



Child Care and Early Education Policy Research Consortium Annual Meeting

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

Agenda

Thursday, February 8, 2018 (9:00 a.m. – 5:00 p.m.)

Plenary Session 3

9:00 a.m. – 10:00 a.m. | Adams/Madison

Financing to Support an Accessible High Quality Early Care and Education System

It is well established that the first years of a child's life are critical for building the foundation needed for success in school and later in life; however, the current funding structure for the early care and education (ECE) system is neither sustainable nor adequate to provide the quality of care and learning that children and families need. This session will provide an overview of the historical and current issues that affect financing of the ECE system. Presenters will highlight policy and research gaps and discuss efforts that are underway to address them that may increase the equity of access to high quality ECE. Leigh Bolick will open the session by sharing some of the challenging financing decisions policy makers and local programs face. Lynn Karoly will then discuss an overall approach for cost and financing analysis related to attaining high quality ECE, highlighting key policy questions and areas of required research. Rick Brandon will follow by discussing major issues in designing an effective financing structure that can attain accessible high quality ECE by responding to multiple perspectives, including moving from price-based to cost-based financing and equitable family payments. Kimberly Boller will present a conceptual framework for determining the costs of implementing high quality ECE and report findings from the *Assessing the Implementation and Cost of High Quality Early Care and Education* project. Leigh Bolick will conclude the session by discussing the public policy implications of the presentations and facilitating a discussion among the presenters.

Moderator and Discussant

- **Leigh Bolick**, National Center for Child Care Data and Reporting

Panelists

- **Lynn Karoly**, RAND Corporation
- **Richard Brandon**, RND Consulting
- **Kimberly Boller**, Mathematica Policy Research

Break | 10:00 a.m. – 10:15 a.m.

Breakout Sessions D1-D4 | 10:15 a.m. – 11:30 a.m.

D1: *What Do We Know About Professional Development for Home-Based Child Care Providers?*

10:15 a.m. – 11:30 a.m. | Washington I

This session will build on existing projects (i.e., Power to the Profession and the National Academy of

Sciences Workforce Development Report), policy (i.e., the Child Care and Development Block Grant Act of 2014), and research data as frameworks to enhance our understanding of professional development for home-based child care providers. Presenters will engage in an ‘inverted’ session, which focuses the presentation on the integration and synthesis across research findings rather than individual presentations of research. The presentation will draw on findings from the National Study of Family Child Care Networks, the LA Advance Study, and the evaluation of Stars Plus, part of the Delaware Quality Rating and Improvement System, to inform a broader conversation about the professional development of HBCC providers within the context of the aforementioned national projects and regulation.

Facilitator

- **Chrishana M. Lloyd**, Child Trends

Panelists

- **Juliet Bromer**, Erickson Institute and **Toni Porter**, Early Care and Education Consulting | *Unpacking Family Child Care Network Support: Findings from the National Study of Family Child Care Networks*
- **Elizabeth Cavadel and Emily Moiduddin**, Mathematica Policy Research | *The LA Advance Study: Family Child Care Providers’ Perspectives on Professional Development*
- **Rena Hallam**, University of Delaware | *Promoting Quality in Licensed Family Child Care: An Examination of Stars Plus*

Discussant

- **Katherine Kempe**, National Association for the Education of Young Children (NAEYC)

D2: Issues in Quality-Driven Early Care and Education Financing and Cost Analysis

10:15 a.m. – 11:30 a.m. | Washington II

This session will address key issues in improving the accuracy of estimates informing policymakers about the cost, quality, accessibility and financing of early care and education (ECE). While there have been great advances in the estimation of the cost of high quality ECE in recent years, there are significant unresolved issues. Presenters will draw on past and recent research, including the Office of Planning, Research and Evaluation’s *Assessing the Implementation and Cost of High Quality ECE* (ECE-ICHQ) project, bringing together concepts and research from public finance, economics and program evaluation. Presenters will initiate a discussion about key challenges and needs for further empirical and conceptual research in this area, to promote a deeper understanding among session participants of the relationships among ECE quality, cost, access and financing structures and the application in both research and policy contexts.

Panelists

- **Rick Brandon**, RBN Consulting | *Setting the Stage: Tools, Frameworks, and Issues in the Analysis of Center- and Home-Based ECE Costs and Financing; Accessibility Considerations*
- **Lynn Karoly**, RAND Corporation | *Accounting for the Cost of Quality in ECE from Provider and System Perspectives and Implications for Financing*
- **Andrew Burwick**, Mathematica Policy Research | *Developing Tools to Measure the Implementation and Cost of Center-Based Care: The ECE-ICHQ Approach*

D3: Capitalizing on CCDBG Reauthorization to Understand How CCDF Policies and Implementation Decisions Affect Children, Families, and Providers

10:15 a.m. – 11:30 a.m. | Richmond

The CCDBG Act of 2014 requires states to make numerous changes that impact children, families, and providers in a variety of ways. This session highlights approaches three states have taken to understand

impacts of certain changes in the CCDBG Act. First, Georgia will discuss research the state is conducting to better understand changes in supply and demand of family childcare and differences between providers who are licensed and those with a licensing exemption. Second, Massachusetts will present a conceptual model addressing how the CCDBG Act may impact access to high-quality subsidized care. Finally, Oregon will offer a model of support to increase the number of licensed exempt, home-based providers. Discussion will include reflections on policy alignment, additional research questions, and appropriate methods so that states can make the most of this opportunity to generate new evidence on the effectiveness of subsidy policies.

Facilitator

- **Bridget Hatfield**, Oregon State University and **Bentley Ponder**, Georgia Department of Early Care and Learning

Panelists

- **Bentley Ponder** and **Randy Hudgins**, Georgia Department of Early Care and Learning | *Understanding Different Components of Access: New Research Focused on Family Child Care and Exemptions.*
- **Kate Giapponi Schneider**, Brandeis University | *Promoting Stability for Families and Providers: Evaluating the New 12-Month Minimum Authorization Requirement under the CCDBG Act of 2014*
- **Bridget E. Hatfield**, Oregon State University | *Identifying Ways to Increase Success for Regulated Subsidy Providers: The Role of a Navigator*

Discussant

- **Monica Rohacek**, Urban Institute

D4: Research Findings on Peer Effects, Quality, and Outcomes—Equity, Quality and Policy Implications

10:15 a.m. – 11:30 a.m. | Roanoke

Research findings will be presented on how the portion of children with specific characteristics (such as being chronically absent, poor, Latino, African American, Dual Language Learners, or of different ages) predict cognitive and socio-emotional outcomes for the group of children in attendance, and whether they are mediated or moderated by the quality of the setting.

The session begins with a brief presentation of findings from existing research followed by “flash talk” presentations of new findings. In 3 minutes each researcher will discuss study questions, methods, analyses, key findings and implications. Audience members will be encouraged to reflect on the presentations from their unique disciplines. The discussant will examine policy implications with a focus on issues of quality and equity related to children served through Head Start, childcare subsidies, and public pre-k programs.

Facilitator

- **Diane Schilder**, Education Development Center, Inc.

Panelists

- **Kelly Purtell**, Ohio State University | *Classroom Age Composition and Children’s Cognitive and Socio-Emotional Growth: The Implications of Classroom Quality and Teacher Qualifications*
 - **Sara Anderson**, West Virginia University | *Pre-K Absenteeism and School Readiness: The Moderating Role that the Gender of Children in Attendance and Classroom Quality Have on Child Outcomes*
 - **Eva Marie Shivers**, Indigo Cultural Center | *What About the School Readiness Gap? Effects of Children’s Gender and Race on Socio-Emotional Outcomes and the role of Child Care Mental Health Consultation*
 - **Meghan Broadstone**, Education Development Center, Inc. | *Relationship between the Portion of Children with Racial/Ethnic Characteristics and Quality—Implications for Quality Rating and*
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Discussant

- **Jana Martella**, Education Development Center, Inc. and the Center on Enhancing Early Learning Outcomes

Lunch (On Your Own) | 11:30 a.m. – 1:30 p.m.

***Affinity Discussions* | 12:00 p.m. – 1:15 p.m.**

All meeting attendees are invited to join an informal discussion around a topic that is of interest to them. Discussions will convene around 12:00 p.m., after meeting attendees purchase lunch on their own. The hotel restaurant, *Relish*, is offering a hot lunch buffet at \$17 inclusive of tax. To-go containers will be available so you can bring your lunch to the affinity discussion rooms. Affinity discussions will conclude by 1:15 p.m. to allow time for attendees to move to the next set of breakout sessions.

- **Access and Equity in Early Childhood** | Richmond

Facilitators: Julia Mendez Smith, *University of North Carolina at Greensboro*; Abby Schachner, *SRI International*; Kevin Ferreira, *Boston College*; and Anna Johnson, *Georgetown University*

This affinity discussion will further our conversations about equity in ECE, particularly in the areas of access. Our goal for the affinity group is also to consider ways that collaboration among like-minded researchers and policymakers might further the goals and learning among those in this group, as well as for the larger membership. Research findings and resources on equity, segregation and barriers to ECE access for low-income Hispanic populations (Mendez Smith, Ferreira) and suspension and disciplinary practices in ECE for African American populations (Schachner) will be shared in an informal, interactive format. Attendees will also learn about ECE access and choice webinars that have been organized for the CCEEPRC members during the past year, such as on ECE supply maps and GIS research (Johnson). Attendees will be able to apply concepts to their own work, and also network to find potential collaborators for future projects using a racial/ethnic equity lens, and address such gaps to inform solutions for observed racial/ ethnic disparities. This session will build upon the shared learning among participants generated by the plenary and other breakout sessions on equity. We plan to have several tools on display for examining equity, as well as publications and/or research protocols for attendees to examine at their tables to stimulate small and large group conversations.

- **CCDBG Implementation: What is Happening in the States?** | Roanoke

Facilitators: Nina Johnson, *National Center on Early Childhood Quality Assurance* and Melanie Brizzi, *State Capacity Building Center*

This discussion will focus on states' challenges and successes as they implement CCDBG requirements. What can researchers learn from these challenges and successes? How might they inform future research? And how can states use existing research to support CCDBG implementation?

- **Continuous Improvement Science in Early Learning Contexts** | Adams/Madison

Facilitator: Kathryn Tout, *Child Trends*

New methods from the science of improvement offer promise for early care and education. These methods such as learning collaboratives, improvement cycles and job-embedded professional learning address quality improvement by focusing on individual practices as well as the structures at the program level needed to sustain improvements. This session offers an opportunity for participants to share their experience with new improvement methods and to discuss the research, policy and practice implications of this exciting new work.

- **Follow up to “Defining and Measuring Child Care Quality” Plenary Session | Adams/Madison**
Facilitators: Holli Tonyan, California State University, Northridge, and Michelle Maier, MDRC
Dive deeper into discussion of alignment between quality measures and children’s outcomes, with a focus on gathering participants’ “wishes” – related to quality measurement, what kinds of children’s outcomes are examined, and alignment between quality measures and children’s outcomes – as well as proposed strategies for achieving those wishes. We also plan on incorporating discussion of home-based child care.
- **Measurement of Continuity of Subsidy Receipt | Roanoke**
Facilitators: Bobbie Weber, Oregon State University and Yoonsook Ha, Boston University
With the 2014 CCDBG Reauthorization’s 12-month eligibility and 3-month job search requirements, we expect to see increased continuity in subsidy participation of families. Measuring continuity in subsidy participation across states is an opportunity for research to assess policy impact. In order to have comparable continuity measures it is important for the research community to use consistent methodology. The affinity group will focus on the opportunities and challenges to researchers working together to measure the impact of the new policy changes.
- **NSECE Data Users | Adams/Madison**
Facilitator: Rupa Datta, NORC
This affinity discussion is designed for researchers using, or interested in using, data from the National Survey of Early Care and Education (NSECE). Data users will discuss the ways they are using the data, their experiences obtaining restricted data access, the perceived benefits of the study design and data structure for addressing policy-relevant research questions, and any challenges they have had using the data. Implications for the 2019 NSECE data and their use may also be discussed.

Breakout Sessions E1-E4 | 1:30 p.m. – 2:45 p.m.

E1: What Are We Learning about Home-Based Child Care Providers and the Supports Available to Them?

1:30 p.m. – 2:45 p.m. | Washington I

Building on data from the National Survey of Early Care and Education (NSECE) about home-based childcare and sessions from previous CCEPRC meetings, the session will present findings from several new studies that examine the diverse characteristics of providers as well as the families and children they serve. Individual presentations will focus on listed and unlisted providers who serve children with disabilities; Latino providers who serve families who need non-traditional hour care; rural and urban licensed family childcare in Nebraska; and listed and unlisted providers in the Bay Area and Detroit. The focus on the needs of subsets of individual providers will stimulate discussion about supports that providers need, which extend beyond traditional professional development approaches; future policy directions for systems, such as QRIS; efforts to strengthen the workforce; and equity, all of which are major meeting topics.

Facilitator

- **Toni Porter**, Early Care and Education Consulting

Panelists

- **Alison Hooper**, University of Alabama and **Rena Hallam**, University of Delaware | *Home-Based Providers and Children with Disabilities: Findings from the National Survey of Early Care and Education*
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- **Amy Roberts**, University of Nebraska and **Iheoma Iruka**, HighScope Educational Research Foundation | *Licensed Family Child Care in Nebraska: Findings from the Nebraska Early Childhood Workforce Survey*
- **Danielle Crosby**, University of North Carolina at Greensboro and National Research Center on Hispanic Children & Families | *The Role of Home-Based Child Care Providers in Supporting Low-Income Hispanic Families*
- **Jaime Thomas**, Mathematica Policy Research | *Informal Child Care in Detroit and the Bay Area: Provider and Family Characteristics and Needs*

E2: Exploring an Integrated Implementation Study Framework: From the Frontline to Systems

1:30 p.m. – 2:45 p.m. | Washington II

Administrators at multiple levels of the ECE system wonder how variations in policy or program implementation alter effectiveness of services for children and families, and about differential affects for vulnerable populations. Meanwhile, researchers study implementation through multiple frameworks. In this session, we explore the question, “How can we develop a stronger body of knowledge on ECE program/policy implementation that accounts for multiple levels of implementation?” We will start with an overview of frameworks, including policy implementation frameworks, intervention and implementation fidelity frameworks, and implementation science frameworks. We will provide discussion questions, and kick off discussion with remarks from a representative of the National Center on Program Management & Fiscal Operations regarding bridging research to practice.

Facilitator

- **Tamara Halle**, Child Trends and **Teresa Derrick-Mills**, Urban Institute

Panelists

- **Pam Joshi** and **Kate Giapponi Schneider**, Brandeis University | *Using Policy Implementation Evaluation Frameworks to Study State Child Care Subsidy Policy Changes*
- **Michelle Maier**, MDRC | *Using Intervention and Implementation Fidelity Frameworks to Study Variations in Implementation of Quality Interventions (VIQI)*
- **Noreen M. Yazejian**, University of North Carolina at Chapel Hill | *Using Implementation Science to Evaluate Educare’s Implementation*

Discussant

- **Jacquie Davis**, National Center on Program Management & Fiscal Operations

E3: Policies to Improve Continuity of Subsidized Child Care

1:30 p.m. – 2:45 p.m. | Richmond

This session focuses on policy levers designed to increase the stability of children’s participation in subsidized childcare. The session will open with a presentation on key factors influencing the continuity of subsidized childcare. Then three presentations will highlight novel policy approaches designed to improve subsidy stability: (1) the use of contracted providers to assess voucher eligibility, (2) the centralization of eligibility determination at the state level, and (3) the promotion of partnerships between Child Care and Early Head Start programs. Two discussants will consider these examples in light of state CCDBG implementation efforts broadly and with consideration of their potential to improve children’s wellbeing. By bringing together experts from different states and diverse disciplines, and through audience participation, the session will spark conversation across researchers and practitioners and across childcare and early education experts about promising strategies to support the stability of children’s care.

Facilitator

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

Panelists

- **Julia Henly**, University of Chicago | *Factors that Promote Stability of Subsidy Use and Continuity of Child Care Arrangements*
- **Yoonsook Ha**, Boston University | *Child Care Subsidy Eligibility Reassessment and its Impact on the Stability of Child Care Subsidy Receipt and Care Arrangements*
- **Rebecca Madill**, Child Trends and **Rene Williams**, Maryland State Department of Education | *Improving Stability Through Centralizing Child Care Eligibility Process: The Case of Maryland*
- **Carmen Gallagher**, Delaware Department of Education and **Belvie Herbert**, Delaware Health and Social Services | *Strategies to Support Continuity within EHS-CC Partnerships: The Example of Delaware*

Discussant

- **Anna Johnson**, Georgetown University and Child Trends and **Leigh Ann Bryan**, National Center on Subsidy Innovation and Accountability (NCSIA)

E4: New Quality Improvement Strategies: A Paradigm Shift for ECE

1:30 p.m. – 2:45 p.m. | Roanoke

The goal of this session is to promote learning and dialogue about new strategies and a paradigm shift for ECE quality improvement being implemented at the state and local levels. The presenters will share descriptions of projects that use innovative methods from other disciplines, such as learning collaboratives, social innovation, improvement cycles and job-embedded professional learning to address the challenges of improving practices in ECE settings. The presenters will offer a framework for comparing new methods (which focus on systems, organizational capacity and leadership) to more traditional approaches that focus on individual practices. Presenters will address the degree to which new quality improvement strategies are feasible and effective to implement at scale in state and local systems.

Facilitator

- **Kathryn Tout**, Child Trends

Panelists

- **Anne Douglass**, University of Massachusetts – Boston | *The Breakthrough Series Collaborative*
- **Debra Pacchiano**, Ounce of Prevention | *Professional Development Intervention to Support Instructional Leadership and Improve Organizational Conditions*
- **Kimberly Boller**, Mathematica Policy Research | *Early Literacy and Social-Emotional Engagement Project*

Break | 2:45 p.m. – 3:00 p.m.

Plenary Session 4

3:00 p.m. – 4:00 p.m. | Adams/Madison

Coordinated Services for Children and their Families: Research Approaches, Benefits, and Challenges

Program and community-based efforts to meet the needs of children and their families through a wide range of coordinated services including education, family economic security, and physical and mental health have generated great interest. The plenary will begin with an overview of coordinated services models and the research evaluating these, including discussion of how research can support program development and measure impacts. Then, panelists will present research on two coordinated services

models with an early childhood focus. The Community Action Project of Tulsa County (CAP Tulsa) offers job training to parents and early education to their children enrolled in Head Start. Family Connects offers universal home visiting with coordinated family services to new parents within communities. The plenary will end with a discussion of crosscutting themes and key questions and challenges for program implementation and research.

Facilitator

- **Christine Ross**, Mathematica Policy Research and **Tamara Halle**, Child Trends

Panelists

- **Christine Ross**, Mathematica Policy Research | *Overview of Coordinated Services Models and Research Approaches*
- **Teresa Eckrich Sommer**, Northwestern University
- **W. Benjamin Goodman**, Duke University

Discussant

- **Tamara Halle**, Child Trends | *Cross-Cutting Themes and Next Steps for Implementation and Evaluation of Coordinated Services for Parents and Children*

Closing Plenary: *Current Perspectives on Critical Research Gaps and Needs*

4:00 p.m. – 5:00 p.m. | Adams/Madison

Closing remarks will be provided by ACF program leadership:

- **Shannon Christian**, Director of the Office of Child Care
- **Clarence Carter**, Director of the Office of Family Assistance
- **Jerry Milner**, Associate Commissioner at the Children's Bureau, and the Acting Commissioner for the Administration on Children, Youth and Families
- **Ann Linehan**, Acting Director of the Office of Head Start

Adjournment | 5:00 p.m.