



# **Child Care and Early Education Policy Research Consortium Annual Meeting**

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

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

A Plenary Session at the Annual  
Meeting of the Child Care and Early  
Education Policy Research Consortium

Wednesday, February 7, 2018

# Purpose

- Bring into dialogue separate lines of work, each examining different strengths and limitations of current approaches to and measures of quality.
  - Diverse settings: Home-based child care
  - Diverse children: infants and toddlers, children of color, dual-language learners
  - Diverse purposes: QRIS, research, validation, QI

# Questions

- **What have you examined?** Which dimensions/constructs of quality have you examined [that lead you to question our current ideas about quality]?
- **What have you learned?** [setting type, cultural and linguistic group, age, etc.]
- From your perspective, **What's more salient?** Are there certain constructs/dimensions that may be more meaningful for certain subgroups/contexts?
- **What's missing or not measured appropriately?** What constructs do you feel we are not measuring well or not being included in quality measurement?
- **What are challenges for measurement and future considerations for measurement based on what we have discussed?**

# Format

- Each panelist will speak very briefly about the specific focus of their work.
  - What have you examined?
  - What have you learned?
  - What's more salient?
- We will return to each panelist to look to the future.
  - What is missing?
  - What measurement challenges do you see?

# Panelists

- **Kelly Maxwell:** Early Care and Education Quality Measures Review and Analysis Project
- **Peg Burchinal:** Current approaches are not predicting children's outcomes
- **JoAnn Hsueh:** Variations in Implementation of Quality Interventions (VIQI)
- **Sally Atkins-Burnett:** Quality for infants and toddlers
- **Sara Bernstein:** AI/AN Head Start Family and Child Experiences Survey (FACES) Classroom Observations
- **Shannon Lipscomb:** Measuring quality in centers and home-based child care settings



FRANK PORTER GRAHAM  
CHILD DEVELOPMENT INSTITUTE

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

Peg Burchinal  
University of North Carolina at Chapel Hill

# What is Working for Whom in ECE programs

- Positive short and long-term impacts on children's learning and development,
  - RCTs – average effect size  $\sim .35$  (Duncan & Magnuson, 2013)
    - Stronger impacts ABC/PPP
    - Stronger impacts for intensive curricula with scope and sequence
  - Pre-Kindergarten programs (Phillips et al., 2017)
    - Moderate to large impacts
    - Larger impacts for
      - Children from low-income families
      - Children of color
      - Dual language learners



# What is Working for Whom in ECE programs

- ECE quality measures: Inconsistent modest associations
  - Process quality measured with rating scales
    - CLASS
    - Environmental Rating Scales
  - Significant but very small associations (Burchinal, 2017)
    - Average effect size ~ **.05**
    - 4 meta-analyses; 10-15 large-scale ECE studies
    - Slightly larger associations for
      - Higher quality classrooms (threshold effects)
      - Low-income children



# Potential reasons for limited long-term impacts

- Redundancy in what is taught in preschool and K/G1
- Current instructional practices
  - Wide-scale use of global curricula
  - Focus on early reading and math
    - Growing evidence that higher-order skills in language, reasoning, social skills, & EF may underlie subsequent learning trajectories

# What's missing in measuring ECE quality

- Evidence suggests we need to extend our definition of high quality
  - Maintain focus on
    - quality of teacher – child interactions
    - Hands-on learning with access to variety of age-appropriate activities
  - Greater focus on intentional teaching
    - Use engaging curricula with scope and sequence
    - Combine large group, small groups, and centers
    - Focus on explicit scaffolding by teachers
  - Greater focus on verbal interactions between teachers and children
    - Ensure teachers are modeling and eliciting complex language
- Need Theory of Change Models
  - describe how to change school readiness linked to subsequent academic or social trajectories.

# Conducting observations in classrooms serving American Indian and Alaska Native Children:

Lessons from the American Indian and Alaska Native  
Head Start Child and Family Experiences Survey  
(AI/AN FACES 2015)

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Presentation at the Child Care and Early Education  
Policy Research Consortium annual meeting  
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February 2018

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Sara Bernstein

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# FACES and AI/AN FACES

## FACES

- Began in 1997 to provide descriptive information on Head Start children, families, and programs
- Conducted in Regions I-X (geographically based)



## AI/AN FACES

- Began in 2015 to provide descriptive information on children served in Region XI Head Start programs, their families, and Head Start experiences
- Region XI comprises programs funded through grants to federally recognized tribes



# Workgroup guided decisions on culturally-informed measures and methods

- **Data from Region XI children not gathered until 2015 due to:**
  - Tribal concerns about research, in particular whether existing measures are appropriate for this population
  - Protocols for research involved sovereign tribal nations
- **Guided in consultation with study workgroup**
  - Consulted on direct child assessment, parent and staff surveys, and classroom observation



Our lessons for measurement and training can inform rigorous but culturally-grounded observations

- **Lesson: CLASS and ECERS-R constructs considered valid**
  - Align with FACES
- **Lesson: there are concerns about identifying the appropriate evidence for constructs**
  - Adapt approach to training
- **Lesson: assumption that high quality care should also support children's connections to Native culture and language**
  - Add cultural items and practices questions
- **Lesson: collaborative approach to measurement decisions is essential**
  - Intensive engagement with Workgroup on adaptations and additions

# For More Information

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- Visit the AI/AN FACES website at
  - <http://www.acf.hhs.gov/programs/opre/research/project/american-indian-and-alaska-native-head-start-family-and-child-experiences-survey-faces>



## **American Indian and Alaska Native Head Start Family and Child Experiences Survey (AI/AN FACES)**

Nationally, about 37,000 American Indian and Alaska Native (AI/AN) children and their families are served by Head Start. Almost one-half of these children and families are served by 150 AI/AN Head Start programs in Region XI. While we have a wealth of information about Head Start children and families in general, we have little information about those who attend Head Start programs in Region XI, which includes both Native and non-Native children. A major source of descriptive information on Head Start—the Head Start Family and Child Experiences Survey (FACES)—has not historically included Region XI programs, children and families. As a result, we have little data to assess the service needs of the children and families in Region XI and to help inform policies and practices for addressing these needs. The American Indian and Alaska Native Head Start Family and Child Experiences Survey (AI/AN FACES) is designed to fill this information gap with tribal voices at the forefront.

The Administration for Children and Families, Office of Head Start and Office of Planning, Research and Evaluation conducted a study of Region XI children, families and programs that is responsive to the needs of Region XI Head Start. The study design reflects advice from members of the AI/AN FACES Workgroup, comprised of Region XI Head Start directors, researchers, and federal officials. Twenty-one Region XI Head Start programs participated in the AI/AN FACES study, which occurred in the 2015-2016 program year.



# Examining the Quality of Caregiver-Child Interactions with Infants and Toddlers

Lessons from the  
Q-CCIIT observational measure

Sally Atkins-Burnett

February 7, 2018



# Goals in developing Q-CCIIT

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- Assess the quality of caregiver-child interactions for infants and toddlers in nonparental care
  - Based on research on infant and toddler development
  - Reliable and valid
  - Useful for multiple purposes (professional development, accountability, research)

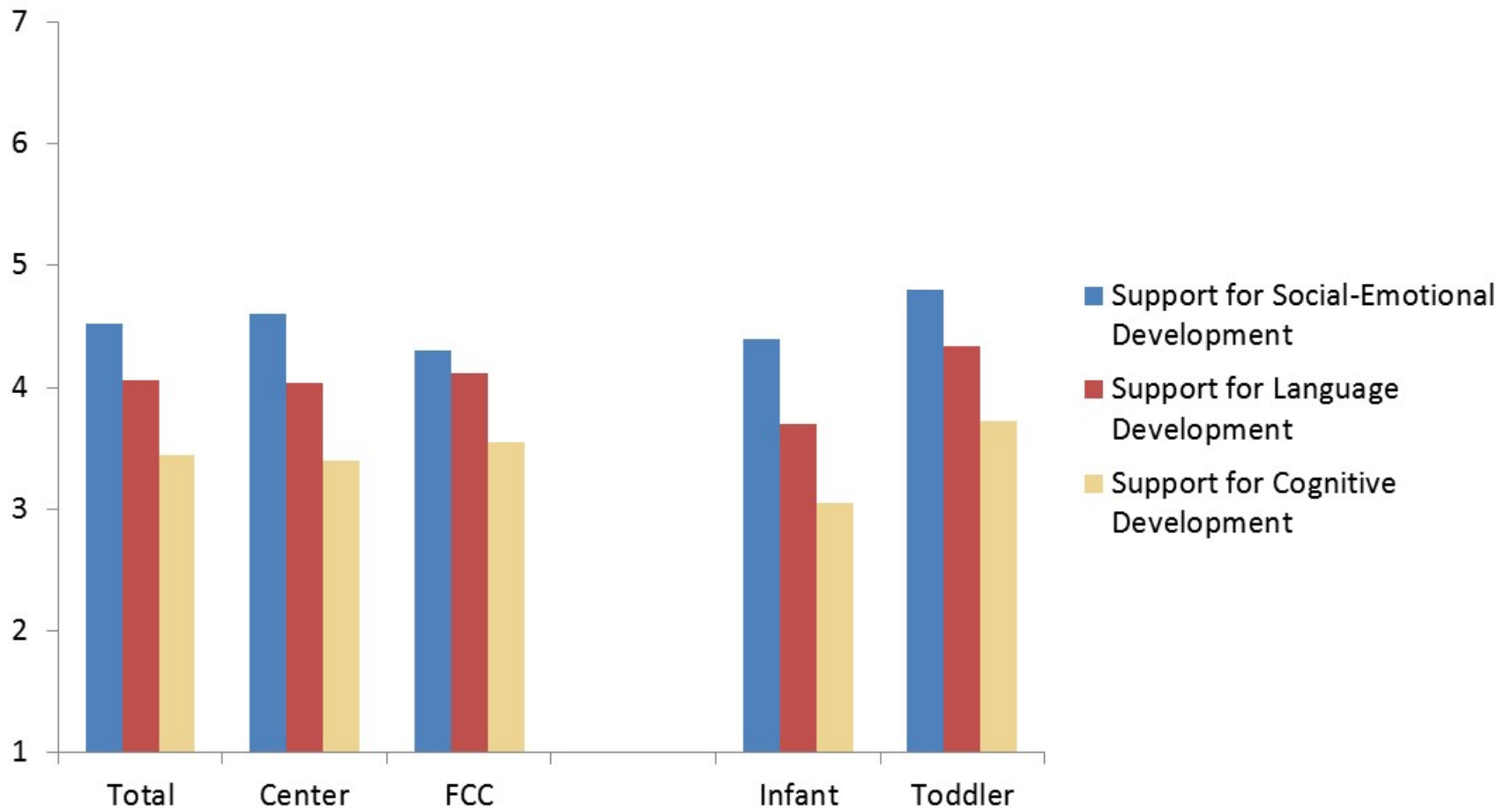


# Observing with the Q-CCIIT

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- Two to three hour observation
  - Focus on a caregiver's interaction with child or children for a 10 minute cycle, taking notes
  - Code observed behaviors
  - For setting level estimates, switch to a different caregiver for each 10 minute cycle
  - Six cycles of 10 minute observations
  - Book sharing cycle
- Four scales: support for social-emotional development, support for language development, support for cognitive development, areas of concern

# Mean scale scores by age group and setting type



# Infant-toddler setting characteristics

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- Multiple caregivers must be taken into account
- Changing group composition—children influence the interaction
- Type of activity affects scores, particularly when examining support for language and cognitive development

# Lessons learned

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- Responsiveness is key
- Positive and negative interactions should be measured separately
- Variance both within and across settings
  - Single caregiver's quality may not reflect the average experiences of the children in a classroom
  - A single child's experiences may be very different than the “average experience”
  - Stability across days

# Lessons learned (2)

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- Matthew principle
- Cognitive development
- Working with groups of children
  - Peer interactions
  - Belonging
  - Classroom management

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

**Shannon Lipscomb, PhD**

Associate Professor

Social and Behavioral Health Sciences

Oregon State University-Cascades



**Oregon State**  
University

# Oregon's QRIS Validation Studies

Examined links between QRIS ratings and:

## Adult-Child Interaction

CLASS PreK, Toddler, and Combined (mixed age groups)  
304 programs (51% home-based) with up to 4 classrooms

## Family Engagement/Relationships

Family Provider/Teacher Relationship Quality Measures

- Director (N = 157; 29% home-based)
- Provider/Teacher (N = 369; 20% home-based)
- Family (N = 1166; 18% home-based)

## Child Engagement

inCLASS (PreK only): 589 children; 17% in home-based

**Report from Study 1 is available with conference materials.**

**Authors: Shannon Lipscomb, Bobbie Weber, Beth Green, & Lindsey Patterson**



# **Insights about Measuring Quality**

1) There may be differences in how home-based and center-based programs “get to” quality.

Home-based programs showed similar levels of quality/outcomes as Centers yet lower QRIS ratings.

Differences in which domains/scales of the outcomes were linked with the QRIS ratings.

# Insights about Measuring Quality

2) Examining quality at the *program-level* is challenging.

*Program – classroom - teacher/provider –  
child/family*

Different people observed/reporting

Structure – process

Variability within level

One example

Parents of racial/ethnic minority children reported lower provider/teacher attitudes about relationships with them.



# Thank you!

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