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

Thursday, March 2, 2017 (9:00 a.m. – 5:15 p.m.)

Plenary Session 3
9:00 a.m. – 10:00 a.m. | *National Ballroom*

Research-to-Policy Translation for Generating Evidence-Based Child Care and Early Education Policy

Effective, evidence-based policy requires rigorous research and user-friendly policy translation that moves evidence in a communicable format to appropriate target audiences. This panel will aim to inspire interested CCEEPRC members to pursue translational research and to increase the awareness of diverse partnership models relevant to policymaking and program development in the ECE field. The panel will bring together thought leaders from the foundation, government, and university sectors that will introduce diverse notions of "research-to-policy translation" and will critically discuss the strengths and challenges of each notion based on their experiences. In addition, panelists will think through how to translate research (and the methods needed) into evidence that is pertinent to multiple agencies and diverse populations.

Facilitator
- Julia Henly, University of Chicago

Panelists
- Maria Cancian, University of Wisconsin–Madison
- Kim DuMont, William T. Grant Foundation
- Pam Joshi, Brandeis University

Discussant
- Marty Zaslow, Society for Research in Child Development and Child Trends

Scribe
- Tracy Gebhart, Child Trends

Break | 10:00 a.m. – 10:15 a.m.

Breakout Sessions C1–C5 | 10:15 a.m. – 11:30 a.m.

C1: *Examining Early Care and Education Use and Access Among Hispanics and Immigrants From Three Complementary Perspectives: National Survey Data, State-Focused Qualitative Data, and State CCDF Policy Analysis*
10:15 a.m. – 11:30 a.m. | *Ashlawn North*

This breakout will examine equity in ECE access and utilization, with a focus on supporting the needs of diverse immigrant and Hispanic children and families. Our breakout will use a complementary set of studies as an illustrative example, using different methodological approaches and drawing on multi-method information obtained from a national study of ECE, surveys with CCDF participants, qualitative interviews with policy stakeholders, and a scan of CCDF and other relevant policies. The goal of the breakout is to encourage a discussion among researchers, State administrators, and policymakers about the context and dynamics of various policy-relevant factors influencing ECE eligibility, access, and utilization in different cities and localities by the large and rapidly growing population of immigrants in general and Hispanics in particular.

Facilitator
- Michael Lopez, Abt Associates and National Research Center for Hispanic Children and Families

Presenters
- Danielle Crosby and Julia Mendez, University of North Carolina, Greensboro | *Hispanic Children's Participation in Early Care and Education: Type of Care by Household Nativity Status, Race/Ethnicity, and Child Age*
- Julia Henly, University of Chicago | *Immigrant Experiences With Child Care Subsidies: Findings From the Illinois/New York Child Care Partnership*
- Zoelene Hill, Duke University | *CCDF Policy Variation in High-Density Hispanic States: Illinois as a Case Study of CCDF and Other Relevant Policies*

Scribe
- Annie Partika, Child Trends

C2: *Financing High-Quality Early Care and Education for All Children*
10:15 a.m. – 11:30 a.m. | *Ashlawn South*

Despite bipartisan recognition of the importance of ECE, strategies for financing high-quality programs remain a challenge at the local, State, and Federal levels. The varied needs of children and families and the disparity in ECE options available to families demand more than a single funding solution. This roundtable will bring together experts to describe a range of approaches for financing ECE, including sources of revenue and mechanisms for making high-quality ECE more affordable for more families. Such strategies include, but are not limited to, applying K–12 school funding formulas to preK settings, public-private partnerships, encouraging blended funding streams, tax credits and vouchers for families, and incentives targeted to individual providers. This moderated discussion will explore the potential implications of different approaches for increasing quality in ECE, equity in access, improving affordability for working families, and costs to providers and public funding agencies.

Facilitator
- Taryn Morrissey, American University

Panelists
- Rick Brandon, RBN Consulting
- Lori Connors-Tadros, Center for Enhancing Early Learning Outcomes, National Institute for Early Education Research
- Lynn Karoly, RAND Corporation
- Elaine Maag, Urban Institute

Scribe
- Jennifer Wenner, Child Trends

C3: *Efforts To Increase the Inclusion and Engagement of Young Children with Disabilities in Early Care and Education*
10:15 a.m. – 11:30 a.m. | *East Room*

This breakout will invite attendees to discuss the factors that affect the inclusion of young children with disabilities in early development and care programs (including family child care [FCC], center-based care, Early Head Start/Head Start, and public preK). As a foundation for the breakout, we will share recent joint statements from the U.S. Departments of Health and Human Services and Education on early childhood inclusion, expulsion, and family engagement. Additionally, we will present two recent studies on the experiences of child care providers, IDEA Part C early intervention providers, Head Start staff members, and families of children with disabilities when including young children with disabilities in ECE. As these studies address the needs of professionals to best support this specialized population, including training recommendations, innovative professional development, and strategies for family engagement, attendees will be encouraged to share successes, challenges, and solutions to address inclusion issues.

Facilitator
- Jenna Weglarz-Ward, University of Nevada–Las Vegas

Presenters
- Tracie Dickson, Office of Special Education Programs, U.S. Department of Education
- Jenna Weglarz-Ward, University of Nevada–Las Vegas, University of Illinois | *Project Collaborative Care: Experiences of Child Care and Early Intervention Providers in Serving Infants and Toddlers With Disabilities*
- Kimberly Hile, University of Illinois | *Would You Like To Hear a Story? Exploring Photo Elicitation as a Means of Engaging Families of Young Children With Disabilities in Head Start*

Scribe
- Claire Lowe, Child Trends

C4: *Improving Quality in Early Childhood Education: What is the Role of Professional Development?*
10:15 a.m. – 11:30 a.m. | *West Room*

This breakout will examine providers' participation in different types of PD and its association with improvements in teacher practice, child outcomes, and program quality ratings. The presentations in this breakout will bring forth different perspectives on the role of PD in improving quality in early childhood education, from studies using nationally representative secondary data sets to randomized control trials looking at the effects of different types of provider feedback on practice. By bringing together these different perspectives, the presentation findings will provide a fuller, broader picture of PD in early childhood settings that is difficult to achieve through the findings of a single study. This topic will elicit discussion around such issues as potential strategies to improve PD's impact on early childhood education quality and the role of providers' characteristics.

Facilitator
- Mallory Warner-Richter, Child Trends

Presenters
- Manuela Jimenez, Arizona State University | *Teacher Professional Development in Head Start: Associations With Teacher and Child Outcomes*
- James Elicker, Purdue University | *Child Care Provider Quality Advancement in QRIS: What Are the Strongest Predictors?*
- Laura Hawkinson, School Readiness Consulting | *Quality Improvement Efforts Among Early Childhood Education Programs Participating in Iowa's Quality Rating System: Identifying Promising Practices*
- Katie Dahlke, American Institutes for Research | *Effects of Individualized Instructional Feedback on Early Caregiver Practices, Provider Quality, and Child Outcomes*

Scribe
- Nadia Orfali, Child Trends

C5: *Collaboration and Coordination Across the Early Care and Education System*
10:15 a.m. – 11:30 a.m. | *Monticello West*

This breakout will highlight three perspectives in collaboration and coordination across the ECE system. The first presentation will examine a particular type of collaboration, EHS-CCPs, sharing early findings from a national survey of EHS-CCP directors to describe how these partnerships are unfolding. The second presentation will focus more broadly on collaboration (e.g., participation in QRIS or preK), noting the various types of child care collaboration efforts and links between collaboration and quality. The third presentation will focus on the child care program or provider level and will highlight a newly developed tool to help program administrators coordinate the multiple standards and expectations from various funders. The breakout will provide time for a discussion of the various ways that programs and providers work together and the research needed to inform our understanding of the opportunities and challenges to move toward a more integrated, coordinated ECE system.

Facilitator
- Kelly Maxwell, Child Trends

Presenters
- Jaime Thomas, Mathematica Policy Research | *Early Head Start – Child Care Partnerships: How Do Partnership Programs Provide High-Quality Child Care and Comprehensive Services to Low-Income Families With Infants and Toddlers?*
- Meghan Broadstone, Education Development Center, Inc. | *Collaboration at the Provider Level and How It Relates to Indicators of Program Quality*
- Amie Lapp Payne, Consultant with the National Center for Early Childhood Quality Assurance | *Strengthening Compliance With Various Health and Safety Standards Across the Early Care and Education System*

Scribe
- Jen Cleveland, Child Trends

Break | 11:30 a.m. – 11:45 a.m.

Plenary Session 4
11:45 a.m. – 12:45 p.m. | *National Ballroom*

Quality Improvement in Home-Based Child Care at the State, Community, and Agency Levels

Quality improvement efforts are a Federal and State priority for ECE. However, limited information is available on QI initiatives for home-based child care (HBCC) providers, and it is important to understand the current policy landscape affecting HBCC, including the impact of new Federal regulations. This plenary session will address QI efforts for HBCC and will highlight a variety of innovative strategies being used at the State, community, and agency levels. Presentations will include an emphasis on using HBCC networks and organizations to support QI efforts and to engage HBCC providers and will also focus on community- and program-based QI initiatives in response to the new CCDBG requirements for HBCC. This breakout will aim to spark a discussion about next steps for future research and on evaluation efforts that can help support HBCC providers in QI activities.

Facilitator
- Isabel Bradburn, Virginia Tech

Presenters
- Dale Epstein and Tamara Halle, Child Trends | *State and Territory Initiatives To Support Quality Improvement for Family Child Care Providers*
- Juliet Bromer, Erikson Institute | *Examining Quality of Support to Home-Based Child Care: Agency and Provider Perspectives on Approaches to Quality Improvement*
- Toni Porter, Early Care and Education Consulting | *Building a Coordinated System of Support for Family Child Care: Lessons Learned From Philadelphia*

Discussant
- Isabel Bradburn, Virginia Tech

Scribe
- Courtney Nugent, Child Trends

Lunch (on Your Own) | 12:45 p.m. – 2:45 p.m.

Affinity Discussions
Meeting attendees are invited to purchase their own lunch and join a discussion that is of interest to them. Some affinity discussions will include a more open discussion around a topic, while others will include a more structured discussion. Review the descriptions below and join a discussion that is of interest. Discussions will convene around 1:15 p.m.

Assessing the Implementation and Cost of Early Care and Education
1:15 p.m. – 2:30 p.m. | *Ashlawn North*

Join us to learn about the emerging measures of implementation and cost for center-based early care and education this project is developing and contribute your ideas for next steps. The ECE-ICHQ project completed a formative first phase of data collection at the end of 2016 and researchers have used the data and experience from that phase to refine data collection tools and develop preliminary measures of implementation and cost around six key functions of ECE centers serving children from birth to age 5. The project is at a critical juncture in preparing for the next phase of data collection and would benefit from input about recruitment and data collection approaches in ECE centers and aligning measures across implementation, cost, and time use.

Facilitators
- Gretchen Kirby and Kim Boller, Mathematica Policy Research

Child Care Administrative Data Resources and Learning Community
1:15 p.m. – 2:30 p.m. | *Ashlawn South*

This affinity discussion will (1) offer an opportunity for researchers conducting or interested in conducting research using administrative data to discuss their interests and challenges; (2) introduce a learning community dedicated to supporting researchers (including CCDF agency staff) to use administrative data to address child care and early education questions; and (3) highlight resources developed by the Child Care Administrative Data Analysis Center (CCADAC) related to using administrative data to address policy-relevant child care and early education research questions.

Facilitators
- Kelly Maxwell, Child Trends and Isabel Bradburn, Virginia Tech

Demonstration of the User Interface for the Child Care and Development Fund Policies Database
1:15 p.m. – 2:30 p.m. | *East Room*

Join this affinity discussion for an introduction to a brand-new tool—a point-and-click web interface that will give you access to all of the CCDF policy information in the CCDF Policies Database. With just a few keystrokes, you can pull up information on how a particular policy varies across States, or you can see how policies in one State have changed across time. We will also discuss the policy information currently tracked in the database, and get participants' ideas for what should be added.

Facilitators
- Linda Giannarelli and Sarah Minton, Urban Institute

Equity in Access to Early Care and Education
1:15 p.m. – 2:30 p.m. | *National Ballroom A*

Join this affinity discussion to discuss the ECE policy context (e.g., current laws and regulations) that shapes the concept of equity in access to child care and early childhood education and how researchers are defining and measuring equitable access. While research and policy analyses are increasingly focused on issues of equity in access to ECE, this discussion explores the alignment between the field's definitions, measures, and research about equity in access with the ECE field's guiding policy goals (explicit and implicit). Some initial questions to guide our conversation include (1) how do the HHS health equity mission (HHS/HRSA), and the HealthyPeople goals (focused on elimination of racial/ethnic health disparities through the modification of the social determinants of health) inform thinking about equity in access to ECE programs and services? (2) how do the broad, cross-cutting policy goals of reducing school readiness (implicit goal), achievement gaps (explicit in NCLB) and inclusion (explicit in IDEA) inform the research questions about ECE equitable access? (3) what other frameworks can be/are being used to think about equity in access to ECE? (4) what is the current state of research on equitable ECE access, what can be improved and where do we lack data? (5) what are the research findings that show progress in equitable access, barriers and effective interventions that help close access gaps?

Facilitators
- Pam Joshi, Brandeis University and Amanda Clincy, OPRE, ACF

Key Outcomes of Child and Family Well-being
1:15 p.m. – 2:30 p.m. | *National Ballroom B*

Join us for a discussion on the effect, either direct or indirect, that child care and early education have on child and family wellbeing. We plan to discuss (1) the dimensions of child and family wellbeing that are most likely to be impacted by early care and education, (2) the policies that impact child and family wellbeing, (3) how people do or could incorporate measures of child and family wellbeing into child care and CCDF studies, and (4) what we need to do to strengthen the research on this topic.

Facilitators
- Alysia Blandon, OPRE, ACF and Shannon Christian, Be Strong Families and Others

Mapping Early Care and Education Access
1:15 p.m. – 2:30 p.m. | *National Ballroom A*

Join this affinity discussion to share experiences and learn more about the use of mapping and geospatial analysis in answering important policy questions in child care and early education. Some initial topics include (1) examples of using GIS software and other spatial approaches to answer policy questions; (2) experiences gaining access to data; (3) key measurement issues and how to communicate identified data limitations to policy discussions; and (4) how to use these results to further knowledge about parental child care decisions.

Facilitators
- Julia Henly, University of Chicago, Roberta Weber, Oregon State University, and Herman Knopf, University of Florida

Measuring Quality in Home-Based Child Care
1:15 p.m. – 2:30 p.m. | *National Ballroom B*

Join this discussion for an opportunity to discuss what the world would look like if quality in early care and education settings (for all settings, perhaps) were defined with home-based child care as its starting point. Most concepts and measures of quality have started from a "center-centric" view of early care and education, and we seek to discuss how to better integrate unique features of home-based care into notions of quality that would better reflect the strengths of home-based settings (and possibly center-based settings).

Facilitator
- Holli Tonyan, California State University, Northridge

National Survey of Early Care and Education Data Users Group
1:15 p.m. – 2:30 p.m. | *West Room*

This affinity discussion is designed for researchers using, or interested in using, data from the National Survey of Early Care and Education. 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.

Facilitator
- Heather Sandstrom, Urban Institute

Preschool Development and Expansion Efforts
1:15 p.m. – 2:30 p.m. | *National Ballroom C*

This affinity discussion will focus on issues of preschool expansion with an emphasis on the contextual issues, the methods being employed to study expansion, findings of evaluations and new research on preschool expansion. Specifically, the discussion will explore the consequences of preschool expansion for community-based child care providers (center-based and home-based providers), the influence of preschool expansion on enrollment at school and community-based programs, implications of new regulations for programs, findings regarding changes in quality, issues regarding personnel including professional development and retention, and cost. The discussion will also explore the methods being employed and the decisions evaluators are making regarding instruments, samples, and analyses given the complexity of the context and limitations on evaluation and research budgets.

Facilitators
- Diane Schilder, Education Development Center and Anna Johnson, Georgetown University

Translating Research to Technical Assistance
1:15 p.m. – 2:30 p.m. | *Monticello West*

Effective technical assistance draws on the best research to address on-the ground needs of teachers, programs, and early childhood systems. Yet, translating research to practical, oftentimes specific, questions from practitioners in the field can be a challenge. Join a discussion on how this challenge may be met.

Facilitator
- Kyle Snow, RMC Research Corporation

Breakout Sessions D1–D5 | 2:45 p.m. – 4:00 p.m.

D1: *Measuring Quality in Home-Based Child Care: Implications for Research*
2:45 p.m. – 4:00 p.m. | *Ashlawn North*

Measuring quality in home-based child care (regulated FCC and license-exempt family, friend, and neighbor care) is a pressing issue. Multiple national and State initiatives rely on accurate quality measures. These initiatives include support for the large number of infants and toddlers in these settings, the Federal focus on very young children, and State efforts to include FCC in their QRIS. Three researchers will present findings about quality in the studies of HBCC that used different measures and indicators, the rationale for the choice of the measures, and their strengths and weaknesses. The findings have implications for identifying HBCC dimensions that may not have been a focus of earlier research as well as potential directions for refining the measurement of quality in these settings. The breakout will spark a discussion among CCEEPRC members who share a concern about how to assess quality in QRIS and QI efforts.

Presenters
- Roberta Weber, Oregon State University | *Challenges of Capturing Quality of Home-Based Care: Insights From a QRIS Validation Study*
- Toni Porter, Early Care and Education Consulting | *Evaluating Quality in a Family Child Care Network: Implications From the All Our Kin Study*
- Alison Hooper, University of Delaware | *Measuring and Understanding Quality Across Licensed and Unlicensed Home-Based Providers Using a Multiple Case Study Approach*

Scribe
- Brenda Miranda, Child Trends

D2: *Building More Culturally Responsive and Valid Research: Considering Different Methods With Underrepresented Populations*
2:45 p.m. – 4:00 p.m. | *Ashlawn South*

Traditional methodologies in mainstream research allow for little opportunity for participants to initiate, contribute, critique, or evaluate work. Additionally, due to concerns about research and past abuses, many minority and marginalized populations and communities have been historically excluded from policy research. This roundtable discussion will explore recent and ongoing research efforts to develop more culturally valid and responsive research and the ways that this work can more effectively advance our knowledge base and inform early childhood policy. This breakout will include a discussion regarding planning for and implementing studies, including measure development and validation, as well as reporting findings respectfully, in consideration of past abuses and the vulnerable status of study participants. It will also allow for a discussion of the implications for policy.

Facilitator
- Aleta Meyer, OPRE, ACF

Presenters
- Lizabeth Malone, Mathematica Policy Research
- Sandra Barrueco, Catholic University of America
- Jessica Barnes-Najor, Michigan State University and Tribal Early Childhood Research

Scribe
- Maya Cook, Child Trends

D3: *Access to Early Care and Education: Definitions, Data and Implications for Subsidy Payment Rates*
2:45 p.m. – 4:00 p.m. | *East Room*

The 2014 CCDBG reauthorization added several program goals to improve low-income families' access to high-quality ECE, including promoting parental choice for ECE that meets families' needs and increasing the percentage of low-income children in high-quality ECE. This breakout will provide an overview of the dimensions of ECE access, with a focus on the cost of care. It will begin with a brief overview of the ECE Access Guidebook, followed by summaries of researchers' efforts to measure families' ECE access using two different data sources: (1) State administrative data and (2) NSECE. This information will set the stage for the final presentation, which will focus on a key dimension of access to subsidized ECE—provider payment rates. Experts across disciplines will share key themes from a memorandum summarizing the options and challenges related to ensuring equal access and setting payment rates using different methods.

Facilitator
- Anna Johnson, Georgetown University

Presenters
- Sarah Friese, Child Trends | *Defining and Measuring Child Care Accessibility Using the ECE Access Guidebook*
- Herman Knopf, University of Florida | *Using State Administrative Data To Measure Child Care Accessibility and To Make Policy Decisions*
- Rebecca Madill, Child Trends | *Describing Disadvantaged Families' Access to ECE Using the NSECE*
- Elizabeth Davis, University of Minnesota | *Subsidy Payment Rates and the Cost of High Quality: Research and Policy Intersections*

Scribe
- Van-Kim Lin, Child Trends

D4: *Using Technology for the Professional Development of Infant and Toddler Caregivers and Teachers*
2:45 p.m. – 4:00 p.m. | *West Room*

Infant and toddler caregivers and teachers often have few sustained and formal professional development opportunities. The innovative use of technology can allow for cost-effective and convenient modalities to deliver to infant and toddler caregivers and teachers, particularly those in hard-to-reach settings (e.g., home-based care, rural settings). This interactive, discussion-based breakout will highlight three ongoing projects as part of a broader conversation with the audience about the strengths and challenges of designing technology-based and technology-enhanced professional development for the infant and toddler workforce.

Facilitator
- Tricia Haley, ACF

Presenters
- Sarah LeMoine, ZERO TO THREE | *ZERO TO THREE Critical Competencies for Infant-Toddler Educators: Self-Reflection Tool and Professional Development Modules*
- Louisa Tarullo, Mathematica Policy Research | *Professional Development Tools To Improve the Quality of Infant and Toddler Care*
- Bethanie Van Horne, University of Texas Health Science Center at Houston | *CLI Engage: Integrated Digital Tools for All Caregivers of Children Birth to 5 years*

Scribe
- Courtney Nugent, Child Trends

D5: *Innovative Methods for Improving Quality in Early Care and Education*
2:45 p.m. – 4:00 p.m. | *Monticello West*

Quality improvement is a Federal and State priority for ECE programs. This breakout will explore innovative approaches to engaging ECE program staff in identifying problems, opportunities, and solutions for QI in both child care and Head Start settings. Presenters will provide an overview of the challenges and gaps in QI approaches in ECE and will then describe two methodologies for quality improvement originating from other disciplines that are beginning to be applied within the early childhood field—the Breakthrough Series Collaborative and Human Centered Design—and will provide examples of these two methods being used in ECE settings and systems. Through a discussion following the presentations, participants will consider data as a tool to support the ECE workforce and opportunities to use new methods for QI in ECE classrooms, programs, and organizations.

Facilitator
- Elizabeth Shuey, OPRE, ACF

Presenters
- Anne Douglass, University of Massachusetts, Boston | *Advancing Theory, Practice, and Research in Quality Improvement*
- Tamara Halle and Sarah Daily, Child Trends | *Culture of Continuous Learning Project: A Breakthrough Series Collaborative for Improving Child Care and Head Start Quality*
- Beth Rous and John Nash, University of Kentucky | *Using Human-Centered Design To Bring Provider Voices to the Coaching System Design Process*

Scribe
- Rowan Hilty, Child Trends

Break | 4:00 p.m. – 4:15 p.m.

CCEEPRC 2017 Annual Meeting Reflections and Next Steps for the Field
4:15 p.m. – 5:15 p.m. | *National Ballroom*

Panelists will share insights and highlights from CCEEPRC 2017. Building on knowledge constructed throughout the Consortium's history, panelists will reflect on innovations and challenges that can propel us to continue learning and evolving to meet current and future needs for policy-relevant research on an increasingly complex ECE system that can serve all children.

Adjournment | 5:15 p.m.

Lactation room: A lactation room is available; for those individuals requesting access, please contact Pat Smith at psmith@blhtech.com.