Child and Family Development Research

FY2017

=OPRE

Child and Family Development Research

Disclaimer
The views expressed in this publication do not necessarily reflect the views or policies of the Office of Planning, Research, and Evaluation, the Administration for Children and Families, or the U.S. Department of Health and Human Services.

This report and other reports sponsored by the Office of Planning, Research, and Evaluation are available at http://www.acf.hhs.gov/programs/opre/index.html.

OPRE

Administration for Children and Families http://www.acf.hhs.gov/

The Administration for Children and Families (ACF) in the U.S. Department of Health and Human Services (HHS) is responsible for Federal programs that promote the economic and social well-being of families, children, individuals and communities. ACF aims to foster health and well-being by providing federal leadership, partnership, and resources for the compassionate and effective delivery of human services.

ACF programs aim to:

- Empower families and individuals to increase their economic independence and productivity
- Encourage strong, healthy, supportive communities that have a positive impact on quality of life and the development of children
- Create partnerships with front-line service providers, states, localities and tribal communities to identify and implement solutions that transcend traditional program boundaries
- Improve access to services through planning, reform and integration
- Address the needs, strengths and abilities of vulnerable populations including people with developmental disabilities, refugees and migrants

Office of Planning, Research and Evaluation http://www.acf.hhs.gov/opre

The Office of Planning, Research, and Evaluation (OPRE) studies ACF programs and the populations they serve through rigorous research and evaluation projects. These include evaluations of existing programs, evaluations of innovative approaches to helping low-income children and families, research syntheses, and descriptive and exploratory studies. OPRE aims to build and disseminate knowledge about effective approaches to helping low-income children and families. OPRE's research and evaluation projects are conducted primarily through grants and contracts, and include collaboration with ACF programs offices, HHS's Office of the Assistant Secretary for Planning and Evaluation (ASPE), other Federal entities, and State, Tribal and community partners.

OPRE includes four divisions:

- The Division of Economic Independence focuses on welfare, employment, and family self-sufficiency.
- The Division of Child and Family Development focuses on child care, Head Start, Early Head Start, and child abuse and neglect.
- The Division of Family Strengthening focuses on teen pregnancy prevention, youth development , healthy marriage, responsible fatherhood, family violence, runaway and homeless youth, and home visiting.
- The Division of Data and Improvement focuses on improving the quality, usefulness, sharing, and analysis of data on ACF programs.

OPRE invites you to get the latest news and updates through our e-newsletter and through social media.

 Sign-up for the newsletter, ACF OPRE News, at http://www.acf.hhs.gov/opre

 Follow us on Twitter @OPRE_ACF

 Like us on Facebook Facebook.com/OPRE.ACF

Child and Family Development Research and Evaluation

OPRE's Division of Child and Family Development (DCFD) is responsible for research and evaluation related to Head Start programs, early childhood development, childcare, child maltreatment, and child welfare services. OPRE's research in the area of child and family development focuses on young children, parents and caregivers, families, and youth. Examples of recent focal areas include dual language learners, classroom quality, family engagement, and building workforce capacity.

DCFD invests in rigorous research and evaluation on child and family development topics and disseminates findings to a diverse range of stakeholders, including federal and state policymakers, program administrators, researchers, and intermediary organizations. DCFD funds experimental impact evaluations, process and implementation evaluations, descriptive and theory-building research projects, and measure development aimed at informing the design and implementation of programs and improving our ability to capture outcomes. OPRE also invests in building capacity in the research and evaluation community to answer policy-relevant questions.

DCFD works in close partnership with a number of other officers, including, among others:

In ACF:
- The Office of Head Start;
- The Office of Child Care;
- The Children's Bureau; and
- The Office of Early Childhood Development;

In HHS:
- The Office of the Assistant Secretary for Planning and Evaluation;
- The Substance Abuse and Mental Health Services Administration;
- The Centers for Disease Control and Prevention;
- The Health Resources and Services Administration; and
- The National Institutes of Health;

In the Department of Education:
- The Institute for Education Sciences;
- The Office of Early Learning;
- The Office of Special Education; and
- The Office of English Language Acquisition

The following pages describe major OPRE/DCFD projects in Fiscal Year 2017.

Cross-Cutting Early Childhood Research

DCFD sponsors projects that focus on issues facing low-income children and families who may be served in a variety of settings. These cross-cutting projects may examine populations that multiple ACF programs serve, studies that have several foci, or research methodology that supports high-quality evaluations across OPRE's work.

National Survey of Early Care and Education, 2012

The [National Survey of Early Care and Education (NSECE)](#) of 2012 documented the nation's utilization and availability of early care and education (including school age care), in order to deepen understanding of the extent to which families' needs and preferences coordinate well with providers' offerings and constraints in the U.S. The survey oversampled low-income families because they are a significant focus of early care and education (ECE)/school-age public policy. The NSECE 2012 included five survey components and four related questionnaires, including: a Household Survey; a Home-based Provider Survey; a Center-based Provider Survey; and a Workforce Survey. Data were collected from nationally-representative samples of households with children under the age of 13 years, ECE programs serving children birth to age five, and staff in ECE programs working directly with children in all fifty states and Washington, D.C. OPRE released several NSECE 2012 reports in FY2017, prepared by NORC at the University of Chicago as part of the project Enhancing Analytic Capacity of NSECE Data. A follow-up project implements enhancements to the NSECE 2012 data, provides technical assistance to data users, conducts analyses on the 2012 data, and disseminates restricted-use data. Reports published in 2017 include:

- ♦ *[Early Care and Education Usage and Households' Out-of-Pocket Costs: Tabula-](#)*

[tions from the National Survey of Early Care and Education (NSECE)](#)

- ♦ *[Parents Work Schedules in Households with Young Children](#)*

- ♦ *[How Far are Early Care and Education Arrangements from Children's Homes?](#)*

National Survey of Early Care and Education, 2015-2019

The National Survey of Early Care and Education (NSECE) of 2019 will repeat the NSECE surveys implemented in 2012 with (1) child care and early education programs and providers serving families with children from birth through age five who are not yet in kindergarten; and (2) the teachers and caregivers that work directly with young children. Data collection is scheduled to happen between January and May of 2019.

These surveys of center- and home-based providers and the workforce will gather nationally representative information on the supply of child care and early education available to families across all income levels, with attention to generating a robust sample of providers serving low-income families of all racial, ethnic, language, and cultural backgrounds, in diverse geographic areas. Providers include programs that do or do not participate in the child care subsidy program, regulated, registered, or otherwise listed home-based providers, and center-based programs (e.g., private, community-based child care, Head Start, and state or local pre-K). In addition, the NSECE 2019 will collect information in a manner that facilitates comparisons with data collected for the NSECE in 2012 and allows for examination of the changing landscape of child care and early education programs during that 7-year peri-

Variations in Implementation of Quality Interventions

This project will study the relationship of initial child care and early education (CCEE) classroom process and/or domain-specific quality to intervention-induced changes in observed quality and children's outcomes through a rigorous experimental design. The study will provide the conditions to test the association between process/domain-specific quality and child outcomes above and below predetermined levels of quality. Questions about the quality-child outcomes relationship will be addressed in the context of an in-depth implementation study to understand the conditions necessary to plan, install, and implement an evidence-based intervention that will produce changes in process and/or domain-specific quality and in child outcomes in CCEE classrooms at different levels of initial quality. CCEE classrooms will include those in Head Start, child care, and pre-K programs serving children age birth through four years, not yet in kindergarten. In 2017, DCFD worked with the contractor for the project to finalize a study design, which will include a pilot to be conducted in 2018 to test the feasibility of implementation and impacts on quality for two quality interventions.

Infant and Toddler Teacher and Caregiver Competencies

The Implementation and Assessment of Competencies for Teachers and Caregivers Serving Infants and Toddlers (ITTCC) project will examine existing efforts — across states, institutes of higher education, professional organizations, and programs — related to competencies for teachers and caregivers serving infants and toddlers. The ITTCC project began in 2017 and will explore approaches to the implementation and assessment of competencies, building a conceptual foundation for measurement, research, and evaluation. This effort will draw on knowledge and expertise in competency modeling from industrial-organizational psychology, as well as from relevant caregiving professions that have developed, implemented, and assessed compe-

tencies. The ITTCC project will support ACF in its efforts to improve the quality of care for infants and toddlers in community-based child care and Early Head Start.

Development of a Measure of the Quality of Caregiver-Child Interactions for Infants and Toddlers

Under this project, OPRE developed a new measure that assesses the quality of caregiver-child interactions in child care settings serving infants and toddlers. The Quality of Caregiver-Child Interactions for Infants and Toddlers (Q-CCIIT) evaluates caregivers' responsiveness while accounting for the developmental levels of children from birth to age three. Researchers will be able to apply Q-CCIIT to a variety of child care settings, including center-based and family child care homes, as well as both single- and mixed-age classrooms. In addition to developing the tool, a psychometric field test was conducted to examine the reliability and validity of the new tool and ensure the soundness of the measure for use with diverse populations and settings. OPRE released the report, _Measuring the Quality of Caregiver-Child Interactions for Infants and Toddlers (Q-CCIIT)_, in the winter of 2015. In 2016, OPRE began working on various strategies for supporting the dissemination and sustainability of the Q-CCIIT, including developing a train-the-trainer protocol for observer certification.

Professional Development Tools to Improve Quality of Caregiver-Child Interactions for Infant and Toddler Care

The Quality of Caregiver-Child Interactions for Infants and Toddlers (Q-CCIIT) observation tool was developed between 2010 and 2014 to assess the quality of caregiver-child interactions in non-parental care settings serving infants and toddlers. This project will develop research-

based professional development resources to support the use of Q-CCIIT to improve the quality of child care for infants and toddlers. The project will also conduct a field test to examine use of the professional development tools with caregivers in center-based and family child care settings.

Study of Coaching Practices in Early Care and Education Settings

To explore how coaching practices are implemented and vary in early care and education (ECE) classrooms serving children supported by Child Care and Development Fund (CCDF) subsidies or Head Start grants, OPRE is sponsoring a project to advance understanding of how core features of coaching are implemented in ECE classrooms, how they may vary by key contextual factors, and which are ripe for more rigorous evaluation. Tasks will include establishing an empirically supported conceptual model for how core features may contribute to desired changes in teacher knowledge and practice, designing and conducting a descriptive study to examine the occurrence and variability of coaching features in ECE classrooms, and conducting case studies to examine program or systems-level drivers of coaching and the features being implemented.

Creating a Culture of Continuous Quality Improvement in Child Care and Head Start Settings

The purpose of this project is to explore how child care and Head Start programs can improve the quality of services received by young children, while institutionalizing continuous quality improvement activities. The project will design and assess the feasibility of implementation of a specific approach to continuous quality improvement — the Breakthrough Series Collaborative (BSC) — to promote the uptake and success of evidence-based practices around social and emotional learning (SEL) in both child care and Head Start settings. In 2017, the team conducted a literature re-

view and developed a theory of change framework to be published in early 2018. The feasibility study design and measurement planning was also completed.

In 2018, a BSC focused on supporting children's SEL within eight ECE settings (4 Head Start, 4 child care) in an East Coast, urban area will begin. A study to assess the feasibility of implementing a BSC will be conducted alongside implementation to better understand whether a BSC can successfully improve SEL practices in ECE programs. The study will use an embedded case study design and data from multiple sources at multiple time points, across all phases of implementation of the BSC, to understand the organizational and individual characteristics that relate to feasibility, and the supports within the BSC that are associated with progress towards improvement.

Assessing the Implementation and Cost of High Quality Early Care and Education, 2014-2019

The goal of the Assessing the Implementation and Cost of High Quality Early Care and Education (ECE-ICHQ) is to create an instrument for research, practice, and programs to measure implementation and costs of providing ECE services at centers for children from birth to age 5. The project has two focuses: (1) measuring programs' efforts to support quality; and (2) the cost of operating the programs. The ultimate goal is to produce measures of implementation and

Early Head Start-Child Care Partnerships Study

The purpose of the Study of Early Head Start-Child Care (EHS-child care) Partnerships is to gain a better understanding of EHS-child care partnerships aimed at supporting quality improvement, child development, and family well-being in early childhood settings serving infants and toddlers. The study includes a review of the literature to summarize the current knowledge base around EHS-child care partnerships; development of a theory of change model to articulate relations among key features, characteristics, and expected outcomes of partnerships; development of approaches to measuring partnerships for existing and new data collection efforts; and the design and implementation of a descriptive study documenting the characteristics and features of EHS-child care partnerships and activities aiming to improve professional development and the quality of services to better meet families' needs. Data collection for the surveys and case studies has been completed. The final report is expected to be released in the summer of 2018.

Child Care and Early Education Research Connections

[Child Care & Early Education Research Connections (Research Connections)](#) promotes high-quality research in child care and early education and the use of research findings in policymaking. Research Connections' website offers a free, comprehensive, and up-to-date collection of scholarly research, policy briefs, government reports, data sets, and instruments from a wide range of disciplines and sources. Interactive tools allow users to refine searches, download full text documents, build customized tables, and analyze research data online. Research Connections also compiles bibliographies, develops issue briefs, synthesizes research on key topics, and hosts data-training workshops.

Child Care and Early Education Policy Research Consortium

The Child Care and Early Education Policy Research Consortium (CCEEPRC), formerly the Child Care Policy Research Consortium (CCPRC), was created by ACF in 1995 to increase national capacity for sound child care research, identify and respond to critical issues, and link child care research with policy and practice. Supported by OPRE and the Office of Child Care, the CCEEPRC includes former and current grantees and contractors funded by ACF to conduct child care and early education policy-related research. In partnership with OPRE, CCEEPRC holds an annual research meeting that builds on in-depth roundtables and other activities throughout the year, and provides a forum for researchers and policymakers to investigate emerging research findings, questions, and methods that relate to improved outcomes for children and families. Child Care and Development Fund State Administrators, technical assistance partners, and Federal staff from other agencies and departments join with CCEEPRC members at the annual meeting to learn about emerging research findings, consider how the findings can be used to improve child care and early education policy and practice, and highlight new research questions and methodologies.

Materials from annual Consortium meetings are available through [Research Connections.](#)

National Research Conference on Early Childhood 2018

Planning for the 2018 National Research Conference on Early Childhood (formerly known as the Head Start National Research Conference) began in June 2017. Since 1991, the conference has highlighted innovative research regarding early childhood policy and practice, and services for low-income families with young children. The

new name for the conference is part of an effort to actively encourage participation from researchers, practitioners, and policymakers across early childhood research fields.

The 2018 conference planning is underway, including a Call for Submissions from the public, a set of invited sessions developed by a program committee, and a set of sessions focusing on federal projects. The 2018 conference will be held June 25th through 27th at the Crystal Gateway Marriott in Arlington, Virginia.

Early Childhood Training and Technical Assistance Cross-Systems Evaluation

This utilization-focused evaluation of ACF's Early Childhood Training and Technical Assistance System (T/TA System) aims to inform ongoing improvement of the T/TA System and to support the evaluation activities of T/TA system stakeholders. The project includes a comprehensive literature review, cross-system evaluation studies, and technical support for evaluation and continuous quality improvement among ACF's T/TA System stakeholders. Stakeholders include Federal agencies and ACF's National T/TA network, such as the national centers and the Regional T/TA network of T/TA developers and providers funded by the Office of Head Start and the Office of Child Care.

Network of Infant/Toddler Researchers

The Network of Infant/Toddler Researchers (NITR) answers questions concerning children's first three years of life by bringing together researchers interested in policy and practice that pertain to infants and toddlers. NITR members collaborate to identity relevant existing research and translate it for a variety of audiences. NITR builds capacity by facilitating networking and coordination among the participants to conduct future research that will inform programs. NITR members include staff from OPRE and other ACF/HHS agencies, researchers in aca-

demia, and contractors who are working on issues related to the first three years of life.

Cross-Site Evaluation of Project LAUNCH

This evaluation, funded by the Substance Abuse and Mental Health Services Administration (SAMHSA) through an interagency agreement between OPRE and SAMHSA, focuses on the outcomes of Project LAUNCH (Linking Actions for Unmet Needs in Children's Health) for children and families. Project LAUNCH grantees implement a range of evidence-based public health strategies to support young child wellness. The multi-site evaluation involves primary data collection of child-specific outcomes from parents recruited from early childhood education centers randomly selected from LAUNCH grantee locations and comparison community early childhood education centers from non-LAUNCH locations. The evaluation design also involves the structured collection and compilation of data regarding system changes in LAUNCH target areas and control areas.

Child Care: Raising Quality and Supporting Parental Employment

A growing body of research demonstrating the link between high quality early care and education and positive child and family outcomes has encouraged efforts to enhance early care and education programs. Early care and education programs serve as resources for families, supporting young children's development in a variety of domains, assisting parents, and providing comprehensive services for families. Research in this area focuses on early learning education standards, improving quality in care settings, innovative interventions, and supporting parental employment through access to high quality care.

Child Care Administrative Data Analysis Cooperative Agreements

Child Care Administrative Data Analysis Cooperative Agreements support Child Care and Development Fund (CCDF) Lead Agencies in conducting rigorous, policy-relevant research that primarily uses child care administrative data. Grantees pursue research questions of national and state relevance, developing their methodology and research questions in partnership with local and state child care researchers and other stakeholders.

Child Care and Development Block Grant Implementation Research and Evaluation Planning Grants Cohort 1 and Cohort 2

In 2016, ACF began the Child Care and Development Block Grant (CCDBG) Implementation Research and Evaluation Grants program. The goal of this grant program is to provide CCDF

Lead Agencies the opportunity to plan for and evaluate the initiatives and policies that they intend to implement in response to the goals of the CCDBG Act of 2014. The grant program has two phases: Phase I involves grants to plan for an evaluation and Phase II involves grants to conduct an evaluation.

The first cohort of planning grants (Phase I/ Cohort 1) includes 8 CCDF Lead Agencies awarded cooperative agreements in September 2016. The second cohort (Phase I/Cohort 2) includes 3 CCDF Lead Agencies awarded cooperative agreements in May 2017. At the end of the planning grant, grantees are expected to articulate how the evaluation will be implemented in Phase II by documenting and measuring implementation of policies, including funding of implementation; tracking child, family, and provider level variables; developing and sustaining research partnerships; and executing their research plan.

Child Care and Development Fund Policies Database

Since 2008, the Child Care and Development Fund (CCDF) Policies Database has collected, coded, and disseminated CCDF policies for all 50 states, the District of Columbia, and U.S. territories and outlying areas. It captures detailed information on eligibility, family payments, application procedures, and provider-related policies, including dates of enactment and some of the policy variations that exist within states/ territories. The project disseminates information in different forms to meet the needs of various users—quantitative and qualitative researchers, policymakers, and administrators at all levels of government. In 2017, OPRE released a brief providing a graphic overview of some of the CCDF policy differences across states/territories. The project also introduced a new website and search tool, allowing users to search the full da-

SPOTLIGHT ON CHILD CARE RESEARCH PARTNERSHIPS, 2013 GRANTEES

Since 1995, ACF has awarded five cohorts of Child Care Research Partnership grants. These 21 grants have supported research conducted by state agencies, researchers, and other organizations working together in partnership on a broad range of child care policy topics. Project teams include state agencies and research organizations partnering to address questions of significance to state and federal policies. Here are the study objectives and methods of each team in the 2013 cohort:

♦ ***Are You In? Family Child Care Providers Experiences in Quality Improvement Initiatives:*** The California partnership (California State University Northridge, California Department of Education, and Child Care Resource Center) is examining quality improvement activities among family child care providers.

♦ ***Stars Plus: Promoting Quality Improvement for Family Child Care Providers in QRIS using a Community of Practice Model:*** Researchers at the University of Delaware partner with Delaware and Kentucky to study family child care providers' (FCCP) experiences with Quality Rating and Improvement Systems (QRIS).

♦ ***Child Care Research Partnership: Determinants of Subsidy Stability and Child Care Continuity in Illinois and New York: Phase 2   A Focus on the Subsidy Quality Intersection:*** Researchers at the University of Chicago and Urban Institute continue their partnership with Illinois and New York child care administrators and four local offices to investigate the determinants of subsidy stability and child care continuity.

♦ ***Child Care Collaboration and Quality:*** Education Development Center partnered with state level agencies in Maryland and Vermont to examine the nature of state and local level collaborations and their role in enhancing child care quality with two studies.

♦ ***Evaluation of the Child Care Voucher Eligibility Reassessment Administrative Policy Changes in Massachusetts:*** Researchers at Brandeis University and Boston University partnered with Massachusetts Department of Early Education and Care to evaluate administrative changes designed to make the process of accessing and maintaining child care subsidies more family friendly.

♦ ***Virgin Islands Partners for Early Success:*** Virgin Islands Department of Human Services and University of Virgin Islands jointly investigated the validity of the Virgin Islands' Quality Rating and Improvement System by: (1) evaluating the strategies and tools used to assess early care and education (ECE) quality and (2) examining the effects of introducing QRIS and new licensing regulations on the supply and quality of ECE.

Child Care and Early Education Policy and Research Analysis

The Child Care and Early Education Policy and Research Analysis (CCEEPRA) project provides expert advice, assistance, and consultation to researchers and policymakers. It conducts assessments, analyses, and summaries of policies, practices, and research relevant to ACF, informing OPRE's research priorities. CCEEPRA also identifies and refines measures and instruments to improve data collection and convenes early care and education experts conducting research relevant to the Child Care and Development Fund (CCDF) and other early childhood programs and systems in states, territories, and tribes. In 2017 the CCEEPRA project convened experts on the topics of Licensing and Quality in ECE (February 2017), Early Care and Education Quality Measures (March 2017), Research and Evaluation of Quality Rating and Improvement System (July 2017), and Measuring and Assessing Access to ECE (August 2017). These meetings of experts informed many topical products currently in preparation. The project hosts several topical workgroups involving researchers, practitioners and policy makers who share emerging findings on the focal topic, identify gaps in the research and collaborate in developing products of interest to researchers and policymakers. The topical workgroups hosted in 2017 addressed: Home-Based Providers, Professional Development of the ECE Workforce, Subsidies, Access and Quality of ECE, and IN-QUIRE *(Quality Initiatives Research and Evaluation Consortium)*. The contract also supports the production of literature reviews, measures compendia, meeting summaries, briefing papers, webinars, research briefs, and research-to-policy and research-to-practice briefs. OPRE released several reports in 2017, including:

♦ *Supporting the Use of Administrative Data in Early Care and Education Research: Resource Series*

♦ *Working Toward a Definition of Infant/ Toddler Curricula: Intentionally Furthering the Development of Individual Children with-*

♦ *Defining and Measuring Access to High-Quality Early Care and Education (ECE): A Guidebook for Policymakers and Researchers*

♦ *Measures Used in Quality Rating and Improvement Systems (QRIS) Validation Studies*

Child Care Research Partnerships, 1995-2014

The Child Care Research Partnership grants support research on child care policy issues conducted by state agencies, researchers and other organizations in partnership. Partnerships must include the State agency that administers the Child Care and Development Fund, and at least one member must be a research group. Since 1995, ACF has awarded five cohorts of Child Care Research Partnership grants. These 21 grants have supported research conducted by state agencies, researchers, and other organizations working together in partnership on a broad range of child care policy topics.

Center for Supporting Research on Child Care and Development Block Grant Implementation, 2016 -2021

The purpose of this Center is to support Child Care and Development Fund (CCDF) Lead Agencies in building research capacity to help inform and evaluate policies and initiatives implemented in response to the goals of the Child Care and Development Block Grant (CCDBG) Act of 2014. OPRE also awarded research and evaluation planning grants to eight lead agencies in FY 2016 and to three additional grantees in FY 2017. The Center will support agencies that received planning grants. The Center also aims to enhance research capacity among all lead agencies, including those that are not grant recipients. As a primary focus, the Center will provide capacity-building activities, tailoring specific activities to meet the interests and needs of lead agencies, as well as supporting cross-grantee collaboration and learning.

Early Care and Education Research Scholars: Child Care

The Early Care and Education Research Scholars: Child Care program supports dissertation research on child care policy issues in partnership with state Child Care and Development Fund (CCDF) Lead Agencies, and builds capacity in the field to focus research on questions that inform child care policy decision-making. The specific goals of the Child Care Research Scholars grants are: (1) to directly support graduate students as a way of encouraging the conduct of child care policy research; (2) to foster mentoring relationships between faculty members and graduate students who are pursuing doctoral-level research in the child care field; and (3) to encourage active communication, networking, and collaboration among graduate students, their mentors, and other senior child care researchers.

Head Start and Early Head Start: Enhancing Health and Human Services for Low-Income Families

Head Start research over the past decade has provided valuable information not only for guiding program improvements in Head Start itself, but also for the larger field of early childhood programming and development. Head Start programs have collaborated with researchers in making significant contributions in terms of program innovation and evaluation, as well as the use of systematic data collection, analysis and interpretation in program operations.

Early Head Start Family and Child Experiences Study

The Early Head Start Family and Child Experiences Survey (Baby FACES) is a nationally representative descriptive study of Early Head Start aimed at informing program planning, technical assistance, and research at the national level by:

♦ Providing descriptive information about the quality, frequency, and intensity of Early Head Start services;

♦ Describing the characteristics, qualifications, and professional supports provided to staff working with Early Head Start families;

♦ Identifying key characteristics, strengths, and needs of families served in Early Head Start;

♦ Learning how Early Head Start children and families are faring in key areas of child and family well-being; and

♦ Exploring associations between the type and quality of Early Head Start services and child and family well-being.

Baby FACES 2009 was the first cohort of the study; a second cohort is planned to begin data collection in 2018. In 2017, DCFD finalized the study design for Baby FACES 2018, which will employ a cross-sectional approach with a nationally representative sample of programs, centers, classrooms, home visitors, and children of all age groups enrolled in Early Head Start (to be repeated in 2020).

Head Start Family and Child Experiences Survey

The Head Start Family and Child Experiences Survey (FACES) is a periodic survey of a nationally representative sample of Head Start children that provides descriptive information on the characteristics, experiences, and outcomes of Head Start children and families, as well as the characteristics of the Head Start programs that serve them. The most recent data collections occurred in the fall of 2014, spring of 2015, and spring of 2017. OPRE released a technical report in the fall of 2016, which examines data from three successive cohorts (2006, 2009, 2014) for trends in observed classroom quality. A number of products from the fall 2014 and spring 2015 data collections, including the data files, will be released in early 2018.

American Indian and Alaska Native Head Start Family and Child Experiences Survey

The American Indian and Alaska Native Head Start Family and Child Experiences Survey (AI/AN FACES) is designed to provide information on Head Start programs and the children and families they serve in Region XI, whose programs are designed to serve predominantly AI/AN children and families. The design of the survey is informed by members of the AI/AN FAC-

ES Workgroup which includes tribal Head Start directors, researchers with expertise working with tribal communities, federal officials from the Office of Head Start, Region XI, and OPRE.

Data collection occurs with Region XI children, families, classrooms, and programs. The first AI/AN FACES occurred in 2015 and will take place again in 2019. Reports and briefs highlighting the findings from AI/AN FACES 2015 will be released in early 2018.

Migrant and Seasonal Head Start Study

The Migrant and Seasonal Head Start (MSHS) study is a four-year study that is examining MSHS programs and practices and the children and families served by the MSHS program. MSHS provides early childhood support for migrant and seasonal farmworkers. The study is examining program practices in multiple domains, including enrollment, recruitment, and dual language support. The study is also exploring the well-being of children and families receiving services. A particular focus of the MSHS Study will be language practice and language assessments utilized across centers. The results of OPRE's work on the Design for Migrant and Seasonal Head Start Survey provides further information regarding the MSHS program and design options under consideration. Data collection was substantially completed for the projected over the course of 2017.

Migrant and Seasonal Head Start Supplement to the National Agricultural Workers Survey

The Migrant and Seasonal Head Start (MSHS) Supplement to the National Agricultural Workers Survey (NAWS) is a project that OPRE has developed, piloted, and implemented in collaboration with the Office of Head Start and the Department of Labor's Employment and Training Administration. This effort partially addresses requirements from the Head Start School Readi-

ness Act 2007 for an MSHS Study of the MSHS-eligible population. This supplement also provides a demographic portrait of families who are currently accessing or eligible to access MSHS nationwide.

Early Care and Education Research Scholars: Head Start

The Head Start Graduate Student Research Grant Program is designed to build research capacity in and knowledge of effective early childhood interventions with low-income children and families. The grant program does this by providing support for dissertation research conducted by graduate students working in partnership with local Head Start or Early Head Start programs. The immediate goals of the grant program are to: (1) support the completion of high quality research projects directed at the current concerns of Head Start and Early Head Start programs and policy makers; (2) encourage research with Head Start and Early Head Start populations; (3) promote mentor-student relationships that provide project supervision in the field and support students' professional development; (4) emphasize the importance of developing working research partnerships with Head Start and Early Head Start programs, thereby increasing the effectiveness of the applied research work; and (5) support active communication, networking and collaboration among the group of grantee graduate students, their mentors, and policymakers.

SPOTLIGHT ON AMERICAN INDIAN AND ALASKA NATIVE HEAD START FAMILY AND CHILD EXPERIENCES SURVEY

The American Indian and Alaska Native Head Start Child and Family Experiences Survey (AI/AN FACES 2015) is the first national study of Region XI Head Start children, families, and programs. The design of the survey is informed by members of the AI/AN FACES workgroup which includes tribal Head Start directors, researchers with expertise working with tribal communities, federal officials from the Office of Head Start, Region XI, and OPRE.

The AI/AN FACES 2015 sample represents all children enrolled in Region XI Head Start in fall 2015. Direct assessments, surveys, observations, and administrative data were used to describe child and family characteristics; child cognitive, social emotional, and physical development; and children s teachers, classrooms, and programs. Data collection occurred in the fall of 2015 and spring of 2016.

Reports, briefs, and project presentations can be found here and include:

♦ Descriptive Data on Region XI Head Start Children and Families: AI/AN FACES Fall 2015 Spring 2016 Data Tables and Study Design

♦ Psychometric Analyses of Child Outcome Measures with American Indian and Alaska Native Preschoolers: Initial Evidence from AI/AN FACES 2015 Technical Report

♦ Two webinars

♦ Three research briefs include:

- A national portrait of the characteristics, development, and well being of children and families at the beginning of the Head Start program year;

- A national portrait of children in Region XI progress over the program year; and

- Children in Region XI cultural and language experiences

A restricted use AI/AN FACES 2015 data set is available for additional analyses by qualified researchers in order to further provide critically needed information about Region XI Head Start programs and the children and families they serve. Information about the data set and how to apply for access is available at www.researchconnections.org.

Head Start University Partnership Grants: Dual-Generation Approaches

The goal of this grant program is to examine how Head Start can promote family well-being, including health, safety, and financial security, as well as children's school readiness. Researchers working in partnership with one or more Head Start programs lead these studies, evaluating promising dual generation approaches, which combine child-focused programs with intensive adult-focused services to support both parents' well-being and children's school readiness. Each of the four grantees is conducting an implementation study and evaluating the effectiveness of the selected intervention or approach.

Early Head Start University Partnership Grants: Buffering Children from Toxic Stress

The Early Head Start University Partnership Grants: Buffering Children from Toxic Stress is a set of 6 grants examining the implementation and efficacy of different promising parenting interventions in Early Head Start settings to help buffer children from toxic stress. These grants have three overarching goals: (1) identify the children and families most vulnerable to stress; (2) enhance Early Head Start (EHS) services by implementing parenting interventions that are designed to ameliorate the effects of chronic stress on children's development; and (3) advance applied developmental neuroscience. Each grant is testing a [different preventative intervention](#) (e.g., The Playing and Learning Strategies Intervention (PALS), Promoting First Relationships (PFR), Filming Interactions to Nurture Developments (FIND), etc.) Results from this research will help build a cumulative knowledge base regarding the role Early Head Start can play in promoting practices that buffer children from toxic stress.

Promoting Child Welfare

The promotion of children's safety, permanence, and well-being are the principles that guide child welfare practice and policy. OPRE's child welfare research portfolio includes studies on children who have experienced or are at risk for maltreatment, families who are investigated by Child Protective Services, and children and families who access child welfare services. OPRE partners with ACF's Children's Bureau to conduct research covering a broad array of topics, including identification of antecedents and consequences of child maltreatment, strategies for its prevention, and service needs and outcomes for children who experience it.

National Survey of Child and Adolescent Well-Being

The National Survey of Child and Adolescent Well-Being (NSCAW) is a nationally-representative, longitudinal survey of children and families who have been the subjects of investigation by Child Protective Services. NSCAW examines data from first-hand reports of children, parents, and other caregivers, as well as reports from caseworkers, teachers, and administrative records data. NSCAW also addresses child and family well-being outcomes in detail and seeks to relate those outcomes to experience with the child welfare system, as well as family characteristics, community environment, and other factors. In the fall of FY2015, OPRE awarded a new contract to begin work to field a third cohort for the study. Recruitment of child welfare agencies and baseline data collection of participants is currently underway.

Supporting Evidence Building in Child Welfare

The overall purpose of this project is to support OPRE and the Children's Bureau (CB) in increasing the number of evidence-supported interventions for the child welfare population by conducting rigorous evaluations and supporting the field in moving toward rigorous evaluations.

The project will focus initially on interventions that have been fully implemented previously in at least one setting, undergone formative testing, and have shown some significant impacts through summative evaluation, rather than those that are in earlier stages of development and testing. Key project tasks include identification of priority areas and interventions ripe for moving to the next level of evidence; review of existing evidence and feasibility issues; rigorous impact evaluations of interventions (implementation of which will not be funded under this contract); and consultation around complex evaluation designs or statistical methods relevant for testing interventions in one or more sites. The results of the evaluations will be disseminated to meet the needs of ACF, CB, policymakers, practitioners, and other key stakeholders. They will also be published in peer-reviewed journals, for inclusion in appropriate evidence reviews.

Child Maltreatment Incidence Data Linkages

The Child Maltreatment Incidence Data Linkages (CMI Data Linkages) project will support ACF in identifying and enhancing existing administrative data linkage practices related to examining the incidence and risk of child maltreatment. Through the design and execution of a multi-site feasibility study, the CMI Data Linkages project will explore how enhancing and scaling innovative data linkage practices can improve our understanding of child maltreatment incidence and related risk and protective factors.

Key project tasks include: identifying sites utilizing administrative data linkages to address priority research questions about child maltreatment incidence and related risk; planning and carrying out a feasibility study across sites; and facilitating communication and information sharing across sites. The CMI Data Linkages project began in 2017 and aims to identify practices that will pro-

Design Options for Understanding Child Maltreatment Incidence

This project seeks to support ACF in developing design options for a potential study or group of studies that would leverage existing administrative data, innovative methods, and advanced statistical techniques to obtain accurate and ongoing surveillance on both the incidence of child abuse and neglect and types of related risk. This project will allow for the identification and prioritization of key research questions; exploration of design options, including innovative methodological approaches; review of existing administrative datasets and ongoing surveys; examination of measurement issues; and consideration of resource allocation.

Definitions and Policies Related to the Incidence of Child Abuse and Neglect

This project will support ACF in identifying federal, state, and/or local definitions and policies related to the surveillance of child maltreatment and related risk and protective factors. The project will explore promising and feasible strategies for compiling information from selected definitions and policies as well as extracting meaningful categories and variables to be uniformly coded. The objective is to create a database and analytical files of coded categories and variables.

The database and analytic files would be a resource for researchers who are interested in examining differences in definitions and policies related to child maltreatment incidence across states and localities as well as over time. The primary goal is to allow researchers to link the analytic files to other data sources in order to address important questions about how variations in these definitions and policies are associated with child welfare intake, screening practices, substantiation decisions, service provision, and ultimately child safety and well-being.

Understanding Postadoption and Guardianship Instability for Children and Youth Who Exit Foster Care

The Understanding Postadoption and Guardianship Instability for Children and Youth Who Exit Foster Care project was launched in 2017 to better understand post-permanency instability for children and youth who exit foster care through adoption or guardianship. The project involves several tasks, including: (1) Conducting a review of existing literature; (2) Compiling relevant policies, procedures, and data; (3) Developing design options that leverage existing data sources to enhance ACF's understanding of postadoption and guardianship instability; and (4) Carrying out activities for selected design options. The project will also support the creation of resources to help build the capacity of agencies at the federal-, state-, and/or local-level to obtain accurate and ongoing information on post-permanency instability among children and youth who exit foster care through adoption or guardianship.

Human Trafficking: Improving Services for Survivors

Human trafficking involves both forced labor and sexual exploitation of minors and adults, of citizens and lawful permanent residents, and of men and women. To improve services for domestic victims of human trafficking, enhance performance measurement, and guide future evaluation, OPRE has partnered with the Children's Bureau (CB), the Office of Trafficking in Persons (OTIP), and the Family and Youth Services Bureau (FYSB).

Domestic Human Trafficking and the Child Welfare Population

The overall purpose of this project is to support ACF's Children's Bureau (CB) in its efforts to identify and better assist the children and youth served by its programs who are victims of human trafficking or who are at risk of exploitation in the form of human trafficking. Specifically, this project seeks to identify the knowledge base related to human trafficking and child welfare in order to assist CB in creating a research agenda, to include: children and youth in child welfare settings who are victims of human trafficking or at risk of human trafficking; current program policies and practices related to this population; risk factors that may make certain individuals more vulnerable to force, fraud, and coercion and more likely to become a victim of human trafficking; and promising models to address human trafficking in the child welfare population.

Evaluation of Domestic Victims of Human Trafficking Demonstration Projects

In 2014, ACF's Family and Youth Services Bureau (FYSB) awarded three grants to carry out demonstration projects to provide coordinated case management and comprehensive direct victim assistance to domestic victims of severe forms of human trafficking. In 2015, FYSB awarded three additional demonstration project grants. The intent of the grant program is to improve organizational and community capacity to deliver trauma-informed, culturally relevant services for domestic victims of human trafficking. The grantees are expected to build and sustain coordinated systems of agency services and partnerships with allied professionals in community-based organizations, such as runaway and homeless youth, domestic violence, sexual assault and human trafficking victim services programs.

Working closely with FYSB, OPRE is overseeing a cross-site process evaluation of these demonstration projects. Key questions of interest are related to the use of the community needs assessment, the necessary conditions for partnership expansion, factors associated with the provision and receipt of comprehensive victim-centered services, survivors' experiences with the program and their short-term outcomes, and the costs of program components. OPRE released a report and a practice brief from the first cohort of demonstration projects in the summer of 2017. A report and a practice brief from the second cohort of demonstration projects is anticipated in 2018.

Evaluation of Domestic Victims of Human Trafficking Program

Building off of the previous evaluation of the Domestic Victims of Human Trafficking Demonstration Projects, in 2016 ACF's Office on Trafficking in Persons (OTIP) in conjunction with FYSB awarded thirteen cooperative agreement grants to implement the Domestic Victims of Human Trafficking (DVHT) Program. The DVHT Program is focused on providing comprehensive case management, direct services and assistance, and referrals to domestic victims of severe forms

SPOTLIGHT ON EVALUATION OF DOMESTIC VICTIMS OF HUMAN TRAFFICKING DEMONSTRATION PROJECTS

To improve services for domestic victims of human trafficking, ACF s Family and Youth Services Bureau (FYSB) awarded three grants in 2014 to implement demonstration projects. The intent of the grant program is to improve organizational and community capacity to deliver trauma informed, culturally relevant services for domestic victims of human trafficking. The grantees are expected to build and sustain coordinated systems of agency services and partnerships with allied professionals in community based organizations, such as runaway and homeless youth, domestic violence, sexual assault and human trafficking victim services programs.

The Evaluation of Domestic Victims of Human Trafficking Demonstration Projects (DVHT) cross site evaluation was designed to detect projects' practice strategies for: (1) identifying and engaging domestic trafficking victims in service delivery; (2) coordinating comprehensive services across the range of needed providers; and (3) tailoring services to individuals who have experienced severe and long term trauma.

OPRE released the report, _Evaluation of Domestic Victims of Human Trafficking Demonstration Projects: Final Report from the First Cohort of Projects_ in August 2017. This report documents the experiences of the first cohort of three grantees that implemented the DVHT demonstration projects from October 2014 through September 2016 in Maricopa and Pima Counties, Arizona; New York, New York; and Salt Lake City, Utah.

The three demonstration projects undertook a variety of activities and collaborated with numerous partners to develop and expand organizational and community capacity to identify and serve trafficking victims. The projects' diverse backgrounds, target populations, and partners shaped implementation of unique configurations and service models across projects.

♦ Projects include: a runaway and homeless youth organization, a refugee and immigrant organization, and a court based services program. These illustrated three distinct examples of how projects organized and collaborated with community partners to provide comprehensive services to trafficking victims.

♦ A total of 341 clients participated in case management services. Of clients reported to have been trafficked, 95% were sex trafficked and 25% were labor trafficked. The varied characteristics of clients reflect the diversity of projects' service models and referral sources.

♦ Projects met many clients' needs; however, lack of appropriate, accessible services and individual level client factors were key barriers to service engagement and delivery. Projects and partners provided crisis intervention, safety planning, emotional support, legal services, victim advocacy, transportation, and life skills to nearly all clients who needed it. Some services were difficult to provide, including substance abuse treatment, dental health, employment,

of human trafficking. Services include, but are not limited to: long-term housing; substance abuse treatment; mental health counseling; educational opportunities; job training and skills; and legal and financial advocacy. Programs must integrate survivor engagement into their case management and service delivery strategies. The intent of the DVHT Program is to build, expand, and sustain organizational and community capacity to deliver trauma-informed, strength-based, and victim-centered services for domestic victims of severe forms of human trafficking through coordinated case management, a system of referrals, and the formation of community partnerships.

Working closely with OTIP, OPRE is overseeing an evaluation of the DVHT Program. Key objectives are to assess grantee site policies, practices, and services, including the focus of this grant program on access to long-term housing options, substance abuse treatment, and integration of survivor-informed services.

Evaluation of Domestic Victims of Human Trafficking Program

Building off of the previous evaluation of the Domestic Victims of Human Trafficking Demonstration Projects, in 2016 ACF's Office on Trafficking in Persons (OTIP) in conjunction with FYSB awarded thirteen cooperative agreement grants to implement the Domestic Victims of Human Trafficking (DVHT) Program. The DVHT Program is focused on providing comprehensive case management, direct services and assistance, and referrals to domestic victims of severe forms of human trafficking. Services include, but are not limited to: long-term housing; substance abuse treatment; mental health counseling; educational opportunities; job training and skills; and legal and financial advocacy. Programs must integrate survivor engagement into their case management and service delivery strategies. The intent of the DVHT Program is to build, expand, and sustain organizational and community capacity to deliver trauma-informed, strength-based, and victim-centered services for domestic victims of severe forms of human trafficking

through coordinated case management, a system of referrals, and the formation of community partnerships.

Working closely with OTIP, OPRE is overseeing an evaluation of the DVHT Program. Key objectives are to assess grantee site policies, practices, and services, including the focus of this grant program on access to long-term housing options, substance abuse treatment, and integration of survivor-informed services.

Evaluation of Domestic Victims of Human Trafficking Demonstration Projects

In 2014, ACF's Family and Youth Services Bureau (FYSB) awarded three grants to carry out demonstration projects to provide coordinated case management and comprehensive direct victim assistance to domestic victims of severe forms of human trafficking. In 2015, FYSB awarded three additional demonstration project grants. The intent of the grant program is to improve organizational and community capacity to deliver trauma-informed, culturally relevant services for domestic victims of human trafficking. The grantees are expected to build and sustain coordinated systems of agency services and partnerships with allied professionals in community-based organizations, such as runaway and homeless youth, domestic violence, sexual assault and human trafficking victim services programs.

Working closely with FYSB, OPRE is overseeing a cross-site process evaluation of these demonstration projects. Key questions of interest are related to the use of the community needs assessment, the necessary conditions for partnership expansion, factors associated with the provision and receipt of comprehensive victim-centered services, survivors' experiences with the program and their short-term outcomes, and the costs of program components. OPRE released a report and a practice brief from the first cohort of demonstration projects in the summer of 2017. A report and a practice brief from the second cohort of demonstration projects is anticipated in 2018.

Evaluation of Domestic Victims of Human Trafficking Program

Building off of the previous evaluation of the Domestic Victims of Human Trafficking Demonstration Projects, in 2016 ACF's Office on Trafficking in Persons (OTIP) in conjunction with FYSB awarded thirteen cooperative agreement grants to implement the Domestic Victims of Human

Trafficking (DVHT) Program. The DVHT Program is focused on providing comprehensive case management, direct services and assistance, and referrals to domestic victims of severe forms of human trafficking. Services include, but are not limited to: long-term housing; substance abuse treatment; mental health counseling; educational opportunities; job training and skills; and legal and financial advocacy. Programs must integrate survivor engagement into their case management and service delivery strategies. The intent of the DVHT Program is to build, expand, and sustain organizational and community capacity to deliver trauma-informed, strength-based, and victim-centered services for domestic victims of severe forms of human trafficking through coordinated case management, a system of referrals, and the formation of community partnerships.

Working closely with OTIP, OPRE is overseeing an evaluation of the DVHT Program. Key objectives are to assess grantee site policies, practices, and services, including the focus of this grant program on access to long-term housing options, substance abuse treatment, and integration of survivor-informed services.

Evaluation of the National Human Trafficking Hotline Program

The primary objective of this project is to develop and execute an evaluation of the National Human Trafficking Hotline (NHTH), a 24-hour toll-free line which provides assistance and service referrals to potential victims, service providers, law enforcement officials, and other individuals who contact the NHTH, and also provides time-sensitive tips to appropriate local, state, or federal law enforcement authorities.

Specifically, the evaluation will: describe the activities, procedures, and organization of the NHTH; describe the customer service of the NHTH; describe the immediate outcomes of the NHTH; and explore the creation of one or more new performance measures. Additionally, this project will explore design options and feasibility for a more extensive evaluation that involves follow-up data collection with callers to the NHTH, while protecting the safety and privacy of the callers.

Recognizing Cultural Diversity

While a growing body of research has greatly advanced knowledge of child and family development, more needs to be learned about the diversity of cultural features (e.g., language) among families accessing federal resources and the implications for early care and education programs and policies. DCFD seeks to better represent Hispanic, American Indian/Alaska Native, and other cultural minority groups in studies geared toward improving policy and practice. OPRE has launched several projects that aim to expand the knowledge base and improve resources for these communities.

Human Services Research Partnerships: Virgin Islands

The Human Services Research Partnerships: Virgin Islands project aims to establish an accessible, comprehensive research infrastructure to support the provision of quality human services for Head Start and Temporary Assistance for Needy Families (TANF) clients. It seeks to develop a secure data collection system, provide training to support the development of research capacity, and implement two human services research studies, which will address questions of interest to Head Start and TANF programs locally. The University of the Virgin Islands is the recipient of the grant, and has worked closely in partnership with the human services leaders on the Islands. They have completed environmental scans of TANF and Head Start programs on the Islands, and are planning to update those scans given recent severe impact of hurricanes on the Islands' services.

National Research Center on Hispanic Children & Families

The National Research Center on Hispanic Children and Families (NRCHCF) conducts, translates, and provides research concerning three priority areas—poverty reduction and self-

sufficiency, healthy marriage and responsible fatherhood, and early care and education—informing ACF programs and policies that support Hispanic families and children. The Center additionally has three primary goals: (1) advancing a cutting-edge research agenda; (2) building research capacity; and (3) implementing an innovative communication and dissemination approach. The Center published a number of reports and briefs in 2017.

Tribal Early Childhood Research Center

The Tribal Early Childhood Research Center (TRC) seeks to address gaps in early childhood research with American Indian and Alaska Native (AI/AN) communities through partnerships with tribal Head Start, Early Head Start, child care, and home visiting programs. The goals of the research are: (1) to identify needs and/or develop effective practices for early childhood initiatives in tribal communities; (2) to identify, validate, and/or develop culturally meaningful measures of program practices and outcomes for AI/AN families; and (3) to establish peer-learning communities and provide training and professional development to facilitate interest and competencies in research relevant to early childhood initiatives in tribal communities. The TRC also engages in pilot research with AI/AN communities and secondary analyses of existing data on AI/AN children and families.

Promoting the Educational Success of Children and Youth Learning English: Promising Futures

OPRE co-sponsored the National Academy of Sciences, Engineering and Medicine to complete a consensus study examining the evidence on the developmental progress and school success of English language learners, who live in homes in which a language other than English is spoken, from

SPOTLIGHT ON NATIONAL RESEARCH CENTER ON HISPANIC CHILDREN & FAMILIES

The **National Research Center on Hispanic Children & Families** (Center) conducts, translates, and disseminates research across three priority areas: (1) poverty reduction and economic self sufficiency, (2) healthy marriage and responsible fatherhood, and (3) early care and education (ECE). In the ECE area, the Center's research has helped dispel common myths about Hispanic families' ECE preferences and participation, and illuminate some of the factors shaping access to quality ECE.

Key findings include:

♦ Gaps in ECE use among Hispanic and non Hispanic children may be closing, especially for preschoolers in center based settings. Read more.

♦ In some communities, publicly funded ECE programs are reaching the hardest to reach groups. Read more.

♦ Hispanic parents hold similar perceptions about center based care as do white and black parents, and are no more likely to report having relatives available to provide child care. Read more.

♦ There is evidence of racial/ethnic segregation in the ECE markets as providers tend to serve either a large number of Hispanic children, or very few to none. At the same time, predictors of ECE quality look favorable for high Hispanic serving centers. Read more.

♦ Nonstandard hours (early morning, evening, and weekend) are a reality for most low income working Hispanic parents. A majority also report getting a week or less advance notice of their work schedule. Read more.

In addition to training and mentoring activities, the Center has produced several tools that build capacity to use data to better understand the service needs and experiences of Hispanic families, such as:

♦ *Interactive Data Tools for Using Existing Large Scale Data to Study ECE Among Hispanics*

♦ *Interactive Data Tool for Unpacking Hispanic Diversity*

♦ *Making National Data Local: Using American FactFinder to Describe Local Hispanic Communities*

♦ *Online Data Tools for Exploring Local Demographics: A Focus on Hispanics*

♦ *Integrated Data Systems: An Emerging Tool to Support Services for Low Income Hispanic Families with Young Children*

Links to Projects and Reports

Cross-Cutting Early Childhood Research

National Survey of Early Care and Education: 2012
https://www.acf.hhs.gov/opre/research/project/national-survey-of-early-care-and-education-nsece-2010-2014

Early Care and Education Usage and Households' Out-of-Pocket Costs: Tabulations from the National Survey of Early Care and Education
https://www.acf.hhs.gov/opre/resource/early-care-education-usage-households-out-of-pocket-costs-tabulations-nsece

Parent Work Schedules in Households with Young Children
https://www.acf.hhs.gov/opre/resource/parent-work-schedules-in-households-with-young-children

How Far are Early Care and Education Arrangements from Children's Homes?
https://www.acf.hhs.gov/opre/resource/how-far-are-early-care-and-education-arrangements-from-childrens-homes

National Survey of Early Care and Education: 2015-2019
https://www.acf.hhs.gov/sites/default/files/opre/national_survey_of_early_care_and_education_2019_overview508.pdf

Variations in Implementation of Quality Interventions
https://www.acf.hhs.gov/opre/research/project/variations-in-implementation-of-quality-interventions-examining-the-quality-child-outcomes-relationship

Infant and Toddler Teacher and Caregiver Competencies
https://www.acf.hhs.gov/opre/research/project/infant-toddler-teacher-caregiver-competencies?utm_source=ACF+OPRE+News+1%2F18%2F18&utm_campaign=OPRE+News+1%2F18%2F18&utm_medium=email

Measuring the Quality of Caregiver-Child Interactions for Infants and Toddlers
https://www.acf.hhs.gov/opre/resource/measuring-the-quality-of-caregiver-child-interactions-for-infants-and-toddlers-q-cciit

Professional Development Tools to Improve Quality of Caregiver-Child Interactions for Infant and Toddler Care
https://www.acf.hhs.gov/opre/research/project/professional-development-tools-to-improve-the-quality-of-infant-toddler-care-q-cciit-pd-tools

Study of Coaching Practices in Early Care and Education Settings
https://www.acf.hhs.gov/opre/research/project/study-of-coaching-practices-in-early-care-and-education-settings

Creating a Culture of Continuous Quality Improvement in Child Care and Head Start Settings
https://www.acf.hhs.gov/opre/resource/creating-a-culture-of-continuous-quality-improvement-in-child-care-and-head-start-settings-2016-2019-overview

Assessing the Cost of High Quality Early Care and Education, 2014-2019
https://www.acf.hhs.gov/opre/research/project/assessing-the-implementation-and-cost-of-high-quality-early-care-and-education-project-ece-ichq

Early Head Start-Child Care Partnerships Study
https://www.acf.hhs.gov/opre/research/project/early-head-start-child-care-partnerships-study

Child Care and Early Education Research Connections
https://www.researchconnections.org/childcare/welcome

Child Care and Early Education Policy Research Consortium
https://www.researchconnections.org/content/childcare/federal/cceeprc.html

National Research Conference on Early Childhood 2018
http://www.nrcec.net/

Early Childhood Training and Technical Assistance Cross-Systems Evaluation
https://www.acf.hhs.gov/opre/resource/early-childhood-training-and-technical-assistance-cross-system-evaluation-project-2015-2020-overview

Network of Infant/Toddler Researchers
https://www.acf.hhs.gov/opre/research/project/network-of-infant-toddler-researchers-nitr

Cross-Site Evaluation of Project LAUNCH
https://www.acf.hhs.gov/opre/research/project/cross-site-evaluation-of-project-launch-linking-actions-for-unmet-needs-in

Child Care: Raising Quality and Supporting Parental Employment

Child Care Administrative Data Analysis Cooperative Agreements
https://www.acf.hhs.gov/opre/research/project/child-care-administrative-data-analysis-cooperative-agreements

Child Care and Development Block Grant Implementation Research and Evaluation Planning Grants Cohort 1 and Cohort 2
https://www.acf.hhs.gov/opre/research/project/child-care-development-block-grant-ccdbg-implementation-research-and-evaluation-planning-grants

Child Care and Development Fund Policies Database
https://www.acf.hhs.gov/opre/research/project/child-care-and-development-fund-ccdf-policies-database-2008-2013

SPOTLIGHT ON CHILD CARE RESEARCH PARTNERSHIPS, 2013 GRANTEES

Child Care Research Partnerships, 2013 Grantees
https://www.acf.hhs.gov/opre/resource/child-care-research-partnerships-2013-grantees

Are You In? Family Child Care Providers' Experiences in Quality Improvement
https://www.areyouinpartnership.com/

Stars Plus: Promoting Quality Improvement for Family Child Care Providers in QRIS using a Community of Practice Model
https://www.researchconnections.org/childcare/resources/26738

Child Care Research Partnership: Determinants of Subsidy Stability and Child Care Continuity in Illinois and New York: Phase 2 – A Focus on the Subsidy-Quality Intersection
https://www.researchconnections.org/childcare/resources/26743

Child Care Collaboration and Quality
http://ltd.edc.org/news/child-care-collaboration-study-team-new-findings-infant-and-toddler-care-policies

Evaluation of the Child Care Voucher Eligibility Reassessment Administrative Policy Changes in Massachusetts
https://www.researchconnections.org/childcare/resources/26744

Virgin Islands' Partners for Early Success
https://www.researchconnections.org/childcare/resources/26746

Child Care and Early Education Policy and Research Analysis
https://www.acf.hhs.gov/opre/research/project/child-care-and-early-education-policy-and-research-and-technical

Supporting the Use of Administrative Data in Early Care and Education Research: Resource Series
https://www.acf.hhs.gov/opre/resource/supporting-use-administrative-data-early-care-education-research-resource-series

Working Toward a Definition of Infant/Toddler Curricula: Intentionally Furthering the Development of Individual Children within Responsive Relationships
https://www.acf.hhs.gov/opre/resource/working-toward-definition-infant-toddler-curricula-intentionally-furthering-development-individual-children-relationships

Defining and Measuring Access to High-Quality Early Care and Education (ECE): A Guidebook for Policymakers and Researchers
https://www.acf.hhs.gov/opre/resource/defining-and-measuring-access-to-high-quality-early-care-and-education-ece-a-guidebook-for-policymakers-and-researchers

Measures Used in Quality Rating and Improvement Systems (QRIS) Validation Studies
https://www.acf.hhs.gov/opre/resource/measures-used-in-quality-rating-improvement-systems-qris-validation-studies

Child Care Policy Research Grants
https://www.acf.hhs.gov/opre/research/project/child-care-research-partnerships

Early Care and Education Research Scholars: Child Care
https://www.acf.hhs.gov/opre/research/project/child-care-research-scholars

Center for Supporting Research on Child Care and Development Block Grant Implementation, 2016-2021
https://www.acf.hhs.gov/opre/research/project/center-for-supporting-research-on-child-care-and-development-block-grant-ccdbg

Head Start and Early Head Start: Enhancing Health and Human Services for Low-Income Families

Early Head Start Family and Child Experiences Study
https://www.acf.hhs.gov/opre/research/project/early-head-start-family-and-child-experiences-study-baby-faces

Head Start Family and Child Experiences Survey
https://www.acf.hhs.gov/opre/research/project/head-start-family-and-child-experiences-survey-faces

American Indian and Alaska Native Head Start Family and Child Experiences Survey
https://www.acf.hhs.gov/opre/research/project/american-indian-and-alaska-native-head-start-family-and-child-experiences-survey

-faces

Migrant and Seasonal Head Start Study
https://www.acf.hhs.gov/opre/research/project/migrant-and-seasonal-head-start-study

Design for Migrant and Seasonal Head Start Study
https://www.acf.hhs.gov/opre/research/project/migrant-and-seasonal-head-start-study

Migrant and Seasonal Head Start Supplement to the National Agricultural Workers Survey
https://www.acf.hhs.gov/opre/research/project/migrant-and-seasonal-head-start-supplement-to-the-national-agricultural

Early Care and Education Research Scholars: Head Start
https://www.acf.hhs.gov/opre/research/project/head-start-graduate-student-research-program

SPOTLIGHT ON AMERICAN INDIAN AND ALASKA NATIVE HEAD START FAMILY AND CHILD EXPERIENCES SURVEY

American Indian and Alaska Native Head Start Family and Child Experiences Survey
https://www.acf.hhs.gov/opre/research/project/american-indian-and-alaska-native-head-start-family-and-child-experiences-survey-faces

Head Start University Partnership Grants: Dual-Generation Approaches
https://www.acf.hhs.gov/opre/research/project/head-start-university-partnership-grants-dual-generation-approaches

Early Head Start University Partnership Grants: Buffering Children from Toxic Stress
https://www.acf.hhs.gov/opre/research/project/early-head-start-university-partnership-grants-buffering-children-from

Promoting Child Welfare

National Survey of Child and Adolescent Well-Being
https://www.acf.hhs.gov/opre/research/project/national-survey-of-child-and-adolescent-well-being-nscaw

Supporting Evidence Building in Child Welfare
https://www.acf.hhs.gov/opre/research/project/supporting-evidence-building-in-child-welfare

Child Maltreatment Incidence Data Linkages
https://www.acf.hhs.gov/opre/resource/child-maltreatment-incidence-data-linkages-in-search-of-innovative-projects

Design Options for Understanding Child Maltreatment Incidence
https://www.acf.hhs.gov/opre/research/project/design-options-for-understanding-child-maltreatment-incidence-2015-2017

Definitions and Policies Related to the Incidence of Child Abuse and Neglect
https://www.acf.hhs.gov/opre/research/project/definitions-and-policies-related-to-the-incidence-of-child-abuse-and-neglect-and-related-risk?utm_source=ACF+OPRE+News+1%2F18%2F18&utm_campaign=OPRE+News+1%2F18%2F18&utm_medium=email

Understanding Postadoption and Guardianship Instability for Children and Youth Who Exit Foster Care
https://www.acf.hhs.gov/opre/resource/understanding-postadoption-and-guardianship-instability-for-children-and-youth-who-exit-foster-care-2017-2020-overview

Domestic Human Trafficking and the Child Welfare Population
https://www.acf.hhs.gov/opre/research/project/domestic-human-trafficking-and-the-child-welfare-population

SPOTLIGHT ON EVALUATION OF DOMESTIC VICTIMS OF HUMAN TRAFFICKING DEMON-STRATION PROJECTS

Evaluation of Domestic Victims of Human Trafficking Demonstration Projects: Final Report from the First Cohort of Projects
https://www.acf.hhs.gov/opre/resource/evaluation-domestic-victims-human-trafficking-demonstration-projects-final-report-first-cohort-projects

Evaluation of Domestic Victims of Human Trafficking Demonstration Projects
https://www.acf.hhs.gov/opre/research/project/evaluation-of-domestic-victims-human-trafficking-demonstration-projects

Evaluation of Domestic Victims of Human Trafficking Program
https://www.acf.hhs.gov/opre/research/project/evaluation-of-domestic-victims-of-human-trafficking-program

Evaluation of the National Human Trafficking Hotline Program
https://www.acf.hhs.gov/opre/research/project/evaluation-of-the-national-human-trafficking-hotline-program

Recognizing Cultural Diversity

Human Services Research Partnerships: Virgin Islands
https://www.acf.hhs.gov/opre/research/project/human-services-research-partnership-us-virgin-islands

National Research Center on Hispanic Children & Families
http://www.hispanicresearchcenter.org/

National Research Center on Hispanic Children & Families Publications
http://www.hispanicresearchcenter.org/resources/publications/

Tribal Early Childhood Research Center
https://www.acf.hhs.gov/opre/research/project/tribal-early-childhood-research-center

Promoting the Educational Success of Children and Youth Learning English: Promising Futures
https://www.nap.edu/catalog/24677/promoting-the-educational-success-of-children-and-youth-learning-english

SPOTLIGHT ON NATIONAL RESEARCH CENTER ON HISPANIC CHILDREN & FAMILIES

Hispanic Children's Participation in Early Care and Education: Amount and Timing of Hours by Household Nativity Status, Race/Ethnicity, and Child Age
http://www.hispanicresearchcenter.org/publications/hispanic-childrens-participation-in-early-care-and-education-amount-and-timing-of-hours-by-household-nativity-status-raceethnicity-and-child-age/

Hispanic Children's Participation in Early Care and Education: Type of Care by Household Nativity Status, Race/Ethnicity, and Child Age
http://www.hispanicresearchcenter.org/publications/hispanic-childrens-participation-in-early-care-and-education-type-of-care-by-household-nativity-status-raceethnicity-and-child-age/

Hispanic Children's Participation in Early Care and Education: Parents' Perceptions of Care Arrangements, and Relatives' Availability to Provide Care
http://www.hispanicresearchcenter.org/publications/hispanic-childrens-participation-in-early-care-and-education-parents-perceptions-of-care-arrangements-and-relatives-availability-to-provide-care/

Centers Serving High Percentages of Young Hispanic Children Compare Favorably to Other Centers on Key Predictors of Quality
http://www.hispanicresearchcenter.org/publications/promising-features-of-hispanic-serving-early-care-and-education-programs/

How Common Are Nonstandard Work Schedules Among Low-Income Hispanic Parents of Young Children?
http://www.hispanicresearchcenter.org/publications/how-common-are-nonstandard-work-schedules-among-low-income-hispanic-parents-of-young-children/

Interactive Data Tools for Using Existing Large-Scale Data to Study ECE Among Hispanics
http://www.hispanicresearchcenter.org/resources/interactive-data-tools/

Interactive Data Tool for Unpacking Hispanic Diversity
http://www.hispanicresearchcenter.org/resources/data-tool-unpacking-hispanic-diversity/

Making National Data Local: Using American FactFinder to Describe Local Hispanic Communities
http://www.hispanicresearchcenter.org/?publications=making-national-data-local-using-american-factfinder-to-describe-local-hispanic-communities

Online Data Tools for Exploring Local Demographics: A Focus on Hispanics
http://www.hispanicresearchcenter.org/resources/data-tool-unpacking-hispanic-diversity/

Integrated Data Systems: An Emerging Tool to Support Services for Low-Income Hispanic Families with Young Children
http://www.hispanicresearchcenter.org/?publications=integrated-data-systems-an-emerging-tool-to-support-services-for-low-income-hispanic-families-with-young-children