Early Childhood Experiences Data Element (DOE050)

# Webinar PowerPoint NotesSlide #3

This data element applies to incoming, first-time kindergarten students only. Coding for preschool students, kindergarten students who have been retained and students in 1st through 12th grade will be discussed on slide 16.

This data element requires the use of a family survey in order to gather the information needed to generate the 2 digit code (more information to come on the codes for this data element further into the presentation).

Due to the timing of correspondence regarding the new Early Childhood Experiences Data Element, Year 1 data collection (2018-19 school year) was considered a soft roll-out. For many school districts, kindergarten registration and in many cases, kindergarten screening was complete, making it difficult to administer a family survey.

However, for Year 2 (2019-2020) and beyond, it is the expectation that districts will be reporting these data for all incoming kindergarten students, with the exception of students repeating kindergarten. If the student is repeating kindergarten, the survey should not be administered.

# Slide #4

There are a number of uses at both the state and local level for the data generated from this data element. The table above outlines some examples of the possible uses.

# Slide #5

These are a few examples of questions that can be asked of the data that align with the uses on the previous slide. As we continue to strengthen the data set for this element, we should be able to answer these and many more questions at the state and local level.

# Slide #7

There are 12 possible codes for DOE050; however, for incoming kindergarten students, we strive to have as many children with codes 01-10. The appropriate two digit code is generated based on the answers to the family survey (discussed in the next section).

The goal is to have as many children as possible coded accurately, using codes 01 through 10. We will talk further into this presentation (slide 15) about when it’s appropriate to use code 00 or code 99.

# Slide #9

This is the family survey with the 3 questions. It is available for districts translated into Spanish, Portuguese, Haitian-Creole, Cape Verde, Arabic and Mandarin. The electronic version of this survey is attached to the email that was sent; the translated versions are attached as well.

Completing the Survey with Families

As you can see from the survey, if the family answers no to the first question, they are asked two follow-up questions: one about participation in Coordinated Family and Community Engagement (CFCE) services and the other about participation in the Parent Child Home Program (PCHP) services. More information about both of these programs can be found in the upcoming slides.

If the family answers yes to the first question, the questions about CFCE and PCHP would be skipped and the family would then be asked to respond to both questions #2 (setting) and #3 (weekly dosage).

# Slide #10

Once the family has completed the survey, the district can use either the coding sheet (slide 7) to determine the two-digit code for the child or staff can use this data collection sheet that aligns with the family survey. Each statement/response is correlated with one of the two-digit codes (01-10).

This coding sheet can be found on the Department’s website: <https://www.doe.mass.edu/sfs/earlylearning/resources/datacoding-english.docx>

This coding sheet is also translated into 6 different languages: Arabic, Chinese, Haitian-Creole, Khmer, Portuguese and Spanish, if districts prefer to use this data collection tool rather than the survey with families.

# Slide #11

In question 1, we ask the family whether their child participated in a formal early childhood experience in the year prior to kindergarten. For the purposes of this data collection, a formal early childhood experience is defined as a licensed early education and care program, including Head Start; a licensed family child care home and/or a public school preschool program. To find out which are the Department of Early Education and Care (EEC) licensed programs, please visit EEC’s Search Link (<https://eeclead.force.com/EEC_ChildCareSearch>).

Once in the search engine:

* select Family Child Care or Group/School Age in the Program Type drop down box;
* select Preschool under the Age drop down box; and
* Select the City/Town from the drop down box.

This will generate the list of licensed programs in your community.

If the child was home with a family member, a nanny/babysitter or in unlicensed care, you would answer no to question 1 as these settings do not meet the definition of a licensed or public program.

A few reminders/tips:

* If the answer to have you had a formal early childhood experience is yes, then go on to ask the family about the setting (Question 2) and the weekly hours (Question 3);
  + If you are asking this in the Winter/Spring prior to the October collection, have the family member estimate the hours/week through August.
  + If the answer to have you had a formal early childhood experience is no, then go on to ask the family about participation in Coordinated Family and Community Engagement Services (CFCE) and/or Parent-Child Home Program (PCHP) – see next slide for more details;

# Slide #12

If the family answered no to the first question, there is a follow up. We then would like the family to let us know if they participated in one of two EEC funded family engagement programs (CFCE and PCHP). Asking this question provides us with additional information about children and families’ access to various family engagement programs.

Coordinated Family and Community Engagement (CFCE)

CFCE programs are locally-based programs in your community that provide child development services and resources to families with young children. There are over 90 CFCE programs across the state, and in total, the CFCE network provides services to 350 cities and towns in Massachusetts.  The CFCE network helps to promote and support:

* Parent education and family engagement
* Early literacy and child development
* Collaboration between local early education and care partners
* Transitions between early education and care settings, home and school
* High-quality programs and service delivery

Each CFCE program offers unique opportunities for family engagement and support and may be known by different local names. We recommend that each district contact their local CFCE coordinator (search link embedded above) and ask for a list of the local program/activity names for preschool-aged children that you can use as prompts or follow up questions to help families recognize this particular program.

We also recommend that ahead of completing this survey, districts ask the local CFCE program coordinator to let families know that they will be asked about participation during kindergarten registration/screening so that families know ahead of time that they should respond yes to this question.

Not all parents will know what is meant by CFCE services. If the parent does not know the answer to this question, this option should not be selected on the survey.

Parent Child Home Program (PCHP)

PCHP is funded by the Department of Early Education and Care (EEC) and is a home visiting program that begins in the toddler years and extends into the preschool years. The home visitor, on a regular schedule, goes into the home with a toy or a book and models for the family how to engage with the child around it.

Unlike CFCE, not every community has PCHP funding. Please use the search link above to determine whether a PCHP program is funded to serve families living in your community.

For the PCHP question, if the family doesn’t know the PCHP by name, you may want to ask whether the family has had visits at home where the visitor brings a book/toy and models how to engage the child with the materials. The family may only know “someone comes to the house”.

We also recommend that ahead of completing this survey, districts ask the PCHP program coordinators to let families know that they will be asked about participation during kindergarten registration/screening so that families know ahead of time to answer yes to this question.

Not all parents will know what is meant by PCHP services. If the parent does not know the answer to this question, this option should not be selected on the survey.

# Slide #13

A few tips are provided on this slide that can assist with data collection and ensure the highest quality data.

Bullet 1

As a reminder, this data element applies only to incoming, first-time kindergarten students. Coding for all other students, including kindergarten students who were retained, will be discussed on slide 15.

In addition to the examples listed above, districts can also collect the data at the beginning of the school year (kindergarten orientation, back to school nights). We recommend having staff available to assist.

Bullet 2

If you think there is a clearer way to ask families about whether they participate in a formal early childhood experience, you may revise the question so long as the revision still reflects the definition of a formal early childhood experience as presented on an earlier slide and it doesn’t change the nature of the question.

You can adjust the language of the questions to reflect local names or terminology for programs (e.g., CFCE or PCHP having a local name).

Bullet 3

In many districts, staff, including staff who speak multiple languages, are available during events such as kindergarten registration and/or kindergarten screening who can assist families with completing the survey. We strongly encourage districts to use these opportunities as a time to ask families to complete the survey as they allow support to be provided, follow up or clarifying questions to be asked, translation to be provided, etc.

Bullet 4

Coding children who are in your public preschool will be discussed on slide 16.

# Slide #15

00

Code 00 is used only for incoming, first-time kindergarten students. The expectation is that Code 00 will only be used for families that were asked to fill out the survey and chose not to and as such, the Department will be reviewing data to ensure that the majority of incoming, first-time kindergarten students have a code between 01 and 10 entered, depending on the responses to the family survey.

For students repeating kindergarten, no action is required for this element because the value should be retained in the local SIS.

99

99 is the required code for currently enrolled public preschool students. 1st through 12th grade students can be coded as 99 or can have a non N/A value in this element as the coding when they were a kindergarten student will be carried forward.

# Slide #16

Collaboration between data coordinators and early childhood/kindergarten coordinators

This data element requires collaboration between those who are responsible for kindergarten registration/screening/orientation and those reporting data in SIMS for the district. Early childhood/kindergarten coordinators/principals have face-to-face contact with families at events such as registration, screening and orientation and can be available and/or have staff available to assist families in completing the survey. Additionally, the program staff would have a sense of which children were enrolled in the public preschool to ensure accurate completion of the survey.

Enrollment in Public Preschool

If a family does not complete the survey or selects that the child was not enrolled in a formal early childhood program, the district should check through local data systems to determine whether the student was enrolled in the public preschool. If he/she/they were enrolled in the public preschool, then the district should select the code that best reflects their participation in the preschool program, based on the program’s schedule and hours.

For families who do complete the survey and answer yes to the question about a formal early childhood experience and for whom the district provided a public preschool program, the district should check its public preschool enrollment against responses to the survey to ensure that the family answered questions about setting and hours correctly. Be careful not to assume that the public preschool is the only placement for a child, though. A family who enrolled their child in the public preschool may select that the child was enrolled in both settings (family child care and center-based program) and/or for full-time hours when the public preschool is a part-time, as many children can be in multiple placements, particularly when one program is part-day/part-week.

Addressing language needs of families

In the first round of data collection, it was noted that families of students whose first language was not English were more likely to answer “No” to the question about whether the child was in a formal early childhood program. While these data may correctly reflect the early childhood experiences of children for whom the families’ first language is not English, districts should make every effort to ensure that families have the language supports needed to complete the survey accurately. Districts can use the translated family survey or the translated SIMS data form for use as part of their processes and should consider times/opportunities in the district when staff who speak different languages can be available to assist families.

Additionally, using the child care search engine on the Department of Early Education and Care’s website, districts can have available the list of licensed early childhood programs with them that families can select from when determining whether the child was enrolled. This will help determine the answer to question 1 (formal early childhood experience) and Question 2 (the type of setting(s) that the child was enrolled in).

Timing

We are asking for districts to collect data on the experiences of children in the year prior to enrollment in kindergarten. For districts that host kindergarten registration in January, this timing may be early for the survey as changes can happen in enrollment over the next 8 months. If screening takes place in the spring/fall, this may be a better time to administer the survey as it is closer (time-wise), families are used to completing paperwork during this process, and districts typically have staff available to assist.

For families that don’t complete the paperwork at events such as kindergarten registration or screening, the district will need to follow up with families to find other opportunities to gather this information (kindergarten orientation, back to school night, teacher/principal reaching out, etc.). The expectation is that districts will make a concerted effort to collect the information from as many families as possible.