Final Report
Maine Interagency Data Assessment

Public Consulting Group LLC

September 2022

PUBLIC CONSULTING GROUP

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FOREWORD

Public Consulting Group LLC (PCG) would like to thank the leadership and members of the Maine Justice for Children Task Force and the Race and Equity Committee for their advice and guidance during this project. In addition, PCG is especially grateful to the staff and leadership of the five project partners who contributed to this report through group and individual interviews and meetings, written self-assessments, and follow-up conversations conducted over email.

The considerations for change that PCG provides in this report were informed by input that PCG received from the five project partners, the members of the Race & Equity Committee, staff from the project partners, a literature review and interviews with national experts in the field of data sharing. PCG recognizes that the ability to move forward with operationalizing the next steps will ultimately be a decision made by each project partner based on its own assessment of the benefits that may potentially be realized, as well as the human and technical costs of changing how the data are collected, captured and reported. This report is not intended to imply that any of the five project partners agree or disagree with the considerations of potential next steps that are set forth in this report. Rather, this report is meant to provide a foundational resource of information and actionable steps that may be considered as the Race & Equity Committee moves forward with its work.

INTRODUCTION

Established in 2006, the Maine Justice for Children Task Force (Task Force) is comprised of a collaborative, multidisciplinary group of members whose mission is to improve the safety, permanency and well-being of children and youth in Maine's child welfare system. Through various initiatives, the Task Force is focused on identifying the strengths that contribute to the safety, permanency and well-being of Maine's children and the barriers and challenges that may have a negative impact on realizing positive outcomes for children and youth. An important step is to identify where disproportionality may exist across the different family-and-children-serving systems that engage with one another. Partners include the Department of Corrections (MDOC), Department of Education (DOE), Department of Public Safety (DPS), and the Maine Judicial Branch (MJB), and the Department of Health and Human Services' Office of Child and Family Services (OCFS).

As a part of its role within the Task Force, the Committee on Race and Equity (Committee) is specifically interested in understanding trends and outcomes related to ten specific data points to identify and address potential disproportionality among the clients of the project partners. Those ten data points are:

1. Race,
2. Ethnicity,
3. Connection with Tribe/Band/Nation,
4. Tribal Enrollment,
5. Sexual Orientation,
6. Income,
7. Location,
8. Sex (Assigned at Birth),
9. Gender Identity, and
10. Disability.

As a foundational component to this effort, the Committee aimed to understand and assess current data collection, storage, sharing, and reporting practices as they relate to the ten data points of interest across five project partners – DOE, DPS, MDOC, MJB and OCFS.

To complete this assessment, MJB, on behalf of the Committee, contracted with Public Consulting Group LLC (PCG) to complete an Interagency Data Assessment. With a solitary focus on the ten data points, this assessment seeks to clearly define current data practices across the five project partners, create a practical data inventory based on current practices, provide national best practices for aggregate interagency data sharing, and provide options to the project partners for considering next steps toward strengthening the robustness and availability of data specific to the ten data points of interest and laying the groundwork for aggregate data sharing opportunities between the five project partners. To that end, this project resulted in two deliverables. The first, the Data Inventory Report, is attached as Appendix A and provides a detailed roadmap of the current data the are available and the data practices of the project partners relating to the ten data points of interest. The second of two deliverables, this report, the *Final Report,* provides an overview of the mechanisms by which PCG sought input from both internal stakeholders and external experts, several models by which Maine project partners might approach data-sharing, and considerations for next steps as the project partners move toward a future state in which data can be consistently shared across systems in order for each project partner to better anticipate future service needs and outcomes of its clients.

PROJECT PARTNERS

To provide the context within which data may be collected and the extent to which that data is shared, it is important to understand the roles and systems of the project partners.

DOE aims to provide educational access from Pre-Kindergarten through adulthood for all Maine children in a manner that leads to future success in both life and career. The DOE strives to engage and challenge

every student appropriately by providing individualized learning opportunities to promote success and achievement for each student.[1]

DPS oversees the state's safety bureaus and ensures efficient delivery of services provided by those agencies. Agencies overseen by the DPS include:

- Capitol Police,
- Consolidated Emergency Communications,
- Maine Criminal Justice Academy,
- Drug Enforcement,
- Emergency Medical Services,
- Fire Marshal's Office,
- Gambling Control,
- Highway Safety, and
- Maine State Police.

MDOC provides the direction and general administration, planning, and guidance for adult and juvenile correctional facilities and programs. The mission of MDOC is to make "our communities safer by reducing harm through supportive intervention, empowering change and restoring lives."[2] The MDOC operates under the values of Accountability, Respect, Integrity, Teamwork, and Commitment. Additionally, the MDOC is intentionally focused on "respecting and reflecting the unique experiences, backgrounds, and perspectives" of employees, residents, and communities served.[3]

MJB is Maine's state court system, comprising the Supreme Judicial Court, the Superior Court, the District Court, and the Administrative Office of the Courts. The mission of the judicial branch is "to administer justice by providing a safe, accessible, efficient and impartial system of dispute resolution that serves the public interest, protects individual rights, and instills respect for the law."[4]

OCFS is committed to ensuring the safety, stability, health, and happiness of all Maine children. OCFS works to achieve this commitment by:

- Administering Maine's child welfare system,
- Overseeing fostering and adoption services,
- Regulating childcare facilities and providers,
- Assisting Maine families in accessing and paying for childcare, and
- Facilitating access to child behavioral health services.[5]

THE DATA POINT SET

Before exploring the extent to which data are collected for the ten data points, in what form and how they are used, PCG first defined each data point to ensure there was a common understanding of each data point before beginning to catalogue what is collected and how those data points might be used.

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[1] Maine Department of Education. (2020). About. Retrieved from https://www.maine.gov/doe/about
[2] State of Maine Department of Corrections. (2020). About. Retrieved from https://www.maine.gov/corrections/about
[3] Ibid.
[4] State of Maine Judicial Branch. (2020). About the Maine Judicial Branch. Retrieved from https://www.courts.maine.gov/about/index.html
[5] State of Maine Department of Health and Human Services. (2021). About us. Retrieved from https://www.maine.gov/dhhs/ocfs/about-us

Race – According to the U.S. Census Bureau, race is a person's self-identification with one or more social groups.[6]

Ethnicity – The U.S. Census Bureau refers to ethnicity as the determination of whether a person is "of Hispanic decent or not."[7]

Connection with Tribe/Band/Nation – Connection with Tribe/Band/Nation refers to whether an individual self-identifies as belonging to a specific tribe/band/nation and does not require official enrollment.

Tribal Enrollment – Tribal enrollment refers to whether an individual is officially enrolled as a member of a tribe/band/nation.

Sexual Orientation – According to the American Psychological Association, "sexual orientation refers to an enduring pattern of emotional, romantic, and/or sexual attraction to men, women, or both sexes. Sexual orientation also refers to a person's identity based on those attractions, related behaviors, and membership in a community of others who share those attractions."[8] Further, sexual orientation is a multidimensional social construct which incorporates "emotional, romantic, and sexual attraction, identity, and behavior," per the National Academies of Sciences, Engineering, and Medicine.[9] In this context, sexual attraction refers to, "the gender(s) of the people to whom someone feels physically or romantically attracted to."[10] This distinction between sexual attraction and sexual orientation is important to have for those who may not be sexually active. Sexual behavior refers to "the gender(s) of one's sexual partners." Self-identification or sexual orientation identity is "the cognitive as well as social expression of one's sexual orientation" and is often characterized as reflecting an individual's sense of self in relation to romantic and/or sexual attraction to particular gender(s).

Income – Income refers to the money received on an annual basis by a client, or, in the case of a child, that of the client's family.

Location – Location refers to the primary street address of a client.

Sex (assigned at birth) – Sex refers to a complex construct based on anatomical and physiological traits, also called sex traits.[11] Though commonly treated as interchangeable terms, sex is conceptually distinct from gender, which links "gender identity, gender expression, and social and cultural expectations about status, characteristics, and behavior that are associated with sex traits."

Gender Identity – According to the American Psychological Association, gender identity "refers to a person's internal sense of being male, female, or something else; gender expression refers to the way a person communicates gender identity to others through behavior, clothing, hairstyles, voice or body characteristics."[12]

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[6] United States Census Bureau. (2017) Race & Ethnicity. Retrieved from (https://www.cosb.us/home/showpublisheddocument/5935/637356700118370000

[7] *Ibid.*

[8] American Psychological Association. (2022). Sexual orientation and homosexuality. Retrieved from Answers to your questions for a better understanding of sexual orientation and homosexuality (apa.org)

[9] https://nap.nationalacademies.org/read/26424/chapter/1

[10] *Ibid.*

[11] *Ibid.*

[12] American Psychological Association. (2022). Transgender people, gender identity and gender expression. Retrieved from Answers to your questions about transgender people, gender identity, and gender expression (apa.org)

Disability – According to the Americans with Disabilities Act (ADA), a disability is a physical or mental impairment that substantially limits one or more major life activity.[13] Section 504 of the Rehabilitation Act adapted the ADA definition to meet its needs for defining eligibility, stating that a disability means "a physical or mental impairment that constitutes or results in a substantial impediment to employment.[14] Additionally, the Individuals with Disabilities Education Act (IDEA) defines a child with a disability as "a child evaluated…as having an intellectual disability, a hearing impairment, (including deafness), a speech or language impairment, a visual impairment (including blindness), a serious emotional disturbance, an orthopedic impairment, autism, traumatic brain injury, an other health impairment, a specific learning disability, deaf-blindness, or multiple disabilities, and who, by reason thereof, needs special education and related services."[15]

SUMMARY OF ACTIVITIES

Project Partner Interviews

PCG compiled information from several sources to complete the Final Report. First, the self-assessments completed by the five project partners were reviewed to capture preliminary information about the ten data points. Those self-assessments included information on whether the project partner collects those data points, and if so, how those are collected. PCG conducted fifteen interviews across the project partners to learn more about how the data are collected, their structure and source, and how data are shared:

- Three interviews with MDOC,
- Two interviews with DPS,
- Four interviews with MJB,
- Four interviews with OCFS, and
- Two interviews with DOE.

The project partners' interviewees included leadership as well as staff within each project partner that have specific roles relating to the collection, storage, reporting, and sharing of the ten data points. Interviews delved deeper into the details of data practices related to four domains:

- **Data Availability and Obstacles**, exploring the availability of the ten data points both within and outside of the project partner, and potential obstacles to interagency data sharing of aggregate data;
- **Data Reporting**, exploring the data currently collected by the project partner, how those data are maintained and made available, and how accessible the data are;
- **Data "Wish Lists**," exploring data and outcomes that key stakeholders believe would be beneficial to the shared goals of the partners; and
- **Program Intersections**, exploring opportunities for cross-system coordination of data across the case cycle for individual cases.

PCG conducted follow-ups via email after completion of the interviews to confirm accurate characterization of the information collected as well as to gather any additional information needed to fill gaps and clarify our understanding. PCG then compiled and reviewed the information collected across the three sources (self-assessments, interviews, and follow-ups) to create a series of matrices to

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[13] ADA National Network. (2022). What is the definition of disability under the ADA? Retrieved from https://adata.org/faq/what-definition-disability-under-ada

[14] Cornell Law School Legal Information Institute. 29 U.S. Code §705 – Definitions. Retrieved from 29 U.S. Code § 705 - Definitions | U.S. Code | US Law | LII / Legal Information Institute (cornell.edu)

[15] U.S. Department of Education. (2022). Individuals with Disabilities Education Act: Sec. 300.8. Child with a disability. Retrieved from https://sites.ed.gov/idea/regs/b/a/300.8

establish a working data inventory, which was published as the *Maine Interagency Data Assessment Data Inventory Report*.

Literature Review

PCG conducted a literature review of best practices and strategies to overcome data sharing issues, and for pursuing consistency in how data points relative to public agencies are measured and captured. Materials for review included peer reviewed publications in academic journals, reports from state agencies, and data sharing guides from research institutes. PCG also consulted reports and publications on best practice in measurement of key datapoints.

National Expert Interviews

PCG conducted interviews with staff from three organizations who have extensive experience with cross-agency data-sharing:

- Massachusetts Office of the Child Advocate;
- Actionable Intelligence for Social Policy (AISP), University of Pennsylvania;
- Washington State's Research and Data Analysis Division (RDA) within the Department of Social and Health Services

In these interviews, PCG explored barriers and challenges to sharing aggregate data across agencies, determinants to successful information-sharing collaboratives, and strategies for encouraging buy-in from several necessary partners and stakeholders.

DATA INVENTORY SUMMARY

As previously indicated in the *Data Inventory Report*,[16] of the ten data points, five of them are, or can be, collected by MJB, DOC, DOE, OCFS and DPS. However, location is the only data point that is captured and stored in such a manner that data analysts could readily quantify where individuals reside. While some partners do input race, ethnicity, sex and disability into a case management system in a structured manner, others do not, with the others collecting the information but retaining it in narrative format. In addition, while the Maine Judicial Branch's Odyssey system allows recording the ethnicity of clients served, that data point is not routinely requested or collected.

It should also be noted that the definitions of the data points discussed during the focus groups and interviews that informed the *Data Inventory Report* have been adapted for use in the final report. For example, the initial data list included "gender" rather than "sex." Throughout the process of this project, PCG and the Committee recognized that the more accurate and appropriate data point being explored was sex (as assigned at birth), and that all of the project partners are in fact currently recording sex. This adaptation was made after the conclusion of interviews and focus groups.

In instances where data are collected by MJB and the other project partners, the data points generally use the same array of options from which the client or project partner employee can select, with only minor variations among project partners.

As illustrated in Figure 1 below, there is a large degree of consistency with how each project partner collects information on the sex of clients served – each of the five project partners allow a client's sex to be recorded as Male, Female or Unknown.[17] The response options utilized by eachproject partner tend to be guided by federal reporting requirements, such as the National Crime Information Center (NCIC), the Adoption and Foster Care Analysis and Reporting System (AFCARS) and the National Child Abuse and Neglect Data System (NCANDS).

	Corrections	Education	Judicial Branch - MEJIS	Judicial Branch - Odyssey	OCFS	Public Safety
Male	✓	✓	✓	✓	✓	✓
Female	✓	✓	✓	✓	✓	✓
Unknown	✓	✓	✓	✓	✓	✓

FIGURE 1: RESPONSE OPTIONS: SEX

Figure 2 below illustrates the extent to which each of the project partners utilizes similar options to record the race of clients served within the project partner. Here the differences are slightly more pronounced, most notably the reduction in MJB's Odyssey system of the "American Indian/Alaska Native" racial category to "Indian," and the use within MJB's MEJIS of an "Asian or Pacific Islander" category that combines the distinct categories of "Asian" and "Native Hawaiian or Pacific Islander."

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[16] A full copy of the *Data Inventory Report* is attached as Appendix A.

[17] When project partners and their associated staffwere interviewed, they were asked about whether they collect data on "gender" and "gender identity". The responses to this question revealed that the response options more correctly aligned with "sex assigned at birth" than "gender".

	Corrections	Education	Judicial Branch - MEJIS	Judicial Branch - Odyssey	OCFS	Public Safety
American Indian/ Alaskan Native	✓	✓	✓	✓[18]	✓	✓
Asian	✓	✓	✓[19]	✓	✓	✓
Black	✓	✓	✓	✓	✓	✓
Native Hawaiian/ Pacific Islander	✓	✓	✓[20]	✓	✓	✓
White	✓	✓	✓	✓	✓	✓
Unknown / Unavailable	✓	✓	✓	✓	✓	✓
Other Race				✓		

FIGURE 2: RESPONSE OPTIONS: RACE

Finally, Figure 3 below breaks down the options available to staff when recording the Hispanic or Latino/a ethnicity of clients. When collected, each of the project partners leverages the same array of options – Hispanic or Latino/a ethnicity; not Hispanic or Latino/a ethnicity; and an option to indicate that the client's ethnicity is unknown.

	Corrections	Education	Judicial Branch – MEJIS	Judicial Branch – Odyssey[21]	OCFS	Public Safety
Hispanic or Latino/a Ethnicity	✓	✓		✓	✓	✓
Not Hispanic or Latino/a Ethnicity	✓	✓		✓	✓	✓
Unknown	✓	✓		✓[22]	✓	✓

FIGURE 3: RESPONSE OPTIONS: ETHNICITY

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[18] Within MJB's Odyssey system, the "American Indian / Alaska Native" race category is captioned simply "Indian."

[19] Within MJB's MEJIS system, the "Asian" and "Native Hawaiian/Pacific Islander" categories are combined into a single "Asian or Pacific Islanders" category.

[20] *Ibid.*

[21] While MJB's Odyssey system allows recording the Hispanic or Latino/a ethnicity of client served, it is not routinely collected during the life of the case.

[22] MJB's Odyssey system captures an unknown Hispanic or Latino/a Ethnicity via a "Refused" option.

THE NATIONAL LANDSCAPE OF DATA-SHARING

As part of this interagency data assessment, PCG sought to understand how other states are engaged in similar efforts, as well as what best practices are emerging in data sharing efforts. PCG therefore conducted a review of peer-reviewed research and reached out to several national experts to solicit their input and guidance.

LITERATURE REVIEW

PCG performed a review of the literature on best practices for interagency data sharing and identified several emerging best practices. The most important part of aggregate data sharing is standardization. There should be clear, mutually agreed upon standards for collecting, storing, and sharing data elements. One source of these standards is the Office of Minority Health, which established standards and implementation guidance for data points including race, ethnicity, sex, disability status, and language. These standards are currently being updated at the federal level through the Biden-Harris Administration Equitable Data Working Group. For several of these data points, how to best collect, measure, analyze, and report on the data is currently at the forefront and hotly debated, with several emerging practices, but no solid consensus on best practice. However, there are two important considerations when working in the space between data and equity:

1. Incorporate community stakeholders in the process of making determinations about these data points; and
2. Develop diverse, representative teams across data teams to strengthen equity in data processes.

Researchers and national experts have also identified best practices around the measurement of specific demographic data points. First, in the case of race and ethnicity, self-reports of race and ethnicity are preferable to interviewer determination (e.g., law enforcement). Direct visual observation by a representative of a project partner to identify a client's race or ethnicity can lead to discrepancies between that observation and a person's self-identification. While these discrepancies do occur regarding individuals of a single race, they are most prevalent when identifying multi-racial and/or Hispanic or Latino/a respondents.[23] While several federal agencies have standards relative to specific data reporting mechanisms, there is no federal standard across agencies, although the U.S. DHHS 2011 standard is emerging as the best option for standardizing race and ethnicity data.

Second, the United Nations International Children's Emergency Fund (UNICEF) partnered with the Washington Group on Disability Statistics to develop the Child Functioning Module as a guide for appropriately capturing children's disability and functioning data for censuses and surveys. This framework focuses on the presence and extent of functional difficulties as opposed to body structures or conditions.[24] This module contains two questionnaires for use in collecting child functioning data. The first questionnaire is a set of sixteen questions appropriate for children aged two to four. The second is a set of 24 questions appropriate for children aged five to seventeen. These questionnaires are designed to identify difficulties based upon a range of severity, with response options presented in a rating scale format. The questionnaires are administered to the child's primary caregiver. In addition to the Child Functioning Module, the Washington Group has produced a number of data collection tools for use in collecting disability data among adults.

Collecting disability data can be difficult for a number of reasons, including lack of standard definitions around the wide range of disability and functioning; sensitivities around asking about disabilities; and confidentiality considerations around disability status.[25] As a result, many states struggle to routinely and

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[23] Saperstein, A., & Penner, A. M. (2014). Beyond the looking glass: Exploring fluidity in racial self-identification and interviewer classification. *Sociological Perspectives*, 57(2), 186-207.

[24] UNICEF. (2021). Child functioning: A new way to measure child functioning. Retrieved from https://data.unicef.org/topic/child-disability/data-collection-tools/module-on-child-functioning/

[25] Blaser, B., & Ladner, R.E. (2020). Why is data on disability so hard to collect and understand? *University of Washington.*

consistently collect disability data. In many cases, disability data is self-reported and stored only in narrative format.

Third, findings from the literature review support the use of a two-part, self-reported measure of gender. Though the terms are often used interchangeably, sex refers to a person's biological composition and anatomy, whereas gender refers to a person's broader social and cultural identify which may or may not align with biological markers.[26] Gender encompasses identity (a core element of a person's individual sense of self), expression (how an individual signals their gender to others through behavior and appearance), and social and cultural expectations (related to social status, characteristics, and behavior that are associated with sex traits).[27] Researchers using the General Social Survey, one of the longest running and influential US national surveys, have found that interviewer-reported sex, self-reported sex, and self-reported gender identity may not match within the same respondent.[28]

INTERVIEWS WITH NATIONAL EXPERTS

After reviewing the literature surrounding cross-agency data sharing and best practices, PCG identified several potential strategies for such sharing of aggregate data and reached out to national experts who have innovated or who have demonstrated success with each approach:

- Internal coordination by a trusted partner;
- External coordination by a trusted cross-domain state agency; and
- External coordination by an external entity.

The first strategy considers entrusting coordination to a trusted state partner, as exemplified by the Massachusetts Juvenile Justice Policy and Data Board (JJPAD) headed by Melissa Threadgill. The JJPAD is housed within the Office of the Child Advocate (OCA) and evaluates the policy and practices of the juvenile justice system. The JJPAD was formed as the result of a legislative bill, with input from multiple agencies. While other states' OCAs have a narrow focus, the MA OCA is charged by statute with improving access to services for all children and youth residing in the Commonwealth, via which it is well-positioned to evaluate system level gaps. OCA's coordination efforts include chairing the JJPAD and leading data gathering processes. This includes documenting process point by process point who has the data, what challenges exist to getting that data reported, who holds each data element, and publicly reporting this information to the legislature and putting it on the JJPAD website. The OCA also led conversations on aligning data definitions across agencies.

Strengths
1. The OCA was picked to operate this initiative as a neutral party who can balance the needs of the executive and judicial branches. Having a convening authority external from those two entities is helpful for keeping people at the table.

Disadvantages
1. The various agencies must be willing to be at the table in equal partnership, which requires trust.

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[26] National Academies of Science, Engineering, and Medicine. (2022). Measuring sex, gender identity, and sexual orientation. Washington, DC: The National Academies Press. Retrieved from https://www.nationalacademies.org/our-work/measuring-sex-gender-identity-and-sexual-orientation-for-the-national-institutes-of-health

[27] *Ibid.*

[28] Lagos, D., and Compton, D. (2021). Evaluating the use of a two-step gender identity measure in the 2018 General Social Survey. Demography (2021) 58 (2): 763 – 772. Retrieved from https://read.dukeupress.edu/demography/article/58/2/763/168242/Evaluating-the-Use-of-a-Two-Step-Gender-Identity

2. There are situations in which data practices may have to change. Different agencies have data systems that have not changed for years and are unlikely to make changes. However, with a system built on trust, you may be able to push for change.

The second strategy for data sharing is to delegate responsibility for the data aggregate and analysis to a shared service agency, as exemplified by the Washington Research and Data Analysis (RDA) division headed by Dr. David Mancuso. Washington state's RDA is an independent division within the Department of Social and Health Services (DSHS) that is charged with providing usable data and quality analyses to both policymakers and program managers with the aim of improving effectiveness of services.

This department is funded through grants and funding for specific projects. According to Dr. Mancuso, many state partners value this collaboration and continue to fund it. Because this division has existed since the 1990s, the RDA has been able to develop longstanding relationships and prioritize statistical rigor.

Strengths
1. The RDA is not affiliated with any single division within DSHS. They are not reliant on a single case management system. Rather, they partner with different agencies to answer specific questions. Once data are received from partners, the RDA cleans and organizes these data within their system so that it is prepared for analysis.
2. Because the RDA is an independent division, they have been able to specialize in sophisticated data analytics, such as describing overlaps and drawing inferences. This is particularly useful in understanding disparities across communities.
3. As each agency that utilizes the services of the RDA is responsible for providing the funds to conduct the analyses, the cost for such data-sharing is routinely evaluated in the context of the benefit it provides to the agency.
4. The ability of the RDA to leverage data sources from disparate state agencies and link client-level data across data sets permits its client agencies to leverage information from other systems in case planning; for example, behavioral health data can be used by the child welfare system to identify service needs that may exist in out-of-home placement, both in the aggregate and for individual cases. The RDA has an Institutional Review Board (IRB) and master IRB agreement with its client agencies that establishes the integrated data repository and satellite agreements to align with their research governance needs.

Disadvantages
1. This model requires proactive and separate data sharing agreements with each agency or supplier, rather than authorizing data use agreements for specific use cases.
2. The model also requires significant financial investment just to establish the new agency, and a framework via which state agencies can engage with the shared service partner.

The third strategy suggests working with an external partner, such as the Actionable Intelligence for Social Policy (AISP) group based out of the University of Pennsylvania. Professors Dennis Culhane and John Fantuzzo formed AISP in response to their work with the City of Philadelphia to improve child outcomes using cross-agency data. The AISP team began inventorying and connecting similar data efforts throughout the US, and through this, they formed a national network to advance best practices in data sharing. Since 2016-2017, AISP has provided a curriculum to help states move through the process of cross-agency or cross-system data sharing and integration. AISP consultants guide project partners through the process of sharing data, but the ownership of the process and responsibility for conducting analyses rests with the clients. When working with states who are new to data-sharing models, AISP recommends starting with simple descriptive analytic questions; these simple analyses help demonstrate the potential impact of data sharing before delving into more complex questions to identify root causes or measure outcomes.

Strengths
1. External partners, like AISP, can act as a neutral party who can balance the competing needs of multiple agencies.
2. *AISP and other consulting groups like them have many years of experience in state level data integration and bring significant expertise.*

Disadvantages
1. Working with an external partner will require funding.
2. It can take several years before agencies have established enough systemic trust among each other to substantively contribute to this process.

CONSIDERATIONS

Data collection and analysis are critical components for understanding populations served and their needs, efficacy of programs, interventions, and policies, and identifying overrepresentation and disproportionality. Data assists program leaders to make informed decisions. In considering how each of the five project partners might move toward a future state in which cross-system involvement and disproportionality may be evaluated, PCG recognizes that the project partners' readiness to share data varies significantly depending on the data point. For several data points, each project partner appears to be collecting the data in a relatively consistent manner, although the extent to which the data are actually consistent is unknown. For other data points, however, some or all project partners simply do not collect the data, at least in a way that is readily quantifiable. As such, the options for each project partner to consider fall into two categories – to increase the availability of client-level data; and to evaluate client-level data to ensure they are consistently collected across each project partner.

INCREASING THE AVAILABILITY OF CLIENT-LEVEL DATA

For the six data points that are not being consistently collected among the project partners – income, sexual orientation, gender identity, tribal enrollment, disability and tribal affiliation – PCG encourages each of the five project partners to conduct an internal assessment to address five questions:

1) Would collecting the data point enable the project partner to serve its clients more effectively, for example by more accurately assessing the needs of its client population and the efficacy of programs and interventions offered to clients?
2) If collected consistently, would the data point provide actionable information regarding disproportionate outcomes that would be useful within the project partner? OIn other words, would the information resulting from the collection of this data point allow for action steps geared toward improving outcomes for clients served?
3) How would the project partner need to modify the procedures by which project partner staff record client-level data to capture that data point? How much training would be required for that effort?
4) How would the project partner's case management system need to be modified to allow the recording of that data point? What would that cost? How much training would be required to support that effort? What public and private funding (for example, federal technology grant programs) may be available to address or help offset the costs incurred by adapting the project partner's data collection efforts?

When evaluating each of the above factors, project partners should consider summarizing the findings in a quantifiable manner, for example, using the four-point Likert scale provided in the matrix below.

	0 points	1 point	2 points	3 points
Help serve clients?	Not useful	Minimally useful	Moderately useful	Very useful
Provide actionable data on disproportionality?	Not useful	Minimally useful	Moderately useful	Very useful
Impact on staff procedures?	High impact or cost	Moderate impact or cost	Low impact or cost	No impact or very minimal cost
Technical modifications and related training?	High impact or cost	Moderate impact or cost	Low impact or cost	No impact or very minimal cost

FIGURE 4: SAMPLE COST-BENEFIT MATRIX

Quantifying the potential benefits and costs of expanding the scope of the data collected by project partners will allow each project partner to make a data-driven decision regarding whether to move forward with implementing the collection and storage of each additional data point.

Race and Ethnicity

Based on PCG's review of institutional descriptors, a modified version of the U.S Census Bureau's demographic classification is considered best practice, utilizing a two-part question design recommended by the United States Office of Management and Budget (OMB) in 2016.[29]

Are you of Hispanic, Latino/a, or Spanish origin? (check one or more boxes)
- No, not of Hispanic, Latino/a, or Spanish Origin [Exclusive choice]
- Yes, Mexican, Mexican American, or Chicano
- Yes, Puerto Rican
- Yes, Cuban
- Yes, another Hispanic, Latino/a or Spanish origin (e.g., Salvadoran, Dominican, Colombian, Guatemalan, Spaniard, Ecuadorian) [Free text box to specify origin]
- Prefer not to answer

What is your race? (check one or more boxes **AND** specify origin)
- White (e.g., German, Irish, English, Italian) [Free text box to specify origin]
- Black or African (e.g., African American, Jamaican, Haitian, Nigerian, Ethiopian, Somali) [Free text box to specify origin]
- American Indian/Alaska Native (e.g., Navajo Nation, Blackfeet tribe, Mayan, Aztec) [Free text box to specify origin]
- Middle East / North Africa (MENA) region (e.g., Lebanese, Egyptian, Syrian, Moroccan) [Free text box to specify origin]
- Asian Indian
- Chinese
- Filipino
- Asian Indian
- Vietnamese
- Korean
- Japanese
- Other Asian (e.g., Pakistani, Cambodian, Hmong) [Free text box to specify origin]
- Native Hawaiian
- Samoan
- Chamorro
- Other Pacific Islander (e.g., Tongan, Fijian, Marshallese, Palauan, Tahitian, Chuukese) [Free text box to specify origin]
- Some other race [Free text box to specify origin]
- Prefer not to answer

Numerous terms are used to describe race. With so many categories and potentially small sample sizes, it can be irresponsible to report data in small and/or finite categories due to the potential inadvertent de-anonymization of client information from aggregate statistics. There are situations where it may make sense to report using larger or combined categories. For example:

- People of Color (POC) generally refers to people who identify as a race other than White.

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[29] U.S. Food & Drug Administration Office of Minority Health. (2016). *Collection of race and ethnicity data in clinical trials: Guidance for industry and Food and Drug Administration staff*. Retrieved from https://www.fda.gov/media/75453/download

- BIPOC, specifically refers to people who identify as Black, Indigenous, People of Color, and BIWOC refers to people who identify as Black, Indigenous, Women of Color.
- MENA is used to describe people from the Middle East and North Africa, such as Lebanon, Egypt, Syria, and Morocco.

In addition, external reporting requirements may impose limitations on how the data are reported (whether aggregate or case-level reporting). Project partners should ensure that any revisions to how race and ethnicity category are collected are aligned with those requirements, whether through a two-step process by which these data points are collected separately for reporting vs. analysis; or through a process by which the narrowly defined categories can be consistently "mapped" to the smaller range of options that are used to report to external entities.

Regardless of terminology, it is best to describe people as they would like to describe themselves and include them in the process of evaluation and reporting.

Sex Assigned at Birth, Gender Identity and Sexual Orientation

Based on a review of institutional descriptors, the National Academy of Sciences recommends an approach by which the distinction between the sex assigned at birth to a client may differ from their current gender identity via a series of two questions:

What sex were you assigned at birth, i.e., on your original birth certificate[30]?
- Female
- Male
- Don't know
- Prefer not to answer

What is your current gender identity?
- Female
- Male
- Transgender
- [If collecting race data and respondent is American Indian/Alaska Native]: Two-Spirit
- Nonbinary
- I use a different term [free text]
- Don't know
- Prefer not to answer

Based upon the recommendations of the National Academies of Sciences, PCG suggests that the project partners consider following the best practice of collecting sex assigned at birth only in conjunction with gender identity to avoid conflating gender with sex – a biological variable. This practice acknowledges that collection of sex data does not adequately represent and/or capture the characteristics of all individuals, yet increases the accuracy of data and the autonomy of individuals to most accurately report on their identity. Further, this will allow the project partners to identify data trends and outcomes across gender identities. Due in large part to federal requirements surrounding the reporting of the sex assigned at birth of clients that each project partner serves, PCG recommends that all five project partners continue to collect data on sex assigned at birth and begin moving toward the collection of gender identity data to achieve best practice.

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[30] The National Academy of Sciences' recommended questions for collecting information on sex and gender identity do not include an option for "intersex". The addition of this option may be desirable, as many intersex individuals do not identify as any of the terms included in these recommended questions.

When reporting gender identity, an "Other" option might be included to allow for write-in categories. Monitoring write-ins helps identify whether existing categories reflect those used in the general population or if those categories require adaptation to more effectively capture commonly reported identities. Second, reporting data in small, finite categories may be ethically irresponsible. It may be appropriate to report a general "transgender" identity over more detailed subcategories, such as "transgender man" or "transgender woman" because the sample sizes for these groups are likely to be small and may need to be aggregated to ensure the confidentiality of individuals on whose behalf data are being collected.

Sexual Orientation: Which of the following best represents how you think of yourself? (select one)

- Lesbian or gay;
- Straight, that is, not gay or lesbian;
- Bisexual;
- [If respondent is AIAN:] Two-Spirit
- I use a different term [free text]
- I don't know
- I prefer not to answer

Disability Status

PCG considers the UNICEF/Washington Group Child Functioning Module to be a best practice for appropriately collecting disability data on client children and youth. This module provides two questionnaires: one for children aged two to four, and one for children aged five to seventeen, each of which must be administered to the caregiver of the child. At the same time, PCG recognizes that implementation of the Child Functioning Module may require extensive investment of time, resource, and adjustment to workflows among the project partners. Project partners may want to instead consider approaches to standardizing how disability data are collected by the project partners, and thereby improving opportunities to sharing that data in aggregate form across partners. For example, Section 504 of the Rehabilitation Act and the Individuals with Disabilities Act (IDEA) requires schools and the MDOE to collect and report data on children that are eligible for services and protections under those laws (please see the Data Point Set section above for the definitions of disability that determine eligibility for these two pieces of legislation). To improve the ability of project partners to share aggregate data, project partners might consider aligning their operational definition of disability with those definitions utilized by the MDOE and to begin consistently collecting disability data in a manner similar to LEAs and the MDOE. This approach will improve the consistency and accuracy of disability data, as well as increase opportunities for sharing data across project partners.

Tribal Connection and Tribal Enrollment/Eligibility

Before engaging in data collection regarding clients' relationship to or affiliation with indigenous communities, project partners should consider consulting with tribal communities and establish Memoranda of Understanding and/or Data Use Agreements to establish standards for data collection, analysis, and dissemination.[31] When collecting data on tribal affiliation, use an inclusive list of all federally- and state-recognized tribes with a write-in option for First Nations or other tribal affiliations not listed. If using a paper option, include a free-form text field for respondents to write in their affiliation.[32]

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[31] Asian & Pacific Islander American Health Forum. (2021). Policy recommendations: health equity cannot be achieved without complete and transparent data collection and the disaggregation of data. Retrieved from https://www.apiahf.org/wp-content/uploads/2021/02/APIAHF-Policy-Recommendationas-Health-Equity.pdf

[32] Urban Indian Health Institute. (2020). Best practices for American Indian and Alaska Native Data Collection. Retrieved from https://www.uihi.org/download/best-practices-for-american-indian-and-alaska-native-data-collection/?wpdmdl=16644&refresh=630ff511249971661990161

EVALUATING THE AVAILABLE CLIENT-LEVEL DATA

Through the project partners' site assessments and interviews, PCG found that for four of the ten data points, each of the project partners is able to collect the data point in a fairly consistent manner. For those four data points – race, ethnicity, sex and location – each of the project partners employ the same "list of options" available for each client, or (in the case of Location) collect the data in a narrative format consistently across each project partner. It should be noted, however, that while the Maine Judicial Branch's Odyssey system allows the recording of client ethnicity, that is not a data element that is routinely collected through their case management process.

Consistency in data collection procedures, however, does not ensure that the client-level demographic data collected by each project partner are consistent – for example, a project partner that relies on visual observation to identify a client's race may capture that data point differently from a project partner that solicits that information from the client directly. As PCG found during the literature review, clients' self-identification may change over time. In order to identify the extent to which client-level data may vary across each of the five project partners, the five project partners may consider conducting an analytic follow-up to this Interagency Data Assessment .

That analysis would have three components. The first component would be identifying a method of matching clients across project partners, whether through the use of a common state identifier, or through the use of deterministic matching. A deterministic match conducted in the absence of a common identifier would involve each project partner producing an *ad hoc* identifier, such as the first and last initials and month and year of birth.

The second component would involve each of the five project partners agreeing on a common list of data elements and coded values for each of the data points to be shared. For example, when sharing data associated with race (which is a "check all that apply" field for each project partner), PCG would recommend that each possible race field be reported separately for each client, with a value of "1" indicating that the client identifies as that race, while a value of "0" indicates that the client does not identify as that race. Creating these common "coded values" for each element will ease the analysis of the data.

The third component is of course analyzing the data and evaluating the extent to which the data collected for each client matches across systems. Acknowledging that there may be structural obstacles to project partners sharing client-level data, PCG recommends the partners take two additional steps to protect the confidentiality of their client data during such an initiative, if pursued:

- **Encrypt or hash the unique identifiers** associated with each client. This will ensure that no project partner with whom data are shared can identify specific clients within a dataset, unless that client is also served by the partner; and
- **Delegate the data analysis** to a single, trusted state agency/project partner or external partner.

That analysis may result in one of three findings for each of those five data points within each of the project partners:

- **Outcome One:** Within a project partner, the data point is not consistently collected for individual clients, and the data point is "missing" or "unknown" for a large proportion of clients. In this scenario, the next step might be identifying whether there is a business or analytic need for the project partner to start consistently capturing the data point and taking steps to operationalize it.
- **Outcome Two:** Within a project partner, the data point is consistently collected for individual clients, but the value of the data point is inconsistent with the data collected by one or more of the other partners. In this scenario, the next step might be to conduct a process evaluation within each partner to identify potential methods of improving the quality of the data.

- **Outcome Three:** Within a project partner, the data point is consistently collected, and the values are largely consistent with what is collected within other partners. In this scenario, the next step might be to move forward with sharing aggregated case-level data across partners to identify whether disproportionality exists across each of the systems served by each partner.

APPENDIX A: DATA INVENTORY REPORT

Data Inventory Report
Maine Interagency Data Assessment

Public Consulting Group LLC

September 2022

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INTRODUCTION

Established in 2006, the Maine Justice for Children Task Force (Task Force) is comprised of a collaborative, multidisciplinary group of members whose mission is to improve the safety, permanency and well-being of children and youth in Maine's child welfare system. Through various initiatives, the Task Force is focused on identifying the strengths that contribute to the safety, permanency and well-being of Maine's children and the barriers and challenges that may have a negative impact on realizing positive outcomes for children and youth. An important step is to identify where disproportionality may exist across the different family-and-children-serving systems that engage with one another. Project partners include the Department of Corrections (MDOC), Department of Education (DOE), Department of Public Safety (DPS), and the Maine Judicial Branch (MJB), and the Department of Health and Human Services' Office of Child and Family Services (OCFS).

As a part of its role within the Task Force, the Committee on Race and Equity (Committee) is specifically interested in understanding trends and outcomes related to ten specific data points for individuals known to MJB and the other four project partners and addressing potential disparities. Those ten data points include:

1. Race,
2. Ethnicity,
3. Connection with Tribe/Band/Nation,
4. Tribal Enrollment,
5. Sexual Orientation,
6. Income,
7. Location,
8. Biological Sex,
9. Gender Identity, and
10. Disability.

As a foundational component to this effort, the Committee aimed to understand and assess current data collection, housing, sharing, and reporting practices as they relate to the ten data points of interest across five project partners – OCFS, DOE, MDOC, DPS and MJB.

To complete this assessment, MJB, on behalf of the Committee, contracted with Public Consulting Group (PCG) to complete an Interagency Data Assessment. This *Data Inventory Report,* the first of two deliverables to be completed under that project, provides a mapping of the existing availability of data and practices across the five systems. With a solitary focus on the ten data points, this assessment seeks to clearly define current data collection and reporting practices across MJB and its four project partners, create a practical data inventory based on current practices, provide national best practices for interagency data sharing, and provide recommendations for next steps toward strengthening the robustness of the availability of data specific to the ten data points of interest. These efforts aim to support the Committee and the broader Task Force in their ability to use data to identify and address potential disproportionality within the systems serving children and families.

PROJECT PARTNERS

As a first step in identifying the extent to which the ten data points are collected by each of the project partners, and the extent to which the data are used and shared, it is important to understand the systems that children and families involved in the child welfare system are often known.

DOE aims to provide educational access from Pre-Kindergarten through adulthood for all Maine children in a manner that leads to future success in both life and career. The DOE strives to engage and challenge

every student appropriately by providing individualized learning opportunities to promote success and achievement for each student.[1]

DPS oversees the state's safety bureaus and ensures efficient delivery of services provided by those agencies. Agencies overseen by the DPS include:

- Capitol Police,
- Consolidated Emergency Communications,
- Maine Criminal Justice Academy,
- Drug Enforcement,
- Emergency Medical Services,
- Fire Marshal's Office,
- Gambling Control,
- Highway Safety, and
- Maine State Police.

MDOC provides the direction and general administration, planning, and guidance for adult and juvenile correctional facilities and programs. The mission of MDOC is to make "our communities safer by reducing harm through supportive intervention, empowering change and restoring lives."[2] The MDOC operates under the values of Accountability, Respect, Integrity, Teamwork, and Commitment. Additionally, the MDOC is intentionally focused on "respecting and reflecting the unique experiences, backgrounds, and perspectives" of employees, residents, and communities served.[3]

MJB is Maine's state court system, comprising the Supreme Judicial Court, the Superior Court, the District Court, and the Administrative Office of the Courts. The mission of the judicial branch is "to administer justice by providing a safe, accessible, efficient and impartial system of dispute resolution that serves the public interest, protects individual rights, and instills respect for the law."[4]

OCFS is committed to ensuring the safety, stability, health, and happiness of all Maine children. OCFS works to achieve this commitment by:

- Administering Maine's child welfare system,
- Overseeing fostering and adoption services,
- Regulating childcare facilities and providers,
- Assisting Maine families in accessing and paying for child care, and
- Facilitating access to child behavioral health services.[5]

THE DATA POINT SET

Before exploring the existing frameworks for collecting, storing, and sharing the ten data points, PCG first defined each data point to ensure that prior to collecting information on current data processes for the data points of interest, all stakeholders had a common understanding of the specific data element being referenced.

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[1] Maine Department of Education. (2020). About. Retrieved from https://www.maine.gov/doe/about
[2] State of Maine Department of Corrections. (2020). About. Retrieved from https://www.maine.gov/corrections/about
[3] State of Maine Department of Corrections. (2020). About. Retrieved from https://www.maine.gov/corrections/about
[4] State of Maine Judicial Branch. (2020). About the Maine Judicial Branch. Retrieved from https://www.courts.maine.gov/about/index.html
[5] State of Maine Department of Health and Human Services. (2021). About Us. Retrieved from https://www.maine.gov/dhhs/ocfs/about-us

Race – According to the U.S. Census Bureau, race is a person's self-identification with one or more social groups.[6]

Ethnicity – The U.S. Census Bureau refers to ethnicity as the determination of whether a person is "of Hispanic decent or not."[7]

Connection with Tribe/Band/Nation – Connection with Tribe/Band/Nation refers to whether an individual self-identifies as belonging to a specific tribe/band/nation and does not require official enrollment.

Tribal Enrollment – Tribal enrollment refers to whether an individual is officially enrolled as a member of a tribe/band/nation.

Sexual Orientation – According to the American Psychological Association, "sexual orientation refers to an enduring pattern of emotional, romantic, and/or sexual attraction to men, women, or both sexes. Sexual orientation also refers to a person's identity based on those attractions, related behaviors, and membership in a community of others who share those attractions."[8] Further, sexual orientation is a multidimensional social construct which incorporates "emotional, romantic, and sexual attraction, identity, and behavior," per the National Academies of Sciences, Engineering, and Medicine.[9] In this context, sexual attraction refers to, "the gender(s) of the people to whom someone feels physically or romantically attracted to."[10] This distinction between sexual attraction and sexual orientation is important to have for those who may not be sexually active. Sexual behavior refers to "the gender(s) of one's sexual partners." Self-identification or sexual orientation identity is "the cognitive as well as social expression of one's sexual orientation" and is often characterized as reflecting an individual's sense of self in relation to romantic and/or sexual attraction to particular gender(s).

Income – Income refers to the money received on an annual basis by a client, or, in the case of a child, that of the client's family.

Location – Location refers to the primary street address of a client.

Sex (assigned at birth) – Sex refers to a complex construct based on anatomical and physiological traits, also called sex traits.[11] Though commonly treated as interchangeable terms, sex is conceptually distinct from gender, which links "gender identity, gender expression, and social and cultural expectations about status, characteristics, and behavior that are associated with sex traits."

Gender Identity – According to the American Psychological Association, gender identity "refers to a person's internal sense of being male, female, or something else; gender expression refers to the way a person communicates gender identity to others through behavior, clothing, hairstyles, voice or body characteristics."[12]

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[6] United States Census Bureau. Race & Ethnicity. Retrieved from
https://www.cosb.us/home/showpublisheddocument/5935/637356700118370000
[7] *Ibid.*
[8] American Psychological Association. (2022). Sexual orientation and homosexuality. Retrieved from
Answers to your questions for a better understanding of sexual orientation and homosexuality (apa.org)
[9] https://nap.nationalacademies.org/read/26424/chapter/1
[10] *Ibid.*
[11] *Ibid.*
[12] American Psychological Association. (2022). Transgender people, gender identity and gender expression. Retrieved from Answers to your questions about transgender people, gender identity, and gender expression (apa.org)

Disability – According to the Americans with Disabilities Act (ADA), a disability is a physical or mental impairment that substantially limits one or more major life activity.[13] Section 504 of the Rehabilitation Act adapted the ADA definition to meet its needs for defining eligibility, stating that a disability means "a physical or mental impairment that constitutes or results in a substantial impediment to employment.[14] Additionally, the Individuals with Disabilities Education Act (IDEA) defines a child with a disability as "a child evaluated…as having an intellectual disability, a hearing impairment, (including deafness), a speech or language impairment, a visual impairment (including blindness), a serious emotional disturbance, an orthopedic impairment, autism, traumatic brain injury, an other health impairment, a specific learning disability, deaf-blindness, or multiple disabilities, and who, by reason thereof, needs special education and related services."[15]

SUMMARY OF ACTIVITIES

PCG compiled information from several sources to complete the Data Inventory. First, the self-assessment completed by each project partner was reviewed to capture preliminary information about the ten data points. Those self-assessments included information on whether the project partner collects those data points, and if so, how they are collected. PCG conducted fifteen interviews across the project partners to learn more about how the data are collected, their structure and source, whether and how the data is stored internally, and data sharing practices for each data point. The breakdown of those interviews is as follows:

- Three interviews with MDOC,
- Two interviews with DPS,
- Four interviews with MJB,
- Four interviews with OCFS, and
- Two interviews with DOE.

Interviewees included project partner leadership as well as staff that have specific roles relating to the collection, storage, reporting, and sharing of the ten data points. Interviews delved deeper into the details of data practices related to four domains:

- **Data Availability and Obstacles**, exploring the availability of the ten data points both within and outside of the project partner, and identifying their differences and similarities;
- **Data Reporting**, exploring the data currently collected by the project partner, how those data are maintained and made available, and how accessible the data are;
- **Data "Wish Lists**," exploring data and outcomes that key stakeholders believe would be beneficial to the shared goals of the project partner; and
- **Program Intersections**, exploring the extent to which data are currently shared, how and to whom they might be reported.

Following these interviews, PCG conducted email-based follow-ups to confirm accurate characterization of the information collected as well as to gather any additional information needed to fill gaps and clarify understanding. PCG then compiled and reviewed the information collected across the three sources (self-assessments, interviews, and follow-ups) to create a series of matrices to establish a working data inventory.

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[13] ADA National Network. (2022). What is the definition of disability under the ADA? Retrieved from https://adata.org/faq/what-definition-disability-under-ada

[14] Cornell Law School Legal Information Institute. 29 U.S. Code §705 – Definitions. Retrieved from 29 U.S. Code § 705 - Definitions | U.S. Code | US Law | LII / Legal Information Institute (cornell.edu)

[15] U.S. Department of Education. (2022). Individuals with Disabilities Education Act: Sec. 300.8. Child with a disability. Retrieved from https://sites.ed.gov/idea/regs/b/a/300.8

DATA POINT INVENTORY

The following Data Point Inventory breaks down the current data collection, housing and sharing practices for each data point across the five project partners. The inventory is divided by data point, providing a tabular representation of which project partners collect, receive, house and/or share that data point, accompanied by important contextual information.

It is best to understand how each term is defined before examining the content of the inventory:

- **Collect** refers to the gathering of specific data points by a project partner, for instance via an intake form.
- **Receive** refers to instances when data is provided by one project partner to another.
- **House** refers to the storage of a specific data point by a project partner.
- **Share** refers to instances where a project partner provides data to another entity.
- **Client** refers to the individuals for which data is collected by a project partner, such as a child or youth, a parent or guardian, or other family members.

The data points are designed to identify the extent to which the project partners collect data in a structured or coded (**C**) format, versus one where the data point is only captured in narrative (**N**) form; which project partners receive case-level data from one or more of the other project partners; if data are stored or saved (yes ✓ or no ✗); and if data are shared in the aggregate (**A**) or at the client or individual level (**I**).

RACE AND ETHNICITY

While individuals' race and Hispanic or Latino/a ethnicity are separate components of identity, PCG's review of the project partners' data processes indicated that processes are nearly the same for both race and ethnicity. Therefore, to avoid redundancy, race and ethnicity are presented in this report together, with differences noted where appropriate.

Figure 1 below summarizes the extent to which each of the five project partners collects, receives, houses and/or shares data related to the race and ethnicity of clients served.

	Corrections	Education	Judicial Branch	OCFS	Public Safety
Collect?	C	C	N	C	C
Receive?	✗	OCFS	✗	DOE	✗
House?	✓	✓	✓	✓	✓
Share?	C	A	✗	I	I

FIGURE 1: AVAILABILITY OF DATA POINTS: RACE & ETHNICITY

Maine Department of Corrections

The Maine Department of Corrections collects the race and ethnicity of clients served via an intake form that is completed by the client upon intake to an MDOC facility. The data points are housed in MDOC's electronic offender management system, CORIS®. MDOC does not receive aggregate or case-level race or ethnicity data from the other project partners, nor does MDOC share such data with other entities, either in the aggregate or at the case level, except on an infrequent, *ad hoc* basis.

However, MDOC partners with the Cutler Institute at the University of Southern Maine to produce an annual report on youth recidivism. This report provides details on rates of recidivism based on offense type and diversion type, and provides a breakdown of this data by race, age, and sex. In part, this report

aims to identify disproportionality in the juvenile justice system in Maine.[16] Additionally, MDOC participates in the National Corrections Reporting Program (NCRP), which collects offender-level information from state departments of correction. For this, MDOC reports inmate-level race and ethnicity data. The five federal race categories and three federal ethnicity categories are used to report this data, although NCRP only permits a single race category to be identified for each inmate, inclusive of the six options described above, as well as options for "Other" and "Two or More Races."

Maine Department of Education

The Maine Department of Education collects the race and ethnicity of children and youth enrolled in a primary or secondary educational setting via an intake form that is completed by the youth or his/her parent or guardian at the beginning of each school year and updated quarterly throughout the school year. The data points are housed in DOE's internal student information management system, Synergy®. DOE shares aggregated race and ethnicity data on clients enrolled in school with the federal government on an annual basis. In addition, DOE and OCFS share client-specific race and ethnicity data, for those clients served by both project partners – that is, children (and parents/caregivers) involved with child protection cases who are enrolled in a secondary educational institution.

Maine Judicial Branch

The Maine Judicial Branch is in the process of implementing a new case management system (Odyssey) to replace the Maine Justice Information System (MEJIS), which has been in use since the 1990s. The Maine Judicial Branch does not collect the race or ethnicity of children or families involved in child protection cases, although the race and/or ethnicity of the parties to court proceedings may be referenced within the narratives of individual court filings.

Office of Child and Family Services

The Office of Child and Family Services collects the race and ethnicity of children and parents served in child protection cases at the time a client becomes known to the project partner, usually through a report of abuse or neglect. While those data points are housed in OCFS's case management system, Katahdin, they are officially maintained in the Department of Health and Human Services' system ACES, which is maintained and operated by the Office of Family Independence (OFI). The race and ethnicity of the client will generally be initially reported based on the visual observation of the person making the report. Each client's race and ethnicity may be updated over the life of the case as the client clarifies their self-identification. OCFS reports client-specific data to the federal Administration for Children & Families (ACF) under two reporting frameworks. Data are sent to the National Child Abuse and Neglect Data System (NCANDS) annually to disclose information about individual victims and perpetrators alleged to have been involved in reports of abuse or neglect, including their race and ethnicity. In addition, the Adoption and Foster Care Analysis & Reporting System (AFCARS) is a mechanism by which OCFS submits case-level data twice yearly on children in out-of-home care during the preceding six-month period, including the race and ethnicity of the child and (where applicable) the foster parent(s) with whom the child most recently resided.

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[16] Wheeler, T., & Dumont, R. (2021). *Youth Recidivism: Diversion to Discharge in Maine's Juvenile Justice System.* Maine Statistical Analysis Center. University of Southern Maine.

Department of Public Safety

The Department of Public Safety collects the race and ethnicity of children and families who are involved with law enforcement as an alleged victim or offender, based on the visual identification of the law enforcement officer investigating the incident. The data points are housed within DPS's case management system, Spillman Flex®. On an ongoing monthly basis, DPS reports the race and ethnicity of victims and offenders at the client level to the Federal Bureau of Investigation's National Incident-Based Reporting System (NIBRS).

- American Indian / Alaska Native
- Asian
- Black / African American
- Native Hawaiian / Pacific Islander
- White
- Unable to Determine

FIGURE 2: RESPONSE OPTIONS: RACE

Comparison of Response Options

The four project partners that collect and house information on the race of clients in coded form use the same array of five options in a "select all that apply" format, as listed in Figure 2. The Maine Judicial Branch does not collect, in a systemic way, the race of parties involved in child protection cases; the Odyssey system to which they are migrating uses that same array of options, albeit as a single option only, in addition to Multi-Racial, Other, and Unavailable. In addition, the "American Indian / Alaska Native" option is coded within Odyssey as "Indian."

- Hispanic/Latino ethnicity
- Not Hispanic/Latino
- Unknown ethnicity

FIGURE 3: RESPONSE OPTIONS: ETHNICITY

In a similar vein, each of the four project partners use the same three options to capture the ethnicity of the client, with the options listed in Figure 3. When recording a client's ethnicity only one response option may be selected. The options used for race and ethnicity are based on the federal Office of Management and Budget's 1997 "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity."[17] While the Maine Judicial Branch does not consistently capture the ethnicity of parties in child protection cases, where the data point is available, it may be coded in Odyssey as Hispanic, Non-Hispanic or Refused.

Current Framework and Potential Opportunities for Sharing Data

As illustrated in Figure 4 below, three of the five project partners share data on the race of clients served within its system with other entities:

- The Department of Education shares aggregate data on children and youth enrolled in secondary educational facilities with the United States Department of Education.
- OCFS shares case-level data on both reports of abuse or neglect, and children removed from the home, through the NCANDS and AFCARS federal reporting mechanisms, respectively.
- MDOC shares case-level incarceration data with the federal Bureau of Justice Statistics (BJS) through the National Corrections Reporting Program (NCRP).
- The Department of Education and OCFS share case-level data on a regular basis through a bi-directional data interface. This allows both project partners to stay informed about updates to the circumstances surrounding those shared clients.
- The Department of Public Safety shares case-level victim and offender data with the Bureau of Justice Assistance through the NIBRS reporting framework.

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[17] Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity, 62 Fed. Reg. 58,782 (October 30, 1997)
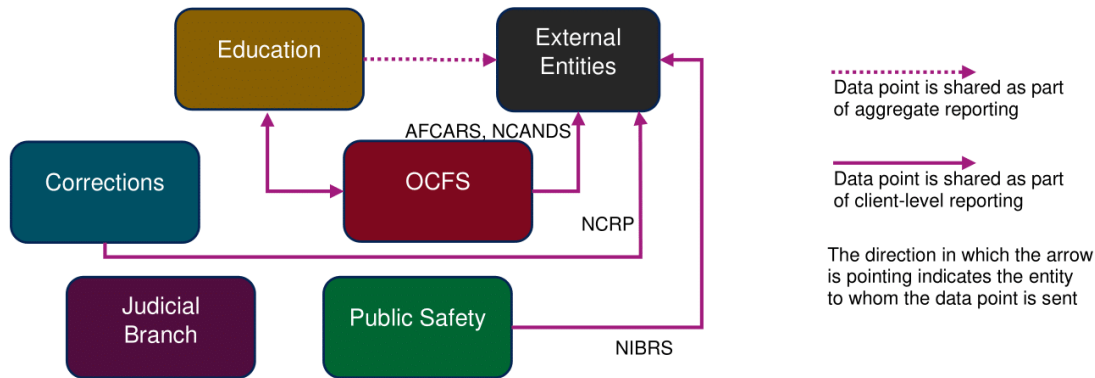
FIGURE 4: HOW DATA POINT IS TRANSMITTED AMONG PROJECT PARTNERS: RACE & ETHNICITY

SEX

Figure 5 below summarizes the extent to which each of the five project partners collects, receives, houses and/or shares data related to the sex of clients that it serves.

	Corrections	Education	Judicial Branch	OCFS	Public Safety
Collect?	C	C	N	C	C
Receive?	✗	✓	✗	✗	✗
House?	✓	✓	✓	✓	✓
Share?	I	A	✗	I	I

FIGURE 5: AVAILABILITY OF DATA POINTS: SEX

Maine Department of Corrections

The Maine Department of Corrections collects the sex of clients served via an intake form that is completed by the client upon intake to an MDOC facility. The data point is housed in MDOC's electronic offender management system, CORIS®. MDOC does not receive aggregate or case-level sex data from other project partners; it does, however, submit as part of NCRP annual case-level data to BJS on the population of inmates served, including the sex of each inmate. In addition, as referenced above, the annual youth recidivism report provides aggregated data by sex.[18]

Maine Department of Education

The Maine Department of Education collects the sex of children and youth enrolled in a secondary educational setting via an intake form that is completed by the youth or parent or guardian at the beginning of each school year and updated quarterly throughout the school year. The data points are housed in Synergy® and DOE shares aggregated data on the sex of clients enrolled in school annual with the U.S. Department of Education. In addition, DOE and OCFS share client-specific sex data, for those clients served by both project partners – that is, children (and parents/caregivers) involved with child protection cases and enrolled in a secondary educational institution.

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[18] Wheeler, T., & Dumont, R. (2021). *Youth Recidivism: Diversion to Discharge in Maine's Juvenile Justice System.* Maine Statistical Analysis Center. University of Southern Maine.

Maine Judicial Branch

The Maine Judicial Branch does not consistently collect the sex of children or families involved in child protection cases, although it may be referenced within the narratives of individual court filings.

Office of Child and Family Services

The Office of Child and Family Services collects the sex of children and parents at the time a client becomes known to the project partner, usually through a report of abuse or neglect or referral for service. As with race and ethnicity, those data points are housed in the ACES and Katahdin case management systems. The sex of the client will generally be initially reported based on the visual observation of the person making the report, and it may be updated over the life of the case as the client clarifies their self-identification.

As noted for other data points, OCFS reports client-specific data to the federal Administration for Children & Families under two reporting frameworks – annually through the National Child Abuse and Neglect Data System, reporting the sex of individual victims and perpetrators alleged to have been involved in reports of abuse or neglect. In addition, the semi-annual reporting of AFCARS data to ACF on children placed out-of-home and adopted during the preceding six-month period, includes the sex of the child and (where applicable) and the foster parent(s) with whom the child most recently resided.

Department of Public Safety

The Department of Public Safety collects the sex of individuals who are involved with law enforcement as an alleged victim or offender, based on the visual identification of the law enforcement officer investigating the incident. The data points are housed within DPS's case management system, Spillman Flex®. On an ongoing monthly basis, DPS reports the sex of victims and offenders at the client level through the Federal Bureau of Investigation's National Incident-Based Reporting System.

Each of the four project partners that collect and store information in a coded format on the sex of clients served do so using the same array of three options, as listed in Figure 6. It should be noted that none of the systems are designed to identify individuals considered to be intersex at birth.

- Male
- Female
- Unknown

FIGURE 6: RESPONSE OPTIONS: SEX

Current Framework and Potential Opportunities for Sharing Data

As illustrated in Figure 7 below, four of the five project partners share data on the sex of clients served within their system with other entities:

- The Department of Education shares aggregate data on children and youth enrolled in secondary educational facilities annually with the U.S. Department of Education.
- OCFS shares case-level data on both reports of abuse or neglect, and children removed from the home, through the NCANDS and AFCARS federal reporting mechanisms, respectively.
- MDOC shares case-level incarceration data with the federal Bureau of Justice Statistics (BJS) through the National Corrections Reporting Program (NCRP).
- The Department of Education and OCFS share case-level data on a regular basis through a bi-directional data interface. This allows both project partners to stay informed about updates to the circumstances surrounding those shared clients on an ongoing basis.
- The Department of Public Safety shares case-level victim and offender data with the Bureau of Justice Assistance through the NIBRS reporting framework.
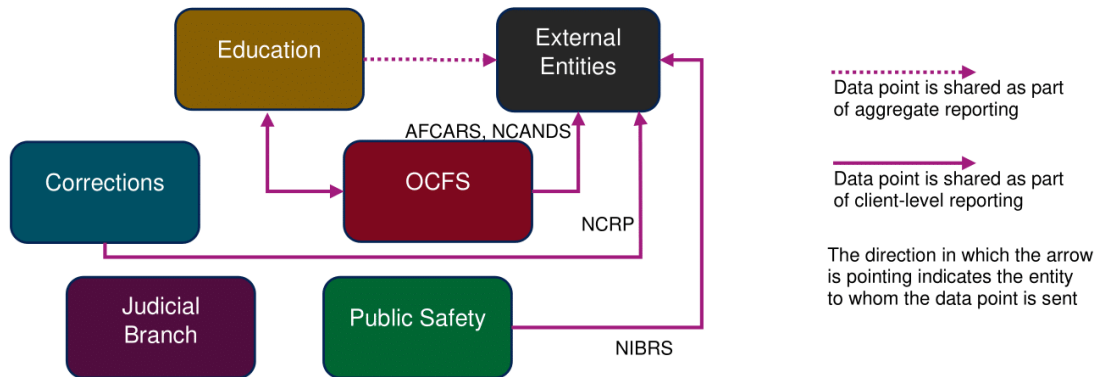
FIGURE 7: HOW DATA POINT IS TRANSMITTED AMONG PROJECT PARTNERS: SEX

DISABILITY STATUS

Figure 8 summarizes the extent to which each of the five project partners collects, receives, houses and/or shares data pertaining to clients' disability status.

	Corrections	Education	Judicial Branch	OCFS	Public Safety
Collect?	N	N	N	C	N
Receive?	✗	✓	✗	✗	✗
House?	✗	✓	✗	✓	✗
Share?	✗	I	✗	I	✗

FIGURE 8: AVAILABILITY OF DATA POINT: DISABILITY STATUS

Maine Department of Corrections

The Maine Department of Corrections does not collect information about clients' disabilities in a structured manner, although upon intake to a MDOC facility, clients are able to self-report their disabilities in narrative form via an intake form. That information is stored within CORIS® in a narrative text field that requires additional data extraction, e.g., case record review, to quantify the data field.

Maine Department of Education

DOE does not routinely collect information on the disabilities of children served through local education agencies (LEAs). They are, however, privy on an ongoing *ad hoc* basis to disabilities that may impact the student's educational experience, or which may warrant the development of an individualized education plan (IEP).

Maine Judicial Branch

MJB does not collect information on disabilities of individuals, although the disability or disabilities of parties to court proceedings may be referenced within the narratives of individual court filings.

Office of Child and Family Services

OCFS collects information on the disabilities of children and parents served in child protection cases at the time a client becomes known to the project partner, usually through a report of abuse or neglect. Those data points are housed in OCFS's case management system. Although infrequently available at the time a report of abuse or neglect is received, each client's current disabilities may be updated

throughout the course of an investigation as it becomes known to the investigating worker, and over the life of the case as the circumstances of the clients evolve. For each client, limited disability information is captured through a series of form fields that allow the user to select from a list of disabilities.

OCFS reports client-specific data to the federal Administration for Children & Families under NCANDS when reporting data on reports of abuse or neglect whether the alleged victim is at risk due to an intellectual disability, emotional disturbance, visual or hearing impairment, learning disability, physical disability, or other medical condition; whether the alleged victim's caregiver(s) are at risk due to an intellectual disability, emotional disturbance, visual or hearing impairment, learning disability, physical disability, or other medical condition; and via AFCARS whether special services for persons with physical or development disabilities were provided.

When recording the disabilities of individual victims and caregivers, OCFS collects the data in a "select all that apply" manner, which is consistent with how the data are reported through NCANDS. In addition, twice yearly OCFS reports via AFCARS the specific disability or disabilities recorded for each child served in out-of-home care during the preceding six-month period. For each child so served, OCFS reports on whether any of the following disabilities apply:

- Mental Retardation,[19]
- Visual or Hearing Impairment,
- Physically Disabled,
- Emotionally Disturbed, and/or
- Other Diagnosed Condition Requiring Special Care.

OCFS's "select all that apply" mechanism for capturing client disabilities is also consistent with how those data are reported via AFCARS.

While the list of specific disabilities that OCFS captures for individual clients goes well beyond that required for federal reporting, that detailed information does allow the Office to closely monitor the medical, emotional and behavioral health needs of its clients; within DHHS' case management system, each specific disability is also mapped to a corresponding NCANDS/AFCARS disability category, allowing the project partner to report data to ACF at a lower level of detail than that which is used and referenced internally.

Department of Public Safety

The Department of Public Safety does not collect information about the disabilities of victims or offenders with whom it comes in contact as part of a law enforcement investigation, except in cases where it was relevant to the incident or investigation.

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[19] The AFCARS data element via which a child's cognitive disability is reported has been named "mental retardation" since the AFCARS regulations were promulgated in 1993 (58 Fed. Reg. 67,926 (December 22, 1993)). On October 1, 2022, however, the name of the AFCARS data element will be updated at the federal level to "intellectual disability."
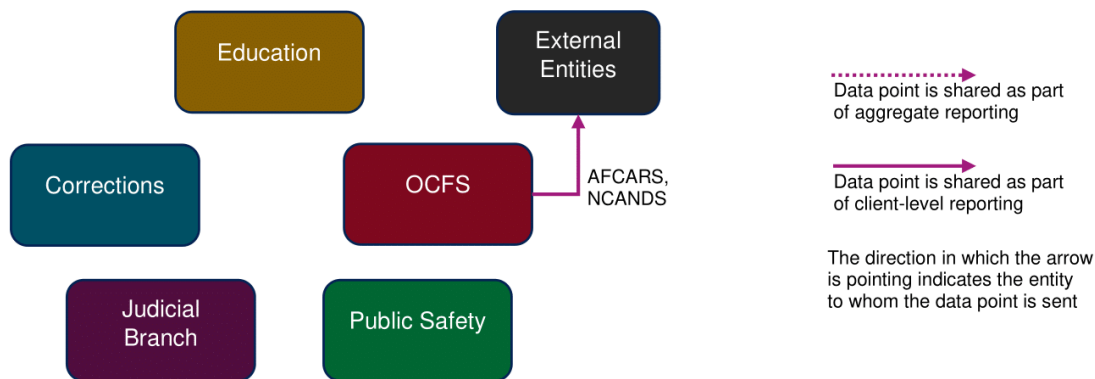
FIGURE 9: HOW DATA POINT IS TRANSMITTED AMONG PROJECT PARTNERS: DISABILITIES

TRIBAL CONNECTION AND ENROLLMENT/ELIGIBILITY

The question of whether a client served by the project partner has a connection with an American Indian tribe, band or nation through cultural, familial or social ties is a different question from whether the client is eligible for enrollment or enrolled with a given tribe, band or nation. PCG's review of how each of the project partners collects, receives, houses and shares those data elements revealed no substantive differences, and are therefore being presented in this report together, with differences noted where appropriate.

Figure 10 below summarizes the extent to which each of the five project partners collects, receives, houses and/or shares data pertaining to clients' connection with, eligibility for or enrollment with an American Indian tribe, band or nation.

	Corrections	Education	Judicial Branch	OCFS	Public Safety
Collect?	✖	✖	N	C & N	N
Receive?	✖	✖	✖	✖	✖
House?	✖	✖	✖	✓	✖
Share?	✖	✖	✖	✖	✖

FIGURE 10: AVAILABILITY OF DATA POINTS: TRIBAL CONNECTION AND ENROLLMENT/ELIGIBILITY

Maine Department of Corrections

The Maine Department of Corrections does not systematically collect information about clients' connection with, eligibility for or enrollment with a tribe, band or nation of clients. When tribal enrollment is disclosed by a client, it is captured solely in assessment or case note narratives.

Maine Department of Education

The Maine Department of Education does not systematically collect information about youth's or families' connection with, eligibility for or enrollment with a tribe, band or nation. Where relevant, however, local education agencies may collect that data on an *ad hoc* basis.

Maine Judicial Branch

The Maine Judicial Branch does not collect information about the connection with, eligibility for or enrollment with a tribe, band or nation of clients at intake to a MDOC facility, although where relevant, that information may be included within the narratives of individual court filings.

Maine Department of Health and Human Services, Office of Child and Family Services

The Office of Child and Family Services collects information about the tribal connection, eligibility and/or enrollment of children and families served in child protection cases at the time a client becomes known to the project partner, usually through a report of abuse or neglect. Those data points are input in DHHS' case management system via a drop-down list with the worker selecting Yes, No or Unknown. Where a child or case participant is enrolled with, eligible for enrollment, or connected to a tribe, band or nation, the name of the tribe, band or nation is captured via a narrative free-text form element.

The enrollment with, eligibility for or connection to a tribe, band or nation of the client may initially be reported based on the knowledge of the person making the report. Similar to the child's racial and ethnic identification, the details of each client's enrollment, eligibility or connection may be updated over the life of the case as the client clarifies their self-identification.

OCFS does not, however, report information on tribal eligibility, enrollment or connection through any external reporting arrangement. While the AFCARS and NCANDS federal data collection mechanism does permit individual children, alleged perpetrators and foster parents to be identified as American Indian or Alaska Native, it is only within the context of the client's racial self-identification, rather than arising from a stated connection to, eligibility for or enrollment with a tribe.

OCFS, however, is obligated under the provisions of the federal Indian Child Welfare Act (ICWA) to comply with federal standards for the removal and subsequent placements of children eligible for, or enrolled with an American Indian tribe recognized by the federal government.

Maine Department of Public Safety

The Maine Department of Public Safety does not collect information about the connection with, eligibility for or enrollment with a tribe, band or nation of clients in a structured manner. When such information is known, it is captured only in a narrative format.

INCOME

Figure 11 below summarizes the extent to which each of the project partners collects, receives, houses and/or shares data related to the income of clients that each project partner serves.

	Corrections	Education	Judicial Branch	OCFS	Public Safety
Collect?	✖	N	N	C	✖
Receive?	✖	✖	✖	✖	✖
House?	✖	✖	✖	✓	✖
Share?	✖	✖	✖	✖	✖

FIGURE 11: AVAILABILITY OF DATA POINTS: INCOME

Maine Department of Corrections

The Maine Department of Corrections does not collect information about the income of clients upon intake to a MDOC facility.

Maine Department of Education

The Maine Department of Education does not routinely collect information about youth's or families' income level, although they are aware of which families choose to apply for, and which families are subsequently enrolled in the National School Lunch Program, the eligibility for which is based on family income and household size.

Maine Judicial Branch

The Maine Judicial Branch does not collect information about the income of children and families involved in child protection court proceedings. They are aware, however, of parties that were found to be indigent, and for whom counsel was appointed by the Court. They do not, however, have a way to identify court participants for whom an initial finding of indigency was reversed, and the appointment of counsel was withdrawn due to non-indigency.

Office of Child and Family Services

OCFS routinely collects information about the income of families that it serves. Information on each family's income is collected as part of the determination of eligibility for federal programs such as Title IV-E (foster care and adoption assistance) and Title XIX (MaineCare). It does not, however, reflect all sources of income for the family, as only certain countable sources of income may be used when determining eligibility for federal programs. The income of the family is collected as part of the eligibility determination process for those programs but is not updated on a regular basis as the circumstances of the family change.

The data on family income are housed in OCFS's case management system, Katahdin, via a free-text form element in which the income of the family is recorded as a numeric value.

Department of Public Safety

The Department of Public Safety does not collect information about the income of victims or offenders with whom it comes in contact as part of a law enforcement investigation.

LOCATION

Figure 12 below summarizes the extent to which the five project partners collect, receive, house and/or share data related to the location (home address) of clients that each project partner serves.

	Corrections	Education	Judicial Branch	OCFS	Public Safety
Collect?	C	C	C	C	C
Receive?	✗	OCFS	✗	DOE	✗
House?	✓	✓	✓	✓	✓
Share?	✗	A	A	I	✗

FIGURE 12: AVAILABILITY OF DATA POINT: LOCATION

Maine Department of Corrections

The Maine Department of Corrections collects the home address of clients served via an intake form that is completed by the client upon intake to an MDOC facility. The data point is housed in MDOC's electronic offender management system, CORIS®. MDOC does not receive aggregate or case-level address data from other project partners, nor does the project partner share such data with its fellow partners, either in the aggregate or at the case level, except on an infrequent, *ad hoc* basis.

Maine Department of Education

The Maine Department of Education collects the home address(es) of children and youth enrolled in a secondary educational setting via an intake form that is completed by the youth or parent or guardian at the beginning of each school year and is updated quarterly throughout the school year. The student's home address is housed in Synergy®. DOE does not report aggregated data by location as part of its federal reporting, although the numbers of children served by LEA are included in the DOE's annual federal reporting. DOE and OCFS share with each other client-specific home address data, for those clients served by both project partners.

Maine Judicial Branch

The Maine Judicial Branch collects the home address information of children and parents/caregivers involved in child protection cases. These data are not shared with other project partners on a routine or structured basis, except to the extent that those project partners are involved in court proceedings in which a parties' home address is known. They do, however, have the ability to run reports on court participation at the town and county level.

Office of Child and Family Services

The Office of Child and Family Services collects the home address(es) of children and parents served in child protection cases at the time a client becomes known to the project partner, usually through a report of abuse or neglect. Those data points are housed in OCFS's case management system, Katahdin. The information is recorded when it becomes known to the project partner, usually when a report of abuse or neglect is received, or during the course of the investigation. It is also routinely updated over the life of the case, including when a child is placed out of the home. OCFS does not routinely report on client home or placement address information, although for children who were removed from the home, the county with legal custody of the child is reported at the case level via the AFCARS federal reporting mechanism.

Department of Public Safety

The Department of Public Safety collects the home addresses of victims and parents involved in child protection cases; where available, the address of alleged perpetrators is also gathered. Where available, the data are stored in DPS's Spillman Flex™ system.
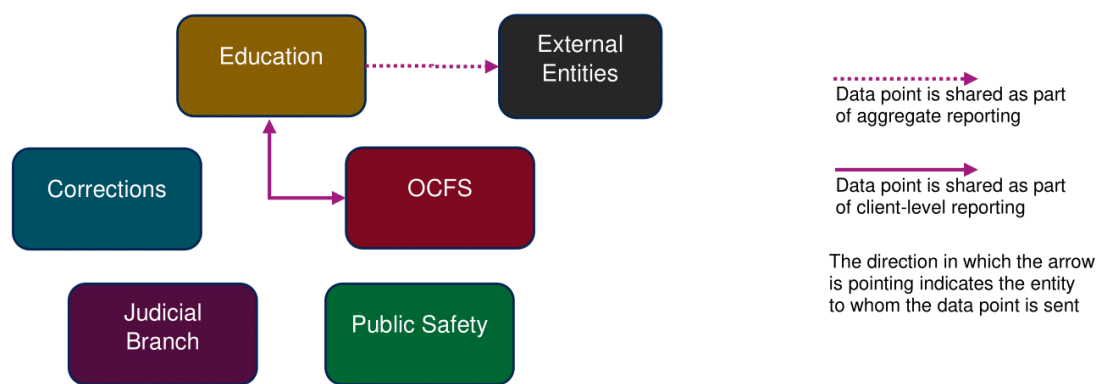

FIGURE 13: HOW DATA POINT IS TRANSMITTED AMONG PROJECT PARTNERS: LOCATION

GENDER IDENTITY

Figure 14 below summarizes the extent to which the five project partners collect, receive, house and/or share data related to the gender identity -- that is, an individual's self-identification as male, female or another identity -- of the clients that each project partner serves.

	Corrections	Education	Judicial Branch	OCFS	Public Safety
Collect?	N	✗	N	N	N
Receive?	✗	✗	✗	✗	✗
House?	✗	✗	✗	✗	✗
Share?	✗	✗	✗	✗	✗

FIGURE 14: AVAILABILITY OF DATA POINT: GENDER IDENTITY & SEXUAL ORIENTATION

Maine Department of Corrections

The Maine Department of Corrections does not collect information about the gender identity of clients at intake to a MDOC facility, although it is gathered for individuals who complete a Prison Rape Elimination Act (PREA) assessment. That information is only shared, however, on an *ad hoc* basis with a small number of individual staff; the information gathered via the PREA assessment is not stored or housed in their electronic case management system.

Maine Department of Education

The Maine Department of Education does not collect information about the gender identity of children who are enrolled with a LEA.

Maine Judicial Branch

The Maine Judicial Branch does not collect information about gender identity of parties to a court proceeding, although where relevant, it may be recorded within the narratives of individual court filings.

Maine Department of Health and Human Services, Office of Child and Family Services

The Office of Child and Family Services does not routinely collect information about the gender identity of children or caregivers served by the project partner, although where appropriate that information may be collected in narrative form through case notes or assessments.

Maine Department of Public Safety

The Maine Department of Public Safety does not collect information about the gender identity of victims or offenders for which an incident is being investigated, except where relevant to a specific incident.

SEXUAL ORIENTATION

Figure 15 below summarizes the extent to which each of the five project partners collects, receives, houses and/or shares data related to the sexual orientation – that is, the emotional, romantic or sexual preference(s) of the individual – of the clients it serves.

	Corrections	Education	Judicial Branch	OCFS	Public Safety
Collect?	N	✗	N	N	N
Receive?	✗	✗	✗	✗	✗
House?	✗	✗	✗	✗	✗
Share?	✗	✗	✗	✗	✗

FIGURE 15: AVAILABILITY OF DATA POINT: GENDER IDENTITY & SEXUAL ORIENTATION

Maine Department of Corrections

The Maine Department of Corrections does not collect information about sexual orientation of clients at intake to a MDOC facility, although it is captured for individuals who complete a Prison Rape Elimination Act (PREA) assessment. That information is only shared, however, on an *ad hoc* basis with a small number of individual staff; the information gathered via the PREA assessment is not stored or housed in their electronic case management system.

Maine Department of Education

The Maine Department of Education does not collect information about sexual orientation of children who are enrolled with a LEA.

Maine Judicial Branch

The Maine Judicial Branch does not collect information about sexual orientation of parties to a court proceeding, although where relevant, it may be recorded within the narratives of individual court filings.

Maine Department of Health and Human Services, Office of Child and Family Services

The Office of Child and Family Services does not routinely collect information about the gender identity or sexual orientation of children or caregivers served by the project partner, although where appropriate that information may be collected in narrative form through case notes or assessments.

Maine Department of Public Safety

The Maine Department of Public Safety does not collect information about the gender identity or sexual orientation of victims or offenders for which an incident is being investigated, except where relevant to a specific incident.

CONCLUSION

Of the ten data points, five of them are collected by MJB, DOC, DOE, OCFS and DPS. However, location is the only data point that is captured and stored in such a manner that data analysts could readily quantify where individuals reside across each of the four project partners. While some project partners do input race, ethnicity, sex and disability into a case management system in a structured manner, others do not, with the others collecting the information but retaining it in narrative format. Figure 16 below summarizes the extent to which each project partner collects each of the ten data points, where a "C" indicates that the project partner collects the data point in a structured format that lends itself to structured analysis and reporting; while an "N" indicates that the data point is only captured where appropriate in case notes or narratives.

	Corrections	Education	Judicial Branch	OCFS	Public Safety
Race	C	C	N	C	C
Ethnicity	C	C	N	C	C
Sex	C	C	N	C	C
Disability	N	N	N	C	N
Tribal Affiliation and/or Enrollment	✗	✗	N	N	N
Income	✗	N	N	C	✗
Location	C	C	C	C	C
Gender Identity	N	✗	N	N	N
Sexual Orientation	N	✗	N	N	N

FIGURE 16: SUMMARY OF PROJECT PARTNERS' COLLECTION OF DATA POINTS

In instances where data are collected by the project partners, the data points tend to have similar response options due to similarities in how each federal agency to whom the project partners report data require the data to be reported. For example, the options for race and ethnicity collected through the NIBRS, NCRP, AFCARS and NCANDS federal reporting all leverage the same array of options promulgated in OMB's 1997 "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" guidance, although NCRP only permits reporting of a single race category, but with a "Two or More" option for multi-racial inmates.

Figure 17 below summarizes how each project partner reports each data point. An "A" indicates that the data are reported in the aggregate only, while an "I" indicates that the data are reported at the case or individual client level.

	Corrections	Education	Judicial Branch	OCFS	Public Safety
Race	✗	A	✗	I	I
Ethnicity	✗	A	✗	I	I
Sex	✗	A	✗	I	I
Disability	✗	I	✗	I	✗
Tribal	✗	✗	✗	✗	✗
Income	✗	✗	✗	✗	✗
Location	✗	A	A	I	✗
Gender Identity	✗	✗	✗	✗	✗
Sexual Orientation	✗	✗	✗	✗	✗

FIGURE 17: SUMMARY OF PROJECT PARTNERS' REPORTING OF DATA POINTS