



Spark NH Vision: All New Hampshire children and their families are healthy, learning, and thriving now and in the future.

Spark NH Mission: Provide leadership that promotes a comprehensive, coordinated, sustainable early childhood system that achieves positive outcomes for young children and families, investing in a solid future for the Granite State.

Spark NH Data Committee Meeting

April 6, 2015

2:00-4:00

2 Delta Drive, Concord

Early Childhood Data System Committee charge –facilitate the development and implementation of an integrated, cross-sector data system that connects early childhood data to the New Hampshire Department of Education’s longitudinal data system

Attending: Liz Collins, Kim Firth, Laura Milliken, , Jennifer Sabin, Marj Droppa, Carol Garhart, Lara Quiroga, Pam Durkee, Caitlin Jones, Debra Nelson, Cathy McDowell, Peter Antal

Minutes

1. Identify meeting recorder- Liz
2. Review of Minutes of Last meeting March 2, 2015
3. Peter Antal began review of Indicators (materials were sent to committee members prior to today’s meeting)
 - a. Reviewed the Needs Assessment Report Survey responses:
 - i. Missing was business perspective
 - ii. Data less than 5 years old was preference
 - iii. The people who responded to the survey stated that it was a useful resource.
 - iv. The Data committee will need to further look at for who/how needs assessment will be met in the future.
 - b. Peter proposed that the committee review the indicators (after today’s overview) in the next month and be ready at the next meeting to rate the updates and update background information where available.
 - c. Today the plan was to develop a rating framework
 - d. We did review the availability of Background Resources such as Markers that Matter and the others that were shared with the group.
 - e. Spark NH Data Points: Peter started to sort these by the Committee interest areas:
 - i. Policy Committee prioritized the following: Note potential focus on kindergarten readiness – importance of link to kindergarten readiness...how can we sell quality childcare? How are children doing when they enter kindergarten?
 - ii. Potential indicators for school readiness: Board of Education endorsed a set of indicators but still working on how to measure and collect. Some districts do something (TS

Gold/Work Sampling) and others do not do any of this. Debra N will share link with Laura to share the indicators with the group.

- iii. May be room for more/better family engagement (NSCH, reading initiative, National center on family engagement, refer to children's alliance old booklet) and health (immunizations, well child checks) indicators.
- iv. VROOM toolkit – what indicators are they using
- v. Utilization of the ASQ
- vi. Is there-school info on expulsions/suspensions – they are maintained by some districts.
- vii. What are the transition supports
- viii. Use of Home visiting family assessment data
- ix. Working on general awareness (child care) – does quality influence general decision making about families choosing quality child care settings? Are people willing to pay more? Can they pay more?
- x. Childcare scholarships – who is receiving, who is applying?
- xi. No data on child and family outcomes in general child care programs – more on head start – note some data on Head Start, largely missing from child care
- xii. Defining a children's budget-how much money is going to support young children and their families?
- xiii. What is the impact of budget cuts to child agencies – where are they, who are they?
- xiv. Down the line – upcoming requirements to spend more on kids...Longer eligibility, pay for more days, limited increase in funding...So potentially less access for children...What difference does it make for children who didn't have access.
- xv. Need for county and town data to talk about disparity and obtain greater texture from the data
- xvi. Discussion on "Organizing Domains"

f. Ways to sort the indicators:

- i. General demographics,
- ii. Healthy children and families,
- iii. Assuming a 2 generational (at least) approach,
- iv. Positive early Learning Experiences,
- v. Social and emotional, cognitive, language and literacy,
- vi. approaches to learning,
- vii. Strong Families,
- viii. Coordinated Early Childhood System

g. Needs assessment report: used General demographics, Good Health, Strong Families, Early Learning

h. Coos Coalition looking at these domains: General demographics, social and emotional, cognitive, language and literacy, approaches to learning, physical/mental health, family environment, care and education environment

i. How do we sift through and prioritize indicators (say top 2-3)

- i. Do we want to rate each indicator regarding:
- ii. Validity (does the data provide an accurate representation of the topic at hand)
- iii. Action power (is this a topic area that Spark NH can actually move the needle on?)
- iv. Clarity (are the data easily understood?)

- v. Communication power (will the data strongly resonate with the intended audience?)
 - vi. Last time data was available (are the data 2 years old? Or 8 years?)
 - vii. Next time data will be available (how frequently can we rely on the data for communications planning?)
 - viii. Accessibility (will additional work be needed to transform raw data into something usable or is it ready to go?)
 - ix. Geographic breakdown (will data be available at the county, zipcode, town or other planning level?)
 - x. Race/ethnicity breakdowns (will data be available by commonly collected standards for race/ethnicity?)
- j. Recommendations
- 1. Drop communication power
 - 2. add age breakdown
 - 3. ? combine clarity and communication
 - 4. ? combine last time/next time; timing of the data
 - 5. question about validity...to what extent does the data answer the question
- k. Peter will send out the rating tool after he and Laura look at separating the list of indicators into manageable sections (2) . He will need it back 2-3 days prior to the next meeting in May.

Next Meeting: May 4, 2015, 2-4