

Orange County Preschool Planning Collaborative – Data Workgroup
 March 21, 2007
 Orange County Department of Education, Board Room
 1:00 – 3:00 PM

Attending: John Harris, Nicole Savio, Darren Dang, Jean Barbre, Roseann Andrus, Annette Jewell, Sharon Seidman

Action items are highlighted in **yellow**.

Group Members:

Chair: Dr. Sharon Seidman	Child and Adolescent Studies	California State University, Fullerton	714-278-2930	sseidman@fullerton.edu
OCDE Liaison: Dr. Jean Barbre	Coordinator, Early Childhood Education	Orange County Department of Education	714-327-1077	jbarbre@ocde.us
KHS Staff: John Harris		Karen Hill Scott and Co.	310-216-2928	jharris@karenhillscott.com
Roseann Andrus	Community Investment Manager, LINCC	Orange County United Way	949-263-6108	roseanna@unitedwayoc.org
Anne Broussard	Orange County Child Care Coordinator	County of Orange Social Services Agency	714-541-7418	Anne.Broussard@ssa.ocgov.com
Annette Jewell	Coordinator, MAA	OCDE-Medi-Cal Administrative Activities(MAA)	714-708-4980	Ajewell@ocde.us
Karen Wunderlich	Program Administrator	Children's Home Society		KarenWu@chs-ca.org

Interested but not confirmed

Dr. Maureen Fitzpatrick	Annette Jewell will contact	Developmental Psychologist	Dept. of Psychology, Cal State San Marcos	949-492-3873	mjfitzpa@csusm.edu
Jan Peterson	Jean Barbre will contact				
Valerie Padilla	Jean Barbre will contact	Director of Education Services	Orange County Head Start	714-241-8920	valeriepadilla@ochsinc.org
Lori Vasquez	Jean Barbre will contact		National Pediatric Support Services	714-545-4647	info@npssinc.com

Periodic Visitor to Group

Ellin Chariton	Executive Director, School & Community Services	Orange County Department of Education	714-966-4312	Echariton@ocde.us
Darren Dang		Orange County Department of Education	714-966-4176	Ddang@ocde.us

Discussion:

- How does data support overall preschool planning process?
- Data collection occurs in a broad spectrum of agencies for broad purposes.
 - Need to be inclusive
 - Need to have adequately defines scope so that job does not become endless
 - Possible process: map what we have done before to what we need to identify missing/gaps
- Big Ideas:

- Need liaison/constant information about what other workgroups are doing to know how to provide data
- Data critical for early childhood education planning and efficacy
- Need to identify necessary data elements for informed planning

Planning

Mission: coordinated efforts to streamline data collection and present/disseminate information in a useful way

Vision:

- Data is essential for providing quality ECE and assessing ECE efficacy
 - Data will support county-wide preschool planning and future implementation
 - Data will build the case for the importance of quality ECE experiences
 - Baseline is necessary to assess the effect of any program
 - Current data can help identify appropriate indicators and assessment strategies for when the plan is implemented
- Data workgroup should support and coordinate with other workgroups to identify and collect relevant information
 - Data will be used by a variety of agencies
 - Data must be understood by community/stakeholders
 - Data must be accessible to ECE field, business community, and other interested stakeholders

How do we get there?

- Meet with/liasion to other workgroups to identify
 - Needs for workgroup planning
 - Data resources of which they are aware
- Compile list of existing data & information sources
 - Documentation & preschool roll-out plans
 - Needs assessments
 - Usage counts & enrollment

Resource requirements

- List of potential data needs for each workgroup
- Additional data experts to participate in workgroup
- Financial resources and personnel to collect additional data collection efforts

Challenges

- Person-power
- Identify relevant information from among available data
- Aggregating diverse data sources using disparate tools and measures
- Conflicting counts and conclusions when data is compared from different sources

Next Steps:

- Meet at data workgroup on Tuesday for 1 hour
- Visit other workgroups to review our current understanding
- Reconvene (tentatively) after next planning council meeting

Data needs identified in 2-27-07 workgroup meetings/visions

- I. Facilities
 - A. District data source
 - 1. Declining enrollment
 - 2. California Basic Education Data Systems (CBEDS) = count on census data of school x grade enrollment
 - 3. California Student Education System (CSES) = tracks students across districts
 - 4. Would be valuable if districts would use identical/compatible data sources
 - B. Existing facilities needs assessments
 - 1. Low Income Investment Fund (LIIF) tool through ABCD Constructing Connections via UW
 - a. Anaheim CSD, Magnolia CSD, Huntington Beach CSD, Santa Ana 92701/92703/92705, San Clemente
 - b. Maps vacancy rate & need
 - c. Includes supply, request for care, request for subsidized services, housing development, etc.
 - d. Roseann will send tool and analyses done so far
 - e. Process of analysis for 5 regions required ~ 75% time for 9 months
 - 2. Orange County Head Start, Inc. Needs Assessment
 - 3. AIR data on zip code basis distributed on 2/27/07
 - a. Birth
 - b. K enrollment
 - c. Licensed & publicly-funded facilities
 - 4. SCAN (also LIIF) using GIS maps at street level to identify available facilities in specific regions
 - a. Need can go as localized as census tract
 - b. Facilities are geocoded
 - c. Provides starting cost estimate for specific facility (includes renovation, new, expansion, etc.)
 - 5. LIIF checklist for site to determine readiness for improvement, expansion, etc. (site-level)
 - 6. **Action**: Could use global measure (e.g., AIR) to identify “hot zones” and then use LIIF measure to provide greater analysis of those areas
- II. Articulation
 - A. DRDP
 - 1. Could try to retrieve DRDP data at county/district level from CDD
 - 2. Could try to aggregate DRDP data from different agencies around county
 - B. **Action**: Need to inquire if the committee has data expectations/needs
- III. Workforce & Professional Development
 - A. Staff education
 - 1. UW SB6 Workforce survey
 - 2. CDD Permits
 - a. AB 212
 - b. OCDE
 - c. Statewide CRI

- B. Salary & benefit structures
 - 1. UW SB6 Workforce survey
 - 2. Chains/private centers
 - 3. School district
- IV. Parent & Community Engagement
 - A. Language data
 - B. Parent education and employment
 - C. Empirical data on the benefits of parent involvement
- V. Program Quality & Monitoring
 - A. UW Quality Rating System
 - B. Empirical data on best practices for particular populations or goals
 - C. Process assessment vs. child outcome assessment