Scribes Notebook--Kim Wolcott's Notes w/ LE edits- Data and Measurement

NOTE: name & affiliations double-checked w/ sign-in sheet passed around during breakout session

1. Doug McNally – Berkshire Readiness Center
2. Jim Ayres – Exec Dir Hampshire County United Way
3. Sandy Wixted DMH
4. Jennifer Poulos – Rennie Center for Research and Policy
5. Kate Hobbs – CES, SPED in SEIS settings
6. Chris Cobb – City of Worcester / Coordinator of Public Health
7. Carole Upshur – UMASS Medical
8. Lauren Viviani – MA DESE
9. Anne Gilligan, also at ESE
10. Kay Lisseck – CES EC staff
11. Jane Haltiwanger
12. Kim Wolcott - scribe

Notes/comments upon review of challenge questions:
- How do you bring down data to classroom level, as opposed to statewide add to pt (2)
- Dosage – piece we should touch on
- How do we measure the impacts or outcomes on children
- How do we use generalized measures to examine progress
- Engage those involved that can make a change they can create their own measure; make small chgs, adjust

TOP 3 Challenge Questions (most dots each):

1. How can we be more consistent in measuring effectiveness of programs in developing social emotional competencies? - **5 dots**
2. How do we involve parents and educators together in collecting, interpreting and acting on data? (since social emotional skills develop over time and differently in different settings) - **5 dots**
3. How can we be more consistent in measuring children's social emotional competencies? - **3 dots**

Did not get on top three challenge question list, but also received 3 dots:

● H*ow do we analyze the way race and class shape our perceptions of children's competencies? - 3 dots*
● *How do we measure the impact of toxic stress and the impact of 2-generation approaches?* - **3 dots**

Middle group of challenge questions (received 1-2 dots)

4. How do we align, share and agree on assessment tools , processes and data points from 0-8 years? - **2 dots**
5. How do we agree on what trauma informed programming meason so we can measure it effectively? - **1 dot**
6. How can we be more consistent in measuring awareness and skills of EC workforce in developing social emotional competencies? - **1 dot**
7. How do we measure the impact of efforts on children? **- 1 dot (additional question)**

Last group of challenge questions (received 0 dots)

8. How do we map high need areas?
9. How do we capture dosage? (additional question)
10. How do we get data on preschool expulsion and suspension?
11. How do we link data across states?

EXAMPLES (of top Challenges)

- How do we involve parents and educator together - in collecting, interpreting and acting on data
  - How do we facilitate data collection from both parents and early education settings and get it in one place?
  - Parents and teachers see/interpret child's competencies differently
  - Children's competencies are displayed differently in different settings

- How can we be more consistent in measuring effectiveness of programs in developing social emotional competencies?
  - There is a lack of and a need for baseline data
  - We usually have self-assessments - which are limited in terms of what they tell us
  - There is a lack of consensus on measurements - domains and concepts are measured differently

- How can we be more consistent in measuring children's SEL competencies?
  - There is a lack of tools being used and funded over time.
  - There is tension between standardizing measurement and ensuring it is meaningful and useful to educators

SOLUTIONS to: CHALLENGE QUESTION #1
How can we be more consistent in measuring effectiveness of programs in developing social emotional competencies? (5 dots)
Solutions
1. Environmental scan - find good, well received measures in use. (revised by Carol - create and inventory and disseminate results) - 6 dots 2. Aggregate accountability measure for school/district, community and home (use same standards to create district/community report card in multiple settings) - 5 dots 3. **Local and regional participatory process that builds consensus around measures. Does this meet our needs? Can we implement it? - 5 dots** 4. Differentiate how/where/when social emotional intervention/instruction is delivered: classroom-based - program based - holistic based - Anne - 3 dots

5. Consistent/flexible measurements across communities - allow for local variables - 1 dot
6. Authentic, organized stakeholder engagement - includes families, etc… - 1 dot
7. Document demographic differences across time - Jane - 1 dot
8. Compare group data year to year - Jane
9. Aggregate data to measure programs - Jane
10. We should measure SEL competences across developmental trajectory. Jane
11. Provide narrative re: context
12. How to measure implementation and fidelity of implementation of social and emotional programmatic interventions and options? - Anne
13. How to answer the question: "measured to compare to whom? Or What? - Carol
14. Build into teacher evaluation - public, community, home (Not yet)
15. Funding (has 2 checks beside it but no dots)

SQUEEZE TEST: CHALLENGE QUESTION #1 (*if money is no object….*)

How can we be more consistent in measuring effectiveness of programs in developing social emotional competencies? (5 dots)

Solutions	Doable	Powerful	Scalable	Measurable
1) Environmental scan - find good, well received measures in use. (revised by Carol - create and inventory and disseminate results) - - 6 dots	Green	Orange	Green	Green
2) Aggregate accountability measure for school/district, community and home (use same standards to create district/community report card in multiple settings) - 5 dots	Green	Orange	Orange	Green
3) **Local and regional participatory process that builds consensus around measures. Does this meet our needs? Can we implement it? - 5 dots**	Green	Green	Orange	Green

Compost Bin:

SOLUTIONS to CHALLENGE QUESTION #2

How do we involve parents and educators together in collecting, interpreting and acting on data? (since social emotional skills develop over time and differently in different settings) - 5 dots

Solutions

1. More home based programs - teachers in homes and communities - pay staff day for time outside school - 6 dots
2. **Help teachers and parents interpret, discuss and act on the data they provide - 5 dots**
3. Improve school culture - school readiness for family involvement - pay for time outside school day - 4 dots
4. Train parents on the measures they use and why they matter - 3 dots
5. Collect parent data and use it! - 3 dots
6. Get buy-in from educational leaders for involving educators and parents together - 1 dot
7. Use data in newsletters and online bulletin boards - 1 dot
8. Involve a trusted family advisor (pediatrician, social worker, etc…) - 1 dot
9. Take a two-generation approach to literacy - 1 dot
10. Allow for flexibility for local level variables - no dots
11. Leverage existing community resources - collaboration across sectors - no dots
12. Invite parents to join/attend data council meetings - no dots
13. Use data in every parent conference - no dots

SQUEEZE TEST: CHALLENGE QUESTION #2

How do we involve parents and educators together in collecting, interpreting and acting on data? (since social emotional skills develop over time and differently in different settings) - 5 dots

Solutions	Doable	Powerful	Scalable	Measurable
1) More home based programs - teachers in homes and communities - pay staff day for time outside school - 6 dots	Orange	Green	Red	Green
2) **Help teachers and parents interpret, discuss and act on the data they provide - 5 dots**	Green	Green	Green	Green
3) Improve school culture - school readiness for family involvement - pay for time outside school day - 4 dots	Red	Green	Red	Orange
Compost Bin:				

SOLUTIONS to CHALLENGE QUESTION #3

How can we be more consistent in measuring children's social emotional competencies? - **3 dots**

Solutions

1) **Make sure the measure is feasible in terms of effort and funding/cost (assuming it's valid and reliable) - - 5 dots**
2) Disseminate research studies that show long term benefits of building social emotional skills early - 5 dots
3) Train those who use the measure on observational assessment - 5 dots
4) Stakeholder engagement across environments - 3 dots
5) Cultural nuances are factored in, accounted for and allowed - 2 dots
6) Beta testing of assessments (practice runs as part of training) - 1 dot
7) Work for parent and teacher buy-in (to importance of both developing social emotional competencies and the need to

measure that development) - 1 dot
8) Train those who measure on the the social emotional standards - 1 dots
9) Adopt the same measure
10) Make sure all measures used (if greater than 1) are aligned to the standards - no dots
11) Continue to educate legislators re: how important social emotional skills are in early childhood education - no dots
12) Cultural flexibility for assessment and community-wide - no dots

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SQUEEZE TEST: CHALLENGE QUESTION #3

How can we be more consistent in measuring children's social emotional competencies? - 3 dots

Solutions	Doable	Powerful	Scalable	Measurable
1) **Make sure the measure is feasible in terms of effort and funding/cost (assuming it's valid and reliable) - - 5 dots**	Green	Green	Orange	Green
2) Disseminate research studies that show long term benefits of building social emotional skills early - 5 dots	Green	Orange	Green	Orange
3) Train those who use the measure on observational assessment - 5 dots	Orange	Green	Red	Orange
Compost Bin:				

Deep Dive - on solutions that "won" the Squeeze Test for each Challenge Question

Solutions	Action Steps	Policy recommendations
1) **Local and regional participatory process that builds consensus around measures. Does this meet our needs? Can we implement it?**	1. Flesh it out - define and clarify 2. Prioritize and sequence 3. Analyze steps 4. Need expertise - recruit expert panel first step 5. Convene multiple stakeholders to do steps above 6. Choose measure/package - make recommendations 7. Pilot/rollout of selected measures	1. Provide PD to EC providers on using measures 2. Require measurement of SEL by all EC providers using recommended measure(s). 3. Mandate that standard implementation requires measurement. 4. Information used to improve outcomes 5. Funding for measures, PD and implementation
2) **Help teachers and parents interpret, discuss and act on the data they provide - 5 dots**	1. Develop training modules 2. Identify exemplars 3. Disseminate 4. First step - give information back to parents and teachers 5. Develop data champions - serves as family engagement as well 6. Use Family Council model - help parents develop skills 7. Data specialists in districts (communities)	1. Embed into family engagement practices 2. Create rights to information for parents and teachers 3. Align with licensing and QRIS regulations
3) **Make sure the measure is feasible in terms of effort and funding/cost (assuming it's valid and reliable) - - 5 dots**	1. Intentional process - who is invited - very inclusive 2. Models are out there - building coalitions - Wraparound Zone Cookbook 3. Assessment of community readiness -	1. Federal money is available for community engagement 2. Require participatory process for EC programs 3. EEC regions - what is their role?

	"seed the ground" 4. Find some champions/leaders 5. Consider cultural/linguistic diversity 6. Public health, education, public safety	They could facilitate a participatory process 4. CFCEs - policy driven roles - very connected to families...could they play a leadership role? 5. Teacher preparation programs - develop students' understanding of the role in relating to parents