Using Child Care Data to Inform Local Policy & Practice

Allison Wilson

Manager, Program Policy & Quality Initiatives

Child Care & Early Learning Division

Shay Everitt

Senior Advisor for Child Care/Pre-K Partnerships

Child Care & Early Learning Division

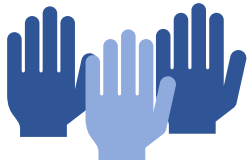
Agenda

New data available

15 minutes

How you can use the data

30 minutes



Audience Exercise and Q&A

30 minutes

Data Available

TXR3.org

Ready Communities

- Early childhood program data (public prekindergarten, kindergarten, and TRS)
- Student enrollment data

Ready Schools

- Class size/ratios
- Staff workforce data (demographics, credentials)
- Training and professional development data (Prekindergarten Guidelines, Infant and Toddler Guidelines, Core Competencies)
- Family engagement information

Ready Students

- Demographic data
- Prekindergarten and kindergarten assessment data

TEXAS WORKFORCE COMMISSION

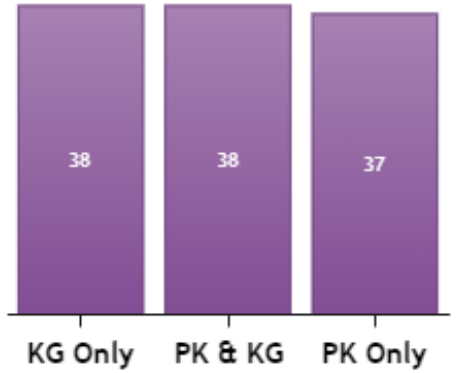
Ready Communities

Program/School Count

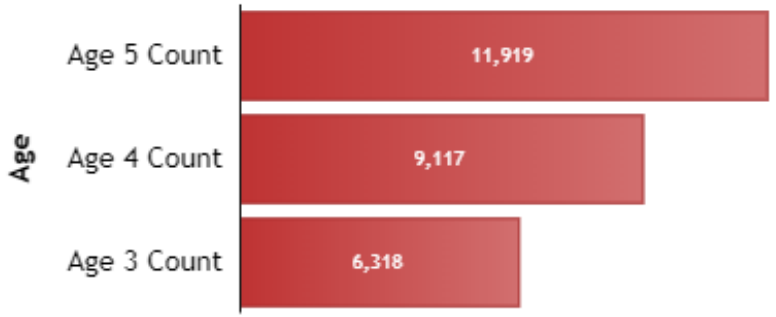
TRS Programs

164

Publics Schools



TRS Program Children Served



Note: the TRS prog number of children served is underrepresented because these cour come from assessm data. Not all classr are required to be assessed and there not all children are counted.

Public School Children Served

Educator Directory Selections *(Click on a record below to locate on the map.)*

Public Schools & TRS Providers

Show by:

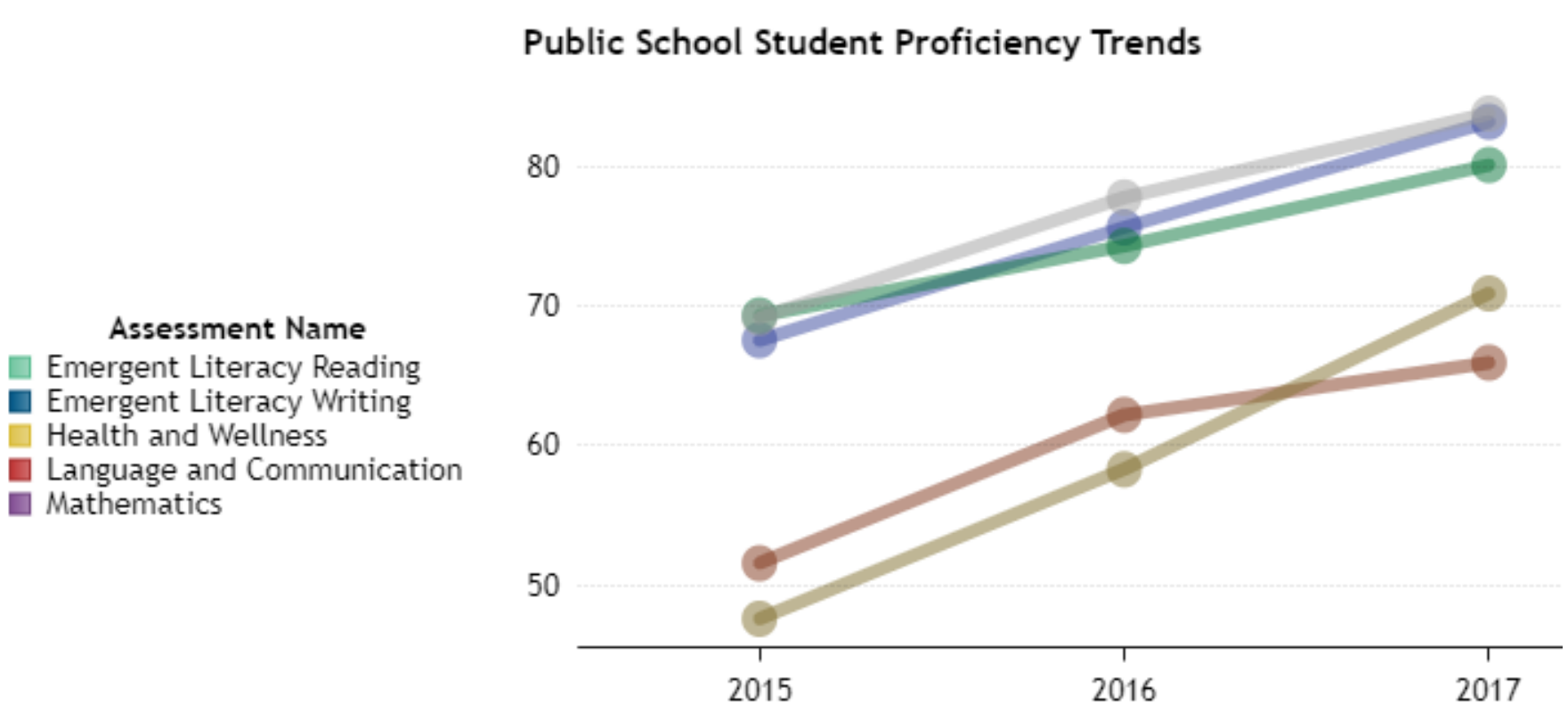
Provider Name ▲	PreK Program	Hours	Provider Type	Type	Rating	Provider Address
@ Home Childcare Center	No	NULL	TRS Program	Family	4	1918 FREES ST , LAREI
A Bright Beginning CCH	No	NULL	TRS Program	Center	4	926 MORNINGSIDE RD
ABC Discovery Learning Center	No	NULL	TRS Program	Center	2	8610 MCPHERSON RD S

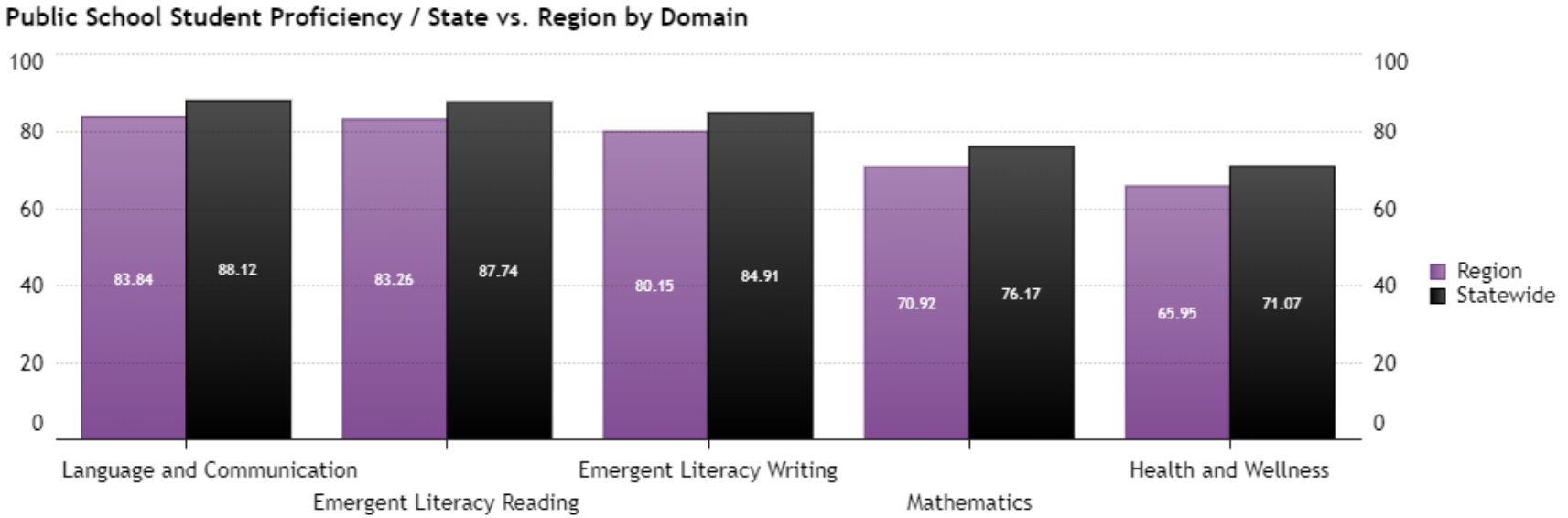
Ready Schools

Public School Practitioner Core Competency Hours

Year ▼	2017	2016	2015
Average Teacher Training Hours ▲	Avg. Hours	Avg. Hours	Avg. Hours
Business and Operations Management	24.61	18.27	17.37
Child Growth and Development	22.08	15.83	14.62
Diversity and Dual Langauge Learners	25.40	19.44	17.91
Eastablishing and Maintaining an Effective Org	30.27	24.22	22.68
Emergent Literacy Reading	21.19	14.27	13.21
Emergent Literacy Writing	21.20	14.54	13.32
Family, Safety and Nutrition	22.20	15.75	14.29
Fine Arts	13.95	7.25	6.23
Human Resource Leadership and Development	28.39	21.49	20.76
Implementing a Developmentally Appro...	27.48	21.04	19.41
Instituting Family and Community-Centered Prog	30.39	24.18	22.47
Language and Communication	21.73	14.89	13.86
Learning Environments, Planning Framework	28.32	21.47	20.41
Maintaining a Healthy and Safe Environment	28.70	21.81	20.89
Mathematics	14.87	8.31	7.28

Ready Students



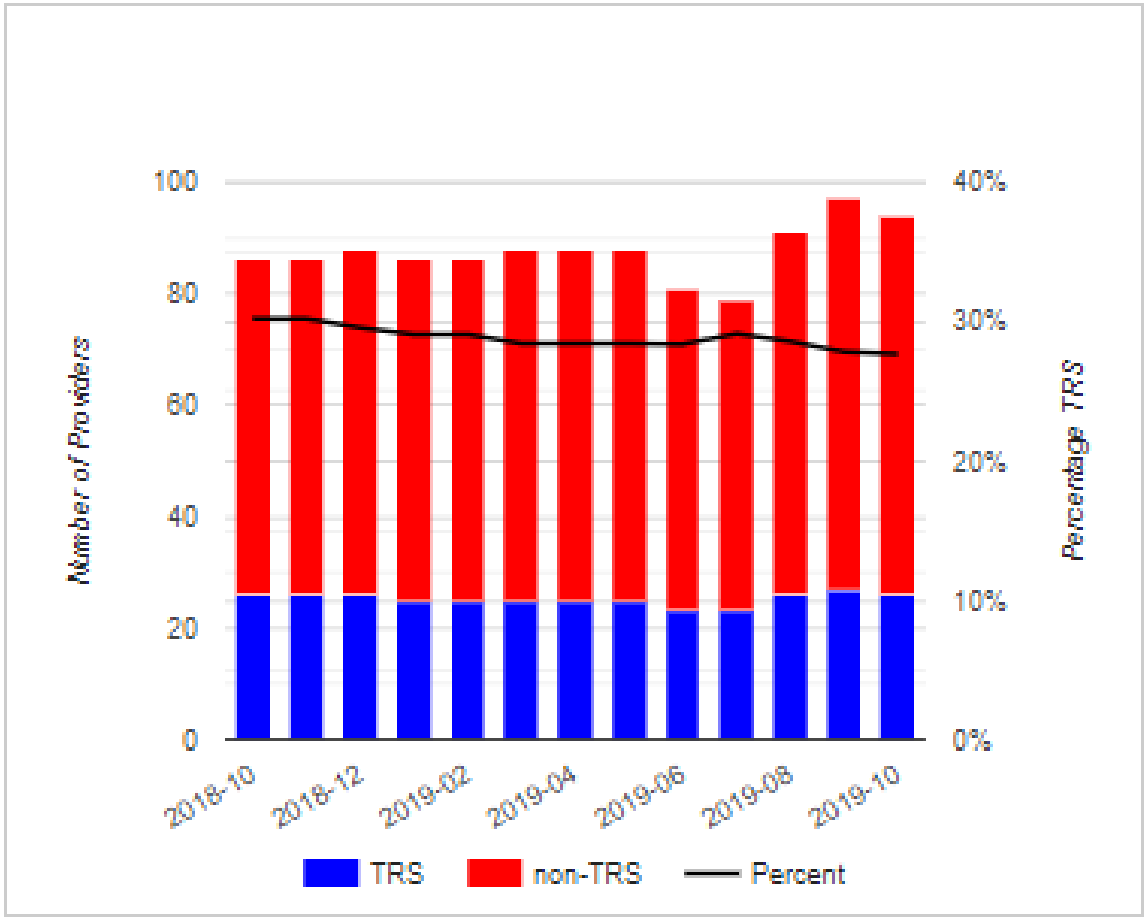


Unique ID across TEA and TWC

House Bill 680 required TWC coordinate with TEA to assign a PEIMS number (student ID) to children in the subsidy program

- Children assigned a number upon subsidy enrollment
- The number is added to TWIST
- Current children matched at the state level
- Local Boards to help with “near matches”
- Completed at the end of 2020

Child Care by the Numbers



Children:

- Receiving subsidy
- Receiving subsidy at a Texas Rising Star program

Participating child care programs:

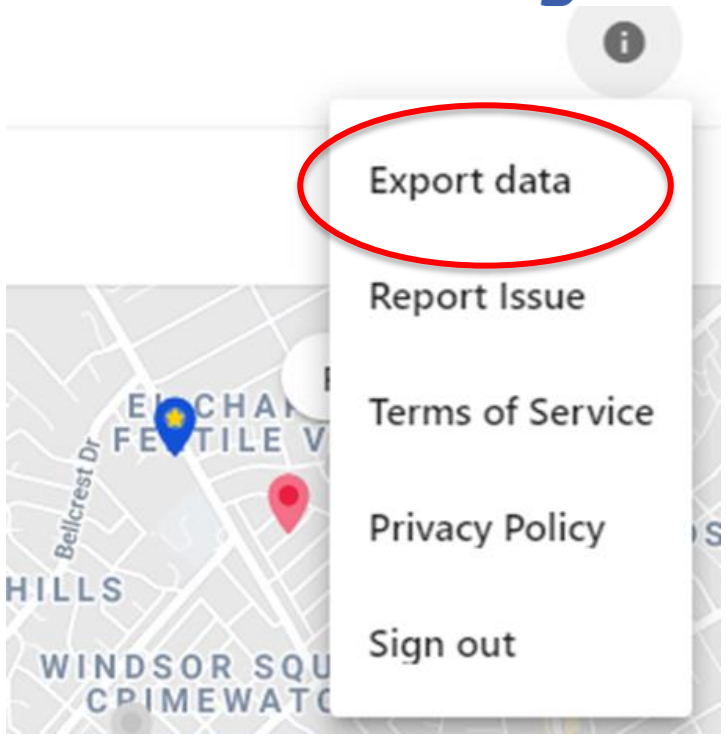
- With at least one child receiving subsidy
- By Texas Rising Star participation

Version 1.0 Coming Soon!

Texas Child Care Availability Portal - Public

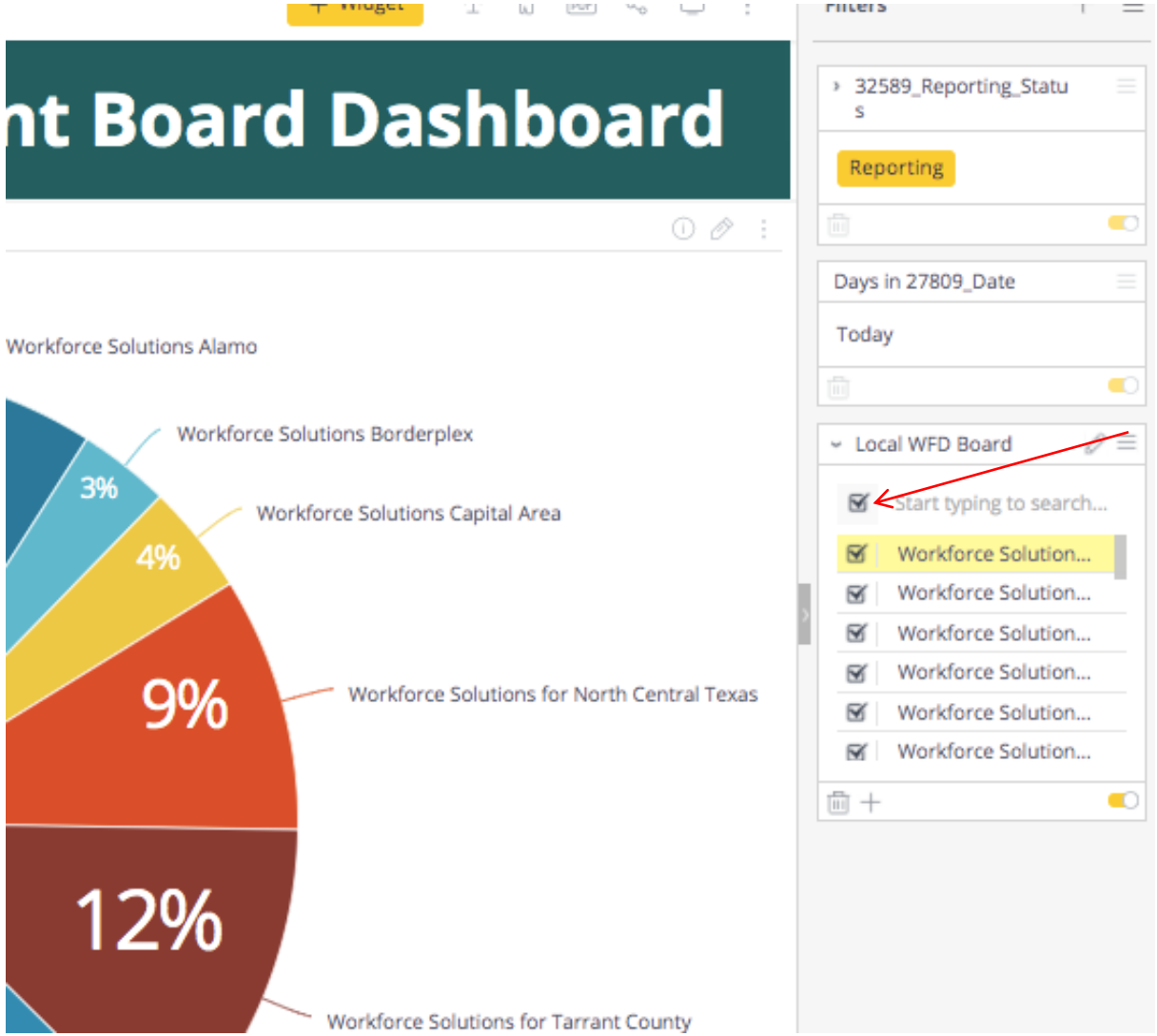
- Statewide data
- CSV file
- All availability by age for each child care program
- With county and other info helpful to conducting local analyses

Texas Child Care Availability Portal



Texas Child Care Availability Portal – LWDB Dashboard

- URL: https://bi.501ops.com/app/account#/login
- Username: LWDB@twc.state.tx.us
- Password: Childcare2020@



Child Care Data Resources

***CCDF Monthly Case-Level Report** and **"Child Care by the Numbers":**

https://twc.texas.gov/childcare

Texas Child Care Market Rate Surveys:

https://txicfw.socialwork.utexas.edu/research/project/child-care-market-rate-survey/

Texas Rising Star Program Finder:

List: https://texasrisingstar.org/parents/find-a-trs-provider/

Interactive map: https://texasrisingstar.org/parents/trs-map/

Other ECE Data

Texas Workforce Commission

Subsidy children who are potentially eligible for pre-K

Early/Head Start enrollment

Child care providers in partnerships (tentative)

Texas Education Agency

ISD's PK enrollment of eligible children (3 and 4) *

# of eligible 3- and 4- NOT enrolled in PK*

ISDs with waivers and for how long *

School-readiness indicators*

ISDs in partnerships (tentative)

**Accessible on your own through TEA websites*

Pre-K Data

- List of all children in subsidy who may also be eligible for public school pre-k

- Data spreadsheet by LWDB that shows all your school districts (Kindergarten readiness, pre-k enrollment, Head Start enrollment, etc.)

Texas Education Agency Resources

TPEIR:

https://www.texaseducationinfo.org/

PEIMS Standard Reports:

https://tea.texas.gov/Reports_and_Data/Student_Data/Standard_Reports/PEIMS_Standard_Reports

School Report Cards/Texas School Finder:

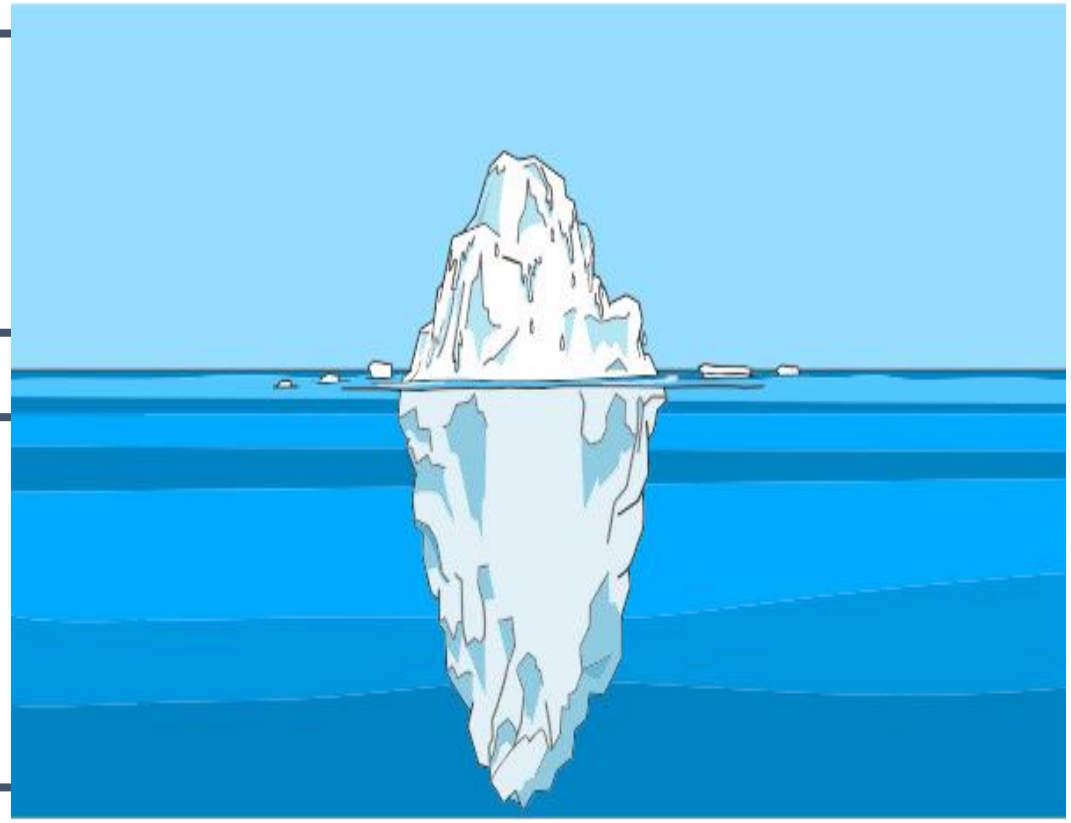
https://txschools.gov/

Systems Thinking

Acknowledging the Iceberg

What we see

What we usually miss!



Adapted from the Texas Early Childhood Convenings

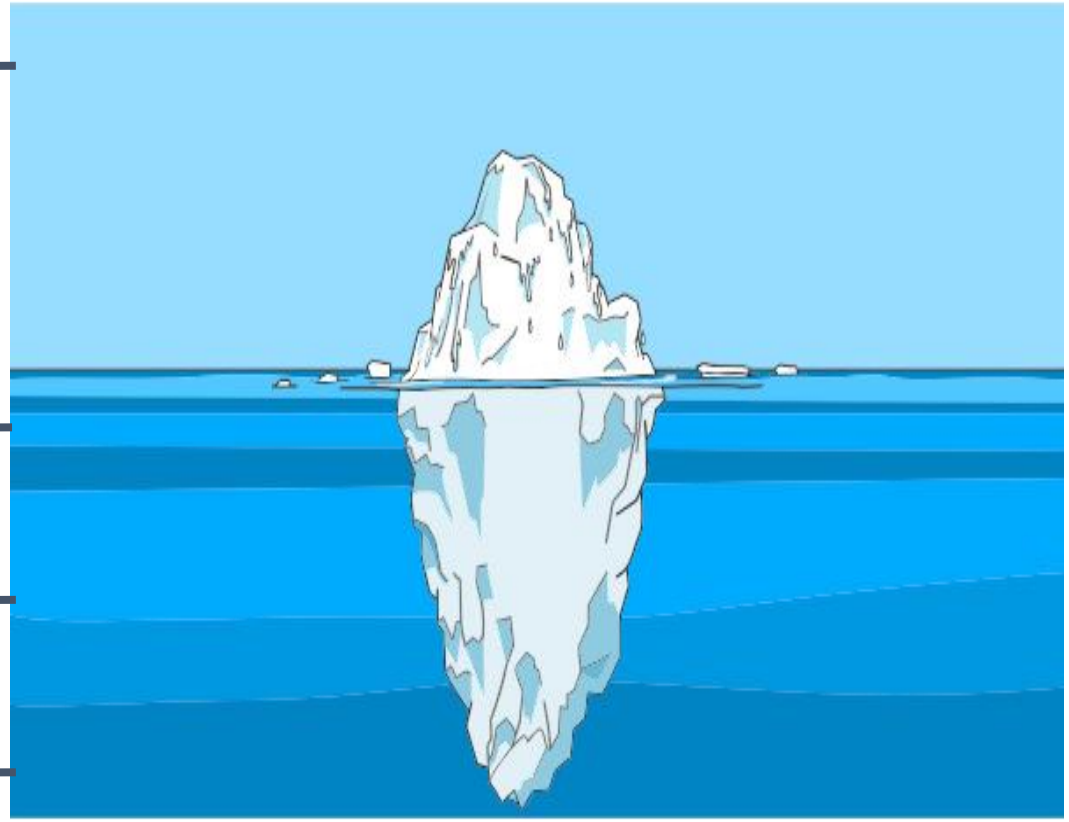
Acknowledging the Iceberg

Events—What happened?

Patterns of Behavior

Structure of the System

Mental Models



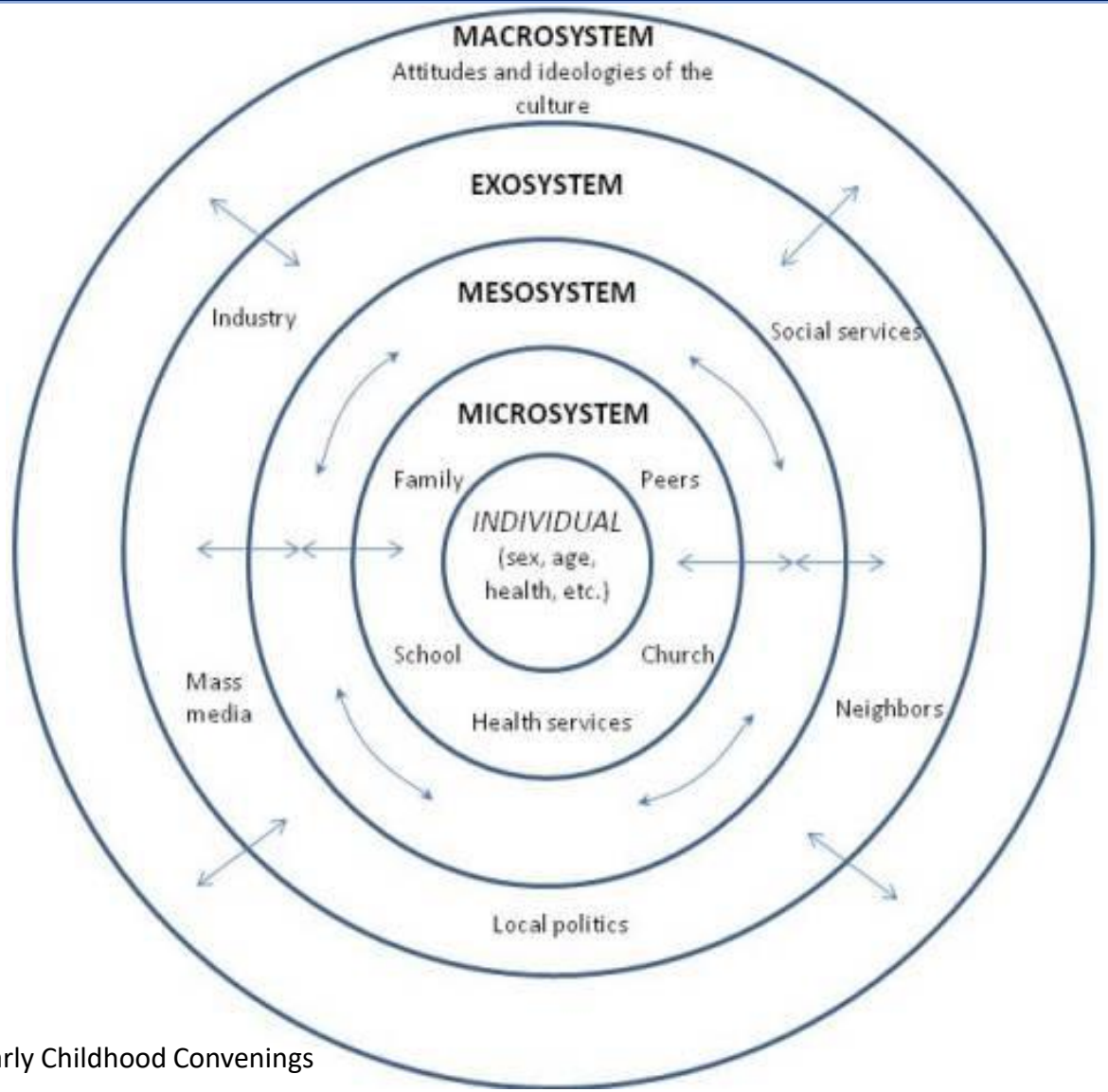
Adapted from the Texas Early Childhood Convenings

Defining Systems Thinking

The ability to understand a set of interconnected elements and their connections in order to achieve a desired purpose.

Adapted from the Texas Early Childhood Convenings

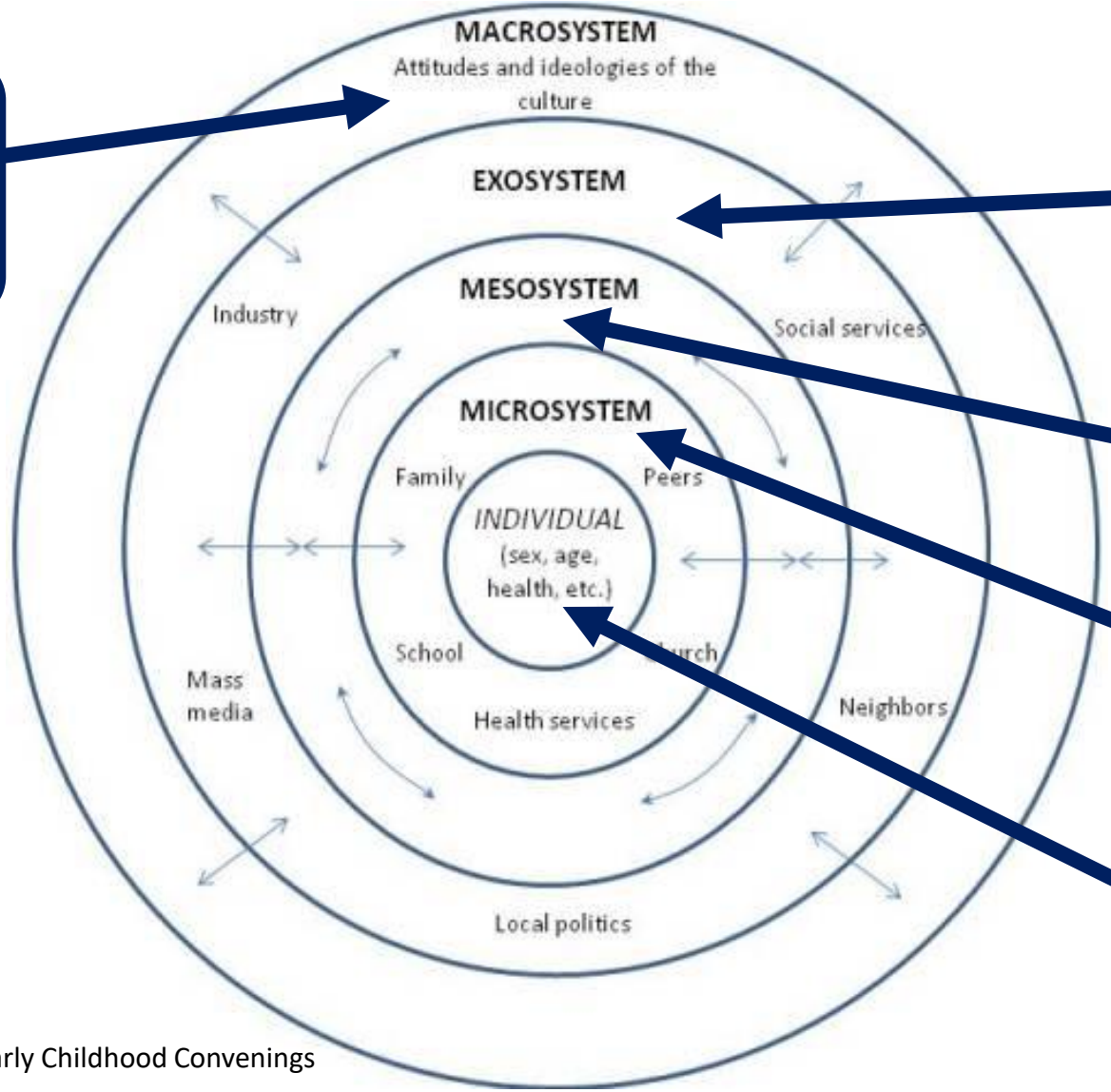
Bronfenbrenner's Ecological Systems Theory



Adapted from the Texas Early Childhood Convenings

An ecosystem for child care providers

"high turnover…"
"not enough money…"
"school-readiness…"
"too many rules…"



TRS Guidelines
Subsidy Program
Resources
Employers
Other ECE programs

TRS Mentors / Assessors
Licensing Staff

Teachers / Staff
Children
Parents
Peers

Director

Adapted from the Texas Early Childhood Convenings

Elements of the Early Childhood System

- Cross-sector leadership
- Policy/guidance
- Family engagement
- Accountability, data use, and continuous quality assurance systems
- Funding
- EC personnel standards, credentialing, certification, & licensure requirements
- Texas Rising Star standards/ guidelines
- Subsidy program standards
- Allocation of resources to support personnel
- Professional development resources
- Preservice education and personnel preparation
- Public health
- Public awareness

Adapted from the Texas Early Childhood Convenings

Conventional vs. Systems Thinking

Conventional Thinking	Systems Thinking
The connections between problems and their causes is obvious and easy to trace	The relationship between problems and their causes is indirect and not obvious

Source: Innovation Associates Organizational Learning as cited in *Systems Thinking for Social Change* by David Peter Stroh (2015)

Adapted from the Texas Early Childhood Convenings

Conventional vs. Systems Thinking

Conventional Thinking	Systems Thinking
Others, either within or outside the organization, are to blame for our problems and must be the ones to change	We unwittingly create our own problems and have significant control or influence in solving them through changing our behavior

Source: Innovation Associates Organizational Learning as cited in *Systems Thinking for Social Change* by David Peter Stroh (2015)

Adapted from the Texas Early Childhood Convenings

Conventional vs. Systems Thinking

Conventional Thinking	Systems Thinking
A policy designed to achieve short-term success will also assure long-term success	Most quick fixes have unintended consequences: they make no difference or make matters worse in the long run

Source: Innovation Associates Organizational Learning as cited in *Systems Thinking for Social Change* by David Peter Stroh (2015)

Adapted from the Texas Early Childhood Convenings

Conventional vs. Systems Thinking

Conventional Thinking	Systems Thinking
In order to optimize the whole, we must optimize the parts	In order to optimize the whole, we must improve relationships among the parts

Source: Innovation Associates Organizational Learning as cited in *Systems Thinking for Social Change* by David Peter Stroh (2015)

Adapted from the Texas Early Childhood Convenings

Conventional vs. Systems Thinking

Conventional Thinking	Systems Thinking
Aggressively tackle many independent initiatives simultaneously	Only a few key coordinated changes sustained over time will produce large systems change

Source: Innovation Associates Organizational Learning as cited in *Systems Thinking for Social Change* by David Peter Stroh (2015)

Adapted from the Texas Early Childhood Convenings

Four Challenges of Change

1. Motivation – Why should we change?
2. Collaboration – Why should we work together?
3. Focus – What should we do?
4. Learning – Why do I need to learn anything else? (I already know it all.)

Source: *Systems Thinking for Social Change* by David Peter Stroh (2015) p. 21

Adapted from the Texas Early Childhood Convenings

Challenge of Change: Motivation

"Systems thinking ***motivates*** people to change because they discover their role in exacerbating the problems they want to solve."

Source: *Systems Thinking for Social Change* by David Peter Stroh (2015) p. 21

Adapted from the Texas Early Childhood Convenings

Example: Not enough providers in rural areas

- Who do you need to motivate?
  - ED, Board, Staff
  - Providers
  - Parents
  - Employers
  - School districts
  - Community partners
  - Elected officials
- What information do they have?
- Where is the gap?
- What are their resources?

Use data to show the gap in services:

- Child care and TRS maps
- Child care deserts

Use data to show the impact:

- Kindergarten-readiness
- Eligible children not in public pre-k
- Parents who requested care in the area and cannot access it

Challenge of Change: Collaboration

"Systems thinking ***catalyzes collaboration*** because people learn how they collectively create the unsatisfying results they experience."

Source: *Systems Thinking for Social Change* by David Peter Stroh (2015) p. 21

Adapted from the Texas Early Childhood Convenings

Example: Not enough infant/toddler quality seats

- What resources are in the community?
- What resources does TWC have?
- Do the right people know about the problem?
- Where is the gap?
- How can you help build relationships so people can provide resources to close the gap?

Use data to show the need:

- # of TRS providers
- Subsidy 0-3 in TRS and licensed-only
- Of the TRS providers, what do infant/toddler teachers score on CLI Engage?
- Workforce data?

Use data to show the impact:

- Kindergarten-readiness
- Other community data

Challenge of Change: Focus

"Systems thinking ***focuses*** people to work on a few key coordinated changes over time to achieve system-wide impacts that are significant and sustainable."

Source: *Systems Thinking for Social Change* by David Peter Stroh (2015) p. 21

Adapted from the Texas Early Childhood Convenings

Example: Not enough TRS providers

- Why aren't they in TRS?
- What do providers need / want?
- What activities are you funding to address this?
- What do others provide that you also provide? Who do providers trust? Who do they listen to?
- Do you need more mentors?
- How long is it taking mentors?
- What is their case load?
- Who can help?

Use data to show the need:

- # of TRS providers over time
- $ spent for efforts over time
- Compare to another LWDB
- Your own mentor data

Challenge of Change: Learning

"Systems thinking ***stimulates continuous learning***, which is an essential characteristic of any meaningful change in complex systems."

Source: *Systems Thinking for Social Change* by David Peter Stroh (2015) p. 21

Adapted from the Texas Early Childhood Convenings

Example: Not enough TRS providers

- What was the goal for the year?
- What did you do to achieve the goal?
- How do you measure whether it worked?
- Did it work?
- What can we do better?
- Ask these questions to TWC, child care directors and staff, parents, coworkers, etc.

Use data to show the need:

- # of TRS providers over time
- $ spent for efforts over time
- Compare to another LWDB
- Your own mentor data

Exercise

EXAMPLE

ACTIVITY	HOW ACTIVITY SUPPORTS GOAL
Purchase curriculum	Helps provider earn points for TRS

DISCUSS IN PAIRS

- How does each activity actually move the needle?
- Are there gaps?
- Do other people offer these same activities?
- Are you addressing all levels of the system?
- What data could you use?
- What data do you need?

END