

**CHILD CARE BUREAU
CHILD CARE POLICY RESEARCH CONSORTIUM
ANNUAL MEETING**

**April 13–16, 2004
Renaissance Washington, DC Hotel
999 Ninth Street NW
Washington, DC 20001
(202) 898-9000**

BREAKOUT SESSION DESCRIPTIONS

WEDNESDAY, APRIL 14 9:00 A.M. – 12:00 P.M.

OPENING WORKSHOPS

What do policymakers need to know about their child care populations, services systems, and markets in order to make informed decisions?

What questions should states address on a continuing, periodic, or one-time basis through analysis of administrative data, population surveys, special studies, or other mechanisms? What support do they need to use research effectively?

Session 1: Meeting Room 5

Facilitators: Karen Tvedt, Child Care Bureau
Marcia Meyers, University of Washington

Scribe: Sarah Fass, National Center for Children in Poverty

Session 2: Renaissance Ballroom West A

Facilitators: Moniquin Huggins, Child Care Bureau
Ann Collins, Abt Associates

Scribe: Joanna Grymes, Arkansas State University

Session 3: Meeting Room 12/13

Facilitators: Gina Adams, Urban Institute
Lee Kreader, National Center for Children in Poverty

Scribe: Elizabeth Rigby, Columbia University

Session 4: Meeting Room 15

Facilitators: Deborah Swenson-Klatt, Minnesota Department of Human Services
Mairiad Reidy, University of Chicago, Chapin Hall Center for Children

Scribe: Diane Schilder, Education Development Center

Session 5: Meeting Room 16

Facilitators: Barbara Ferguson Kamara, District of Columbia Office of Early
Childhood Development
Marty Zaslow, Child Trends

Scribe: Stephanie Curenton, Child Care Bureau

Session 6: Renaissance Ballroom West B

Facilitators: Eleanor Wagoner, Child Care Bureau
Susan Hegland, Iowa State University

Scribe: Deana Grobe, Oregon State University

Floating support:

Bobbie Weber, Oregon State University
Pia Divine, Child Care Bureau

WEDNESDAY, APRIL 14 4:15 P.M. – 5:30 P.M.

TOPICAL WORKSHOPS

Session 7: Renaissance Ballroom West A

What do we know about the dynamics of child care selection among low-income families, especially those who use subsidies?

Which families select what forms of care for which children? What factors seem to influence their choices? How do selection factors interact with characteristics of care (such as quality and stability), market structure (such as availability and cost of various care options), characteristics of parents (such as ethnic preferences and demographic patterns), characteristics of children (such as age, disabilities, interests, or skills) and community economic structure? What community-level variations are associated with child care quality, child outcomes, and parent outcomes?

Themes: Families

Facilitator: Shelly Waters Boots, New America Foundation

Discussants: James Elicker, Purdue University
Ajay Chaudry, The New School
Reeva Murphy, Rhode Island Department of Human Services

Scribe: Rose Ribeiro, National Child Care Information Center

Session 8: Meeting Room 16

How do we promote school readiness in children?

What skills do children need to be successful in school, in terms of social and emotional skills, cognitive skills, and health status? What policies and practices are needed to ensure that all children have these skills in various types of settings?

Themes: Children

Facilitator: Cindy Creps, Abt Associates

Discussants: Wendy Wagner Robeson, Wellesley College
Joanne Roberts, Wellesley College
Tweety Yates, Center for Social and Emotional Foundations
for Early Learning
Dick Wertheimer, Child Trends

Scribe:

Session 9: Meeting Room 15

Parents' choices and children's child care experiences among ethnic and language minority families and families whose child has a disability or special needs.

What factors come into play when ethnic and language minority families are making child care choices? Do their children have high-quality child care experiences? What cultural traditions need to be considered? How do these themes and questions play out with families whose child has a disability or special needs?

Themes: Children, Families

Facilitator: Lori Connors-Tadros, National Child Care Information Center (NCCIC)

Discussants: Marsha Weinraub, Temple University
Eva Marie Shiver, University of Pittsburgh
Helen Ward, University of Southern Maine

Scribe:

Session 10: Renaissance Ballroom West B

What are the issues and next steps for developing common definitions and measuring professional development, training and experiences in formal education of the early care and education workforce?

This discussion session will report on, and continue the conversation about, issues raised during a recent meeting on the same topic hosted by the Child Care Bureau and the Office of the Assistant Secretary for Planning and Evaluation (ASPE). major questions included: Can we develop some common definitions taking into account the perspectives from research, policy and practice? Do we have evidence from our own or others' research on which definitions and categories have more explanatory power in our analyses? In developing categories/definitions that could be used across diverse data collection efforts, which units of analyses are most relevant to use (content of training, intensity of training, motivation for training, etc.)?

Themes: Workforce

Facilitator: Ivelisse Martinez-Beck, Child Care Bureau

Discussants: Marty Zaslow, Child Trends
Bobbie Weber, Oregon State University
Linda Smith, National Association of Child Care Resource & Referral Agencies (NACCRRA)
Rick Brandon, University of Washington
Cathy Feild, University of North Carolina, Chapel Hill

Scribe: Deanna Schexnayder, University of Texas
Tracy Cooley, University of Southern Maine

Session 11: Meeting Room 12/13

How do child care subsidy and TANF policies intersect to affect child care markets and outcomes for low-income families and children?

How well do policies support child development, family well-being, and economic self sufficiency? How can we tell? What can we say about the dynamic linkages and tensions between policies that tend to support outcomes for parents and those that support outcomes for children? How do policy variations play out in different states? Are there population effects, such as ethnic variation in the structure or distribution of outcomes?

Themes: Workforce, Families, Children

Facilitators: Gina Adams, Urban Institute
Jean Layzer, Abt Associates

Scribe: Deanna Schexnayder, University of Texas

Session 12: Meeting Room 5

Administrative data: Putting it together, using it, and framing new initiatives

This is a highly interactive session centered on three questions: (1) How have states put together administrative data for administrative, policy, and research use, and what have been the major difficulties? (2) How have the administrative data bases been used? (3) What are the new areas for administrative data development?

Themes: Workforce, Families, Children

Moderator: Ann Witte, Wellesley College and National Bureau of Economic Research

Discussants: Alan Sweet, Wisconsin Department of Workforce Development
Rod Southwick, Massachusetts Office for Child Care Services
Deana Grobe, Oregon State University
Frances Duran, Child Health and Development Institute of
Connecticut
Randy Rosati, Rhode Island Department of Human Services

Scribe:

THURSDAY, APRIL 15 10:30 A.M. – 11:45 A.M.

TOPICAL WORKSHOPS

Session 13: Meeting Room 16

How do subsidies affect employment options and outcomes for low-income families?

Themes: Families

Facilitator: Elizabeth Davis, University of Minnesota

Discussants: Mairead Reidy, Chapin Hall
[Marcie Jefferys](#), University of Minnesota
Julie Press, Temple University

Scribe: Jay Fagan, Temple University
Sheri Azer, National Child Care Information Center

Session 14: Meeting Room 14

Unpacking process quality: What constructs do we need for measures to get at the relationship between process quality and positive child outcomes?

How can we unpack process quality—caregiver-child interactions? What is our experience with global quality scales and more fine-grained measures in terms of measuring specific constructs such as caregiver sensitivity, supporting language and literacy development, socio-emotional, and cognitive self-regulation? Do we have data on the relationship between fine-grained measures of process quality and construct-specific scales in measures of global quality?

Themes: Workforce, Children

Facilitator: Carla Peterson, Iowa State University

Discussants: Craig and Sharon Ramey, Georgetown University
Jean Layzer, Abt Associates
Toni Porter, Bank Street College
Others who are testing new measures

Scribe:

Session 15: Meeting Room 12/13

What are we learning about home-based child care—care provided by regulated and unregulated family child care providers and by family members, friends and neighbors who are legally exempt from regulation?

What are the characteristics of these caregivers? What differences, if any, are there among them? What are the differences in the quality of care they offer? How do we measure it? What are the implications for policy?

Themes: Workforce

Facilitator: Dawn Ramsburg, University of Illinois, Champaign-Urbana

Discussants: Joanne Roberts, Wellesley
Ann Collins, Abt Associates
Nancy Crowell, Georgetown University

Scribe: Steve Anderson, University of Illinois, Champaign-Urbana

Session 16: Meeting Room 15

What can we say about the effectiveness of efforts to improve child care market functioning by providing comparative information on child care facilities to parents.

Initiatives are underway across the U.S. to provide comparative information on child care facilities through ratings attached to licenses, posting of licensing compliance reports, and consumer-focused initiatives. How do we expect these efforts to affect parents and providers? How can both parent and provider effects be measured?

Facilitator: Lee Kreader, National Center for Children in Poverty, Columbia University

Discussants: Arthur C. Emlen, Portland State University
Bobbie Weber, Oregon State University
Ann Witte, Wellesley College & National Bureau of Economic Research

Scribe: Tracy Dry, National Child Care Information Center

Session 17: Meeting Room 5

Using indicators to track children's well-being and public policy

What important issues need to be considered by States when planning to assess children's development and school readiness in relation to child care policies? What can we learn from the National School Readiness Indicators Initiative? How do policy-level indicators relate to supply, demand, and quality? What indicators are states using for early care and education? What data challenges have states encountered in their development of indicators? Are their valid and reliable tools that States can use to measure children's development with respect to socio-emotional, cognitive and linguistic skills? How can child care indicators be used to complement and fill out a holistic perspective of children's progress? How can indicators be used to effectively monitor and influence public policy on child care?

Themes: Children, Workforce, Families, Methodologies

Facilitator: Catherine Walsh, Rhode Island KIDSCOUNT

Discussants: Rod Southwick, Massachusetts Office for Child Care Services
Sue Wilson, Child Health & Development Institute of Connecticut

Others who are working on indicators in any context

Scribe:

FRIDAY, APRIL 16 8:30 A.M. – 10:00 A.M.

WORKSHOPS ON THE NEXT GENERATION OF RESEARCH

Session 18: Meeting Room 5

Focus on the Family: What should the next generation of research look like from the perspective of family needs, choices, and outcomes?

What are the most critical information needs of policymakers, providers, and parents about the demand for and utilization of child care and early education? What new research and routine data collection will be needed to provide the answers? What methodologies and models are now available or emerging? Where do the information needs of parents, providers, and policymakers intersect around issues of demand? For example, how can issues of family needs, decision-making dynamics, type and quality of

care used, and family outcomes be examined from these three perspectives? How can state data and research capacity be strengthened in this area?

Facilitator: Elizabeth Davis, University of Minnesota

Scribes: Bobbie Weber, Oregon State University
Pia Divine, Child Care Bureau

Session 19: Meeting Room 16

Focus on the Workforce: What should the next generation of research look like from the perspective of market structure, professional development, and provider outcomes?

What information about the supply of child care and characteristics of the early childhood workforce is most critically needed? What new research and routine data collection will be needed to provide the answers? What methodologies and models are now available or emerging? Where do the information needs of policymakers, providers, and parents intersect around issues of child care quality and supply? How can issues related to type of care setting, definitions and dynamics of quality, caregiver skill and professional development, quality improvement activities, and outcomes for children and families be effectively examined from multiple perspectives? How can state data and research capacity be strengthened in this area?

Facilitators: Helen Raikes, Gallup Organization
Ivelisse Martinez-Beck, Child Care Bureau

Scribes: Marty Zaslow, Child Trends
Toni Porter, Bank Street College

Session 20: Meeting Room 15

Focus on the Child: What should the next generation of research look like from the perspective of children's experiences in care, their overall development, and their success in school?

What are the most important indicators of children's well being as seen from the perspective of policymakers, providers, and parents? What are the most critical child-level variables in relation to child care demand and supply? How can dimensions of development and well-being in care be tracked in age-appropriate ways through children's ongoing experience as infants, toddlers, preschoolers, and school-age children? What new research and routine data collection will be needed to understand

the short-term influences and long-term impacts on children? What methodologies and models are now available or emerging? Where do the information needs of policymakers, providers, parents, intersect around issues of child development and learning? How can type of care setting, definitions and dynamics of quality, caregiver skills and professional development, family values and preferences, family-level outcomes of subsidized care, and other variables be related to outcomes for children? How can state data and research capacity be strengthened in this area?

Facilitator: Stephanie Curenton, Child Care Bureau

Scribes: Cindy Creps, Abt Associates