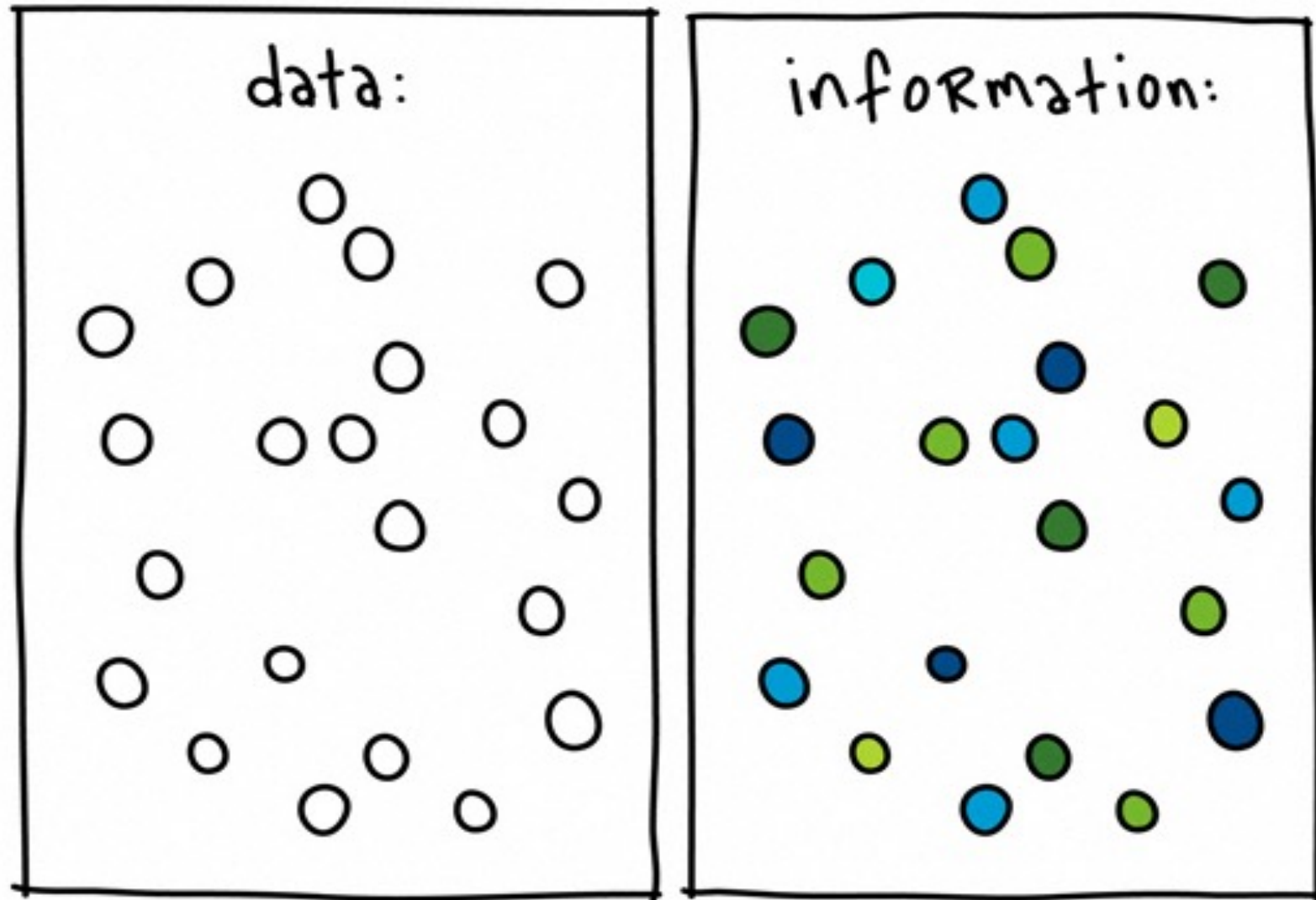




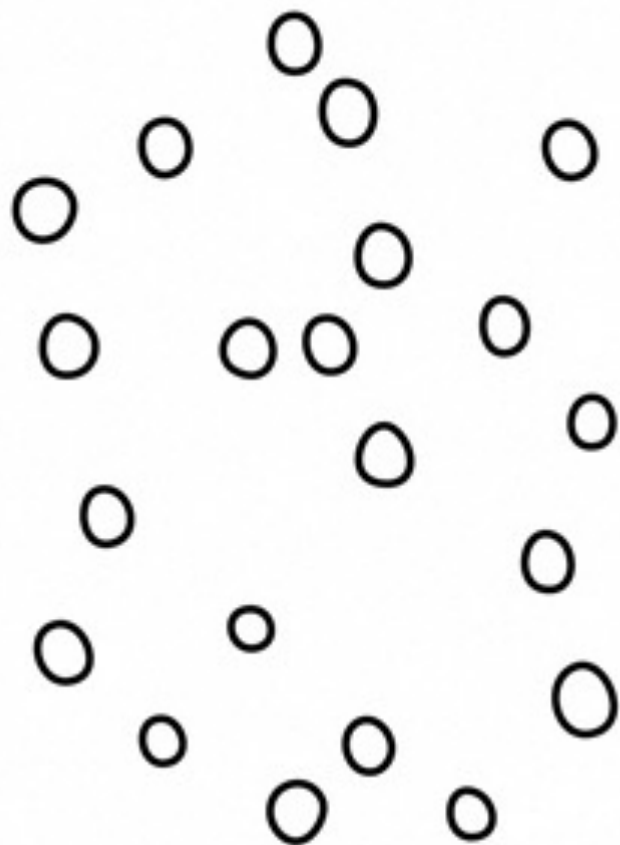
ROUNDTABLE 2019 | Long Beach, CA

Identifying State-level Data for Short- and Long-Term Planning

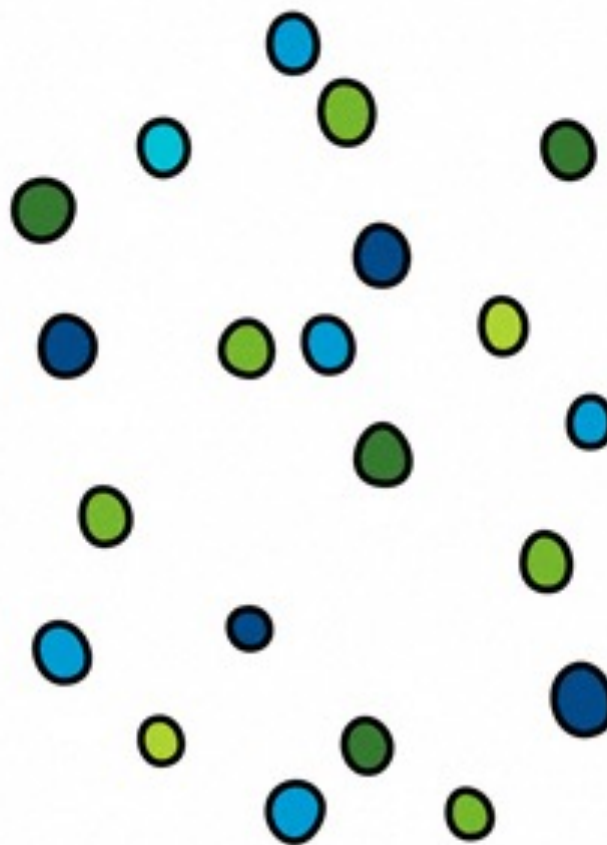
What comes to mind
when you think about
“equity” in early
childhood education?



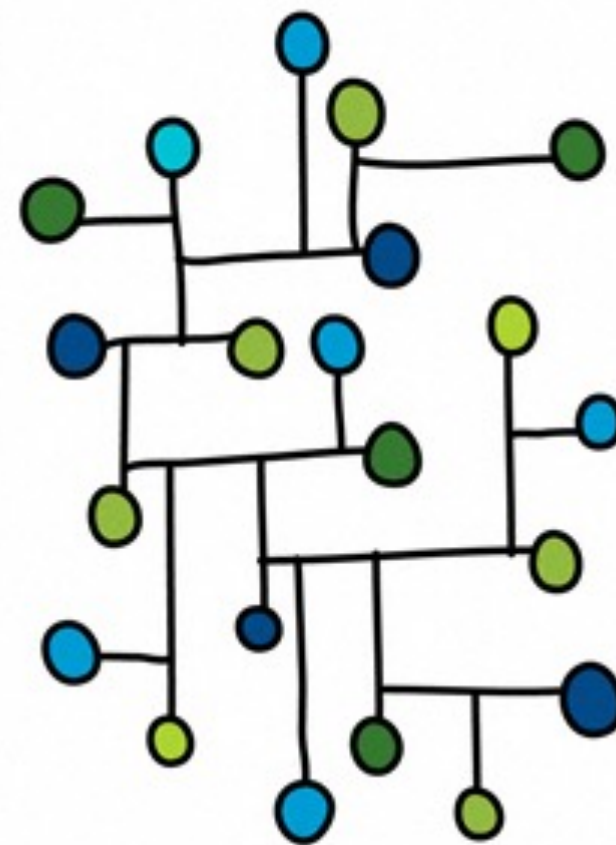
data:

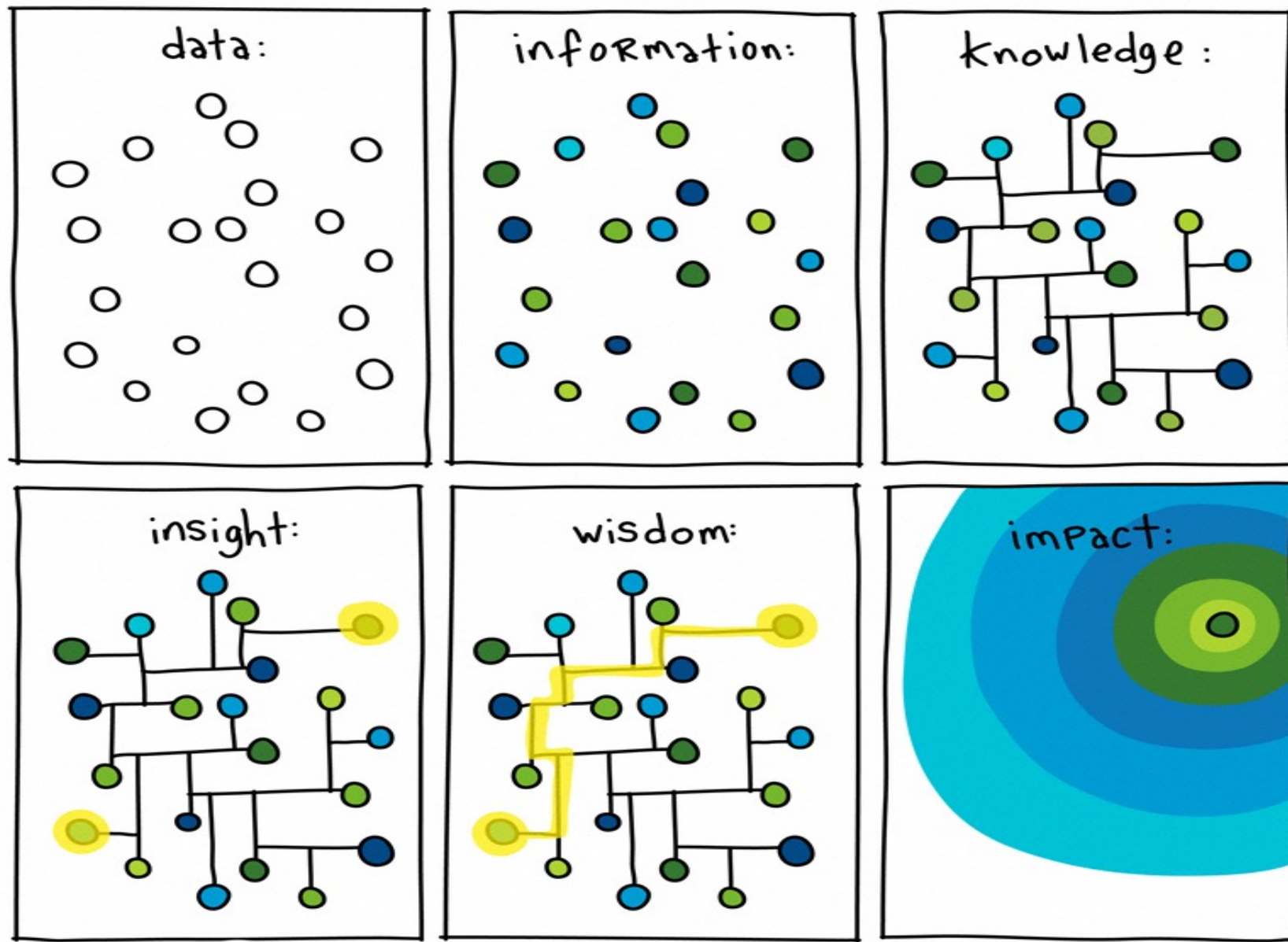


information:



knowledge:

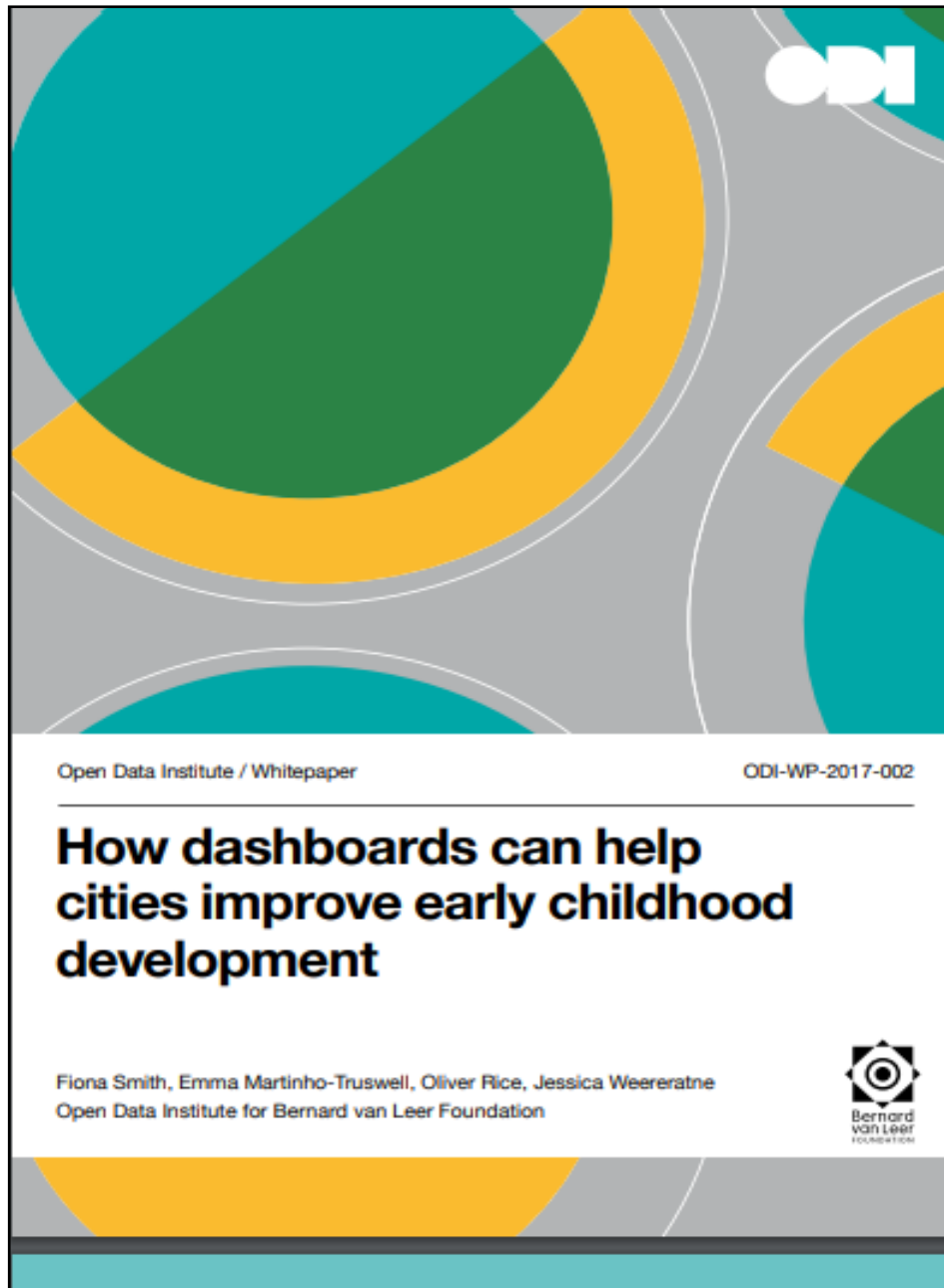




@gapingvoid

What do your data suggest?





<https://bernardvanleer.org/app/uploads/2017/12/ODI-BvLF-Dashboard-Report-WEB.pdf>

SANTA FE DATA HUB

[HOME](#)[GOALS](#)[BASELINE REPORT](#)[DASHBOARDS](#)[DATA SPOTLIGHT](#)[RESOURCES](#)

EARLY CHILDHOOD DASHBOARDS

■ Related Dashboard on Early Childhood

[Childcare Center Capacity & Map](#)

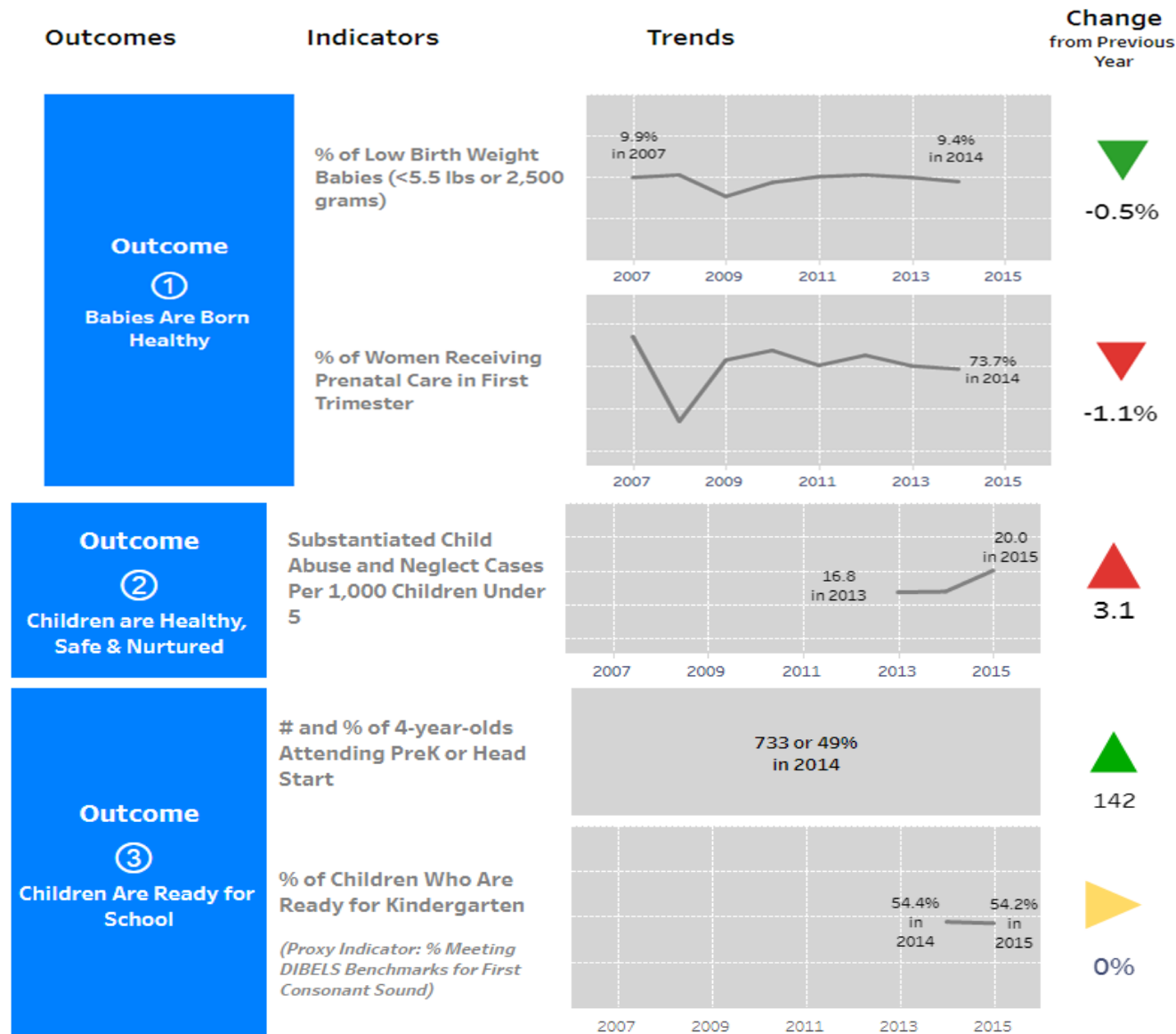
[Map & Trend by Indicators](#)

EARLY CHILDHOOD SUCCESS REPORT CARD

<	Early Childhood Outcomes & Indicators	OUTCOME 1: Babies Are Born Healthy	OUTCOME 2: Children Are Healthy, Safe & Nurtured	OUTCOME 3: Children Are Ready for Kindergarten	MAP of Child Care Capacity by STAR Rating	>
---	--	---------------------------------------	--	--	---	---

<https://www.santafedatahub.org/early-childhood.html>

Early Childhood Outcomes & Indicators



Arrows indicate change from the previous year.
Colors indicate whether the change is desirable (green) or not desirable (red).

Early Childhood Data Dashboard for Austin / Travis County



Low-income children are your fast-growing demographic:

Population
growth from
2000 to 2010



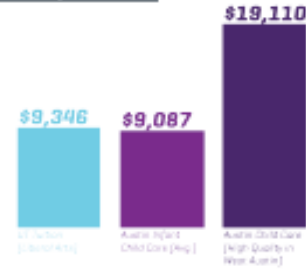
&

They are not set up for success

Percent of
school-ready
children



Care & education in Austin are expensive



Families cannot afford care

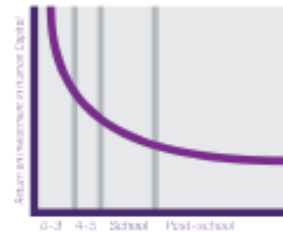


Children are left unserved



We know there's a high ROI

Heckman formula

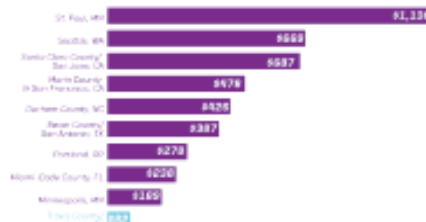


Other communities are outpacing us

City of Austin
Investments



Public spending per low-income child



The **School Readiness Action Plan** is a community-wide initiative led by United Way for Greater Austin to change these statistics. Learn more at: uwatx.org/sb6

Early Childhood

Featured Report Topics

How many children are participating in Early Childhood programs before Kindergarten?

**29%**

Percent of 2016-17 Kindergartners in
Great Start Readiness Program before
Kindergarten
Statewide
[Complete Report](#)

6.2%

Absenteeism rate of 2016-17
Economically Disadvantaged
Kindergartners that had an Early
Childhood program before Kindergarten
Statewide
[Complete Report](#)



Early Childhood Inquiries

Child Count

Shows the number of Michigan children enrolled in Early Childhood Programs by programs or demographic report category.

[Generate a Report](#)

Participation by Kindergarten

Shows how many kindergartners attended early childhood programs by location, school year, program type and demographic information.

[Generate a Report](#)

Early Childhood Impact on K-3 Absenteeism

Shows absence rates for students in kindergarten through third grade, and allows rate comparison of students who have participated in select publicly-funded early childhood programs before kindergarten, with that of all students.

Kindergarten Pathways

Shows the order in which children were enrolled in publicly-funded early childhood programs prior to entering kindergarten, and the number of children that followed each pathway.

[Generate a Report](#)

2018 ELAC Dashboard Indiana Profile

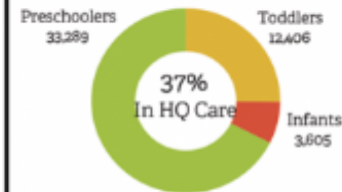


HOW MANY YOUNG CHILDREN LIVE IN INDIANA & NEED CARE?

326,985 Indiana Young Children Need Care



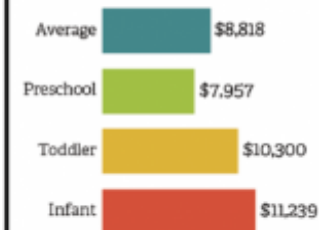
HOW MANY CHILDREN ARE ENROLLED IN HIGH-QUALITY PROGRAMS BY AGE?



HOW MANY PROGRAMS ARE AVAILABLE?

	Child Care Centers	School-Based	Registered Ministries	Family Child Care
Known	962	708	667	2,941
On PTQ	570	136	130	1,862
High-Quality	428	112	77	581

WHAT IS THE COST OF HIGH-QUALITY PROGRAMS BY AGE GROUP?

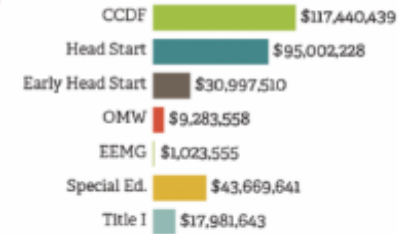


HOW MUCH OF THEIR INCOME DOES A SINGLE PARENT WITH ONE CHILD PAY FOR HIGH-QUALITY CARE?



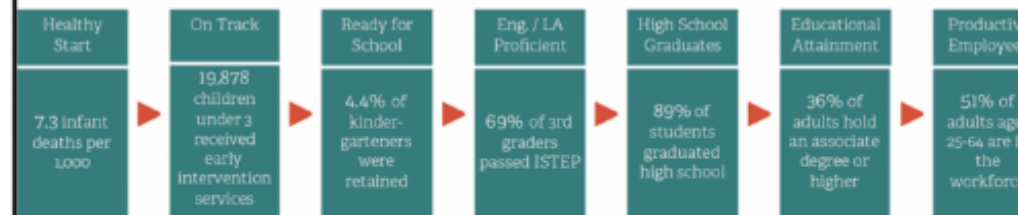
HOW MUCH PUBLIC ASSISTANCE IS AVAILABLE TO SUPPORT FAMILIES?

Funding Subtotal: \$315,398,574



\$1129,233,080 is needed to fund high-quality care for young children living under 100% of FPL.

HOW IS EARLY LEARNING LINKED TO LATER SUCCESS?

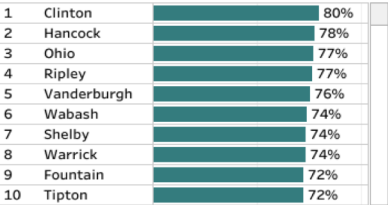


Visit www.elacindiana.org for data sources, technical descriptions of each data element in this profile, all county profiles, and the state's full annual report.

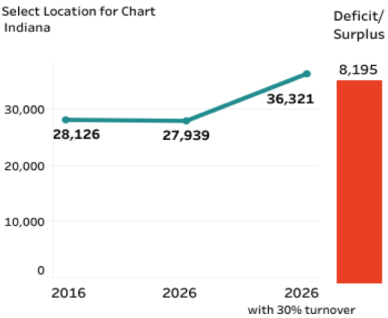
ACCESSIBILITY

Hover for Help

What percentage of children need early childhood care and education because all parents are working? (County Ranking)

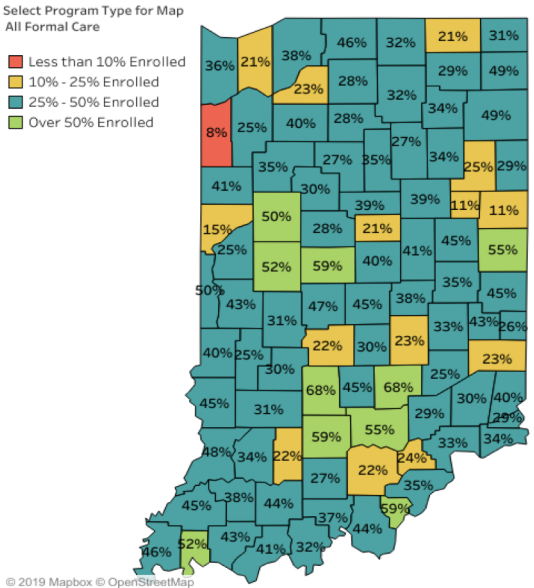


Can the supply of early childhood care and education teachers meet the demand?



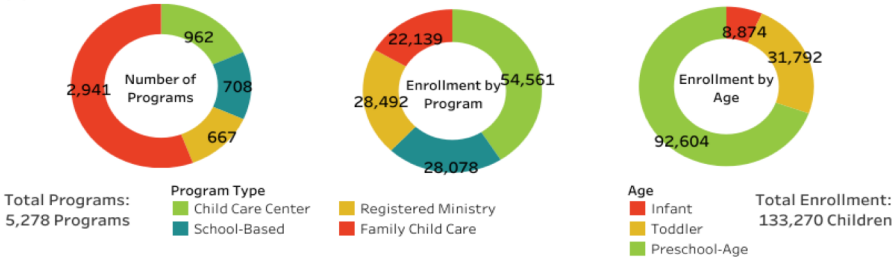
What percentage of children who need care are enrolled in a kn..

41% of young children in Indiana who need care are enrolled in a formal early childhood care and education program.



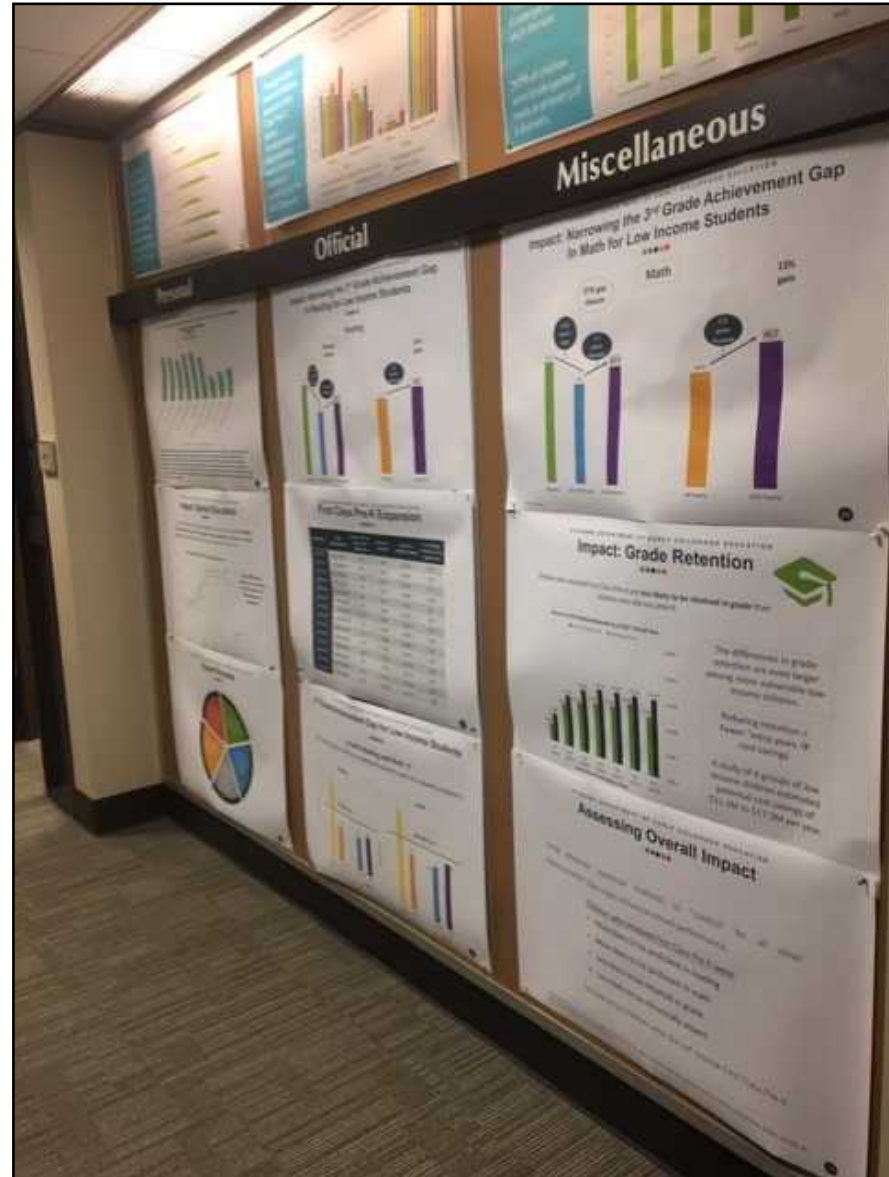
What types of formal early childhood care and education program options are available for young families?

Select Location for Charts
Indiana

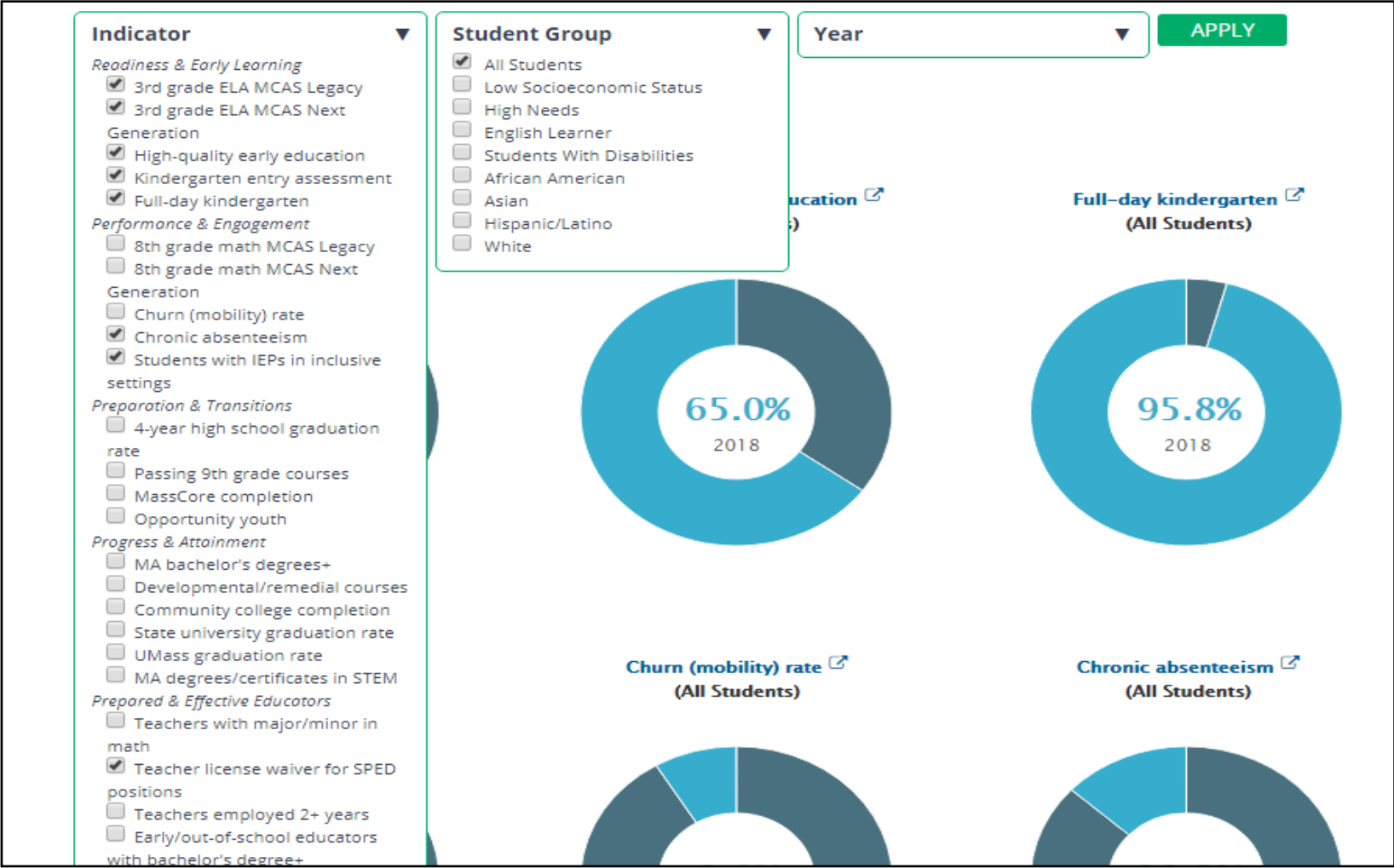


Additional data sources and notes available at:
<http://www.elacindiana.org/documents/elac-2018-annual-report-interactive-dashboard-data-sources-definitions.pdf>

ALABAMA DEPT. OF EARLY CHILDHOOD EDUCATION DATA WALL



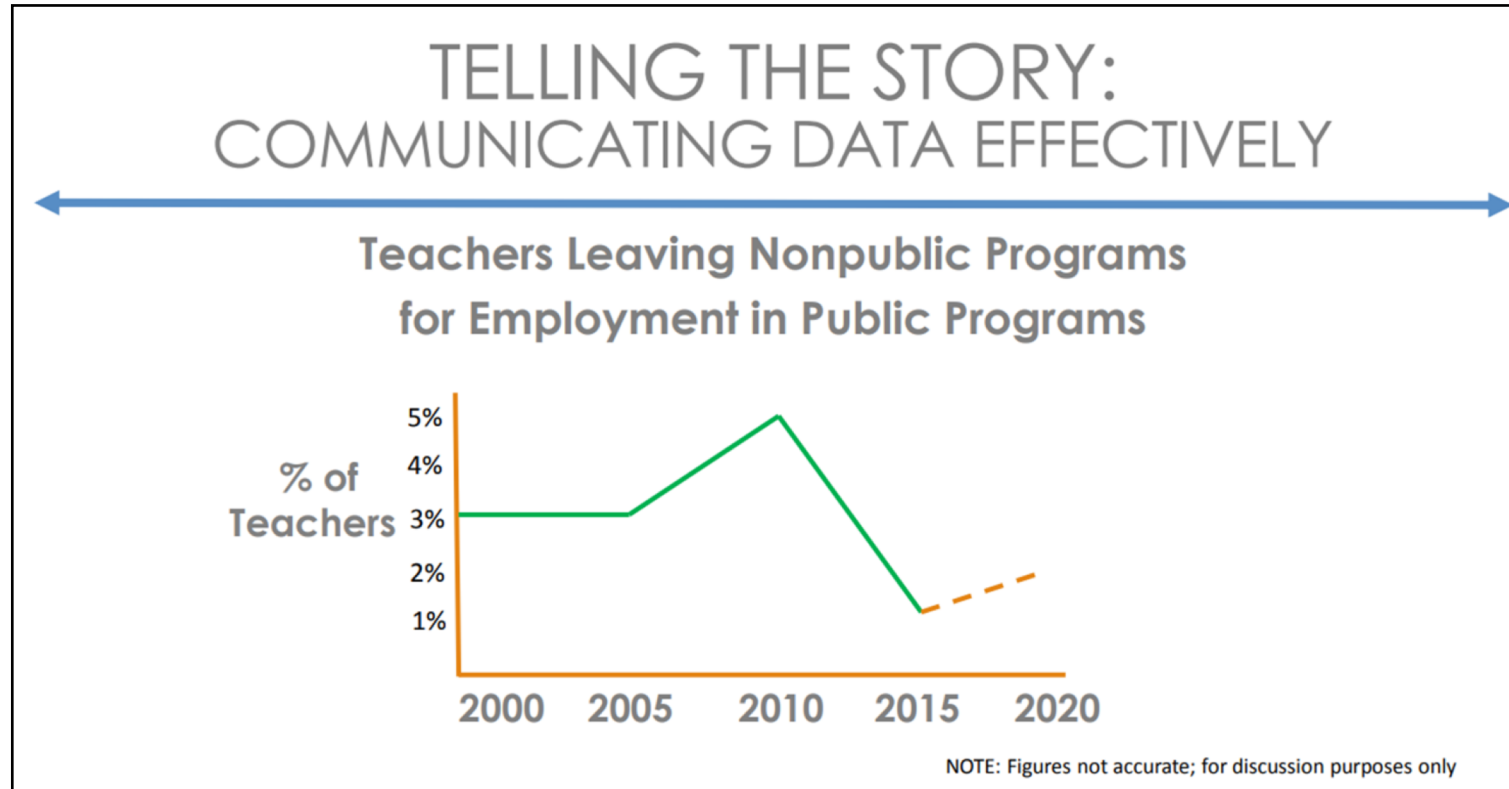
Rennie Center for Education Research and Policy (MA)



Rennie Center for Education Research and Policy (MA)



What is the story behind your equity data?



If you don't have the message and data,
someone else will tell the story.



Nebraska Early Childhood Data

Melody Hobson
Administrator, Office of Early Childhood
Nebraska Department of Education

AQuesta

- 6 Tenets of AQUESTT
- School and District Ratings
 - Assessment Scores
 - High School Graduation Rates (Districts and High Schools)
 - Evidence Based Analysis
 - Attendance Data for Pre-K 12

Infants and Toddlers

- Birth mandate state
 - IDEA Part –C services co lead by NDHHS and NDE
 - Services provided through Public Schools
- Sixpence / Birth to Three Endowment
 - Public Private Partnership
 - Interest from Endowment
 - State General Funds
 - CCDF Infant/Toddler funds (CC partnership)

Infant /Toddler Data

- **Part –C** data on all children birth to 3 receiving services
- **Sixpence** – Birth to 3 Endowment
- **Early Head Start** Grantees that are School District/ESU
- School Districts that provide **child care**

Transition information

- 2015-16 -**58%**
 - 1846 2-yr-olds in I/T programs
 - 1065 in PreK the next year
- 2016-17 – **55%**
 - 2076 2-yr olds in I/T programs
 - 1133 in PreK the next year
- 2017-18 – **52%**
 - 2252 2 –yr-olds in I/T programs
 - 1176 in PreK the next year

THE ALABAMA DEPARTMENT OF EARLY CHILDHOOD EDUCATION

Dr. Tracye Strichik



ALABAMA DEPARTMENT OF
Early Childhood
Education

Assessing Impact for All Alabama Students

Using advanced statistical methods to “control” for all other characteristics* that might influence school performance,

Children who received First Class Pre-K were:

- More likely to be proficient in reading
- More likely to be proficient in math
- Less likely to be retained in grade
- Less likely to be chronically absent

Compared to children who did not receive First Class Pre-K.

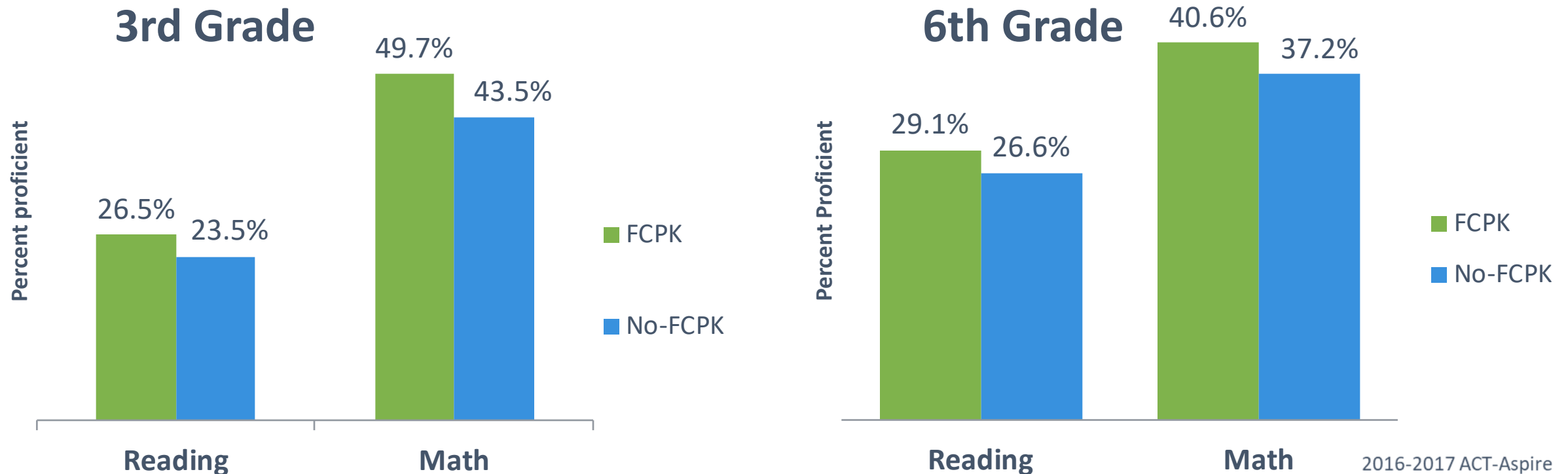
❖ We see no evidence of fade out of benefits over time.

Based on analyses of ACT Aspire results from Spring 2015, 2016, and 2017 for children in 3rd through 7th grades.

*Multivariable linear probability fixed effects models control for receipt of First Class Pre-K, year received/could have received First Class Pre-K, race/ethnicity, gender, poverty, and school attended.

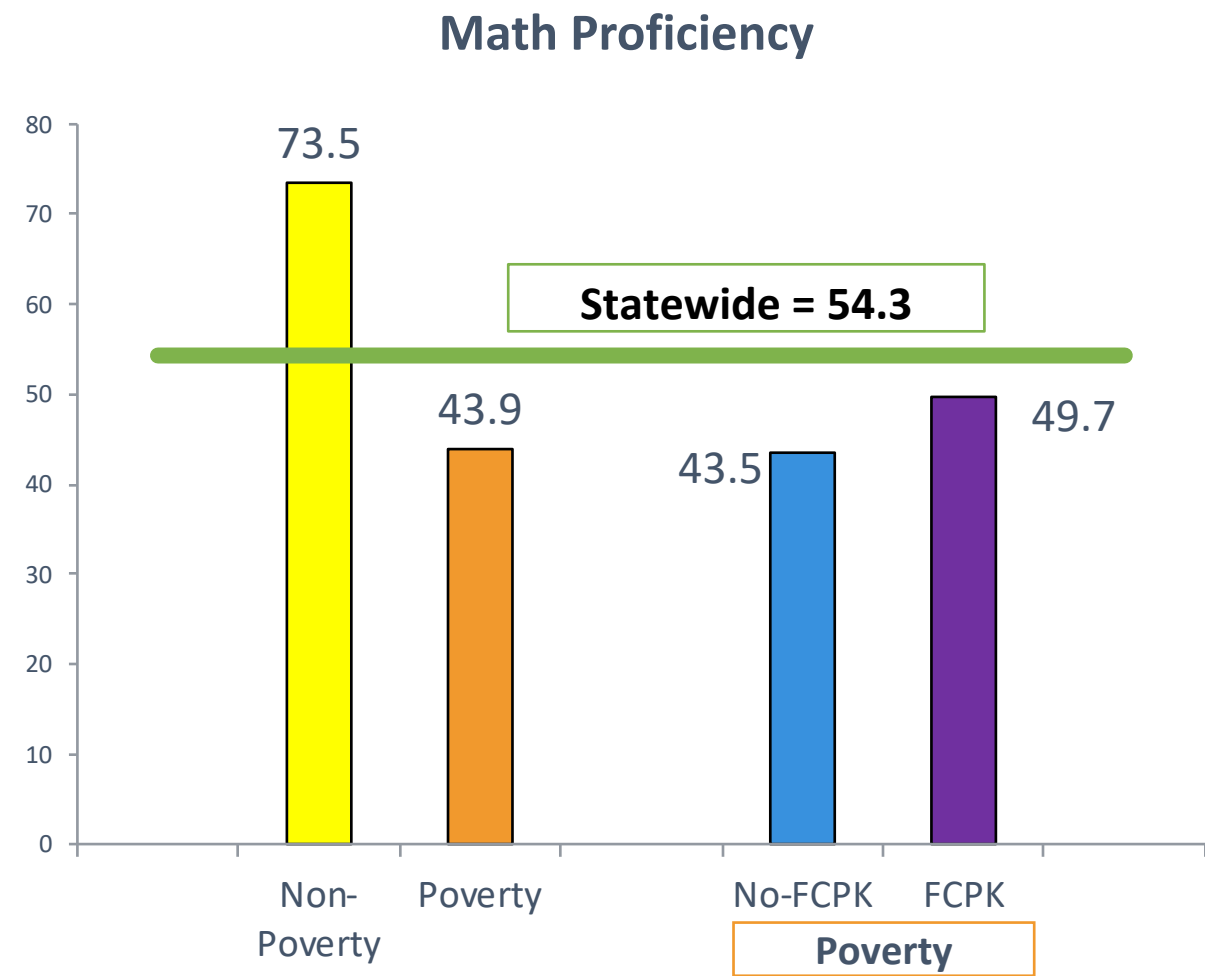
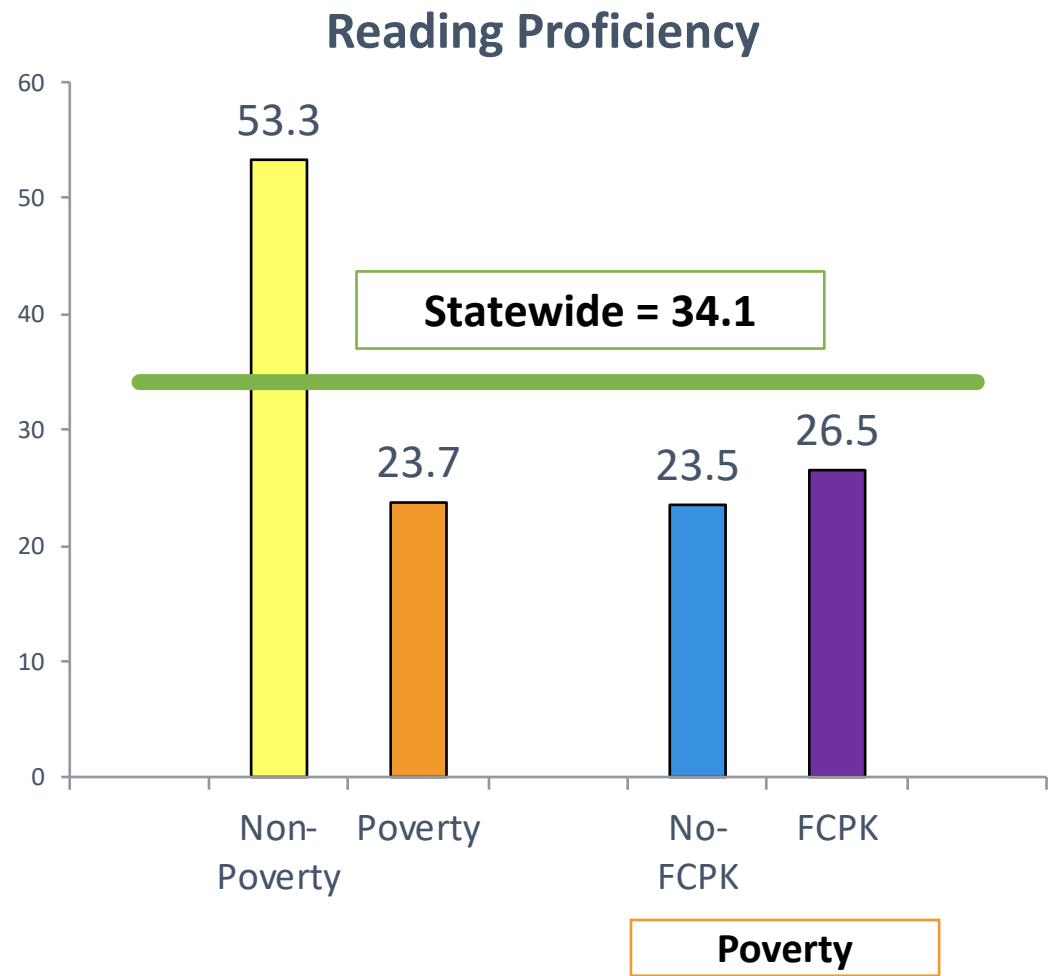
Impact for Low-Income Students: Reading & Math Proficiency at 3rd and 6th Grades

Statewide analysis among Alabama's most vulnerable 3rd and 6th grade children shows that children who received First Class Pre-K were **more likely to be proficient in reading and math** compared with children who did not receive First Class Pre-K.

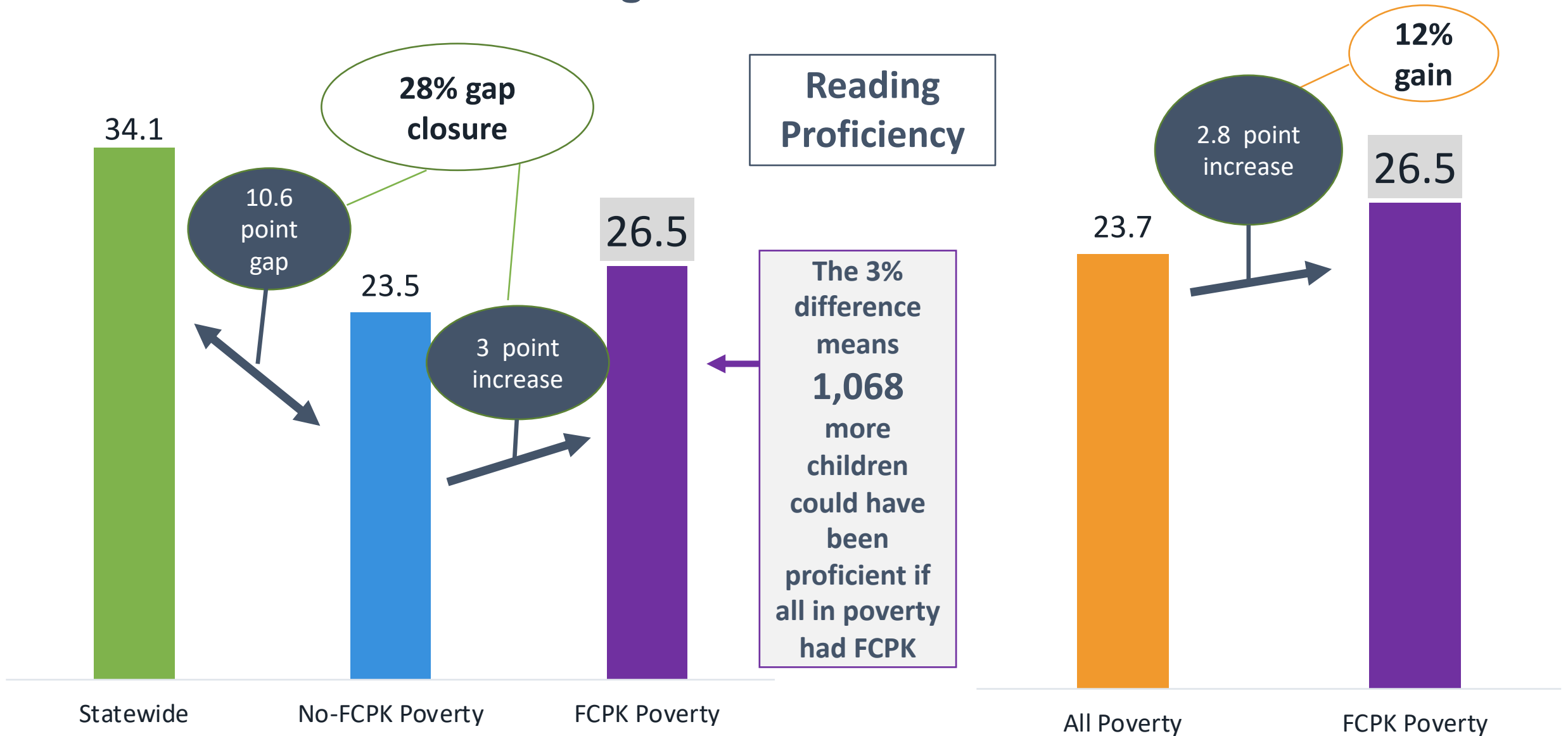


3rd Grade Achievement Gap Based on Income

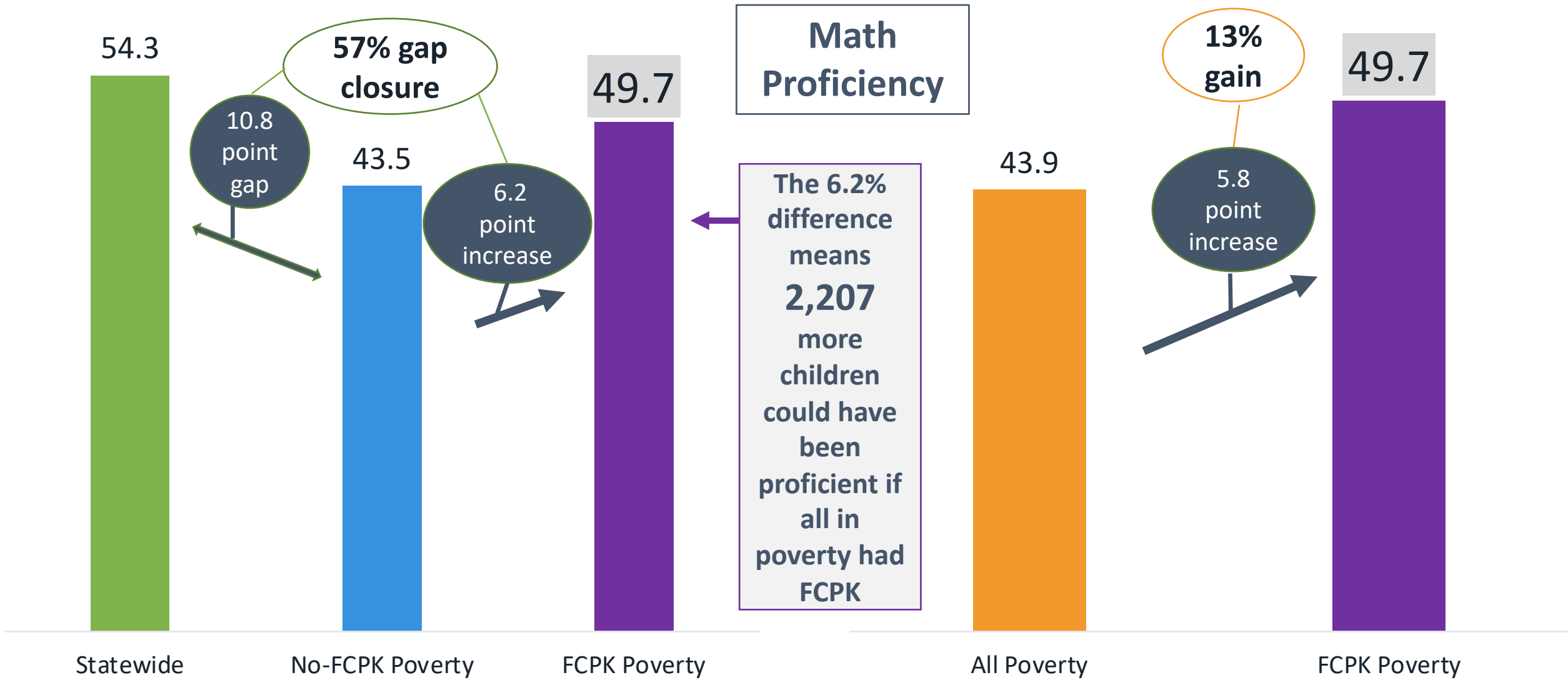
In both Reading and Math, we observe a **29.6 percentage point gap** in proficiency between poverty and non-poverty students. First Class Pre-K closes that gap for children in poverty.



Impact: Narrowing the 3rd Grade Achievement Gap in Reading for Low Income Students



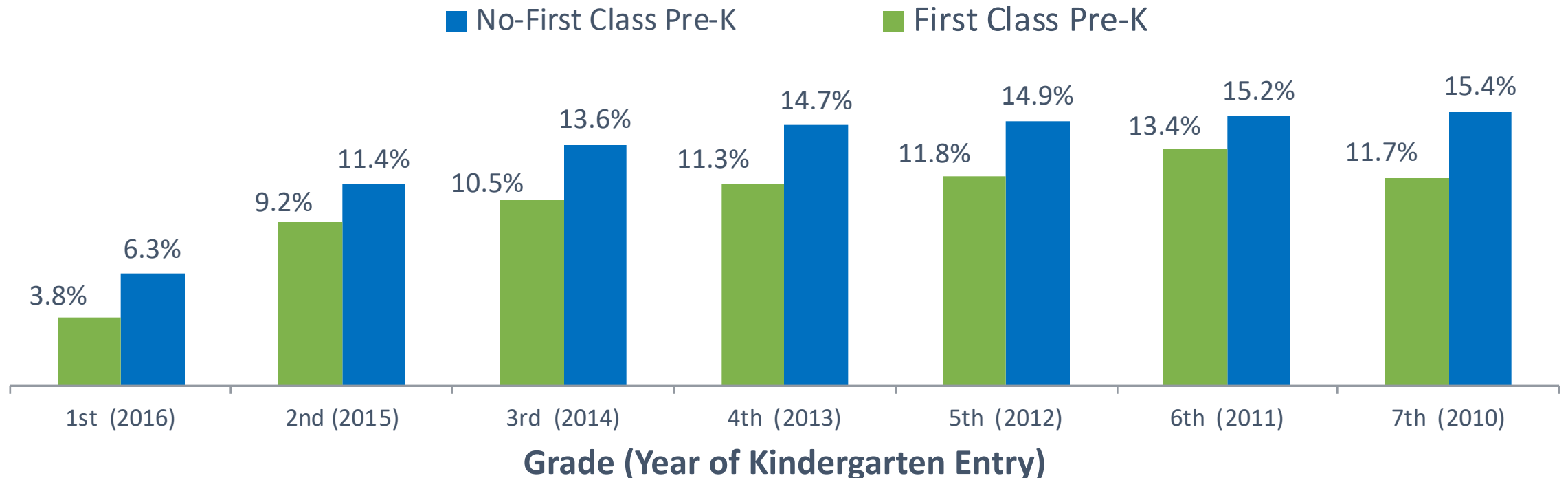
Impact: Narrowing the 3rd Grade Achievement Gap in Math for Low Income Students



Impact: Grade Retention for All Alabama Students

Children who received First Class Pre-K are less likely to be retained in grade than children who did not attend.

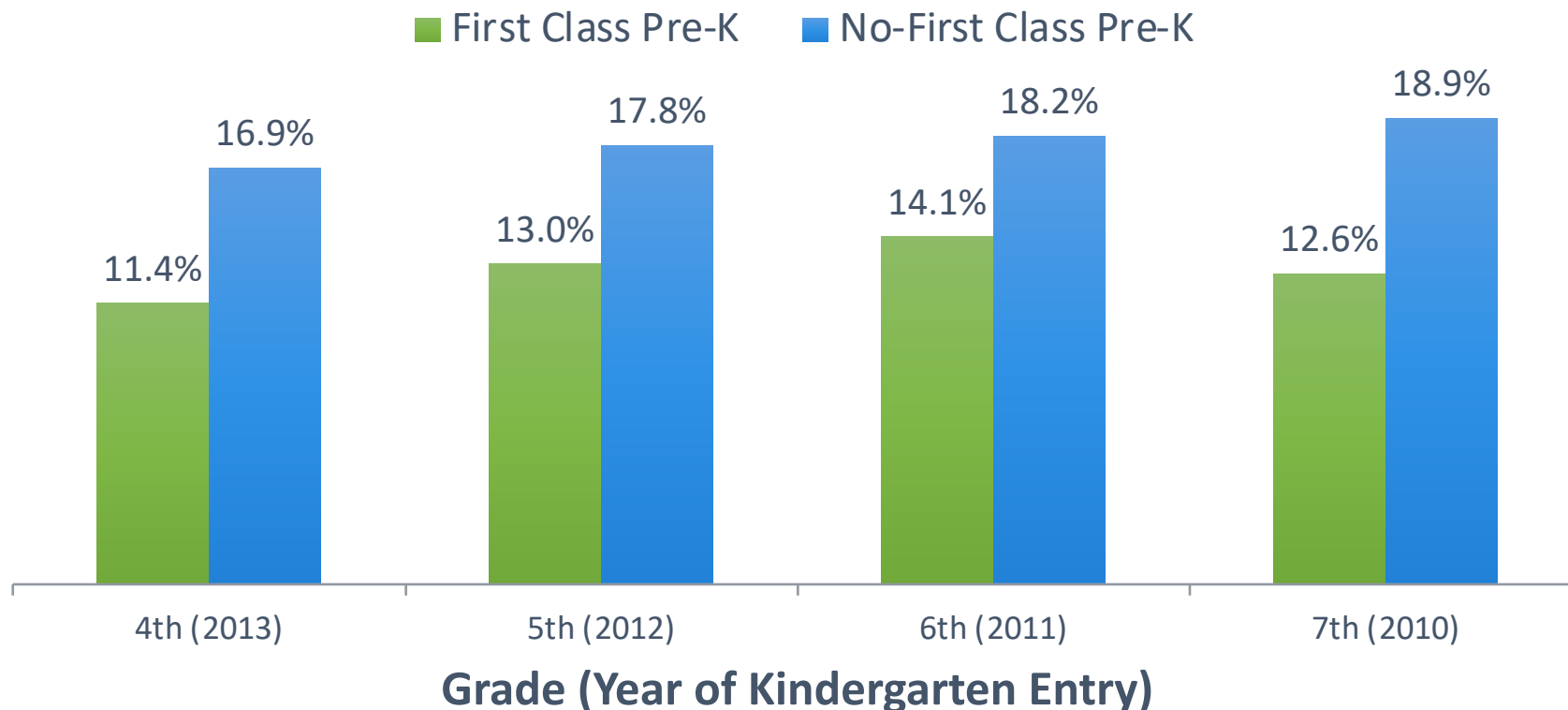
Percent of All Students Retained as of Fall 2017



Impact: Grade Retention for Low Income Students

Children who received First Class Pre-K are less likely to be retained in grade than children who did not attend.

Percent of Students Retained as of Fall 2016



These differences mean that **6,503** fewer students could have been retained if all low income children in these grades had received FCPK.

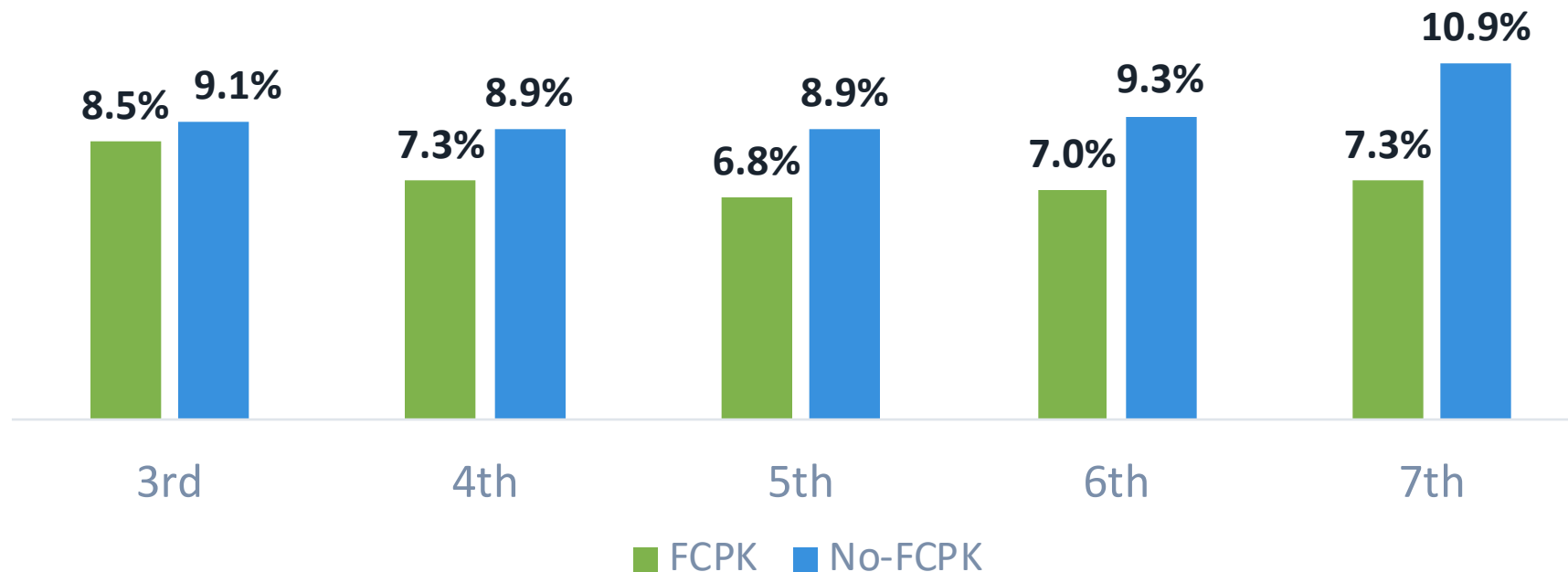
Reducing retention =
Fewer “extra years” →
cost savings

Estimated potential cost savings of **\$59,165,276** for these 4 groups.

Impact: Attendance for Low Income Students

Alabama First Class Pre-K children consistently over time and across grades miss fewer days of school. Low income children who received First Class Pre-K are less likely to be chronically absent.

Percentage of Low Income Children who were Chronically Absent by Grade, 2015-2016 school year



These differences result in an estimated \$5,403,655 in cumulative “lost cost” avoided

Chronically absent students missed 18 or more days per year



USING DATA TO INFORM EQUITY FOCUSED POLICIES

OREGON EARLY LEARNING DIVISION

LILLIAN GREEN, EQUITY DIRECTOR
GWYN BACHTLE, DIRECTOR OF EARLY LEARNING PROGRAMS

May 2019

2015 Legislative Session

- New Mixed-delivery preschool program
 - Requires lead teachers to have a bachelor's degree
 - Requires pay parity with kindergarten teachers
 - Priority populations for eligibility
 - *Income: 0-200% FPL*
 - *Race and ethnicity: Communities that have experienced persistent educational disparities*

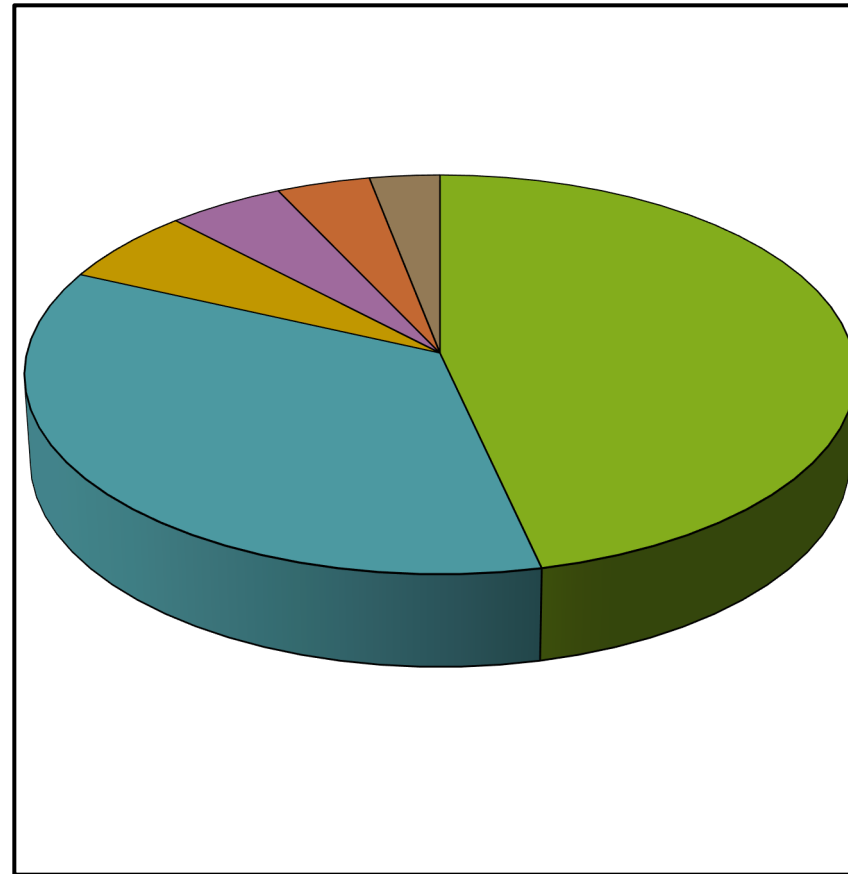
First Year: Student Demographics

1,259 students

Primary Language:
65% English
35% Spanish

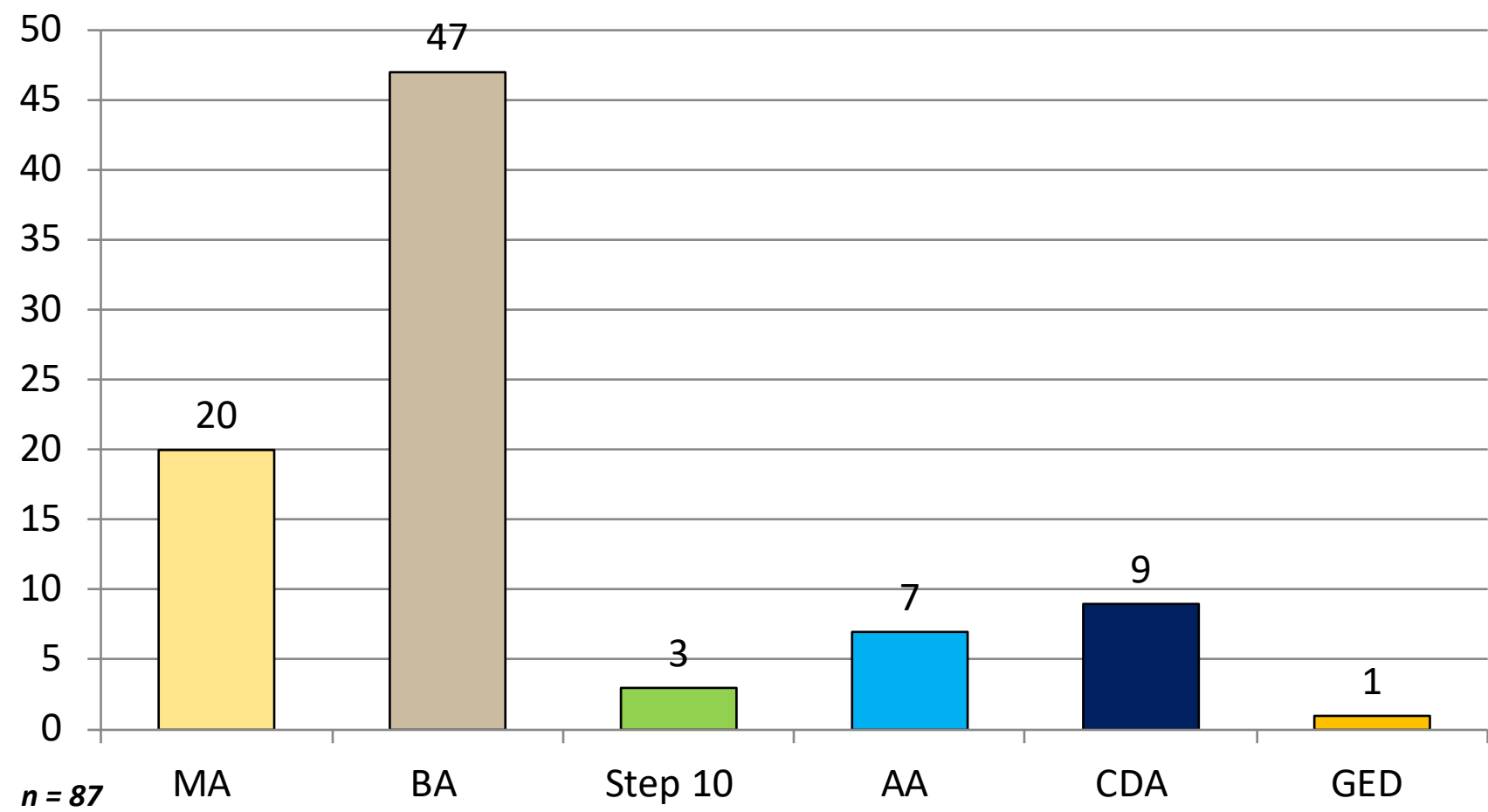
Income at or below
100% of the
Federal Poverty
Levels: 33%

Income between
101-200% of the
Federal Poverty
Levels: 67%



- Hispanic 46%
- White 35%
- Black 6%
- Multiracial 5%
- Asian 4%
- American Indian/American Native 3%

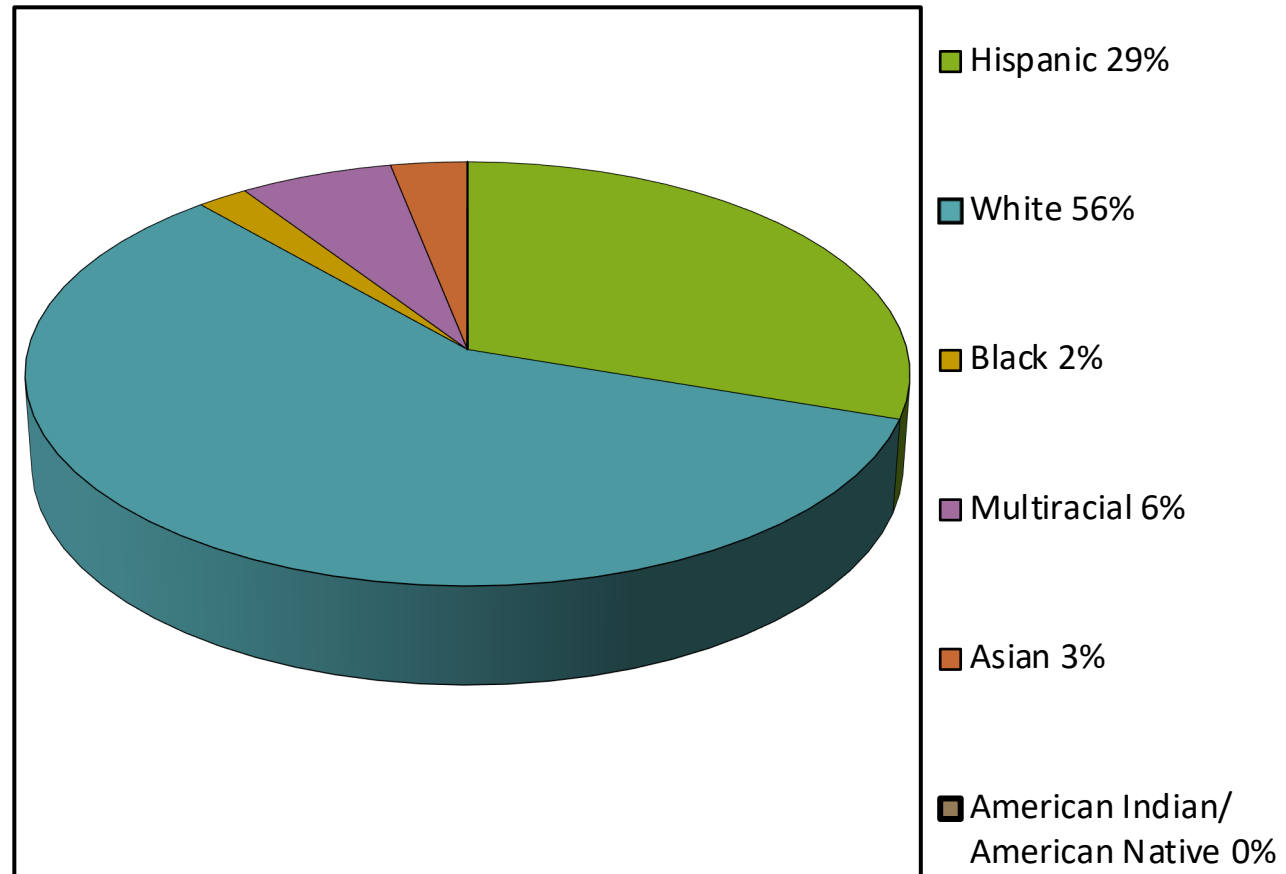
First Year: Lead Teacher Education Level



77% of the lead teachers have a Bachelor Degree or higher

First Year: Teaching Staff Demographics

This is inclusive of both lead teachers, assistants and support staff that interact with the students.



New Policy

2017 Legislative Session

- Amended enacting legislation and removed the bachelor's degree requirement
- Determining new entry level educational level
 - Stakeholder input
 - Use of workforce data
 - Use of Equity Lens

Workforce Data April 2018

DATA APPENDIX: RACE AND ETHNICITY OF STEPS 3-12, ACTIVE DESIGNATED POSITIONS, BY REGISTRY STEP

	3		4		5		6		7		7.5		8	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
American Indian or Alaska Native	5	1.3%	6	1.3%	8	2.2%	6	2.8%	6	0.5%	4	1.7%	4	1.4%
Asian	25	6.7%	18	3.8%	14	3.9%	7	3.3%	28	2.5%	4	1.7%	6	2.1%
Black or African American	15	4.0%	14	3.0%	11	3.0%	8	3.7%	51	4.6%	11	4.5%	12	4.2%
Latino or Hispanic	84	22.4%	110	23.3%	84	23.2%	53	24.8%	326	29.3%	58	24.0%	51	17.8%
Native Hawaiian or other Pacific Islander	2	0.5%	2	0.4%	1	0.3%	2	0.9%	7	0.6%	0	0.0%	1	0.3%
White (not Latino or Hispanic)	240	64.0%	320	67.7%	239	66.0%	137	64.0%	684	61.5%	163	67.4%	207	72.1%
Multiracial	2	0.5%	1	0.2%	1	0.3%	1	0.5%	8	0.7%	1	0.4%	6	2.1%
Other	2	0.5%	2	0.4%	4	1.1%	0	0.0%	2	0.2%	1	0.4%	0	0.0%
Total	375	100.0%	473	100.0%	362	100.0%	214	100.0%	1,112	100.0%	242	100.0%	287	100.0%

	8.5		9		9.5		10		11		12		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
American Indian or Alaska Native	1	0.4%	11	1.3%	1	2.0%	6	0.5%	2	0.5%	0	0.0%	60	1.0%
Asian	11	4.9%	30	3.5%	2	3.9%	44	3.5%	15	4.1%	0	0.0%	204	3.5%
Black or African American	8	3.6%	24	2.8%	1	2.0%	22	1.7%	6	1.6%	0	0.0%	183	3.1%
Latino or Hispanic	46	20.5%	148	17.3%	3	5.9%	119	9.4%	19	5.2%	0	0.0%	1,101	18.9%
Native Hawaiian or other Pacific Islander	1	0.4%	2	0.2%	1	2.0%	7	0.6%	3	0.8%	0	0.0%	29	0.5%
White (not Latino or Hispanic)	156	69.6%	632	74.0%	43	84.3%	1,062	83.5%	319	86.7%	2	100.0%	4,204	72.0%
Multiracial	1	0.4%	3	0.4%	0	0.0%	8	0.6%	3	0.8%	0	0.0%	35	0.6%
Other	0	0.0%	4	0.5%	0	0.0%	4	0.3%	1	0.3%	0	0.0%	20	0.3%
Total	224	100.0%	854	100.0%	51	100.0%	1,272	100.0%	368	100.0%	2	100.0%	5,836	100.0%

Workforce Data 2019

DATA APPENDIX: RACE AND ETHNICITY OF STEPS 3-12, ACTIVE DESIGNATED POSITIONS, BY REGISTRY STEP

	3		4		5		6		7		7.5		8	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
American Indian or Alaska Native	7	1.8%	3	0.7%	9	2.4%	5	2.4%	8	0.7%	3	1.3%	3	1.0%
Asian	35	9.0%	15	3.4%	14	3.7%	6	2.8%	27	2.4%	4	1.7%	6	2.0%
Black or African American	12	3.1%	13	2.9%	12	3.2%	11	5.2%	53	4.6%	12	5.1%	15	5.1%
Latino or Hispanic	102	26.4%	107	24.3%	95	25.3%	57	26.9%	352	30.7%	59	25.1%	65	22.0%
Native Hawaiian or other Pacific Islander	1	0.3%	2	0.5%	3	0.8%	3	1.4%	11	1.0%	0	0.0%	1	0.3%
White (not Latino or Hispanic)	225	58.1%	294	66.7%	239	63.7%	129	60.8%	686	59.9%	154	65.5%	200	67.8%
Multiracial	3	0.8%	5	1.1%	1	0.3%	1	0.5%	6	0.5%	1	0.4%	5	1.7%
Other	2	0.5%	2	0.5%	2	0.5%	0	0.0%	2	0.2%	2	0.9%	0	0.0%
Total	387	100.0%	441	100.0%	375	100.0%	212	100.0%	1,145	100.0%	235	100.0%	295	100.0%

	8.5		9		9.5		10		11		12		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
American Indian or Alaska Native	1	0.5%	13	1.6%	1	1.9%	10	0.9%	2	0.6%	0	0.0%	65	1.2%
Asian	11	5.6%	28	3.5%	4	7.7%	36	3.1%	13	4.0%	0	0.0%	199	3.5%
Black or African American	6	3.0%	28	3.5%	2	3.8%	18	1.6%	7	2.2%	0	0.0%	189	3.4%
Latino or Hispanic	41	20.8%	147	18.5%	2	3.8%	117	10.1%	16	5.0%	1	33.3%	1,161	20.7%
Native Hawaiian or other Pacific Islander	1	0.5%	3	0.4%	1	1.9%	9	0.8%	2	0.6%	0	0.0%	37	0.7%
White (not Latino or Hispanic)	134	68.0%	571	71.9%	41	78.8%	957	82.4%	278	86.3%	2	66.7%	3,910	69.6%
Multiracial	3	1.5%	3	0.4%	1	1.9%	10	0.9%	3	0.9%	0	0.0%	42	0.7%
Other	0	0.0%	1	0.1%	0	0.0%	4	0.3%	1	0.3%	0	0.0%	16	0.3%
Total	197	100.0%	794	100.0%	52	100.0%	1,161	100.0%	322	100.0%	3	100.0%	5,619	100.0%

Next Steps

- Equitable access and opportunity to pursue higher degrees
- Other methods to acknowledge (and accept) quality teaching practices
- Setting metrics and benchmarks
 - Program policy aligned with workforce data
 - Shared 'ownership' of achievement



PRESCHOOL
P R O M I S E

Lillian Green

lillian.green@ode.state.or.us

Gwyn Bachtle

gwyn.bachtle@ode.state.or.us

Data Use & Table Discussions

Internal Data Use

Match your question...

With your data...

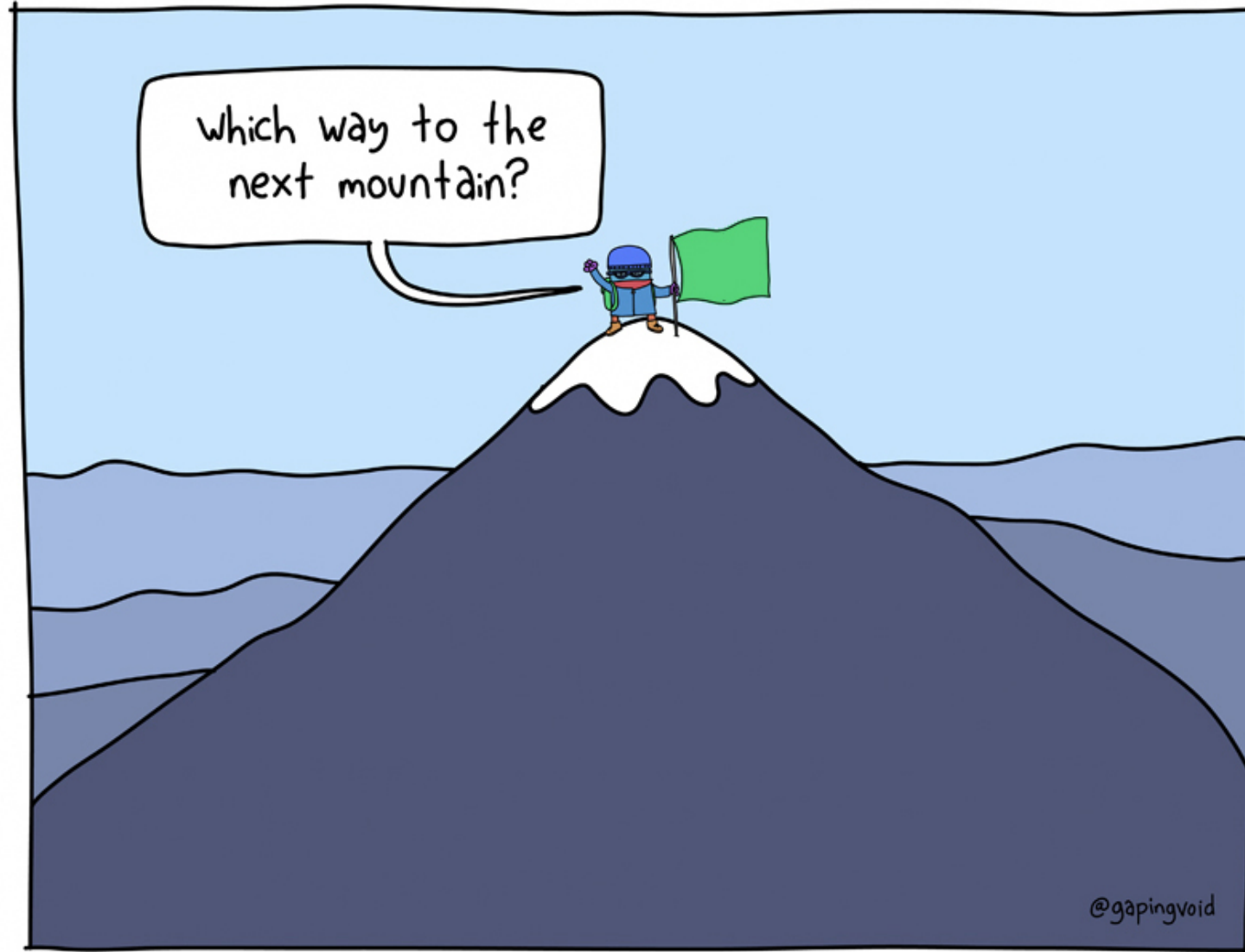
In your context...

External Data Use

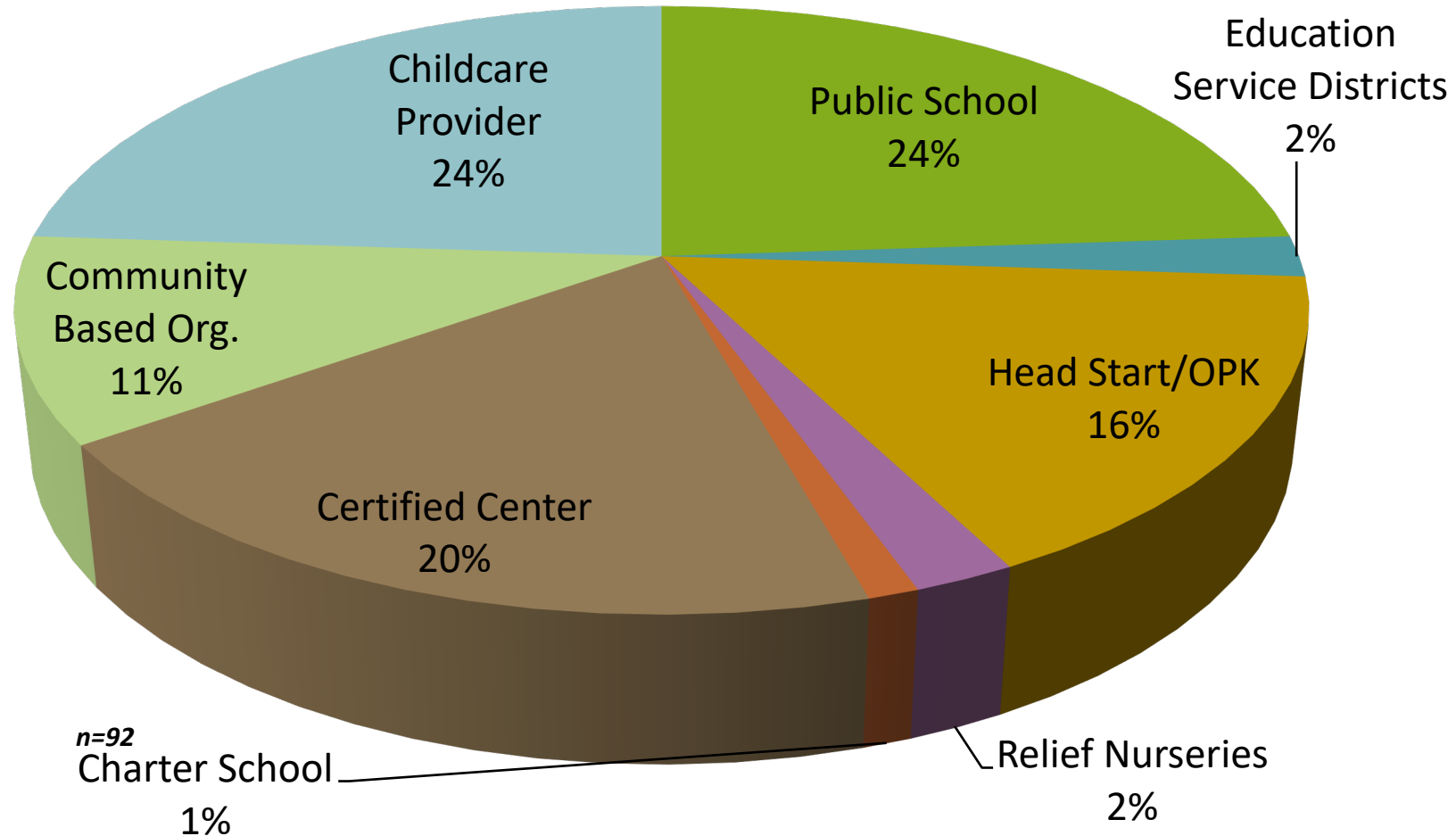
Connect the right people...

To the right content...

With the right data...



First Year: Mixed Delivery Actualized



Child Demographic Data

	100 - 200% FPL	<100% FPL Rate	100 - 200% FPL
American Indian or Alaska Native	45.9%	23.0%	45.9%
Asian	37.3%	14.4%	37.3%
Black or African American	58.5%	35.6%	58.5%
Latino or Hispanic	49.7%	26.8%	49.7%
Native Hawaiian or other Pacific Islander	70.9%	48.0%	70.9%
White (not Latino or Hispanic)	38.2%	15.3%	38.2%
Native Hawaiian or other Pacific Islander	70.9%	48.0%	70.9%
Multiracial	39.9%	17.0%	39.9%