



State and Territory CCDF Administrators Meeting
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Evaluating Quality Initiatives

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Session Overview

- Preparing for evaluation
- Identifying data sources
- Resources to support evaluation
- Example from Minnesota
- Activity

Preparing for Evaluation

- Theory of Change/Logic Model
- High Priority Questions
- Match Questions to Stage of Implementation
- Evaluation Plan

Theory of Change/Logic Model

- Start with expected short-, mid- and long-term outcomes of the initiative
- Link outcomes to implementation activities
- Describe the inputs and resources needed to support the work.

Theory of Change/Logic Model

- Decide on how it will be produced
 - Internal participants?
 - External stakeholders?
- Decide on audience
- Use as a living document

High Priority Questions

- Where are the largest investments in the system?
- Where are your concerns?
- Is evaluation required by a funder?

Match Questions to Stage of Implementation

Launch of initiative	<ul style="list-style-type: none">• Outreach• Recruitment• Staffing of the initiative (hiring, training, supervision)
Early implementation	<ul style="list-style-type: none">• Reach of the initiative• Participants' perceptions of implementation and initial improvements• Evidence that it is being implemented as intended
Full implementation	<ul style="list-style-type: none">• Changes in practice• Changes in outcomes for children and families
Mature implementation	<ul style="list-style-type: none">• Use evaluation findings to document impact and/or propose changes to design of the initiative• Changes in outcomes for children and families

Example: Coaching

Launch of initiative	<ul style="list-style-type: none">• What are the characteristics of the coaches?• Does the training for coaches meet standards for effective professional development?
Early implementation (1-2 Years)	<ul style="list-style-type: none">• How are coaches spending their time with programs?• How do programs perceive the coaching?• What dosage and content are delivered, and how do they vary by program?
Full implementation (2-5 years)	<ul style="list-style-type: none">• Do teachers change their practices?• Does classroom quality improve?
Mature implementation	<ul style="list-style-type: none">• Are changes in quality sustained?• Does program quality improve?• What are the successes and challenges of coaching?

Evaluation Plan

- Map out evaluation questions and priorities
 - Topic
 - Research question
 - Research strategy (analysis plan)
 - Timing/frequency (annually, biennially, other)
 - Use of state administrative data (QRIS ratings and quality standards, ECE facility data, subsidy data, Kindergarten Entry Assessment data)
 - Use of new data collection (surveys, observations of quality, child assessments)
 - Conducted internally or externally
 - Cost band (low, medium, high)

Evaluation Plan – Sample Entry

Question: What are provider perceptions of the QRIS?

Strategy	Timing	Use of State Administrative Data	New Data Collection	Internal or External Study	Cost Band
Conduct provider surveys to assess perceptions and experiences of different types of providers (including those who are not yet enrolled).	Every other year	Yes; provider contact information	Yes; Web-based survey Option to include focus groups for high-priority providers	External	Low

Identifying Data Sources

- Existing administrative data
- New data collection
 - Quantitative (surveys, structured observation tools)
 - Qualitative (interviews, focus groups)
- State early childhood data system

Administrative Data

State prekindergarten program

Head Start

Subsidy receipt

TEACH Scholarships

Provision and receipt of technical assistance

Accreditation

Kindergarten entry assessment

Licensing compliance

Facility information

Program quality: rating data

Program quality: observations

Workforce characteristics

Training and trainer characteristics

Administrative Data Review

- Create a map of existing data sources
- Recognize data challenges
 - Limitations in data systems
 - Duplicated counts
 - Not having the data you wish you had
 - Concerns about data quality

Resources to Support Evaluation

[Link to Research Connections](#)

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- [Children & Child Development](#)
includes early math and literacy development, child health, self-regulation, socioemotional and behavioral development, dual language learners, children with special needs, children experiencing homelessness, and child assessment
- [Child Care & Early Education Market](#)
includes child care supply and demand and child care market rates
- [Child Care & Early Education Providers/Organizations](#)
includes center-based care, family child care providers, and family, friend, and neighbor care
- [Child Care & Early Education Provider Workforce](#)
includes higher education, credentialing, training, coaching, mentoring, and other forms of professional development, as well as recruitment, compensation, and job satisfaction
- [Child Care & Early Education Quality](#)
includes quality rating and improvement systems and quality initiatives
- [Parent, School, & Community School Readiness/Child School Success & Performance](#)
includes school transitions and school performance
- [Parents & Families](#)
includes child care decision-making, parent engagement, parent employment, and parent child care expenses
- [Policies](#)
includes child care subsidies, child care licensing and regulations, quality rating and improvement systems, and early learning standards
- [Programs, Interventions & Curricula](#)
includes Head Start, Early Head Start, prekindergarten, kindergarten, school-age programs, two-generation programs, and interventions to promote early literacy, early math, socioemotional and behavioral development, and physical activity
- [Research & Evaluation Methods](#)
includes data trainings, dataset characteristics, market rate survey design, and instruments and measures
- [Service Delivery](#)
includes integrated data systems and early care and education collaboration and partnerships

Resources to Support Evaluation

[Link to Research Connections Resources on Administrative Data](#)

- Organizes resources by topic:
 - Managing administrative data
 - Analyzing administrative data
 - Linking administrative data
 - Data confidentiality and security

Resources to Support Evaluation

[Link to OPRE Resources on Using Administrative Data](#)

Research Brief OPRE 2017-17
February 2017

Determining the Feasibility of Using State
Early Care and Education Administrative
Data

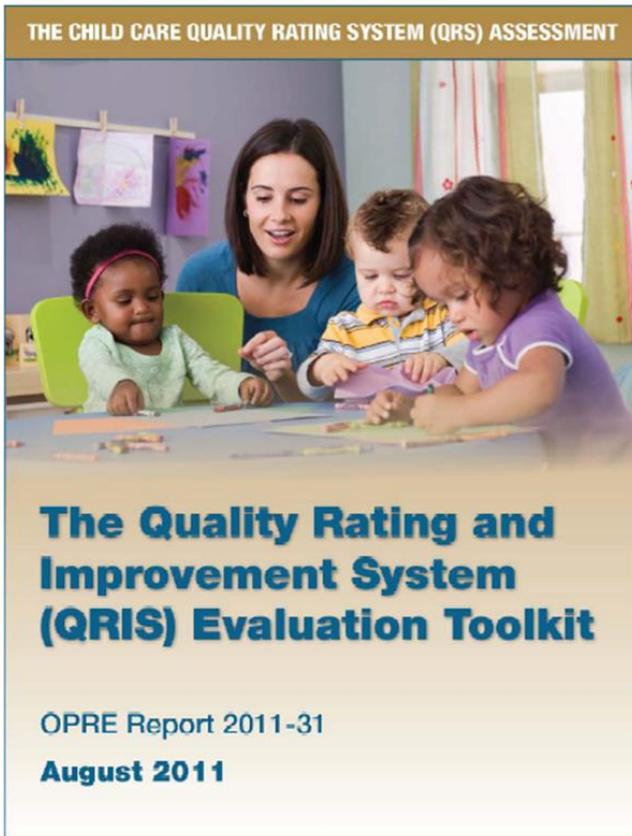


OPRE Report 2018-53
May 2018

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

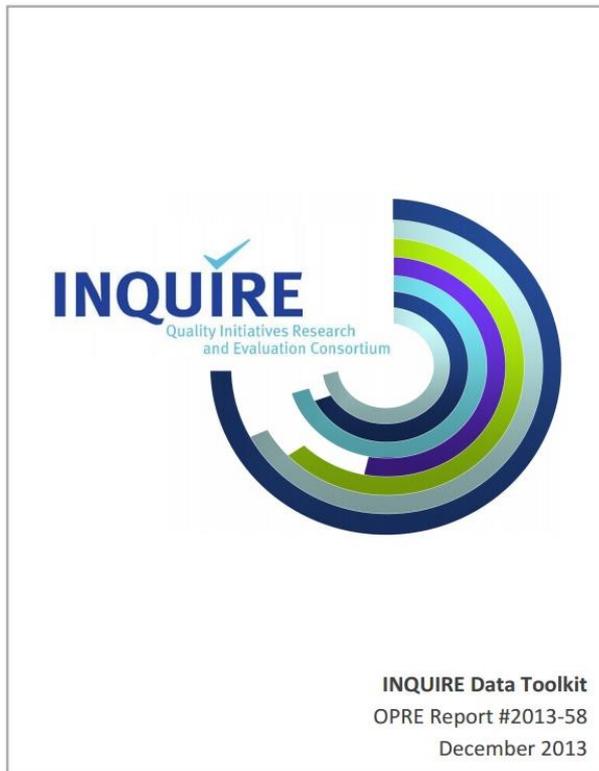


Resources to Support Evaluation



[Link to the Evaluation Toolkit](#)

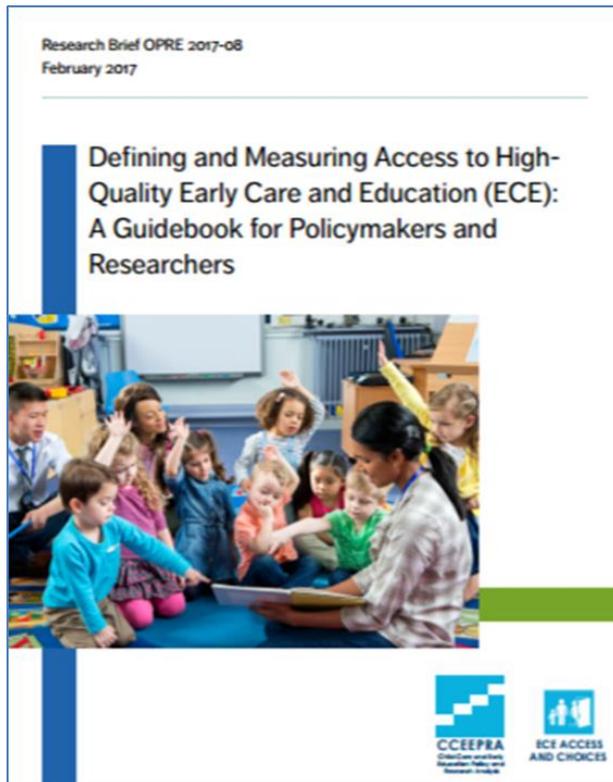
Resources to Support Evaluation



[Link to the Data Toolkit](#)

[Data Look-up Tool](#)

Resources to Support Evaluation



[Link to Resource on Defining and Measuring Access](#)

Evaluating a QRIS: An Example from Minnesota

- Some MN context
 - A history of supporting and using evaluation
 - An early RTT-ELC state
 - On-going strategic planning for quality initiatives tied to performance measures
 - FY19-21 CCDF Plan requirement – needs assessment quality initiatives (Preprint Section 7.1.1)



Theory of Change for Minnesota's QRIS: High-Level Summary of Expected Outcomes

Parent Aware, a voluntary quality rating and improvement system, helps...

Child care and early education programs improve and sustain their quality.

Early childhood professionals build the knowledge and skills needed to support children's success.

Families find quality child care and early education programs and other supportive services.

Children access quality early learning opportunities.

Children benefit from care and education that will prepare them for school and for life.

Public financing for early care and education are linked to program quality through Child Care Assistance Program higher rates for higher quality and Early Learning Scholarships.

Parent Aware promotes access and equity across the system.

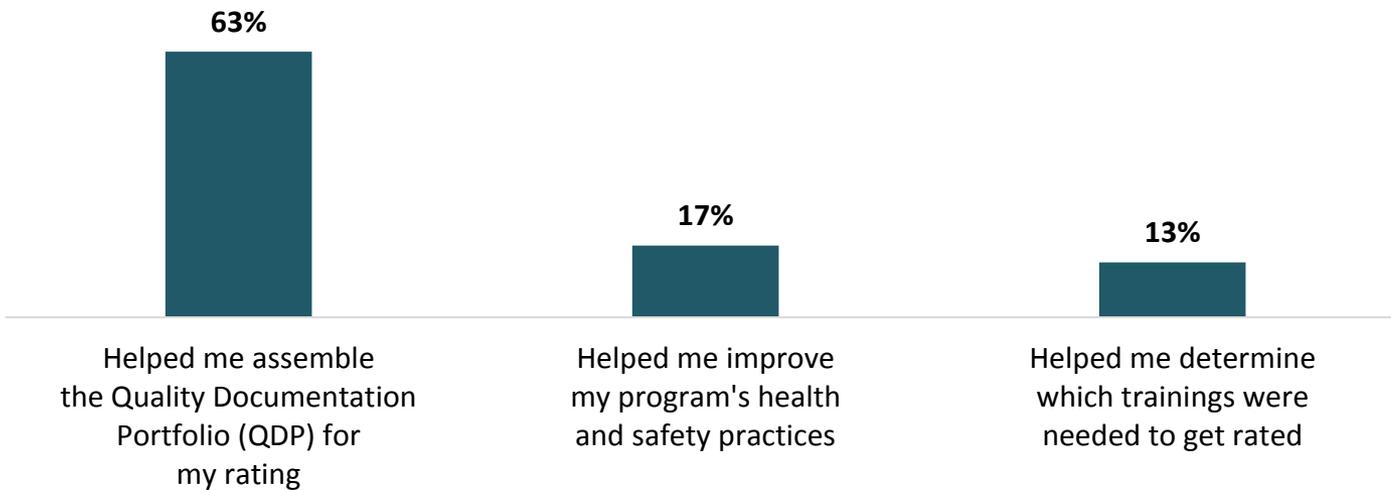
Expected Outcome: Programs improve and sustain their quality

- How much quality coaching do Parent Aware programs receive?
 - DHS administrative data is pulled and analyzed monthly to monitor # of hours provided
- What is the content of the coaching?
 - Provider perceptions survey



Provider Surveys: Preliminary findings

Full-rated programs: What are the 3 activities you worked on the MOST with your Quality Coach?

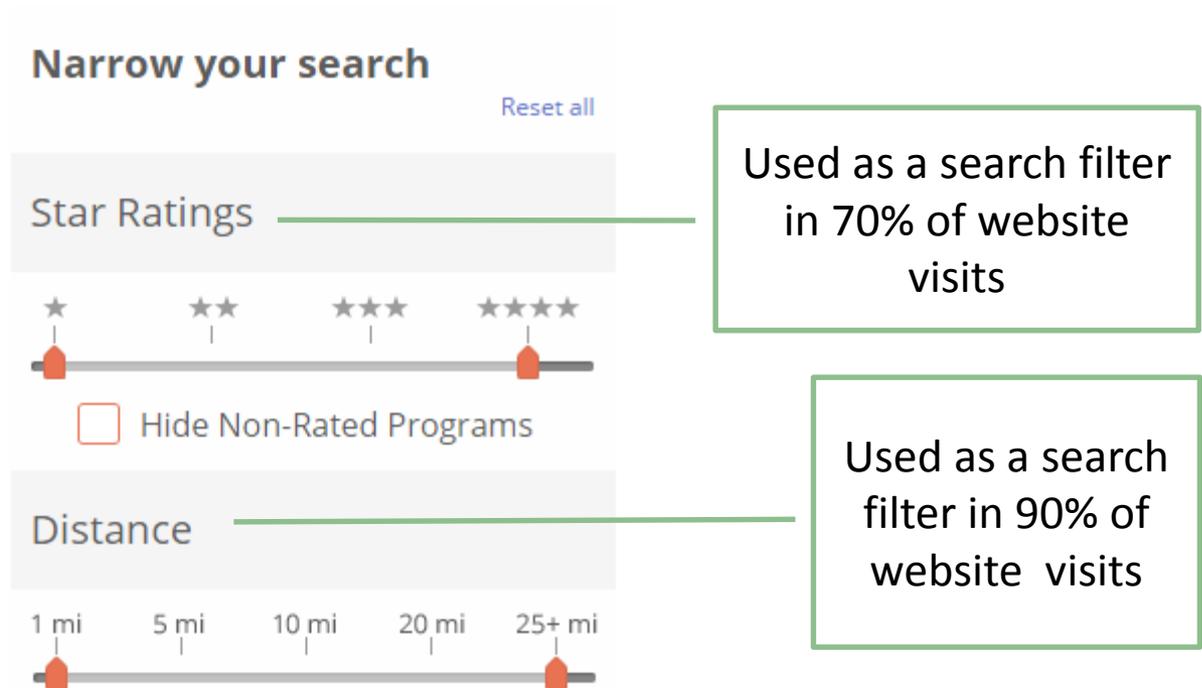


Expected Outcome: Families find quality child care and early education programs and other supportive services

- What is the use of Parent Aware.org?
 - Administrative data from Google Analytics tells us:
 - Geographic location of website visitors
 - Some demographic characteristics of website visitors
 - Types of programs searched most often
 - How search filters were used on the site
 - Technology usage of website visitors

“Narrow Your Search”

Website visitors can use filters on the site to narrow their search



Expected Outcome: Children access quality early learning opportunities.

- How many children are served in Parent Aware programs by program type and rating level?
 - Administrative data from subsidy and QRIS data systems

Children attend Parent Aware-Rated Programs

Baseline (As of 2017)	Short-term Outcomes (By 2019)	Long-term Outcome (By 2021)
<ul style="list-style-type: none"> • Young children attend a Rated program: 29% • CCAP children 0 – 5 in Highly Rated Programs: 7,607 / 43% • CCAP children 0 – 5 in Rated Child Care Programs: 8,702 / 50% (July 2017) 	<ul style="list-style-type: none"> • Young children attend a Rated program: 35% • CCAP children 0 – 5 in Highly Rated Programs: 8,226 / 47% • CCAP children 0 – 5 in Rated Programs: 9,794 / 55% 	<ul style="list-style-type: none"> • Young children attend a Rated program: 40% • CCAP children 0 – 5 in Highly Rated Programs: 50% • CCAP children 0 – 5 in Rated Programs: 65%

MN's Parent Aware Evaluation Plan

DHS Priority	Internal or external?	Topic	Topic	Research Question	Research Strategy	Timing/ Frequency of Study 2017 - 2022
High	External	Support for children's development	Equity	What are children's school readiness gains in Parent Aware programs in the year before kindergarten? Do children's gains differ by program quality and/or by program intensity?	Collect child assessment data in the fall and spring before Kindergarten. Compare children's gains in programs with different ratings. Compare children from highly rated Parent Aware programs with similar children from low rated Parent Aware programs (propensity score matching). Compare children who attended full-day programs with similar children who attended half-day programs. Compare children by income and race/ethnicity.	Conduct once after 2020 indicator revisions
Med	External	Access to quality		What is the experience over time of low-income families that access highly rated Parent Aware programs? What financial supports do they use (scholarships, subsidy), and how do these support or inhibit continuity of care?	Conduct a longitudinal study of low-income families and children in Parent Aware rated programs to understand patterns of access to quality and experiences in ECE programs. [Alternative: Use ECLDS to track financial supports used.]	Three or four year study conducted once
High	Internal	QRIS participation and ratings	Quality improvement	What are the trends in re-ratings issued to Parent Aware?	Analyze patterns of re-ratings issued to programs by program type, initial rating and region	Annually

MN Reflections

- Build a commitment to data-informed decision-making and CQI into the way you do business.
- Collaboration with internal and external stakeholders is key.
- A lack of one type of data can be offset by using an alternative data collection strategy.
- Huge multi-faceted external evaluation efforts are not always the answer. Savvy, targeted use of funds can buy a lot.

Activity



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 - Ivelisse Martinez-Beck, CCEEPRA Project Officer

