

**Child Care Policy Research Consortium Annual Meeting
Renaissance Washington, D.C. Hotel
April 13–16, 2004**

SESSION 20

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

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Funding for 4-Year KG—Effect on Child Outcomes

- How does financing affect child outcomes?
- Do not focus only on 4-year-old outcomes
 - o Need more focus on child outcomes
 - o Need more focus on children 0–3 years of age
 - o Need more RCT studies
- Consider model child care system evaluations on a larger scale (community/State)
- Need more culturally sensitive positive and negative valid measures (concept theories)
 - o Need basic research and theoretical/measures development (discussion of Arnett)

Social-Emotional Competence Measures

- Need more social-emotional competence measures (CBCL_ ITSEA_ need to be sensitive to normal variation in competence development)

- Need measures of social-emotional (competence measures?) that will be sensitive to intervention effects

Appropriate Research-Based Curricula for Children

- Especially for providers with less formal education
- Avoid the “one best” curriculum

Outcomes/Conceptions

- Need a balance in desirable child outcomes
 - What are the important child outcomes at each development level?
- Assessment in context—how do we do it? National Literacy Panel—results in the fall: strict methodology

Precursors of School Readiness

- Systematic study panel
- Meisel’s (?)—“ounce” scale
 - 0–3 years old: not discrete skills
- Need for broader conceptions of child competence as developmental targets
- Way to adapt process-oriented research measures

Reconceptualize “Standards”

- Helpful to preschool providers
- Scientifically based

Providers and Child Outcomes

- Keep working on provider variables and relationship to child outcomes
- Move toward higher qualifications for child care providers
- More and better research on the relationship between provider qualifications and child outcomes

Dissemination of Research Information

- Work more with extension and other existing public education systems
- Focus on partnership with existing systems

Standards Development

- NCCIC—summary of early learning standards
 - Need research practitioner partnerships to refine standards

Children’s Well-Being and Quality of Life

- Measures?
- Relate to other important outcomes

Follow-Up Meeting for Planning

- Bring people together
- Internet-based discussion
- All ACF research areas combined

