



# The First 20 Years of the Child Care and Early Education Policy Research Consortium

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## Preface

This brief history is based on the many recollections submitted by Child Care and Early Education Policy Research Consortium (CCEEPRC) members before and after the Consortium's 20th anniversary celebration in December 2015. Members responded enthusiastically to three broad questions:

- ▶ How did you get involved in the Consortium?
- ▶ What stands out from your involvement?
- ▶ What impacts on policy have you seen from your work and the work of the entire Consortium?

Throughout, members' memories are supported and supplemented by links to [Child Care and Early Education Research Connections](#), the research repository established to promote high-quality research and make it widely accessible by the Office of Planning, Research and Evaluation (OPRE), part of the Administration for Children and Families (ACF) of the U.S. Department of Health and Human Services (HHS). Each contributor's name is linked to a full transcription of his or her recollections in the Appendix.

We begin this history with a discussion of what characterizes the Consortium and then describe how an initial vision for collaborative child care and early education policy research evolved into the Consortium that exists today.

## Collegiality and Cooperation: Core Consortium Characteristics

Both members and funders of the Consortium have embodied traits that distinguish the Consortium, and the hope is that the following traits will continue to characterize its work:

- ▶ Partnership among researchers, state and federal policymakers, and practitioners
- ▶ Respect for the knowledge and skills that all partners bring to the research
- ▶ Collegiality
- ▶ Cooperativeness

- ▶ Mutual supportiveness
- ▶ Involvement of multiple academic disciplines
- ▶ Robust and policy-relevant research on child care and early education

One of the Consortium's major contributions to both research and policy has been its success in creating a bridge that links the two. At its core, this success is based on partnering in the earliest stages and throughout the life of a research project. The following characteristics further describe how this marriage has been operationalized: Infancy/toddlerhood is the time when foundations of school readiness begin—adults who interact with infants and toddlers must be aware of the opportunities that exist to support these early developing skills and abilities in young children.

- ▶ State and federal policymakers have been active participants rather than simply funders or observers of research. From the first meetings, state partners, including both policymakers and practitioners, have attended Consortium meetings and been actively engaged in the identification of research needs and questions.
- ▶ Mutual respect among policymakers, practitioners, and researchers has provided a foundation for policy research.
- ▶ Consortium partners have demonstrated that research produces policy-relevant findings when research skills are paired with the knowledge and experience of policymakers.
- ▶ Engagement of partners in the entire research process, from articulation of the research questions to dissemination of the findings, results in policy decisions informed by solid research.

Respect, collegiality, and partnering of policymakers, practitioners, and researchers have marked Consortium activities from the first meeting in November 1995 and continue to the present. Part of the Consortium's strength has been its inclusion of researchers from multiple disciplines, including those from Human Development, Psychology, Economics, Social Work, Sociology, and other fields. Three Consortium activities illustrate the embodiment of these ideas: annual Consortium meetings,

Researcher Roundtables, and themed workgroups. Here we describe annual meetings, and we devote a later section, *Collegiality in Action*, to Roundtables and workgroups.

In the early years of the Consortium, meetings involved federal officials and participants in the first child care research projects, funded by the Child Care Bureau (CCB) (part of ACF) and state partnerships. As the number of funded research projects grew, so did the Consortium, and meetings evolved into sessions that were more formal. Volunteers from the Consortium formed a Steering Committee that planned the annual meetings, ensuring that there were meaningful roles for policymakers and practitioners, as well as researchers. In some years, the meetings were held in conjunction with the meeting of the state child care and development fund administrators to facilitate participation of the state child care administrators. Planners designed sessions that engaged participants in using research as a foundation for further exploration of a policy-relevant topic, rather than the paper presentations more typical of other research conferences. It has been common to begin the meeting with longer sessions focused on highly relevant topics, such as subsidy impact research design or research methods such as how to measure durations of child care subsidy use. These sharing sessions have led to multi-state research projects and to partners' increased sophistication in research methodology. The issues identified during the Consortium annual meetings helped shape the activities of the Consortium. Materials from the large formal annual meetings from 2004 forward have been made accessible on [Research Connections](#). In the 10 most recent annual meetings, the most common topics addressed included:

- ▶ Early Childhood Education (ECE) and Family/Child Outcomes (23%)
- ▶ ECE Workforce and Professional Development and ECE Supply, Access, Choice, and Continuity (both at 16%)
- ▶ System Integration, Coordination, and Alignment (13%)
- ▶ ECE Quality Assurance Improvement and Measures (11%)



- ▶ Economic Impacts of ECE and Child Care Subsidies (10%)
- ▶ Subsidy System Processes and Evaluation (6%)
- ▶ Implementation Science (2%)

(See [Appendix B](#) for lists of specific sessions by topic.)

Today's Child Care and Early Education Policy Research Consortium was built on a foundation of years of child care policy and research. The founders envisioned the critical role policy research could play in the emerging child care system. The next section tells the story of how the Consortium was created and evolved.

## Founder's Vision: Bridging Policy and Research

The Consortium dates from 1995, the year the Child Care Bureau was launched within ACF. The CCB was responsible for administration of the Child Care and Development Block Grants (CCDBG)—the significant 1990 national investment in child care that targeted dollars to low-income families and to the child care system. For [Joan Lombardi](#), first head of the Bureau, the CCB's overarching goals were to *bring the various pieces of child care together and to support a child development goal as well as a goal of supporting working families*.

The 1990 CCDBG was not the first federal investment in child care. In *A Brief History of Federal Financing for Child Care in the United States* (1996), [Abby J. Cohen](#), a long-time early childhood leader, described the first 60 years of *public financing for child care ... [as] inconsistent in purpose and varied in scope*. She defined child care as *nonparental care of children from birth through 13 years of age, including programs called day care, child development, and early childhood education....* It also included informal arrangements between parents and relatives, neighbors, friends, and others in their communities, arrangements that came to be called “kith and kin” or “family, friend, and neighbor” care. *Federal funding for child care has been provided to solve one pressing social problem after another*, wrote [Cohen](#), *beginning with the emergency nursery school program under the Works Progress Administration (WPA) in 1933, to provide government paid jobs for unemployed teachers, nurses, and others, as well as services to children in homes suffering the effects of the Depression*. Next, the Landham Act, passed in 1941, met ... *the need for women to work during World War II*. In both instances, when the immediate crisis ended, so did the federal funding. In the 1960s, federal funding for early childhood services ... *focused on enhancing the welfare of children through Head Start*, a comprehensive child development program passed in 1965 as part of the War on Poverty. As the numbers of mothers in the workforce continued to rise, federal attention turned to child care for low-income working mothers as exemplified by Title XX’s Work Incentive Program in 1967, the Family Support Act of 1988, and in 1990 both Title IVA At-Risk Child Care and the CCDBG ([Cohen, 1996](#); [Divine, 2017](#)).

After 1960, families’ use of child care and early education grew, as did federal funding for programs. Although a major portion of federally supported early childhood research focused primarily on Head Start, in the 1970s ACF funded a number of research initiatives focused on the broader field. These included the National Child Care Consumer Survey, the National Child Care Center Survey, and the National Day Care Home Study. ACF also partnered with the National Association for the Education of Young Children (NAEYC) to produce the [National](#)

[Child Care Survey of 1990](#). The survey was informally linked with a new study of early education programs sponsored by the U.S. Department of Education, and the U.S. Department of the Navy also joined for a sub-study of military families. Together they created the first national look at the demand and supply of early care and education. ACF’s 1997 [National Study of Child Care for Low-Income Families](#) built on the [National Child Care Survey](#) to look in-depth at children and families in poverty.

To [Lombardi](#) in 1995, *What seemed to be missing from the child care research debate was the wealth of experience in the states, both implementing the emerging child care policies through CCDBG and the intersection between child care and Head Start partnerships. What many of us wanted—back “in the day” and today*, [Lombardi](#) told the 20th Anniversary gathering, *was that research on child care be seen as a vibrant part of the overall early childhood research agenda. The goal from service to policy to research was to bridge the divide between care and education, and demonstrate that it is not the sign over the door that impacts children, but the quality of the care regardless of the funding stream or label—every environment is a child development environment*.

Pia Divine, the CCB’s first Director of Research, shared Joan Lombardi’s commitment to research. Although she was pleased with the establishment of the CCB within ACF, since *for the first time child care had a home of its own*, she was dismayed that, despite *a huge new funding stream and shifting policy priorities, there were, however, no research dollars for support* ([Divine, 2017](#)). Undaunted, Pia and other colleagues ... *worked with the research units within ACF to secure some initial funding for the establishment of partnerships between researchers and state administrators* ([Lombardi](#)). In 1995, responding to CCB’s need, the ACF OPRE gave the Bureau \$300,000 for three Child Care Research Partnerships, which brought together research organizations, practitioners, and state policymakers.

## Evolution of the Child Care Policy Research Consortium—"The Little Consortium that Could"

The CCB's initial research funding led to the emergence of the Child Care Policy Research Consortium (CCPRC). These first grants required grantees to meet together in order to leverage resources and collaborate on research goals and designs. The Consortium emerged out of the meeting of the first three Child Care Research Partnerships in November 1995. From the beginning, funded organizations were to create a shared child care research agenda, as well as to conduct their own individual research projects. In light of continued efforts to integrate the early care and education system, CCPRC was renamed the Child Care and Early Education Policy Research Consortium (CCEEPRC) in 2015. Over its 20

years, CCPRC has produced a substantive body of policy-relevant research, including work done by individual grantees, as well as shared efforts. Much of this work has been conducted as part of specific initiatives that have ranged from the first Child Care Research Partnerships to the new CCDBG Implementation Research and Evaluation Planning Grants. The following is a brief description of each initiative, with links to the full body of research projects funded under that initiative.

### Child Care Research Partnerships

The first three grants awarded by the CCB focused on state-level child care research. Each Child Care Research Partnership conducted research to inform state child care policy. An identifying characteristic was the involvement of researchers, policymakers, and practitioners in the work. Pia Divine, the CCB Director of Research, served as Project Officer in 1995. She proudly recalled that, *These little projects joined together to leverage resources and collaborate on research goals and designs. Because of their success in building this strategy, a second wave of partnerships was funded a couple of years later* (Divine, 2017).

Wave I Research Partnerships included:

- ▶ National Center for Children in Poverty (Illinois and Maryland), Columbia University: Ann Collins, now at Abt Associates; Larry Aber, now at New York University; and Lee Kreader, then with the Illinois Department of Human Services, now retired from Columbia University's National Center for Children in Poverty
- ▶ Wellesley College and Florida International University (Massachusetts and Florida), Ann Witte and Magaly Queralt, Wellesley College and Florida International University
- ▶ Oregon Child Care Research Partnership (Oregon and Researcher Roundtables for the Consortium), Arthur Emlen, Professor Emeritus from Portland State University; Janis Elliot, Director of the Oregon Child Care Division in 1995; Roberta Weber, now at Oregon



State University; and Elizabeth Davis, now at the University of Minnesota

Wave II brought in additional states and two more Research Partnerships:

- ▶ National Center for Children in Poverty added New Jersey, city-level partners from New York City, the Manpower Demonstration Research Corporation (MDRC), and Rutgers University.
- ▶ Harvard Child Care Research Partnership (a collaborative partnership between the Project on Human Development in Chicago Neighborhoods (PHDCN), the Child Care Program of the Illinois Department of Human Services (IDHS), the Children's Services of the Chicago Department of Human Services (CDHS), and the Early Childhood Education Department of the Chicago Public Schools (CPS), Maya Carlson and Tony Earls, Harvard Medical School
- ▶ California Child Care Resource and Referral Network (California, Connecticut, and Florida), Shelly Waters Boots, then the Director of Research for the California Child Care Resource and Referral Network, currently a consultant

Funding of Child Care Research Partnerships has continued with 21 partnerships having been funded over the 20 years, including two that are currently supported by OPRE, which administers the child care research originally funded and managed by CCB.

Starting in FY2000, the CCB was authorized by Congress to spend \$10 million annually in CCDBG for research, demonstration, and evaluation. Based on the work of the Child Care Research Partnerships and recommendations obtained through a broad-based planning process, the CCB developed a strategic research agenda designed to build the child care research infrastructure and yield timely, useful information for child care policymakers ([U.S. Child Care Bureau, 2003](#)). These dollars have funded a substantive body of research, including those known as Child Care Policy Research Projects, and a range of other research initiatives described below.



## Child Care Policy Research Projects

These research projects focused on a policy-relevant child care topic, but did not necessarily involve policy or practice partners. The 45 projects funded between 2000 and 2007 demonstrated the substantial breadth and depth of Consortium research, including studies on:

- ▶ The child care subsidy program and its relationship to other family supports
- ▶ The early learning workforce
- ▶ Improving and measuring child care quality

- ▶ Child care needs of special populations
- ▶ School readiness
- ▶ Partnerships and other early learning system dynamics

In three of these research projects, Gina Adams of the Urban Institute led projects that documented the role of providers in the subsidy system and the issues they faced.

## Initiatives Targeted at State Child Care Development Fund Agencies:

Several research initiatives have been targeted to State Child Care and Development Fund (CCDF) agencies, usually with the state encouraged to build research capacity both internally and by partnering with research organizations. The first of these was the [State Child Care Data and Research Capacity Project](#), which funded 10 projects between 2001 and 2008. States built data infrastructure and addressed policy-relevant questions. Many linked subsidy data with parent- and child-level data from education, employment, and human services systems. Partners studied the impacts of the CCDF subsidy program on children, parents, and providers, and improved knowledge of systems. A second initiative targeting state CCDF agencies was the [2013 Child Care Administrative Data Analysis Grants](#). Both the Research Capacity and Administrative Data projects funded states in order to increase their capacity to provide policy-relevant research to improve child and family outcomes related to the subsidy program. A first round of CCDBG Implementation Research and Evaluation Planning Grants was funded in fall 2016 and a second round was funded in spring 2017. This latest initiative focused on the impact of the implementation of the 2014 reauthorization of the CCDBG. It also included creation of a community of practice to support the efforts of states, tribes, and territories to build data and research capacity and study the impacts of the new law.

## Secondary Analysis of Data on Child Care Initiative

Another initiative focused on research using administrative and other existing datasets. From 2008 through the present, 26 grants have been awarded. A defining characteristic of this work has been the use of robust research methods with existing datasets to address questions of high policy relevance. Unlike the research partnerships and other research projects, secondary analysis of data grantees conducted research on existing datasets. Grantees have used datasets ranging from state administrative data to National Survey of Early Care and Education (NSECE) project data. NSECE is described more fully below. Projects have shared a focus on informing national and state early learning policy.

## Major Topical Studies

Over the Consortium's 20 years, numerous major research projects have been funded. The full list of projects can be found at [Administration for Children and Families/OPRE Child Care Grants and Contracts](#). A brief description of some of the studies whose findings have had major impacts on policy, practice, and further research are presented below.

## National Study of Child Care for Low-Income Families

This 1997 research project, led by Abt Associates in partnership with the National Center for Children in Poverty, provided basic information about subsidy use and providers, and community-level descriptions of child care and early learning in the very early years of CCDF implementation. The study showed that nearly half (44%) of children in low-income families needed some form of non-parental care, but only a minority of parents had standard working schedules. Most commonly, care was provided by a relative. Fewer than one-fifth (16%) of low-income families were receiving subsidies at the time of the survey, and only 39% reported having had contact with the subsidy system. These findings suggest that low-

income families might not apply for subsidies and might have work schedules that make it difficult for them to use subsidized care. The study also found that most parents receiving a subsidy kept their children in the same care arrangements they used prior to receiving the subsidy. This study was unique in gathering longitudinal data across 17 states and 25 communities, and helped build our knowledge of subsidy use over time among families.

### [A Study of Child Care Subsidy Duration](#)

In 1999, partners from five states developed a shared methodology for studying the dynamics of child care subsidy use. The finding of short subsidy durations—ranging from three to seven months, depending on the state—was the impetus for multiple other studies and substantial national and state subsidy policy changes. This study helped provide research evidence that, in part, led to the expansion of the subsidy eligibility period (to 12 months) in the 2014 reauthorization of the CCDBG (and is cited in the reauthorization). This project was carried out through a research grant to Oregon State University, which shared leadership with Columbia University.

### [Evaluation of Child Care Subsidy Strategies](#)

In 2001, MDRC and Abt Associates paired to conduct an experimental design evaluation of CCDF in four states. This project studied factors that promote child well-being and parents' employment stability. In two states, the effectiveness of language and literacy curricula and caregiving practices on child outcomes was studied. In the other two states, the impact of subsidy policies and co-payment structures on stability of care and employment was examined. Two factors predicted longer spells of subsidy receipt: reduced co-payments and use of a contract payment mechanism rather than a voucher. This project highlighted the importance of working closely with policymakers in developing research questions and conducting rigorous studies to address questions of interest.

### [Quality Interventions for Early Care and Education \(QUINCE\)](#)

The 2003 QUINCE research project involved two studies: one led by Georgetown University and the other by the University of North Carolina, Chapel Hill (UNC). Georgetown conducted a randomized controlled trial testing three different formats for delivering a training and professional development curriculum to child care providers. The UNC study evaluated the impact of an early learning professional development model in five states. Providers participating in the Partnerships for Inclusion model (UNC) made significantly greater gains in quality measures and these gains were sustained after the consultation ended. This study was important in building evidence for the effectiveness of coaching on improving quality early care and education.

### [National Survey of Early Care and Education](#)

A national survey of child care had not been conducted since the 1990 study led by Sandra Hofferth from the University of Maryland. In 2007, NORC at the University of Chicago was awarded funding to design a national survey, and the survey itself was funded in 2010. In addition to multiple publications describing early care and education, the study has provided the field with nationally representative datasets able to answer a range of research questions about early care and education in the United States. More than 10 reports have been issued about the study's findings. These reports address the following topics:

- ▶ Costs of early care and education for households
- ▶ Prices charged by center- and home-based providers
- ▶ Distances between homes and early care and education settings.
- ▶ Geographic access to center-based early care and education
- ▶ Household search and perceptions of quality

- ▶ Counts and characteristics of center- and home-based early care and education providers
- ▶ Provision of early care and education during nonstandard hours
- ▶ Participation of early care and education centers in Head Start and public pre-K
- ▶ Predictors of quality in early care and education settings
- ▶ Definition of CCDF subsidy participation using NSECE data linked to administrative data from Illinois

Federal technical assistance centers have also developed [policy briefs](#) based on the findings. National leaders have discussed key findings at research and policy conferences, and several researchers are currently using the datasets to examine additional questions.

### [Employment Outcomes for Low-Income Families Receiving Child Care Subsidies in Illinois, Maryland, and Texas](#)

In 2009, Chapin Hall partnered with the University of Texas and the National Center for Children in Poverty to study the relationship between child care subsidy use and employment outcomes. Researchers analyzed administrative data collected in Illinois, Maryland, and Texas. This study found that parents who received subsidies were more likely to be younger and single, have more than three children, have less than a high school education, and have had previous experience with the welfare system. Subsidy use was associated with increased employment spells, although the increased employment did not translate to increased income at a high enough level to end eligibility for subsidies. This study improved our understanding of the characteristics of families who use child care subsidies. A major innovation of this project was the linking of state subsidy and protected U.S. Census Bureau files to answer important policy questions.

## Collecting, Organizing, and Making Accessible the Growing Body of Child Care and Early Education Research

Access to research in early care and education was limited by its dispersion across research journals, state and research organization reports, and a multitude of other sites. In addition, key audiences such as parents and policymakers needed simple and user-friendly access to the literature. Finally, all users needed easy access to the ever-growing body of literature the Consortium and others were creating.

A Pilot Child Care Research Collaboration and Archive project began in 2000, a partnership between the Washington, D.C.-based BRI Consulting Group and the National Center for Children in Poverty (NCCP) at Columbia University's Mailman School of Public Health. This was followed by the public launch in 2004 of an online repository offering research and data resources through a cooperative agreement between NCCP and the CCB. Shannon Christian, CCB Director at the time, noted the importance of a less academic and stuffy name than "Collaboration and Archive Project," in order to appeal to the policy and practice communities—even though fostering collaborations and archiving data and studies were key functions. Thus, [Child Care and Early Education Research Connections](#) came into being. The sustained collaboration between NCCP and the Inter-University Consortium for Political and Social Research (ICPSR) at the University of Michigan's Institute for Social Research has steadily improved this important resource. Use of the site increased 115% between 2012 and 2016.

[Lee Kreader](#), former Director of Research Connections, reported that he was honored to help NCCP lead the highly collaborative Research Connections from its beginning, working with ICPSR and the CCB (now Office for Child Care). He reiterated that its purpose was to ensure easy access to policymakers, researchers, practitioners, advocates, and the growing numbers who cared about the field to a full range of research across early childhood education. An Advisory Committee composed of Consortium members and

others has advised Research Connections throughout its history. Research Connections offers research and data resources, including datasets, for researchers, policymakers, practitioners, and others. One policy respondent, [Linda Saterfield, former Illinois Child Care Administrator](#), felt ... *fortunate to have significant exposure to this wonderful resource early in my tenure as a State Child Care Administrator. It was a formidable lesson in the importance of the collection and analysis of data and the need for constant examination and refinement of the public policies that guide our program services.* Another policymaker, [Dave Edie, former Wisconsin Child Care Administrator](#), described his Advisory Committee role as being part of the ... *team to develop an ongoing organization (Research Connections).* Researcher [Donna Bryant, University of North Carolina, Chapel Hill](#), proudly recalled being on the initial Technical Work Group for Research Connections. She shared that ... *Research Connections has been a terrific resource from day one. It is my “go-to” search site for anything related to ECE, and I recommend it to all grad students.*

Located at the University of Michigan, ICPSR is one of the two partners that manage Research Connections. ICPSR houses the collection, including the archive of datasets. The Early Head Start evaluation data was the first dataset added. ICPSR also hosts summer data training workshops conducted by Research Connections; researchers from around the country come to the University of Michigan for an in-depth study of a data source or research method. [Robert Goerge](#) from Chapin Hall at the University of Chicago vividly recalled his experience in 2010 leading a summer data workshop: *Daniel Schroeder at University of Texas, Austin, [Missy Blauver] at Chapin Hall, and myself put on a Research Connections summer workshop on using administrative data.... It was quite a challenge. It was the first workshop of its kind and we had a very diverse group, from state commissioners or assistants through doctoral students. [In some ways] the group was too big to handle. There were 25 people, so it was hard to give shoulder-to-shoulder help. But it was good; it was a seminal event, getting people on the road to using administrative data.*



## [Investing in the Future: Child Care Research Scholars](#)

OPRE has managed the Child Care Research Scholars grants, starting in 2000, to support dissertation research by advanced graduate students who are examining specific research questions of relevance to child care and early education. Scholars are required to consult with CCDF agencies and partners in developing their research projects and through project completion to ensure that the sponsored research addresses CCDF policies and initiatives. Scholars and their mentors automatically become Consortium members and the program has made significant contributions to the growth of highly skilled researchers focusing on child care and early education. To date, the grant program has supported 73 scholars from various disciplines, who have contributed to the fields of policy research and public service in various ways; they include:

- ▶ Ajay Chaudry (2000), Senior Fellow at the Robert F. Wagner Graduate School of Public Service at New York University; former Deputy Assistant Secretary for Human Services Policy, U.S. Department of Health and Human Services
- ▶ Juliet Bromer (2001), Research Scientist, Erikson Institute
- ▶ Sarah Watamura (2003), Associate Professor, Department of Psychology, University of Denver.

- ▶ Lynda Laughlin (2004), U.S. Census Bureau
- ▶ Shannon T. Lipscomb (2005), Associate Professor of Human Development and Family Science, College of Health and Human Science, Oregon State University–Cascades
- ▶ Nikki Forry (2006), Senior Research Scientist, Child Trends
- ▶ Taryn Morrissey (2006), Assistant Professor of Public Administration and Policy, School of Public Affairs, American University; former Health Policy Advisor, U.S. Senate Health, Education, Labor and Pensions (HELP) Committee
- ▶ Yoonsook Ha (2007), Assistant Professor, Boston University School of Social Work
- ▶ Anna Johnson (2009), Assistant Professor, Psychology, Georgetown University
- ▶ Colleen Vesely (2010), Assistant Professor, Department of Human Development and Family Science, George Mason University
- ▶ Rebecca Swartz (2011), Early Learning Specialist, Illinois Early Learning Project, University of Illinois

- ▶ Todd Grindal (2012), Senior Researcher, Center for Learning and Development at SRI International
- ▶ Anna Colaner (2013), Data and Outcomes Manager, Illinois Governor’s Office of Early Childhood Education
- ▶ Alejandra Ros Pilarz (2013), Assistant Professor, School of Social Work, University of Wisconsin

A full list of Child Care Research Scholars funded since 2000 can be found at <https://www.acf.hhs.gov/opre/research/project/child-care-research-scholars>.

The Child Care Research Scholar Program also has brought the students’ professors into the Consortium. [Julia Henly](#), currently an Associate Professor in the School of Social Service Administration of the University of Chicago, recalled, *My introduction to CCPRC was accidental—a good accident for which I am ever grateful to Juliet Bromer, then a Ph.D. student seeking a dissertation mentor and someone to support her OPRE Child Care Research Scholar’s application. At the time, I was unfamiliar with CCPRC and with OPRE’s child care and early education research initiatives. My work was squarely in the poverty and welfare reform world of the mid-90s. I studied low-income parents needing child care as a work support. Juliet studied caregivers providing child care as a family support. But as we talked, it was clear we were interested in very similar questions, just looking for answers through different literatures and lenses. A few months later, Juliet was awarded the Research Scholars dissertation grant, and my world was opened to the work of the Child Care Policy Research Consortium. While [Brent McBride](#), Director of the Child Development Lab and Professor of Human Development at the University of Illinois, Urbana/Champaign, ... was aware of the existence of the CCPRC at OPRE for several years, ... [he] did not fully understand or appreciate its role within the early childhood community ... [until,] serving as a mentor for one of [his] doctoral students who received an OPRE Child Care Scholars grant, ... [he] realized how this group was truly committed to high-impact research and scholarship that can inform early childhood policy and practice.*



## Consortium Membership

Consortium accomplishments can be attributed directly to the knowledge, skills, and commitment of its members.

### Growth in Membership

Any person engaged in an OPRE-funded research project becomes a lifetime member of the Consortium. Membership has steadily grown from the researchers and partners involved in the first three research partnerships. Students of principal investigators in the three partnerships were early entrants. Such was the case with Karen Tvedt, a student of Arthur Emlen. Karen, hired in 1999 as Director of the CCB's Policy and Research Division, brought experiences from child care administration in the State of Washington and from being part of the Oregon partnership to her new role. Other research partnerships brought in those who became Consortium leaders. Kathryn Tout, Co-Director of Early Childhood Research at Child Trends, was part of Minnesota's Child Care Research Partnership Grant. Holli Tonyan, Associate Professor at California State University, Northridge, entered through a Child Care Research Partnership Grant. Julia Henly entered as a scholar's faculty mentor and later led the Illinois/New York Research Partnership, which has involved the University of Chicago and the Urban Institute working with the states of Illinois and New York.

Bringing everyone involved in funded research projects into the Consortium has meant that membership has included practitioners and policymakers, as well as researchers. Dave Edie, the Wisconsin State Child Care Administrator, was a key member of the Child Care Research Partnership at the University of Wisconsin–Extension. [Cherie Kotilnek](#), Minnesota's State Child Care Administrator during that state's first research partnership project, noted that ... *the number of mothers with children under six in the workforce [was] increasing and there was very little data or research to support decision making about the most effective use of the resources available. When the CCPRC was created, I and most other people*

*in my position in the country were happy to be involved in shaping the research agenda to answer questions important to our work.* These state policymakers were active members of the Consortium.

Topical studies funded by the CCB/OPRE also brought researchers into the Consortium. Early projects led by Consortium members, such as the 5-state study of the Dynamics of Child Care Subsidy Use, brought in Deanna Schexnayder, University of Texas, and Marcia Meyers, then at Columbia University. Another 5-state research effort, the QUINCE Partnerships for Inclusion project, brought in Donna M. Bryant of the Frank Porter Graham Child Development Institute at the University of North Carolina at Chapel Hill.

Federal administrators have been key Consortium members, beginning with [Joan Lombardi](#), the first Associate Commissioner of the CCB (now Office of Child Care), ACF. [Pia Divine](#) provided support and guidance throughout the early years.

[Shannon Christian](#), who came to her position with a workforce development and welfare reform background and perspective, first learned of the Consortium as part of her orientation for the position of Associate Commissioner



of the CCB in early 2002. *I admit that I was initially overwhelmed by the Consortium's amazingly smart and committed participants, their history together, the depth of the technical discussions, and the group's endless rows of posters. But participating in the Consortium quickly became one of the very best parts of the job.*

For the first time, the CCB now had a research team and that team included Karen, Pia, and a succession of Society for Research in Child Development fellows who oversaw the implementation of the \$10 million available for child care research and provided support to the Consortium and its members. [Velisse Martinez-Beck](#) came to the team as a Society for Research in Child Development fellow and led the research team within CCB when the unit moved to OPRE in 2006. As Child Care Research Team Leader in OPRE, she observed that ... *[t]he atmosphere of sharing and learning from each other that the founders of the CCPRC created has resulted in many collaborations of committed researchers and policymakers in search of answers to inform the programs that are designed to improve the lives of low-income children and families. I have been blessed to be part of this group of colleagues and to be informed by their work over all these years.*

## Member Stories and Insights

Consortium members have shared stories that provide insights into the contributions the Consortium has made to increasing the body of knowledge on the impact that child care and early education policies have on children, families, providers, communities, and state systems. [Roberta "Bobbie" Weber](#) from Oregon State University and a member of the Consortium since its inception shared ... *The Consortium emerged as one of the first actions of the new CCB in 1995. Characteristics that have enabled the Consortium to produce research that has informed child care policy at both state and national levels include:*

- ▶ *Respectful, collaborative relationships between policymakers, practitioners, and researchers that focus research on critical policy questions*
- ▶ *Collaborative relationships among researchers that result in cross-state findings*

- ▶ *Ways of working on teams to articulate questions, conduct groundbreaking studies, and build a solid research base for child care policy.*

[Lee Kreader](#) noted that ... *moving in late 1998 from Illinois policymaker to join the team at NCCP working on one of the first Child Care Research Partnerships marked my transition to full-time policy researcher. Along with Ann Collins, my first boss and mentor at NCCP, I was part of several collaborative studies with other Consortium institutions—including studies of the "duration" of child care subsidies; of initiatives to enhance quality in family, friend, and neighbor care; and of state approaches to market rate surveys—with valuable policy lessons.*

Virtually every Consortium member who responded to the request for contributions to this history cited an aspect of what [Karen Tvedt](#) described as the ... *tremendous synergy among researchers and policymakers and, in particular, the attention given to questions of immediate concern to states.* [Kimberly Boller](#), Mathematica Policy Research, noted the Consortium's ... *true research-to-practice, practice-to-research focus.* A strong research agenda was supported through several changes in political leadership, across both parties. Research remained robust and relevant to the needs of policymakers. Shannon Christian served as Associate Commissioner of the CCB for nearly five years (2002–2006), and as of 2017 has returned as the Director of the Office of Child Care (OCC). Under her first leadership, CCB made efforts to integrate Child Care Administrators and their State and Territory Administrators Meetings (STAM) with the by now formal annual Consortium meetings. Many researchers shared [Anna Colaner's](#) gratitude for the Consortium's ... *multi-disciplinary perspective on a common substantive area of study.* Others shared what [Julia Henly](#) considered her ... *'luck' [to be] embedded in a far-reaching community of child care and early education scholars and policy practitioners ... [that enabled her to conduct her research] using a much more sophisticated knowledge base and tool kit and with a greater theoretical reach and policy sensibility than would otherwise have been the case.* [Julia](#) also shared that, having been encouraged to present research findings at their earliest stages, ... *[she always got] truly useful perspectives from the field.*

Among the many things that stood out to [Ajay Chaudry](#), one was ... *the truly amazing level of continuity of so many great researchers in the CCPRC, which goes to show the personal dedication of so many great leaders in the field (such as Marty Zaslow, Bobbie Weber, Lee Kreader, Gina Adams, and Julie Henly) who consider CCPRC to be the avenue by which to advance policy research for children's care.* Having been involved over a long stretch, [Chaudry](#) was ... *also impressed with the number of new researchers who have emerged and quickly assumed strong leadership roles in child care research (such as Nikki Forry, Taryn Morrissey, and Anna Johnson, to name a few).* [Nikki Forry](#) shared that ... *the Consortium's policy of 'lifetime' membership has helped sustain this remarkable continuity.*

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*There weren't a lot of big egos, just big hearts. Lots of energy, respect, learning, and fun! It was refreshing to be with a group who cared about policy-relevant research and put that into action by working with policymakers.*

– *Liz Davis, University of Minnesota*

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For [Donna Bryant](#) and others, what stood out was ... *The variety of work under the CCPRC umbrella ... [including] data systems, professional development, measurement issues, child outcomes, what is 'quality,' policy development, child care, home visiting, etc.* For [Tamara Halle](#), Senior Scholar at Child Trends, ... *One of the more memorable CCPRC sessions ... shared a conceptualization for validating quality rating and improvement systems that suggested there were multiple outcomes of interest besides 'improved child outcomes' to consider when evaluating the effectiveness of such programs. Conceptualization and measurement have [also] been key themes in the work of the CCPRC ...* said [Halle](#). *Bringing in outside speakers to discuss cutting-edge research methodologies ... particularly excited her as she recalled a presentation on behavioral economics, and how this disciplinary perspective might shed light on child care decision making.* Regarding data systems,

[Robert Goerge](#) reported learning that ... *the biggest thing is that there is a whole range of capacities of states to use their data, which makes it challenging to work across states. One thing the CCB/Office of Child Care has done and is doing is building data capacity and trying to level the playing field [among states].*

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*What stays with me personally is caution and perspective—the knowledge that policy decisions get ahead of the research and measurement development when the heat is on, and we must be vigilant in managing expectations to keep the conversation honest and the research moving forward.*

– *Shannon Christian, Director of the Office of Child Care*

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## The Consortium's Impact on Policy

Consortium members pointed to a wide range of impacts the Consortium has had on policies at the state and federal levels, both on specific ECE policies and on overall approaches to policy making. [Donna Bryant](#) observed that ... *Republicans and Democrats agree that the early childhood years are important and that we should fund more programs for young children.* [Linda Saterfield](#) credited ... *the collective works of CCPRC 'with helping to lay the foundation' for some of the progressive policies in Illinois, including our Head Start/Child Care Collaboration program and our training supports for license-exempt caregivers and our Professional Development System.* [Cherie Kotilnek](#) in Minnesota saw that ... *over time, the care of young children moved from a 'parking' problem designed to keep them safe to involve partners from the education communities, the employment fields, the economic development fields and others. As this evolved, the CCPRC involved more partners in advising their research. This has resulted in early childhood infrastructures in many states that are well planned, supported by many partners in the community, and good for children. I believe that when tax dollars are spent for*

*the public good, they should be used wisely and the CCPRC has supported this goal.*

From the vantage point of her state-level work in Oklahoma and her current position providing technical assistance and resources to state policymakers, [Nancy vonBargen, Director of the National Center on Child Care Quality Improvement \(NCCCQI\)](#), appreciated that the ... *CCPRC has provided concrete, actionable research on subsidy strategies, quality improvement initiatives, and data system development. I also appreciate the recommendations for creating research partnerships to ensure that specific state-level questions are addressed using relevant data and taking into account the state context. [David Edie's](#) ... experience with the Consortium and Research Connections strengthened my belief in the importance of research, evidence-based programs, and tracking trends over time as I joined the Wisconsin Council on Children and Families, where I have been working as an early education policy analyst for 10 years. I believe that good data and research strengthen advocacy, and that my experience with the Consortium and Research Connections has helped improve public policy in Wisconsin.*



Numerous respondents shared [Karen Tvedt's](#) opinion that ... *the most dramatic example of the Consortium's affecting national policy ... is how the early duration studies raised questions about short subsidy spells and changes in caregiving arrangements for young children.* This line of work has contributed significantly to state and federal policies that promote 12-month eligibility for child care subsidies. [Liz Davis](#) credited ... *The five-state duration study [for having] a big impact on policy at both the state and federal levels. Researchers have continued working on this topic, expanding our knowledge of subsidy dynamics in other states and trying to understand why parents cycle on and off the program. [Marty Zaslow, Society for Research in Child Development and Child Trends](#), concurred. The 2014 reauthorization of CCDBG reflects linkages between research and policy that I believe are rooted in the work of the Consortium. An especially noteworthy example is the change in recertification period for child care subsidies to foster greater continuity. Other examples include the greater emphasis on improving quality in infant/toddler care, and the greater emphasis on professional development of the early childhood workforce.* Gina Adams cited ... *the family-friendly provisions of the CCDF reauthorization.* For [Anna Johnson](#), a personal highlight came ... *when CCDBG was up for reauthorization, my dissertation research, which was supported by my Research Scholars grant and eventually published, was cited in Senate Subcommittee hearings in July of 2012. The Consortium has played an important role in ensuring that multiple perspectives—children, families, and providers—are part of the research and policy discussions.*

Collaborative research across disciplines has affected policy and practice. [Donna Bryant](#) saw ... *greater collaboration among early childhood, early childhood special education, general education, maternal and child health, and other associated disciplines than there was early in my career (late 1970s).* Early implementer [Arthur Emlen](#) recalled ... *I kept a website through which I shared my measures and findings. It was exciting, and I kept track of those who used our measures. Those measures filled a gap. In the national consortium of measures of child care quality (Halle, Vick Whittaker, and Anderson, 2010), of 35*

*sets of measures, ours were the only parent measures—based on the parent's own detailed perceptions, values, and assessments.* Another effort related to parents was focused on fatherhood. In April 2002, Tamara Halle was slated to make a presentation on a new indicators report entitled *Charting Parenthood: A Statistical Portrait of Fathers and Mothers in America*. This report was part of a larger federal effort to focus on the role of fathers in children's lives, starting with fertility decisions and behaviors and following through to parenting behaviors. Halle noted ... *Ironically, my own launch into parenthood [she was prematurely giving birth to her first child] prevented me from sharing this particular resource with the CCPRC community at the 2002 meeting. Still, CCPRC played a key role in engaging researchers and the policy community in fatherhood research in the subsequent decade.*

Bryant noted that child care Quality Rating and Improvement Systems (QRIS) are now ... *almost universal and the broader perspectives of Consortium research have helped strengthen those systems.* For Karen Tvedt, the second most influential group of Consortium studies (after the subsidy duration studies) were those ... *such as QUINCE<sup>1</sup> and the work of INQUIRE<sup>2</sup> members [that] have contributed greatly toward shaping Quality Rating and Improvement Systems across the country.* Brent McBride recalled ... *In serving as a mentor for one of my doctoral students who received an OPRE Child Care Scholars grant, we were able to conduct a study that provided valuable new insight on the roles played by child care providers in influencing children's risk for obesity and inappropriate weight gain during the early childhood years. Our data on teachers' use of healthful nutrition and feeding practices in child care settings was an important factor in influencing the movement by many states to include issues of nutrition and feeding practices in their QRIS systems.*

Some effects have been seen internationally. Bob Goerge shared that Consortium member Bong Jo Lee is still

in South Korea, currently doing a national survey of households with children and working on subjective and objective surveys of child well-being. He has continued much of the work he started at Chapin Hall and has initiated this type of work and research in South Korea. Bob explored both the successes and the challenges of state-level policy research. He shared that *there was a period when [Illinois] stopped providing subsidies—only a small group of TANF recipients [received child care subsidies]. Now we are back up to a somewhat comparable group of eligible families. I attribute that to work Chapin Hall has done, showing how child care is important in keeping low-income people employed. Some of our reports helped in bringing back the program [to close to previous levels of funding]. And yet there was and is still a gap in communicating our work. [Policymakers] said they needed data to justify expenditures on child care subsidies [despite the fact that we had been sending them our reports].* With substantial success bringing research to bear on policy decisions at the state and federal levels, the Consortium continues to explore ways to make research relevant and accessible to policymakers.



<sup>1</sup> Quality Interventions for Early Care and Education (QUINCE), an OPRE-funded professional development research project.

<sup>2</sup> The Quality Initiatives Research and Evaluation Consortium (INQUIRE), a Consortium work group, facilitates the identification of issues and the development and exchange of information and resources related to the research and evaluation of quality rating and improvement systems (QRIS) and other quality initiatives.

## Collegiality in Action

Three Consortium activities illustrate the embodiment of collegiality and cooperation: annual Consortium meetings (described earlier), Researcher Roundtables, and themed workgroups. From the beginning, Consortium members saw the need for shared in-depth work on topics of high policy significance. Over the first five years of the Consortium, the Oregon Child Care Research Partnership supported the shared work of the Consortium by planning and hosting multi-day meetings on a topic that Consortium members identified as a top priority. Roundtables were a strategy to support cross-state learning and research development. Each focused on a critical policy issue. Researchers, state staff, and child care practitioners from a diverse group of states came together for three days of shared learning and problem solving. Findings from each Roundtable resulted in an Issue Brief. Topics included child care policymaker use of research findings (a 1998 survey of child care administrators had shown that they did not find research relevant to their work), engaging parents in child care policy development, research-based indicators of child care quality, and building and maintaining child care research partnerships. These highly productive meetings documented the value of focusing partners on a significant issue. Each Roundtable included national topic experts, state child care administrative staff, and practitioners. The issue briefs that developed from the Roundtables can be accessed at the Research Connections website. Briefs included the following:

- ▶ [Research and child care policy: A view from the states \(1999\)](#)
- ▶ [A view from four states and the District of Columbia: Parents receiving child care subsidies: Where do they work? \(2001\)](#)
- ▶ [We can't get there without them: Addressing the barriers to parent participation in building America's child care system \(2002\)](#)
- ▶ [Creating research that informs state child care policy: Building and maintaining child care research partnerships \(2002\)](#)

- ▶ [Improving child care: Providing comparative information on child care facilities to parents and the community \(2003\)](#)
- ▶ [Parental use of child care: A guide for constructing parent surveys \(2007\)](#)

Shared work by the Consortium has continued to be supported by OPRE. Roundtables evolved into themed workgroups. OPRE has identified policy areas in which in-depth work was needed. Over the years, workgroups have addressed a variety of topics, including parent decision making, child care continuity, stability of subsidy usage, and family-sensitive child care.

Currently, six CCEEPRC-themed workgroups are moving research forward on important policy issues. These include:

- ▶ [Early Care and Education Access and Choices](#); contact: [Anna Johnson](#). This workgroup was created to provide a means to discuss emerging research and policy initiatives related to increasing access to high-quality child care and supporting families' child care search. For an example of a recent product from the ECE Access and Choices workgroup, see the guidebook titled [Defining and Measuring Access to High-Quality Early Care and Education \(ECE\): A Guidebook for Policymakers and Researchers](#).
- ▶ [Home-Based Early Care and Education](#); contact: [Amy Blasberg](#). The purpose of this workgroup has been to learn more about the characteristics of home-based providers, the quality of care children receive in home-based settings, and the quality improvement strategies that are most effective with this diverse group of providers. For an example of a recent product from the Home-Based Early Care and Education workgroup, see the report titled [Identifying Profiles of Quality in Home-Based Child Care](#).
- ▶ [Implementation Science](#); contact: [Tamara Halle](#). The purpose of the Implementation Science workgroup has been to explore how the principles of implementation science are applied within ECE research. Specifically, this workgroup digs deep into topical areas in ECE research—such as professional

development of the ECE workforce, the introduction of specific curricula, and statewide quality improvement initiatives—and identifies the challenges and lessons learned when applying implementation science to this field of study. For an example of a recent product from the Implementation Science workgroup, see the report titled [An Integrated Stage-Based Framework for Implementation of Early Childhood Programs and Systems](#)

Note: As of 2017, the Implementation Science workgroup merged with the Professional Development workgroup, given the overlapping topical interests among the members of both workgroups.

- ▶ Network of Infant and Toddler Researchers (NITR); contact: [Meryl Barofsky](#). CCEEPRC members also participate in the broader OPRE-sponsored NITR, which includes professionals conducting research in child care, Early Head Start, home visiting, and other programs focusing on infants and toddlers. The purpose NITR is threefold: (1) identify existing research that can inform policy and practice in ACF-relevant programs serving infants and toddlers and, working with federal staff, translate research for various audiences; (2) identify research gaps that, if addressed, would support ACF-relevant programs serving infants and toddlers; and (3) build capacity through facilitation of networking and collaboration among the participants of NITR to conduct research that would directly inform ACF-relevant programs serving infants and toddlers. For an example of a recent product from NITR, see the report titled [Working Toward a Definition of Infant/Toddler Curricula: Intentionally Furthering the Development of Individual Children within Responsive Relationships](#).
- ▶ Quality Initiatives Research and Evaluation Consortium (INQUIRE); contact: [Kathryn Tout](#). The purpose of INQUIRE is to support high-quality, policy-relevant research and evaluation on Quality Rating and Improvement Systems and other quality initiatives by providing a learning community and resources to support researchers. INQUIRE also proposes to provide input and information to state administrators and other policymakers and practitioners on evaluation strategies, new research,

interpretation of research results, and implications of new research for practice. For an example of a recent product from INQUIRE, see the report titled [Reviewing and Clarifying Goals, Outcomes and Levels of Implementation: Toward the Next Generation of Quality Rating and Improvement Systems \(QRIS\)](#).

- ▶ Professional Development and Implementation; contact: [Mallory Warner-Richter](#). The purpose of the Professional Development workgroup is fourfold: (1) facilitate the exchange of information, research, and evaluations on the professional development of the ECE workforce; (2) coordinate with the CCEEPRC Implementation Science workgroup on issues of professional development implementation; (3) identify challenges and opportunities related to the National Academy of Sciences/Institute of Medicine report on the ECE workforce current occupation and industry definitions for the ECE workforce; and (4) recommend comprehensive definitions of early childhood occupations that could be used in state and national data collection. For an example of a recent product from the Professional Development workgroup, see the research brief titled [Proposed Revisions to the Definitions for the Early Childhood Workforce in the Standard Occupational Classification](#).

Note: As of 2017, the Professional Development and Implementation workgroup merged with the Implementation Science workgroup.

The success of both Roundtables and themed workgroups can be attributed to the following:

- ▶ Careful selection of topics of high relevance to policy and practice in child care and early education
- ▶ Engagement of policymakers, practitioners, and researchers from across the states with expertise on the given topic
- ▶ Intellectual and financial support for the workgroup
- ▶ Dissemination of workgroup products

The outcome of a roundtable or workgroup meeting may include literature reviews, proposed studies, or identification of products that need to be developed.

While core components of the Consortium, such as its collegiality and focus on collaboration, appear likely to continue into the future, it is clear that the Consortium will continue to evolve. [Bob Goerge](#) talked about the need for the Consortium to continue broadening itself. He argued that there is a need to ... *if not to stay ahead of the curve, at least keep up with the curve, to be responsive to what policymakers need. We have to ask ourselves, how does our data and research lag behind and how can it jump ahead of policy? One challenge [we're facing now] is the co-mingling of funds: Head Start with Pre-K, with home-based services, and how these interact.... How do we study and monitor [this co-mingling] when the data have lagged? Bob also shared That [this] is the future: people thinking about pre-K, about bridging the separation between child care and education/schools. In Chicago it works really well. It depends on local administrators working together.... We need to find new and better ways of connecting to state policymakers. That is the biggest challenge. We need to connect [child care] to other employment programs, to Head Start, and to pre-K, to see the potential benefits of child care subsidies. We need to help policymakers clearly communicate what we are doing. And we need to get rid of the silos that researchers and policymakers operate in, especially at the state level.*

## Summation

[Shannon Christian](#) remarked on [Marty Zaslow's](#) ability to summarize—on the spot—a multi-day meeting to capture [the] best of the present while pointing us toward the future. [Shannon](#) continued, *Marty has provided the same service for the 20 years covered in this report.* In light of this valued role that Marty has played, we end this history with Marty's summation of Consortium history.

In her summary, [Marty](#) noted that ... *Several things stand out to me.* She then named three major contributions the Consortium has made:

*A focus on the sweet spot at the intersection of parental employment, early care and education, and children's development. I think that CCPRC, in part through its mutual and ongoing communication of policy and*

*research leadership, played a key role in keeping a focus not on any one of these but on all three and their intersection. It is at CCPRC that I heard and learned about these intersecting issues:*

- ▶ *How child care subsidies were related to the type of ECE that parents choose, including a tendency to choose more formal ECE settings when subsidy funding become available.*
- ▶ *How funding provided through CCDBG clearly points to the priority placed by states on improving ECE quality; that states spent more than the amounts in the quality set aside on quality improvement; and that states wanted to support both parental employment and the quality of ECE.*
- ▶ *That policy leaders were open to hearing about the issue of spells of subsidy use and their relation to spells in particular ECE settings; that policy leaders were open to learning about the importance of continuity of care.*
- ▶ *That the prevalence of nonstandard and varying work hours for parents had important implications for the types of ECE families were using.*
- ▶ *That an unrecognized but important facet of quality in ECE is how it supports the work roles of families rather than making the work/family balance more difficult.*

*The strong focus on methodological and measurement challenges. It also stands out to me that the researchers who participated in CCPRC have always had a strong focus on methodological and measurement issues. There has been a repeated pattern of identifying a gap or problem in measurement, 'naming' it and facing it as an issue, and addressing it through original methodological work or measures development. Examples for me include:*

- ▶ *Identifying the need for measurement of child care subsidy spells and duration, and developing and then sharing a methodological approach.*
- ▶ *Identifying the lack of strong measurement of quality in infant and toddler ECE, and working toward the development of a new measure.*

- ▶ *Identifying family-sensitive caregiving as a key issue, and working toward the development of measures of parent-provider relationships.*
- ▶ *Identifying the need for national data on ECE that encompasses home-based care in all of its forms, and the use of pathbreaking approaches to ensure that home-based providers were included in the NSECE.*
- ▶ *Identifying the need for work on how to measure access to high quality.*

*The opportunities for mutual learning between researchers and policymakers. As examples:*

- ▶ *I learned through CCPRC that state policymakers were open to learning about validation of QRIS as a multi-step process.*
- ▶ *But I also learned through CCPRC that policymakers needed researchers to let them know if prioritizing foster care parents in the child care subsidy system made a difference in the number of placements the children experienced.*
- ▶ *Workgroups that I have been involved with changed the way we think about interventions so that we now look not only at components of the program itself but also at the context and especially supports for implementation.*

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# Appendix A

## Members' Reflections on the Consortium's First 20 Years

### FOUNDERS

Joan Lombardi | First Associate Commissioner for Child Care in the U.S. Department of Health and Human Services, 1995–1998 | First Deputy Assistant Secretary for Early Childhood Development

Letter to Bobbie Weber, read at the 20th Anniversary Celebration

As you gather together on the 20th anniversary of the Child Care Policy Research Consortium, I want to send my heartfelt congratulations to all of you who have been involved over the past two decades and who have helped raise the visibility of child care research issues to new levels.

Thinking back, 1995 was the year that the CCB was launched in an effort to bring the various pieces of child care together and to support a child development goal as well as a goal of supporting working families. It was also in the 90s that the first wave of the NICHD study was released and the impact of child care was hotly debated.

What seemed to be missing from the child care research debate was the wealth of experiences in the states, both from implementing the emerging child care policies through CCDBG and at the intersection between child care and Head Start partnerships. While the newly minted CCB had almost no resources for research, the dedicated and creative staff worked with the research units within ACF to secure some initial funding for the establishment of partnerships between researchers and state administrators. These early efforts helped stimulate new ways of looking at child care from coast to coast—from Oregon to Florida, pioneering efforts in the use of administrative data to inform policy.

What many of us always wanted—“back in the day”—and today, was that research on child care be seen as a vibrant part of the overall early childhood research agenda. The goal, from service to policy to research, was to bridge the divide between care and education, and demonstrate that it is not the *sign over the door* that impacts children, but the quality of the care regardless of the funding stream or label—every environment is a child development environment.

Each morning, millions of families depend on child care. While the country has not yet fully embraced and supported this reality, all of you there today, all of you who have studied and advocated for better services, along with parents and providers, are the unsung heroes of this important social movement.

With heart, I applaud your tireless efforts on behalf of children and families and send my best wishes for continued success.

*Joan Lombardi,  
Washington, D.C., December 2015*

#### [“The Little Consortium that Could”](#)

Pia Divine  
Project Officer  
Child Care Bureau (1995–2004)  
Administration for Children and Families

## EARLY IMPLEMENTERS

“ I appreciated being part of the Research Consortium. I made many friends in that national group. It was a diverse group of research colleagues who took keen interest in one another’s research. They provided me with a group of research colleagues to hear, critique, and confirm the validity of the research methods and findings. Their interest was strong and the quality of their interest was high.

I kept a website through which I shared my measures and findings. It was exciting, and I kept track of those who used our measures. Those measures filled a gap. In the national consortium of measures of childcare quality (Halle and Vick, 2007), of 35 sets of measures, ours were the only parent measures—based on the parents’ own detailed perceptions, values, and assessments.”

*Art Emlen*

*Professor Emeritus  
Portland State University*

“ Twenty years ago, the privilege of participating in the initial meeting of the first three Child Care Research Partnerships (which took place in an empty federal office building during an early government shutdown!) set my career in a fulfilling new direction. As a policymaker partner in the National Center for Children in Poverty’s brand new CCRP, I then worked in Illinois’ child care subsidy administration, with responsibility for planning and guiding our new CCR&R system. Although in our planning process I had communicated with folks responsible for CCR&R in several states, CCRP meetings ‘connected’ me to many in the broader, growing field of policy research in child care.

Becoming a full-time policy researcher at NCCP late in 1998, I—along with my first boss and mentor there, Ann Collins—was part of several collaborative studies with other Consortium institutions, including studies of the ‘duration’ of child care subsidies, of initiatives to enhance quality in family, friend, and neighbor care, of state approaches to market rate surveys—with valuable policy lessons.

I was honored to help lead NCCP’s highly collaborative Child Care and Early Education Research Connections from its beginning, working with the Consortium to ensure easy access to a full range of research across early childhood education to policymakers, researchers, practitioners, advocates, and the growing numbers who care about the field.”

*Lee Kreader*

*Director, retired  
Research Connections  
National Center for Children in Poverty*

“ The atmosphere of sharing and learning from each other that the founders of the CCPRC created has resulted in many collaborations of committed researchers and policymakers in search of answers to inform the programs that are designed to improve the lives of low-income children and families. I have been blessed to be part of this group of colleagues and to be informed by their work over all these years.”

*Ivelisse Martinez-Beck*

*Senior Social Science Research Analyst and Child Care Research Team Leader  
Office of Planning, Research and Evaluation  
Administration for Children and Families*

“ Twenty years! So hard to believe! Sometimes Government not only gets it right but knocks it out of the ballpark. Such is the case with CCPRC. My earliest introduction to CCPRC was through the research project ‘Patterns and Growth of Child Care Voucher Use by Families Connected to Cash Assistance in Illinois and Maryland,’ [conducted by] Jessica Pieczak, Ann Collins, and J. Lee Kreader [in] 1999. This project was followed by the Steve Anderson/Dawn Ramsburg 2005 project, ‘Illinois Study of License-Exempt Child Care.’ Somewhere in this timeframe I also served on the Research Connections Advisory Council, so I was fortunate to have significant exposure to this wonderful resource early in my tenure as a State Child Care Administrator. It was a formidable lesson in the importance of the collection and analysis of data and the need for constant examination and refinement of the public policies that guide our program services. The collective works of CCPRC helped lay the foundation for some of [the] progressive policies in Illinois, including our HS/CC Collaboration program and our training supports for license-exempt caregivers and our Professional Development System. I remain an avid supporter of CCPRC and extend my sincerest thanks for your diligent and steadfast commitment to this work. Congratulations on 20 years!”

*Linda Saterfield*

*Director, Division of Human Capital Development, retired  
Illinois Department of Human Services*

“ The Consortium emerged as one of the first actions of the new CCB in 1995. Characteristics that have enabled the Consortium to produce research that has informed child care policy at both state and national levels include:

- ▶ Respectful, collaborative relationships between policymakers and researchers that focus research on critical policy questions.
- ▶ Collaborative relationships among researchers that result in cross-state findings.
- ▶ Ways of working on teams to articulate questions, conduct groundbreaking studies, and build a solid research base for child care policy.”

*Bobbie Weber*

*Faculty Research Associate  
Hallie Ford Center for Healthy Children and Families  
College of Public Health and Human Sciences  
Oregon State University*

## SUBSEQUENT MEMBERS:

“ CCPRC is unique in that it is an amazing group of committed researchers working together, with the support of OPRE, to create a thriving and collaborative research community dedicated to helping policymakers and practitioners better serve children and families. Our collective impact can be seen in myriad ways, large and small, from major changes in federal policy (such as the family-friendly provisions of the CCDF reauthorization) to small-but-powerful changes in how we each do our work, frame our research questions, conduct our analyses, or disseminate our results.”

*Gina Adams*

*Senior Fellow  
The Urban Institute*

“ CCPRC has a true research-to-practice, practice-to-research focus. We push and pull each other to make the work meaningful and relevant. The years when we had overlap days with STAM provided my first experience with a large group of policy leaders and program leaders. It was a fantastic and much-needed dose of reality! CCPRC has been a place for growing and learning. Hats off to ACF and all who work so hard for the good of children and families in our communities!”

*Kimberly Boller*

*Senior Fellow*

*Mathematica Policy Research*

“ I was the PI of a 5-site study of professional development (a coaching model called Partnerships for Inclusion) that was part of the CCPRC in the 1990s. Most of us on the team attended the annual meetings and special topic meetings, which were very interesting. I was also on the initial Technical Work Group (or whatever it was called then) for Research Connections, which was a big part of the CCPRC.

The variety of work under the CCPRC umbrella included data systems, professional development, measurement issues, child outcomes, what is ‘quality,’ policy development, child care, home visiting, etc. I always learned a great deal at these meetings and was impressed with the amount of state involvement that many of the participants had.

[Consortium effects on policy] QRISs are almost universal. Republicans and Democrats agree that the early childhood years are important and that we should fund more programs for young children; there seems to be greater collaboration among early childhood, early childhood special education, general education, maternal and child health, and other associated disciplines than there was early in my career (late 1970s).”

*Donna M. Bryant*

*Senior Scientist*

*FPG Child Development Institute*

*University of North Carolina at Chapel Hill*

“ I am not sure if my original initial involvement was with the CCB or CCPRC at the outset, but it was soon after the CCB was established; I want to say it was 1993 or 1994, and Olivia Golden was head of ACYF. She had heard me present about a project I was leading in NYC with several programs and the City to integrate their local Head Start and child care programs into a single early childhood program, and had asked me when I was in D.C. next to meet with Helen Taylor and Joan Lombardi and others at ACF at the time to discuss the model program and how we had developed it.

My involvement with CCPRC, which started not too long after that, has ebbed and flowed, and has included being in the first cohort of child care scholars, through which I completed my dissertation at Harvard and led to the publication of *Putting Children First*. Some years later, while at the Urban Institute, I was also a PI for a field-initiated grant and co-PI (with Julie Henly) on a state partnership grant with NY and IL. Of course, I have probably attended about 10 of the annual CCPRC meetings over the last 25 years and attended great presentations and presented work as well.

Many things stand out, and one is it’s really amazing the level of continuity of so many great researchers in the CCPRC, which goes to show the personal dedication of so many great leaders in the field (such as Marty Zaslow, Bobbie Weber, Lee Kreader, Gina Adams, and Julie Henly) who consider CCPRC to be the avenue by which to advance policy research for children’s care. Another thing that has struck me having been involved over a long stretch is the number of new researchers who have emerged and quickly

assumed strong leadership roles in child care research (such as Nikki Forry, Taryn Morrissey, and Anna Johnson, to name a few).

I have been a policy professional in this field as much as I have been a policy researcher, and my experiences working in politically appointed positions in city government and the federal government, and so much of what I developed in child care policy in both those roles was informed by what I learned from the consortium of researchers at CCPRC.”

*Ajay Chaudry*

*Senior Fellow*

*Robert F. Wagner Graduate School of Public Service*

*New York University*



I first learned of the CCPRC as part of my orientation for serving as Associate Commissioner of the CCB in early 2002.

My hope during the almost 5 years I held that post was that our efforts to integrate state child care administrators into the meeting, and justify the meeting expenses, time commitment, and sometimes controversial agenda would deepen the perspectives of everyone and keep the Consortium relevant for the long haul.

I admit that I was initially overwhelmed by the Consortium’s amazingly smart and committed participants, their history together, the depth of the technical discussions, and the group’s endless rows of posters. But participating in the Consortium quickly became one of the very best parts of the job.

What stays with me personally is caution and perspective—the knowledge that policy decisions often get ahead of the research and measures development when the pressure is on, and that we must be vigilant in managing expectations to keep the conversation honest and the research moving forward.

I remain in awe of the camaraderie, respect, and synergy that characterize this special group, as well as Marty Zaslow’s ability to summarize—on the spot—a multi-day meeting to capture [the] best of the present while pointing us toward the future. My thanks to the Consortium members for all you taught me, and for your dedication to improving the quality and availability of child care for America’s children and families. Special thanks to CCB staff Karen Tvedt, Ivelisse Martinez-Beck, and Pia Divine for your various roles in getting this started and keeping it going so well for so long.”

*Shannon Christian*

*Associate Commissioner of the Child Care Bureau, 2002–2006*

*Administration for Children and Families*



My involvement in the Scholars program quickly developed for me a diverse and rich network with colleagues, advanced scholars (former grantees, current and former mentors), and policymakers. Even the process of getting local/state administrator support for my project was worthwhile; it gave me an opportunity to develop relationships with key decision-makers in my state. I anticipate drawing upon this network for the rest of my career!

Multi-disciplinary perspectives on a common substantive area of study—studying early childhood—within my discipline can feel isolating as there are few scholars researching related topics and very few opportunities to receive meaningful feedback. Not only does the Scholars program facilitate critical feedback, but it does so within a multidisciplinary context. I believe these conversations lead to better research and, ultimately, fuller and richer perspectives on early childhood issues.

This program also provides a model and demonstrates utility for engaging researchers with policymakers (and practitioners)—I have drawn inspiration from the Consortium’s work at the national level to begin engaging with local stakeholders to develop an Illinois-specific group. We have already received positive feedback from our early conversations resulting from these efforts.”

*Anna Colaner*

*Director of Evaluation and Research  
SGA Youth and Family Services, Chicago, Illinois*



I initially got involved with CCPRC through working with Bobbie Weber on child care subsidy issues in Oregon, and in particular through our participation in the 5-state duration study. I then expanded my participation after I moved to Minnesota as part of the team that submitted the proposal for funding for the Minnesota Child Care Research Partnership. This opportunity allowed me to get to know and work with many of the key players in Minnesota’s early care and education research and policy arenas.

I benefited tremendously from the interdisciplinary and cooperative learning approach of the 5-state study team and the Consortium as a whole. There weren’t a lot of big egos, just big hearts. Lots of energy, respect, learning, and fun! It was refreshing to be with a group who cared about policy-relevant research and put that into action by working with policymakers.

The 5-state duration study had a big impact on policy at both the state and federal levels. Researchers have continued working on this topic, expanding our knowledge of subsidy dynamics in other states and trying to understand why parents cycle on and off the program. The Consortium has played an important role in ensuring that multiple perspectives—children, families, and providers—are part of the research and policy discussions.”

*Liz Davis*

*Professor  
Department of Applied Economics  
University of Minnesota*



I was working with the University of Wisconsin–Extension as part of the staff for the Wisconsin Child Care Research Partnership, funded by the feds. We had a team that researched trends in child care: <https://sohe.wisc.edu/outreach/wccrp/>. We participated in the national early childhood research events (whatever it was called), and I worked with the Consortium on what were the key issues and what research would be most important. I believe I was on a team to develop an ongoing organization (Research Connections).

I remember presenting at a national research conference, emphasizing the Wisconsin Idea (<http://www.wisc.edu/wisconsin-idea/>) that the University education should influence people’s lives beyond the boundaries of the classroom.

My experience with the University here and with the Consortium and Research Connections strengthened my belief in the importance of research, evidence-based programs, and tracking trends over time as I joined the Wisconsin Council on Children and Families, where I have been working as an early education policy analyst for 10 years. I believe that good data and research strengthen advocacy, and that my experience with the Consortium and Research Connections has helped improve public policy in Wisconsin.”

*Dave Edie*

*Policy Analyst  
Wisconsin Council on Children and Families*

“ The Consortium has contributed to my career in many ways! I originally joined in 2001 when I served as Co-PI on a CCB grant with my Purdue colleague, Susan Kontos, a project that was a cross-city comparison of child care arrangements and quality for low-income working parents and children. I was then a new assistant professor at Purdue, and Susan, who had already made a name for herself in the child care research world, was generous in inviting me to collaborate with her on the project. Sadly, Susan passed away before that project was completed—a tremendous loss to me and colleagues across the country and around the world, the Consortium, friends, and family. I was also supported by a Head Start University Research Partnerships grant in 2001 to do a study of Early Head Start relationships, so that project also brought me firmly into the child care policy research fold. The Consortium was a tremendous find for me! At the time, I was struggling to integrate my interests and passions from two somewhat separate careers—as an early educator for 12 years and then as an attachment researcher trained at the University of Minnesota. Participating in the Consortium I found a home in which to marry those passions. I was inspired by new Consortium colleagues who were applying their research and policy expertise to critical current issues faced by children and families. The Consortium meetings have been, far and away, my most valuable conferences over the past 16 years. I so look forward to renewing my friendships with valued colleagues at the Consortium meetings. Research Connections has become an indispensable resource for me and my students. The Child Care Scholars program has advanced my work and the work and careers of my graduate advisees. The Michigan summer workshops have become a key part of some of my students’ graduate education. Participating in an offshoot of the Consortium, the INQUIRE network, has richly informed my work on QRIS and Pre-K. INQUIRE has also provided a great new outlet for my scholarship in the research-to-policy briefs. Altogether, being a part of the Consortium has been one of the most valuable currents in my career as a researcher and teacher.”

*Jim Elicker*

*Professor*

*Department of Human Development and Family Studies  
Purdue University*

“ I am proud and thankful to be a part of the Child Care Policy and Research Consortium. This group welcomed me when I was just beginning my career as a Research Scholar. The rigor and focus of my research have been shaped by the mentors I have found in this group. In addition to facilitating opportunities to build partnerships with senior colleagues, I greatly appreciate the opportunities that the Consortium offers to align policy, practice, and research by informing researchers of the needs of state administrators and innovations in federal policy; and by providing opportunities for researchers, federal staff, and state administrators to connect. My work is fulfilling to me, in large part, because of the opportunities that the Child Care Policy and Research Consortium has offered me and I am thankful to be a lifetime member of this group.”

*Nikki Forry*

*Senior Research Scientist  
Child Trends*

“ Chapin Hall’s involvement started a number of years earlier than mine. Chapin Hall’s activities started with Bong Joo Lee, then he went back to South Korea and Mairead Riedy took over. I took over in 2002 when Mairead Riedy left to start her own family. Our first study funded by the CCB was a three-state exploration of factors related to subsidy take-up rates, child care use for those on subsidies, and the effects of child care subsidies on welfare and employment, based on an analysis of linked individual-level administrative data on Temporary Assistance for Needy Families (TANF) receipt, use of child care subsidies, and wage reports from

Illinois, Massachusetts, and Maryland. Bong Joo Lee was the Initial Investigator. I took over in 2002 after he had returned to his native South Korea. Bong is still in South Korea, currently doing a national survey of households with children and also working a lot on subjective and objective surveys of child well-being. He has continued a lot of the work he started here and has initiated this type of work and research in South Korea.

We got a grant from OPRE and attended a big conference. I was a Principal Investigator. We had done the project in a couple of states to look at employment outcomes of families. I had done that at the Census Bureau. When OPRE began the National Study of Child Care Supply and Demand design phase at NORC and Chapin Hall in 2007, followed in 2010 by the National Survey of Early Childhood Education, I became even more involved.

In 2010, Daniel Schroeder at U.T. Austin, [Missy Blauver] at Chapin Hall, and myself put on a Research Connections summer workshop on using administrative data at ICPSR. It was quite a challenge. It was the first workshop of its kind and we had a very diverse group, from State Commissioners or Assistants through doctoral students. [In some ways] the group was too big to handle. There were 25 people, so it was hard to give shoulder-to-shoulder help. But it was good, it was a seminal event, getting people on the road to using administrative data.

We have another workshop coming up here in Chicago, with 15 states, and we will build a few more. In addition to child care subsidies, we are [looking at] TANF and SNAP, and at more complicated analyses.

The biggest thing I've learned is that there is a whole range of capacities of states to use their data, which makes it challenging to work across states. One thing the CCB has done and is doing is building data capacity and trying to level the playing field [among states]. We have all learned and we have to keep trying in different ways.

I think it is important that we keep engaging doctoral students who can do this type of work. As they advance in their careers they bring on their students, so we have multiple generations. This way we are building a cadre of people who can do more, who can build a better data base and knowledge base.

Our newest challenge, which has been coming up in the last three or four years, is that there is not a lot of data on child development before kids go to school. There is a huge diversity of child assessment in early childhood. The Federal Government doesn't have enough data on Head Start.

There is always a new challenge [in this field] and always people wanting more. Our challenge is to, if not stay ahead of the curve, at least keep up with the curve, to be responsive to what policymakers need. We have to ask ourselves, how does our data and research lag behind and how can it jump ahead of policy?

One challenge [we're facing now] is the co-mingling of funds: Head Start with Pre-K, with home-based services, and how these interact. We don't have a lot of Head Start data available. How do we study and monitor [this co-mingling] when the data has lagged? We [have to focus on] bringing these programs under one roof and on how the bureaucracy organizes itself.

What's changing a little bit about CCPRC is that it focuses on grantees. It has got to bring in others, a more diverse group to do research at the state level. That is the future: people thinking about pre-K, about bridging the separation between child care and education/schools.

In Chicago, it works really well. It depends on local administrators working together. That state level is the weak link. Recently there was a period where [Illinois] stopped providing subsidies—only a small group of TANF recipients [received child care subsidies]. Now we are back up to a somewhat comparable group of eligible families. I attribute that to work Chapin Hall has done, showing how child care is important in

keeping low-income people employed. Some of our reports helped in bringing back the program [to close to previous levels of funding].

[And yet there was and is still a gap in communicating our work.] [Policymakers] said they needed data to justify expenditures on child care subsidies [despite the fact that we had been sending them our reports]. We need to find new and better ways of connecting to state policymakers. That is the biggest challenge. We need to connect [child care] to other employment programs, to Head Start, and to pre-K, to see the potential benefits of child care subsidies. We need to help policymakers clearly communicate what we are doing. And we need to get rid of the silos that researchers and policymakers operate in, especially at the state level.”

**Robert M. Goerge**

*Senior Research Fellow*

*Chapin Hall at the University of Chicago*



[The] Child Care Scholars program has contributed a lot to my professional growth in many ways. It allowed me to focus on my dissertation topic that I was passionate about and provided me with opportunities to meet many nationally recognized child care researchers that led to collaborations and deepened my knowledge. It is amazing to see the depth of knowledge that Child Care Scholars have been contributing to the field, and I am so proud of being part of it!”

**Yoonsook Ha**

*Professor, School of Social Work*

*Boston University*



I’m very sorry that I don’t have any photographic images to share from past CCPRC meetings. What I do have, however, are a lot of episodic memories that are like pictures from my ‘mind’s eye,’ which I am happy to share. These recollections include the following:

- ▶ The time, back in April 2002, when I missed CCPRC because I was giving birth (prematurely) to my first child. The presentation I was supposed to give was on a new indicators report entitled ‘Charting Parenthood: A Statistical Portrait of Fathers and Mothers in America.’ This report was part of a larger, federal effort to focus on the role of fathers in children’s lives, starting with fertility decisions and behaviors and following through to parenting behaviors. Ironically, my own launch into parenthood prevented me from sharing this particular resource with the CCPRC community at the 2002 meeting. Still, CCPRC played a key role in engaging researchers and the policy community in fatherhood research in the subsequent decade.
- ▶ The decision to schedule CCPRC to align with the State and Territory Administrators Meeting (STAM): For several years, CCPRC and STAM had at least one overlapping day of sessions. This allowed state administrators to hear about the latest research, but also permitted researchers to hear first-hand what the pressing needs were within states. This exchange facilitated the capacity of ECE research to be responsive to the needs of state administrators. While the scheduling of the meetings no longer is coordinated so closely, the needs of states is still very salient at CCPRC meetings, and continues to be a priority among CCPRC researchers.
- ▶ For several years, my focus in planning for sessions for CCPRC revolved around the topic of “child outcomes.” This was often hard to focus on as its own topic, given that improved child outcomes was also a goal of all other “themes” within the CCPRC program (e.g., quality, professional development,

subsidy). Thinking back on some of the memorable sessions focused on child outcomes, I recall that we discussed the appropriate use of child assessments, and especially considerations when assessing the capabilities of dual language learners. We seem to have to repeat often the caution that child outcomes should not be used as “high stakes” within evaluations of early childhood programs and systems, given the multitude of contexts and conditions beyond ECE programs that might influence such outcomes. One of the more memorable CCPRC sessions in recent history shared a conceptualization for validating quality rating and improvement systems, which suggested that there were multiple outcomes of interest besides “improved child outcomes” to consider when evaluating the effectiveness of such systems. While acknowledging the importance and ultimate goal of improving child outcomes, this and other CCPRC sessions helped us to keep proximal and mid-term outcomes in mind, along with the ultimate outcomes for children.

- ▶ Conceptualization and measurement have been key themes in the work of CCPRC. There have been many sessions on “defining and measuring” key topics, such as quality, professional development, school readiness, and collaboration, to name just a few. I believe the work on collaboration fostered by CCPRC can be seen as feeding into innovative initiatives such as the recent EHS-CC Partnerships. Similarly, CCPRC’s work on professional development continues to be relevant to the national discussion about an integrated and aligned professional development system from birth through age eight addressed recently in an IOM report.
- ▶ Bringing in outside speakers to discuss cutting-edge research methodologies has been really memorable and exciting. One of my recent memories is of the presentation on behavioral economics, and how this disciplinary perspective might shed light on child care decision making.

Reflecting upon CCPRC and its role in advancing early childhood research and policy over the past 20 years, I feel that CCPRC has been the incubator for new and innovative ideas in early care and education research and policy. CCPRC has also promoted integration of research topics and collaboration among researchers, fostered a productive and respectful dialogue between researchers and policymakers, and has highlighted cutting-edge methodologies. It has been my pleasure and honor to have been a part of CCPRC and I look forward to continuing to be a part of this unique and important collaborative effort in the years to come!”

*Tamara Halle*

*Co-Director for Early Childhood Research  
Child Trends*



My introduction to CCPRC was accidental—a good accident for which I am ever grateful to Juliet Bromer, then a Ph.D. student seeking a dissertation mentor and someone to support her OPRE child care research scholar’s application. At the time, I was unfamiliar with CCPRC and with OPRE’s child care and early education research initiatives. My work was squarely in the poverty and welfare reform world of the mid-90s. I studied low-income parents needing child care as a work support. Juliet studied caregivers providing child care as a family support. But as we talked, it was clear we were interested in very similar questions, just looking for answers through different literatures and lenses. A few months later, Juliet was awarded the Research Scholars dissertation grant, and my world was opened to the work of the Child Care Policy Research Consortium.

That was in 2001. A couple of years later I attended my first CCPRC meeting and helped plan a convening on child care decision making organized by OPRE. This was the start of many stimulating conversations, meetings, and new research and writing projects with a community of amazing scholars with whom I continue to consult and collaborate today.

CCPRC is a diverse network of policy scholars, and it works just like effective networks do. The small circle of CCPRC-affiliated individuals to whom I was first introduced linked me to others, and those to others, such that by now I am lucky to be embedded in a far-reaching community of child care and early education scholars and policy practitioners. I still study the fundamental questions that motivated me from the beginning—how can public policy and informal networks best respond to the economic and caregiving needs of low-income families? How can we design systems of care that serve both employment and child development goals? But because of CCPRC, I now consider these questions from not only the vantage point of parents and families as I always have, but also from the perspective of policy stakeholders and child care and early education providers. Because of my involvement with CCPRC over the last 15 years, I conduct my research using a much more sophisticated knowledge base and tool kit and with a greater theoretical reach and policy sensibility than would otherwise have been the case.

CCPRC is a huge asset to the early care and education field. Through sponsorship of the annual meeting, ongoing working groups, and written reports and briefs, the Consortium fosters collaborations between researchers and child care administrators; advances rigorous, empirical studies of pressing public policy issues; and invests in the dissemination of knowledge that is relevant to policymakers, program administrators, and researchers. CCPRC provides a venue and tremendous technical and administrative support to OPRE research grantees. Through CCPRC, we are able to learn not only from our own research but also from the research of other grantees. As a community, our findings have furthered knowledge and understanding of child care and early education issues and influenced the design of public policy and the frontline delivery of programs.

Because of my involvement with CCPRC, I am lucky to be embedded in a far-reaching community of child care and early education scholars and policy practitioners. I conduct my research using a much more sophisticated knowledge base and tool kit, and with a greater theoretical reach and policy sensibility than would otherwise have been the case."

*Julia Henly*  
*Professor*  
*School of Social Service Administration*  
*University of Chicago*



I got involved with CCPRC as a second-year Ph.D. student in 2006. I was studying with Dr. Jeanne Brooks-Gunn, my doctoral advisor, at Columbia University. She and another mentor of mine, Dr. Sharon Lynn Kagan, were co-presenting at CCPRC in D.C. that year. I am originally from D.C., and had just started to become interested in studying early childhood education policy as a graduate student, so I begged my advisor to bring me along. We somehow figured out that I could be a 'scribe' at this mysterious, invitation-only conference. So I finagled an invite that way, and scribed at the 2006 meeting. It was a wonderful experience and an honor to be surrounded by the very best scholars in early childhood education and care—on the policy, practice, and research sides. I soaked it all up. Just a few years later, as I developed my dissertation topic, I applied for a (then) CCB Research Scholar's grant and was awarded one. I was then

invited to attend CCPRC as a Research Scholar, and I finally felt like I belonged; I've rarely missed a meeting since. And that was 10 years ago!

What stands out from my CCPRC involvement is the support and valuable feedback I've received from policymakers, practitioners, and researchers on my research findings. I have presented research findings at their earliest stages, and always get truly useful perspectives from the field. I also really appreciate the opportunity my CCPRC involvement has afforded to build collaborations with other researchers and practitioners. These collaborations have become both personally and professionally meaningful, as I have made good friends and also developed grant proposals with scholars I have met through CCPRC.

I know the work of the Consortium has affected policy because I see it in the RFAs that OPRE issues and in the kinds of questions OPRE and OCC ask. I think by nurturing junior scientists from their earliest stages, as I was, CCPRC helps shape the research that those scholars conduct, which hopefully shapes policy. I also think making connections between researchers and policymakers has strengthened the role of research in policy—I cannot imagine OPRE and OCC staff making decisions about certain ECE topics without consulting technical experts, many of whom are known to OPRE and OCC because of their long-standing CCPRC involvement. More personally, when CCDBG was up for reauthorization, my dissertation research, which was supported by my Research Scholars grant and eventually published, was cited in Senate Subcommittee hearings in July of 2012.”

*Anna Johnson*

*Professor*

*Department of Psychology*

*Georgetown University*

“ CCPRC [had] and continues to have great impact.”

*Deb Swenson-Klatt*

*Director*

*Child Development Services*

*Minnesota Department of Human Services*

“ As Minnesota's State Child Care Administrator, from the beginning I was in a position tasked with developing an entire infrastructure to support the care and education of children of working parents. This was happening during a time when the number of mothers with children under six in the workforce was increasing dramatically. Public investments were being made to support this infrastructure and there was very little data or research to support decision making about the most effective use of the resources available. When the CCPRC was created, I and most other people in my position in the country were happy to be involved in shaping the research agenda to answer questions important to our work.

All of the research was informed by data that already needed to be gathered to support the administration of our programs or was designed to answer questions raised in our policy work. It was a very efficient use of limited resources and designed to promote the most positive outcomes for children within the limitation of the funds available.

Over time, the care of young children moved from a 'parking' problem designed to keep them safe to involve partners from the education communities, the employment fields, the economic development fields, and others. As this evolved, the CCPRC involved more partners in advising their research. This has resulted in early childhood infrastructures in many states that are well planned, supported by many partners in the

community, and good for children. I believe that when tax dollars are spent for the public good, they should be used wisely and the CCPRC has supported this goal.

I am proud to have been a part of this effort in my career.”

***Cherie Kotilnek***

*State Child Care Administrator, retired  
Minnesota Department of Human Services*

“ The financial support I received from the Child Care Research Scholars program allowed me to focus on writing my dissertation. The grant bolstered my resume and opened doors to various career opportunities. The Scholars program continues to benefit me today. I have been able to establish connections with other graduate students, faculty, and federal administrators who are current, former, or potential Scholars. More importantly, the Scholars program has not only benefited me, but has invested in a new generation of child care and family researchers for years to come.”

***Lynda Laughlin***

*Family Demographer  
U.S. Census Bureau*

“ I remember how proud and excited I was to be selected as a Child Care Research Scholar. I continue to feel it is an honor to be a member of the CCPRC.”

***Joellen Lewsader***

*Professor  
Human Development and Family Studies  
Central Michigan University*

“ I treasure CCPRC! The opportunity for real dialogue among researchers and policymakers is unique and highly valuable. I always leave the annual meetings full of new ideas and stronger connections with colleagues. Some of my best and most exciting work has evolved out of conversations that first took place at CCPRC’s annual meeting. I owe my involvement in this vibrant Consortium to the Scholars program. The Scholars program helped launch me into a career of policy-relevant research and evaluation to improve opportunities for young children and families. It opened my mind to new possibilities and surrounded me with stimulating colleagues. As a “Scholar” I’ve always felt valued and supported within CCPRC. Ten years later, I’m now in my sixth year as an Assistant Professor at Oregon State University [and] the CCPRC annual meeting is still my favorite conference! I will be forever grateful for the Scholars program!”

***Shannon T. Lipscomb***

*Professor of Human Development and Family Science  
College of Public Health and Human Science  
Oregon State University–Cascades*

“ I joined CCPRC when I received my first OPRE grant in 2001 to study legal, unregulated family child care providers who participated in the child care subsidy program in North Carolina. Ivelisse Martinez-Beck was my project officer, and I’m fortunate to still work with her today! I felt immediately at home during my first CCPRC meeting because the room was full of other researchers who partnered with states to conduct

policy-relevant research. It continues to be my favorite meeting or conference because of the focus on policy-relevant early care and education research.”

**Kelly Maxwell**

*Co-Director for Early Childhood Research  
Child Trends*



I was aware of the existence of the CCPRC at OPRE for several years, but did not fully understand or appreciate its role within the early childhood community. It was not until I was able to participate in one of the CCPRC conferences that I realized how this group was truly committed to high-impact research and scholarship that can inform early childhood policy and practice.

I have always viewed myself as an ‘applied’ researcher who places a priority on designing and implementing research that is not only relevant, but meaningful for both practitioners and policymakers. Being able to participate in CCPRC activities provided me with the opportunity to interact with a large group of scholars who had interests similar to mine, and who are committed to scholarship that underscores the interconnectedness between theory, research, and practice.

In serving as a mentor for one of my doctoral students who received an OPRE Child Care Scholars grant, we were able to conduct a study that provided valuable new insight on the roles played by child care providers in influencing children’s risk for obesity and inappropriate weight gain during the early childhood years. Our data on teachers’ use of healthful nutrition and feeding practices in child care settings was an important factor in influencing the movement by many states to include issues of nutrition and feeding practices in their QRIS systems.”

**Brent McBride**

*Director, Child Development Laboratory, and Professor, Department of Human Development  
University of Illinois, Urbana–Champaign*



One of my graduate mentors at Cornell, Mildred Warner, was a grantee, and one of my fellow graduate students, Sarah Watamura, was a Child Care Scholar. I accompanied them to the 2004 CCPRC meeting, and was delighted to participate in a meeting of both researchers and policymakers, and one in which I wanted to eagerly attend each and every session. I applied for and was awarded a Child Care Scholar grant myself in 2006, and that set me off on a course of child care research.

The communication between researchers, policymakers, and practitioners at the CCPRC and STAM meetings seems to be unique. I have yet to see a similar sort of meeting in other types of policy research that I’m involved in. I think it adds relevance to the research and promotes innovation, efficiency, and effectiveness in policies and programs.

I worked at the U.S. Department of Health and Human Services recently, and was able to see first-hand how research on child care and child care subsidy instability directly affected CCDBG’s reauthorization, particularly its inclusion of longer recertification periods. I’ve also seen research on Head Start’s influence on the program and performance standards, particularly with regard to dosage, or length of day and year of programming.”

**Taryn Morrisey**

*Professor  
Department of Public Administration and Policy  
School of Public Affairs  
American University*

“ I first became involved with CCPRC as a first-year doctoral student and researcher on a Child Care Research Partnership project. I then applied for and was accepted into the Child Care Research Scholars program and have continued to be involved since. What I most value about CCPRC and the Scholars program is the ability to connect with others who are also passionate about early care and education (ECE); hear administrators’ and policymakers’ perspectives on pressing ECE issues; and learn about exciting, new, and policy-relevant research. I believe the CCPRC and Scholars program have contributed to strengthening the quality and policy relevance of research in the field, and I look forward to building on these contributions over the next 20 years.”

*Alejandra Ros Pilarz*

*Professor*

*School of Social Work*

*University of Wisconsin–Madison*

“ Of all my former work colleagues, the ones I miss the most are those whom I met through the CCPRC. It was a wonderful part of my career to work so hard for such a wonderful purpose with so many dedicated colleagues such as [Lee Kreader] and Bobbie [Weber].”

*Deanna Schexnayder*

*Assistant Dean of Finance, retired*

*LBJ School of Public Policy*

*University of Texas*

“ The CCPRC is a professional group in which I have been welcomed as my whole professional self. This community values my perspective, which has been shaped by my experiences as a caregiver, educator, and researcher. I entered the CCPRC as a Child Care Research Scholar in 2011. Fellow members of the CCPRC have challenged my thinking and supported my efforts as a novice researcher. Through these relationships, I have refined my scholarship and developed a professional voice. I remain connected to the CCPRC because I share the passion that this community of scholars embodies as we strive to connect research, practice, and policy to enhance the early care and education system for young children and their families.”

*Rebecca Swartz*

*Early Learning Specialist*

*Illinois Early Learning Project*

“ The Child Care Research Partnership Grant, and the partnership with CCDF Administrators it requires, has been an intense and amazing learning experience. The regular contact with administrators facilitated by the partnership has strengthened my research and helped me better understand the policy context of the area I study. The larger Consortium has been a catalyst for me—it is powerful to be part of a network of people focused so explicitly on policy-relevant research for children and families and to interact together over time. In so many other professional venues, there is much less cross-fertilization across research teams. At CCPRC, there are so many opportunities to learn from people who work in related, but distinct areas of policy research. I learn so much from other Consortium members through communications and interactions. It re-invigorates my own passion for the work, and it has inspired me with ideas for research to last well into my career.”

*Holli Tonyan*

*Professor*

*Department of Psychology*

*California State University, Northridge*

“ I began my participation in CCPRC in 2000 when Minnesota was awarded a Child Care Research Partnership Grant. Child Trends was honored to be included as a partner. The grant began collaboration with state agencies and other partners in Minnesota that continues to this day. Over the years, my involvement with CCPRC has evolved to include work on a second partnership grant with Minnesota and Maryland and other projects, including QUINCE, the QRS Assessment Project, and the CCEEPRA contract with OPRE. The people I have met through these projects have become lifelong colleagues and friends. CCPRC and the connections I have made have shaped my ideas, my research, and my career.

To me, CCPRC is a network of collaborations that directly impacts early care and education research and policy. It provides a home for our collective learning, an incubator for new ideas, and a trusted source of feedback to refine and improve our work. CCPRC research has the rare quality of being rigorous and published in peer-reviewed journals yet also accessible to the people who can use it to improve their policies and programs.

CCPRC has changed how policymakers think about research. Because we are conducting research that is directly applicable to their work, policymakers now 'ask' for research, they help form the research questions, and in some cases, they are also willing to 'fund' research to answer the new questions they have. They want to know how they can use their existing data to learn about how their programs and policies are working. This culture of inquiry is a direct result of the partnerships that researchers and policymakers have formed with the support of CCPRC and OPRE grants.

CCPRC research helps us all—researchers and policymakers—value descriptive data. The early state partnerships focused on describing the patterns of subsidy use, the types of programs serving young children, and the quality of programs in the system. We realized the importance of this baseline data to help us document the effectiveness of initiatives to improve services for children and families. New investments such as the National Survey of Early Care and Education reinforce how critical it is for decision makers to have data that can dispel common myths and provide insights into the real lives of children and families.

CCPRC research also has shown us the value of pulling away the curtain to understand how programs and policies are being implemented. As a consortium, we have learned together about new frameworks for studying implementation and for planning better supports for program developers and staff.

Finally, CCPRC collaborations have highlighted the challenges of translating research into specific state initiatives, such as QRIS. Researchers and policymakers continue to learn together about what is feasible, sustainable, and meaningful in early care and education quality improvement.”

***Kathryn Tout***

*Co-Director of Early Childhood Research  
Child Trends*

“ While I was aware of the early Research Partnerships (and CCPRC) as Washington State's CCDBG administrator, my CCPRC involvement began as a student at Portland State University in 1997. As Art Emlen's research assistant, I participated in the Oregon Research Roundtable and helped Art and Bobbie Weber plan/facilitate national roundtable discussions on a variety of topics. This included the roundtable in Skamokawa on what influences the policy decisions made by state child care administrators. In 1999, I was hired as director of the CCB's Policy and Research Division, where I helped oversee the Bureau's work with the CCPRC, including the \$10 million annually in CCDBG funds devoted to child care research. Later, as I transitioned to retirement, in consultation with OPRE, I coordinated the activities of the CCPRC, including its annual meeting.

I remember tremendous synergy among researchers and policymakers and, in particular, the attention given to questions of immediate concern to states. This included questions such as which potentially eligible families received child care subsidies? Where did they work? How long did they remain on subsidies (duration)? What type (and quality) of care did they use?

In the early years of welfare reform, these questions were of tremendous importance to policymakers at the state and federal levels. As the CCB provided technical assistance to states, territories, and tribes; responded to the Administration's questions; and developed performance indicators and reports to Congress, we relied heavily on findings from CCPRC members.

Later, the OPRE/CCPRC collaboration made it possible to anticipate changes in public policy priorities and respond to increased concern about early learning/quality of early learning programs.

Three things come to mind [about the Consortium's effect on policy]: Probably the most dramatic example is how the early duration studies raised questions about short subsidy spells and changes in caregiving arrangements for young children. This line of work has contributed significantly to state and federal policies that promote 12-month eligibility for child care subsidies. Second, studies such as QUINCE, and the work of INQUIRE members, have contributed greatly toward shaping Quality Rating and Improvement Systems across the country. Finally, the emphasis from OPRE (and the CCPRC) on the use of rigorous research methods (including consistent definitions so that results can be compared across studies) has contributed to greater awareness of the need to base policy on sound research."

*Karen Tvedt*

*Director of Policy and Research, retired  
Child Care Bureau  
Administration for Children and Families*



I was a Child Care Scholar in 2010–2011. When I was initially awarded this grant I was most excited about the funding component as it meant I did not have to teach during my final year of the doctoral program, and could focus solely on my dissertation.

However, while attending the CCPRC annual meeting shortly after receiving the award, I very quickly realized that the most rewarding component of this grant was having the opportunity to learn from many of the brightest, most accomplished child care researchers, practitioners, and policymakers in the field—not just that first year, but over the last five years. It is this connection among researchers, practitioners, and policymakers, as well as the mentoring that happens within CCPRC, that make the Consortium and the Child Care Scholars program, in particular, so special. For me, CCPRC is the one conference each year where I have the privilege of talking with and learning from others who are deeply passionate and knowledgeable about child care from these three perspectives of research, practice, and policy."

*Colleen Vesely*

*Professor  
College of Education and Human Development  
George Mason University*



In my state-level work in Oklahoma and my current position providing technical assistance and resources to state policymakers, CCPRC has provided concrete, actionable research on subsidy strategies, quality improvement initiatives, and data system development. I also appreciate the recommendations for creating

research partnerships to ensure that specific state-level questions are addressed using relevant data and taking into account the state context.”

*Nancy L. vonBargen*

*Project Director*

*National Center on Early Childhood Quality Assurance*



I became involved with CCPRC through my work at Child Trends. We were fortunate to have a contract with the CCB (and then OPRE) that involved linking research and policy in early care and education. It is through the contract that I was first introduced to CCPRC and then was fortunate enough to become a regular participant at the meeting.

Several things stand out to me [from my involvement in CCPRC]:

*A focus on the sweet spot at the intersection of parental employment, early care and education, and children’s development.* I think that CCPRC, in part through its mutual and ongoing communication of policy and research leadership, played a key role in keeping a focus not on any one of these but on all three and their intersection. It is at CCPRC that I heard and learned about such issues at this intersection as:

- ▶ How child care subsidies were related to the type of ECE that parents choose, including a tendency to choose more formal ECE settings when subsidy funding becomes available.
- ▶ How funding provided through CCDBG clearly points to the priority placed by states on improving ECE quality; that states spent more than the amounts in the quality set-aside on quality improvement; and that states wanted to support both parental employment and the quality of ECE.
- ▶ That policy leaders were open to hearing about the issue of spells of subsidy use and their relation to spells in particular ECE settings; that policy leaders were open to learning about the importance of continuity of care.
- ▶ That the prevalence of nonstandard and varying work hours for parents had important implications for the types of ECE families were using.
- ▶ That an unrecognized but important facet of quality in ECE is how it supports the work roles of families rather than making the work/family balance more difficult

*The strong focus on methodological and measurement challenges.* It also stands out to me that the researchers who participated in CCPRC have always had a strong focus on methodological and measurement issues. There has been a repeated pattern of identifying a gap or problem in measurement, “naming” it and facing it as an issue, and addressing it through original methodological work or measures development. Examples here for me include:

- ▶ Identifying the need for measurement of child care subsidy spells and duration, and developing and then sharing a methodological approach.
- ▶ Identifying the lack of strong measurement of quality in infant and toddler ECE, and working toward the development of a new measure.
- ▶ Identifying family-sensitive caregiving as a key issue, and working toward the development of measures of parent-provider relationships.
- ▶ Identifying the need for national data on ECE that encompasses home-based care in all of its forms, and use of path-breaking approaches to ensure that home-based providers were included in the NSECE.
- ▶ Identifying the need for work on how to measure access to high quality.

*The opportunities for mutual learning between researchers and policymakers. As examples:*

- ▶ I learned through CCPRC that state policymakers were open to learning about validation of QRIS as a multi-step process.
- ▶ But I also learned through CCPRC that policymakers needed researchers to let them know if prioritizing foster care parents in the child care subsidy system made a difference to the number of placements the children experienced.

*The openness to working in collaborative research groups. This was and is one of the greatest joys and clearest characteristics of my involvement in CCPRC.*

- ▶ Workgroups that I have been involved with came together to identify issues in the way early childhood professional development is defined and measured. Together, we made progress in distinguishing more clearly between education and training, and the distinctions we proposed made their way into the NSECE.
- ▶ Workgroups that I have been involved with changed the way we think about interventions so that we now look not only at components of the program itself but also at the context and especially supports for implementation.

The 2014 reauthorization of CCDBG reflects linkages between research and policy that I believe are rooted in the work of the Consortium. An especially noteworthy example is the change in recertification period for child care subsidies to foster greater continuity. Other examples include the greater emphasis on improving quality in infant/toddler care, and the greater emphasis on professional development of the early childhood workforce.”

***Marty Zaslow***

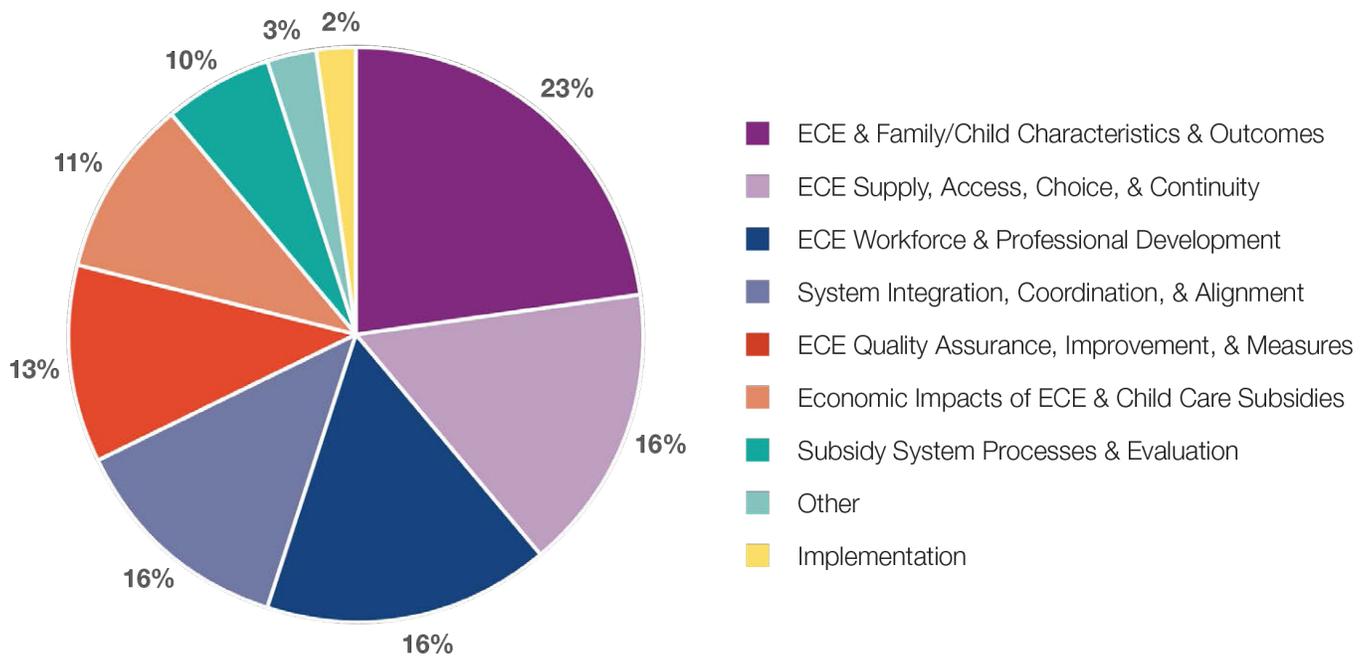
*Director*

*Office for Policy and Communications*

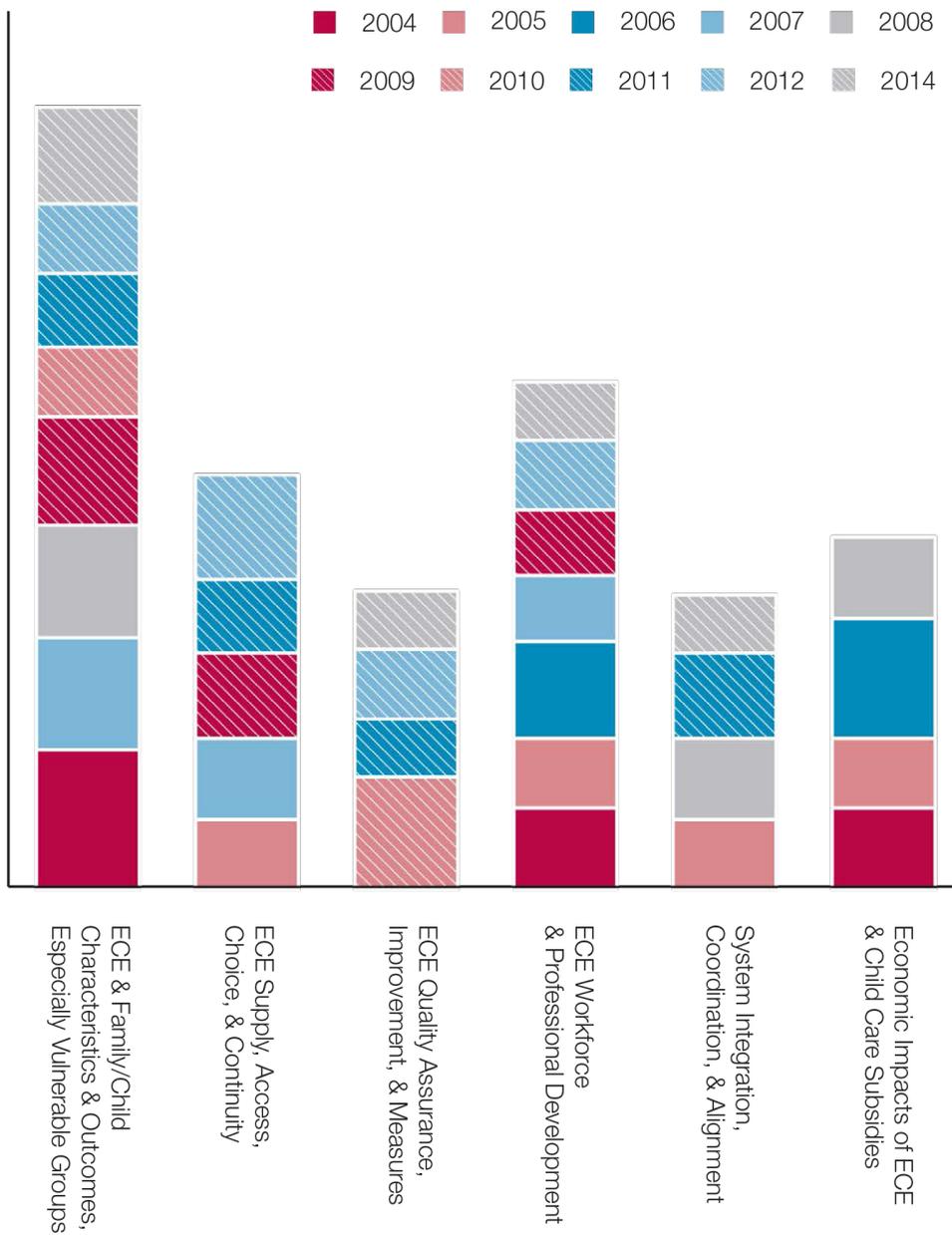
*Society for Research in Child Development*

## Appendix B: Annual Meeting Session Topics

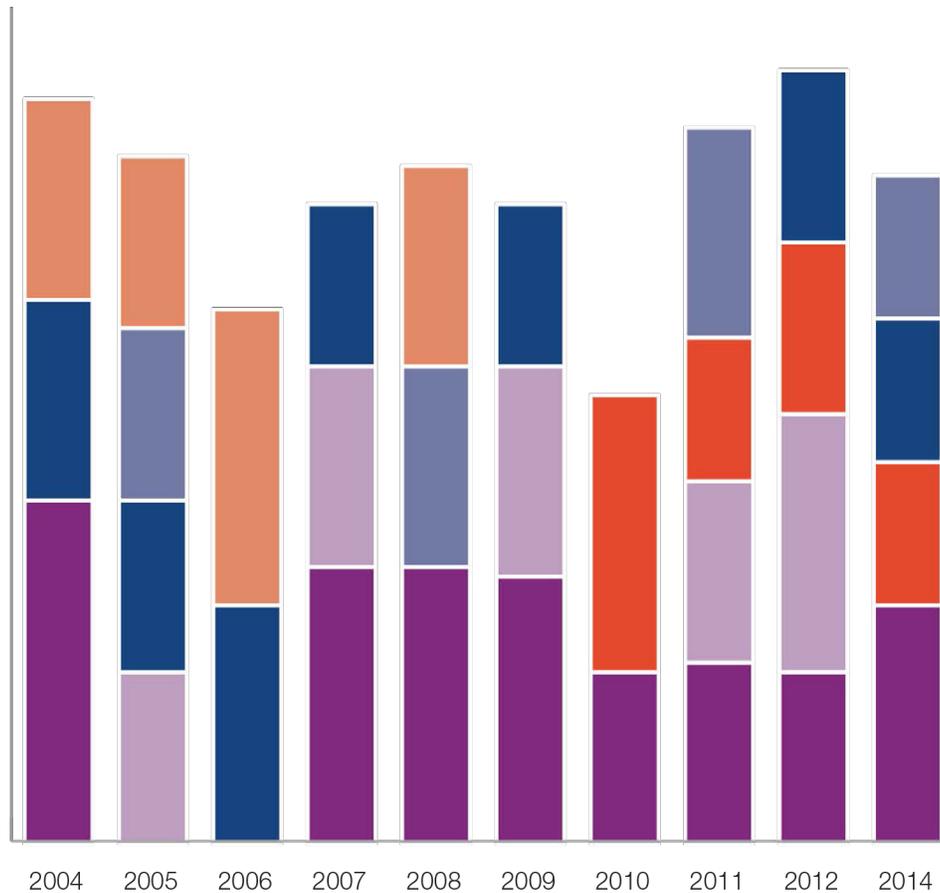
MAJOR TOPICS OF CCPRC MEETING SESSIONS  
2004–2014



TOPICS COVERED IN AT LEAST 15% OF CCPRC MEETING SESSIONS BY YEAR



TOPICS COVERED IN AT LEAST 15% OF  
CCPRC MEETING SESSIONS BY YEAR



- ECE & Family/Child Characteristics & Outcomes
- ECE Supply, Access, Choice, & Continuity
- ECE Quality Assurance, Improvement, & Measures
- ECE Workforce & Professional Development
- System Integration, Coordination, & Alignment
- Economic Impacts of ECE & Child Care Subsidies

## MAJOR TOPICS COVERED IN CCPRC MEETINGS

Major Topics	2004	2005	2006	2007	2008	2009	2010	2011	2012	2014	Overall
ECE & Family/Child Characteristics & Outcomes	36%	9%	13%	29%	29%	28%	18%	19%	18%	25%	23%
ECE Supply, Access, Choice, & Continuity	14%	18%	6%	21%	7%	22%	12%	19%	9%	10%	16%
ECE Quality Assurance, Improvement, & Measures	0%	9%	6%	4%	7%	6%	29%	15%	9%	15%	11%
ECE Workforce & Professional Development	21%	18%	25%	17%	14%	17%	12%	11%	9%	15%	16%
System Integration, Coordination, & Alignment	7%	18%	6%	13%	21%	6%	12%	22%	9%	15%	13%
Subsidy System Processes & Evaluation	0%	0%	13%	13%	0%	6%	6%	4%	9%	10%	6%
Economic Impacts of ECE & Child Care Subsidies	21%	18%	31%	0%	21%	6%	12%	4%	9%	0%	10%
Implementation	0%	9%	0%	0%	0%	6%	0%	4%	9%	5%	2%
Other	0%	0%	0%	4%	0%	6%	0%	4%	9%	5%	3%

# CONSORITUM ANNUAL MEETING SESSIONS BY SPECIFIC TOPIC

## ECE and Family/Child Characteristics and Outcomes

- ▶ Assessing school readiness – special populations
- ▶ Assessing school readiness and child outcomes
- ▶ Changing demographics – research with diverse families
- ▶ Child care choices and experiences – diverse families (ethnic/language minority; special needs children)
- ▶ Child care utilization – diverse families
- ▶ Child characteristics, care environment, well-being, and school readiness
- ▶ Child outcomes in QI/QRIS
- ▶ Child outcomes related to QI
- ▶ Children’s mental health
- ▶ Dual language learners (2 sessions)
- ▶ Engagement with families
- ▶ Family engagement
- ▶ Family engagement in child development/learning
- ▶ Family-provider relationships (3 sessions)
- ▶ High-stakes testing and assessment
- ▶ Hispanic children and families
- ▶ Immigrant, LEP families
- ▶ Linguistically and culturally diverse families
- ▶ Linking practices to child outcomes
- ▶ Parent engagement – QRIS
- ▶ Process quality and child outcomes
- ▶ Promoting school readiness
- ▶ Provider practices supporting parents/families
- ▶ QI and child outcomes
- ▶ QRIS and high-quality family-provider relationships
- ▶ Quality and child outcomes (3 sessions)
- ▶ Quality and early development
- ▶ Quality and school readiness

## ECE Supply, Access, Choice, and Continuity

- ▶ Access and quality for populations of interest
- ▶ Access to child care subsidies
- ▶ Access to quality for infants and toddlers
- ▶ Access vs quality
- ▶ Access vs quality tradeoffs
- ▶ Child care choices of low-income parents
- ▶ Child care decision making
- ▶ Child care decision making – immigrant families
- ▶ Child care instability
- ▶ Child care selection among low-income families
- ▶ Child care stability/continuity
- ▶ Continuity and consistency in subsidized care
- ▶ Continuity of care
- ▶ Continuity of care, parent decision making, and child well-being
- ▶ ECE supply
- ▶ Family child care choices/decisions
- ▶ Inclusive settings – children with special needs
- ▶ Parent choice and access
- ▶ Parent perceptions – subsidies
- ▶ Parent use of child care information
- ▶ Parents and child care
- ▶ Parental decision making
- ▶ Parental decisions about child care
- ▶ Parental perspectives – children with special needs
- ▶ Providing comparative information on child care to parents
- ▶ Stability – dynamics of child care arrangements
- ▶ Strengthening vulnerable families
- ▶ Subsidies – access and choice
- ▶ Subsidy stability and arrangement continuity
- ▶ Supporting family choice
- ▶ Use of high-quality programs

## ECE Quality Assurance, Improvement, and Measures

- ▶ Assessing QRIS
- ▶ Caregiver-child interactions – measuring quality
- ▶ CQI
- ▶ ECE monitoring
- ▶ ECE quality indicators
- ▶ Monitoring and quality assurance
- ▶ QI strategies and innovations
- ▶ QRIS
- ▶ QRIS and quality
- ▶ QRIS participation and movement
- ▶ QRIS results
- ▶ QRIS and state PD systems
- ▶ QRIS validation – standards
- ▶ QRIS/QI evaluations
- ▶ Quality – measuring/defining
- ▶ Quality and QRIS
- ▶ Quality indicators
- ▶ Quality measurement
- ▶ Quality measures

## ECE Workforce and Professional Development

- ▶ Characteristics of providers in subsidy system
- ▶ Child care policies and workforce
- ▶ Child care unionization
- ▶ Compensation
- ▶ ECE credentials
- ▶ ECE professional development
- ▶ ECE workforce
- ▶ Effective PD/QI
- ▶ Effective PD/QI – coaching, consultation, mentoring
- ▶ Home-based child care (2 sessions)
- ▶ Home-based provider participation in QRIS

- ▶ Low-wage workforce
- ▶ PD – measuring
- ▶ PD and system building
- ▶ PD interventions
- ▶ PD models
- ▶ PD strategies
- ▶ PD, training, formal education of workforce
- ▶ Professional development
- ▶ Quality improvement with home-based child care providers
- ▶ Quality in home-based settings
- ▶ QI and PD system alignment
- ▶ QRIS – PD
- ▶ Supporting FFNC
- ▶ Workforce – diverse, stable, quality
- ▶ Workforce development – PD and QI
- ▶ Workforce readiness for change

## System Integration, Coordination, and Alignment

- ▶ Administrative data
- ▶ Administrative data system
- ▶ Child care links with other systems
- ▶ Collaboration/system integration
- ▶ Coordination – CCDF, HS, Pre-K
- ▶ Cross-system initiatives
- ▶ Data and QI initiative and policy decisions
- ▶ Data integration
- ▶ Data linking
- ▶ Data system integration
- ▶ EC collaborations
- ▶ EC partnerships – e.g., EHS, child welfare, child care
- ▶ ECE and child welfare
- ▶ ECE partnerships
- ▶ Integrated data systems

- ▶ Intersection – ECE, child welfare, EI
- ▶ Linking data across systems
- ▶ Multiple programs, services, funding streams
- ▶ School-age care collaborations
- ▶ System collaboration and outcomes
- ▶ Using data and rapid feedback
- ▶ Using data to track/promote child/family outcomes

## Subsidy System Processes and Evaluation

- ▶ CCDF program performance measures
- ▶ Changes in CCDF subsidy program
- ▶ Measuring subsidy receipt
- ▶ State subsidy rate-setting policies
- ▶ Subsidies – measuring
- ▶ Subsidy eligibility
- ▶ Subsidy measurement – duration, dosage, stability
- ▶ Subsidy research
- ▶ Subsidy system improvement

## Economic Impacts of ECE and Child Care Subsidies

- ▶ Child care and low-wage employment
- ▶ Child care in regional economy
- ▶ Child care markets – external forces
- ▶ Self-sufficiency and child care costs
- ▶ Subsidies and child/family well-being
- ▶ Subsidies and employment
- ▶ Subsidies and other work supports
- ▶ Subsidy and child care markets
- ▶ Subsidy and family self-sufficiency
- ▶ Subsidy and parent employment
- ▶ Subsidy and TANF policies – impact on child care markets and outcomes for low-income children and families
- ▶ Subsidy effects on children and families
- ▶ Subsidy impact on employment options and outcomes for low-income families

- ▶ Subsidy/welfare-to-work policies and child care/employment of low-income parents
- ▶ Welfare, work, and child care
- ▶ Work and child care instabilities

## Implementation

- ▶ Implementation (3 sessions)
- ▶ Implementation science

## Other

- ▶ Evaluation methods
- ▶ IHEs
- ▶ Obesity prevention/health promotion
- ▶ Provider perspective – e.g., on subsidies
- ▶ Recession/economic environment impact on providers



