

Shared Learning Journey- Early Childhood Data and Equity

June 9th, 2021

Every Child Ready Chicago

Draft Guiding Principles

As Chicagoans who want to support early childhood outcomes with better data, we agree to:

- Pursue greater visibility into the needs and experiences of **all children** birth through five in Chicago.
- Use data as a powerful tool towards **greater equity**, including sharing disaggregated data and actionable information related to differently abled learners.
- Ensure that the **voices of communities and families** inform the collection of data, the co-creation of a research agenda and have opportunities to provide ongoing feedback.
- Build **trust** in a data governance model with clear and transparent roles that distinguish data stewards from data owners, decision-making protocols and processes for ingesting, analyzing, and sharing data with a variety of stakeholders
- Ensure data are made available to **all early childhood stakeholders**, including families, program administrators, funders, advocates and policy-makers, in ways that are most valuable to them.
- Establish a clear and transparent delineation of **what data can be shared publicly** to the extent allowable under state and federal law.
- Leverage that latest technology to allow greater access to data across the system that is actionable and in **real-time** whenever possible.
- Build **data literacy**, at all levels, to contextualize data and identify the root causes of data patterns using a strengths-based approach.
- Promote the use of data by institutions for **continuous quality improvement** to track outcomes and achieve goals.

Group Activity- Guiding Principles

“Do no harm”

Who is harmed by the current ways data are available today?

“Assumptions made about the people vs. the system.”

“Those without access to the data.”

“Families that are missing due to incomplete data systems.”

“Families who have not been authentically engaged.”

“Not only low-income families but even middle income families are receiving skewed data in ways that are harmful as well”

“Almost any stakeholder who are working on behalf of groups/services”

“Academia treats communities as guinea pigs, not telling whole stories of people, labeling.”

“Teachers have to spend a ton of time entering data and there is rarely a feedback loop for what the data means or how it can be used to ensure continuous quality improvement and communication with families.”

“Policy makers and providers who need data to do their jobs better”

How can that be changed in the future?

“Give people their data -- be ready for the clunky conversation that may have to happen -- give space for processing -- acknowledge and recognize that exact needs will vary, but the fact of need will be consistent.”

“Design around and in partnership with the people data is being traditionally ‘done to’”

“Ensure feedback loops with key stakeholder groups (e.g. families, teachers, etc.)”

“[Have it be] written in layman’s terms that is understandable by parents and translated in all languages.”

“[Include] missing information that could help better understand a child’s context.”

Transparency

“Data stewards think of themselves as data owners.”

“What data is public [today] is the story that people want to tell you. Need to look beyond the data. If the data doesn’t support the story, it’s not shared.”

“What are the strategic goals/equity goals we are trying to address and what data do we need to meet those goals? That needs to be available to public so they can hold institutions accountable to ensure goals are actually reached.”

“Get informed consent of parents (engineered consent instead).”

“Being transparent with limitations of data, what it can or can’t get you, primary vs secondary data etc- where is data coming from and what can data really tell you (or not). Be real and honest about challenges”

“When engaging families they should have a decision making role in what data is being shared.”

“We’ve had to work so hard to get data out of CPS. Where are early childhood classrooms being built? Not enough data on access, enrollment is public.”

“Kindergarten readiness percentage - where does that data come from?”

“More transparency around the use of data related to differently abled learners”

“Where is the follow-up after data is collected? Lack of follow-up erodes trust”

“The system wants to stay within the status quo because it preserves institutions, positions, etc.--data needs to reflect the questions/needs of communities.”

“Adopt a clear framework (i.e. equitable evaluation) and develop clear processes and protocols for data use.”

“Responsibility of building trust lands with researchers/data, those with more power because of history of misuse - they need to make effort to build trust”

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“Power shift and mindset change. Are the people who hold the data willing to give up power?”

“Regular share outs- honest on capacity of data.”

Access

Who gets access to data? How should it be disaggregated?

“Notion of not measuring anything feels more inequitable than imperfect measurement.”

“Data governance structure must ensure people have the right levels of access--right protocols are essential.”

“Families in a way that they are able to comprehend.”

“Lack of disaggregation and inclusion of folks not often studied puts less resourced families in the deficit space.”

Timing

How often should data be shared?

“Holding on to data – data must be “perfect” - then it is not timely.”

Application

How can the data be a tool for promoting more equity in child outcomes?

“In ECE we are awash in data but none of it is the right question. How to go back and make sure we are asking the right questions - i.e. what do people need?”

“Make sure to break down key subgroups, not just the system as a whole.”

“We need to not only collect data but use data to change the way we provide services.”

“Using data in real time for CQI purposes”

“Communities advocating for their wants and needs.”

Capacity

What is needed to ensure that the data is made available and used?

No trust in learning out loud.

“Naming the harm and starting from that understanding.”

“How can we prepare institutions to be responsive to communities that use the data? Time and energy required to spend with the data WITH the community.”

“Why does data look the way it does- what is it saying or not, limitations, challenges, contributing factors.”

“Overall continuous improvement structures and supports infrastructure is key.”

“There needs to be an investment in what people need to provide this information.”

“Lessons from openly networked learning - equity doesn't just happen when data is available - you have to actively cultivate conversations with the groups of people that the data matters to and impacts.”

“Acknowledge there will be nuance and variation in the data and prepare people to deal with it → reality that 100% consensus building is hard and may even be impractical in certain instances.”

“spend all our resources on collection and not enough on analysis--need to focus on creating meaningful feedback loops.”

“Pay parents.”

“Educating on the different types of data so there is clarity/understanding of the information shared to ensure appropriate/effective usage.”

“Create opportunities to provide data literacy.”
