Access to High Quality Settings

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Agenda

- Defining and determining access to high quality settings
  - *Presenter*: Sarah Friese, Senior Research Analyst, Child Trends

- Using maps to increase access
  - *Presenter*: Bobbie Weber, Research Associate, Oregon State University

- Access to high quality care in Miami-Dade County
  - *Presenter*: Christine Hughes, Ph.D., Director of Research, Evaluation & Assessment, Early Learning Coalition of Miami-Dade/Monroe
Defining and Determining Access to High Quality Settings
Defining and Determining Access

A variety of definitions have been used to understand the complicated nature of access to early care and education.

- Approaches range from simple to sophisticated, incorporating different factors in how access is conceptualized.
- No one definition of access will meet every analytical or policy need at all times, flexibility is needed to account for the context of different states and localities.
Access Definition Examples

Example #1: Supporting Working Families with Access to High-Quality Early Care and Education¹
- Definition: cost (subsidy), availability of space in high-quality settings

Example #2: Investing in Young Children: A Fact Sheet on Early Care and Education Participation, Access, and Quality²
- Definition: cost (subsidy and other investments), policy (information from a vehicle like a QRIS)

Approaching Access

Access definitions have typically relied heavily on availability and usage.

- Next level approaches integrate those concepts with others like: proximity to areas where a high concentration of high needs’ children live, cost, and meeting the needs of children with special needs.
- Assessing access involves blending determinant factors with populations of interest.
Access Factors and Populations

Factors:
- Location
- # of available slots
- # of programs with available slots
- Cost
- Quality
- Availability of special services
- Type of care

Populations:
- Low-income
- Special needs
- Cultural and ethnic minorities
- English language learners
- Children who receive subsidy
The Access Triangle

A inclusionary concept of access to early care and education which includes assessing access from its simplistic and broadest forms down to its more sophisticated and narrow forms.
The Access Triangle

*Example #1*: This Access Triangle focuses on the factors of quality, availability, location, and the population of children with high needs.

- Simplest: Total number of slots, filled and unfilled
- Complex: Total # of slots, filled and unfilled, in high-quality settings, serving a high percentage of high needs’ children in a geographic area
The Access Triangle

Total # of slots, filled and unfilled

Total # of slots, filled and unfilled, in high-quality settings

Total # of slots, filled and unfilled, in high-quality settings, serving a high percentage of high needs’ children

Total # of slots, filled and unfilled, in high-quality settings, serving a high percentage of high needs’ children, in a geographic area
Example #2: This Access Triangle focuses on the factors of location, the number of programs with available slots, for each type of program to children with special needs.

- Simplest: Total # of programs in a geographic area with unfilled slots
- Complex: Total # of programs in a geographic area with unfilled slots, by program type, able to serve children with special needs
The Access Triangle

Total # programs in a geographic area with unfilled slots

Total # programs in a geographic area with unfilled slots, by program type

Total # of programs in a geographic area with unfilled slots, by program type, able to serve children with special needs
No one definition of access is appropriate for every situation

Definitions of access are becoming more sophisticated, combining multiple factors to make more targeted assessments of the concept

One approach to determining access is to decide on the factors and populations of interests and develop an analytical strategy that allows for both simple and complex determinations (The Access Triangle)
Future Work in Defining Access

- OPRE guidebook for states on the topic of access
  - Work beginning on the guidebook in summer 2014
  - Expanded explanation of the approaches for assessing access
  - Descriptions of analytical methods that can be used to assess access
  - State case studies combining approaches and analytical methods
Using Maps to Increase Access
Access to Interactive Map

- Feel free to access map during presentation by going to health.oregonstate.edu/occrp-map.
- After overview of map, groups will have time to experiment with it.
25 years of using administrative data to ensure that policy makers have solid information on which to base decisions:
- How much child care and education do we have?
- How much do we need?
- How affordable is it?
- What is its quality?

Biennial publication of a Child Care and Education Profile through present.

In 2012 used GIS mapping technology to add an interactive child care and education map to the profiles:
- Used administrative and demographic data,
- Partnered with agency with mapping expertise.
Background: Context

- Oregon QRIS still in early stages:
  - Launched in 2013.
  - As of June 2014, over 1,000 engaged and, almost 400 submitted a portfolio, and almost a hundred were rated.
  - In 2012 when map built ratings were not available—they will be included in 2014 map.

- Oregon Early Learning in rapid development:
  - 2011 Early Learning Council created.
  - 2013 Early Learning Division (ELD) in Department of Education created.
  - 2014 regionalization of decision-making through Early Learning Hubs.

- QRIS a project of ELD:
  - Engaging communities in QRIS is a major responsibility of Hubs.
  - Targeting of services to children at risk will be done through Hubs.

- Maps designed to make data accessible to Early Learning system.
Use GIS (Geographic Information Systems) software

Integrate multiple data sources including:
- Demographic data from US Census and commercial firms.
- Content-specific data such as location, type, and size of child care and education facilities.
- All data needs to be anchored with address, Census tract, or some other geographical unit.

Use layers to display different types of data simultaneously including:
- Point views: specific addresses such as those of child care and education facilities or schools.
- Area views: geographic areas divided by boundaries of school, county, or Census Tract.
Oregon’s Child Care and Education Maps

- Oregon Child Care Research Partnership (OCCRP) identified data to be mapped.
- Partnered with Oregon Employment Department (OED), an organization/person with GIS mapping software, knowledge, and experience.
- OCCRP analyzed administrative data and made data map ready.
- OED added U.S. Census and other demographic data as well as creating the maps.
# Data and Sources: Points

<table>
<thead>
<tr>
<th>Points on the Map</th>
<th>Data Source</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elementary schools displayed by poverty status of enrolled students:</strong></td>
<td></td>
</tr>
<tr>
<td>• Title I schools (Priority, focus, model),</td>
<td>Oregon Department of Human Services, Office of Forecasting, Research and Analysis.</td>
</tr>
<tr>
<td>• Not High Poverty schools captures schools that are not Title I.</td>
<td></td>
</tr>
<tr>
<td>Child Care and Education Facilities by type of care.</td>
<td>Oregon Child Care Research Partnership OCCRP) using R&amp;R .</td>
</tr>
<tr>
<td>Facilities by regulation status.</td>
<td>OCCRP using licensing data.</td>
</tr>
<tr>
<td>Facilities by capacity.</td>
<td>OCCRP using R&amp;R data.</td>
</tr>
<tr>
<td>Facilities that served one or more children on a subsidy administered by DHS.</td>
<td>OCCRP using subsidy data.</td>
</tr>
<tr>
<td>Head Start Facilities.</td>
<td>OCCRP using data from ODE.</td>
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</tbody>
</table>
### Data and Sources: Areas on the Map

<table>
<thead>
<tr>
<th>Areas on the Map</th>
<th>Data Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary school and school district boundaries.</td>
<td>Oregon Department of Human Services, Office of Forecasting, Research and Analysis.</td>
</tr>
<tr>
<td>Diversity index.</td>
<td>Esri’s 2012 Updated Demographics.</td>
</tr>
<tr>
<td>County boundaries.</td>
<td>Esri’s 2012.</td>
</tr>
</tbody>
</table>
Hard-Copy Maps: State and Individual Counties

Child Care and Education Types and Capacity by County

Child Care Types within Counties:
- Regional Center (no ASC)
- Bureau Center
- Head Start/Early HC
- Regional Family Child Care Areas
- Bureau Family Child Care Areas

County Child Care Facility Capacity:
- 0 - 1,000
- 1,001 - 3,000
- 3,001 - 5,000
- 5,001 - 10,000
- 10,001 or more
Interactive Map: State and Smaller Geographic Areas

- Policy-relevant questions can be asked of multiple geographic areas:
  - State
  - County
  - School District
  - Elementary School catchment area
  - Census tract

- Following slides provide examples of questions that can be asked at state and county level
  - Use point and area layers to create individualized map.
  - Questions followed by examples of created maps.
  - Be thinking of questions you want to ask the map during the exploration time.
Examples of Maps Created as Responses to State Level Questions
Questions Related to Household Income

- Where are households with children and low-incomes clustered?
- Where are the providers of services to children receiving CCDF subsidies located?
Questions Related to Diversity

- Which parts of the state have the greatest diversity?
- What is the relationship between locations of Title I Elementary Schools and levels of diversity?
Questions Related to Population

- Where are the largest numbers of children?
- What is the relationship of the location of care and education facilities and child population?
- What types of child care facilities are most common in less populated parts of the state?
Examples of Maps Created in Response to Questions about Local Communities

Focus on Marion County
Questions Related to Household Income

- How does level of household income vary across the county?
- Where are areas with very low incomes?
- Where are the Title I schools located?
Target area: Low-income
Questions Related to Diversity

- Does the amount of diversity vary across the county?
- Where are areas with high levels of diversity?
- Are there elementary schools in areas with high levels of diversity?
Target Area: Highly diverse
Questions Related to Population

- How does the population of children vary across the county?
- Where are areas with large numbers of young children?
- What schools are in these areas?
  - Are there any Title I schools in these areas?
Target Area: Large Population Children<18

Marion County
Questions Related to the Supply of Child Care and Education

- How is the supply of child care and education distributed across elementary school areas in the county?
- What is the supply of child care and education in an area with high levels of diversity and low levels of education?
Target Area: Low child care capacity

Marion County
Group Experience with Interactive Map

- Find person or persons at table with computer or tablet.
- Go to health.oregonstate.edu/occrp-map
- As a group:
  - Select all of the map or zoom into a county or other area.
  - Identify a question the group would like to answer about that area.
  - Go to layers tab and select a point (e.g., schools or child care facilities)
  - Go to layers tab and select an area (e.g. county child care supply, household income).
- Be sure to hover over points as you will find additional information by doing so.
- Feel free to change layers BUT BE SURE TO UNCHECK A CURRENT LAYER BEFORE SELECTING A NEW ONE.
Access To High Quality Care In Miami-Dade County
Who We Are: Miami-Dade County

- In 2010: 2,496,435 residents over 2431 sq. miles

- Race/Ethnicity
  - Hispanic/Latino 64%
  - African American 19%
  - Non-Hispanic White 15%
  - Asian 1%
  - 2+ races 1%
  - American Indian/Alaskan Native <1%

- Languages Spoken
  - 72% have a primary language other than English
  - 64% speak only Spanish at home

- Country of Origin
  - 51% of residents were born outside of U.S.

- Poverty
  - 29% children under 18 living in poverty in 2011
Our QRIS: Quality Counts

- Voluntary QRIS
- Started in 2008
- Supports include:
  - Technical assistance
  - Career advising
  - Scholarships
  - Training
  - WAGE$
  - Materials & financial awards

QC Participation

<table>
<thead>
<tr>
<th></th>
<th>Centers</th>
<th>Homes</th>
<th>Head Start</th>
<th>Public School</th>
<th>RCMA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>301</td>
<td>64</td>
<td>86</td>
<td>6</td>
<td>6</td>
</tr>
</tbody>
</table>
“universal / open access”

“equal resources”

Program evaluation in the first two years demonstrated:
- Quality Counts was effective in improving quality
- ECE administrators and providers liked and valued Quality Counts

Began to examine the resources invested (system-wide) over those first two years…
Process of Revising Quality Counts

- **Policies:**
  - Identify the programs we aim to prioritize.
  - Identify an appropriate way to reorganize program supports.

- **Implementation:**
  - Appropriate timing for this shift in resources (programmatically)
  - Communication to currently participating providers
  - Communication to providers on waitlist
“Priority Program”

An ECE program that:

- is located in a low-income census tract
  - census tract where 30% or more children under age 6 live at or below 150% of the federal poverty level

OR

- serves a significant proportion of low-income children
  - program where 30% or more children enrolled use the Florida School Readiness child care subsidy
What Did We Change?

2011-2013:
- Participation (access)
  - only “priority programs” were invited off the waitlist to join QC

2013-present:
- Back to “open” access
- Assistance with application, Self-Study and rating process
- Prioritized Improvement supports (resources)
  - More TA available
  - Preference receiving scholarships
  - Preference receiving WAGE$
  - More financial resources available
    - materials & program enhancements
How Are We Doing?

Key Performance Measures:

- Participation in QC
- Star Rated Child Care Accessible to Low-Income Children
- Resource Distribution
- Children Accessing High-Quality Child Care
- Accreditation
- Stars Rising
All Key Performance Measures are also tracked by subgroups:

- Program type
- Low-income census tract
- Serving children using subsidy
- Priority status (aggregate of census tract/subsidy status)
- Star Rating level
How Are We Increasing Access to Quality Programs for All?

Since QC 2.0 opened in November 2013:

- clearing the waitlist of 100+ programs
- mapping to identify areas:
  - with child care capacity that is only low-quality
  - with child care capacity not in QRIS
  - with no current capacity
- recruiting programs based on area’s need
How Are We Increasing Access to Quality Programs for All?

Communication through:

- QRIS (website, social media)
- Early Learning Coalition programming
- Community partners who work with low-income families
How does your QRIS address the issue of access to quality early care & education?

What type of barriers have you encountered in your attempts to expand access in your community?

What successes have you had in expanding access to quality care & education in your community?
Contact

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