DEPARTMENT OF CHILDREN, YOUTH, AND FAMILIES

Updating Child Support Systems for Inclusivity

The Importance of Racial and Ethnic Demographics

12/20/2024

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Introduction

The federal Office of Child Support Services awarded the Advancing Equity in Child Support grant to the State of Minnesota, Department of Children, Youth, and Families (DCYF) on September 30, 2023. The grant was designed to examine issues of diversity, equity, and inclusion in the child support program.

As part of the grant, DCYF proposed an initiative to enhance the race and ethnicity data collected in its legacy child support system–PRISM, which stands for Providing Resources to Improve Support In Minnesota. DCYF partnered with CGI Technologies and Solutions, Inc. to complete the data initiative as well as provide project management for several of the grant activities.

The "Why"

The Child Support Enforcement program was established in 1974 and enacted in 1975 as a federal-state program under Title IV-D of the Social Security Act of 1935. The program was initially geared toward and designed for divorced White mothers and served two key purposes: (1) to reimburse cash assistance costs or welfare recovery costs; and (2) to help families remain self-sufficient and prevent the need for cash assistance. The belief was that the fathers had stable income and employment, and the financial means to pay child support. The program was not intended to serve Black and Brown mothers, never married parents, or those with limited income. When Black and Brown parents began to participate in the child support program after the Civil Rights movement, the program started to incorporate several punitive enforcement actions against parents who were not paying court-ordered support obligations. Over time the program evolved from a welfare cost recovery program into a family-first program. Only recently has the child support program begun to seriously consider enforcement policies and practices through an equity and racial equity lens.

Data serves as a critical starting point in assessing any policy or procedure. The child support program has access to vast amounts of information from multiple sources. This data collection begins with the application completed by the customer and continues through data-sharing with various state and federal agencies, helping to create a comprehensive picture of a family's composition, characteristics and resources.

The Family Support Act of1988 required child support agencies to have automated systems. When the first child support systems were built, the values for identifying race and ethnicity were limited and reflected language and terms used at that time. Today, there is a growing recognition that accurate race and ethnicity data is essential to create policies and procedures that truly serve all families. DCYF recognized the importance of updating its system to capture more accurate race and ethnicity data but efforts have previously been delayed due to funding. This grant offered Minnesota the resources it needed to make this project happen.

Glossary

Term	Definition
PRISM	Providing Resources to Improve Support In Minnesota (PRISM) is Minnesota's federally mandated computer system that supports Minnesota's child support program in efforts to locate missing paying parents, implement automatic withholding with employers for support, enforces child support orders, and serves as the centralized receipt and disbursement of child support payments as required by federal law.
MAXIS	Minnesota's Automated eXpertise Information System (MAXIS) is the computer system used by state and county financial workers in Minnesota to determine eligibility for public assistance and health care programs.
METs	Minnesota Eligibility Technology System (METs) is Minnesota's computer system that determines eligibility for Medical Assistance, MinnesotaCare or tax credits to help pay for a private health insurance plan.
MNIT	Minnesota Information technology
PRS	Parent receiving support. PRS is used throughout this document as opposed to custodial parent (CP).
PPS	Parent paying support. PPS is used throughout this document as opposed to noncustodial parent (NCP).

Project Description

The scope of work addressed two issues with PRISM: limited options for race and ethnicity, and problems with system interfaces that led to inaccurate race and ethnicity information being populated in PRISM.

Limited Options: PRISM recorded the race and ethnicity of program participants in the Race field on three screens: Child Demographic (CHDE), Custodial Parent Demographic (CPDE) and Non-Custodial Parent Demographic (NCDE) screens. The Race field was populated in one of two ways: manually or through an interface. During intake, case managers manually entered one race or ethnicity value from this list of options:

- AFA AFRICAN AMERICAN
- AMI AMERICAN INDIAN
- ASI ASIAN
- HIS HISPANIC
- OTH OTHER
- PAC PACIFIC ISLANDER
- WHI WHITE

A system interface with the state's TANF or Medicaid system also populated the Race field but, again, could only populate one value.

Having only broad groupings of racial categories obscured the variation within groups and resulted in not accurately capturing the equity impact on certain populations. For example, Minnesota's Asian population includes some of the highest- and lowest-income subpopulations—and yet, their relatively high overall economic status leads some to miss (or dismiss) the needs of those who are not faring as well.

Because this field was not considered mandatory, it was rarely if ever updated.

Interface issues: Inaccuracies in data resulted from the MAXIS, the state IV-A system, to PRISM interface. Unlike PRISM, MAXIS allows more than one value for race and ethnicity. MAXIS codes this option as "M" for multiple races. When that information is sent to PRISM, PRISM cannot process it, therefore, the Race field for a multiracial parent coded as "M" on MAXIS will be converted to 'Blank', i.e. unknown (even though it is known). MAXIS provides information on custodial parents but does not interface regarding parents in PRISM with the noncustodial parent role.

Another issue with the system interface impacted how Hispanic custodial parents are or are not identified in PRISM. In addition to a field for race, MAXIS has a Y/N indicator for Hispanic. PRISM cannot account for this combination, therefore, results in the Hispanic PRS population in PRISM being severely undercounted compared to Hispanic PPS population in PRISM. For example, on December 7, 2021, PRISM data showed 6,513 Hispanic PPSs, and only 887 Hispanic PRSs. Conversely, there were 15,463 "unknown" race parents receiving support, compared to only 7,986 "unknown" race parents paying support.

A third limitation to the MAXIS-PRISM interface is that there is an option in MAXIS for "Unable to Determine," which converts to "Other" on PRISM. In other words, multiracial PPS in MAXIS were being converted to "unknown" race in PRISM, and "unknown" race PRS in MAXIS were being converted to "other" race in PRISM.

The table demonstrates how data from MAXIS translates into PRISM prior to this project.

Scenario	MAXIS	PRISM
	Race field	Race Field
Only one race value selected in MAXIS	African American	African American
Two race values selected in MAXIS	African American Vietnamese	African American
"Unable to determine" selected for race and "Yes" selected for Hispanic	Race: Unable to determine	Unknown
	Hispanic: Yes	
One value selected for race and "Yes" selected for Hispanic	Race: African American	African American
	Hispanic: Yes	

Scope of Work

Screens

The PRISM Race field was updated in the CHDE, CPDE and NCDE screens:

- Relabeled the Race field to Race/Ethnicity Group.
- Created the Race/Ethnicity Detail field.
- Made the Race/Ethnicity Detail field multiselect.
- Updated the Race/Ethnicity Group Table to have a Multiple Race/Ethnicity value.
- Created a new Race Ethnicity Detail Table on the Table Value Menu (TAVM) screen to accommodate more values (23 in total).
- The additional values were identified by the Minnesota State Demographic Center in the 2023 Economic Status of Minnesotans: A Chartbook with Data for Minnesota's Largest Cultural Groups[1]. The 17 cultural groups included Dakota, Ojibwe, Chinese, Filipino, Hmong, Korean, Lao, Vietnamese, African American, Ethiopian, Liberian, Somali, Mexican, Pacific Islander, Puerto Rican, Russian, and White. The 5 additional categories that capture the balance of the population are Other American Indian, Other Asian, Other Black, Other Hispanic, Other White.
- Updated the PRISM help text for the Race/Ethnicity Group field.

MAXIS/METS to PRISM Interfaces

Modified PRISM as follows:

- Corrected PRISM so that multiracial PRS who are in MAXIS do not appear as blank or unknown in PRISM. When a PRS has multiple races in MAXIS, MAXIS codes this option as "M" for multiple values. Since the PRISM Race/Ethnicity Group field now provides a choice of multiple race/ethnicity value, the project created a one-time batch job so that multiracial PRS ("M") in MAXIS map properly as multiracial PRS in PRISM.
- Corrected the MAXIS "Unable to Determine" mapping. The MAXIS "U" (Unable to Determine) mapped to "Other" in PRISM. The project changed this to map to ("Unknown").
- Updated the translation table for MAXIS and METs to PRISM.
- Wrote a one-time batch process to repopulate the PRISM Race/Ethnicity Group field information for PRS from MAXIS, so that the systems synchronized until that date.
- Developed a batch process to convert the other child support participants in PRISM from their existing values to the new Race/Ethnicity values was not needed, since the existing PRISM code values are the same as the new code values.

A go-live date was determined.

- Following go-live, the project completed the following tasks:

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[1] See https://mn.gov/admin/assets/Economic%20Status%20of%20Minnesotans%202023_tcm36-569572.pdf

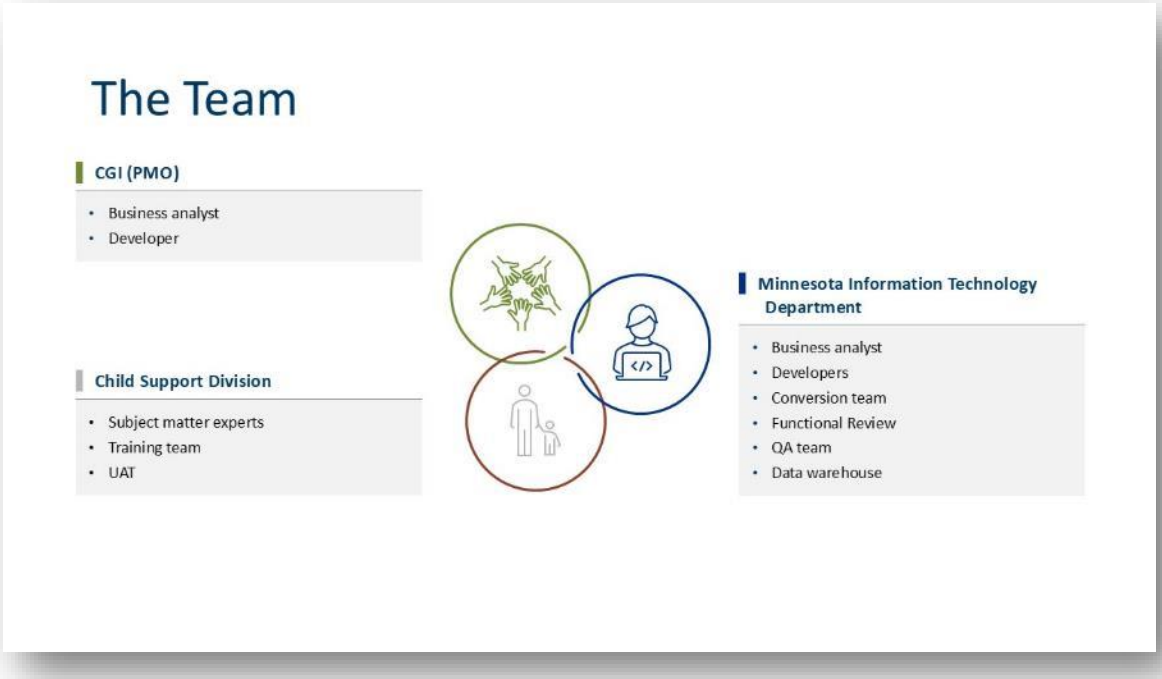
- After the conversion, compared CP and NCP Hispanic counts by running a PRISM process/report to compare the number of Hispanic Parents Receiving Support (PRS) PRS compared to the number of Hispanic PPS.
- Modified the existing process/report in PRISM to compare PRP and PPS Hispanic count to accommodate the Race/Ethnicity field having multiple values.

Project Schedule

The work started on April 15, 2024, and ended July 31, 2024. The timeline ensured the work would be done in time to collect the administrative data necessary for the equity assessment grant activities.

The Team

The team for this project included members of the DCYF Child Support Division; the MNIT, and CGI.



In building this team, these key factors were considered:

- **Project Scope:** Review of the project's goals, objectives, and scope to determine the necessary expertise and resources. This project was of a short duration, so it required a dedicated team.
- **Skill Requirements:** Identify the specific skills and knowledge needed for successful project execution, such as technical expertise, business analysis, project management, and quality assurance.
- **Stakeholder Involvement:** Determine which stakeholders needed to be involved in the project and their level of participation. Key stakeholders for this project included the case managers. They were the ones impacted by this

update and expected to talk with participants going forward to ensure accurate information. For child support agencies, consider how the program is administered, state supervised or stated supervised, county administered, and identify any other vendor partners who may need to be notified.

- **Resource Allocation:** Consider the availability of internal resources and the need to bring in external consultants or contractors. DCYF wanted to undertake this project for some time, but its internal resources were allocated to other priorities. The grant gave DCYF the opportunity to bring in an outside resource to complete this work. For a systems project such as this one, team members need specific skills and expertise such as:
  - **Technical Expertise:** Assess members knowledge of relevant programming languages, frameworks, and tools. This project required a developer with knowledge of programming languages (Natural and ADABAS) that are no longer in wide use.
  - **Business Analysis Skills:** Evaluate members ability to understand business requirements, analyze data, and document processes.
  - **Project Management Skills:** Assess members experience in planning, organizing, and executing projects within deadlines. Good project management from both CGI and MNIT was key to keeping this project in scope and on time.
  - **Communication and Collaboration:** Evaluate members ability to effectively communicate with stakeholders, collaborate with team members, and resolve conflicts.
  - **Problem-Solving and Critical Thinking:** Assess members ability to identify and address challenges, think creatively, and make informed decisions.
  - **Domain Expertise:** Consider any specific industry or domain knowledge that may be relevant to the project.

Roles and Responsibilities

Once the team was in place, role and responsibilities could be identified. This is especially important when working with a vendor. Things to consider include:

- **Role Definitions:** Clearly define the roles and responsibilities of each team member.
- **Communication Channels:** Establish how team members will communicate and collaborate.
- **Decision-Making Authority:** Determine who has the authority to make key decisions.
- **Escalation Procedures:** Define how issues or problems will be escalated if they cannot be resolved at the team level.

Roles and responsibilities may change throughout the project. For example, in this project CGI initially assumed responsibility for creating the training for the new functionality. But DCYF has its own training unit and it made more sense for DCYF to create the training and roll it out to the child support division.

One way to track roles and responsibilities is through a RASCI chart, which stands for Responsible, Accountable, Supported, Consulted, and Informed, and is a valuable tool for defining roles and responsibilities within a project. It ensures clarity and accountability among team members. It will prevent misunderstandings, assign ownership for tasks and enhance collaboration.

- **Responsible (R):** The individual primarily accountable for completing the task.
- **Accountable (A):** The person ultimately responsible for the task's success or failure.
- **Supported (S):** Individuals who provide technical or administrative support to the task.

- **Consulted (C):** Individuals whose input or expertise is sought but are not directly responsible for the task.
- **Informed (I):** Individuals who should be kept updated on the task's progress and outcomes.

The RASCI chart for this project was as follows:

Task	CGI	MNIT
Design, develop, unit test, and system test the PRISM enhancements	Responsible	Consulted
Perform QA testing of the PRISM enhancements	Consulted	Responsible
Perform required state security mediation for the system enhancements	Consulted	Responsible
Perform all infrastructure related tasks (environment modifications, code promotion, etc.)	Consulted	Responsible
Provide database administration for all database changes	Consulted	Responsible
Modify reports and other system components that are impacted by the PRISM enhancements	Consulted	Responsible
Provide maintenance and operations of the PRISM enhancements after the project ends	NA	Responsible
Complete a requirements document	Responsible	Consulted
Complete updated screen specifications	Consulted	Responsible
Complete a decision log regarding any additions, deletions, or updates to the system enhancements requirements	Responsible	Consulted

Other requirements

Since DCYF partnered with a vendor, CGI, completed several requirements before work could begin. These types of tasks should be factored into the project schedule.

Background checks: DCYF required background checks for the vendor employees involved with the project. Background checks are a mandatory security measure for individuals involved in system enhancement projects, especially those handling sensitive data or interacting with vulnerable populations. These checks verify an individual's criminal history and ensure that only qualified and trustworthy personnel are granted access to the system. By conducting thorough background checks, organizations can mitigate risks, maintain public trust, and ensure the security and integrity of their systems.

State Required Training: DCYF also required CGI employees to take state training courses. This ensured that the CGI team understood the Minnesota security requirements for working with confidential participant information. Mandatory state trainings may include:

- **Technical skills:** Proficiency in relevant programming languages, tools, and methodologies.
- **Security awareness:** Understanding of data security best practices and compliance with regulations.
- **Change management:** Strategies for managing changes to the system and minimizing disruption.
- **User experience (UX) design:** Principles of creating user-friendly interfaces.
- **Accessibility standards:** Adherence to accessibility guidelines for individuals with disabilities.

Code access for vendors: MNIT had to provide the CGI developer with access to PRISM's codebase. Access could not be provided until the background check proved successful and all training was complete. This can take some time and should be factored into the project schedule. This access enables vendors to:

- Analyze and understand the existing code**:** Identify areas for improvement, integration points, and potential challenges.
- Develop and test enhancements: Create and test new code modifications within the system's environment.
- Collaborate with state teams**:** Work closely with state IT staff to ensure compatibility and alignment with system architecture.
- Troubleshoot and resolve issues: Address any technical problems or errors that may arise during development or testing.

Access to tools and environments: Depending on the project and the scope of work, the state may need to provide equipment to the vendor and/or access to necessary tools and environments such as:

- Development environments: Access to development servers, software, and programming tools.
- Testing environments: Dedicated environments for testing and quality assurance purposes.
- Data access: Access to relevant data and databases required for development and testing.
- Collaboration tools: Platforms for communication, collaboration, and knowledge sharing.
- Security and compliance tools: Tools to ensure adherence to security and compliance standards.

Communication Plan

Clear communication was a must for this project. Most meetings were held virtually using Microsoft Teams. The CGI Business Analyst was responsible for the agenda and kept the minutes of the meetings.

Type	Purpose	Platform	Frequency	Attendees	Owner	Materials
Kick-off Meeting	Align stakeholders and establish expectations	Teams	Once	Project Team	CGI Project Manager & BA Lead	Agenda Slide deck

Type	Purpose	Platform	Frequency	Attendees	Owner	Materials
Requirements review meeting	Discuss, review functional and technical requirements	Teams	As needed	Client, subject matter experts, technical team, functional team	CGI Project Manager/CGI BA Lead	Agenda Minutes User stories
BA & Developer daily stand-up meeting	Discuss progress, identify blockers, and coordinate efforts	Teams	Daily-usually same time every day	BAs, developers, QA testing team	CGI Project Manager/CGI BA Lead	Agenda Minutes
QA Team daily stand-up meeting	Discuss progress, identify defects/blockers, and coordinate efforts	Teams	Daily-usually same time every day	BAs, developers, QA testing team	CGI Project Manager/CGI BA Lead	Agenda Minutes
UAT Team daily stand-up meeting	Discuss progress, identify blockers, and coordinate efforts	Teams	Daily-usually same time every day	BAs, developers, UAT testing team	CGI Project Manager/CGI BA Lead	Agenda Minutes
Conversion daily stand-up meeting	Discuss progress, identify blockers, and coordinate efforts	Teams	Daily-usually same time every day	BAs, developers, conversion testing team	CGI Project Manager/CGI BA Lead	Agenda Minutes
Go/No go meeting	Assess project progress and determine if it should proceed to statewide implementation	Teams	Once	Project Team	CGI Project Manager/CGI BA Lead	Agenda Minutes
Updates to the child support division	Provide updates on the project	Email	As needed	All child support state and county employees	DCYF	Approved message

Process

Hold Kick-off meeting

The project began with a kick-off meeting for all the people involved. The agenda included introductions, an overview of the grant, the scope of work, the project schedule and the roles and responsibilities.

This meeting was pivotal for CGI to align with the State of Minnesota, establishing clear expectations and ensuring everyone had a shared understanding of the project goals, objectives, scope, and deadlines.

Identify requirements

Developing comprehensive requirements is essential for success. Clear and well-defined requirements ensure that the needs of users and stakeholders are met, avoids costly rework, and streamlines the development process.

MNIT provided CGI with the current requirements to use as a starting point. The CGI Business Analyst collaborated with Child Support Division subject matter experts to refine the project requirements. By reviewing existing specifications and incorporating desired changes, the team ensured that the system enhancements aligned with the business function needs.

Design screen specifications

A screen specification is an essential document for system enhancement projects, providing a detailed blueprint for the design and development of user interfaces. The screen specification document outlines the visual elements, layout, functionality, and user interactions to ensure a consistent, intuitive, and effective user experience.

Generally, a screen specification will include:

- Layout and design**:** Defines the overall structure and arrangement of elements on the screen.
- Content: Specifies the type and format of information to be displayed.
- Navigation: Describes how users can interact with the screen and navigate through the system.
- Functionality: Outlines the actions that can be performed on the screen.
- Visual elements: Specifies colors, fonts, and other visual components.
- Accessibility: Ensures compliance with accessibility standards to accommodate users with disabilities.

This project called for the addition of a field to three screens. Because PRISM is a legacy system, screens are already filled with a lot of information. While evaluating placement of the new field, the CGI Developer suggested several formatting changes to make the screens more user-friendly.

Develop code

During the Develop Code phase, the developers translate requirements and designs into functional code. It involves writing, testing, and debugging code to implement the desired changes or new features. The key activities in the develop-code phase are:

- Code development: Writing the necessary code using programming languages and frameworks specified for the project.
- Unit testing: Testing individual units of code to ensure they function as expected.
- Integration testing: Testing how the new code interacts with existing system components.

- Debugging: Identifying and fixing any errors or defects in the code.

The CGI developer successfully implemented the mainframe updates to PRISM, ensuring accurate and efficient processing of race and ethnicity data. These enhancements improved the system's ability to capture and analyze demographic information.

Unit testing

There are entrance and exit criteria for each phase of a project, from development to QA, from QA to UAT, and from UAT to Statewide implementation. Each of these stages must be satisfied to pass through and move to the next major segment in the project plan.

Demo

During the developer demo, the developer showcases the functionality of a completed unit or feature after successful unit testing. It serves as a visual demonstration of the code's intended behavior and helps stakeholders understand the progress made. The key aspects of a developer demo include:

- Clear and concise explanation**:** The developer provides a clear overview of the unit's purpose and functionality.
- Step-by-step demonstration: The developer walks through the unit's features, demonstrating how it works and interacts with other parts of the system.
- Handling questions: The developer is prepared to answer questions from stakeholders and address any concerns.
- Feedback collection: The demo provides an opportunity for stakeholders to provide feedback and identify areas for improvement.

After completing the coding and unit testing, the CGI developer conducted a comprehensive demo to showcase the functionality of the enhanced system. This allowed the team to validate the code's accuracy, identify any potential issues, and provide feedback before proceeding to the QA environment.

Quality Assurance (QA) and User Acceptance Testing (UAT)

CGI and MNIT made the rare decision to do quality assurance testing and user acceptance testing at the same time. With the size of this project, it made sense. Normally, these are two separate functions.

QA testing ensures that the changes made to the system meet the required quality standards and functionality. It involves a series of activities to identify and address defects before the system is deployed to end-users. Key components of QA testing include:

- Test planning: Developing a comprehensive test plan outlining the scope, objectives, and resources required for testing.
- Test case design: Creating detailed test cases that cover various scenarios and test data to validate the system's functionality.

- Test execution: Executing test cases to identify defects and verify that the system meets the specified requirements.
- Defect tracking: Logging and tracking identified defects, assigning them to developers for resolution, and retesting after fixes.
- Regression testing: Ensuring that changes made to the system do not introduce new defects in existing functionality.

UAT is the final stage of testing before a system enhancement is released to production. End users test the system to ensure it meets their requirements and expectations. The objectives are to validate functionality, identify defects, and to gain user approval. UAT involves:

- Test scripts: Detailed scenarios and test data to guide user testing.
- User involvement: active participation of end users in the testing process.
- Feedback collection: gathering feedback from users on the usability, effectiveness and overall satisfaction with the changes.
- Defect tracking: Logging and addressing any issues identified during testing.

During QA and UAT testing, CGI and MNIT met daily. Agenda items included testing progress, issue tracking, and next steps. The team discussed test cases executed as well as any identified defects. Defects were then assigned for investigation and resolution. *See* Appendix A, *Sample Agenda for QA/UAT Stand-Up meeting*.

CGI and MINT used a decision log to record any important decisions made during this process. The log tracked the decision, the reason, the decision maker, and the date of the decision. The log ensured transparency. Had there been any conflicts, it would have been used to help resolve them.

Implementation (Go Live)

The statewide implementation marks the final step in the system enhancement project lifecycle. It involves deploying the updated code into the production environment, making the new features and functionalities available to end-users. Key activities during statement implementation include:

- Deployment planning**:** Develop a detailed deployment plan outlining the steps, resources, and timelines required for the deployment.
- Code migration: Carefully transfer the updated code from the development or testing environments to the production environment.
- Data migration: If necessary, migrate any relevant data to the new system version.
- Cutover process**:** Establish a clear cutover plan to transition from the legacy screens to the new screens.
- Monitoring and support: Monitor the system closely after statewide implementation to identify and address any issues.
- Post-deployment evaluation: Conduct a thorough evaluation to assess the success of the deployment and identify areas for improvement.

Implementation requires notice to users of the modifications**.** Prior to the go-live, a detailed email was sent to all users outlining the key changes, benefits, and the official launch date. The email provided essential information and addressed potential questions or concerns.

Post-Implementation

Several post-implementation tasks were necessary:

- One time conversion: MNIT executed the batch process to synchronize Race/Ethnicity Group data between PRISM and MAXIS, ensuring data consistency across both systems.
- Data Warehouse report: Immediately following implementation, MNIT needed to update the data warehouse reports to reflect the creation of the new field.

Training

Case managers will play a critical role in gathering the race and ethnicity information going forward. As managers work a case, they will need to ask participants to identify their race and ethnicity.

The DCYF Training Team developed training materials to support case managers. The materials included:

- Video: The training team created a video of the new functionality and made it available in the DCYF Learning Management System. The Child Support Division made this training mandatory for all county employees to ensure that all staff working in the program had a foundational understanding of the changes and the importance of uplifting the work of equity within the program.
- Job Aid: The job aid serves two functions. First, it provides information on the updates and how to use the new fields. These updates give case managers the opportunity to ask participants about their race and ethnicity and provides them with tips on how to engage in this conversation with program participants.
- Desk Aid: The User Guide includes a one sheet quick reference with reminders for when to check the new fields and a script for having a conversation with a participant about their race and ethnicity information.

See Appendix B, *Race and Ethnicity Group and Detail Fields Job Aid*.

Outcomes

The data shows that the project achieved its goals. The interface between MAXIS and PRISM now provides PRISM with accurate race and ethnicity information. The table represents how the interface between MAXIS and PRISM now populates the new Race/Ethnicity Group Field.

Scenario	MAXIS	PRISM
	Race field	Race/Ethnicity Group Field
Only one race value selected in MAXIS	African American	African American
Two race values selected in MAXIS	African American Vietnamese	Multiple
"Unable to determine" selected for race and "Yes" selected for Hispanic	Race: Unable to determine	Hispanic
	Hispanic: Yes	
One value selected for race and "Yes" selected for Hispanic	Race: African American	Multiple
	Hispanic: Yes	

The project also addressed interface issue. The table below shows the race and ethnicity numbers of program participants prior to the conversion process.

Ethnic Group	Child Count	PPS Count	PRS Count
AFA – African American/Black	66,383	42,826	39,018
AMI – American Indian	15,457	8,687	9,293
ASI – Asian	7,526	3,026	4,393
HIS – Hispanic	**1,021**	**6,958**	**1,240**
OTH – Other	42,343	33,319	20,251
PAC – Pacific Islander	423	126	354
UNK – Unknown	**23,820**	**7,711**	**10,209**
WHI – White	110,065	71, 325	92,110

The one-time[2] conversion process read 356,656 records. It updated 149,706. This table shows the race and ethnicity counts for the records that were updated during conversion.

Ethnic Group (Race/Ethnicity Group Field)	Child Count	PPS Count	PRS Count
AFA – African American/Black	55,510	41,525	36,367

[2] PRISM was the only system modified during this project. Until MAXIS is updated with race and ethnicity values that match PRISM, MNIT and the Child Support Division are considering running a batch process on a regular cadence.

Ethnic Group (Race/Ethnicity Group Field)	Child Count	PPS Count	PRS Count
AMI – American Indian	12,408	8,114	7,977
ASI – Asian	6,291	2,947	4,141
HIS – Hispanic	**2,220**	**6,344**	**1,743**
MUL – Multiple Race/Ethnicity	**30,916**	**5,188**	**13,344**
OTH – Other	35,941	32,735	16,943
PAC – Pacific Islander	282	114	267
UNK – Unknown	**114**	**1**	**18**
WHI – White	99,582	69,251	85,849

These ethnic groups will continue to appear in the Race/Ethnicity Group field. Going forward, the case managers will need to verify race and ethnicity information for parents using the values in the Race/Ethnicity Detail field. This should improve the accuracy and quality of the data even more as parents now have more options and can pick multiple options.

Lessons Learned

While there were many lessons learned during this project, four themes emerged: understanding the importance of equity; change is hard; relationships are important; and project management is critical.

Understanding the importance of equity: The concept of providing equitable services is still taking hold in the child support program. Even though Minnesota has been at the forefront of this movement, people have different priorities and that makes a difference in their understanding of the importance of a project such as this one. It is imperative that program participants have the ability to identify and see themselves in ways that are important and meaningful to them.

Change is hard: Any change is hard. This project involved a lot more than just a simple system update. It is part of the ongoing work to center equity in child support policies and procedures. As new members were brought onto the team, time was taken to explain the grant and its goals. That helped engage team members in the work and gave them a chance to ask questions.

Relationships are important: MINT had not worked previously with a technology vendor because maintenance and updates to PRISM are done by in-house IT. Therefore, developing a strong working relationship between CGI and MNIT from the start was important. The CGI Business Analyst and the MNIT managers spent the time necessary to get to know each other, understand the project, and to intentionally and strategically assign roles and responsibilities.

Project Management is critical: Any systems project, even a smaller one, requires good project management. A carefully crafted scope of work, schedule, communication plan, and decision log all kept the project running smoothly and on time. The project finished in scope and on time.

Appendix A: Sample Agenda for QA/UAT Daily Stand-Up

1. Testing Progress
    a. Briefly summarize the overall testing progress so far.
        i. Number of test cases executed.
        ii. Number of defects identified (if any).
    b. Highlight any key findings or successful test completions.
2. Open Discussion & Issue Tracking
    a. Any challenges encountered.
        i. Discuss any identified defects related to Race/Ethnicity fields.
        ii. Assign ownership for investigation and resolving the defect.
3. Next Steps & Action Items
    a. Testing Plan for the upcoming week
        i. Are there specific areas of focus for testing?
    b. Summarize any action items or next steps arising from discussion.
        i. Who is responsible for each action item ii. Set a target completion date for each action item.

Appendix B: User Guide and Desk Guide