Unraveling the Mystery of Texas Early Childhood Data

Children with Healthcare Coverage

Preterm Birth

Low Birthweight

Percent of Children Receiving Subsidies Enrolled in Quality Rated Child Care

3 & 4 Year Olds in Formal Care

A Baby's Brain Grows 80% in the First 18 Months

0 BIRTH
1 YEAR
2 YEARS
3 YEARS

Prenatal Care

Children Living in Poverty

49% Reading Proficiently

51% Not Reading Proficiently

Confirmed Victims of Abuse & Neglect

Food Insecurity

Early Language Exposure & Development

Kinder Ready

Learning to Read

Reading to Learn

DATA PLANNING WORKBOOK

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On behalf of the hosting partners

United Ways of Texas (UWT) is proud to partner with the Texas Department of Family and Protective Services (DFPS) to offer you the learning series - Unraveling the Mystery of Texas Early Childhood Data, a virtual learning opportunity built specifically for early childhood community collaboratives.

Our state has a wealth of public data for young children, but accessing that data can be confusing and overwhelming. Each state agency captures data at different levels, such as child/student, school or provider. This data is available through various different portals and websites, often making it difficult to access and understand. It is our hope that this learning series will help to unveil just how available and accessible this data is.

Consider the power and impact that your collaboratives could have if you could easily access state and community-specific data to help inform and guide your decision-making process. A goal in this learning series is that each of your collaboratives will walk away with that power, as you hear directly from speakers that can attest to different ways in which data has been helpful, how community-level early childhood data can be accessed, and what next steps your collaborative can take to successfully integrate that data in to your work.

Each of you already understands the importance of working across sectors in your communities to support families with young children. We hope that through this learning series, you will walk away with a better understanding of how to access and use data that will ultimately increase the impact of your collaborative's work.

Food Insecurity   Preterm Birth   Kinder Ready   Children Living in Poverty

April:
Join DFPS and United Ways of Texas for the first session discussing the magical value in using data. Hear from various experts as they share their "why" and how data is advancing their work. Discuss your why and who needs to be at the table.

May:
The second session focuses on your community vision and how data can support that vision. Hear from various experts from TEA, TWC, and DFPS Licensing as they dive into data and explore how to access data from their agencies.
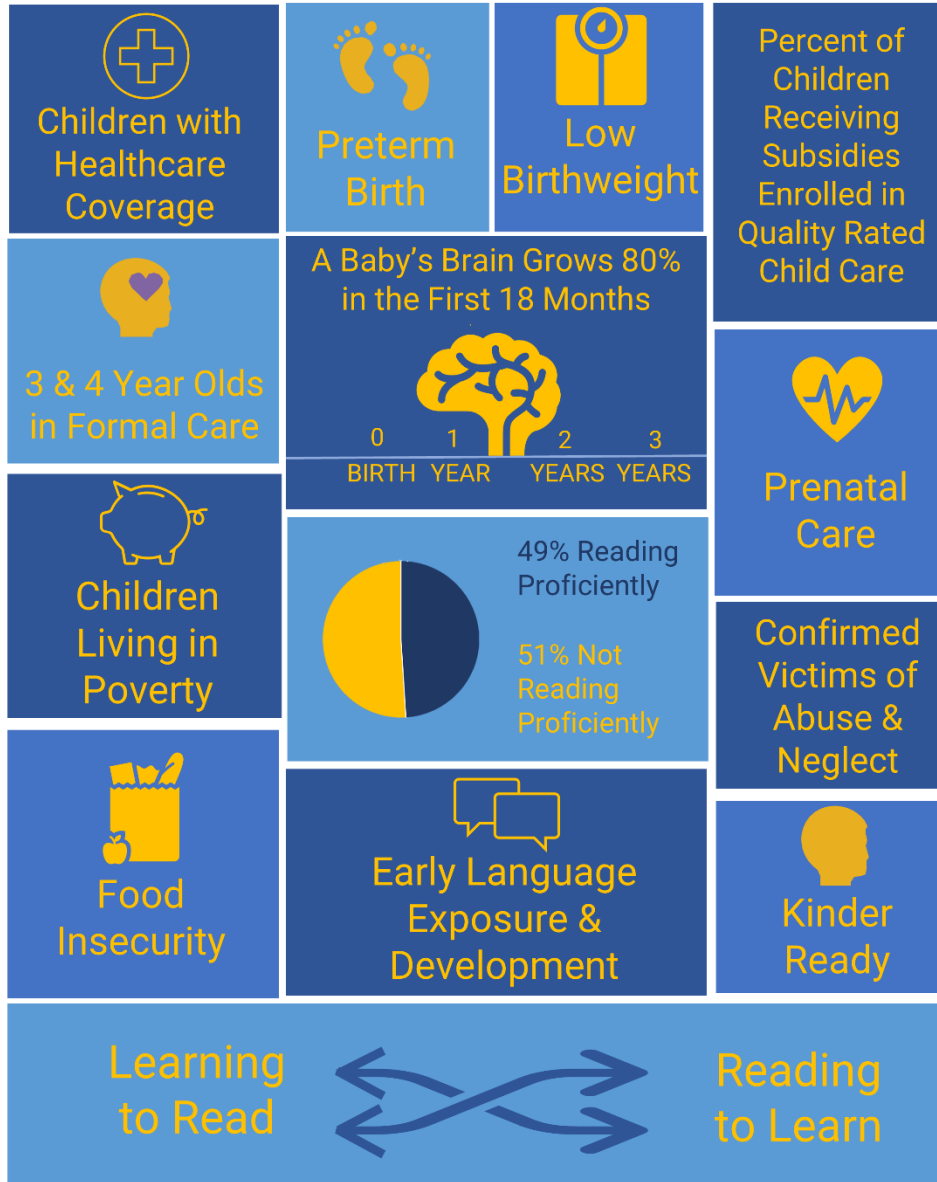
June:
The third session will reflect on the previous sessions and discuss what the data says about your community. Hear from various experts from HHSC, DSHS, and DFPS PEI as they dive into data and explore how to access data from their agencies.

July:
The final session will reflect on the previous sessions. Hear from communities as they share how using early childhood data has strengthened their work. Take the lessons learned from all sessions to strategize next steps for your community.

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Learning to Read ⟷ Reading to Learn

PARTICIPANT WORKBOOK

Unraveling the Mystery of Texas Early Childhood Data

**April 28, 2021
9:00-11:30AM**

Welcome and Our Why - Sarah Abrahams, Deputy Associate Commissioner, Prevention and Early Intervention, TX Department of Family and Protective Services

Overview & Understanding Your Why? - Adrianna Cuellar Rojas & Roxanne Jones, United Ways of Texas

The Magical Value in Using Data

Various experts share their "why" and how data has advanced their work

- **Using Data to Bring Resources to Work**: **Matthew Randazzo,** President & CEO, Dallas Foundation
- **Using Data to Identify Community Issues**: **Dr Dorothy Mandell**, Associate Professor, UT Health Science Center Tyler
- **Using Data to Address Community Impact and Advance Equitable Impact**: **Dr Charles Martinez,** Dean College of Education, University of Texas at Austin
- **Using Data to Drive Systems Change**: **Dr. Cynthia Osborne**, Director, National Prenatal-to-3 Policy Impact Center; Founder/Director, Child and Family Research Partnership, University of Texas at Austin

Overview of State-level Early Childhood Data – Amy Knop-Narbutis, Research & Data Director, Every Texan, Kids Count

What's Your Why and Who Needs to be at the Table? - Roxanne Jones, Senior Vice President, United Ways of Texas

Wrap Up and Next Steps - Adrianna Cuellar Rojas, President and CEO, United Ways of Texas

DFPS – Welcome and What's our Why

Sarah Abrahams, Deputy Associate Commissioner, Prevention and Early Intervention, TX Department of Family and Protective Services

As you hear from the DFPS PEI Leadership, write down any insights into their why:

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What's Your Why?

Why are you here? What is your inspiration? Do you see overlap

between your why and others you've heard?

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A Baby's Brain Grows 80% in the First 18 Months

0 BIRTH 1 YEAR 2 YEARS 3 YEARS

The Magical Value in Using Data

Data to Raise Funds and Resources
Matthew Randazzo, President & CEO, Dallas Foundation

I had an "A-ha" moment:	I have an idea:
I have a question about:	I want to share with my collaborative:

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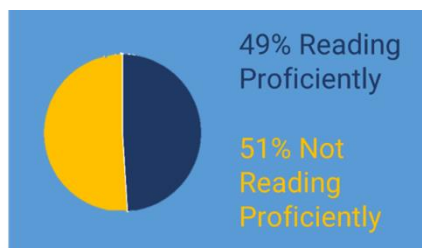_____

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The Magical Value in Using Data

Data for Planning/Identifying Issues
Dr. Dorothy Mandell, Associate Professor, UT Health Science Center Tyler,

I had an "A-ha" moment:	I have an idea:
I have a question about:	I want to share with my collaborative:

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49% Reading Proficiently

51% Not Reading Proficiently

The Magical Value in Using Data

Data for Addressing Community Needs/Equitable Impact
Dr. Charles Martinez, Dean, College of Education, University of Texas at Austin

I had an "A-ha" moment:	I have an idea:
I have a question about:	I want to share with my collaborative:

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The Magical Value in Using Data

Data for Determining Policy Action
Dr. Cynthia Osborne, Director, National Prenatal-to-3 Policy Impact Center;
Founder/Director, Child and Family Researching Partnership, University of Texas at
Austin

I had an "A-ha" moment:	I have an idea:
I have a question about:	I want to share with my collaborative:

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3 & 4 Year Olds
in Formal Care

The Magical Value in Using Data

Overview of State-Level Early Childhood Data
Amy Knop-Narbutis, Research and Data Director, Every Texan, Kids Count

Actively engage with the data and resources by clicking on the links below:
Report: Texas KIDS COUNT: Health Equity for Every Child (by Every Texan, 2021)
Social Media Toolkit: A toolkit with sample social media posts with shareable facts, and ready-made graphics
Two Pager Infographic (English) (Spanish)

I had an "A-ha" moment:	I have an idea:
I have a question about:	I want to share with my collaborative:

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What's your Why and Who Needs to be at The Table?

Roxanne Jones, Senior Vice President, United Ways of Texas

Reflection:

Define your why more precisely.

WHO IS A STAKEHOLDER?

A key stakeholder is any person (or group of people) who:

- Is likely to be impacted by the outcome of the decision
- Voices unheard or typically marginalized perspectives
- Functions as a connector in or across sectors/fields
- Is in a position to implement the decision
- Is in a position to prevent it from being implemented
- Has relevant information or expertise
- Has informal influence without authority
- Is responsible for the final decision

Reference: Interaction Institute for Social Change

THE ENGAGEMENT DILEMMA

When we increase our stakeholders, it increases the overall involvement. With increased involvement comes various things, such as sharing responsibility, authority, information, and the decision-making process.

BENEFITS	RISKS
• You get good, creative ideas • •	• People may not know enough to participate effectively • •
"I am accountable for the results. But how do I balance increasing involvement and getting the decision made."	"What are possible sources of my resistance for increasing involvement." • The nature and quality of the result? • The process for getting there? • How people behave? • My own feelings?

Reference: Interaction Institute for Social Change

Who needs to be at your table?

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Wrap up & Next Steps

Adrianna Cuellar Rojas, President/CEO, United Ways of Texas

Reflection:

Share your biggest takeaway from your group.

Review, Preview & Big View

Notes:

Percent of Children
Receiving Subsidies
Enrolled in Quality
Rated Child Care

Unraveling the Mystery of Texas Early Childhood Data

May 26, 2021
9:00-11:30AM

Welcome & Framing of the Day - Sarah Abrahams, Deputy Associate Commissioner, Prevention and Early Intervention, TX Department of Family and Protective Services; Adrianna Cuellar Rojas, President & CEO, UWT

Vision in Your Community - Roxanne Jones, Senior Vice President, UWT

Early Childhood Education and Childcare Data: What You Need to Know - TEA, TWC, and DFPS Licensing

- Julie Richards, Deputy Associate Commission for Program Operations, Health and Human Services Commission, Child Care Regulation
- **S**hay Everitt, Senior Adviser, Childcare & Early Learning Division, Texas Workforce Commission
- Scott Bodnar, Manager, School Programs/Early Childhood Education, Texas Education Agency

Wrap Up and Next Steps - Adrianna Cuellar Rojas, President and CEO, UWT

Welcome and Framing the Day

Sarah Abrahams, Deputy Associate Commissioner, Prevention and Early Intervention, TX Department of Family and Protective Services
*Adrianna Cuellar Rojas, President/CEO, United Ways of Texas*

Review, Preview, and Big View

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Vision in Your Community

Roxanne Jones, Senior Vice President, United Ways of Texas

"If you want to build a ship, do not drum up people to collect wood and do not assign them tasks of work, but rather, teach them to long for the endless immensity of the sea." – Antoine de Saint-Expupéry, The Little Prince

Setting direction: Values, Mission and Vision
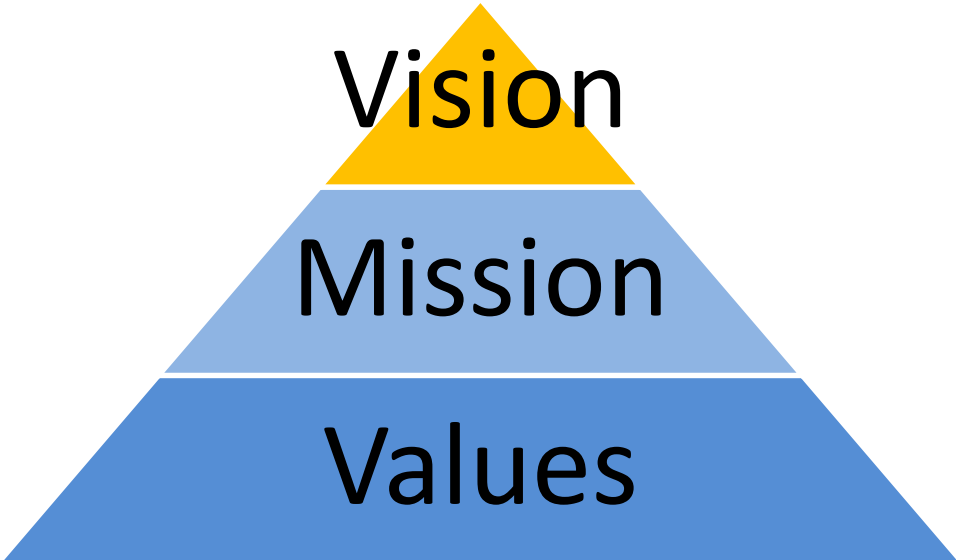
Components of an Inspiring Vision

COMPONENTS OF AN INSPIRING VISION	EXAMPLES
REFLECTS A HIGH STANDARD OF PERFORMANCE	"All of our organizing campaigns build power, leadership, and sense of community."
DESCRIBES A UNIQUE ATTRIBUTE	"We are known throughout the sector as the youth program that most consistently prepares young people for leadership roles."
REPRESENTS FUTURE ACCOMPLISHMENTS	"In three years, former program participants will be in the leadership of the program."
CONJURES UP AN IMAGE OR PICTURE	"By the thousands, people crowd our phone and email lines, asking for our products and services."
PRESENTS A UNIFYING THEME	"We assume effective responsibility for the stewardship of our community open spaces."
APPEALS TO SHARED VALUES	"People can count on us to fulfill the promise of quality and integrity."

Reference: Interaction Institute for Social Change

BRAINSTORM KEY WORDS:

Unraveling the Mystery of Texas Early Childhood Data

Department of Family and Protective Services Licensing – Childcare
Julie Richards, Deputy Associate Commission for Program Operations, Health and Human Services Commission/Child Care Regulation

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Data Sources:
Texas Open Data Portal

Child Care Regulation:
Texas Child Care

Child Care Licensing Statistics Webpage

Data Book Child Day Care Licensing (FY19; FY18) FY20 is still pending

Serious Injury Report (FY20; FY19; FY18)

Child Safety Data for Licensed Day Care Centers
- Child Care Licensing Non-Abuse/Neglect Investigations Information by Age Group FY19
- Child Care Licensing Abuse/Neglect Investigations Information by Age Group FY19 (DFPS data but required per S.B. 708 to be posted here in this format)

Day Care Operation Monthly Status Change – new reports that will be updated at the end of each month
- Day Care Operations Weekly Status Changes (Jan 2021)
- Day care Operations Monthly Status Changes (Jan 2021)
- Day Care Operations Weekly Status Changes (Feb 2021)
- Day Care Operations Monthly Status Changes (Feb 2021)

Child Care Regulation
- Child Care Licensing (Provider information) Main Page
- Child Care (Parent information) Main Page

MY COMMUNITY DATA POINTS:

[Search Texas Child Care](#) (shows still on DFPS but it's an HHSC/CCR site)

- Parents can search and download results into an excel by clicking on the *Download Search Results* button.

- Operation Detail's Page
  - 5 years of Inspection Summary

o **5 year Compliance Summary**

Five Year Compliance Summary
- During the last five years, 5585 standards were evaluated for compliance at this operation.

- Of the standards evaluated 17 deficiencies were cited. **?**

  Click on the number of deficiencies to see additional details.

- Each standard is assigned a weight. The weight ensures all inspectors consider standard violations in the same way, and represents the potential impact a deficiency might have on children. Review the inspection reports to learn more about each citation. It's important to remember; weights are not assigned to an individual operation, inspection, or circumstance and are not intended to result in a ranking of operations or score.

- **The weights of the standard deficiencies cited in the past five years are as follows:**

  4 were weighted as High
  4 were weighted as Medium - High
  9 were weighted as Medium
  0 were weighted as Medium - Low
  0 were weighted as Low

  Click on the weight to see additional details about each deficiency.

o **5 year Serious Injury and Fatality Summary** *Data fields updated as of 4/26/20

Five Year Serious Injury and Fatality Summary:
Please note that the following data is valid as of April 26, 2020. Child Care Licensing did not capture this data prior to this date.
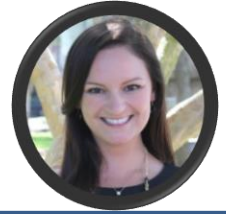
Severity	Total Number of Injuries	Number of Injuries Due to a Violation of Minimum Standards or Rules
Serious	0	0
Near Fatal	0	0
Fatal	0	0
Total	0	0

MY COMMUNITY DATA POINTS:

Unraveling the Mystery of Texas Early Childhood Data

Texas Workforce Commission – Early Education
Shay Everitt, Senior Advisor, Child Care & Early Learning Division

Data Sources:

- Child Care Availability Data – go to "i" button at top right and select "export data" - PK ECE spreadsheet (See Resource Page)
  - o Can help a community understand Kindergarten readiness scores, pre-k enrollment, eligible kids not being served by pre-k or Head Start, pre-k class sizes, etc.
  - o This is technically Head Start and TEA data, but I've organized it by county, workforce board, and regional ESC to help people filter down to get a snapshot of their own community.

- Child Care by the Numbers
  - o Can help a community understand how many Texas Rising Star (TRS) programs there are, how many children are in subsidy, how many children are in TRS programs, etc.
- 801 reports
  - o Child-level data for the subsidy program (race, income, etc.)
  - o This is useful if you have great data analytics people who can code and analyze the data in a meaningful way.
- State plan
  - o Can help communities understand TWC's investments and priorities as they plan their own; reduce duplication; increase coordination
- Market Rate Survey
  - o Can help communities understand how much parents are paying for child care in their region.
- A calculator that helps child care programs calculate how much money they could make if they were TRS
- A calculator tool and how-to video that help child care programs determine how they should set up their pre-k partnership

Texas Child Care Availability Portal- Public

◆ Statewide data

◆ CSV file

◆ All availability by age for each child care program

◆ With county and other info helpful to conducting local analyses
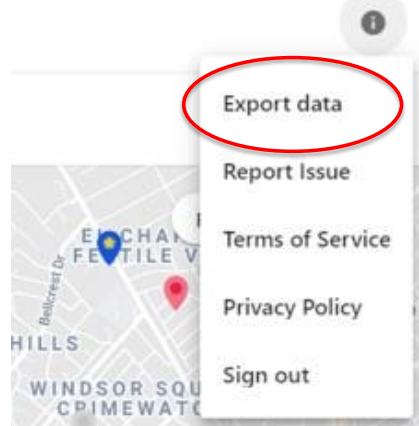
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Texas Child Care Availability Portal– LWDB Dashboard

◆ URL:
https://bi.501ops.com/app/account#/login

Username:
LWDB@twc.state.tx.us

Password: Childcare2020@
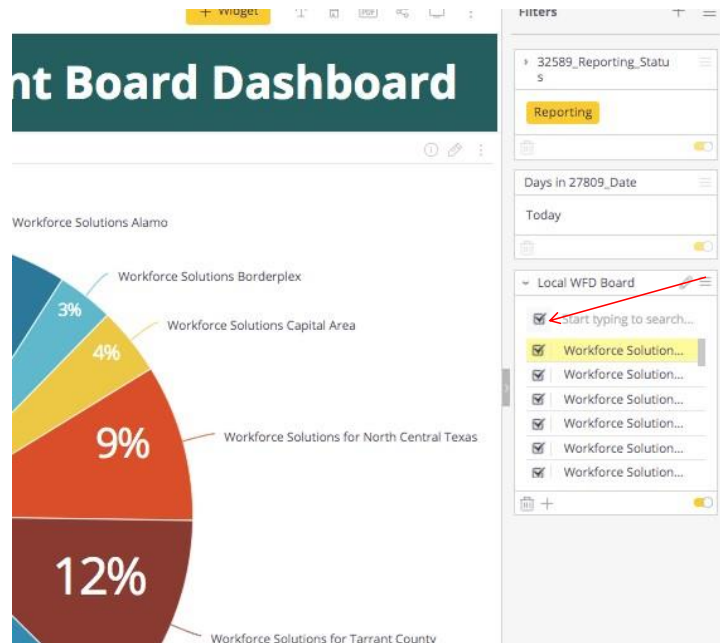
MY COMMUNITY DATA POINTS:

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Unraveling the Mystery of Texas Early Childhood Data

Texas Education Agency – Public Education
Scott Bodnar, Manager, School Programs/Early Childhood Education

Education Data Sources

Source	What it Offers
AskTED http://mansfield.tea.state.tx.us/tea.askted.web/Forms/Home.aspx	• School and district directory data (district #, school #, address, contact info, grades served, administrator info, total enrollment, etc.) • School, district, and ESC personnel information • Some preconfigured reports, some raw data exports
Public Education Information Management System (PEIMS) Standard Reports https://tea.texas.gov/reports-and-data/student-data/standard-reports/peims-standard-reports	**Geographic Information/Reports** • Congressional, House, and Senate Districts with school districts and campuses • State Board of Education Districts with school districts and campuses **Student Reports** • College credit • Economically disadvantaged • English learner program • English learner student (by category and grade or home language and grade) • Special education • Student enrollment • Student program and special populations **Staff Reports** • Staff FTE and salary • Superintendent salary • Teacher FTE counts and student course enrollment

MY COMMUNITY DATA POINTS:

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Unraveling the Mystery of Texas Early Childhood Data

Texas Education Agency – Public Education

Scott Bodnar, Manager, School Programs/Early Childhood Education

Education Data Sources, continued

Texas Academic Performance Reports (TAPR) https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/texas-academic-performance-reports	• Disaggregated student enrollment and performance data reports • District and school staff reports • Program outcome data reports • Financial data reports • District accountability reports *Most of the above reports are available at the state, district, and school level*
Texas Public Education Information Resource (TPEIR) https://www.texaseducationinfo.org/	• Prekindergarten enrollment reports • Prekindergarten student progress monitoring reports • Kindergarten enrollment reports • Kindergarten readiness reports *Most of the above reports are available at the state and district level and have data downloads available*
District Snapshot Data https://rptsvr1.tea.texas.gov/perfreport/snapshot/2019/index.html	• Student enrollment and demographic data • Student academic performance data • Staff information • Financial summary information

MY COMMUNITY DATA POINTS:

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Texas Public Education Information Resource (TPEIR) Prekindergarten Enrollment Report (state-level)

Texas PK-16 Public Education Information Resource

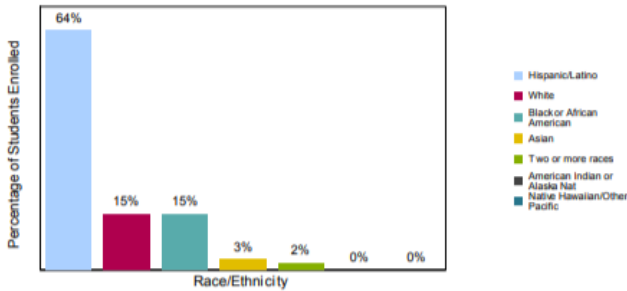## Texas Public Prekindergarten Programs and Enrollment Ages 3 and 4

tpeir TEXAS EDUCATION REPORTS

Public Prekindergarten Enrollment for 2019-20 School Year

248,366 Total Students Enrolled Ages 3 and 4	217,012 (87%) Economically Disadvantaged	89,801 (36%) English Learner
12,343 (5%) Special Education	8,042 (3%) Military Children	6,776 (3%) Homeless
2,256 (0.9%) Foster Care	124,248 (50%) Female	124,118 (50%) Male

Public Prekindergarten Enrollment by Full or Half-Day Program and ADA Eligibility for 2019-20 School Year
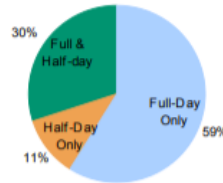
	Full or Half-Day Program	2019-20					
		Total Enrolled		ADA Eligible		Not Eligible for ADA	
		Students Enrolled	Percent Enrolled	Students Enrolled	Percent Enrolled	Students Enrolled	Percent Enrolled
Age 3	Full-day	19,791	53%	18,870	53%	921	52%
	Half-day	17,306	47%	16,460	47%	846	48%
	Total	37,097	100%	35,330	100%	1,767	100%
Age 4	Full-day	154,059	73%	143,474	73%	10,585	72%
	Half-day	57,210	27%	53,161	27%	4,049	28%
	Total	211,269	100%	196,635	100%	14,634	100%
Total	Total	248,366	100%	231,965	100%	16,401	100%

Public Prekindergarten Enrollment by Race/Ethnicity for 2019-20 School Year

Hispanic/Latino 64%, White 15%, Black or African American 15%, Asian 3%, Two or more races 2%, American Indian or Alaska Nat 0%, Native Hawaiian/Other Pacific 0%

Notes: Percentage of Native Hawaiian/Other Pacific Students is 0.1%
Percentage of American Indian or Alaska Nat Students is 0.4%

Districts Providing Public Prekindergarten for 2019-20 by Full or Half-Day Program

Full & Half-day 30%, Full-Day Only 59%, Half-Day Only 11%

Full or Half-Day Program	2019-20	
	Districts Providing PK	Schools Providing PK
Full-Day Only	633	2,032
Half-Day Only	119	753
Full & Half-day	324	755
Total	1,076	3,540

Public Prekindergarten Enrollment by Funding Sources for 2019-20 School Year

Funding Source	2019-20	
	Students Enrolled	
	ADA Eligible	Not Eligible for ADA
Foundation School Program	231,965	0
Local District Share Funding	109,932	7,520
State Grant Funding	2,353	274
Federal Funding	25,226	659
Tuition Fees	348	7,057
Other Funding	19,811	1,099

Public Prekindergarten Curricula for 2019-20

Curriculum	Student Count	District Count	School Count
Big Day	31,501	181	510
Creative Curriculum	8,276	25	123
DLM Express	13,426	65	247
Frog Street	123,164	509	1,643
HighScope	1,758	13	26
OWL	40,677	150	617
Other Unspecified	25,454	183	429

Public Prekindergarten Student Counts by Class Size or Student-to-Teacher Ratio Including Instructional Aides for 2019-20

	Student Count
Class size 1-11	13,796
Class size 12-18	70,145
Class Size 19 or More	160,589
Ratio 1:1-10:1	22,516
Ratio 11:1-15:1	70,943
Ratio 16:1 or More	151,040

Notes: 1. Curricula, class size and student-to-teacher ratio data are based on the Texas Education Agency's Early Childhood Data System (ECDS). 2. Not all schools and districts reported curricula data; schools and districts may use multiple curricula. 3. Counts within categories for Class Size or Student-to-Teacher Ratios are distinct student counts; however, a student may be counted in multiple categories so the total number of students in all categories may exceed the number of PK students enrolled.

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Texas Public Education Information Resource (TPEIR) Kindergarten Enrollment and Readiness Report (state-level)
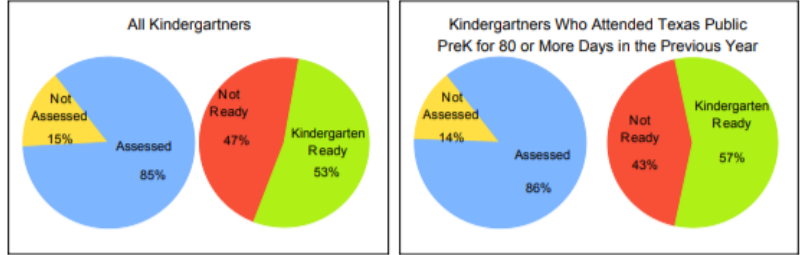

Texas PK-16 Public Education Information Resource

Texas Public Kindergarten Programs and Kindergarten Readiness

tpeir — TEXAS EDUCATION REPORTS

Public Kindergarten Enrollment for 2019-20 School Year

- 384,082 Total Students Enrolled
- 238,810 (62%) Economically Disadvantaged
- 95,066 (25%) English Learner (EL)
- 31,522 (8%) Special Education
- 6,805 (2%) Military Children
- 6,529 (2%) Homeless
- 1,561 (0.4%) Foster Care
- 187,007 (49%) Female
- 197,075 (51%) Male

195,605 (51%) Kindergartners Attended Texas Public PreK in 2018-19

- 157,551 (41%) Attended Texas Public PreK for 80 or More Days
- 168,734 (44%) Attended Texas Public PreK in Same District
- 123,747 (32%) Attended Texas Public PreK in Same School

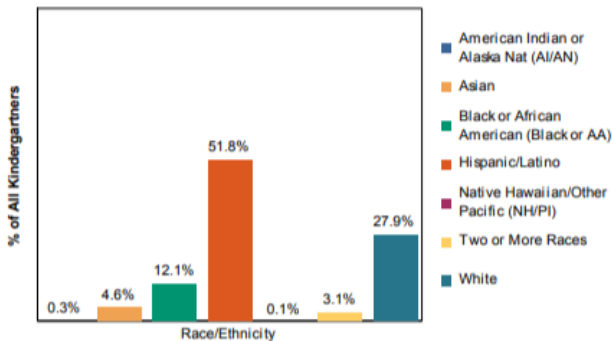Note: Enrollment percentages are calculated using total students enrolled.

Public Kindergarten Readiness Assessments and Results for 2019-20 School Year

All Kindergartners: Not Assessed 15%, Assessed 85%, Not Ready 47%, Kindergarten Ready 53%

Kindergartners Who Attended Texas Public PreK for 80 or More Days in the Previous Year: Not Assessed 14%, Assessed 86%, Not Ready 43%, Kindergarten Ready 57%

All Kindergarten Students			
	Students Enrolled	Students Assessed	Kindergarten Ready
2019-20	384,082	325,770	172,613

Attended Texas Public PreK for 80 or More Days in the Previous School Year			
	Students Enrolled	Students Assessed	Kindergarten Ready
2019-20	157,551	135,528	76,760

Public Kindergarten Enrollment by Race/Ethnicity for 2019-20 School Year

- American Indian or Alaska Nat (AI/AN): 0.3%
- Asian: 4.6%
- Black or African American (Black or AA): 12.1%
- Hispanic/Latino: 51.8%
- Native Hawaiian/Other Pacific (NH/PI): 0.1%
- Two or More Races: 3.1%
- White: 27.9%

2019-20 Public Kindergarten Readiness for Public PreK Eligible Kindergartners by 2018-19 Public PreK Attendance

PreK Eligible & Did Not Attend / PreK Eligible & Attended One or More Days

- Total Eligible: 34% / 53%
- Black or AA: 35% / 50%
- Hispanic/Latino: 29% / 53%
- White: 43% / 56%
- Econ Disadv: 33% / 52%
- English Learner: 27% / 54%
- Special Education: 30% / 34%

Texas Education Agency — www.texaseducationinfo.org — Print Date: 3/23/2021 — Page 1
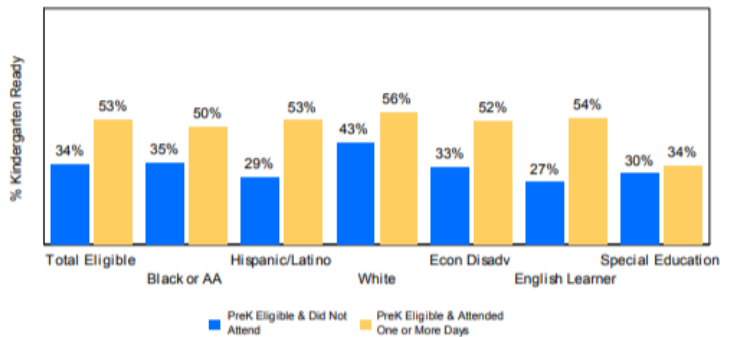
Public Education Information Management System (PEIMS) Economically Disadvantaged Report (district-level)

District Name	Region	County Name	District	Charter Status	Eligible For Free Meals Count	Eligible For Free Meals Percent	Eligible For Reduced-Price Meals Count	Eligible For Reduced-Price Meals Percent	Other Economically Disadvantaged Count	Other Economically Disadvantaged Percent	Not Economically Disadvantaged Count	Not Economically Disadvantaged Percent	Total Count
ROUND ROCK ISD	13	WILLIAMSON COUNTY	246909	TRADITIONAL ISD/CSD	10,429	20.47	2,604	5.11	496	0.97	37,424	73.45	50,953

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Texas Academic Performance Reports (TAPR) Expenditures Report (campus-level)

School Campus: Forest Creek El   District: ROUND ROCK ISD
Campus Number: 246909126   Total Membership: 841

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	5,089,926	100.00	6,052	5,349,196	100.00	6,361
Operating-Payroll	4,946,447	97.18	5,882	5,161,200	96.49	6,137
Other Operating	143,479	2.82	171	187,996	3.51	224
Non-Operating(Equipt/Supplies)	0	0.00	0	0	0.00	0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	5,089,926	100.00	6,052	5,349,196	100.00	6,361
Instruction (11,95) *	3,943,792	77.48	4,689	4,119,203	77.01	4,898
Instructional Res/Media (12) *	114,768	2.25	136	114,768	2.15	136
Curriculum/Staff Develop (13) *	171,925	3.38	204	174,862	3.27	208
Instructional Leadership (21) *	98,520	1.94	117	98,520	1.84	117
School Leadership (23) *	307,381	6.04	365	307,473	5.75	366
Guidance/Counseling Svcs (31) *	164,617	3.23	196	166,322	3.11	198
Social Work Services (32) *	7,824	0.15	9	7,824	0.15	9
Health Services (33) *	73,061	1.44	87	73,061	1.37	87
Food (35) **	0	0.00	0	79,102	1.48	94
Extracurricular (36) *	7,924	0.16	9	7,924	0.15	9
Plant Maint/Operation (51) * **	167,643	3.29	199	167,666	3.13	199
Security/Monitoring (52) * **	32,471	0.64	39	32,471	0.61	39
Data Processing Svcs (53)* * **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	4,881,888	100.00	5,805	5,062,033	100.00	6,019
Regular	3,520,503	72.11	4,186	3,551,122	70.15	4,222
Gifted & Talented	147,175	3.01	175	147,175	2.91	175
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	937,095	19.20	1,114	1,082,935	21.39	1,288
Accelerated Education	232,612	4.76	277	233,598	4.61	278
Bilingual	44,503	0.91	53	47,203	0.93	56
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	0	0.00	0	0	0.00	0

*Please refer to sections 1.4.1 through 1.4.2.1 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.
**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data
(http://www.tea.state.tx.us/index2.aspx?id=2147495078) be used for the analysis of costs reported by comparable school districts.

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MY COMMUNITY DATA POINTS:

29

Wrap up & Next Steps

Adrianna Cuellar Rojas, President/CEO, United Ways of Texas

Review, Preview, and Big View

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Share your biggest takeaway

Note post session office hours:

Unraveling the Mystery of Texas Early Childhood Data

June 23, 2021
9:00-11:30AM

Welcome & Framing of the Day - Sarah Abrahams, Deputy Associate Commissioner, Prevention and Early Intervention, TX Department of Family and Protective Services; Adrianna Cuellar Rojas, President & CEO, UWT

Data in Your Community - Roxanne Jones, Senior Vice President, UWT
Opening activity to reflect on previous sessions and discuss what the data is saying about your community

Early Childhood Education and Childcare Data: What You Need to Know- HHSC, DSHS, DFPS, PEI

- Tammy Miller, Interagency Coordinator and Outreach Team Lead, Health and Human Services Commission
- Niran Gnanaprakasam, Data Team, Health and Human Services Early Childhood Intervention (ECI) Program
- Audrey Young, Child and Adolescent Health Branch Manager, Title V Children with Special Health Care Needs Director, Texas Department of State Health Services
- Montana Gill, Research Specialist V, Texas Department of State Health Services
- Kathryn Sibley, Director for Research and Safety, Texas Department of Family and Protective Services – Prevention and Early Intervention (PEI)

Wrap Up and Next Steps - Adrianna Cuellar Rojas, President and CEO, UWT

Welcome and Framing the Day

Sarah Abrahams, Deputy Associate Commissioner, Prevention and Early Intervention, TX Department of Family and Protective Services
Adrianna Cuellar Rojas, President/CEO, United Ways of Texas

Review, Preview, and Big View

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Data in Your Community

Roxanne Jones, Senior Vice President, United Ways of Texas

Reflection Activity - In your breakout groups discuss the following questions:

What new data point have I captured that will enhance my collaborative?

What a is a key question that is top of mind?

What partner am I eager to share this work with?

Unraveling the Mystery of Texas Early Childhood Data

Health and Human Services Commission – Early Childhood Intervention
Tammy Miller, Interagency Coordinator and Outreach Team Lead
Niran Gnanaprakasam, Data Team Lead

Data Sources:
- Program Search: https://citysearch.hhsc.state.tx.us/
- Data and Reports: https://hhs.texas.gov/doing-business-hhs/provider-portals/assistive-services-providers/early-childhood-intervention-programs/eci-data-reports
- Publications Ordering: https://hhs.texas.gov/doing-business-hhs/provider-portals/assistive-services-providers/early-childhood-intervention-programs/eci-materials-ordering-systems

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5 Reasons Why Early Childhood Intervention Is Valuable

TEXAS Health and Human Services
Early Childhood Intervention

For years early intervention has helped families learn how to be the best teachers for their children with developmental delays or disabilities. Early intervention's evidence-based practice of helping families incorporate intervention strategies into daily routines increases children's rate of growth in key developmental areas, multiplies the opportunities for and effects of intervention, and increases the return on every dollar spent.

Discover how early intervention can help the children and families in your community and healthcare practice.

> "Investing in the continuum of learning from birth to age 5 not only impacts each child, but it also strengthens our country's workforce today and prepares future generations to be competitive in the global economy tomorrow."
>
> *Professor James Heckman*
> *University of Chicago*

1 Reduces Need for Special Education

The National Early Intervention Longitudinal Study (NEILS) Special Education and Part C Programs tracked children with a developmental delay and found 46% did not need special education by the time they reached kindergarten as a result of early intervention services.[1]

36%
had no disability, and were not receiving special education services.

10%
were reported to have a disability, but were not receiving special education.

2 Positive Results for Children

Studies found that children who participate in high-quality early intervention/early childhood development programs tend to have:

- Less need for special education and other remedial work.
- Greater language abilities.
- Improved nutrition and health.
- Experienced less child abuse and neglect.[2,3,4]

3 Works with Brain Development

Neural circuits create the foundation for learning, behavior and health. These circuits are most flexible from birth to three.

Early social/emotional development provides the foundation upon which cognitive and language skills develop.
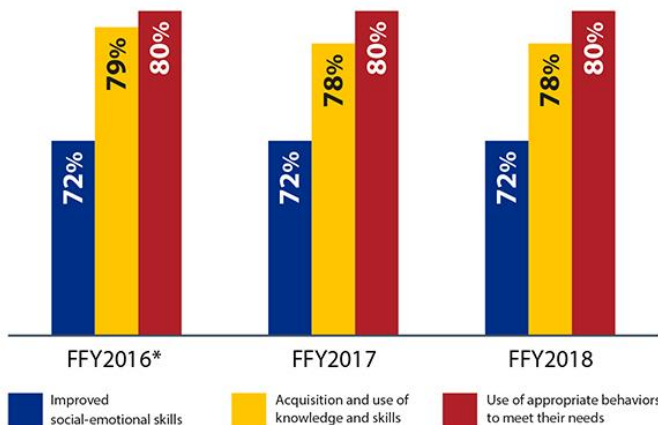
High-quality early intervention services can change a child's developmental trajectory and improve outcomes for children, families, and communities.

Intervention is likely to be more effective and less costly when it is provided earlier in life rather than later.[5]
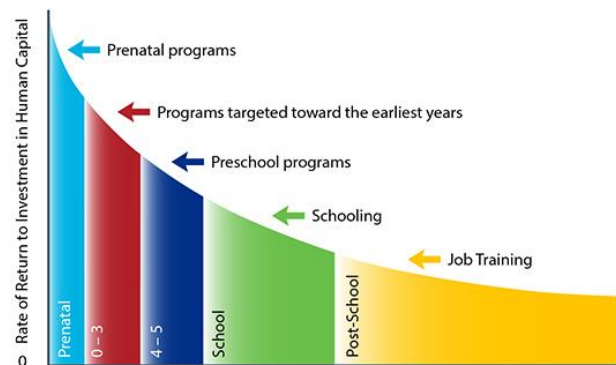
4 Improves Child Outcomes

Texas child outcomes in Early Childhood Intervention consistently exceed the national average.

	FFY2016*	FFY2017	FFY2018
Improved social-emotional skills	72%	72%	72%
Acquisition and use of knowledge and skills	79%	78%	78%
Use of appropriate behaviors to meet their needs	80%	80%	80%

*FFY = Federal Fiscal Year

5 Increases Rate of Return on Investment

The earlier the investment, the greater the return.

Rate of Return to Investment in Human Capital

- Prenatal programs
- Programs targeted toward the earliest years
- Preschool programs
- Schooling
- Job Training

(Prenatal, 0–3, 4–5, School, Post-School)

As noted by James Heckman: "The highest rate of return in early childhood development comes from investing as early as possible, from birth through age 5, in disadvantaged families. Starting at age three or four is too little too late, as it fails to recognize that skills beget skills in a complementary and dynamic way. Efforts should focus on the first years for the greatest efficiency and effectiveness."[6]

Citations
1 https://www.sri.com/publication/national-early-intervention-longitudinal-study-neils-final-report/
2 Paying Later – the High Cost of Failing to Invest in Young Children – PEW Center on the States Issue Brief, Jan. 2011
3 Early Childhood Interventions: Benefits, Costs and Savings – Rand Corporation Research Brief
4 Policy Perspectives: Early Childhood Investment Yields Big Payoff by Robert Lynch, Department of Economics, Washington College
5 Center on the Developing Child at Harvard University (2010) — http://developingchild.harvard.edu/wp-content/uploads/2010/05/Foundations-of-Lifelong-Health.pdf
6 Invest in Early Childhood Development: Reduce Deficits, Strengthen the Economy — https://heckmanequation.org/resource/invest-in-early-childhood-development-reduce-deficits-strengthen-the-economy/

12/2020

Factors Impacting Sustainability of the
Texas Early Childhood Intervention Program

TEXAS Health and Human Services | Early Childhood Intervention

Background

What is Early Childhood Intervention?
ECI is a statewide program for children with disabilities and developmental delays. ECI services support families to help improve their children's developmental outcomes.

Texas Health and Human Services Commission contracts with local agencies to provide ECI services across the state.

ECI contractors are required to offer the full array of federally mandated services, as appropriate, based on the child's and family's needs, and to deliver services in natural environments.

Federal regulations require **all** children determined eligible for ECI to be served, creating an entitlement from a federal program perspective without corresponding entitlement funding.

Who is eligible?
All children from birth to 36 months who reside in Texas and have a:
· Developmental delay greater than or equal to 25% in one domain area.
· Qualifying medical diagnosis.
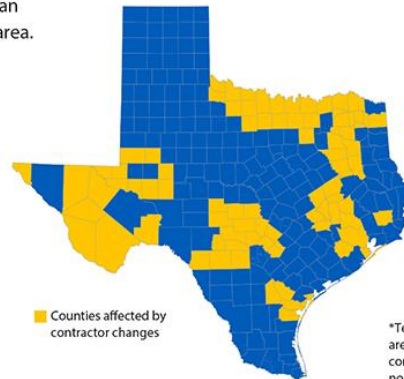· Auditory or visual impairment.

How is ECI funded?
ECI receives funding from:
· State sources
· Federal sources
· Family out-of-pocket payments
· Medicaid, private insurance/ TRICARE, CHIP

Loss of ECI Contractors
The historical funding for ECI has proven inadequate to retain contractors.

58 contractors in 2010
42 contractors in 2018*
83 Counties and **7,622** children have been affected by contractor changes.

Counties affected by contractor changes

*Texas did transition several service areas in September 2020 following a competitive procurement but has had no provider terminations since 2018.

Factors Affecting Sustainability

Increase in Number of Children Served and Decrease in Funding
The number of children enrolled in ECI has increased six of the last seven years. Funding from the state appropriation decreased during these same six years, then saw a 5% increase in per child funding in FY2020 over FY2019. However, FY2020 funding levels per child still represent a 10% decrease since 2013.*
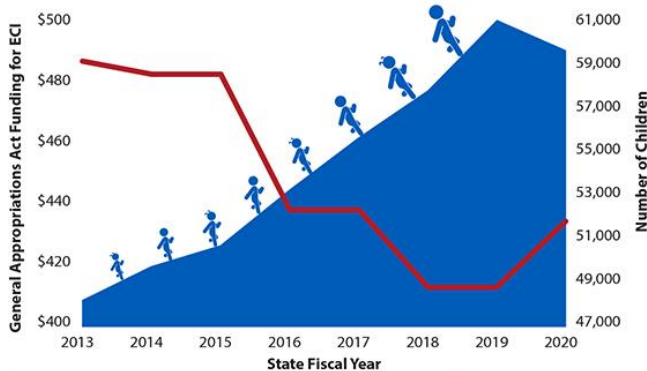

Average Monthly Funding Per Child from General Appropriations Act ■ Number of Children Served
*FY = Fiscal Year — ECI saw a 2% reduction in the number of children served in FY2020 due to COVID-19.

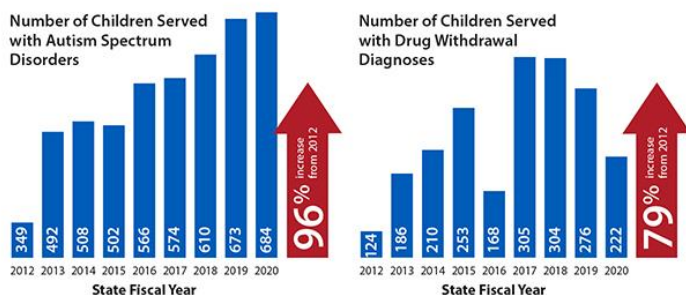### ECI Contractors Must Cover Costs of Children Over the Target
HHSC funds contractors based on a target number of children served each month. If the number of children determined eligible exceeds the target number of children in the contract, the ECI contractor must still serve those children.

In Fiscal Year 2019, 40% of ECI contractors reported having to contribute additional funds to support their ECI programs.
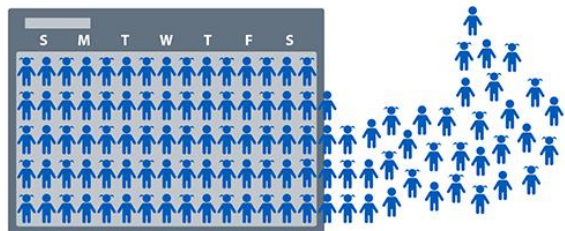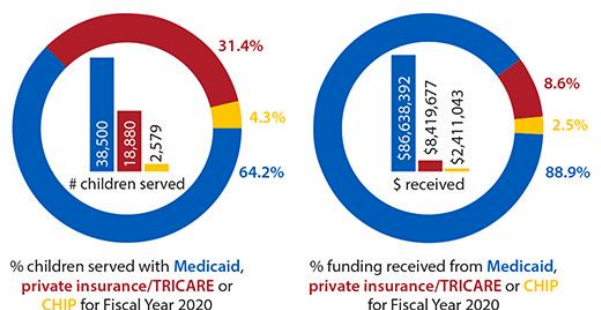
Increase in Special Populations Being Served
The number of children with certain qualifying medical diagnoses being served in ECI is increasing, such as children with Autism and drug-addicted infants, further straining the system since children with more complex needs require more services.

Number of Children Served with Autism Spectrum Disorders

2012	2013	2014	2015	2016	2017	2018	2019	2020
349	492	508	502	566	574	610	673	684

State Fiscal Year

96% increase from 2012

Number of Children Served with Drug Withdrawal Diagnoses

2012	2013	2014	2015	2016	2017	2018	2019	2020
124	186	210	253	168	305	304	276	222

State Fiscal Year

79% increase from 2012

Lack of Private Insurance Coverage for ECI Services
Although more than 30% of ECI families have private insurance, ECI contractors collect less than 10% of the revenue needed to operate their programs from this source due to a lack of insurance coverage of ECI services.

children served: 38,500 / 18,880 / 2,579 — 31.4% / 4.3% / 64.2%

$ received: $86,638,392 / $8,419,677 / $2,411,043 — 8.6% / 2.5% / 88.9%

% children served with **Medicaid, private insurance/TRICARE** or **CHIP** for Fiscal Year 2020

% funding received from **Medicaid, private insurance/TRICARE** or **CHIP** for Fiscal Year 2020

Updated 02/2021

Early Childhood Intervention Data
Fiscal Year 2020

TEXAS
Health and Human Services
Early Childhood Intervention

Program Information

For more than 30 years, Early Childhood Intervention has helped over 800,000 Texas families learn how to be the best teachers for their children with developmental delays or disabilities. Discover how ECI can help the children and families in your community and healthcare referral sources.

ECI's evidence-based practice of helping families incorporate intervention strategies into daily routines:
· Increases children's rate of growth in key developmental areas.
· Multiplies the opportunities and effects of intervention.
· Increases the return on every dollar spent.

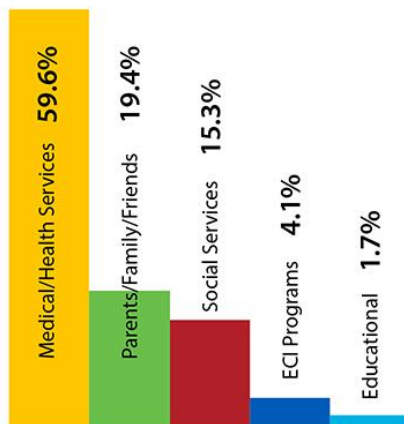**Number of Children Referred**
79,252

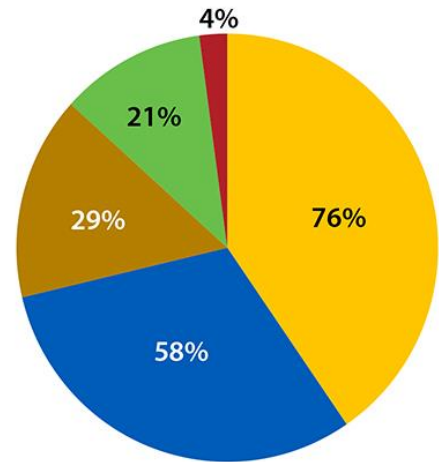**Number of Children Served**
59,234

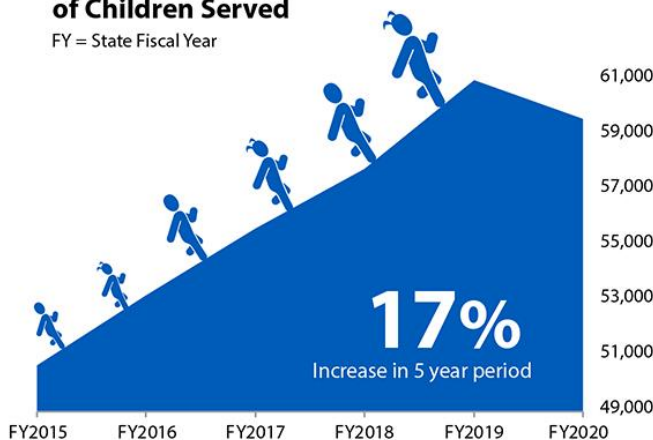**Number of Family Visits**
376,163

Referral Sources

- Medical/Health Services **59.6%**
- Parents/Family/Friends **19.4%**
- Social Services **15.3%**
- ECI Programs **4.1%**
- Educational **1.7%**

Delivered Services

- Developmental Services — 76%
- Speech Language Therapy — 58%
- Occupational Therapy — 29%
- Physical Therapy — 21%
- Nutrition — 4%

Increase in Number of Children Served

FY = State Fiscal Year

17%
Increase in 5 year period

61,000
59,000
57,000
55,000
53,000
51,000
49,000

FY2015 FY2016 FY2017 FY2018 FY2019 FY2020

Family Outcomes

FFY = Federal Fiscal Year
Percent of families who report that ECI services have helped the family:

- Know Their Rights
- Effectively Communicate Their Child's Needs
- Help Their Child Develop and Learn

	Know Their Rights	Effectively Communicate Their Child's Needs	Help Their Child Develop and Learn
FFY2017	88%	89%	90%
FFY2018	87%	88%	89%
FFY2019	85%	88%	88%

1/2021
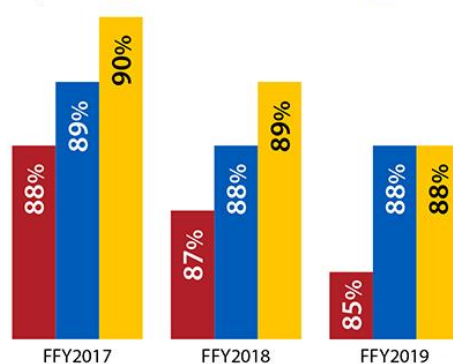
Unraveling the Mystery of Texas Early Childhood Data

Department of State Health Services – Maternal and Child Health Unit
Audrey Young, Child and Adolescent Health Branch Manager, Title V
Children with Special Health Care Needs Director
Montana Gill, Research Specialist V

Access all links and documents on the [Resource Page](#)

Data Source	Description	Website
DFPS- death certificate linked files	Child Abuse and Neglect, used in the Title V Needs Assessment for child deaths that were abuse/neglect by community and to assess community differences for child fatalities and child abuse and neglect fatalities. Death certificate data are available for all ages, years, and can be geocoded to provide exact location data.	https://www.dfps.state.tx.us/About_DFPS/Data_Book/office_of_child_safety/
Texas Asthma Burden Report	Used in the Title V Needs Assessment to analyze asthma prevalence and hospitalization rates by age	https://www.dshs.state.tx.us/asthma/data.aspx
Texas Childhood Asthma Fact Sheet	Fact sheet of asthma prevalence and Medicaid spending on asthma in Texas. Data provided are from 2016.	https://www.dshs.state.tx.us/asthma/data.aspx
Child Asthma Hospital Discharge	Map of childhood hospital discharge rates.	https://www.dshs.state.tx.us/asthma/Documents/2016-Child-Asthma-Hospital-Discharge-Map.pdf
Oral Health Basic Screening Survey	A school-based survey conducted every five years by the Texas Oral Health Improvement Program to assess oral health among Texas children.	https://www.dshs.state.tx.us/dental/Oral-Health-by-the-Numbers.aspx

School Physical Activity and Nutrition Survey	County level, state-wide surveillance system which monitors body mass index (BMI) and related variables in children and adolescents in grades 2, 4, 8, and 11. The survey includes nutrition knowledge, nutrition attitude, physical activity, and dietary behaviors. Conducted by Michael & Susan Dell Center for Healthy Living at The University of Texas Health Science Center in Houston (UTHealth) School of Public Health in Austin, with funding from the Texas Department of State Health Services (DSHS).	https://span-interactive.sph.uth.edu/
National Survey of Children's Health	Annual data on physical health, mental health, access to quality health care, and family, neighborhood, school, and social variables for children ages 0-17 years, at the state level.	*https://www.childhealthdata.org/learn-about-the-nsch/NSCH*

Behavioral Health Barometer: Texas	The Behavioral Health Barometer: Texas, is a state report that provides a snapshot of behavioral health in Texas. The reports present a set of substance use and mental health indicators as measured through the National Survey on Drug Use and Health (NSDUH) and the National Survey of Substance Abuse Treatment Services (N–SSATS), sponsored by SAMHSA. A number of data points are for adolescents and young adults.	*https://www.samhsa.gov/data/report/behavioral-health-barometer-texas-volume-6*
Texas Mortality Data	Vital events files collected and maintained within the Texas Department of State Health Services provide detailed information on childhood deaths. An online query system can provide some death data by race/ethnicity, geographic area, and cause; however, suppression guidelines to protect confidential health information may restrict information.	*https://healthdata.dshs.texas.gov/dashboard/births-and-deaths/deaths-2006-2017*
Texas Youth Risk Behavior Survey (YRBS)	Federally funded, state level survey conducted biannually, on odd years, to monitor behaviors that contribute to unintentional death and injury, sexual health, alcohol and drug use, tobacco use, dietary behaviors, physical activity among youth and young adults.	*http://healthdata.dshs.texas.gov/dashboard/surveys-and-profiles/youth-risk-behavior-survey*

Texas School Survey of Substance Use	Regional and state-wide survey, conducted annually, on tobacco, alcohol, inhalant, and substance (both licit and illicit) use in students grades 7 through 12.	*https://texasschoolsurvey.org/*
American Community Survey	An annual national survey from the United States Census of individual demographic and socioeconomic data with some health characteristic data, at state and county levels.	*https://www.census.gov/programs-surveys/acs*
Texas Behavioral Risk Factor Surveillance System	A telephone (cellular and landline) survey for adults over age 18, that collects state level data on health-related risk behaviors, chronic conditions, and use of preventative services	*http://healthdata.dshs.texas.gov/dashboard/surveys-and-profiles/behavioral-risk-factor-surveillance-system*

Texas Demographic Center	The Texas Demographic Center is the home for the State Demographer of Texas and is responsible for producing estimates and projection of the Texas population.	*https://demographics.texas.gov/*
County Health Rankings & Roadmaps	A compendiums of health outcomes and health factors for communities across the United States	*https://www.countyhealthrankings.org/*
Kids Count	A collection of local, state, and national demographic and socioeconomic indicators of child health.	*https://datacenter.kidscount.org/*

Child Trends DataBank	Collection of around 100 indicators on child and family well-being, including health and safety, childcare, education, and health behaviors.	*https://www.childtrends.org/indicators?a-z*
The Pregnancy Risk Assessment Monitoring System (PRAMS)	Survey designed by the Centers for Disease Control and Prevention (CDC) and used by states to monitor experiences of women before, during, and after pregnancy. Includes health topics such as access to prenatal care, alcohol use, smoking, use of prenatal vitamins, type of health insurance, intimate partner violence, postpartum depression, and breastfeeding.	*https://www.dshs.texas.gov/mch/PRAMS.aspx*
DSHS Healthy Texas Mothers & Babies Databook	Local and statewide data on prenatal care, preterm birth, breastfeeding, infant mortality, etc.	*https://www.dshs.texas.gov/healthytexasbabies/data.aspx*

Feeding America	Map the Meal gap data has statewide and county level data on food insecurity	*https://map.feedingamerica.org/county/2018/overall/texas*

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MY COMMUNITY DATA POINTS:

Unraveling the Mystery of Texas Early Childhood Data

Department of Family and Protective Services – Prevention and Early Intervention (PEI)
Kathryn Sibley, Director for Research and Safety

PEI uses a public health framework to provide early intervention or prevent risk factors that lead to child maltreatment and fatalities, and support positive child, family, and community outcomes. A public health framework uses data and stakeholder feedback to assess the effectiveness of programs and adjusts program delivery accordingly.

PEI aims to improve the well-being of all Texans by acting upon a broad range of factors and conditions that influence child well-being. Preventing child maltreatment and other negative outcomes includes addressing the underlying issues, including poverty, family instability, poor health, substance abuse, and mental illness.

PEI organizes its communication efforts toward three major goals: promoting public awareness, engaging with communities to fund prevention services and coalitions, and positioning PEI as a resource hub.

By providing access to health, wellness, and family-strengthening programs, PEI will achieve a wide array of positive outcomes that benefit not only those served, but local communities and Texas as a whole.

DFPS Data Book
The Department of Family and Protective Services publishes annual data in the DFPS Data Book. This allows a user to search and configure charts and graphs across many years of data.

http://www.dfps.state.tx.us/About_DFPS/Data_Book/default.asp

Within the DFPS Data Book, there are specific sections related to different aspects of work within the agency.
Reports Available

- Statewide Intake (SWI)
- Adult Protective Services (APS)
- Child Protective Investigations (CPI)
- Child Protective Services (CPS)
- Prevention & Early Intervention (PEI)
- Office of Child Safety
- Employee Data and Statistics
- Finance

When using the DFPS Data Book, it is helpful to know how the data is set up and the options available in displaying the data.

- Chart Type: determines the output/display of the data
  - Geography: determines what level to roll the data up to for display: all of Texas, at the DFPS region level, or by county
    - Filters: determines what data should be included. Often allows the user to break down data into smaller subcategories
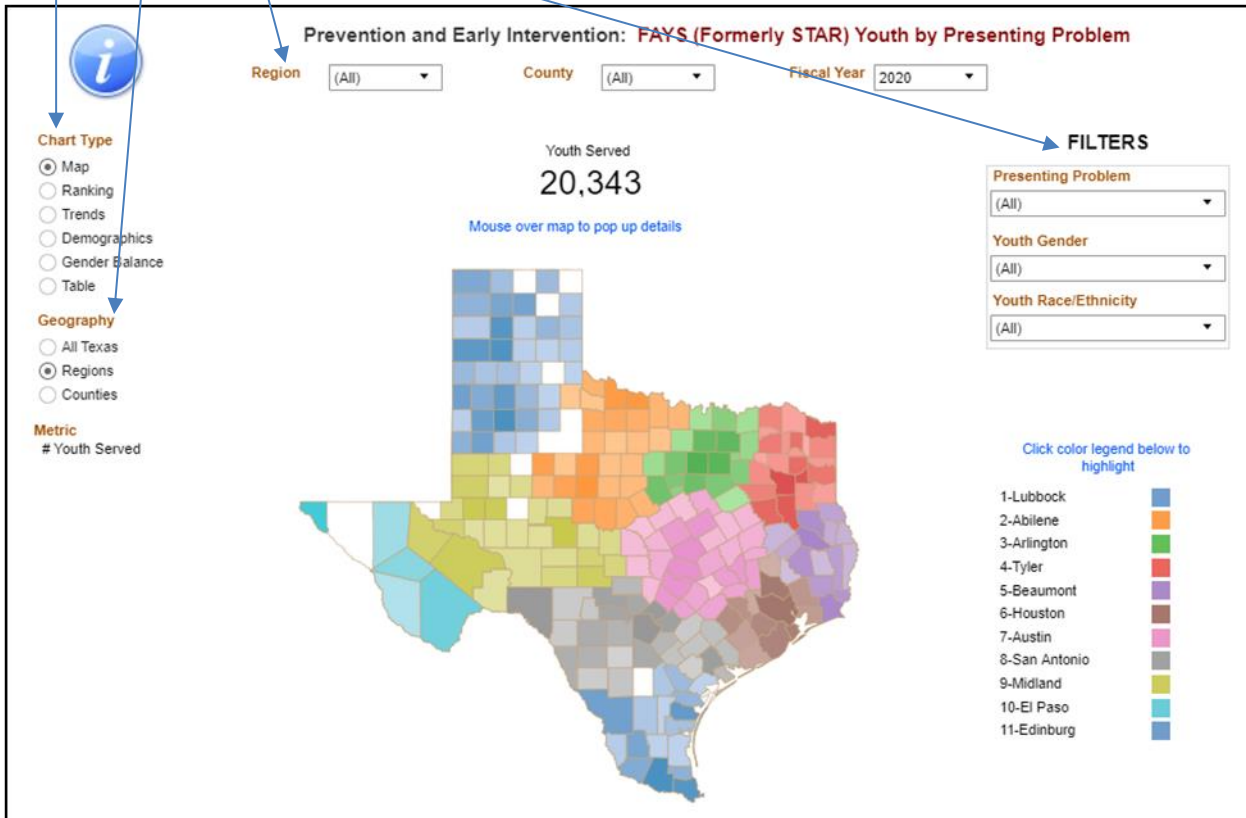
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PEI Community Maltreatment Risk Maps

HB 1549, passed by the 85th Texas Legislature, required PEI to develop a growth strategy to gradually increase the number of families receiving PEI services each year. PEI contracted with Population Health at The University of Texas Health Science Center Tyler (UTHSCT) to develop a series of tools to achieve this goal. These tools use risk-mapping and geographically-based risk and resiliency models to illustrate the distribution of maltreatment rates in the state by zip code. The project produced *community maltreatment risk maps* in FY 2019, giving PEI powerful new tools to identify and allocate resources in communities with the highest need and support families before they are in crisis.

These maps are an overview of community-level risk for maltreatment based on the statistically significant factors such as families in poverty, health and disability, low-income, child safety and health, low education, infant mortality rates, and assaults needing medical attention, and school enrollment. Most users will be able to understand their community's overall risk and risk profile from these maps. For those that would like more detailed maps with risk scores, they can be found here.

You can click on each ZIP code to show a pop-up that describes the community's risk relative to other ZIP codes in the state. The pop-up also describes how the community is doing on the risk factors that are statistically related to maltreatment risk at that age. Data is broken down into five age groups: infants, 1 to 4 years old, 5 to 9 years old, 10 to 14 years old, and 15 to 17 years old. Only factors that were found to be statistically significantly related to maltreatment risk at that age range are shown.

MY COMMUNITY DATA POINTS:

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PEI Provider Directory
PEI contracts with community-based programs and agencies to expand the available opportunities to maximize the potential of children and families in Texas communities. Not all services are available in all Texas communities. Services are free of charge and participation is voluntary. Current PEI grantees and details about each program cane be located in the PEI Provider Directory.

PEI Resources
The **Texas Prevention Network** is a channel for informing stakeholders about key updates. The network is comprised of a diverse set of stakeholders including advocates, service providers and coalitions. PEI communicates with the network via email newsletters sent periodically. Sign up for TPN by clicking here: *TPN Registration Link*

The **Get Parenting Tips website** was developed to provide a platform to connect Texas parents and caregivers with positive parenting information and resources. Providers are encouraged to visit Get Parenting Tips: *www.getparentingtips.com*.

Get Parenting Tips' Facebook page posts tips, resources and content with the goal of helping and supporting parents. Some of the content is original and created in-house; the rest is from ad campaigns or external sites that share PEI's goals. Follow us: *@GetParentingTips*

Details about PEI can be located on the DFPS Public Website as well as through the PEI home page located on the DFPS Public Website. PEI's reports and publications are also available through the PEI home page.

MY COMMUNITY DATA POINTS:

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Wrap up & Next Steps

Adrianna Cuellar Rojas, President/CEO, United Ways of Texas

Review, Preview, and Big View

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Share your biggest takeaway

Note post session office hours:

Unraveling the Mystery of Texas Early Childhood Data

July 28, 2021
9:00-11:30AM

Welcome & Framing of the Day - Sarah Abrahams, Deputy Associate Commissioner, Prevention and Early Intervention, TX Department of Family and Protective Services; Adrianna Cuellar Rojas, President & CEO, UWT

Community Success Stories
Hear from a panel of communities from across the country that have used early childhood data to advance their work including speakers from Dane County, Wisconsin and Salt Lake City, Utah.
- Amy Ahrens Terpstra, Vice President of Collective Impact Partnerships, United Way of Salt Lake

My Community's Data: What's Next? - Roxanne Jones, Senior Vice President, UWT
Interactive Activity

Wrap Up and Next Steps - Adrianna Cuellar Rojas, President and CEO, UWT

Welcome and Framing the Day

Sarah Abrahams, Deputy Associate Commissioner, Prevention and Early Intervention, TX Department of Family and Protective Services
Adrianna Cuellar Rojas, President/CEO, United Ways of Texas

Review, Preview, and Big View

Data in Your Community

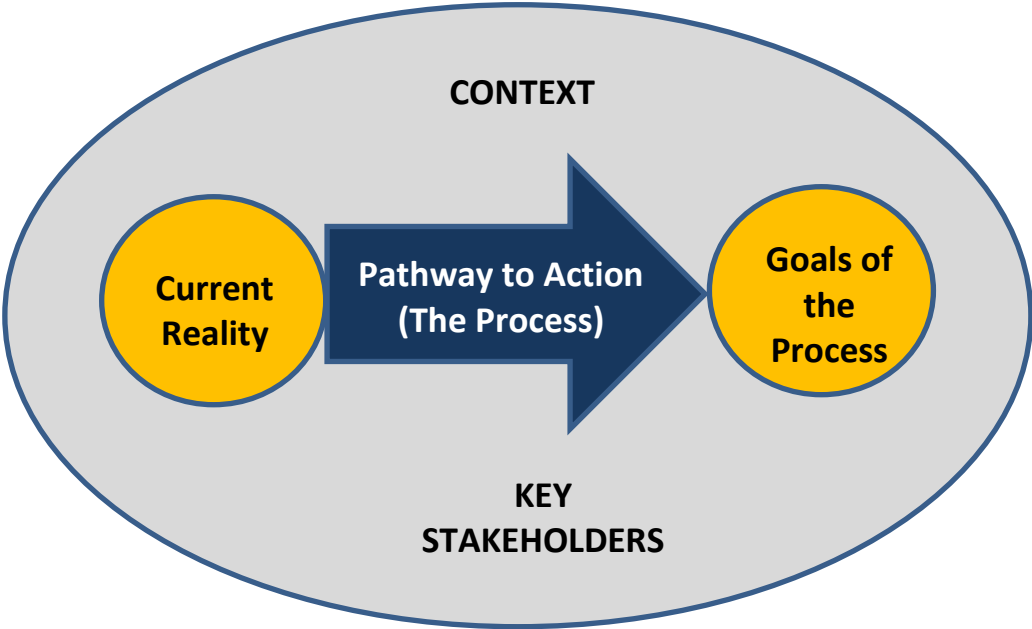*Roxanne Jones, Senior Vice President, United Ways of Texas*

Reflection Activity - In your breakout groups discuss the following questions:

Looking back on all data sessions, what is the biggest data takeaway for your collaborative?

What is the biggest hurdle you foresee as you move forward with incorporating this new data?

How is your collaborative positioned to overcome these hurdles?

Community Success Stories

Guest speakers highlighting community success stories – As you listen to these speakers write down any key ideas or insights that may help inform your work moving forward.

NOTES

My community data – A collaborative framework

Roxanne Jones, Senior Vice President, United Ways of Texas

CONTEXT	The strategic imperative(s) or other conditions that are driving the change effort. What are the social, economic, and political realities that are influencing the change effort? What are the structural arrangements that contribute to the current reality?
CURRENT REALITY	The issue or opportunity needing attention or requiring action; the situation that needs to be changed.
GOALS OF THE PROCESS	The desired impact, result or outcome of the change effort, including changes in structural arrangements and power relationships.
STAKEHOLDERS	Individuals and groups that are already part of the network or who need to be engaged in the change effort; any person or group who is likely to be affected by the outcome, is passionate about the issue, is responsible for implementation, or can prevent implementation.
PATHWAY TO ACTION	• Designing the planning process • Engaging stakeholders in a series of strategic conversations to build agreement that informs taking concerted action • Taking action

Exercise: Framing the Change Effort

1. **Refer to the collaborative planning framework and define the context and current reality of your situation.**

A.   Context

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B.   Current Reality

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2. **What are the goals of the process?**

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3. **Complete a stakeholder analysis**

Reference: Interaction Institute for Social Change

Stakeholder Analysis Worksheet

Complete a stakeholder analysis by:

A. Listing the key stakeholder and stakeholder groups

B. Identifying the wins or WIIFMS for each stakeholder. A "win" means what they value or care about with respect to the situation, i.e. what would a good outcome be from their point of view?

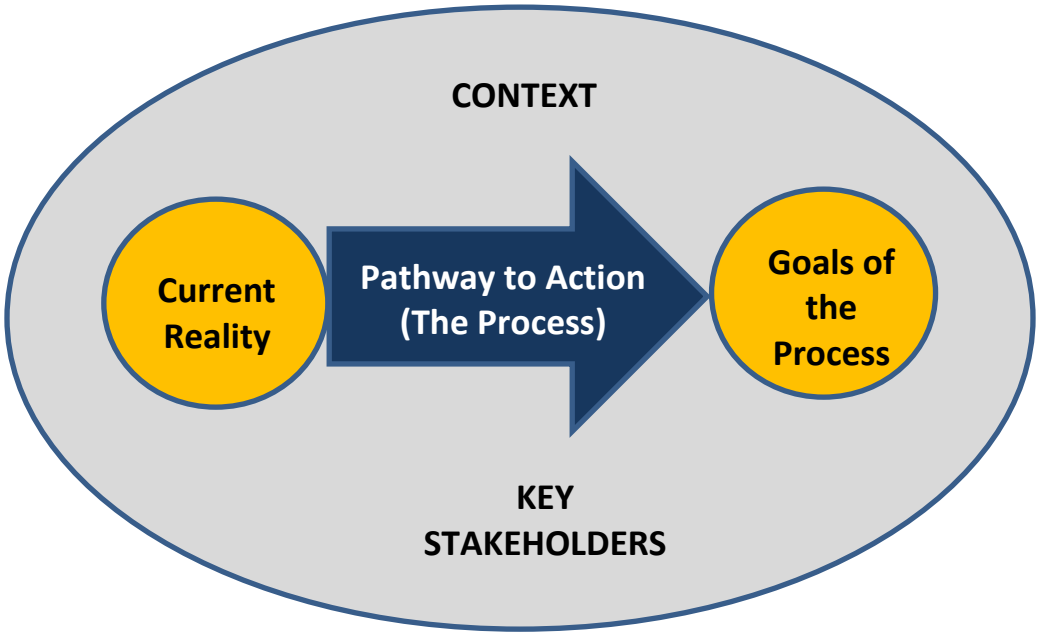| STAKEHOLDER	WIN

Reference: Interaction Institute for Social Change
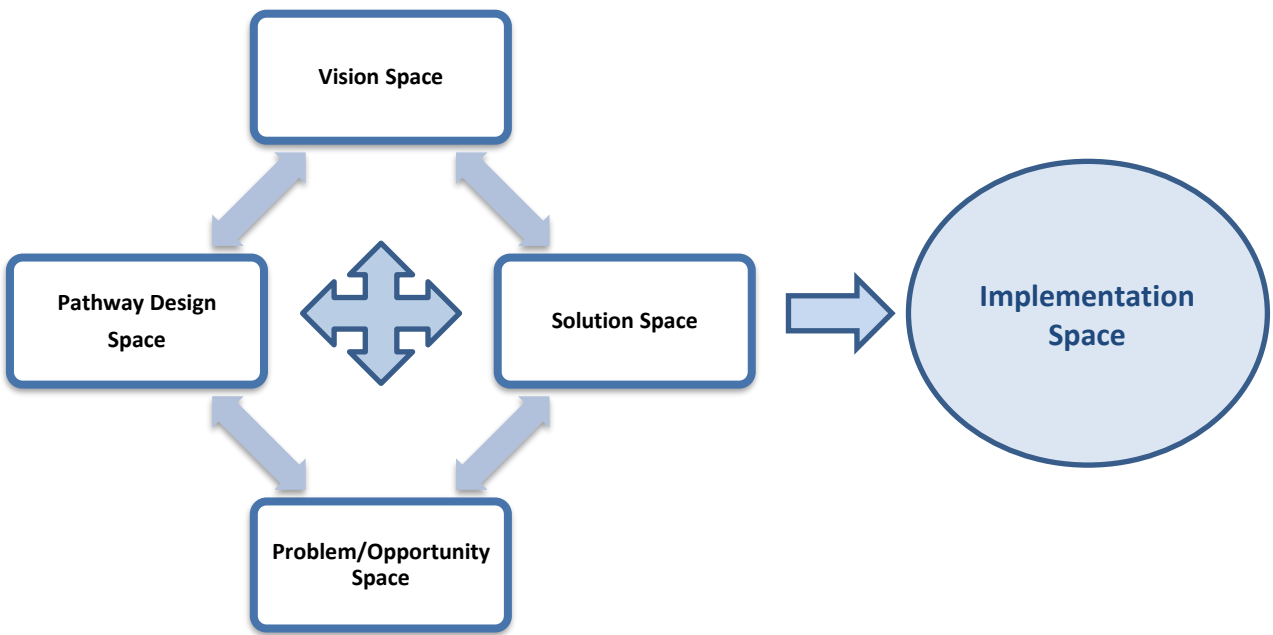
Next Steps – Data Landscape

The goal of this activity is to consider questions that will help inform next steps, and to determine how data can best support your future work in a tangible way.

What does the data say about your community?
Based on your collaborative framework, what are areas of focus as it relates to data?
Based on your collaborative framework, where are the gaps in your community data?
What other information or resources would you like/need to help you do further analysis and for data to support your future work?

STRENGTHS	OPPORTUNITIES

CONTEXT

Current Reality → **Pathway to Action (The Process)** → **Goals of the Process**

KEY STAKEHOLDERS

Pathway to Action

- Vision Space
- Pathway Design Space
- Solution Space
- Problem/Opportunity Space
- Implementation Space

Wrap up & Next Steps

Adrianna Cuellar Rojas, President/CEO, United Ways of Texas

Review, Preview, and Big View

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Share your biggest takeaway

Sarah Abrahams currently serves as the Deputy Associate Commissioner for Prevention and Early Intervention at the Texas Department of Family and Protective Services where she oversees systems efforts and program initiatives aimed at improving outcomes for Texas children and families. She led the Home Visiting and Early Childhood work at the Texas Health and Human Services Commission as the Director of the Office of Health Coordination and Consumer Services, managing cross-systems programs and policy coordination efforts with a focus on children and families. Before joining HHSC, Sarah was a Systems Improvement Analyst with Casey Family Programs, providing strategic planning, implementation support, technical assistance, and policy analysis for systems improvement work targeting child welfare practices on national, state and local levels. Sarah has 15 years of nonprofit project management and program development experience, has worked as the Program Development Director for a statewide parent education and support agency. Sarah holds an Masters in Public Affairs from the LBJ School of Public Affairs at the University of Texas.

Matthew Randazzo was named President and CEO of The Dallas Foundation in December 2017 and began his tenure with the organization in May 2018. Matthew previously served as Chief Executive Officer of the National Math and Science Initiative, which aims to improve teacher effectiveness and student achievement in communities across the country.

Matthew joined NMSI in September 2014 as chief growth and strategy officer. Prior to joining NMSI, Matthew served as founding president and CEO of Choose to Succeed and as chief growth officer for IDEA Public Schools. Matthew recently was named to the 10th class of the Annie E. Casey Foundation's Children and Family Fellows – a select group of leaders from the public, nonprofit and academic sectors dedicated to leading measurable improvements for children and families. Also, he was awarded The University of Texas at Austin LBJ School of Public Affairs' 2017 Rising Leader Award, which recognizes younger alumni who have stood out as leaders and catalysts for change.

Matthew earned his Bachelor of Arts in political science and Latin American studies from Albion College in Michigan and his Master of Public Affairs from The University of Texas at Austin. He and his wife, Gitu, a clinical psychologist, reside in Southlake and have a three-year old son, Grayson.

Dr. Mandell is currently an Associate Professor at the University of Texas Health Science Center, Tyler and with Population Health, Office of Health Affairs at the University of Texas System Administration in Austin. She received her PhD from the University of Washington, Seattle in Developmental Psychology and her BA from the University of Texas, Austin. She also served as a post-doctoral fellow in the Department of Physiology and Pharmacology at Wake Forest School of Medicine and the Cognitive Science Center at the University of Amsterdam. Her research has spanned multiple topics in maternal and child health with a focus on understanding the relations between early experiences and later neurocognitive outcomes. She has extensive direct public health experience through her work on a variety of public health topics including work that has supported the Maternal Mortality and Morbidity Task Force, Healthy Texas Babies, Child Fatality Review, and the strategic plan to align prevention resources between the Department of Family Protective Services and the Department of State Health Services in Texas.

Her current work focuses on understanding individual and community-level risk and resiliencies during the transition to parenthood and pediatric periods. She also works with her collaborators to develop and evaluate programs and systems-change projects that support families. She is currently the primary investigator for the Texas Safe Babies project and the Maltreatment Risk Mapping project funded by Department of Family and Protective Services. She also leads the work of the Texas Pediatric Brain Health Initiative, which is a multi-agency and multi-sector initiative to realign and support early child systems, so they promote optimal brain development in children.

Charles R. Martinez, Jr. is the 12th dean of the College of Education at The University of Texas at Austin. Martinez began his tenure as dean on January 1, 2019. Martinez's scholarly work focuses on identifying factors that hinder or promote the success of children and families who are from vulnerable and underserved populations. He is particularly interested in how immigrant Latino families adjust to life in the U.S. and how to better harness culturally specific protective factors to ensure their success in navigating the many challenges associated with immigration. Martinez has led numerous national and international research projects designed to examine risk and protective factors involved in linking social and cultural factors to education and behavioral health disparities for Latino children and families, and to develop and test culturally specific interventions for at-risk families in the U.S. and in Latin America. Prior to joining Texas, Martinez was the Philip H. Knight Professor in the Department of Educational Methodology, Policy, and Leadership at the University of Oregon, where he also served as founding director of the Center for Equity Promotion. He is a nationally recognized scholar on organizational equity, cross-cultural research, and community engagement. A first-generation college graduate, Martinez received his bachelor's degree in psychology from Pitzer College, and his master's degree and Ph.D. in clinical psychology from the California School of Professional Psychology. Martinez holds the Lee Hage Jamail Regents Chair in Education and the Sid W. Richardson Regents Chair. He is a professor in the Department of Educational Psychology.

Shay Everitt joined the Texas Workforce Commission (TWC) in October 2019 and is Senior Advisor for the Child Care & Early Learning (CCEL) Division. She supports the division director and CCEL staff in policy development and implementation. She also works multiple state agencies on collaborative, cross-agency early childhood initiatives. Prior to working at TWC, Shay led early childhood education research and policy efforts with the statewide nonprofit, Children At Risk, and was an adjunct professor at the University of Houston-Downtown in the Nonprofit Management graduate degree program.

Niran Gnanaprakasam is the Data Team Lead with Health and Human Services, Early Childhood Intervention (ECI) program. She works with national, state, and local level data and reporting for children from birth to 36 months who are served by ECI. Her work helps local programs to use data to measure how they are meeting both state and federal guidelines for serving children who have a disability and/or a developmental delay. Niran is the lead for completion of the Annual Performance Report required by the Office of Special Edcuation Programs (OSEP). Niran also works on research projects at state and federal levels.

Tammy Miller is the Interagency Coordinator and Outreach Team Lead with Health and Human Services, Early Childhood Intervention (ECI) program. She works with interagency partners to increase knowledge, share resources and build relationships that foster collaboration between programs serving families with children from birth to 36 months who have developmental delays or disabilities. Ms. Miller also leads the HHS ECI outreach team who are responsible for developing publications, providing consistent communications, facilitating the ECI advisory committee ensuring appropriate stakeholder involvement in the ECI operations, and leading strategies that ensure the program meets the federal child find requirements.

Julie Richards, Deputy Associate Commission for Program Operations, Health and Human Services Commission/Child Care Regulation. Julie Richards has worked for Child Care Regulation for over 14 years. Before that, she owned and operated a licensed child care center. Julie serves on the NARA Professional Licensing Panel and on the Texas Early Learning Council. Julie has a Bachelor of Health and Wellness Promotion from Southwest Texas State University (Texas State) and a Masters of Business Administration from Baylor University.

Kathryn Sibley is the Director for Research and Safety with DFPS Prevention and Early Intervention (PEI). This area provides evaluation, data, and technical assistance to support quality outcomes across all PEI programs. This includes significant cross program work with program staff, higher education, other state agencies and stakeholders. Additionally, this area includes the Office of Child Safety, whose goal is to help carry out prevention/intervention programs to address fatal and serious child abuse and neglect by reviewing child fatalities and serious injuries caused by abuse or neglect. This includes assessing root causes to provide guidance on effective prevention strategies and child welfare practices, providing technical assistance to address child abuse/neglect fatalities on a micro and macro level, and developing strategies to bring together local agencies, private sector, non-profits, and government programs to reduce child abuse and neglect. Kathryn is a graduate of Texas Tech University.

Cynthia Osborne is the Founder and Director of the Child and Family Research Partnership (CFRP) and leads its national Prenatal-to-3 Policy Impact Center, home of the (2020) for all 50 states and the District of Columbia. She is also Associate Dean for Academic Strategies and Director of the Center for Health and Social Policy at the LBJ School of Public Affairs at The University of Texas at Austin. Osborne was an appointed member of the National Academies of Sciences, Engineering, and Medicine (NASEM) Committee to Reduce Child Poverty by Half in Ten Years and is currently serving on another NASEM committee, Exploring the Opportunity Gap for Young Children Birth through Age 8. She also serves as the Chair of the Responsible Fatherhood working group for the Fatherhood Research and Practice Network (FRPN), a long-term project of the federal Office of Planning, Research and Evaluation. She is the elected Vice President of the Association for Public Policy Analysis and Management (APPAM) Policy Council, the leadership team responsible for setting policy and strategy for the association. She also directs The University of Texas at Austin's institutional membership of SRCD's University-Based Child Family Policy Consortium. Osborne previously served as director of the Project on Education Effectiveness and Quality, an initiative at the LBJ School of Public Affairs that measured state educator preparation programs' influence on student achievement.

Osborne's teaching and research interests are in the areas of social policy, poverty and inequality, family and child wellbeing, and family demography. She has extensive experience leading long-term evaluations of state and national programs, with the aim of helping organizations understand what works, and how to ensure sustainable implementation of effective policies. Her work includes evaluations of one of the largest home visiting programs in the country (Texas) and many critical state-level child welfare and child support programs. Osborne holds a Ph.D. in Demography and Public Affairs from Princeton University, a Master in Public Policy from Harvard's Kennedy School of Government, and a Master of Arts in Education from Claremont Graduate University. Previously, Dr. Osborne taught middle school in a low-income community in California.

Scott Bodnar has worked in the Early Childhood Education Division at TEA for over four years. He leverages many years of team and project management experience to help drive the variety of efforts within the division. His primary focus is on data driven instruction and all the work that supports its effective implementation. He has also worked on the TXR3 data project, supported work on coordinated enrollment systems, and contributed to report development for the Texas Public Education Information Resource website.

Amy Knop-Narbutis (she/her/hers) is Every Texan's Research & Data Director, overseeing data-based advocacy projects such as Texas KIDS COUNT and fee-for-service data offerings that advance equity for every Texan in the areas of quality health care, education, jobs, child well-being, and more. At Every Texan, we believe that social justice requires public policy.

Audrey Young has led the Child and Adolescent Health Branch and served as the Title V Children with Special Health Care Needs (CSHCN) Director since 2019. The Branch is responsible for implementing Title-V funded initiatives in the Child, Adolescent, and CSHCN population domains. Previously she served as the Maternal and Child Health Coordinator at DSHS where she managed operations for the Maternal Mortality and Morbidity Task Force, coordinated section responses on legislative and special assignments, and served as a liaison for the Maternal and Child Health Director. Ms. Young has a Master's of Public Health Degree from Texas A&M.

Montana Gill, MPH, is a Research Specialist V for the Maternal and Child Health Epidemiology Unit at the Texas Department of State Health Services. She earned her Master of Public Health from Emory University with a concentration in behavioral science and health education, and a Bachelor of Science in Biology from Indiana University. In her current position, she works on the Title V Needs Assessment and variety of projects in child, adolescent, and children with special health care needs health. Her research interests include child and adolescent nutrition and mental health, and health equity.

Thank You for attending!

For presentations and additional resources please visit the
resource page

If you are unable to access the resource page please contact
Roxanne Jones at roxanne.jones@uwtexas.org for assistance.

Have follow up questions for our state agency speakers? Don't forget
about the follow up office hours. Office hours will be announced
during the presentation and updated on the resource page.