

ECAC Data Development Work Group

Scored List of Policy and Program Questions

7/18/11

Based on the Early Childhood Education Data Elements Analysis, the program and policy questions below have been scored on three scales, the quality/quantity of current data, the level of difficulty to answer the question and approximately how long it would take to complete. These scores do not account for confidentiality and/or privacy concerns, or other permissions to use the data that may arise. They will need to be determined as we move forward with this project.

SCALE

Quality & Quantity	Difficulty	Timeframe
1-No current data	1-Unable to do	1- Near Future (1-3 years)
2-Poor/ Very inconsistent	2-Very difficult	2- Future (4-7 years)
3-Average/Inconsistent	3-Difficult	3- Long-term Future (8+ years)
4-Good	4-Doable	
5-Excellent	5-Very doable	

Domains/Outcomes	Quality & Quantity of current data	Level of Difficulty to get done	How long to do
Provider (Site and/or person providing Early Childhood Education) Supply			
1) How many Early Learning providers exist? ^{1,2}	5	5	1
a) Where are they located?	5	5	1
b) Who can these providers serve?	3	4	1
c) Who do these providers serve?	5	5	1
d) What is their capacity to serve publicly funded children?	3	4	1
e) What are the program/curriculum being offered at these providers	2	2	3
f) What kind of public funding do they utilize?	4	4	1
2) How is the Early Learning market distributed among provider/program types? ^{1,2}	5	5	1
a) Do geographic gaps or over-supply exist?	5	5	1
b) How large is the informal provider segment (including legally exempt, unregistered nursery schools, religiously based schools)?	3	2	2

Domains/Outcomes	Quality & Quantity of current data	Level of Difficulty to get done	How long to do
c) Are there commonalities among programs that do or do not accept child care subsidies?	4	4	1
3) To what extent does supply meet families' needs in terms of scheduling, cost, and other access issues?	1	2	3
4) As the supply of one program type rises or falls, what impact can be seen on other program types?	3	3	3
Enrollment, Demographic and Demand ^{1,2}			
5) What Early Learning arrangements do families use most often?	2	2	3
6) How does the utilization and demand for formal programs differ from the utilization and demand for informal childcare?	2	2	3
7) Are there gaps in services?	4	4	1
a) Across ages?	2	2	3
b) Across regions?	5	5	1
c) Across program/provider types?	5	5	1
8) What commonalities exist among families using subsidies?	4	4	1
9) Are policies and subsidies facilitating placement of children from low-income families into quality settings?	2	2	3
10) What are the numbers and demographics of children and their families in early learning programs:	2	2	3
a) Statewide?	2	2	3
b) Across regions?	2	2	3
c) Across program/provider types?	2	2	3
d) Across ages?	2	2	3
e) Enrolled in more than one Early Learning program?	2	2	3

Domains/Outcomes	Quality & Quantity of current data	Level of Difficulty to get done	How long to do
Workforce³	<u>(Current/With implementation of The Workforce Registry)</u>		
11) What patterns exist between Early Learning programs and workforce characteristics?	1/4	1/4	2
a) Levels of educational and professional attainment of staff across program types	2/5	1/4	2
b) Compensation and benefits provision across program types	1/4	1/4	2
12) Are programs attaining desired/required workforce standards?	3/4	3/4	2
a) In what areas or positions does under-qualification or over-qualification persist?	2/5	1/5	2
13) At what rate and for what reasons does turnover occur?	1/3	1/4	2
a) Which programs/providers experience the most/least turnover?	2/4	1/4	2
14) What types and intensity of professional development make a difference on teacher effectiveness and program quality?	1/4	1/3	2
a) What are the costs?	1/3	1/3	2
15) What are the characteristics of teachers and settings that will help children achieve learning outcomes?	1/3	1/3	3
16) What are the numbers and demographics of Early Learning staff and does staff reflect the following of the families they serve?	1/3	1/3	3
a) Racial\Ethnic composition	1/3	1/3	3
b) Live in the geographic area	1/3	1/3	3
Program Quality⁴			
17) Are programs meeting established quality standards?	5	5	2
a) Do quality programs ensure positive social and emotional development?	2	3	3
b) Where are quality programs located?	5	5	2
c) Where are more quality programs needed?	5	5	2

Domains/Outcomes	Quality & Quantity of current data	Level of Difficulty to get done	How long to do
d) What are the proportions of quality programs by type?	5	5	2
e) To what extent do children in low-income families have access to high quality programming?	3	5	3
18) What types of providers are choosing to participate in Quality Stars NY?	5	5	2
a) What is the typical level of quality?	5	5	2
b) Which provider types typically earn fewer stars and what are their characteristics?	5	5	2
c) How are high quality (4- and 5-star) programs distributed throughout NYS?	5	5	2
d) Are high quality (4- and 5-star) programs accessible on an equitable basis across:	5	5	2
i) Regions	5	5	2
ii) Income levels	3	5	2
iii) Special needs	3	4	2
e) How has QUALITYstarsNY changed the supply and demand for early childhood programming?	1	5	3
19) How many programs receiving subsidies have undergone complaint investigations and what are the characteristics of those programs?	5	5	1
a) How can this information best be provided to families?	5	5	1
Child Outcomes			
20) What relationship exists between families' utilization of Early Learning programs and children's school readiness and outcomes?	3	3	3
a) Does this relationship look different for children from low-income families?	3	4	2
b) Does this relationship look different for children with special needs	3	4	2
c) Does this relationship look different for children who are dual language learners (ELL)	2	3	3

Domains/Outcomes	Quality & Quantity of current data	Level of Difficulty to get done	How long to do
Cost and Financing			
21) How much do Early Learning programs cost overall and for parents? ⁵	4	5	1
a) Statewide?	4	5	1
b) Across regions?	4	5	1
c) Across program/provider types?	4	5	1
d) Across ages?	4	5	1
22) What is the relationship between program cost and children's outcomes?	3	5	3
23) What percentage of families' income is spent on Early Learning programs?	2	2	3
24) What are the characteristics of providers who accept subsidies compared to providers who do not accept subsidies?	4	4	1
25) What would it cost to increase the capacity to serve all children? ⁵	5	5	1

FOOTNOTES

1-Data on Legally Exempt providers may be inconsistent
2-Data on non-NYC informal providers is very inconsistent
3-The Workforce Registry is not planning on including Legally Exempt or other non-regulated/licensed workforce members at this time
4-Assuming QualityStarsNY is fully implemented
5-Cost data will come from the New York State Early Childhood Cost Model System currently being developed by the ECAC's Finance Work Group