2017 CCEEPRC

Child Care and Early Education Policy Research Consortium Annual Meeting

March 1–2, 2017 • The Westin Washington, D.C. City Center • Washington, D.C.

Agenda

Wednesday, March 1, 2017 (9:00 a.m. – 5:00 p.m.)

Welcome
9:00 a.m. – 9:30 a.m. | *National Ballroom*

The CCEEPRC 2017 Annual Meeting will begin with a welcome to all Consortium members, including a brief overview of the goals and agenda for the meeting.

Naomi Goldstein, Office of Planning, Research and Evaluation (OPRE), Administration for Children and Families (ACF), will provide opening remarks.

Plenary Session 1
9:30 a.m. – 10:30 a.m. | *National Ballroom*

Update on the Implementation of the Head Start Program Performance Standards and Child Care and Development Block Grant Act of 2014

Federal agency leaders will provide an update on the implementation of Federal guidelines for Head Start-funded programs and the Child Care and Development Fund (CCDF) program.

Facilitator
- Amy Madigan, OPRE, ACF

Panelists
- Colleen Rathgeb, Office of Early Childhood Development, ACF
- Ellen Wheatley, Office of Child Care, ACF

Scribe
- Danielle Hegseth, Child Trends

Break | 10:30 a.m. – 11:00 a.m.

Connecting with Colleagues | National Ballroom Foyer

Meeting attendees are invited to join Consortium colleagues for an extended break and make connections with new and returning members of the Consortium.

Breakout Sessions A1–A5 | 11:00 a.m. – 12:15 p.m.

A1: *Mapping the Supply and Demand of Child Care and Early Education Programs: Researcher Insights and Evidence-Based Policy Tools To Make Government More Effective*
11:00 a.m. – 12:15 p.m. | *Ashlawn North*

This breakout will share results from four efforts to map the geospatial distribution of child care and early education providers with various characteristics, identifying key factors that shape differential access for low-income families. Presenters will each describe a study of child care supply and demand in a distinct geographic area(s) in the Midwest (Minnesota and Illinois), Northeast (New York and Massachusetts), and Northwest (Oregon), with the goal of elucidating their value to help make policy decisions and to enable government to be more effective at serving the child care needs of low-income families. The presentations will consider the supply of care using various characteristics (e.g., price, quality, distance, schedules) against potential demand and will describe policy tools that can give decision-makers useful information about the local child care markets available to meet community needs.

Facilitator
- Julia Henly, University of Chicago

Presenters
- Elizabeth Davis, University of Minnesota
- Amy Claessens, University of Chicago
- Erin Hardy, Brandeis University

Discussant
- Roberta Weber, Oregon State University

Scribe
- Tori Perkins, Child Trends

A2: *Advances in Providing Multilevel Support for Coaching and Individualized Professional Development*
11:00 a.m. – 12:15 p.m. | *Ashlawn South*

Coaching and other individualized professional development (PD) strategies are increasingly common in early care and education (ECE) as a way to strengthen practice. This breakout will be structured as a roundtable discussion, with panelists responding to questions from the facilitator and audience members about the implementation and evaluation of coaching. Four topical areas will be covered: (1) coaching features, (2) the strengths and fidelity challenges of implementing coaching, (3) the matching of coaching to the needs of ECE programs and contexts, and (4) considerations for scaling up coaching in the ECE system. Panelists have extensive experience with coaching across multiple levels (e.g., classroom, program, system) and will share details about coaching projects, provide research findings, and share experiences with the application of research to policy and practice.

Facilitator
- Kathryn Tout, Child Trends

Panelists
- Eboni Howard, American Institutes for Research
- April Crawford, Children's Learning Institute, University of Texas Health Science Center
- Laura Hawkinson, School Readiness Consulting
- Chrishana Lloyd, Child Trends

Scribe
- Jen Cleveland, Child Trends

A3: *Capacity-Building for State- and Territory-Level Child Care and Development Block Grant Implementation Research and Evaluation*
11:00 a.m. – 12:15 p.m. | *East Room*

This breakout will offer participants an overview of the work being undertaken through two newly funded Administration for Children and Families (ACF) projects and a chance to share their own insights and experiences to support States and Territories in building research and evaluation capacity. In part 1, panelists will briefly describe the two newly funded ACF projects: Research and Evaluation Planning Grants awarded to CCDF lead agencies and the Center for Supporting Research on CCDBG Implementation. In part 2, representatives from CCDF lead agencies that recently received planning grants will share information about their research grant and capacity-building priorities. In part 3, panelists and participants will engage in a discussion about current lead agency research capacity, capacity-building needs, and opportunities to more effectively support State and Territory capacity-building efforts.

Facilitator
- Julia Isaacs, Urban Institute

Panelists
- Meryl Barofsky, OPRE, ACF
- Monica Rohacek, Urban Institute
- Bentley Ponder, Georgia Department of Early Care and Learning
- Bruce Bendix, Illinois Department of Human Services
- Jocelyn Bowne, Massachusetts Department of Early Education and Care
- Maribel Loste, Commonwealth of the Northern Mariana Islands Department of Community and Cultural Affairs
- Naneida Lazarte-Alcalá, Oklahoma Department of Human Services
- Bridget Hatfield, Oregon State University
- Vickie Ybarra, Washington State Department of Early Learning

Scribe
- Brenda Miranda, Child Trends

A4: *Use of Early Care and Education Among Special Populations*
11:00 a.m. – 12:15 p.m. | *West Room*

This breakout will address how different types of ECE are used by three special populations: (1) immigrant households, (2) non-parental households, and (3) households with children with special needs. Each presentation will share findings from nationally representative secondary data sets to describe the household usage rates of different care types (e.g., center-based, informal care), preferences for certain types of care, care quality, and factors that predict differences in care usage. Together, the presentation findings are valuable considering that it is often difficult to gain information about these groups due to the low prevalence of such households in smaller scale data sets. This topic will elicit a discussion around issues, such as factors that drive family-level decision-making about ECE usage and the role of subsidy and other policies within vulnerable households.

Facilitator
- Heather Sandstrom, Urban Institute

Presenters

- Shannon Lipscomb, Oregon State University | *Understanding Early Care and Education Experiences Among Non-Parental Households*
- Amy Susman-Stillman, University of Minnesota | *Child Care Type and Quality Among Subsidy Recipients With and Without Special Needs*
- Heather Sandstrom, Urban Institute, and Julia Gelatt, Migration Policy Institute | *Child Care Choices of Low-Income, Immigrant Families With Young Children*

Scribe

- Maya Cook, Child Trends

A5: *Innovations in the National Survey of Early Care and Education Data: Local Cost Adjustments, Identification of Subsidy Receipt, and Combinations of Care*
11:00 a.m. – 12:15 p.m. | *Monticello West*

This breakout will feature three newly available products from the NSECE that may be useful to researchers in their work.

1. Local cost adjustment data: Local cost adjustment variables have been developed for all four data files; they will allow researchers to account for local cost of living without accessing highly restricted geographic identifiers.
2. Subsidy identification: We will discuss the newly developed subsidy indicators for the household survey, the methodology used to create them, and implications for using them.
3. Usage of combinations of care: We will review selected findings on combinations of care usage from a recent book of NSECE tables and will discuss how researchers might extend and explore these findings.

NSECE team members will offer a brief presentation on each topic with ample time allocated for group discussion.

Presenter

- Rupa Datta, NORC at the University of Chicago

Scribe

- Amy Blasberg, Child Trends

Lunch (on Your Own) | 12:15 p.m. – 2:00 p.m.

Early Care and Education Secondary Analysis of Data Grantees Poster Discussion (Grantees Only)
12:45 p.m. – 1:45 p.m. | *National Ballroom*

Plenary Session 2
2:00 p.m. – 3:00 p.m. | *National Ballroom*

Transforming the Workforce for Children Birth through Age 8:
State Approaches to Increasing Workforce Qualifications

The *Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation* report (Institute of Medicine/National Research Council, 2015) proposed large-scale changes to the early childhood workforce by improving and transforming professional development systems. With leadership from the National Academy of Medicine, eight States have begun a collaborative process for implementation planning to address the recommendations outlined in the Transforming the Workforce report. In this plenary session, attendees will hear experiences from two States—Minnesota and California—as they plan to implement the report's recommendations. Presentations will be followed by a moderated question-and-answer segment, where panelists will reflect on the most effective strategies, biggest hurdles, and areas of overlap among programs and stakeholders (e.g., CCDF program, prekindergarten [preK] programs, Early Head Start – Child Care Partnerships [EHS-CCP], Head Start).

Facilitator
- Mallory Warner-Richter, Child Trends

Panelists
- Kimber Bogard, National Academy of Medicine | *Transforming the Workforce Report: Pathways to Implementation*
- Caitlin Lawrence-Toombs, Glen Price Group, and Justina Acevedo-Cross, David and Lucile Packard Foundation | *Implementation Plan for the State of California*
- Christa Anders, Advance Consulting, and Erin Imon Gavin, McKnight Foundation | *Implementation Plan for the State of Minnesota*

Scribe
- Meg Soli, Child Trends

Break | 3:00 p.m. – 3:15 p.m.

Breakout Sessions B1–B5 | 3:15 p.m. – 4:30 p.m.

B1: *Geographic Information Systems (GIS) and Spatial Methods Workshop Panel: Using GIS and Spatial Analysis To Advance Child Care and Early Education Policy Analysis and Research*
3:15 p.m. – 4:30 p.m. | *Ashlawn North*

GIS/spatial analysis is a powerful policy analysis tool. This panel will provide a space for a discussion about how GIS/spatial analysis can be used to address high-priority questions related to the geographic reach and properties of early childhood programs and services and the implications for policy. First, GIS scholars will discuss opportunities for using GIS/spatial methods to deepen analyses and to support the development of practical tools for use by decision-makers.

These interdisciplinary presentations highlight applications from other fields. The next presentation will describe the use of GIS/spatial methods in the work of the Oregon Child Care Research Partnership and will serve as a bridge to the "workshop" portion of the breakout, where a discussion will focus on developing a "smart" GIS/spatial analysis agenda that advances our knowledge base and produces practical tools and products.

Facilitator
- Elizabeth Davis, University of Minnesota

Presenters
- Erin Hardy, Brandeis University
- Jennifer Rankin, HealthLandscape
- Roberta Weber, Oregon State University

Scribe
- Nadia Orfali, Child Trends

B2: *Implications for Policy of New Research on the Qualifications and Compensation of the Early Childhood Workforce*
3:15 p.m. – 4:30 p.m. | *Ashlawn South*

This breakout will provide a national portrait of the early childhood workforce, using historical and current data to identify barriers and opportunities to increasing the qualifications, compensation, and stability of center-based teachers. Four scholars will share findings from five nationally representative data sets (i.e., 2016 Early Childhood Workforce Index, 1990 Profiles of Child Care Settings, National Survey of Early Care and Education, Early Childhood Longitudinal Study–Birth Cohort, Head Start Program Information Reports) to portray how the workforce is transforming. Presenters will describe State policies shaping workforce qualifications and conditions, characteristics of teachers and their classrooms, comparisons by public funding status between 1990 and 2012, and the State-by-State variation of teachers in Head Start programs. The studies offer intriguing

findings and raise many questions to explore with attendees about ensuring equal access to well-qualified and adequately supported teachers for all children.

Facilitator
- Lori Connors-Tadros, Center for Enhancing Early Learning Outcomes, National Institute for Early Education Research

Presenters
- Caitlin McLean, Center for the Study of Child Care Employment, University of California, Berkeley | *Assessing Workforce-Related Policies Using the 2016 Early Childhood Workforce Index*
- Deborah Phillips, Georgetown University | *The Early Childhood Workforce: Trends, Policies, and Associations With Classroom Characteristics*
- Anna Johnson, Georgetown University | *Inside the Classroom Door: Variation in Child Care Workforce and Classroom Characteristics by Public Funding Status*
- Allison Friedman-Krauss, National Institute for Early Education Research

Discussant
- Jocelyn Bowne, Massachusetts Department of Early Education and Care

Scribe
- Tori Perkins, Child Trends

B3: *Instability in Early Care and Education: Causes, Consequences, and Policy Implications*
3:15 p.m. – 4:30 p.m. | *East Room*

This breakout will examine how instability in children's ECE experiences intersects with other sources of instability in their lives and with other family adversities. It will begin with a presentation on key findings from interviews with leading experts, a scan of prior research regarding instability in different realms of children's lives, and the research and action needed to stabilize children's lives. The second presentation will examine links among Adverse Childhood Experiences prior to age 3, instability in children's ECE, and instability in parental employment. The third presentation will examine associations between interruptions in ECE and foster care placements among children involved with the child welfare system. The breakout will conclude with a rich discussion of the implications of work for research design and for policy and programs.

Facilitator
- Gina Adams, Urban Institute

Presenters
- Gina Adams, Urban Institute | *Stabilizing Children's Lives: Insights for Research and Action*
- Shannon Lipscomb, Oregon State University – Cascades | *Links Between Adverse Childhood Experiences and Instability in Early Child Care and Parental Employment*
- Sacha Klein, Michigan State University | *Unstable Early Care and Education for Child Welfare-Supervised Children: Risk Factor for Foster Placement?*

Discussant
- Beth Meloy, Office of Head Start, ACF

Scribe
- Claire Lowe, Child Trends

B4: *Two-Generation Program Approaches: Strengthening the Research Base for Emerging Programs*
3:15 p.m. – 4:30 p.m. | *West Room*

Public and private agencies concerned about intergenerational poverty have revisited the idea of coordinated and aligned services for parents and their young children. Two-generation program approaches that combine high-quality education, career training, and job services for adults with high-quality ECE for their children aim to improve both family economic security and children's development. Few evaluations have learned how contemporary, still-developing, two-generation program approaches might enhance the impacts of programs serving only one generation.

Panelists will discuss emerging two-generation program approaches, policy opportunities, and strategies for research and evaluation. A moderated discussion will cover conceptual frameworks, expected outcomes, opportunities for using program data, and evaluation strategies for two-generation programs.

Facilitator
- Kathleen Dwyer, OPRE, ACF

Panelists
- Christine Ross, Mathematica Policy Research
- Mary Bogle, Urban Institute
- Hannah Matthews, Center for Law and Social Policy
- Christie McKay, Briya Public Charter School

Scribe
- Van-Kim Lin, Child Trends

B5: *Implications of New Research and Policy for Quality Rating and Improvement System (QRIS) Design, Implementation, and Evaluation*
3:15 p.m. – 4:30 p.m. | *Monticello West*

Recent research findings and policy changes have implications for QRIS design, implementation, and evaluation. Key developments include new Head Start Program Performance Standards; an increased focus on the connections between licensing and quality; findings from QRIS validation studies; Head Start program participation in QRIS; and the design of quality improvement (QI) supports, such as learning collaboratives and coaching. This breakout will engage participants in a facilitated discussion about the implications of new research and policy for developing a QRIS that is inclusive of different program types (including Head Start and preK programs) and that ensures a rigorous yet efficient rating process, while also promoting meaningful QI and consumer education. This breakout will be structured as a roundtable discussion, with panelists responding to questions from the facilitator and audience members.

Facilitator
- Kelly Maxwell, Child Trends

Panelists
- Rena Hallam, University of Delaware
- Bridget Hatfield, Oregon State University
- Peg Burchinal, University of North Carolina, Chapel Hill
- Marty Zaslow, Society for Research in Child Development and Child Trends
- Kathryn Tout, Child Trends

Scribe
- Rowan Hilty, Child Trends

Break | 4:30 p.m. – 5:00 p.m.

Early Care and Education Secondary Analysis of Data Grantees Poster Viewing
4:30 p.m. – 5:00 p.m. | *National Ballroom*

Meeting attendees are invited to view posters prepared by the *Early Care and Education Secondary Analysis of Data* grantees. Grantees will be available to address more detailed questions about their work.

Adjourn for the Day | 5:00 p.m.

CCEEPRC 2017 *Meet-and-Greet*
5:00 p.m. – 7:00 p.m. | *Vista Terrace*

Meeting attendees are invited to join Consortium colleagues for a no-host reception at the Westin Washington, D.C. City Center.