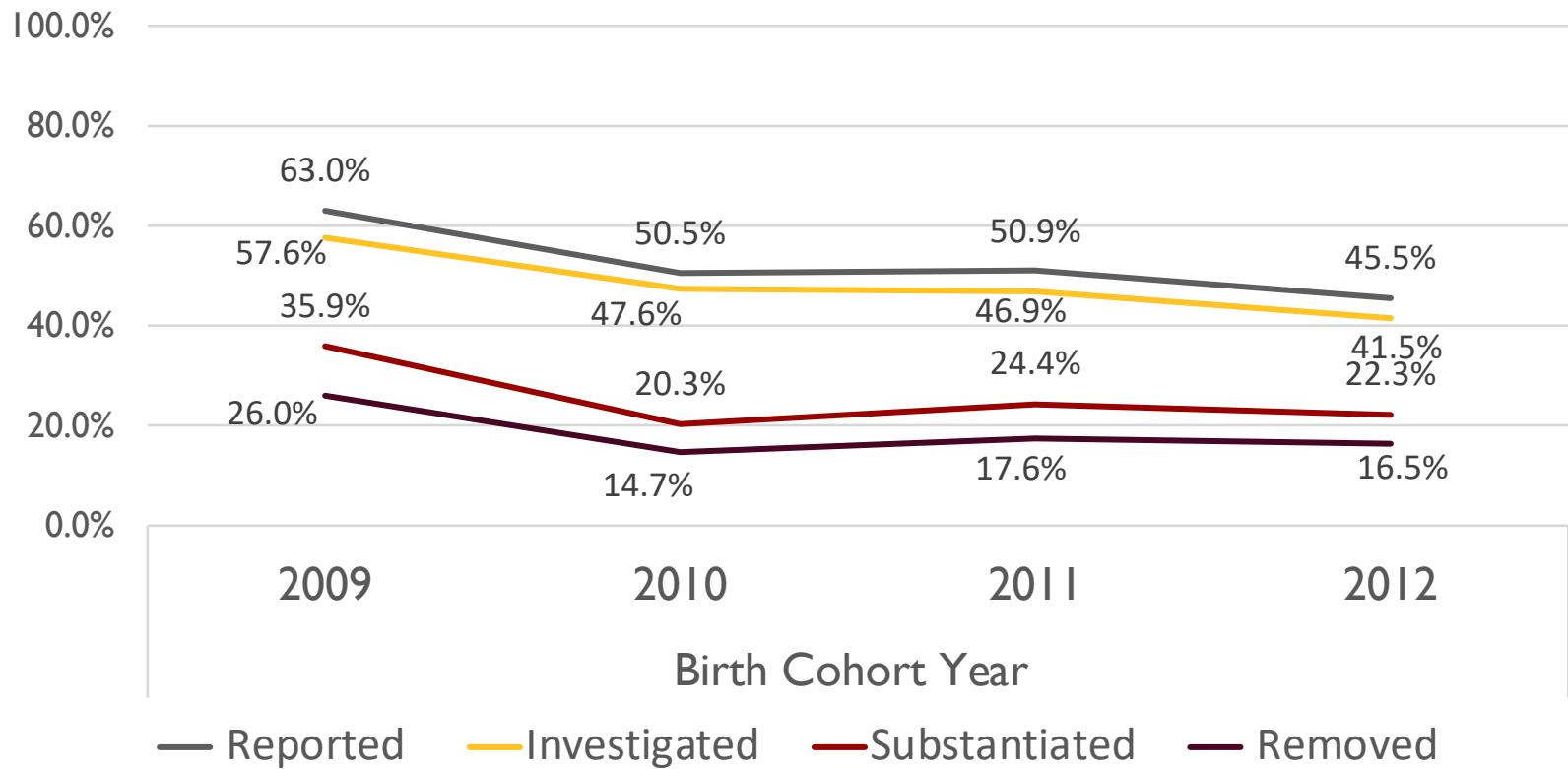


# parenting

Young women (*under age 21*) giving birth (*between 2009-2012*) while in foster care (*on or after the date of conception*)



## Proportion of babies with CPS involvement by age 3



## Latent Class Analysis w/Case Record Review

Class 1 (.30)

30%

Non-minor Mothers with Long, Stable Placements

***Mother's case history shows strong social and parenting support***

*"Ms. [foster mom] has been raising [mom] as though she is her own daughter, as [baby] at this point continues to view Ms. [foster mom] as her grandmother."*

Class 2 (.47)

55%

Minor Mothers with Short Periods in Care

***Mother's case history shows mothers are in care due to circumstances surrounding pregnancy***

*"...Sexual Abuse to minor mom (age 12) by unknown perpetrator was substantiated. mom was six-months pregnant."*

Class 3 (.23)

68%

(Largely) Minor Mothers with Long, Unstable Placements and Mental Health Needs

***Mother's case history shows little social support, rejection of voluntary services, and serious issues impairing parenting***

*"[Mom] stated, 'I need to get emancipated and get out of the system.' She stated that she would like to emancipate from the system before she turns 18."*

class / cluster (proportion)

reported to CPS

attributes



## Latent Class Analysis w/Case Record Review

Class 1 (.30)

30%

Non-minor Mothers with Long, Stable Placements

***Baby's case history shows need for improved parenting skills/child supervision***

*"...mom loses her temper easily with son (age 2). Her discipline style is to redirect son when he is acting out or she puts him on a timeout for one minute*

Class 2 (.47)

55%

Minor Mothers with Short Periods in Care

***Baby's case history shows parenting issues due to mother's development or trauma***

*"This worker asked her where the baby's car seat was and she stated she did not have one and thought it was no big deal."*

Class 3 (.23)

68%

(Largely) Minor Mothers with Long, Unstable Placements and Mental Health Needs

***Baby's case history shows serious issues impairing parenting***

*"Drug-exposed infant. The mother admitted using methamphetamine."*

class / cluster (proportion)

reported to CPS

attributes



## implications

a *two-generation* approach  
to intervention with *mother*  
*and child* is needed

### Key points

- uniquely vulnerable population
- proportion of children with early CPS involvement declined
- information collected at birth was related to child outcomes

### Identified barriers to service provision:

- the desire to live with the father
- negative experiences in care
- fear of surveillance

### Underscores the importance of:

- placement stability/co-parents (e.g., Whole Family Foster Homes)
- identifying a range of services (e.g. trauma informed, subsidized child care, parenting)
- continued support beyond age 18
- data integration/linkage

1

Child and Adolescent Social Work Journal  
<https://doi.org/10.1007/s10560-019-00598-8>

## Pregnant and Parenting Youth in Care and Their Children: A Literature Review

Andrea Lane Eastman<sup>1</sup>  · Lindsey Palmer<sup>1</sup> · Eunhye Ahn<sup>1</sup>



Contents lists available at [ScienceDirect](#)

Child Abuse & Neglect

journal homepage: [www.elsevier.com/locate/chiabuneg](http://www.elsevier.com/locate/chiabuneg)



2

## An examination of child protective service involvement among children born to mothers in foster care

Andrea Lane Eastman<sup>a,\*</sup>, Emily Putnam-Hornstein<sup>a,b</sup>



Contents lists available at [ScienceDirect](#)

Children and Youth Services Review

journal homepage: [www.elsevier.com/locate/childyouth](http://www.elsevier.com/locate/childyouth)



3

## A content analysis of case records: Two-generations of child protective services involvement

Andrea Lane Eastman<sup>a,\*</sup>, Lisa Schelbe<sup>b</sup>, Jacquelyn McCroskey<sup>a</sup>





# Crossing The Great Divide

## Integrating Early Childhood Learning Data with K-12

Marcy Lauck, Co-Director SVRDT & Director of Data Governance, SCCOE

Melinda Waller, Director Early Learning Data Governance, SCCOE



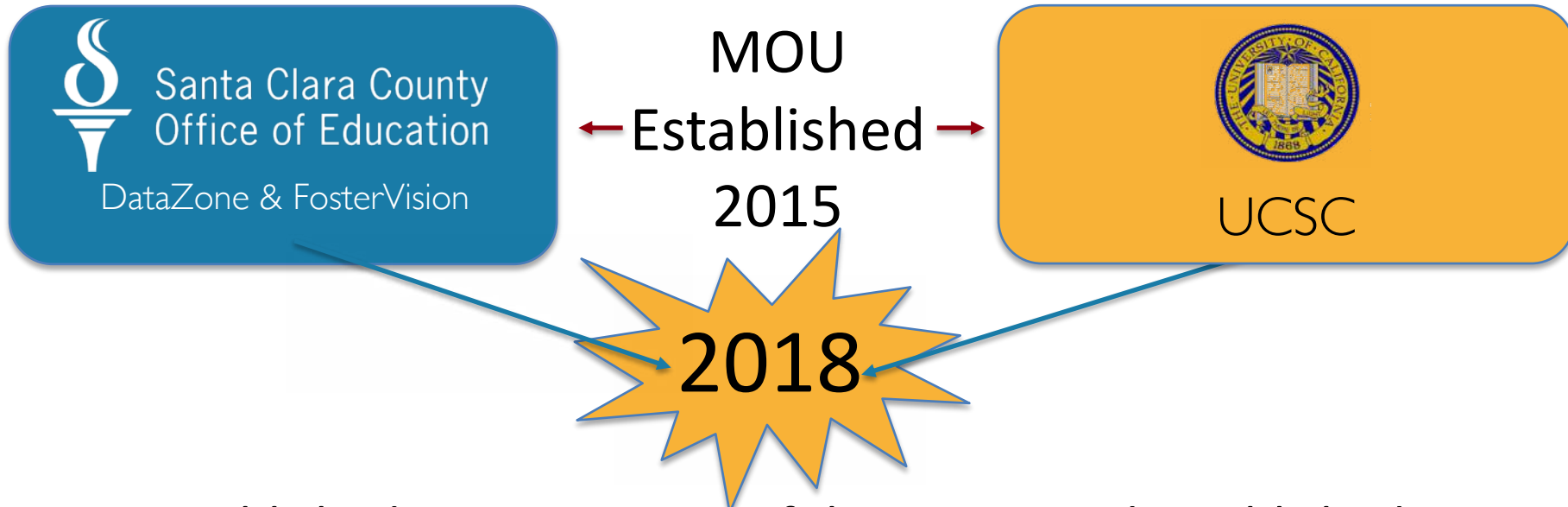
# VISION

## Silicon Valley Regional Data Trust

SVRDT is developing a scalable, secure data environment that supports research, policy and practice to improve outcomes for children, families and communities.



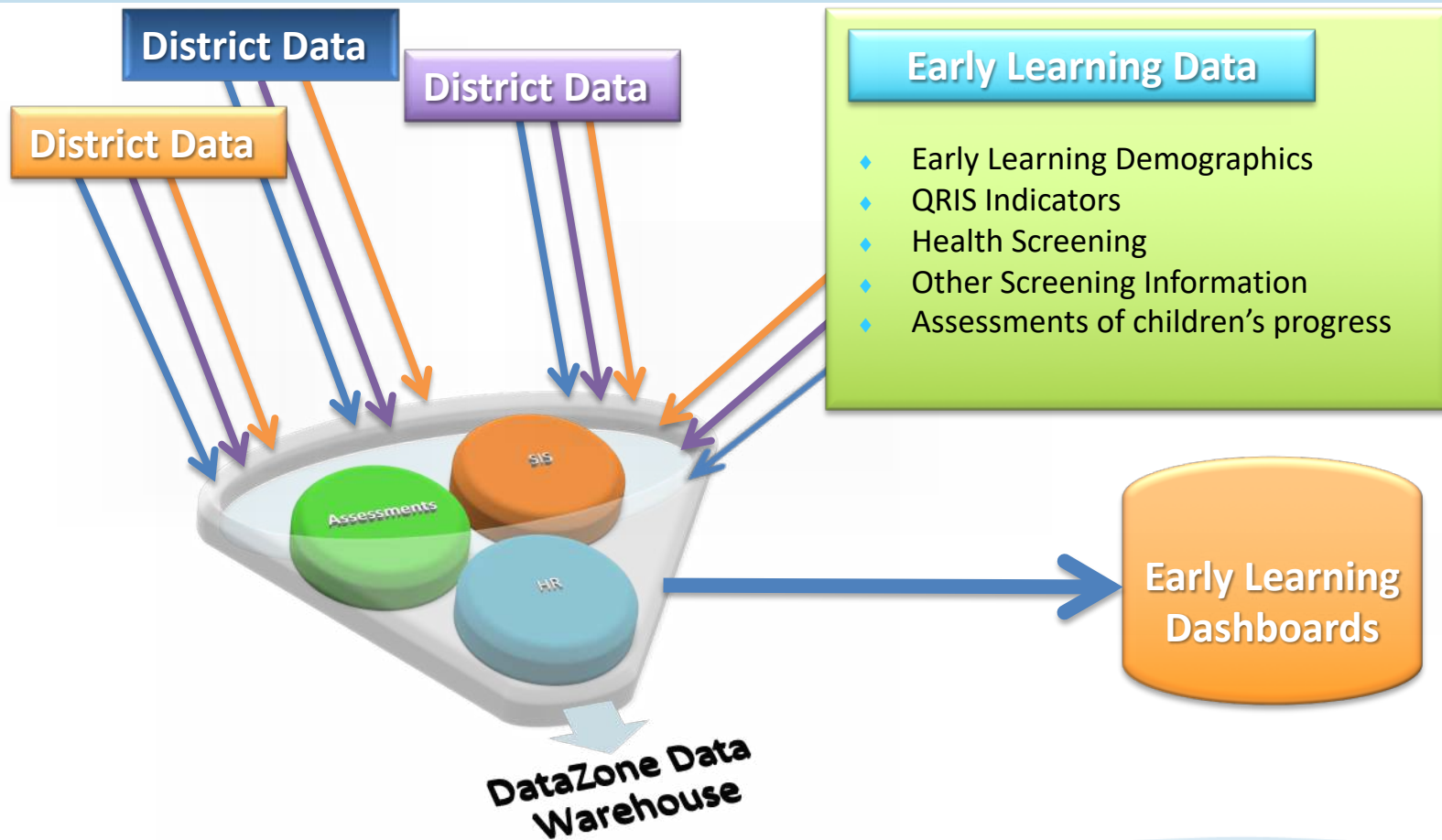
# Converging Vision



SVRDT established as an initiative of the SCCOE and established as a research center at University of CA, Santa Cruz



# SCCOE's Early Learning Initiative



# Goals for the Early Learning Initiative

- ◆ Develop the infrastructure and data governance for Early Learning cross-agency data sharing
- ◆ Create a systems map for data sources and key data elements
- ◆ Use the CDE's Unique Identifier as the common link across all early childhood providers and school districts
- ◆ Build out links to early learning providers
- ◆ Build out Early Learning dashboards





# Progress to Date

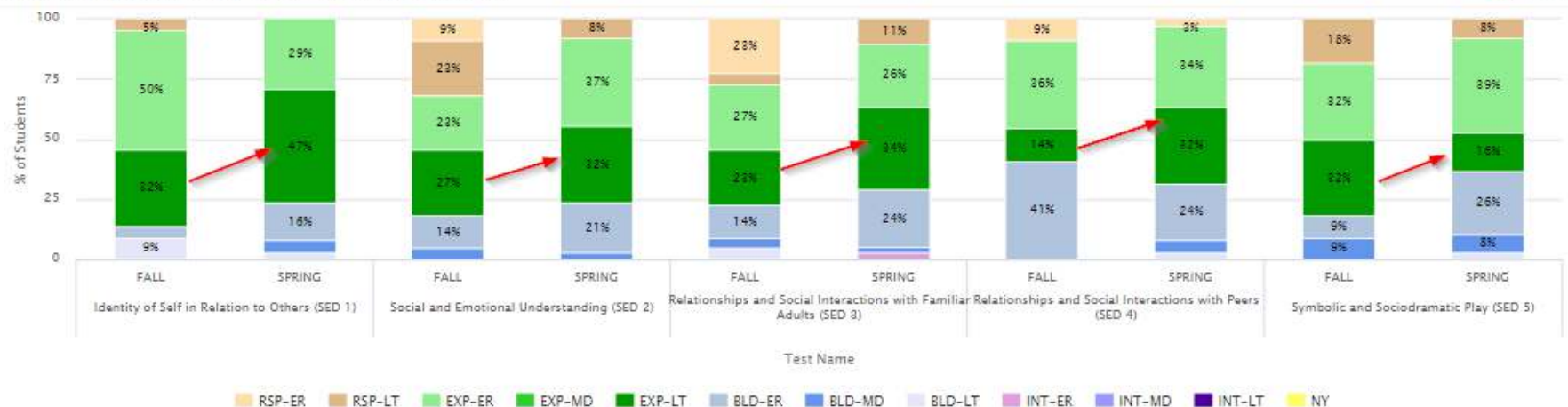
- ◆ Monthly meetings of the Early Learning Data Mapping Collaborative to map source systems
- ◆ Assignment of SSIDs for 0-5 year olds
- ◆ FMSSD is the demonstration site for Early Learning dashboards.
  - ◆ Vision, hearing and dental screening data
  - ◆ DRDP for PreK, TK and K students
  - ◆ Data is linked between PreK and K



# PreK DRDP Growth...

## 2017-18 Pre-Schoolers' DRDP

DRDP: % MET STANDARDS : 2017-2018 - SOCIAL AND EMOTIONAL



Responding earlier → Integrating later

The legend shows earlier to later skills progression



# Can Now Inform Kinder Teachers' Knowledge

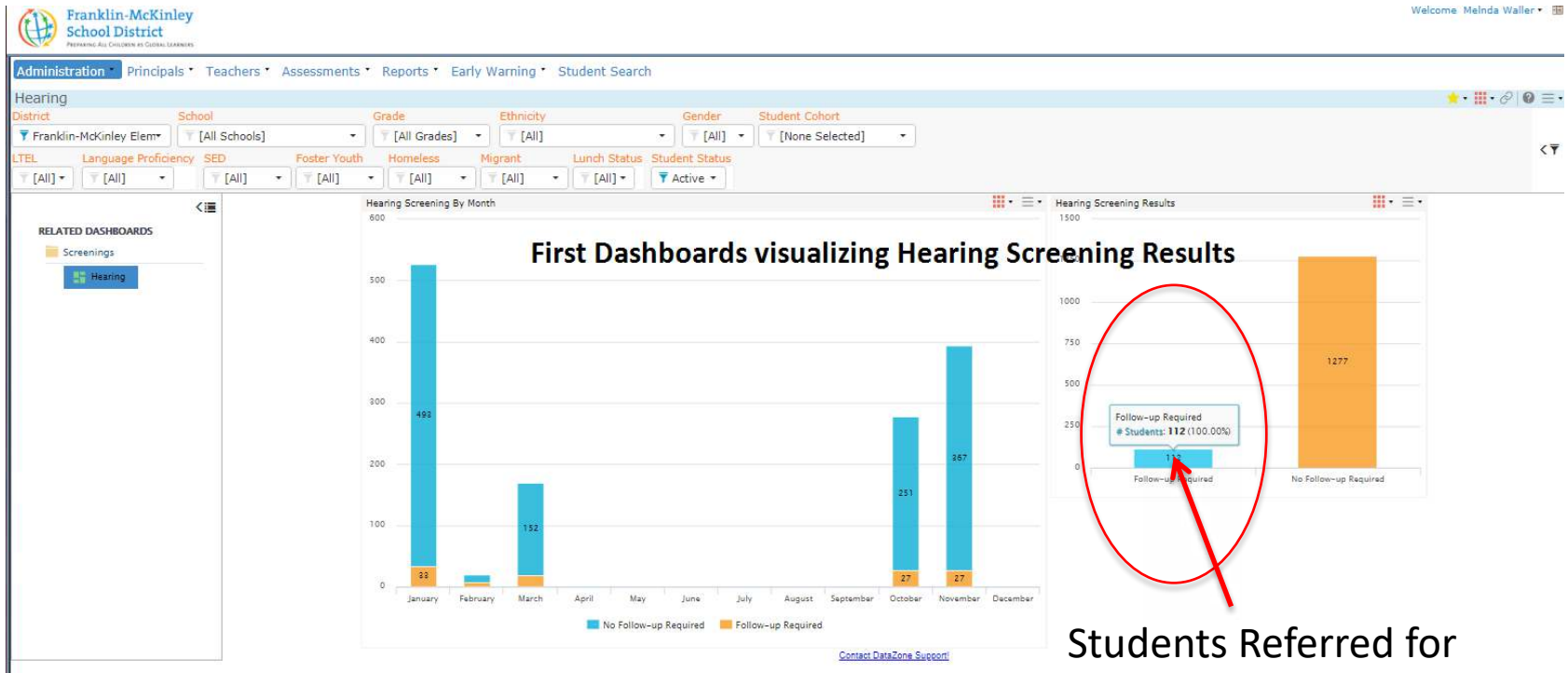
2016-17 Pre-Schoolers' DRDP Results for their 2017-18 Kinder Teachers

OVERVIEW	ATTENDANCE	SCHEDULE	ENROLLMENTS	HEALTH	DISCIPLINE	PROGRAMS	MARKS	TEST SCORES	STUDENT HISTORY	EARLY WARNING	DIPLOMA REQUIREMENTS
TEST SCORES											
<div><div>John Doe</div><div>7986)</div><div>Active in Grade 01 at [redacted] Elementary</div><div>A 6 year old Asian Male</div><div>Born on January 25, 2012</div><div>Is a Special Needs Student and has Prog for dev delay or disability</div><div>Is an active ELL Student and their category is EL</div></div>											
TEST SCORES HISTORY											
Year	Date	Test Grade	Test Name	Product	Test Class	Subject	Test Group	Test Admin Period	Score	Percentile	Test Result
2017-2018			1	DRDP			SED 1				
	09/01/2017	K	Identity of Self in Relation to Others (SED 1)	DRDP	Strand	SED	SED 1 TRI-1				Building Later
2016-2017			1	DRDP			SED 1 TRI-3				Building Middle
	05/01/2017	PK	Identity of Self in Relation to Others (SED 1)	DRDP	Strand	SED	SED 1 TRI-3				Building Middle

SED-1 = Social Emotional Development: Identity of Self in Relation to Others



# First Early Learning Health Dashboards

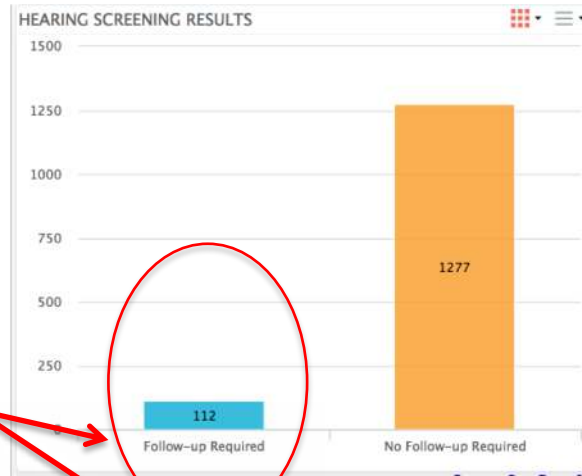


Students Referred for Follow Up Hearing Testing



# First Early Learning Health Dashboards

Cohort of Students  
Needing Follow-Up  
Hearing Testing



[Contact DataZone Support!](#)

**PK SUBJECT ANALYSIS**

DISTRICT: Franklin-McKinley Elem | SCHOOL: [All Schools] | GRADE: [All Grades] | ETHNICITY: [All]

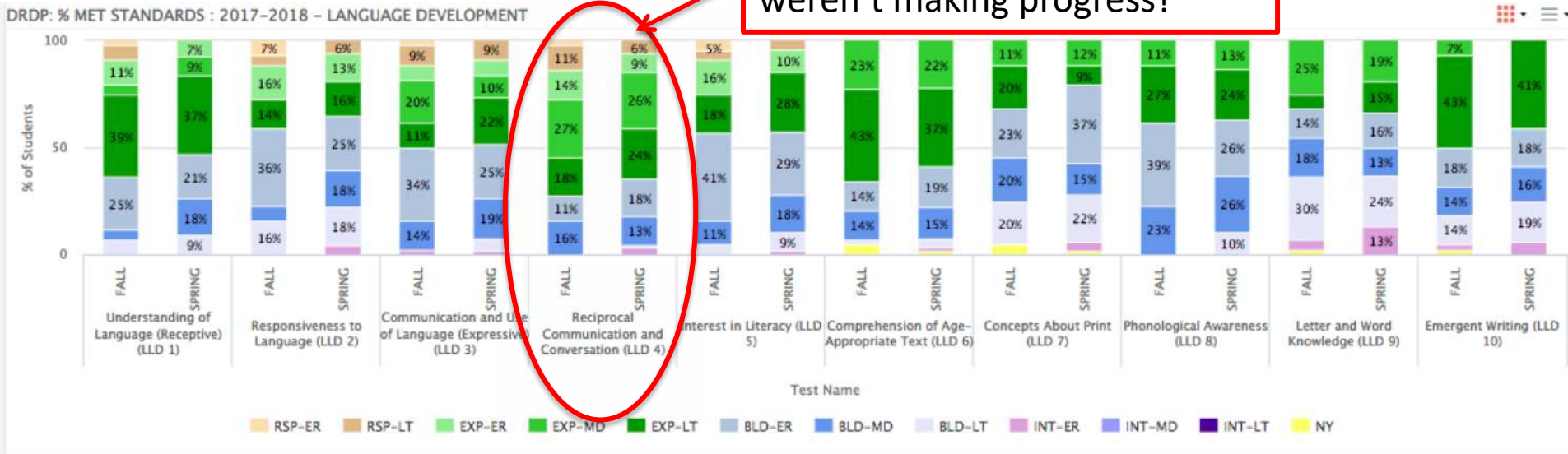
STUDENT COHORT: (U) - 18-19 Ks needing Follow-up

LTEL: [All] | GENDER: [All] | SPED: [All] | LANGUAGE PROFICIENCY: [All] | RFEP 3+ YRS: [All] | SED: [All] | FOSTER YOUTH: [All] | HOMELESS: [All] | MIGRANT: [All] | LUNCH STATUS: [All] | STUDENT TIME GROUPING: Currently Enrolled in this Schc | STUDENT STATUS: Active | TEST YEAR: 2017-2018



# First Early Learning Health Dashboards

Who are the students who weren't making progress?




These are the DRDP scores for the students referred for follow-up hearing testing



# First Early Learning Health Dashboards

OVERVIEW ATTENDANCE SCHEDULE ENROLLMENTS HEALTH DISCIPLINE PROGRAMS MARKS **TEST SCORES** STUDENT HISTORY EARLY WARNING DIPLOMA REQUIREMENTS

TEST SCORES

 **Ronald E. (130...)**  
Active in Grade K at ... Elementary  
A 5 year old Hispanic Male  
Born on March 28, 2013  
Is a Special Needs Student and has Prog for dev delay or disability  
Not an ELL student and their category is EO

TEST SCORES HISTORY

Year	Date	Test Grade	Test Name	Product	Test Class	Subject	Test Group	Test Admin Period	Score	Perce	Test Result	Score	Score	Score
2017-2018							LLD 4							
	05/31/2018	PK	Reciprocal Communication and Conversation (LLD 4)	DRDP	Strand	LLD	LLD 4	SPRING			RSP-LT	2	2	2
	09/01/2017	PK	Reciprocal Communication and Conversation (LLD 4)	DRDP	Strand	LLD	LLD 4	FALL			RSP-LT			

I wonder if his lack of progress is a result of the hearing concern?

This child has made no progress all year in his reciprocal communication and conversation.





# Where We Plan to Go With Data Elements

- ◆ Early Warning Indicators
  - ◆ Chronic Absenteeism
- ◆ Behavioral/Mental Health Interventions
- ◆ Family Support Services
- ◆ Developmental Concerns (ASQ)





# How We Plan To Scale

- ◆ Head Start/State Preschool in Santa Clara County
  - ◆ Health Screening Data
  - ◆ DRDP Student Outcomes
  - ◆ Chronic Absenteeism
- ◆ Bringing data to Kindergarten programs in select school districts
- ◆ Building data literacy among leadership & teachers on how to leverage this data for student impact
- ◆ Consulting with CDE to inform on key data elements for an ECIDS design as part of the PDG-B5



# Questions?

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