



Child Care and Early Education Policy Research Consortium Annual Meeting

February 7-8, 2018 • Hilton Crystal City Hotel • Arlington, VA

Agenda

Wednesday, February 7, 2018 (9:00 a.m. – 5:15 p.m.)

Welcome

9:00 a.m. – 9:30 a.m. | Adams/Madison

The CCEEPRC 2018 Annual Meeting will begin with a welcome to all Consortium members, including a brief overview of the goals and agenda for the meeting.

Plenary Session 1

9:30 a.m. – 10:30 a.m. | Adams/Madison

Diversity, Equity and Inclusivity in ECE Policy, Practice and Research – An Overarching Perspective for the Field

ECE programs are increasingly challenged to respond to the service needs of increasingly diverse populations. Meeting this challenge requires the intentional application of a diversity, equity, and inclusivity lens. This plenary session features conceptual perspectives on *how* diversity, equity, and inclusivity can be incorporated across all aspects of policy, programmatic and research efforts. Presenters will describe four frameworks or resources as illustrative examples of how more responsive and inclusive approaches for serving and studying diverse populations can better support children's learning and development. A facilitated discussion with the audience will strengthen connections across disciplines and address equity issues faced by different diverse populations (e.g., special needs, homeless, cultural/linguistically diverse, rural, non-traditional work hours).

Facilitator

- **Iheoma Iruka**, High Scope Educational Research Foundation

Panelists

- **Margaret Simms**, The Urban Institute | *Identifying Racial and Ethnic Disparities in Human Services: A Conceptual Framework and Literature Review*
- **T'Pring Westbrook**, The Annie E. Casey Foundation | *Race, Equity and Inclusion Action Guide*
- **Michael López**, Abt Associates & The National Research Center on Hispanic Children & Families | *Developing Culturally Responsive Approaches to Serving Diverse Populations: A Resource Guide for Community-Based Organizations*
- **Jessica Barnes Najor**, Michigan State University and **Aleta Meyer**, OPRE | *A Roadmap for Collaborative and Effective Evaluation in Tribal Communities*

Discussant

- **Beth Rous**, University of Kentucky

Breakout Sessions A1-A4 | 10:45 a.m. – 12:00 p.m.

A1: Igniting Discussions and Sharing Insights on Equity and Access

10:45 a.m. – 12:00 p.m. | Washington I

Researching equity in family access to high quality early care and education (ECE) is critical, especially in light of the 2014 reauthorization of the Child Care and Development Fund (CCDF). Given the considerable diversity among children and families seeking child care in the US, this session will use an innovative ignite format (7 presenters, 5 minutes each, 20 slides) to share research, tools, and challenges when conducting studies of equity and accessibility. This will be followed by an in-depth discussion among participants about questions related to implications of findings for policy, practice and research. Discussion will include implications of CCDF reauthorization, policy strategies, guiding questions for research about equity in access, definitions of access as applied to diverse sub-populations, and potential research methods that appropriately measure the extent that access to ECE experiences is indeed equitable.

Facilitator

- **Anna Johnson**, Georgetown University and Child Trends

Panelists

- **Iheoma Iruka**, High Scope Research Foundation | *African American Children in Early Childhood Education: Making the Case for Holistic Supports*
- **Gina Adams**, The Urban Institute | *Inadvertent Barriers to Subsidies for Four Populations of Concern: Infants and Toddlers, Children whose Parents Work Non-Traditional Work Schedules, Children Living in Rural Areas, and Children with Special Needs*
- **Lisa Ojibway**, Child Care State Capacity Building Center | *Cultural and Linguistic Responsiveness with Infants/Toddlers*
- **Katie Paschall**, Child Trends | *Measuring and Comparing ECE Access for Families: Analysis of National Survey of Early Care and Education*
- **Amy Susman-Stillman**, University of Minnesota | *Barriers and Solutions to Preschool Attendance in Low-Income Families*
- **Rebecca Swartz**, University of Illinois, Urbana Champaign | *Meaningful Messaging: Empowering Families and Caregivers through Information about Early Care and Education*
- **Beth Rous**, University of Kentucky | *Inclusive Early Childhood QRIS Policy Evaluation Framework: Do QRISs Adequately Support Young Children with Special Needs and Their Families?*

A2: Using Integrated Administrative Data Systems to Answer Policy-Relevant Questions in Early Care and Education

10:45 a.m. – 12:00 p.m. | Washington II

This session will provide three examples of using administrative data to address questions concerning early care and education policy (ECE), including questions about the increasingly diverse populations of families served and of ECE providers. The panel will share their experiences using integrated data across early childhood, education and human services programs to address substantive questions. Presentations will address how to leverage the use of administrative data with other data sources to examine ECE issues, as well as methodological challenges faced when integrating administrative data from various programs. Panelists' diverse perspectives and reflections aim to promote a broad discussion motivating the use of administrative data to examine ECE policies in other locations.

Facilitator

- **Susan M. Jekielek**, University of Michigan, Inter-university Consortium for Political and Social Research

Panelists

- **Lisa McCabe** and **John Sipple**, Cornell University and **Hope Casto**, Skidmore College | *Behind the Scenes Working with Administrative Data: Lessons Learned from a Study of Early Care and Education in New York State*
- **Noreen Michael**, University of the Virgin Islands and **Carissa Zakers**, U.S. Virgin Islands Department of Education | *Establishing a System to Make Administrative Data Available for Early Childhood Research and Program Improvement: Processes, Issues, and Opportunities*
- **Michael Lopez**, Abt Associates and **Vickie Ybarra**, Washington State Department of Children, Youth, and Families | *Early Learning Data and State Level Data Systems: Policy and Research as Drivers of Demand*

Discussant

- **Wladimir Zanoni**, Chapin Hall at the University of Chicago
 - **Chris Pecaut**, Illinois Department of Human Services
-

A3: Conceptualizing Quality from the Perspective of Home-Based Child Care

10:45 a.m. – 12:00 p.m. | Richmond

There is significant concern that existing quality measures do not adequately capture distinguishing features of home-based child care (HBCC). Policymakers often must make hard choices about which aspects of quality to measure even though these factors tend to yield limited information about children's outcomes. We will present a draft conceptual model developed by a subset of the HBCC Work Group, which defines elements of quality in HBCC settings. Then panelists will share their reflections on implications for different HBCC populations (e.g., informal care, pre-K), different sectors of early care and education (e.g., QRIS, CCDF), and different purposes for a definition of HBCC quality (e.g., high stakes assessment, coaching, professional development), as well as unintended consequences. This interactive session aims to elicit discussion from meeting participants based on their research.

Facilitator

- **Amy Blasberg**, Child Trends

Panelists

- **Toni Porter**, Early Care and Education Consulting
- **Jaime Thomas**, Mathematica Policy Research
- **Rena Hallam**, University of Delaware
- **Sarah Neville-Morgan**, State of California, Early Education and Support Division

A4: Supporting Quality Programs for Infants and Toddlers through Professional Development and Technical Assistance

10:45 a.m. – 12:00 p.m. | Roanoke

This session will highlight innovative professional development and technical assistance efforts to support the infant and toddler workforce and ultimately support quality improvement in infant and toddler education and care programs. Presenters will discuss We Grow Together – The Q-CCIIT Professional Development System, the State Capacity Building Center's Tool for Advancing Infant/Toddler Child Care Quality, and Georgia's Bright from the Start DECAL program. Attendees will gain an understanding of current efforts to support infant/toddler program quality as well as discuss important next steps to

enhance quality through workforce development. This interactive session will encourage discussion between presenters and attendees around the following topics: collaboration between researchers, state personnel, and practitioners; provider pre-service and in-service professional development, and development and implementation of workforce competencies.

Facilitator

- **Patricia Del Grosso**, Mathematica Policy Research

Panelists

- **Sally Atkins-Burnett**, Mathematica Policy Research | *We Grow Together – The Q-CCIIT Professional Development System*
- **Kelley J. Perkins**, State Capacity Building Center | *Strengthening State and Territory Infant/Toddler Child Care System Policies and Practices: A Tool for Advancing Infant/Toddler Child Care Quality*
- **Susan Adams and Bentley Ponder**, Georgia Department of Early Care and Learning | *Implementing and Evaluating New Language and Literacy Supports for Infant and Toddler Teachers in a Statewide Initiative*

Discussant

- **Patricia Del Grosso**, Mathematica Policy Research
-

Lunch (On Your Own) | 12:00 p.m. – 1:15 p.m.

Plenary Session 2

1:15 p.m. – 2:15 p.m. | Adams/Madison

Defining and Measuring Child Care Quality that Reflects Diversity of Families and Settings

Building on current work on child care quality—from the Home-Based Child Care Working Group, an OPRE-funded meeting on quality measures - and work by consortium members this plenary will highlight research and gaps in defining and measuring quality. Two key issues in the field are that many extant quality measures are not strongly associated with children's outcomes and, further, often do not appropriately take into account diversity in populations and settings. This suggests the field needs to re-conceptualize the way it defines and measures quality. This plenary will begin with an overview from a recent meeting examining existing quality measures and their use in different research and practice contexts. Next, expert panelists will be asked specific questions to share recent findings, lessons learned, and thoughts on how to best advance the field's understanding of child care quality.

Facilitators

- **Holli Tonyan**, California State University, Northridge and Michelle Maier, MDRC

Panelists

- **Kelly Maxwell**, Child Trends | *Early Care and Education Quality Measures Review and Analysis Project*
- **Margaret Burchinal**, Frank Porter Graham Child Development Institute | *Synthesis Work on Lack of Association between Extant Measures of Quality and Children's Outcomes*
- **Shannon Lipscomb**, Oregon State University | *Observed Quality, Structural Indicators, and Child Engagement in Centers and Home-Based Programs in Oregon*
- **Sally Atkins-Burnett**, Mathematica Policy Research | *Quality of Caregiver-Child Interaction for Infants and Toddlers (Q-CCIIT): Measuring the Quality of Caregiver Interactions with Infants and Toddlers in Different Types of Licensed Care Settings*
- **Sara Bernstein**, Mathematica Policy Research | *AI/AN Head Start Family and Child Experiences Survey (FACES) Classroom Observations*

-
- **JoAnn Hsueh**, MDRC | *Variations in Implementation of Quality Interventions (VIQI): Conceptualizing and Measuring Different Dimensions of Quality across Mixed-Age Preschool Classrooms in Head Start and Community-Based Settings*

Break | 2:15 p.m. – 2:30 p.m.

Breakout Sessions B1-B4 | 2:30 p.m. – 3:45 p.m.

B1: Provider Experiences with the Subsidy System: What We Know and Need to Know to Improve Quality and Supply of Subsidized Care

2:30 p.m. – 3:45 p.m. | Washington I

This interactive discussion addresses what we know – and what we *need* to know – about providers’ experiences with the subsidy system. The first panelist will present a brief overview of research findings on providers’ experiences with the subsidy system. The facilitator will then engage the panel in a discussion of the following questions:

- What does “provider-friendly” policy look like?
- What are the challenges to states to implement “provider-friendly” policy? What tools are available within CCDBG reauthorization to support providers?
- What are some of the study design and data challenges and opportunities for studying provider experiences with the subsidy system and the impact of CCDBG on provider supply and quality?
- What are the key questions that need to be addressed to inform future research on providers?

Audience participation will be encouraged particularly to create a list of panel/audience-generated questions to inform future research. These questions will be shared with the CCEPRC community after the conference.

Facilitator

- **Julia Henly**, University of Chicago

Panelists

- **Pam Joshi**, Brandeis University
- **Jocelyn Bowne**, Massachusetts Department of Early Education and Care
- **Melanie Brizzi**, Child Care State Capacity Building Center, ICF
- **Gina Adams**, Urban Institute
- **Rena Hallam**, University of Delaware
- **Teresa Derrick-Mills**, Urban Institute

B2: Child Care Deserts: Current Knowledge and Next Steps for Researchers and Policy Makers

2:30 p.m. – 3:45 p.m. | Washington II

This session will explore early care and education (ECE) program access from the perspective of researchers and state-level policy makers. Using a “flash panel” (i.e. very short presentations), the session will briefly highlight key research findings and state-level policies related to access gaps in child care. Researchers on the panel will share work from MA (Dr. Hardy), NY (Dr. McCabe), and WV (Dr. Anderson) where studies have examined how different factors (e.g. rurality/urbanicity, poverty, prekindergarten policy) relate to “child care deserts” (geographic areas experiencing constrained access to ECE programs). Two presentations from state-level administrators (Dr. Ybarra, WA and Ms. Polojac, PA) will share efforts and needs related to advancing an understanding of child care access gaps in their states. These diverse presentations will enable discussion about cross-state similarities related to child care deserts and related patterns of local access, as well as future directions for both research and policy to address gaps.

Facilitator

- **Lisa McCabe**, Cornell University

Panelists

- **Erin Hardy**, Brandeis University | *Neighborhood Access to Subsidized Early Care and Education in Massachusetts: Patterns by Race/Ethnicity, Nativity, and Urbanicity*
- **Lisa McCabe**, Cornell University | *What's Driving Child Care Deserts? Factors Related to Child Care Gaps in New York State*
- **Sara Anderson**, West Virginia University | *Child Care, Pre-K, and Head Start in West Virginia: Child Care Deserts, Poverty, and Rurality*
- **Vickie Ybarra**, Washington State Department of Children, Youth, and Families | *Considerations for Examining the Gap*
- **Susan Polojac**, Pennsylvania Departments of Human Services and Education | *The Culture of Quality: Urban/Suburban and Rural Recruitment Strategies in Pennsylvania*

B3: Research Partnerships: The What, How, and Why of Conducting Research in the Context of a Partnership

2:30 p.m. – 3:45 p.m. | Richmond

Panelists will discuss three different types of research partnerships in early care and learning: 1) university-state agency research partners, 2) research partnerships with tribal communities, and 3) community-university research partnerships. The studies conducted as part of these partnership represent a range of settings (e.g., Head Start, home-based child care, home visiting). The moderator will engage panelists and participants in discussions about the strengths and challenges in partnering with various organizations and communities to conduct research and how these partnerships allow for the co-creation of research that supports the development of culturally grounded research methods and activities. The role of policy—in influencing the partnerships and informing the work—will also be discussed. Join us for an engaging discussion of conducting research in the context of a partnership.

Facilitator

- **Kelly Maxwell**, Child Trends

Panelists

- **Roberta Weber**, Oregon State University and **Tom George**, Oregon Department of Education | *Oregon's University-State Agency Research Partnership*
- **Jessica Barnes Najor** and **KyungSook Lee**, Michigan State University and **Ann Cameron**, Inter-Tribal Council of Michigan's Region XI Head Start program | *A Research Partnership with Tribal Communities In Michigan*
- **Colleen Vesely**, George Mason University | *Community-University Research Partnerships*

B4: Quality Rating and Improvement Systems: New Evidence and New Questions for the Future

2:30 p.m. – 3:45 p.m. | Roanoke

The goal of this session is to highlight recent research that will spark discussion about how findings can inform continuous improvement of state QRIS as system structures to support ECE quality improvement. The panel will highlight state QRIS studies from Indiana, Oregon and New Mexico. Each will address a different perspective on QRIS research, including use of longitudinal methods, use of new tools to assess unique features of children's participation in ECE settings (including family-teacher/provider relationships and child engagement) and inclusion of in-depth coding and analysis of curriculum and assessment practices. The panel will also showcase a high-level overview of findings from a 10-state synthesis of QRIS

validation studies. Each study offers new insights into the topics of quality measurement and how it can be conducted.

Facilitator

- **Kathryn Tout**, Child Trends

Panelists

- **Shannon Lipscomb**, Oregon State University | *QRIS Validation in Oregon*
- **Zach Gold, Aura Mishra, and Sarah Lane**, Purdue University | *QRIS Evaluation in Indiana*
- **Sarah Daily**, Child Trends | *QRIS Evaluation in New Mexico*

Break | 3:45 p.m. – 4:00 p.m.

Breakout Sessions C1-C5 | 4:00 p.m. – 5:15 p.m.

C1: Family Provider Teacher Relationship Quality Measure: A Tool for Research and Practice

4:00 p.m. – 5:15 p.m. | Washington I

Given the importance of families' relationship with their child's provider/teacher as a way to improve quality and child outcomes, attention has focused on how best to assess and subsequently intervene to improve them. This has resulted in the recent development and increasing use of the Family Provider Teacher Relationship Quality (FPTRQ) measure. Researchers who have used the FPTRQ measure will explore why this measure was selected, what is being learned about family engagement through use of this new measure, and its utility for improving practice and the parent-teacher/provider relationship. Panelists and session participants will discuss questions and issues that have emerged from use of the measure, including strengths and challenges.

Facilitator

- **Iheoma Iruka**, High Scope Educational Research Foundation

Panelists

- **Michelle Brahaney**, University of Toledo | *Using FPTRQ Scales to Measure Teacher and Parent Engagement in Early Childhood Programs*
- **Sarah Heinemeier**, Compass Evaluation and Research | *Ohio's Step Up to Quality (SUTQ) Validation Study Results*
- **Roberta B. Weber**, Oregon State University | *Oregon's Quality Rating Improvement System (QRIS) Validation Study One: Associations with Child Engagement and Family Engagement*

C2: Addressing Childhood Inequities through Alternative Methodological Approaches

4:00 p.m. – 5:15 p.m. | Washington II

This session uses a racial/ethnic equity lens to examine large-scale research and evaluation studies of ECE. The first presentation highlights equity issues and measurement challenges in a state evaluation of the Preschool Development Grant in Virginia. The second presentation examines our capacity to study equity in CCDBG policy and administrative data. The final presentation describes the development and validation of the Early Childhood Organizational Equity Assessment to help YMCAs promote equitable access to high quality ECE programs. We will engage the audience in a dialogue about these projects, drawing connections to the plenary on equity in ECE. Attendees will understand the limits of current methods and data and will begin to consider what modifications or new tools will be needed to build capacity in our field for research that is responsive and able to substantially alter childhood inequities.

Facilitator

- **Julia Mendez Smith**, University of North Carolina at Greensboro and the National Research Center on Hispanic Children and Families

Panelists

- **Erika Gaylor**, SRI International | *Examining Racial/Ethnic Disparities in Child Outcomes in Preschool and Kindergarten: How to Interpret and What Actions Can We Take?*
- **Pamela Joshi**, Brandeis University | *Incorporating an Equity Lens into CCDBG Policy Evaluation Research: What Questions to Ask and What Data are Needed?*
- **Michael Abel**, McCormick Center for Early Childhood Leadership | *Promoting Equity through Organizational Policies and Practices: The Development and Validation of the Early Childhood Organizational Equity Assessment*

Discussant

- **Michael Lopez**, Abt Associates and the National Research Center on Hispanic Children and Families and **Kevin Ferreira**, Boston College

C3: “Readiness to Change” within Quality Improvement Initiatives

4:00 p.m. – 5:15 p.m. | Washington III

The study of “readiness to change” has a long history in business and medicine, but is less developed within the early childhood field. While the study of early childhood professionals’ individual readiness is more common, the study of how groups of individuals or organizations become ready for change is gaining interest from early childhood researchers and policymakers, especially as readiness relates to successful quality improvement (QI) efforts. This session presents research on measuring readiness to change at the individual, group, and organizational levels within QI initiatives. The first paper shares case studies of providers’ readiness among those engaged in QRIS; the second shares readiness data on preschool teachers participating in professional learning communities; and the third shares how four new OPRE projects intend to measure readiness in their studies of QI.

Facilitator

- **Rena Hallam**, University of Delaware and Child Trends and **Tamara Halle**, Child Trends

Panelists

- **Meghan Broadstone**, Education Development Center, Inc. | *Ready to Join? Why Child Care Providers Choose to Participate (or Not) in Quality Improvement Initiatives*
- **Shannon Wanless**, University of Pittsburgh | *The Role of Psychological Safety in Creating a Culture of Readiness*
- **Michelle Maier**, MDRC; **Tamara Halle**, Child Trends; **Emily Moiduddin** and **Sally Atkins-Burnett**, Mathematica Policy Research | *Who’s Ready? (And How Do We Know?): Measuring Readiness in 4 OPRE-Funded Quality Improvement Initiatives*

C4: State Child Care Licensing: The Missing Piece of the Early Learning Research Agenda

4:00 p.m. – 5:15 p.m. | Richmond

Childcare licensing touches many early care and education providers. State and federal early learning initiatives (e.g., pre-K, QRIS, Head Start) also rely in many ways on the success of a solid licensing system. However, little research has examined childcare licensing. For example, how does licensing data help inform our understanding of access to healthy and safe childcare? Are higher quality programs less likely to have licensing violations? Is the frequency of licensing inspections related to providers’ compliance history? This session makes the case for increasing the use of licensing data to gain a better understanding of the potential role and implications of childcare licensing data. Presenters will describe available national and state licensing

data, provide an example of how Minnesota has used its licensing data, and introduce a framework demonstrating how licensing supports quality. An open discussion will explore pressing research questions and strategies for conducting research to examine childcare licensing.

Facilitator

- **Kelly Maxwell**, Child Trends

Panelists

- **Sheri Fischer** and **Nina Johnson**, National Center on Early Childhood Quality Assurance | *An Overview of National and State Data on Child Care Licensing*
- **Regina Wagner**, Minnesota Department of Human Services | *Minnesota's Use of Child Care Licensing Data*
- **Kelly Maxwell**, Child Trends | *Developing a Research Agenda for Licensing and its Relationship with Quality*

C5: Culturally Grounded Methods to Advance an Equity Lens in Early Childhood Care and Education Research

4:00 p.m. – 5:15 p.m. | Roanoke

This session will describe ECE research involving culturally responsive methodological approaches to addressing equity in the research process for migrant farmworker families, Latina mothers, and American Indian and Alaska Native (AI/AN) communities. First, efforts on the National Migrant and Seasonal Head Start Study to develop culturally grounded methods, measurement approaches, and strategies to recruit participants and train data collectors will be discussed. Second, a Community-based Participatory Research project with undocumented Latina mothers will highlight processes for analyzing and interpreting data with community partners. Finally, a qualitative study to examine cultural relevance of the Classroom Assessment Scoring System in AI/AN communities will be reviewed. A guided discussion will follow to explore how we can further our capacity to conduct culturally grounded research.

Facilitator

- **Michael López**, Abt Associates

Panelists

- **Sandra Barrueco**, The Catholic University of America | *Cultural Dimensions in Methodology and Training: Examples from the National Migrant and Seasonal Head Start Study*
- **Colleen Vesely**, George Mason University | *What Does This Mean to You?: Collaborative Data Analysis in Partnership with Amigas de la Comunidad*
- **Jessica Barnes-Najor**, Michigan State University | *Cultural and Practice Perspectives on the Classroom Assessment Scoring System: Voices from American Indian and Alaska Native Head Start Programs*

CCEEPRC 2018 Meet-and-Greet

5:15 p.m. – 7:00 p.m. | Crystal Ballroom