Wednesday, November 12, 2014

Plenary Session 1
8:30–9:30 a.m. (Presidential Ballroom)

Title
Welcome and Opening Remarks from ACF Leadership

Description
Updates on Federal and state child care policy developments and findings/insights from analyses of the National Survey of Early Care and Education (NSECE) Household and Provider Data.

Facilitator
- Ivelisse Martinez-Beck, Office of Planning, Research and Evaluation (OPRE), Administration for Children and Families (ACF), Department of Health and Human Services (HHS)

Presenters
- Shannon Rudisill, Director, Office of Child Care, ACF, HHS
- Rupa Datta, Senior Fellow, NORC at the University of Chicago
- Lisa Gennetian, Associate Research Scientist, New York University

Scribe
- Jennifer Cleveland, Child Trends

Plenary Session 2
9:30–10:30 a.m. (Presidential Ballroom)

Title
Stability/Instability in Context

Description
Stable and supportive environments nourish children's health and development. Children develop best when their basic need for housing, food, and care are a given; freeing them to explore their environments and establish secure and healthy relationships. Yet, some children confront instability and uncertainty across many contexts and lack consistency and routine in their everyday experiences. Several recent studies consider these sources of instability and how they can challenge low-income families' efforts to take full advantage of public benefit programs (including CCDF child care assistance) designed to support family economic well-being and children's healthy development. Some research suggests that the design and delivery of public benefits themselves can create instability for families, rather than mitigate its negative effects on children's wellbeing.

This plenary first provides an overview of instability in the lives of children and families, and then shifts attention to two especially important contexts of instability: the employment context and the child care context. It reviews national data on job instability and precarious work schedules, considering how the employment context intersects with families' efforts to use child care subsidies

and secure stable, quality child care arrangements. It further highlights two important studies designed to facilitate low-income families' use of the CCDF subsidy program.

Facilitator/Presenter
- Gina Adams, Urban Institute

Presenters
- Julia Henly, University of Chicago
- Pamela Joshi, Brandeis University
- Alexander Mayer, MDRC

Scribe
- Danielle Hegseth, Child Trends

Workshop A-1
10:45 a.m.–12:00 p.m. (Pan American)

Title
QI Efforts across ECE Settings: Using Data and Rapid Feedback Loops

Description
One key element of successful implementation is using data early and often to inform adjustments in service delivery, either during initial implementation of a practice or program, or when an established practice or program is being replicated in a new environment. In order to use data in this way, program providers need to use rapid-cycle feedback loops to get the data quickly to those who can analyze it and make adjustments to their practice or program, as well as to program developers who can make overall adjustments to the program model, if necessary. This session will focus on the use of data and rapid-cycle feedback loops within quality improvement efforts across early care and education (ECE) settings. Presenters will discuss state-level early care and education quality improvement efforts in the context of Quality Rating and Improvement Systems (QRIS), Head Start, and state-funded pre-kindergarten (pre-K) programs. Presenters may include those that are in initial stages of implementation of a quality improvement effort, or in the process of replicating or scaling up a practice that has existing evidence of effectiveness. Examples of quality improvement practices within this context may include using data to make adjustments to and improve technical assistance activities, coaching models, curriculum implementation, and/or individual provider practices. Presenters will share the data that they collect, how quickly and frequently data are provided to different stakeholders, who those stakeholders are, and how the feedback loops between on-the-ground practice and decision-making function. The cross-sector presentations are meant to foster productive discussions and considerations of quality improvement components that work well across settings as well as those that may be setting-specific.

Facilitator
- Kelly Maxwell, Child Trends

Presenters
- Rena Hallam, University of Delaware
- Bentley Ponder, Georgia Department of Early Learning

Scribe:
- Jennifer Abrams, Child Trends

Workshop A-2
10:45 a.m.–12:00 p.m. (Federal A & B)

Title

Analytic Opportunities from Proposed Changes to Federal ECE Workforce Categories

Description

The panel will present regarding the: (a) limitations of present Federal Labor and Census data for analyzing ECE workforce issues; (b) proposed Standard Occupational Category (SOC) revision submitted to a federal interagency group by HHS/ACF; and (c) opportunities available for richer analyses if the proposal is adopted. The proposed changes were developed by a working group convened by ACF/OPRE involving a diverse set of ECE workforce experts and vetted with key ECE stakeholder groups. Participants will discuss the potentials and priorities of additional workforce analysis if the proposal is adopted.

The size, nature, and trends in qualifications, compensation (wages and benefits), and work hours of the ECE workforce are essential ingredients for ensuring a supply of high-quality ECE opportunities. Federal labor and census data have the distinct advantages of being available at state and local levels, and being tracked annually, monthly, or quarterly. Changing Federal workforce definitions will allow the regular production of such data and a wide range of comparative analysis across states and localities, which can potentially be related to policies. Use of labor and census data opens many avenues for methodological discussion, such as appropriate indexes for comparing wages across different states and localities.

Presenters

- Ivelisse Martinez-Beck, OPRE, ACF
- Martha Zaslow, Child Trends and the Society for Research in Child Development
- Richard Brandon, RNB Consulting

Scribe

- Meg Soli, Child Trends

Workshop A-3
10:45 a.m.–12:00 p.m. (Presidential Ballroom)

Title

Measuring the Quality of Caregiver-Child Interactions for Infants and Toddlers

Description

There has recently been a lot of interest in examining the quality infant/toddler out-of-home early care and education quality at the Federal and state levels. However, there are few measures that assess program quality specifically for infants and toddlers, and there is little information available on the appropriateness of these measures for high- stakes assessments such as state QRIS.

The first presentation will provide an overview of a new project by the Network of Infant/Toddler Researchers (NITR) and INQUIRE that examines infant/toddler quality observation measures in and outside the context of QRIS. This presentation will frame the discussion by outlining questions about the use of existing measures. The second presentation will highlight the development of a theoretically based new measure for caregiver-child interactions, the Quality of Caregiver-Child Interactions for Infants and Toddlers (Q-CCIIT) observation tool. The third presentation will examine linkages between the Toddler CLASS quality observation measure and young children's developmental outcomes illustrated with recently released Baby FACES data. This presentation will highlight the importance of quality early care and education for young children.

Facilitator/Session Chair
- Meryl Barofsky, OPRE

Presenters
- Rachel Chazan Cohen, University of Massachusetts Boston
- Shannon Monahan, Mathematica Policy Research
- Elizabeth Cavadel, Mathematica Policy Research
- Yange Xue, Mathematica Policy Research

Scribe
- Amy Blasberg, Child Trends

Workshop A-4
10:45 a.m.–12:00 p.m. (Statler)

Title
Measurement of Implementation: Examples from the Field

Description
Implementation science experts assert that evidence-based programs and practices will not achieve their desired results unless supports for effective implementation are clearly in place. How do we measure these implementation supports, and how can we test if they are, indeed, related to program outcomes? Presenters in this session will share real-world examples of (new) measures that are being used to gather and analyze data on the effectiveness of early childhood initiatives with regard to the *quality*, *quantity*, and *dosage* of implementation. The moderator will ask the presenters to focus on how they are using their implementation data to determine the effectiveness of their interventions, and for program improvement. The discussion with workshop participants may touch on measures development (e.g., psychometric properties of new measures of implementation) and approaches to analysis (e.g., for inclusion of implementation measures in impact analyses), but will mainly focus on how the information from measures of implementation are used by researchers, practitioners, and policymakers.

Facilitator
- Isabel Bradburn, Virginia Tech

Presenters
- Susan Landry, Children's Learning Institute
- Cheri Vogel, Mathematica Policy Research

Scribe
- Danielle Hegseth, Child Trends

Plenary Session 3
1:30–2:30 pm (Presidential Ballroom)

Title
ECE Quality, Continuity and Choices for Low-Income Families: Findings from the 2010 Research Partnerships

Description
This session will highlight important findings from two multi-state research partnerships, drawing on multiple data sources and mixed methods from four states. Both partnerships involve interdisciplinary teams of researchers and state policymakers addressing questions about early care and education in the lives of low-income families. In this presentation, the two research teams will provide an overview of high- priority research questions and findings synthesized across the partnerships and states to

demonstrate how information from the project can be used to inform policy and practice. Project partners will also highlight the value of working in partnerships with state agencies and across states.

Three topics will be covered:

- *Parents' perceptions of early care and education quality and the role these perceptions in parents' decisions about child care.* This part of the presentation will focus on findings from the Maryland–Minnesota partnership about parents' perceptions of quality and the mismatch between parents' views on the features of ideal care and their reports about their current care arrangements. The mismatch between parents' ideal and actual is used to predict whether the parent intends to change child care arrangements.
- *Dynamics of subsidy participation*. The findings on patterns of subsidy use over time and the factors associated with exits and returns to subsidy will be synthesized across both partnerships to provide an overview of what is similar and what is different across the four states. Both partnerships have estimated multivariate models of predictors of subsidy exit and (separately) models of subsidy return, including demographic, work, child care, and subsidy program factors as covariates. Whether children return to the same or a different provider is also investigated. The role of different redetermination policies across the states is highlighted. Parents' reported reasons for exiting subsidy will also be discussed.
- *Research on reasons for leaving a child care arrangement*. Both partnerships focused on identifying factors that precipitated changes in child care arrangements, although the data and methods used to address these questions varied across the partnerships. The Maryland-Minnesota partnership will present findings from an analysis of longitudinal parent survey data from Minnesota highlighting the factors associated with different types of changes in child care arrangements, including the role of subsidy and parent perceptions of quality. The New York-Illinois partnership will present results from an analysis of survey data examining predictors of leaving subsidized child care arrangements. In addition, both studies will present findings on what happens to child care arrangements when parents leave subsidy, drawing from a combination of subsidy and qualitative data.

Facilitator/Session Chair

- Kathryn Tout, Child Trends

Presenters

- Amy Susman-Stillman, University of Minnesota
- Amy Claessens, University of Chicago
- Liz Davis, University of Minnesota
- Julia Henly, University of Chicago

Discussant

- Theresa Hawley, Illinois Governor's Office of Early Childhood Development

Scribe

- Amy Blasberg, Child Trends

Workshop B-1
2:45–4:00 p.m. (Federal A)

Title

Methods for Conducting Research And Evaluation of System Change in a Dynamic Context

Description

This session applies system thinking to the ECE context and provides examples and resources that will inform studies of system change initiatives such as education reform to support a professional ECE workforce and early learning, financing reforms, strengthening of state licensing and regulations, and

QRIS. Three presentations will provide the background and examples of how researchers and initiative developers and leaders have worked together to design studies that address complex system level interventions.

- The first presentation will provide an overview of methods for conducting system change evaluation drawing on recent publications and frameworks that are being used in a number of current studies across a range of social service and health areas.
- The second presentation will address the potential role of developmental and rapid cycle evaluation in ECE system change studies.
- The final presentation will offer an example of using system thinking in an evaluation currently under way in Oregon.
- The moderator will briefly reflect on the presentations and provide a charge to the audience for a 10-minute table group discussion of the following questions.
  - What types of system evaluation questions have you grappled with in your work? Which approaches have been successful at addressing them? What was not useful?
  - Would you like more support and professional development in this area? Which topics are of greatest need/interest? How would you like the information presented? (For example, webinar, online course, coach/mentor)

Facilitator/Presenter

- Kimberly Boller, Mathematica Policy Research

Presenters

- Diane Paulsell, Mathematica Policy Research
- Shannon Lipscomb, Oregon State University-Cascades

Scribe

- Claire Lowe, Child Trends

Workshop B-2
2:45–4:00 p.m. (Federal B)

Title

Early Childhood Monitoring Approaches: Thinking About Monitoring Within and Across Sectors

Description

This session will examine issues in monitoring within one sector, Head Start, as well as across sectors. The session will be designed to foster discussion on a range of monitoring issues.

The first presenters will discuss the Head Start Designation Renewal System (DRS), including its purpose, elements and incentive structure; how these elements and structure informed the evaluation methodology; and particular methodological considerations and challenges in evaluating Head Start's DRS. The next presenter will highlight monitoring within a QRIS context and expand the discussion to considerations in cross-sector efforts in early childhood (e.g. Head Start, QRIS, pre-K). The session will end with a discussion about the ways researchers might support monitoring discussions and build a research base about monitoring.

Facilitator/Presenter

- Kelly Maxwell, Child Trends

Presenters

- Teresa Derrick-Mills, Urban Institute
- Peg Burchinal, University of North Carolina, Chapel Hill

Scribe

- Mallory Warner-Richter, Child Trends

Workshop B-3
2:45–4:00 p.m. (Statler)

Title

Working Credentials for Infant and Toddler Teachers and Caregivers

Description

This workshop will serve as a learning community to consider the research evidence regarding what needs to be included in teacher/caregiver training, education, credentialing, and certification to be able to link to practices that support early childhood development—especially for entry-level providers and those serving infants and toddlers. The aim of this session is to have a thoughtful discussion rather than a set of presentations.

After a brief overview of the Expert Panel meeting that occurred in October 2014, panelists representing higher education, training programs, and state credentials, respectively, will discuss some of the larger issues that came to light during the meeting, including:

- The strength of the evidence for core competencies
- Consensus on core competencies for infant and toddler teachers and caregivers
- Sequencing of knowledge/skills for infant/toddler teachers and caregivers along the career ladder
- Requirements for demonstrating competencies.

Panel members will use this session as an opportunity to get feedback from workshop participants on the types of resources, evidence, and/or data that might be used to move the field forward on these issues.

Facilitator

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

Presenters

- Tamara Halle, Child Trends
- Dale Epstein, Child Trends
- Lucinda Glaser, The Registry
- Claudia Mincemoyer, Penn State University
- Rachel Chazen Cohen, University of Massachusetts, Boston

Scribe

- Lauren LaMonte, Child Trends

Workshop B-4
2:45–4:00 p.m. (Senate)

Title

Identifying and Defining Mechanisms of Change and Outcomes Associated with the CCDF Subsidy Program

Description

This interactive working session will build upon previous work by subsidy researchers to fulfill two objectives. First, session participants will assist in identifying and clarifying the mechanisms, or pathways, by which CCDF subsidies are related to outcomes for children, parents, families, providers, programs, and the early childhood provider market. Second, session participants will assist in clarifying definitions for key terms involved in these mechanisms or pathways (e.g., "access to care"). Each of these objectives will further understanding in the field regarding the theory (or theories) of change by which CCDF subsidies influence outcomes.

This session will begin with a brief description of the major policy levers and administrative practices involved in CCDF, and how CCDF differs from other publicly funded or subsidized early care and education programs. Participants will then spend time in small groups discussing mechanisms of change related to CCDF, identifying terms that need to be defined, and offering comprehensive and succinct definitions for these terms. Work in this session will be used to influence the development of a CCDF research agenda as well as future products for state administrators.

Facilitator

- Bobbie Weber, Oregon State University

Presenter

- Andrew Williams, Office of Child Care

Table Facilitators

- Gina Adams, Urban Institute
- Elizabeth Davis, University of Minnesota
- Julia Henly, University of Chicago
- Susan Jekielek, University of Michigan

Scribe

- Van-Kim Lin, Child Trends

Workshop B-5
2:45–4:00 p.m. (Pan American)

Title

Nudging for Better Social Service Outcomes: Behavioral Interventions to Increase Child Care Eligibility Redetermination

Description

Many human services programs require clients to make active decisions and follow a series of potentially complex and time-consuming steps in order to reap a benefit—from deciding to apply, to completing forms, to arranging for child care. Program designers have often implicitly assumed that individuals carefully consider options, make decisions that maximize their well-being, and diligently follow through. Behavioral economics, which combines insights from psychology and economics, may help explain why these assumptions are not always borne out, and also suggests some corrective actions. The Behavioral Interventions to Advance Self-Sufficiency (BIAS) project aims to learn how tools from behavioral economics can improve the well-being of individuals and families served by programs that the ACF supports.

This session will present new evidence from a randomized controlled trial from the BIAS project, sponsored by ACF. The pilot focused on the child care program in Oklahoma, employed a method called behavioral diagnosis and design to understand the program's processes, identify possible bottlenecks, develop low-cost behavioral interventions geared to tackle one or more of the identified bottlenecks, and test two of these interventions.

BIAS worked with the Oklahoma Department of Human Services to apply concepts from behavioral economics and to understand where clients may be having difficulties, to clarify existing documents and language and emphasize only the most critical information that clients need, and to provide multiple reminders—even engaging child care providers in the renewal process. Using this approach, the pilot implemented several new components in the programs' communication with the goal of increasing the proportion of parents who complete the child care eligibility redetermination process.

The session will include a discussion of the dynamic process at the core of behavioral diagnosis and design, which seeks to understand program processes from the client's point of view. The presenters will walk through each step of the methodology, from mapping existing processes and identifying bottlenecks to creating and rigorously testing new, behaviorally informed improvements to the process. The session will highlight how the project has led to new perspectives on possible reasons programs are not achieving their intended outcomes, and encourage attendees to consider the connections to their programs. Understanding these "bottleneck" points allows program designers to account for behavioral reasons clients may not respond to a program and may increase the likelihood that interventions are well-designed. The session is geared to spark conversation about both the overall methodology and how the findings from Oklahoma and other pilots relate to other programs of interest to conference attendees. The session will also show participants how to identify behavioral bottlenecks, connect those bottlenecks to their possible underlying psychological causes, and design low-cost behavioral interventions to address both.

The collaborative research is being conducted by MDRC in partnership with ACF, academic behavioral experts from around the country, and a variety of state and local agencies. The session will incorporate researcher and practitioner perspectives and share lessons learned from the BIAS project's work with the child care agency. Findings will also be presented where available.

Presenters

- Alex Mayer, MDRC
- Debi Ream, Oklahoma Department of Social Services

Scribe

- Erin Bultinck, Child Trends

Workshop C-1
4:15–5:30 p.m. (Statler)

Title

What does it take to Support the Professional Development of ECE Providers? Answers and Remaining Questions from an Implementation Science Perspective

Description

This session will explore what it takes to support effective professional development (PD) of ECE providers both at the level of the *program* and at the level of the PD *system*. An important lens for this discussion is implementation science, which posits that effective PD efforts require attention to the *infrastructure* to support implementation—including people, resources, workforce development, and monitoring tools. The first presenter will introduce the concept of "implementation infrastructures" as understood within implementation science in order to provide the necessary background for the presentations and discussion that will follow. The second presenter will describe the implementation support system (including training, coaching, and technical assistance) put in place in the Head Start CARES study as an example of a type of support system that led to changes in teachers' social-emotional practices at scale. The third presenter will provide an overview of the Delaware-Kentucky Family Child Care project, with an emphasis on the infrastructure that provides technical assistance to entry-level ECE providers. The discussant will reflect on the presentations as well as share experiences in the state of New Hampshire, and especially discuss the challenges and benefits of including implementation frameworks and measurement in the delivery of PD.

Questions for general discussion may include:

- What are the key pieces from these examples of effective implementation infrastructure that could be replicated for support of entry-level providers in other programs and states?
- What are the sticking points for individual providers?
- What are the sticking points for PD systems?
- What does it take to bring PD to scale within a program or a system?
- What are the necessary and sufficient qualifications of coaches and trainers working in early childhood PD systems?
- How much measurement, documentation, and use of supervision and monitoring of coaches and trainers is needed for effective delivery of PD to ECE providers?

Facilitator

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

Presenters

- Tamara Halle, Child Trends
- Shira Mattera, MDRC
- Rena Hallam, University of Delaware

Discussant

- Ellen Wheatley, New Hampshire Division for Children, Youth and Families

Scribe

- Jennifer Abrams, Child Trends

Workshop C-2
4:15–5:30 p.m. (Federal A)

Title

Early Childhood Partnerships: EHS, Child Welfare and Child Care

Description

Ensuring the well-being of our youngest children is essential to the ongoing success of our nation, and for low-income and at-risk children, this work is especially urgent. This session will focus on the promise of partnerships across social service systems that serve low-income or otherwise at-risk children and their families. Specifically, this session will highlight two types of early childhood partnerships (Early Childhood–Child Welfare partnerships and Early Head Start–child care partnerships) and the benefits and challenges of forming and sustaining such partnerships for children, families, policymakers and practitioners.

- First, the work of the Children's Bureau's Child Welfare–Early Education Partnership Grantees will be highlighted. These grants- funded projects are aimed at building infrastructure capacity to support collaborative initiatives between child welfare and early childhood systems. Ultimately, the hope is that these collaborative initiatives bolster supports for and the enrollment and attendance of young children who are involved with the child welfare system in comprehensive, high-quality early care and education programs.
- Second, the Early Head Start–child care partnerships, for which the Federal government recently allocated $500 million, will be highlighted. This new initiative will fund new or existing Early Head Start programs to partner with local child care centers and family child care providers to serve infants and toddlers from low-income families.

Despite the work to promote partnerships across social service systems, the research base for how these partnerships support child wellbeing and meet the needs of families is limited. We will discuss the literature on ECE partnerships, as well as gaps in the research with regard to how to operationalize and evaluate the quality of partnerships. This session will discuss challenges that partnerships afford with regard to the quality of the collaboration; the complexities of engaging across systems; and communication issues and staffing discrepancies. This session will also discuss the opportunities for high-quality service delivery, increased access to services, and improved child and family outcomes that partnerships present. Finally, a theory of change model and measurement framework designed to guide future research and evaluation on partnerships will be discussed.

Presenters

- Diane Paulsell, Mathematica Policy Research
- Patricia Del Grosso, Mathematica Policy Research
- Beth Meloy, Society for Research in Child Development
- Amanda Clincy, Business Strategy Consultants
- Gary Resnick, Education Development Center
- Meghan Broadstone, Education Development Center

Discussant

- Diane Schilder, Education Development Center

Scribe

- Ashley Hirilall, Child Trends

Workshop C-3
4:15–5:30 p.m. (Federal B)

Title

Assessing Early Childhood Teachers' Use of Child Progress Monitoring to Individualize Teaching Practices Project

Description

In early education, there is an increased emphasis on data-based decision making and examining changes in child progress over time. Despite the importance of using assessment to guide instruction, information on how teachers collect and use assessment data to individualize is sparse. In 2012, the Federal government initiated the Child Progress Monitoring (CPM) project to develop a tool to measure how teachers individualize instruction through the use of ongoing assessment. This four-part presentation will describe the project, the resulting tool, and how the tool might apply in a QRIS setting.

- The first presenter will include findings from a literature review and conceptual model developed as part of the CPM project. The goal was to identify the critical areas to be addressed by a measure of teachers' use of ongoing assessment for individualization and to find examples of how others measure this process. It was concluded that the existing literature presents an incomplete picture of how teachers use ongoing child assessment data for individualization in the early care and education settings and what it takes to effectively use data. This review identifies the major gaps in the current knowledge base and proposes a research agenda to address these gaps. The literature review informed the development of a conceptual model and plans for the development of a multi-method measure.
- The second presenter will describe the new measure, the Tool for Tailored Teaching (T3), and pretest data collected on it. The T3's multi-method approach includes document reviews, video-based observations, and teacher interviews to capture the complexities of using ongoing assessment data to inform instruction. The measure has been administered in 8 classrooms and pretesting will

continue in an additional classroom during the fall of 2014. Pretest classrooms used either Teaching Strategies: GOLD (e.g., Teaching Strategies, Inc. 2011); or Work Sampling System (e.g., Dichtelmiller et al. 2001) ongoing assessment systems. Teachers were asked to collect documentation and video record assessment and instructional activities with two focal children in each classroom. Assessors conducted site visits to apply the T3 ratings to the documentation and videos, as well conduct a semi-structured interview with each teacher. After the interviews, seven teachers participated in debriefs by phone.

- The third presenter will examine implications for using a measure like the T3 in a state QRIS context. Specifically efforts to validate the New Mexico Authentic Observation Curriculum Planning Process (AODCP) will be discussed. The AODCP is a state-developed process to support teachers' observations of children's development through their interactions with teachers, peers, and materials and to assess children's progress using the New Mexico Early Learning Guidelines (ELGs). Information from the observations and assessments is used to inform curriculum planning and to individualize teachers' practices with children to support their optimal development. New Mexico has been implementing the AODCP in state-funded pre-K classrooms since 2005. AODCP is expected to expand to all FOCUS TQRIS programs—including Head Start programs—as FOCUS implementation proceeds. This presentation will discuss key research activities to establish the evidence base, reliability, fidelity, and validity of the AODCP process and to document the tools, processes, and supports for implementing AODCP.
- Finally, there will be a moderated discussion on the use of tailoring instruction from child assessment and the measurement of that process.

Presenters

- Sally Atkins-Burnett, Mathematica Policy Research
- Shannon Monahan, Mathematica Policy Research
- Laura Sosinsky, Child Trends

Discussion Moderator

- Jennifer Brooks, National Governors Association

Scribe

- Erin Bultinck, Child Trends

Workshop C-4
4:15–5:30 p.m. (Pan American)

Title

Family Provider Relationships and Provider Practices to Support Family Engagement in Children's Learning and School Readiness

Description

Research indicates that parents have the most powerful influence on their children's growth and development. For families that face challenges such as poverty and mental or physical health issues, the capacity to support young children's positive outcomes may be compromised. Many parenting interventions have been developed to address these needs, but findings about the effectiveness of these interventions are mixed. In recent years, there has been an increasing focus on strong family-provider relationships and family engagement in ECE as pathways for enhancing parental knowledge and skills to foster children's school readiness.

Evidence suggests that positive family-provider partnerships can have a positive effect on parenting practices, parent-child relationships, and parents' mental health, which can, in turn, contribute to positive child outcomes. Moreover, family-provider partnerships and family engagement have important implications for policy, because several initiatives across systems such as Race to the Top

Early Learning Challenge, Quality Rating Improvement Systems, and Head Start have placed increasing emphasis on these two aspects of ECE quality. Yet, there are varied models for enhancing and measuring ECE provider practices in this domain, and data on the strategies that ECE providers use to promote parental practices that support their children's learning and development are limited.

In this session, a panel of researchers and a state administrator will address the following questions: (1) How do national models conceptualize and measure family-provider relationships in ECE programs? (2) What do we know about specific provider practices in ECE that help parents support their children's readiness for school? and (3) What are the implications of these findings for ECE systems, particularly QRIS, Head Start/Early Head Start, and Professional Development Systems?

Presenters

- Toni Porter, Early Care and Education Consulting
- Juliet Bromer, Erikson Institute
- Rachel Eisenberg, Lehigh University
- Theresa Hawley, Illinois Governor's Office of Early Childhood Development

Scribe

- Lauren LaMonte, Child Trends

Workshop C-5
4:15–5:30 p.m. (Senate)

Title

Parent Child Care Decision-Making

Description

Parents play an important role in determining where and with whom young children will spend their early years. This session will share new knowledge about parental decisionmaking from three important studies. The session will begin with an overview of findings on parental child care decisionmaking and search behavior from the NSECE. A presenter will discuss how policy expectations and interpersonal trust shape parental decisions about child care—these findings come from a qualitative study of low-income mothers before and after welfare reform. Finally, findings on parent child care search and awareness of QRIS will be shared. These findings include a compilation of data from states that have conducted household surveys as well as an in-depth examination of parent survey data collected as a part of the QRIS evaluation in Minnesota.

Panelists and participants will explore what these findings add to our understanding of parent decisionmaking and identify questions in need of further study.

Presenters

- Lina Guzman, Child Trends/NSECE Team
- Judith Levine, Temple University
- Kathryn Tout, Child Trends

Scribe

- Alea Beckett, Child Trends

2014 CCPRC
Annual Meeting of the Child Care Policy Research Consortium
November 12–13, 2014
Capital Hilton Hotel • Washington, D.C.

Thursday, November 13, 2014

Plenary Session 4
8:30–9:45 a.m. (Federal A & B)

Title
La Familia: A National Portrait of Hispanic Families and Early Care and Education Research Among Hispanic Families

Description
This plenary session will provide an overview of the work of the ACF-funded National Research Center on Hispanic Families and Children, highlighting three of the Center's current projects relevant to early care and education for Hispanics. The National Research Center on Hispanic Families and Children—a partnership between Child Trends, Abt Associates, and three universities—is a hub of research aimed to improve the lives of low-income Hispanics across three priority areas: (1) poverty reduction and self-sufficiency, (2) healthy marriage and responsible fatherhood, and (3) ECE.

In this session we seek to provide the current demographic context of low-income Hispanic families in the United States to better understand the heterogeneity of Hispanic families served by ECE; examine income and income change among Hispanic households with children and the ways this may differ from households of other racial/ethnic groups; present findings that examine the early school success of urban, low-income Latino children and explore whether there are short- and long-term benefits of ECE program participation; identify emergency research questions in the field; and elicit input and feedback from audience members across research, policy, and program sectors.

Facilitators
- Susan M. Jekielek, University of Michigan
- Michael López, Abt Associates, National Research Center on Hispanic Children and Families

Presenters
- Elizabeth Wildsmith, Child Trends, National Research Center on Hispanic Children and Families
- Lina Guzman, Child Trends, National Research Center on Hispanic Children and Families
- Lisa Gennetian, New York University, National Research Center on Hispanic Children and Families
- Arya Ansari, University of Texas, Austin, Summer Fellow, National Research Center on Hispanic Children and Families

Scribe
- Danielle Hegseth, Child Trends

Workshop D-1
10:00–11:15 a.m. (Federal A & B)

Title

The Early Care and Education Experiences of Dual Language Learners and Hispanic Children and Families: New Analyses, New Measures, Future Research

Description

This is a joint session by researchers from two national centers funded by ACF, the Center for Early Care and Education Research—Dual Language Learners (CECER-DLL) and the National Research Center of Hispanic Children and Families. It brings together national estimates of ECE utilization among dual language learners (DLLs), new research tools to capture important information about DLLs' experiences at home and the ECE setting, and a critical analysis of current, large-scale survey datasets and methods for collecting information about Hispanic children. Presentations will include:

Center for Early Care and Education Research-Dual Language Learners (CECER-DLL): Presenters: Dina C. Castro and Carol S. Hammer.

- *Child care experiences among dual language learners from infancy to preschool age*. Findings from a secondary analysis of the Early Childhood Longitudinal Survey–Birth Cohort focusing on the DLL population will be presented. This analysis focused on the similarities and differences that emerged between DLLs and their monolingual English-speaking peers and the extent to which demographic and ethnic/cultural factors predicted child care use, type, amount, and quality.
- *Characterizing the experiences of dual language learners in the family and early care setting: The CECER-DLL family and teacher questionnaires.* Valid measures that capture the language experiences of DLLs and describe the characteristics of their homes and classrooms do not exist. The CECER-DLL recently developed and validated family and teacher questionnaires to assist researchers in gathering more accurate and relevant information about DLLs' experiences at home and the ECE setting. This presentation will discuss the measures' development process, including cognitive interviewing, as well as findings from the validation study.

National Research Center on Hispanic Children and Families: Authors-Danielle Crosby, Julia Mendez and Michael López. Presenter: Michael Lopez.

- *ECE Search and Decision-Making: Methodological Challenges and Opportunities with using National Data Sets with Hispanic Families.* This presentation will discuss the major challenges of using existing national data sets to explore early care and education search and decision-making among Hispanic families. Comparing data elements across a number of data sets reveals important differences in the measurement and key variables involved in understanding aspects of ECE search and decision-making. By discussing these differences as applied to data sets with sizeable Hispanic subsamples, this session will explore opportunities for examining specific research questions with particular relevance for ECE experiences among Hispanic families and children.

Facilitator

- Ann Rivera, OPRE

Presenters

- Dina Castro, University of North Texas
- Carol Hammer, Temple University
- Michael López, Abt Associates, Inc.

Scribe

- Alea Beckett, Child Trends

Workshop Session D-2
10:00–11:15 a.m. (Statler)

Title

Engaging Home-Based Care Providers in Quality Improvement

Description

Home-based care continues to serve large numbers of children and may be particularly important in certain regions and for certain groups of children. As increasing research and quality improvement initiatives include or target family child care and home-based care providers, researchers and policymakers need robust frameworks for understanding how providers across a range of early childhood settings engage in quality improvement and strategies for engaging them. It is common in the field to specify three broad types of non-parental child care settings: center-based (CCC) care; family child care (FCC); and family, friend, and neighbor care (FFN); even though there is likely a continuum across settings (e.g., small FCC may be more similar to FFN than large FCC and large FCC may be more similar to CCC than small FCC).

The primary goal of this session is to encourage participants to think about home-based care in new ways and ask new questions about how best to support home-based care providers. It is also important to carefully define and categorize different types of home-based ECE. This proposed session addresses two barriers for engaging home-based care providers in quality improvement.

- First, we need models that include the unique features of FCC and FFN as valued sectors (as opposed to "not centers"). What are the opportunities and strengths of FCC and FFN in their own right?
- Second, we need theories and models that address the ways that professional development and quality improvement may vary within and across types of care. For example, it is important to include home-based care when planning the content of professional development (e.g., ensuring that family child care topics are included), but efforts may also be needed to design the structure of such efforts to meet the realities of providers' lives (e.g., relationship-based approaches to recruitment and retention; use of Community of Practice models to support engagement).

Several CCPRC grantees and other projects are examining how providers in home-based care are engaging in quality improvement. By sharing conceptual, methodological, and implementation strategies that facilitate research with family child care providers, we hope to speed the progress in research examining this under-studied, but important sector of the ECE system. This is particularly relevant given the national interest in increasing the level of participation of home-based providers in Quality Rating and Improvement Systems, including the Race to the Top Early Learning Challenge grantee states.

Facilitator

- Juliet Bromer, Erikson Institute

Presenters

- Holli Tonyan, California State University, Northridge
- Rick Brandon, RNB Consulting/NSECE Team
- Martha Buell, University of Delaware

Scribe

- Claire Lowe, Child Trends

Workshop Session D-3
10:00–11:15 a.m. (Senate)

Title

New Findings on Quality, QRIS and Children's Development: Implications for Policy, Practice and Children

Description

This session brings together two recent studies addressing quality in center-based settings and how features of quality are related to children's classroom experiences and fall to spring gains in development. The findings are relevant for ongoing discussions about quality across different types of centers and validation of QRIS.

The first presenter will share preliminary descriptive findings from the National Survey of Early Care and Education on predictors of quality for center settings and staff. Data will include differences between such predictors as settings located in high vs. low poverty density communities and among centers with different auspices. The presentation will also describe additional quality-related variables which were collected in NSECE and suggest how some more sophisticated analyses could contribute to understanding current level of predicted quality.

Next, there will be a presentation of results of new QRIS simulation analyses. The purpose of this study was to illustrate that attention to several psychometric issues while creating an "idealized" QRIS rating would provide quality ratings that predict both classroom quality and gains in child outcomes. The psychometric issues include dimensionality (a separate score for each distinct dimension of quality); item selection (selecting items that measure components of that quality dimension with good rigor based on prior evidence); and item scoring (transforming quality variables into ordinal ratings based on evidence—ideally translated into professional guidelines). The goal was to create a simulated QRIS with separate scores for distinct dimensions of quality. The simulated QRIS included only indictors with the strongest evidence (e.g., child-teacher ratio, staff qualifications, learning environments) and scored those indicators based on professional guidelines that are supported by the research (e.g., American Public Health Association/American Pediatric Association guidelines). The study used data from six child care studies: two Head Start studies—FACES 2006 and 2009, two pre-K evaluations; two mixed setting studies—ECLS-B and the IES early childhood center study, NCRECE. The QRIS ratings based on the structural indicators were strong predictors of observed quality as measured by ECERS and CLASS ($d > .5$) and were significant, albeit modest, predictors of gains in academic skills ($d > .06$). Results suggest that careful attention to psychometric principles can increase the validity of QRIS ratings.

The discussant will synthesize themes across the presentations and engage the audience in a dialogue about implications of the findings. Discussion will focus on priorities for further analysis of the national survey data, opportunities and limitations of QRIS simulation analyses, next steps for QRIS research on child outcomes and application of findings to design of QRIS and other quality improvement initiatives.

Presenters

- Marty Zaslow, Child Trends and the Society for Research in Child Development
- Peg Burchinal, University of North Carolina-Chapel Hill

Discussant

- James Elicker, Purdue University

Scribe

- Dale Epstein, Child Trends

Workshop Session D-4
10:00–11:15 a.m. (Pan American)

Title

Using Administrative Data to Answer Policy Questions: Three Examples and Lessons Learned

Description

This session provides different examples of using administrative data to address key policy questions. The examples will serve as a springboard for a broader discussion of issues in analyzing administrative data.

- The first presenters will describe an example of analyzing a policy question using a combination of ACF-801 data and data from the CCDF Policies Database. The presentation will be designed to spark ideas about combining policy data with administrative data and to highlight some nuts-and-bolts issues that could arise in merging policy data with family-level data (e.g., policies may vary across particular areas of the state).
- The second presenter will describe an example of using subsidy administrative data as part of a mixed-methods research project to examine the effects of subsidy participation on children, families, and providers. The presentation will demonstrate the benefits of combining administrative data with other types of data to address policy questions, discuss issues in conducting mixed-methods research, and share lessons learned in using administrative data.
- The third presenter will describe an analysis using subsidy administrative data to provide an example of what one can learn about how policy is actually implemented by caseworkers. While the state's policy allows families to recertify eligibility every 12 months, the study found that eligibility periods were typically much shorter than 12 months and varied widely across families. The analysis of administrative data found substantial differences in actual subsidy eligibility periods across counties, suggesting that understanding how policy is implemented at the local level is crucial for understanding policy impacts.

The presentations are intended to foster discussion about issues in linking multiple datasets; creating strong research designs using administrative data; lessons learned in accessing and understanding administrative datasets; association between policy, practices, and content of administrative data, and overall challenges and opportunities in using administrative data.

Facilitator

- Carlise King, Child Trends

Presenters

- Linda Giannarelli, Urban Institute
- Sarah Minton, Urban Institute
- Bobbie Weber, Oregon State University
- Liz Davis, University of Minnesota

Scribe

- Jennifer Cleveland, Child Trends

Closing Plenary 5
11:30 a.m.–12:30 p.m. (Federal A & B)

Description
Discussion of key themes and reflections about the meeting; include discussion of questions that might be addressed using NSECE data.

Facilitator
- Ivelisse Martinez-Beck, OPRE

Presenters
- Mark Greenberg, Acting Assistant Secretary for Children and Families, ACF, HHS
- Shannon Rudisill, Director, Office of Child Care, ACF, HHS
- CCPRC Representatives

Scribe
- Meg Soli, Child Trends

Data Workshop
2:00–4:30 p.m. (Federal A & B)

Title
National Survey of Early Care and Education (NSECE) Data Workshop

Description
The research community will be able to access National Survey of Early Care and Education (NSECE) public use data files starting this fall. The NSECE is a set of four integrated, nationally representative surveys conducted in 2012. These were surveys of: (1) households with children under 13, (2) home-based providers of ECE, (3) center-based providers of ECE, and (4) the center-based provider workforce. Together they characterize the supply of and demand for early care and education in America and permit better understanding of how well families' needs and preferences coordinate with providers' offerings and constraints.

The first files released will be from the Center-Based Provider and (center-based) Workforce Surveys.

This session will:
- Provide an overview of the various NSECE files planned for release.
- Walk through the NSECE sampling design, with particular focus on the populations represented by each survey and how the different surveys connect to one another.
- Introduce participants to the first two files being released, including reviewing documentation, selected constructed variables, and overall topical coverage.
- Guide participants through interactive discussions on how Center-Based, Workforce, and Home-Based Provider data files can be used in different ways to construct comparable estimates across multiple files. Selected project analyses on counts of teachers and caregivers, classroom practices, and characteristics of center- and home-based providers will provide the framework for the estimates and analytic issues that we discuss.

The workshop is designed so participants can plan analyses that will use the soon-to-be-released public use files.

Presenters
- Members of the NSECE Team

Scribe
- Julia Goodwin, Child Trends