A Dozen Policy Questions You Can Answer with Your Agency's Administrative Data

July 24, 2019

Webinar Series on

Building Your Capacity as a CCDF Lead Agency
to Use Data in Policy Decisions

Overview of webinar

1. Welcome and introductions
2. Share sample policy questions that can be answered with administrative data
3. Review tips in using administrative data
4. Hear two states share their experience in using administrative data to answer policy questions
5. Open to your questions and reflections

Web logistics

- Webinar is being recorded

- The recording will be posted online after the webinar

- All participants are muted

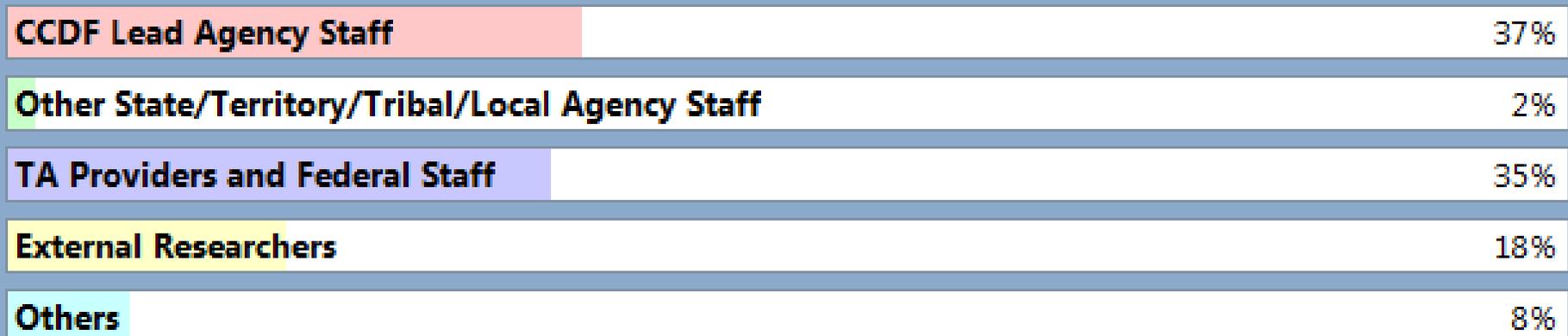- Type your **questions** or **comments** into the Questions box at any time.

Sample Policy Questions That Can Be Answered with Administrative Data

Julia Isaacs

Center for Supporting Research

on CCDBG Implementation

Center for Supporting Research on CCDBG Implementation)

Center for Supporting Research on CCDBG Implementation

Supported through the Office of Planning, Research and Evaluation (OPRE) in the Administration for Children and Families (ACF) and managed through a contract with the Urban Institute

Meryl Barofsky and Alysia Blandon, OPRE Project Officers

Goal: Support CCDF Lead Agencies in building research capacity

Activities:

- Develop webinar series (launching today)

- Develop written resources

- Support grantees with CCDBG Implementation Research and Evaluation Planning and Implementation Grants

URBAN INSTITUTE

OPRE
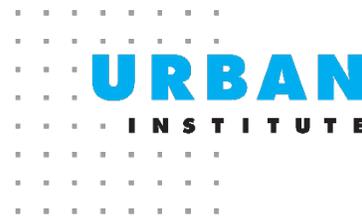
Administrative data

- **Definition:** Information about children, families, or service providers that is collected and maintained as part of regular program administration.

- CCDF Lead agencies have lots of administrative data.

- Some questions can be answered with just one dataset; some require linkages over time or across datasets.

Sample questions (licensing data)

1) Which areas of licensing are most often cited as areas of noncompliance? Which providers receive licensing citations? What does this imply?

2) What are the characteristics of licensed providers in the state? For example, what percentage of nonprofit licensed programs have a religious affiliation?

3) How do characteristics of licensed home-based providers change after implementation of state policies adopted in response to the 2014 Act? (overall, and among those serving children with subsidies)*

Key= * Requires linked administrative data

Sample questions (QRIS data)

4) Is the quality of programs participating in QRIS improving over time?

5) What are the characteristics of programs that improve their QRIS ratings over time?

6) Do more high-quality providers participate in the subsidy program after implementation of higher tiered reimbursement rates?*

Key= * Requires linked administrative data

Sample questions (subsidy payment data)

7) To what extent has implementation of 12-month eligibility impacted the number and/or characteristics of children and families enrolled in the subsidy program?

8) To what extent has implementation of 12-month eligibility impacted subsidy spell length?*

9) Which subgroups of families and children demonstrate the greatest levels of instability?*

Key = * More complex because requires longitudinal data (linking across months). Also, the analysis is improved with linked administrative data (to gather more information about family characteristics).

Sample questions (other data)

10) What are the credentials of the early care and education workforce?

11) What are the child care needs of families seeking help from CCR&Rs?

12) What are the characteristics of teachers and family child care providers who receive onsite technical assistance?

Sample questions (from you)

Could you share other questions that YOU have addressed with CCDF administrative data?

Please type into the Questions Box

Tips in Using Administrative Data to Address Policy-Relevant Early Care and Education Questions

Kelly Maxwell, Child Trends
July 24, 2019

CCEEPRA
Child Care and Early
Education Policy and
Research Analysis

Child Care Administrative Data Analysis Center

- *CCADAC is supported through the Office of Planning, Research and Evaluation (OPRE) in the Administration for Children and Families (ACF), with funds set aside for research in the Child Care and Development Block Grant Act and managed through the Child Care and Early Education Policy Analysis (CCEEPRA) contract with Child Trends.*
  - *Ivelisse Martinez-Beck, CCEEPRA Project Officer, OPRE*

- *The primary purpose of the CCADAC is to support the use of administrative data to address policy-relevant early care and education research questions for state child care administrators and their research partners.*
  - *Kathleen Dwyer and Jenessa Malin, OPRE leads*

Benefits of Using Administrative Data

- Relatively low cost

- Only source of information for some questions

- Staff are knowledgeable of the data

- Likely have access to data over time

Potential Administrative Data Sources

- Child care licensing
- Child care subsidy
- Quality Rating and Improvement System (QRIS)
- State pre-K
- Head Start/Early Head Start
- Workforce registry

- Child Care Resource & Referral
- Provision of technical assistance
- Temporary Assistance for Needy Families (TANF)
- Supplemental Nutrition Assistance Program (SNAP)

Possible Limitations of Administrative Data

- Data quality varies

- Limitations in data systems

- Limited documentation about the data

- Information limited to program participants

A Few Tips in Using Administrative Data

- Match the data with the question

- Work with program and data/research staff

- Note the limitations in the data

- Develop a plan for linking data, if needed

CCADAC Resources

1. Determining the Feasibility of Using Administrative Data

2. Considerations in Preparing to Analyze Administrative Data

3. Guidelines for Developing Data Sharing Agreements to Use State Administrative Data for Early Care and Education Research

4. Opportunities through State Agency Research Partnerships for Using Administrative Data to Support Early Care and Education

Supporting the Use of Administrative Data in Early Care and Education Research: Resource Series

Administrative Data Discussion Forum

Please join the administrative data [discussion forum](#) on Basecamp

Using Licensing and QRIS Data to Learn about Where Providers Struggle the Most

Jocelyn Bowne

Director of Research and Preschool Expansion Grant Administration

Massachusetts Department of Early Education and Care

Massachusetts Department of Early Education and Care

Program Licensing

Quality Rating and Improvement System
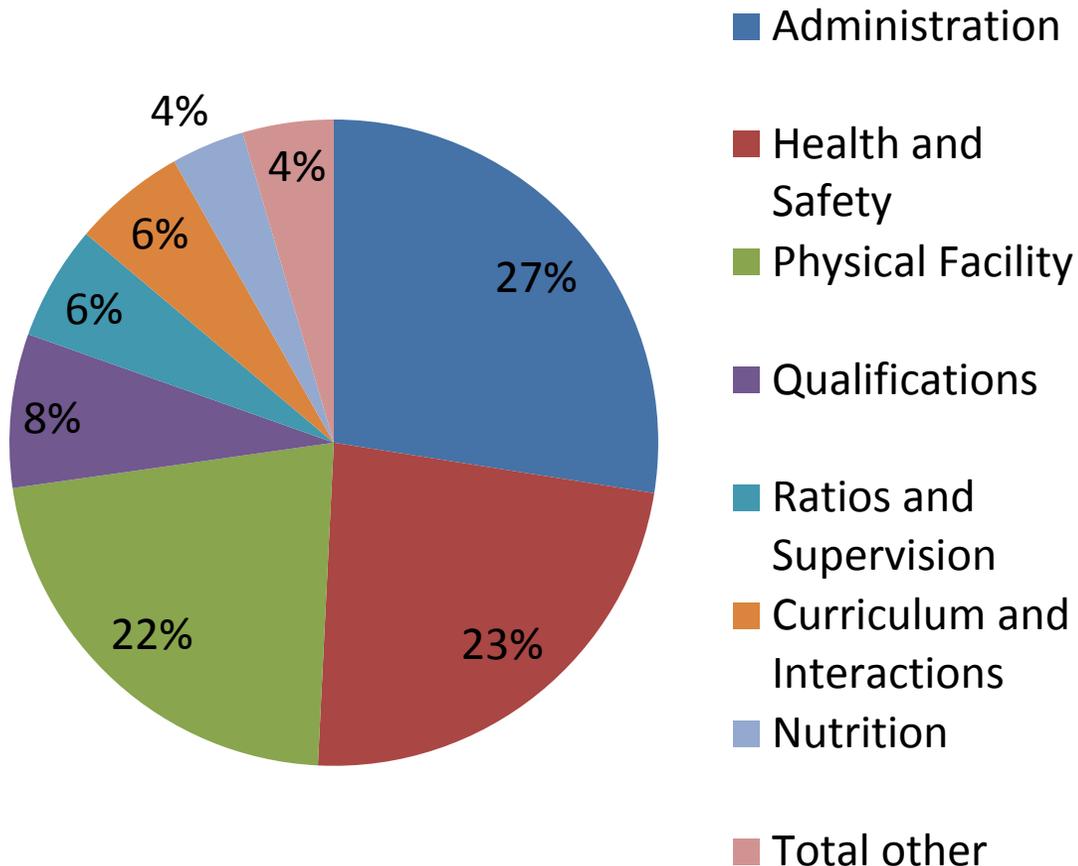
Child Care Subsidy

Grants

Where do providers struggle the most to meet licensing qualifications and QRIS standards?

- **Policy Context/Motivation:**
  - Revising our Quality Rating and Improvement System (QRIS)
  - Creating a new Professional Support System aligned with new QRIS
  - Desire to understand the need at different levels of the system
    - Ensure system supports programs to be successful in new QRIS

- **Sources of data (for two separate analyses)**
  - Licensing data
  - QRIS data

- **Results informed development of QRIS and Professional Support System**
  - Community Colleges – StrongStart Career Pathways
  - Statewide Grantee – StrongStart Training and Technical Assistance (SSTTA)

Analysis of licensing citations data

3 years of licensing citations

- Administration — 27%
- Health and Safety — 23%
- Physical Facility — 22%
- Qualifications — 8%
- Ratios and Supervision — 6%
- Curriculum and Interactions — 6%
- Nutrition — 4%
- Total other — 4%

Licensor feedback

- **Reviewed with Regional Directors**

- **Licensors support programs with:**
  - Administration/Qualifications
  - Physical Facility
  - Some Health and Safety/Nutrition

- **Wanted additional support for:**
  - Health and Safety
  - Curriculum and Interactions
  - Ratios and Supervision

- **Ensuring that SSTTA addresses these topics**

Analysis of QRIS exemption data

- **We faced challenge of limited data in QRIS Program Manager**

- **What we had was**
  - Applications for QRIS ratings
  - Information on program type, enrollment, and whether program is part of a larger umbrella agency or organization
  - Application status and activity
    - Includes exemptions granted
  - QRIS Level granted

- **Program participation**
  - Of all programs 63% participate in QRIS
  - Across 4 levels of the QRIS
    - Level 1: 66%
    - Level 2: 29%
    - Level 3 and 4: 5%

- **A Harvard fellow (Katie Gonzalez) proposed analyzing exemptions taken under QRIS system as a window into current barriers**
  - Up to 4 exemptions can be requested for Level 2+ ratings
  - Information on specific exemptions granted to programs at QRIS Levels 2–4 through May 2017 when application was processed

- **Analysis sample:**
  - All programs in the QRIS (N = 5,245)
  - All applications submitted for each QRIS rating level (N=7,342)
  - Of all programs at Level 2+, over half have been granted at least one exemption (2,500)

Workforce-related exemptions

Workforce qualifications (e.g., CDA, BA)

Formal professional development

"QRIS 2.0-aligned" exemptions

- Use of observational tools (ECERS)
- Development/use of a Continuous Quality Improvement Plan
- Development/use of an Individual Professional Development Plan
- Use of child screening and assessment data

The largest barrier in the current QRIS is the workforce requirements

4%	
8%	Other
25%	QRIS 2.0 aligned
	Formal PD
51%	Workforce Qualifications
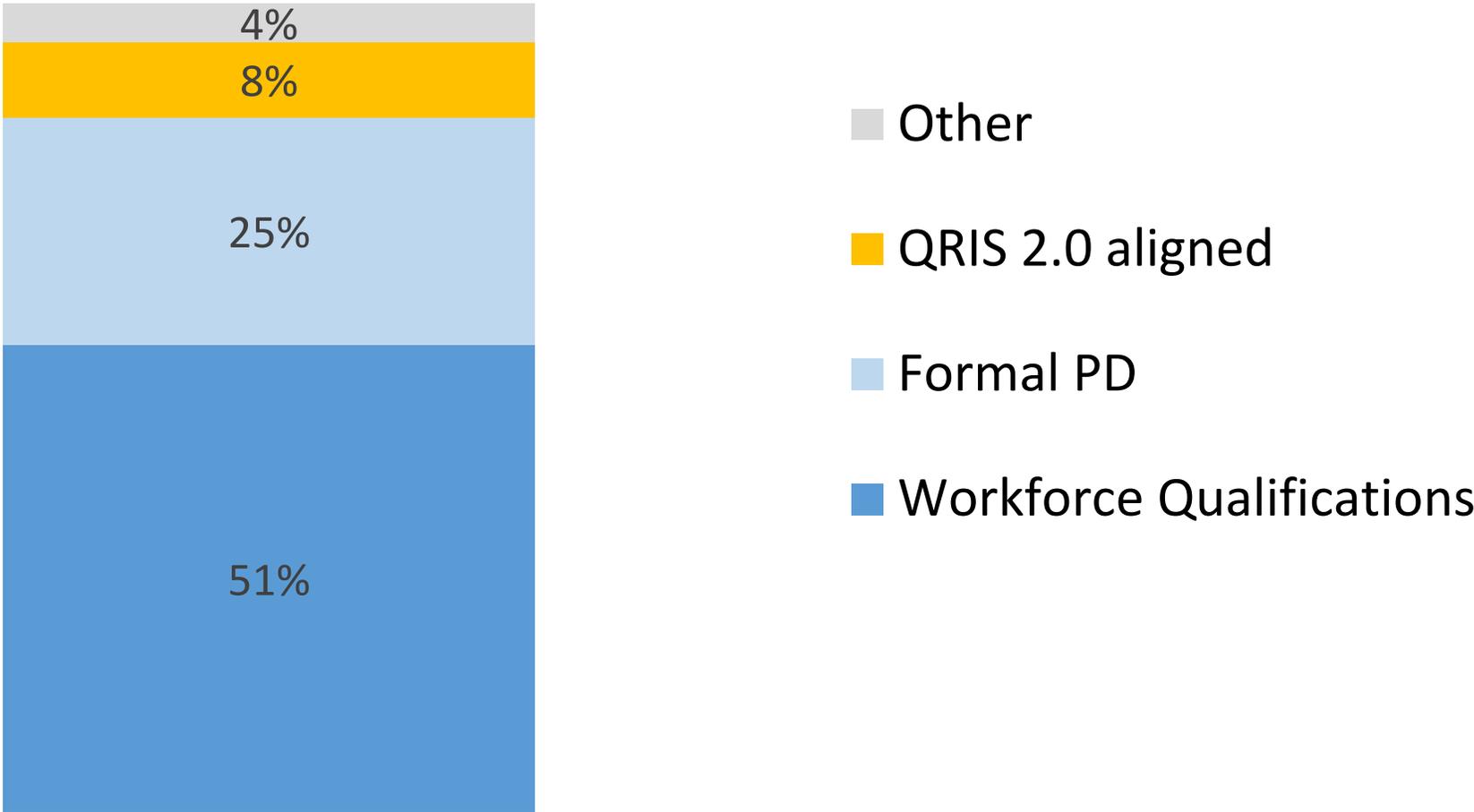
Analyses supported development of QRIS and Professional Development System

- **New QRIS**
  - More flexible training and gradual shift toward competency-based qualifications
  - Increased expectation of quality curriculum and job-embedded supports

- **Professional Support System**
  - Build supply of teachers with degrees through CDA plus program and better articulation in collaboration with community colleges
  - SSTTA providers develop trainings that are responsive to program needs
  - Coaching and TA available for program leadership

How Georgia is making data-informed policy decisions

Randy Hudgins

Director of Research & Policy

Georgia Dept. of Early Care & Learning

Quick Overview of Georgia

- Georgia's Pre-K
- Childcare and Parent Services (CAPS, CCDF Subsidy)
- Nutrition (CACFP & SFSP)
- Quality Rated (QR)
- Child Care Services
- Research & Policy Analysis

2020 Strategic Planning Goal:

To continue to receive CCDF Subsidy (CAPS), all QR-eligible programs will be star rated by December 31, 2020.

How do we market Quality Rated to programs to ensure children receiving CCDF subsidy are in quality environments by 2020?

As of May 2019, 61% of children receiving subsidies are in Quality Rated (QR) care.

50% of CAPS providers are Quality Rated (QR).

Data for QR 2020 Strategic Planning

1. QR Process
2. Superusers
3. Family Child Care
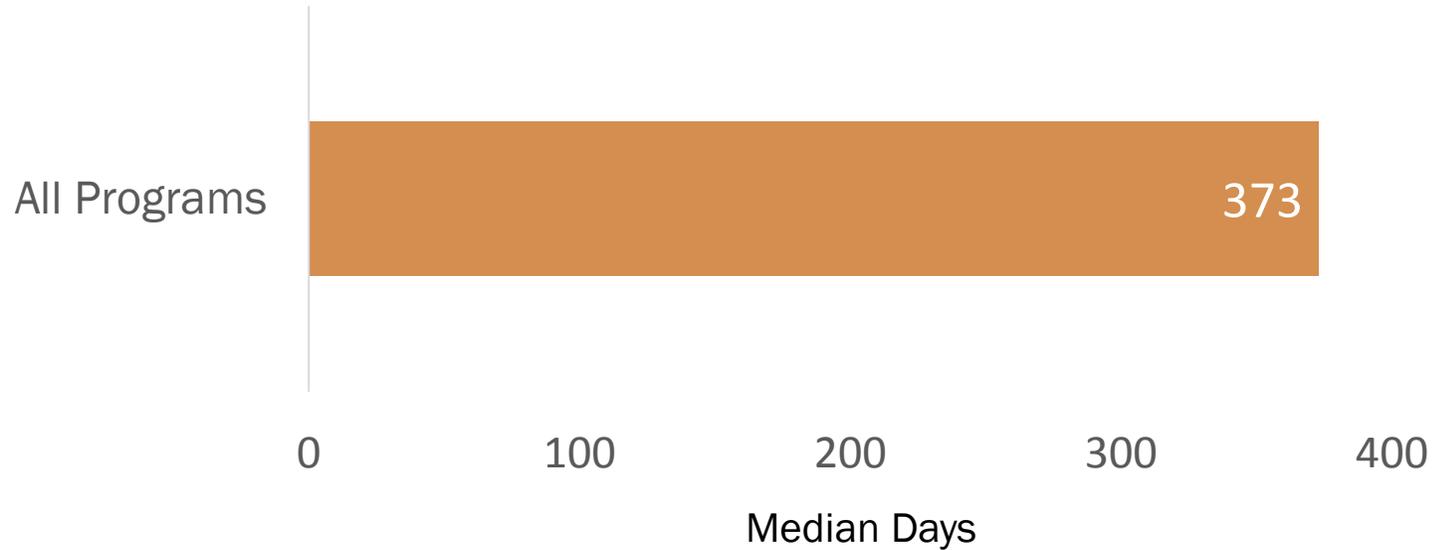4. Low QR, High CAPS areas
5. Families receiving CCDF Subsidy

Are there different approaches we can take to incentivize the targeted populations to become Quality Rated?

Participation, Rating, and Maintenance Process

| Create an online Quality Rated Account | Eligibility & Application Participation | Orientation & Introduction to ERS | Technical Assistance & Professional Development Incentives | Portfolio Submission & Classroom Observation | Program Rated | Annual Verification |

How can we move programs through the process more efficiently?

Time between portfolio submitted and rating

DECAL took about four months to rate programs after their portfolio was submitted.

Legend:
- Portfolio Submitted to Approved
- Portfolio Approved to End of ERS
- End of ERS to Rated

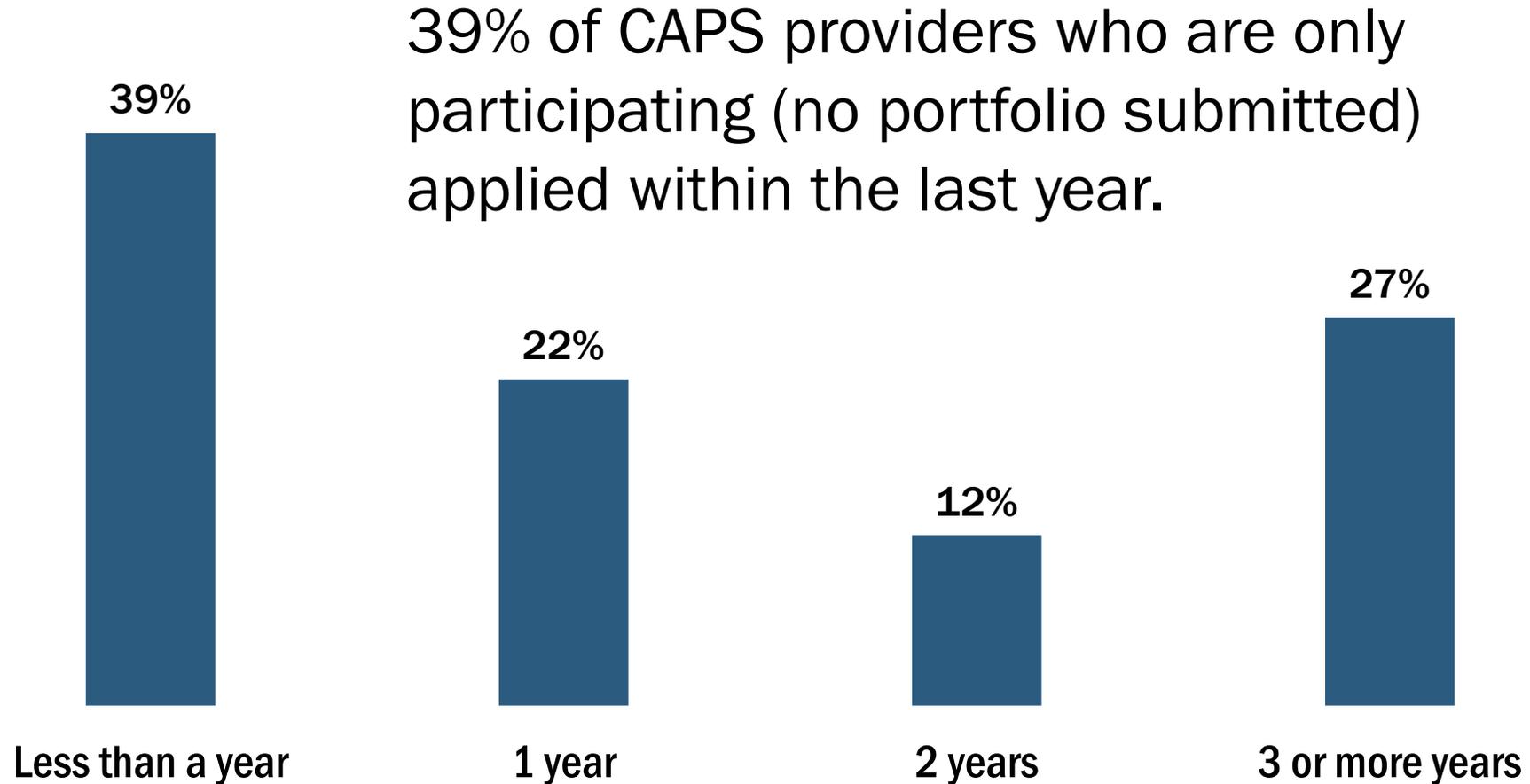All Programs: 14 | 54 | 47

Median Days
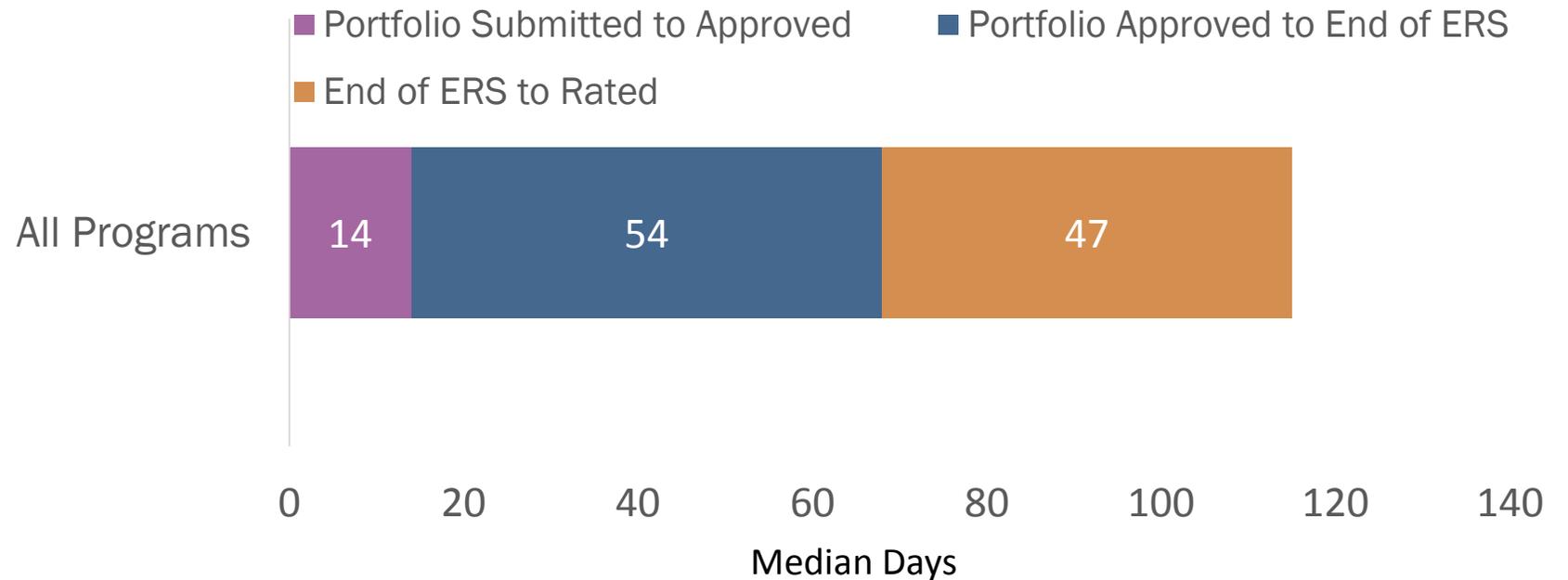
Source: DECAL's administrative data as of December 31, 2017.

QR Participating CAPS Providers:
Time since application

39% of CAPS providers who are only participating (no portfolio submitted) applied within the last year.

39%

22%

12%

27%

Less than a year

1 year

2 years

3 or more years

Data source: May 2019 DECAL administrative data

Child Care Learning Centers

- **Out of 3,083 centers in Georgia, 2,184 (71%) are CAPS providers.**

- **97% of CAPS children are served in centers.**

Centers who are CAPS providers are more likely to be rated.

CAPS providers	50% rated
Not CAPS providers	27% rated

Data source: May 2019 DECAL administrative data

Superusers:

135 largest unrated centers serve 45% of targeted children, nearly 11,000 children receiving CAPS.

- 135 unrated providers with more than 50 CAPS children each
- 122 Quality Rated participating,
  13 not participating
- 57 Georgia's Pre-K providers
- 65% in Metro Atlanta counties

How can we incentivize superusers differently to become Quality Rated?

Data source: May 2019 DECAL administrative data.

Discussion & Reflections on Examples Shared

Please type into the "Questions box" any questions you have for the panel of presenters.

We also welcome your comments and reflections.

Join us for the next webinar in our series: Building Your Capacity as a CCDF Lead Agency to Use Data in Policy Decisions

Webinar 2:

Mapping Answers to Child Care Questions: Comparing Your Administrative Data with Other Data

Date: Fall 2019

Webinar 3:

Topic TBD

Date: Winter/ Spring 2020

Additional Resources

1) [Research and Evaluation Capacity Building: A Resource Guide for Child Care and Development Fund Lead Agencies (revised 2019)](#)

2) [Research and Evaluation Capacity: Self-Assessment Tool and Discussion Guide for CCDF Lead Agencies](#)

3) [Evaluating Training and Professional Development for Home-Based Providers: A Brief for CCDF Agencies and Researchers](#)

4) Forthcoming research brief on procuring research and evaluation services.

If you have questions, feel free to email me (Julia Isaacs): Jisaacs@urban.org