Data Data Everywhere

Anita McGinty & Daphna Bassok
The Big Picture: Why are we collecting *so much* data?

• It’s difficult to solve problems that we do not understand.
• Data that accurately capture the **full** early childhood landscape rarely exist.

• Coordinated data systems can help us:
  • Target resources to programs that need them
  • Better support the early childhood workforce
  • Improve access to high-quality learning opportunities and support families
  • Ensure children start school ready to thrive
Today’s Focus

• What have we collected?

• Implementation: A new way of doing business

• “Scratching the surface”: Insights from the Workforce Survey and LinkB5
Emphasizes teacher experiences, practices, perceptions
Captures the stability of teachers in their positions since entering PDG
Key elements of access and quality across all PDG ECE providers in a community
Critical information to allow family voices to inform a community’s ECE approach
• When did it happen?
  • Data Collection/Assurance Window: October 1-November 15
  • CLASS Score Entry/Push to 100%: November 16-December 31

• Who is in it?
  • All sites registered for PDG
  • All site administrators working at PDG sites
  • All classrooms at PDG sites
  • All teachers working in PDG sites

• What can we learn?
  • Slots, rates, and enrollment
  • Site accreditations
  • Licenses and endorsements
  • Professional development
  • Revenue sources
  • Curriculum
  • CLASS scores
Workforce Surveys

• When did it happen?
  • Round 1: May & June, 2019
  • Round 2: March 2020

• Who is in it?
  • All teachers working 30 hours/week or more in PDG centers and schools
  • All teachers in PDG family day homes
  • All leaders in PDG sites including center directors, Head Start directors, and school principals

• What can we learn?
  • Professional development
  • CLASS, observations & feedback
  • Leadership
  • Climate
  • Job commitment, satisfaction & well-being
Verification

• When did it happen?
  • Three rounds of verification between August 2019 & February 2020

• Who is in it?
  • All teachers (centers, schools, family day homes) registered in May 2019

• What can we learn?
  • Detailed information on teacher turnover throughout the year
Family Survey

• When did it happen?
  • November-December 2019 (Now!!)

• Who is in it?
  • All families at PDG sites invited to participate

• What can we learn?
  • Experiences finding early childhood programs that meet their needs
  • Perceived financial burden
  • Satisfaction & engagement with sites
Creating data-driven communities
Key Take-Aways

• There is an interest and readiness for ECE providers to work together and to put data at the center of their work

• Outreach support which offers choice and is steady is useful

• Community ownership and coordination is critical
LinkB5: An example of Community Ownership

- **Sept. 23**
  - Community Leads Invited
  - Sept. 23-27
    - Community Leads Verify Information

- **Sept. 30**
  - Site Leads Invited
  - Sept. 30-December 31
    - Community Leads Outreach to Site Directors
    - Site Leads Enter Data

- **Oct. 14**
  - Teachers/Aides Invited
  - Oct. 14-December 31
    - Community/Site Leads Outreach to Teachers
    - Teachers/Aides Enter Data

- **CLASS Data entry/Data Assurance**
  - November 15-December 31
    - CLASS data continues to be entered
Engagement and quality of data collection is remarkably high
Outreach and support is important

- Site visits
- Webinars
- Video tutorials
- Chat
- Calendars
- Email
- Printables
- Manuals

Outreach

Outreach and support is important
Ongoing communication with community leads guided their outreach and PDG team supports to the field

- Community lead calls and emails weekly
- LinkB5 data reports
- Communication templates and emails to support outreach on surveys
- Tracking, examining patterns, offering individualized suggestions and supports

LinkB5 Community Onboarding Report: Charlottesville-Albemarle

The table below shows the status of the LinkB5 profiles in your community. This information can be helpful as you plan your outreach to Site Directors and Teachers as they move their profiles to ‘Complete’.

This is what your profile status table looked like on 11-01-19.

<table>
<thead>
<tr>
<th>Profiles</th>
<th>Not Started</th>
<th>In Progress</th>
<th>Complete</th>
<th>Percent Complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site Profiles</td>
<td>0</td>
<td>0</td>
<td>30</td>
<td>100.0%</td>
</tr>
<tr>
<td>Site Admin Profiles</td>
<td>11</td>
<td>1</td>
<td>24</td>
<td>66.7%</td>
</tr>
<tr>
<td>Classroom Profiles</td>
<td>35*</td>
<td>0</td>
<td>93</td>
<td>71.0%*</td>
</tr>
<tr>
<td>Teacher Profiles</td>
<td>65</td>
<td>10</td>
<td>129</td>
<td>63.2%</td>
</tr>
</tbody>
</table>

*These numbers represent a rough estimate of the number of classrooms expected for your community.

These counts reflect your community’s status at a particular point in time. To see updated and changing counts, refer to your Community and Site Dashboards in LinkB5 (linkb5.virginia.edu).

This is what your profile status table looked like on 10-28-19

<table>
<thead>
<tr>
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<tr>
<td>Teacher Profiles</td>
<td>115</td>
<td>14</td>
<td>72</td>
<td>35.8%</td>
</tr>
</tbody>
</table>
Progress is steady and takes time and community support

<table>
<thead>
<tr>
<th>Profile Type</th>
<th>Oct. 17</th>
<th>Nov. 1</th>
<th>Nov. 15</th>
<th>Dec. 15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site</td>
<td>260 (45.3%)</td>
<td>374 (65.2%)</td>
<td>473 (83.0%)</td>
<td>516 (91.3%)</td>
</tr>
<tr>
<td>Site Admin</td>
<td>215 (34.5%)</td>
<td>356 (54.9%)</td>
<td>461 (68.2%)</td>
<td>518 (75.7%)</td>
</tr>
<tr>
<td>Classroom</td>
<td>872 (38.8%)</td>
<td>1198 (53.3%)</td>
<td>1515 (67.5%)</td>
<td>1638 (94.1%)</td>
</tr>
<tr>
<td>Teacher</td>
<td>419 (14.7%)</td>
<td>1326 (42.3%)</td>
<td>2040 (67.4%)</td>
<td>2450 (80.5%)</td>
</tr>
</tbody>
</table>
Your experience

Turn and Talk to your neighbor

What is something about this process of data collection that initially seemed very daunting or tough to take on, but now is a point of pride or offers a sense of accomplishment?
What can the data begin to show?

Workforce Survey
Incredibly comprehensive look into the experiences of early educators

• We heard from...
  • 87% of family day homes (86 teachers)
  • 72% of teachers in center-based programs (1,262 teachers)
  • 84% of teachers in school-based programs (696 teachers)

• We are learning about...
  • Professional development
  • CLASS, observations & feedback
  • Leadership
  • Climate
  • Job commitment, satisfaction & well-being
What we are learning from workforce surveys...

Across survey respondents...
• Nearly all teachers are women (97%)
• The average teacher is 41 years old
• Of all teachers, 64% reported being the lead teacher of their classroom.
Substantial differences in racial composition across sectors

- **Family Day Homes**: 50% White, non-Hispanic, 28% Black, non-Hispanic, 18% Hispanic, 4% Other, non-Hispanic
- **Teachers at Centers**: 57% Hispanic, 26% Black, non-Hispanic, 10% White, non-Hispanic, 7% Other, non-Hispanic
- **Teachers at Schools**: 86% Hispanic, 8% Black, non-Hispanic, 3% White, non-Hispanic, 3% Other, non-Hispanic
Educational attainment is much higher in schools

- Family Day Homes:
  - High school or less: 51%
  - Associates: 15%
  - Bachelors: 21%
  - Masters or higher: 12%

- Teachers at Centers:
  - High school or less: 52%
  - Associates: 17%
  - Bachelors: 25%
  - Masters or higher: 6%

- Teachers at Schools:
  - High school or less: 44%
  - Associates: 1%
  - Bachelors: 1%
  - Masters or higher: 55%
Forty percent of child care lead teachers have a household income below $25,000...
Teachers at schools tend to receive more PD

Estimated total number of PD hours among lead teachers over past 12 months

<table>
<thead>
<tr>
<th>Category</th>
<th>0-12 hours</th>
<th>13-30 hours</th>
<th>More than 30 hours</th>
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<tbody>
<tr>
<td>Family Day Homes</td>
<td></td>
<td>28</td>
<td>46</td>
</tr>
<tr>
<td>Teachers at Centers</td>
<td>44</td>
<td>34</td>
<td>22</td>
</tr>
<tr>
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<td>42</td>
<td>41</td>
<td></td>
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Areas where teachers would like additional professional development

- disabilities/special needs: 48%
- supporting ELLs: 42%
- using assessment tools: 34%
- addressing trauma: 34%
- managing behavior: 34%
- supporting literacy: 33%
- culturally responsive classrooms: 29%
- teacher-child interactions: 29%
- using curriculum: 26%
- engaging families: 25%
- supporting math/science: 23%
- supporting SEL: 17%

Percentage of lead teachers reporting not enough PD
Cost is the most frequently cited barrier to PD...

Most cited barriers to PD among lead teachers

- Costs too much: 66%
- No substitutes: 30%
- Lack of support finding PD: 14%
- Lack of child care: 14%
- Inconvenient location: 13%
- Difficulty with technology: 7%
- Have not found past PD useful: 3%
Many teachers report being observed teaching in the past 12 months
The feedback teachers receive on their teaching is not always enough...
Teachers who are observed and receive feedback believe the feedback helps their teaching.
What can the data begin to show?

LinkB5 Data Snapshot
Reflecting on LinkB5

• We are still collecting data but the potential for the information is incredible

• LinkB5 shows the possibility of a massive behavior change that puts data into the hands of those serving children

• As we begin to consider the data, its power is in its comparability and granularity
It is feasible.....

Numbers as of 12/9/19

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LinkB5 has directly connected teachers and aides to a data portal
Numbers as of 12/9/19
The voices of individuals within ECE are within LinkB5

What would you want families to know about your site?
The system is structured for 3 and 4 year olds...
Thinking about mixed delivery at a classroom level begins to show clear variability

- Community A: 70% (70% of classrooms with 3+ funding sources)
- Community B: 48% (48% of classrooms with 3 funding sources)
- Community C: 48% (48% of classrooms with 3 funding sources)

Percent of Classrooms

Number of Funding Sources: 1, 2, 3+
The use of a curriculum at a classroom level is evident.
Teachers do not report coaching as a common practice

- Affiliated Center: 50%, n = 248
- Family Day Home: 30%, n = 7
- Public School: 48%, n = 402
- Stand-Alone Center: 47%, n = 430
Your community reports
Understanding Your Community Reports

Presents information from the Workforce Survey and LinkB5

Workforce Survey: Who did we hear from?

Workforce Survey: Teacher characteristics
Understanding Your Community Reports

Workforce Survey: Perception of professional development needs

Workforce Survey: Observations conducted
Understanding Your Community Reports

LinkB5: Who is in the system?

LinkB5: What was the response across different profiles?

LinkB5: What was the connection of different users?
Understanding Your Community Reports

LinkB5: What percentage of classrooms use a curriculum comparing the different site types.

LinkB5: What percentage of classrooms use a curriculum comparing the different site types.
Questions for reflection

- What is one thing you learned from the profiles that surprised you?
- Do these findings raise any questions for you?
- What data are you eager to “get your hands on?” What would you like to see and know about your sites?
- How do you think access to these types of data could inform your day-to-day practice or longer-term planning?
Thank you!

Dr. Anita McGinty
as2g@virginia.edu

Dr. Daphna Bassok
dbassok@virginia.edu