TRANSITION ADVISORY GROUP

Innovative Data, Technology, Evaluation, and Accountability Subgroup
Meeting 8
October 06, 2021

Agenda

- Welcome

- Introduction

- Subgroup topics and summary

- Discuss logistics – Discussion and GroupMap

- Next steps

* This meeting will be recorded via Zoom. Please prepare to mute your microphone if you are not actively speaking.
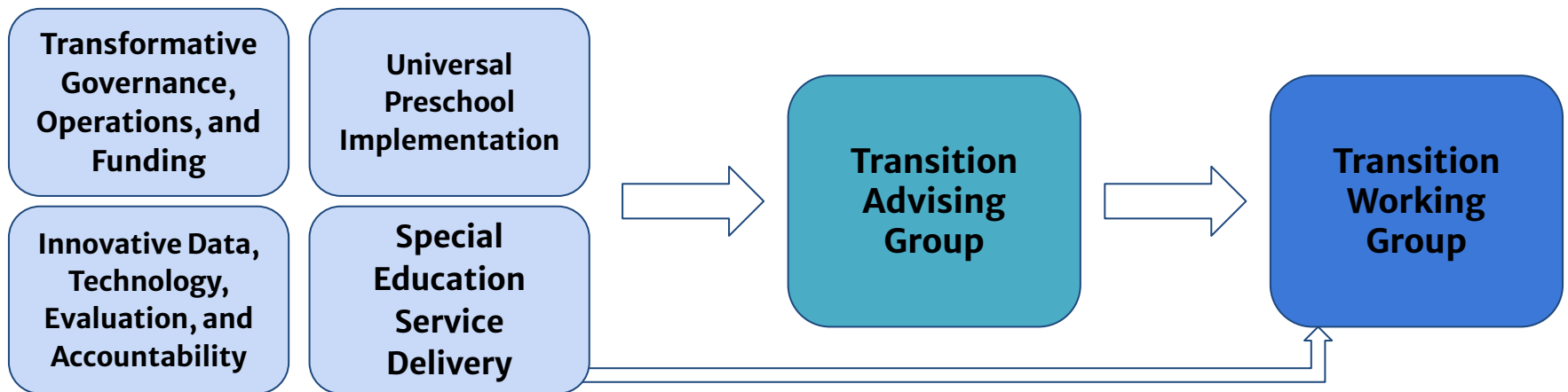
Introduction

Background

HB21-1304 was passed by the General Assembly and signed into law by the Governor in June 2021. The law requires:

- The creation of a new unified Colorado Department of Early Childhood on July 1, 2022.

    - *To create the new department, the bill requires a transition plan, written by the Transition Working Group (TWG), be submitted by November 1, 2021. The ECLC is to approve the transition plan within 14 days after receiving the plan from the Office of the Governor.*

- A planning process for Colorado's new universal, voluntary preschool program, which will be overseen by the new unified Department of Early Childhood. This new Colorado Department of Early Childhood will also be charged with the implementation of this program, beginning July 2023.

SUBGROUP STRUCTURE

The ECLC Transition Advisory Group is convening subgroups to offer insights that will guide the creation of a transition plan to the new unified department of early childhood. Each group will offer recommendations from their perspectives or in their areas of expertise.

Transformative Governance, Operations, and Funding	Universal Preschool Implementation		
Innovative Data, Technology, Evaluation, and Accountability	Special Education Service Delivery	Transition Advising Group	Transition Working Group

Stipends may be available for parents and members of the early childhood workforce to participate fully in the meetings – please reach out to Kristina.Heyl@state.co.us for more information.

Listening Sessions

In addition to the TAG and its subgroups, the ECLC is also convening the following interactive user-centered listening sessions to ensure that the new department will meet the needs of those who are involved in and/or experience Colorado's current early childhood system.

- Provider Experience - **Completed** on 08/03/2021
- Children and Family Experience - **Completed** on 8/24/2021
- Workforce Experience - **Completed** on 09/21/2021

These listening sessions will offer critical insight into the user experience of existing programs and systems. They will be working in tandem with the subgroups to offer insight to the TAG.

Other Ways to Engage

Stakeholder engagement is a critical component to this process. To offer updated information and gather feedback the ECLC will be managing the following resources for the public:

Updates
- Monthly Transition Plan [Newsletter](#)
- Monthly Town Halls
- Transition [Website](#)

Opportunities to provide input
- Feedback [Form](#)
- Statewide Listening Tour

Additionally, a human centered design project will be conducted with design sessions and prototype creations for what the future system should look like.

For more information or to participate, please reach out to Rebecca Peterson, Gary Community Investments - rpeterson@garycommunity.org

**See ECLC meeting [calendar](#) for updates.

Other Ways to Engage

Statewide Listening Tour!

- October 11-15, 2021
- 11 Listening Sessions (Including 2 virtual)
- Visit www.earlychildhoodcolorado.org/tour to learn more and register

Preview of Draft Transition Plan for TAG and Subgroup Members

- Thursday, October 7 at 5:30pm
- Join on Zoom: https://us06web.zoom.us/j/88609119980?pwd=Y3hPb3lrTmRVVnliZmZtZ20zWjlRUT09
  Meeting ID: 886 0911 9980   Passcode: 623688
- Visit www.earlychildhoodcolorado.org/subgroups for more information

AS COLORADO REIMAGINES EARLY CHILDHOOD, WE WANT TO HEAR FROM YOU.

STATEWIDE LISTENING TOUR

Join state leaders and community stakeholders Oct.11-15, 2021, for a public presentation and Q&A session.

EDWARDS + GRAND JUNCTION + MONTROSE
DURANGO + ALAMOSA + PUEBLO + DENVER
FORT MORGAN + FORT COLLINS

Visit www.earlychildhoodcolorado.org/tour to learn more and to save your seat. Virtual options will be available.

COLORADO

Stakeholder Feedback

The ECLC is committed to ensuring that feedback can be provided in a variety of ways. A feedback form has been created on the ECLC website and will be available throughout the process.

- [Share Feedback Here!](#)

You will receive a link to the feedback that has been received ahead of each meeting as part of the pre-read materials. Please take a few minutes to review and consider the feedback being shared ahead of each meeting.

- [View the Feedback that Has Been Shared Here!](#)

Innovative Data, Technology, Evaluation, and Accountability

The Innovative Data, Technology, Evaluation and Accountability group will focus on the opportunities to enhance the data and technology needed to support a fully aligned early childhood system.

This group will be tasked with discussing the following topics:
- Improving the family experience (technology, program quality, accessibility, affordability)
- Improving the provider experience (technology, enrollment, licensing, payment, quality supports)
- Use of data/evaluation to align with Kindergarten and beyond
- Additional data needed to meet families' needs

Meeting Norms

- Come prepared.
- Mute yourself when not speaking.
- Stay engaged (e.g., actively participate in breakout rooms).
- Be mindful of how much "air time" each member receives.
- Always assume good intent.
- All ideas are valued.

Expectations

Every meeting you should expect the following:

- Via e-mail:
  - Agenda for meeting
  - Suggested pre-reading
  - Online – ECLC transition subgroup webpages

- In meeting:
  - Subgroup Updates
  - Focused discussion around a specific part of the transition plan
  - Closing/next steps

Subgroup Topics and Summary

Data and Technology Subgroup Topics

M1: Improving the family experience (technology, program quality, accessibility, affordability)

M2: Improving the provider experience (technology, enrollment, licensing, payment, quality supports)

M3: Building on meetings 1 and 2 - Improving evaluation and accountability systems to better support families and providers

M4: Use of data/evaluation to align with Kindergarten and beyond

M5: Data/technology needs to support families to find and enroll in services

M6: Understanding and integrating state agency data systems to support continuous improvement of ECE systems

M7: Understanding the unique child identifier in Colorado and opportunities for data use and technology integration in the new EC department

Today's meeting

M8: Providing feedback on initial TAG data and technology recommendations facilitated by Watershed Advisors

Meeting 7 Recap. Understanding the unique child identifier in Colorado and opportunities for data use and technology integration in the new EC department

Opportunities for Implementing Unique Child Identifier (UID) in Colorado: *Representatives from the Governor's Office (Scott Groginsky) and CDE (Melissa Colsman) gave a presentation that reviewed history of the UID in Colorado*

Factors to Support Implementation	Implementation Challenges
Data could be helpful for subsidy distribution and blending and braiding funds	Need to define "all children" who will receive a UID: will it truly be all children or just children enrolled in funding programs?
Opportunity to learn from how the state has already worked through privacy issues at the K-12 level	Need to decide when to assign UID: At birth? Before entering programs? When engaging services for the first time?
Need for data: state has very little data that helps taxpayers know how funds are being used or data for program management or planning at the state or local level	Privacy and security for children and families – need to establish role-based access to this data and ensure families and public know why we are using the numbers and what the benefits and protections are
Can protect data by ensuring the technology manages roles and access	How might assigning UIDs impact other departments that serve children and families (ex. WIC, CDPHE, government healthcare programs, free/reduced lunch)?
Opportunity to reduce burden on families to facilitate their use of programs and systems	How to reconcile identifiers between systems: where do we start the UID?

Recommendations for Building Knowledge in Colorado's Department of Early Childhood: Presentation by Whitney LeBoeuf, Director of Data Integration & Analytics at Colorado Evaluation and Action Lab

Reflections on Persisting Puzzles: What participants didn't hear presented and what we still need to figure out moving forward	
How does this data system tie to child outcomes to strengthen program quality and what accountability measures are in place at the local level?	What new legislation would need to be implemented and what is the willingness of the legislature to enact this?
	State vs. local roles
We know ECE teachers are underpaid and undertrained - how are they integrated and what supports will be in place?	Collaboration across existing systems and capacity
	What will be the incentives for data collection?
Who will be supporting this work on the parent/provider side? If this is a streamlined application process who is helping the parent understand what they are signing up for?	How does data related to educator licensing at CDE also get included?
	How do we ensure that we're gathering the right data?
Who are we building this for and how do we ensure equity across the state?	

DRAFT

Colorado Department of Early
Childhood Transition Report:
Data Analysis

Overview

Overview
Transition Report Data Requirements

House Bill 21-1304 requires the public transition plan to:

- Address the extent to which existing early childhood programs & services are available to and utilized by the child and family populations they are designed to serve,

- Identify the groups of children and families, based on location within the state and on family demographics, including socio-economic status, race, ethnicity, gender, language, and disability, who are accessing the existing early childhood programs and services, and

- Provide specific information concerning the groups of children that have historically encountered barriers to school readiness

Overview
Data Needs for Policymakers in Colorado

Because of limitations in the way data is collected and reported to the state, it is currently impossible to fully answer any one of the fundamental questions needed by policymakers and state leaders.

In order for policymakers and state leadership to address gaps in the system and meet the needs of children and families, it is critical that they have the answers to the following fundamental questions:

Fundamental Policy Questions	
System Capacity	• What is the current capacity (e.g., slots, teachers, space) of the system to serve children and families?
Need and Demand	• How many children are in need of subsidized early care and education? How does the current system capacity and available funding meet those needs?
Access to Quality	• Of children who are being served through public funds, how many are in quality slots?

Overview
Key Findings from Data Analysis

Because of limitations in the way data is collected and reported to the state, it is currently impossible to fully answer any one of the fundamental questions needed by policymakers and state leaders.

- Currently, Colorado is only able to measure system capacity through collecting licensed capacity, which does not provide real insight into the system capacity.

- Because of how data is collected and aggregated across program types, it is impossible to know how many unique children are being served by publicly-funded early childhood programs.

- The current quality rating and improvement system (QRIS) does not measure the experience all children are having in classrooms across sites and funding sources, and there is no way to know the number of children served by QRIS level.

Overview
Key Recommendations for Data Collection

Colorado should prioritize collecting data that provides insight into the fundamental questions needed for policymakers and state leaders to address gaps in the system.

- Collect data that provides additional information on system capacity, such as number of open or closed classrooms, number of current teachers and workforce shortages, and current vacant slots.

- Implement a child count process that provides insight into the unique number of children served at every publicly-funded site, across programs and funding sources.

- Ensure that the child count process captures the number of children served by quality level.

Background
Recommended Data to Collect

📊 **At a minimum, Colorado should be collecting the following data elements:**

Child and Family Data	Program and Funding Type Data	Provider and Workforce Data

Child and Family Data

The number of children under 6 in Colorado
- By demographics (age, race, SES, sex, language, and disability status)
- By eligibility for various ECE programs

The number of children accessing programs for which they are eligible
- By program (funding source, location, etc)
- By hours of care received
- By program quality

The number of children that are not able to access programs for which they are eligible

Program and Funding Type Data

The number of programs that exist in Colorado that provide subsidized ECE slots
- The number of slots that exist in each ECE site
- How does the availability of programs and slots vary by geographical area?

The quality level of each program in the state

Provider and Workforce Data

The number of early childhood professionals
- By credential attainment type
- By employment status (i.e., currently working in an ECE program vs not)
- The comparison between supply and demand of professionals

Retention rates of professionals
- By credential attainment
- By program
- By outcome (i.e., retained, working at a different center, leaving the ECE workforce entirely, etc.)

Groupmap:
What resonated from this information?
What questions does the information raise?

System Capacity

System Capacity
Overview

First, Colorado must understand the current capacity of the early childhood system to understand what barriers exist to meeting families needs.

Fundamental Policy Questions	
System Capacity	● **What is the current capacity (e.g., slots, teachers, space) of the system to serve children and families?**
Need and Demand	● How many children are in need of subsidized early care and education? How does the current system capacity and available funding meet those needs?
Access to Quality	● Of children who are being served through public funds, how many are in quality slots?

System Capacity
Current State

Currently, the only way Colorado is able to approximate the capacity of the early childhood system is based on licensed capacity.

- Licensed capacity is not a good indicator of *actual* capacity. Sites can be licensed to serve large numbers of children but may not have the necessary workforce or resources to enroll at licensed capacity, causing the licensed capacity to be an inflated measure of actual capacity.

- Furthermore this *actual* capacity still does not give a view into live vacancy data, which may be most useful for families.

System Capacity
Measuring Licensed Capacity in Colorado

Licensed capacity information for CDHS Licensed Child Care Providers were available through the public [Colorado Licensed Child Care Facilities Report](#).

Using this report, licensed capacity can be reported:
- by QRIS level
- by operating status (open vs. closed)
- by county, ECC, or school district
- by provider service type

Licensed capacity information broken out by specific CDHS program was unavailable. Licensed capacity information for CDE programs was unavailable.

System Capacity
Licensed Capacity in Colorado

The current licensed capacity of Colorado's licensed child care facilities is more than 200,000, which is roughly two-thirds of the total estimated population of children under five.

The majority (65%) of this licensed capacity is located at sites rated 1 or 2 stars in the state's QRIS.

QRIS Level	Operating Status (self-reported) - Aug 2021			Total Licensed Capacity
	Closed	**N/A**	**Open**	
1	19,487	15,240	98,909	133,636 (53%)
2	422	310	29,387	30,119 (12%)
3	874	6	13,495	14,375 (6%)
4	882	30	49,967	50,879 (20%)
5	18	32	5,475	5,525 (2%)
NA	947	4,113	14,271	19,331 (8%)
Sum	**22,630**	**19,731**	**211,504**	

System Capacity
Workforce Capacity

Workforce data is largely only available through the public <u>Tableau</u> that was built in partnerships through the CO Lab.

Using this tableau, Colorado is able to report:

- The number of ECE professionals across the state and by county
- Basic demographic data for ECE professionals
- The credentials the ECE professionals hold*
- What job turnover looks like for professionals

This data provides important statewide trends, but does not pinpoint real-time workforce participation or shortages.

*Only ECE professionals who choose to participate in the state credentialing system

System Capacity
Real-Time Operating Status During Pandemic

During the COVID-19 pandemic the OEC was able to add functionality to their provider hub to collect operating status data.

With this data Colorado is able to know:
- Where providers are closed
- Where providers are open
- Operating status by provider type
- Operating status by ECC, county, CCR&R and school district

Colorado should consider developing this functionality into a permanent feature to ensure live operating status data is always available.

COLORADO
Office of Early Childhood
Department of Human Services

COLORADO SHINES
START EARLY START STRONG
QUALITY EARLY LEARNING

OEC Provider Hub

Access QRIS, ATS, PDIS, & Licensing directly from this hub

System Capacity
Key Takeaways and Recommendations

Currently, Colorado is only able to measure system capacity through collecting licensed capacity, which does not provide real insight into the system capacity.

Without insight into the true capacity of the system, it is impossible to know where there are gaps in system capacity or the primary limitations to expanding capacity (e.g. slots, teachers, space, funding, or combination).

Colorado should collect additional information to better understand the true capacity of the early childhood system, including:
- # of open and closed classrooms at all early childhood sites and their age configuration
- # of teachers currently employed and where there are workforce shortages
- Current enrollment and current vacancies at all early childhood sites

Groupmap:
What resonated from this information?
What questions does the information raise?

Need & Demand

Need and Demand
Overview

Next, Colorado must understand need and demand for early childhood services, and where the current capacity and funding are not meeting those access needs.

Fundamental Policy Questions	
System Capacity	• What is the current capacity (e.g., slots, teachers, space) of the system to serve children and families?
Need and Demand	• **How many children are in need of subsidized early care and education? How does the current system capacity and available funding meet those needs?**
Access to Quality	• Of children who are being served through public funds, how many are in quality slots?

Need and Demand
Children in Colorado

The US Census Bureau estimates that as of 2019 there were **approximately 334,007 children under the age of five** in Colorado.

As part of Colorado's 2018 PDG award the Colorado Health Institute (CHI) was able to produce the January 2020 Colorado Shines Brighter Needs Assessment. CHI used a variety of qualitative and quantitative data to approximate and model the child care need picture in Colorado through: parent surveys, focus groups and a new algorithm.

It is critical that the new department have a clear understanding of the number of children at each age under five in Colorado.

Need and Demand
Measuring Children Served in Colorado

Several programs are unable to address the number of children they serve by particular subgroups (age, race/ethnicity/etc.). As a result, across the Colorado Early Childhood Landscape, **it is currently unclear exactly how many unique children are served in Colorado Early Childhood programming by their demographic make up.**

The demographic data breakouts suffer from the same difficulties in overall child count reporting that makes it currently unrealistic to quickly and accurately report total counts across all programs.

Need and Demand
Children Served in Colorado

Although many early childhood programs report the number of children served, children may be served in multiple programs to achieve full-day care. As a result, a unique count of children served is not available.

Estimated Children Served by Program in 2019–2020			
Program	**# of Children Served**	**Program**	**# of Children Served**
CPP	23,474	**ECMH**	1,858*
PreK SPED	9,115	**Family Strengthening**	Not available
CACFP	Not available	**NFP**	3,860
CCCAP	26,086	**Incredible Years**	7,133
Early Intervention	8,489	**PAT**	2,115
EHS/HS	12,631	**HIPPY**	971
		Total Unique Children Served	Not available

*ECMH includes all active cases in FY20 which includes: Child-focused, Classroom-focused, and Program-focused cases.

Need and Demand
Measuring Children Served by Subgroup

The vast majority of individual programs are able to address the number of children they serve. However, across the Colorado Early Childhood Landscape, **it is currently unclear exactly how many unique children are served in Colorado Early Childhood programming.**

Complexities to aggregate statewide numbers include:
- Double-counting of children served across multiple programs
- Double-counting of children served across multiple funding sources
- Lack of information based on unit of analysis (e.g, program collects meals served, but not children impacted)
- Some programs report in alignment with specific windows of time (i.e., fiscal year, calendar year) that make analyses over time more cumbersome

Need and Demand
Children Reported by Subgroup

Currently, there is no uniform way for programs to report subgroup enrollment that would allow conclusions to be drawn about access across programs by age, race/ethnicity, or other subgroup participation.

Subgroups Reported by Program in 2019–2020			
Program	**Subgroups Reported**	**Program**	**Subgroups Reported**
CPP	Age, Race/Ethnicity	**ECMH**	Race/Ethnicity
PreK SPED	Age, Race/Ethnicity	**Family Strengthening**	Not available
CACFP	Not available	**NFP**	Age, Race/Ethnicity
CCCAP	Age/ Race/Ethnicity	**Incredible Years**	Age, Race/Ethnicity
Early Intervention	Age, Race/Ethnicity	**PAT**	Not available
EHS/HS	Age, Race/Ethnicity (limited)	**HIPPY**	Not available

Need and Demand
Hours of Care and Delivery Method

Tracking on hours of care (e.g., half-day, full-day) is **limited to nonexistent**.

Programs such as CPP do not currently track which students are receiving half-day vs full-day care. The blending/braiding of funding sources is done at the local level so it is unclear how many CPP slots are made full-day with the use of other funding. This means we lack insight into the true hours of care served and where there is unmet need for CPP eligible children.

Programs like PAT and HAPPY are able to report out on number of visits, but not duration of time.

No program reported out specifically on delivery method.

Need and Demand
Measuring Access

In order to measure and report early childhood access, Colorado needs to be able to identify the number of children eligible for early childhood programs and the number of children currently served.

Ideally, Colorado would then be able to break that information out further by groups such as age and other subgroup information.
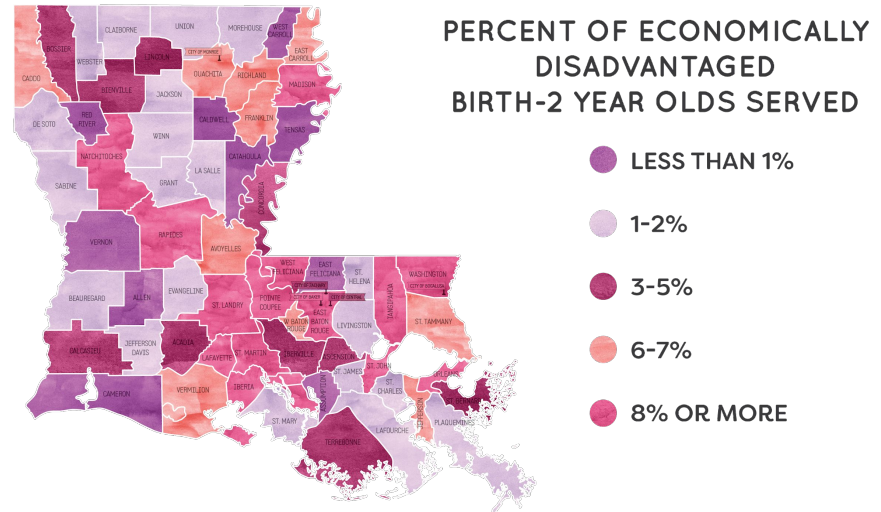
Given the limitations on aggregating the total number of children served in Colorado early childhood programming, **Colorado is currently unable to accurately determine access gaps for specific groups of children.**

Need and Demand
Example from Louisiana

Policy question: How many children are in need of early care and education? Currently, what percentage of children are being served?

State example: Louisiana collects the number of children served by age group across all funding types through an annual child count process. By comparing this data to the number of children eligible for Medicaid by community, Louisiana can show the percentage of children served.

PERCENT OF ECONOMICALLY DISADVANTAGED BIRTH-2 YEAR OLDS SERVED

- LESS THAN 1%
- 1-2%
- 3-5%
- 6-7%
- 8% OR MORE

Source: LA's 2021 State of Early Childhood Presentation

Need and Demand
Example from Alabama

Policy question: How many children are in need of early care and education? Currently, what percentage of children are being served?

State example: Alabama is able to map out by county, how many children are accessing their preschool program. This allows the state to identify areas where targeted supports by be needed to close the gaps between access and capacity.

Percentage of four-year-olds enrolled in First Class Pre-K 2019-2020
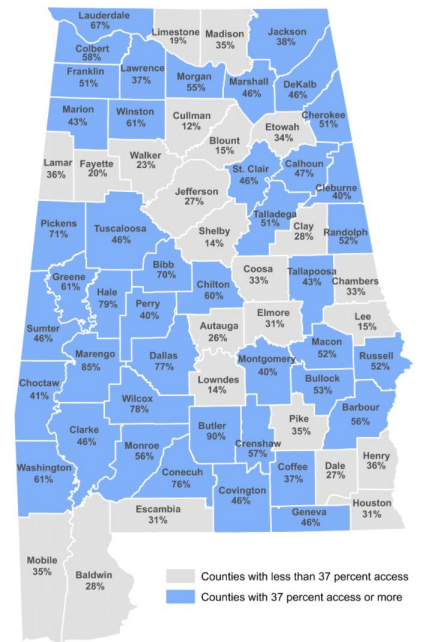
Source: ADECE Maps

Need and Demand
Key Takeaways and Recommendations

Because of how data is collected and aggregated across program types, it is impossible to know how many unique children are being served by publicly-funded early childhood programs.

Without this, there is no way to know the true access gap or how many children are receiving care through blended and braided funds.

The new Department of Early Childhood should implement an annual child count process in which sites report the unique number of children served. While a unique child ID is ideal, this can be accomplished without a unique child ID.

Groupmap:
What resonated from this information?
What questions does the information raise?

Access to Quality

Access to Quality
Overview

Colorado must understand the extent to which children are accessing high-quality early childhood services and where there are opportunities for quality improvement.

Fundamental Policy Questions	
System Capacity	• What is the current capacity (e.g., slots, teachers, space) of the system to serve children and families?
Need and Demand	• How many children are in need of subsidized early care and education? How does the current system capacity and available funding meet those needs?
Access to Quality	• **Of children who are being served through public funds, how many are in quality slots?**

Access to Quality
Measuring Quality Level

Program quality is determined by <u>Colorado Shines</u>, the QRIS system currently housed under CDHS, but not all providers are using the QRIS and some programs do not require it at all beyond the minimum license requirements.

In Colorado, there is also a lack of consistency on what the definition of quality is. There is general agreement that the quality of experiences that children have not only varies across QRIS levels but also inside each level.

Access to Quality
Overview of Colorado Shines (QRIS)

All licensed programs for children ages 0-5 in Colorado automatically enter Colorado Shines as a Level 1.

Level 1: Programs that are currently licensed and in good standing with the State of Colorado. Level 1 programs meet basic health and safety requirements.

Level 2: Programs are licensed, in good standing and have developed a quality improvement plan, conducted the Level 2 Quality Indicator Program Assessment, registered program staff in the PDIS, and completed Colorado Shines Level 2 E-learning Courses.

Levels 3-5: Programs are considered high-quality and are assessed by a CO Shines Quality Rating Assessor on five categories:
1) workforce qualifications; 2) family partnerships; 3) administrative practices; 4) learning environment; and 5) child health.

All licensed programs who opt not to participate in a quality assessment are rated a Level 1, and all Head Starts are rated at least a Level 3.

Advancement in the state's QRIS can be cost- prohibitive, and may not generate the revenue to support it.

Yet, no data exists to demonstrate that advancement through the QRIS levels positively impacts child development.

Access to Quality
Reporting Quality Level by Site

Of the sites that participate in QRIS, the majority (75%) have a rating of Level 1 or Level 2. However, because of how Colorado's current QRIS is designed, this is not necessarily an indication of the experience children are having in classrooms.

Quality Level	Number of Sites	Percent of Sites
Level 1 (licensed)	1,824	48%
Level 2	1,018	27%
Level 3	191	5%
Level 4	675	18%
Level 5	101	3%
Total	**3,809**	

Based on 2019-2020 data provided by QRIS team at CDHS - OEC.

Access to Quality
Children Reported by Quality Level

Currently, most programs are not able to report the number of children served at sites by quality level.

Children Reported by Quality Level (2019-2020)			
Program	**Quality Reported**	**Program**	**Quality Reported**
CPP	Yes	**ECMH**	Pending data
PreK SPED	Yes	**Family Strengthening**	Not Applicable
CACFP	Not Applicable	**NFP**	Not Applicable
CCCAP	Yes	**Incredible Years**	Not Applicable
Early Intervention	Not Applicable	**PAT**	Not Applicable
EHS/HS	Not Reported	**HIPPY**	Not Applicable

Access to Quality
Number of Children Served by QRIS Level

Nearly 50% of children served by CPP and more than 50% of children served in PreK SPED are enrolled in sites rated Level 1 or Level 2.

| Quality Level	Number of Children Served in CPP (%)**	Number of Children Served in PreK SPED (%)**	Number of Children Served in CCAP (%)	Number of Children Served in Head Start/Early Head Start (%)
Level 1	6,439 (20%)	2,106 (23%)	9,212 (30%)	Not Reported
Level 2	7,878 (25%)	2,758 (30%)	4,334 (14%)	Not Reported
Level 3	1,189 (4%)	202 (2%)	3,667 (12%)	Not Reported
Level 4	14,909 (47%)	3,717 (41%)	10,674 (35%)	Not Reported
Level 5	1,099 (3%)	325 (4%)	2,755 (9%)	Not Reported
Total	31,514	9,108	30,642	Not Reported

**Based on 2019-2020 data provided by CDE's P-3 Office and the OEC program teams. Some programs did not have a QRIS due to several factors: CDHS did not publish a rating for the program at the time of the snapshots. The program does not participate in the Colorado Shines rating program (ex. Programs run by tribal governments). Districts reported inaccurate child count or program data to CDE.

Access to Quality Data
Example from Louisiana

Policy question: Of children enrolled through public funds, how many are in quality slots?

State example: Even without a unique ID, Louisiana used its child count process and the data collected in its unified quality rating system, to report the percent of each age group that is served in a high-quality program, versus a low-quality program, versus not served at all.

Percent of Economically Disadvantaged Children Served, by Age (Fall 2019)
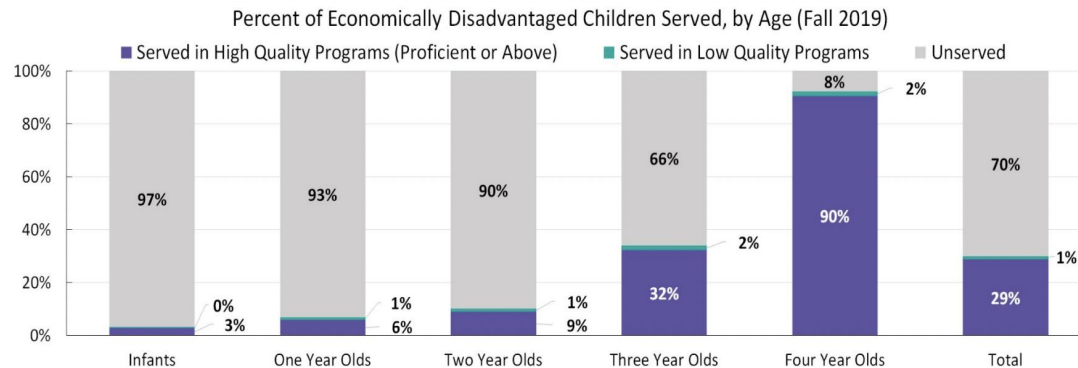
Source: LA's 2021 State of Early Childhood Presentation

Access to Quality
## Example from Colorado

Policy question:

What is the quality of care that children in Colorado are receiving?*

State example:

Colorado is able to map the quality of care that children receive in QRIS rated care settings by county.

*This data is only available for care settings with QRIS scores and does not capture all types of care settings.

Map 3. Rate of Children Under 5 in the Desired State for High-Quality Care (Colorado Shines QRIS Levels 3-5) Being Served by Current State, October 2019

0.0% - 16.6%   16.7% - 40.8%   40.9% - 61.0%   61.1% - 100.0%
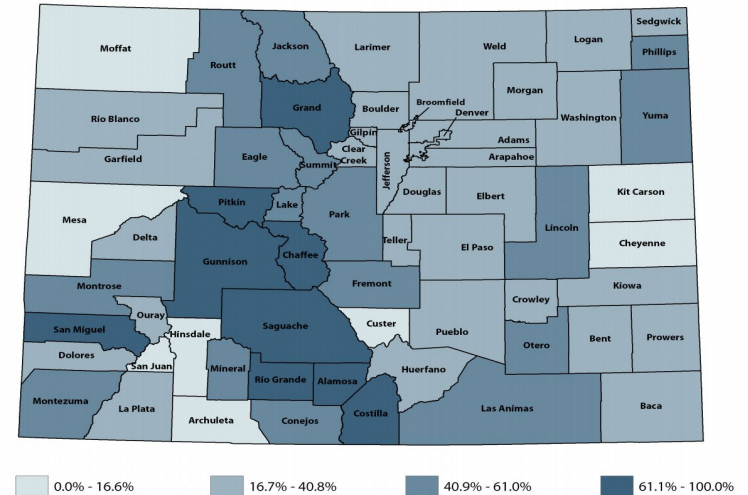
Source: Colorado Shines Brighter Report

Access to Quality
Key Takeaways and Recommendations

The current quality rating and improvement system (QRIS) does not measure into the experience all children are having in classrooms across sites and funding sources, and multiple programs (e.g. Head Start and CCCAP) are not able to provide the number of children served by quality level.

Without this, there is no way to know how many children are able to access high-quality care and education or where to target resources for quality improvement.

As the DEC plans to collect a unique count of children served, it should ensure that there is a way to know the quality level of sites where children are being served.

Groupmap:
What resonated from this information?
What questions does the information raise?

Conclusion

Conclusion
Key Findings from Data Analysis

Because of limitations in the way data is collected and reported to the state, it is currently impossible to fully answer any one of the fundamental questions needed by policymakers and state leaders.

- Currently, Colorado is only able to measure system capacity through collecting licensed capacity, which does not provide real insight into the system capacity.

- Because of how data is collected and aggregated across program types, it is impossible to know how many unique children are being served by publicly-funded early childhood programs.

- The current quality rating and improvement system (QRIS) does not measure the experience all children are having in classrooms across sites and funding sources, and there is no way to know the number of children served by QRIS level.

Conclusion
Key Recommendations for Data Collection

Colorado should prioritize collecting data that provides insight into the fundamental questions needed for policymakers and state leaders to address gaps in the system.

- Collect data that provides additional information on system capacity, such as number of open or closed classrooms, number of current teachers and workforce shortages, and current vacant slots.

- Implement a child count process that provides insight into the unique number of children served at every publicly-funded site, across programs and funding sources.

- Ensure that the child count process captures the number of children served by quality level.

Appendix

Appendix
Programs Included in Analysis

Data is available primarily at the program level in Colorado. The program-level data included in this analysis was collected from the following programs:

- Colorado Preschool Program (CPP) (CDE)
- Preschool Special Education (PreK SPED) (CDE)
- Child and Adult Care Food Program (CACFP) (CDPHE)
- Colorado Child Care Assistance Program (CCCAP)
- Early Intervention
- Early Head Start / Head Start (EHS/HS)
- Early Childhood Mental Health (ECMS)
- Family Strengthening
- Nurse-Family Partnership (NFP)
- Incredible Years
- Parents as Teachers (PAT)
- Home Instruction for Parents of Preschool Youngsters (HIPPY)

Note: All programs are under CDHS unless noted otherwise

Appendix
Definitions

- **Mixed Delivery System**: (A) of early childhood education services that are delivered through a combination of programs, providers, and settings (such as Head Start, licensed family and center-based child care programs, public schools, and community-based organizations); and (B) that is supported with a combination of public funds and private funds.

- **Program**: A public funding source offered to families with parameters such as family eligibility requirements specific to that program (e.g. Head Start, CPP).

- **Site**: A facility that provides early childhood services that children attend (e.g. a school or child care center).

- **Provider**: The owner and/or primary administrator of one or multiple early child care and education sites.

- **Provider Service Type**: License type based on type of service (e.g., Day care center, Preschool, Day care home, etc.).

- **Early Childhood Professional**: Used to describe directors, lead teachers, assistant teachers, and other support staff.

- **Slot**: A space located at an early childhood site that a child can enroll in for early childhood care or education.

- **Delivery Method:** whether program or service is being provided in a public school setting, in a home, private care facility, etc.

Q&A

Whole Group: Reflect and Rate

Rate

- **How much do you agree with this idea?**

    1 (low) - 10 (high)

5-minute break

Small Group. Fostering a culture of data use

From meeting 7 presentation...

- The best data are gathered through **incentive, not compliance**

- **How do we foster a culture of data use that is not based on compliance in the new EC Dept?**

Brainstorm Session

Fostering a culture of data use

- Brainstorm (10min)

1. Guide
Makes sure the group stays on course and support meeting norms

2. Mapper
Captures group ideas on the map

3. Reporter
Shares small group discussion during the whole group debrief

Whole Group: Reflect and Rate

Rate
- **How much do you agree with this idea?**
  - **1 (low) - 10 (high)**

Closing/
Next Steps

Thank you

- **If you would like to receive meeting materials, including meeting dates, emails and agendas**, please subscribe to the <u>Newsletter</u> and update your subscription profile to include information on this subgroup.

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