


Capacity-Building for State/Territory-Level CCDBG Implementation Research and Evaluation

CCEEPRC 2017 Annual Meeting

March 1, 2017

A decorative graphic at the bottom of the slide consisting of a grid of small grey dots arranged in approximately 10 rows and 20 columns.

Overview of Presentation

- I. Introducing two newly funded ACF Projects:
 - Implementation Research and Evaluation Planning Grants
 - the Center for Supporting Research on CCDBG Implementation

- II. Grantee Projects
 - Research Objectives
 - Organizational Evaluation Capacity

- III. Discussion with Panel and Audience

Introduction of Panelists

- Julia Isaacs, Urban Institute
- Meryl Barofsky, OPRE
- Monica Rohacek, Urban Institute

- Bentley Ponder, Georgia Department of Early Care and Learning
- Bruce Bendix, Illinois Department of Human Services
- Jocelyn Bowne, Massachusetts Department of Early Education and Care
- Maribel Loste, Northern Mariana Islands Department of Community and Cultural Affairs
- Amanda Haboush-Deloye, University of Nevada, Las Vegas
- Naneida Lazarte Alcalá, Oklahoma Department of Human Services
- Bridget Hatfield, Oregon State University
- Vickie Ybarra, Washington Department of Early Learning



Brief Introduction to CCDBG Implementation Research and Evaluation Grants and Center To Support Learning from CCDBG Implementation Research and Evaluation

Meryl Yoches Barofsky
Senior Social Science Research Analyst
Office of Planning, Research and Evaluation
Meryl.Barofsky@acf.hhs.gov



CCDBG Act of 2014

- Reauthorizes CCDF for first time since 1996
- Re-envisioning program dual purposes of family self-sufficiency and supporting quality
- Allows lead agencies some flexibility
- Unique opportunity for lead agencies to evaluate implementation of key policies

CCDBG Implementation Research and Evaluation Grant Program

- Provide lead agencies opportunity to plan for and implement a rigorous, policy relevant evaluation of the implementation of policies in response to CCDBG Act of 2014
 - Two Phases: Planning and Implementation

Phase I: Planning

- Develop a research plan
- Work with cohort of grantees and Center
- Increase capacity of lead agencies to conduct and use research
- Solidify or build research partnerships

Phase II: Implementation

- Competitive application
- Only open to current grantees
- Fund implementation of research plan developed under Phase I



Center for Supporting and Learning from CCDBG Implementation Research and Evaluation

- Key tasks include:
 - assessment of grantees' policy interests
 - Support ACF in building the research and data capacity of the field, including CCDF lead agencies that are not grant recipients
 - Facilitate cross-project collaboration
 - Inform ACF regarding the benefit and drawbacks of the two-phase grant structure

Center for Supporting Research on CCDBG Implementation

Goals

- Support CCDF Lead Agencies in building research capacity
- Facilitate learning from state- and territory-level research

Activities

- Assess needs and existing resources
- Evaluate two-phase grant structure
- Disseminate research findings
- Capacity-building support

Supports for Grantees

- Monthly web conferences
- Annual in-person meeting
- Ad hoc peer learning groups
- Private resource site

Supports for All Lead Agencies/ Broader Research Field

- Written products
- Conference sessions
- Webinars
- Public-facing resource site

Grantee Projects



Georgia Department of Early Care and Learning

Georgia CCDF Evaluation Project

Bentley Ponder, Ph.D.

Director of Research and Policy
Georgia Department of Early Care and Learning

Planning Grant Objectives

- Develop a coherent research agenda for Georgia's CCDF plan
 - An internal team has brainstormed five topics: cost of high quality care, supply and quality of teachers working with special populations, providers who serve high numbers of children in subsidy, family support, and support for families experiencing homelessness.
- Use administrative data to conduct preliminary research and data analyses on select CCDF goals
 - Team is in the process of identifying specific data sources (or lack thereof) for the five topics listed above.

Planning Grant Objectives, Continued

- Implement specific process evaluations of key CCDF initiatives
 - Team is in the process of identifying 1-3 initiatives associated with the topics above where DECAL will engage in additional evaluation activities.
- Plan for a large-scale, rigorous CCDF evaluation that will measure the impact of CCDF policies and programs on access to high quality
 - Later in the year, the team will identify initiatives or policies associated with the topics listed and begin the planning process for a rigorous evaluation.

Organizational Research Capacity

- Key Strengths
 - Houses own internal research and evaluation unit
 - Experience conducting data analyses and internal research projects
 - Work in an environment that values research, evaluation, and using data
- Capacity Areas to Build
 - Finding time to organize and reflect on current research
 - Creating and presenting information to the public
 - Prioritizing projects



CCDBG Reauthorization— Evaluation Impact In Illinois

Bruce W. Bendix

Director—Innovation, Strategy and Performance

Illinois Department of Human Services

Planning Grant Objectives

- By extending the CCDF redetermination from 6 months to 12 months, what will be the broad outcomes for:
 - Parental employment
 - Continuity of care
 - Access to good quality childcare

Organizational Research Capacity

- Key Strengths
 - Long-standing partnership with external research partner (Chapin Hall)
 - Multiple perspectives of key issues amongst various state agencies (e.g. IDHS Office of Early Childhood, Governors Early Learning Council)
- Capacity Areas to Build
 - State Wide Data Sharing Portal
 - Advanced Analytics

Identifying Ways for the Massachusetts
Department of Early Education and Care to
Support Children's Stable Access to High
Quality Early Education and Care Through Use
of Subsidies

Jocelyn Bowne

Director of Research and PEG Administration

Department of Early Education and Care

Massachusetts

Planning Grant Objectives

- Identify key policies that may shape stability of access to quality early education programs
- Provide guidance on how and where to target ongoing research investment in this topic
- Inform revisions currently being considered of vouchers, contracts and regulations
- Propose research questions and research design for an evaluation in Phase II

Organizational Research Capacity

- Key Strengths
 - Strong desire to use research to support decision making
 - Continued investment in data systems – some staff work closely with data
 - Access to excellent external research support for key projects
- Capacity Areas to Build
 - Research is largely conducted through contracts, internal capacity for research and data analysis has been limited
 - Research is conducted periodically for large projects, not ongoing
 - Data quality is variable – some systems still need upgrading



NEVADA DEPARTMENT OF EDUCATION
Office of Early Learning and Development

Nevada Institute For Children's Research & Policy

NICRP

University of Nevada - Las Vegas

Development of a Research Plan to Measure the Effects of a Family, Friend, and Neighbor Training Policy on Child Outcomes

Amanda Haboush-Deloye, PhD

UNLV Nevada Institute for Children's Research and Policy

Nevada

Planning Grant Objectives & Policy Relevance

- The goal of the proposed Phase I planning grant is to develop a rigorous research-based evaluation of the implementation of this new policy that could be carried out during Phase II implementation.
 - By increasing health and safety and early education and child care training for FFN providers through this new policy, it is expected that the quality of care received by children through FFN providers will increase.
 - The Nevada team will determine how to measure the effects of the new FFN training policy on child outcomes, including developing processes for data collection, analysis and data sharing.

Organizational Research Capacity

- Key Strengths
 - Research is valued
 - Program managers participate in research and evaluation activities
 - Have the necessary research knowledge and technical skills through partnership with research agency
 - Have some mechanisms in place to effectively communicate research
- Capacity Areas to Build
 - Organizational commitment to research and evaluation at the top levels
 - Decision making processes are intentionally research based
 - Working to define key indicators and data sources for performance measurement
 - Need more mechanisms in place to effectively communicate research



Increasing Access to High Quality Care for Infants and Toddlers

Maribel Lose'

CCDF Program Administrator

Department of Community and Cultural Affairs

Commonwealth of the Northern Mariana Islands

Planning Grant Research Objectives

- To gain knowledge and skills about research and the research process
 - How can CCDF and our partners leverage this opportunity to learn more about conducting rigorous early childhood policy research?
 - Activities might include monthly Professional Learning Community meetings where we learn about research in early childhood research.
- To determine the effectiveness of increasing infant and toddler set-aside on families' access to high quality infant and toddler care
 - What can be done to maximize our investment and further increase its impact on access?
 - Activities might include coordinating data collection and management with partners, working with a researcher to guide our research questions and planning.

Organizational Research Capacity

- Key Strengths
 - Partners are interested! This is an *opportunity* to collect early childhood data and conduct rigorous research in the CNMI.
 - Partners are accessible
 - Data is available and accessible
- Capacity Areas to Build
 - Create a database that is accessible and usable.
 - Increase capacity to *do* the research.



Assessing the Impact of Child Care Subsidy on Program Access and Quality: Evaluation Planning

Naneida Lazarte-Alcalá, PhD

Research & Evaluation Manager, Department of Human Services

Oklahoma

Planning Grant Objectives

1. Establish a researcher-practitioner partnership with researchers at Georgetown University
2. Examine how parents use information about subsidized programs to select care
3. Explore possibilities for supporting providers as they self-assess program quality to promote continued quality improvement; and
4. Refine a data system to connect subsidy and licensing data, and explore opportunities for linking with other ECE programs serving low-income children.

Planning Grant Objectives, Continued

- Key aspects to be examined
 - Understanding multiple features of access (Objs. 2 & 4)
 - Supporting quality improvement through self-assessments (Obj. 3)
- Regulatory requirements (CCDF Plan) to be examined
 - Consumer education (Obj. 2)
 - Continuous quality improvement (Obj. 3)

Organizational Research Capacity

- Key Strengths
 - Reorganized research and evaluation team that has ample leadership support to focus on performance outcomes, continuous process improvement, and enhanced accountability, using in-house evaluation and research expertise and capacity when possible and appropriate.
 - Staff familiarity and understanding of research and evaluation, such as being able to “identify data collection methods; develop data collection tools and collect and interpret data.”
- Capacity Areas to Build
 - Organizational commitment and support translates into adequate time and financial resources to collaborate and integrate evaluation and research into program activities
 - Effectively communicating and using research and evaluation findings for decision making.



Evaluating CCDBG in Oregon: *Impact of the 2014 Act on Children, Families, and the Quality of Home-Based Care in Oregon*

Bridget E. Hatfield

Assistant Professor, Oregon State University

Oregon

Planning Grant Objectives

1. Building state data and research capacity
2. Capacity to identify who the CCDF program affects
 - Children and families from traditionally underserved populations
 - Providers, specifically the factors that predict how home-based providers respond to the changes
3. Capacity to understand home-based provider participation in professional development and support activities (PD/Support)
 - What brings providers to a particular PD/Support, what engages them once they are there, and which of these activities maximizes the quality of the care they provide?

Organizational Research Capacity

- Key Strengths
 - Long history of collaboration | Oregon Child Care Research Partnership
 - Comprehensive data infrastructure across organizations
- Capacity Areas to Build
 - Data sharing agreements
 - Data expansion: Merging existing data with subsidy data *and* collecting additional data on PD/Support of home-based providers



Washington State CCDBG Research Planning Project

Vickie Ybarra

Director of Research & Analysis

Department of Early Learning (DEL)

Washington

Planning Grant Research Objectives

- Policies being evaluated
 - 12-month eligibility.
 - QRIS required participation for subsidy providers serving children before school age.
- Outcomes of interest:
 - Continuity of care for children.
 - Stability for subsidy providers.
 - Disproportionate impacts on vulnerable children and providers.
- 18-month project objectives:
 - Develop a research plan.
 - Develop administrative measures for child continuity and provider stability that will allow us to examine variation over time, across geographic areas, and among subgroups.
 - Increase research capacity at the DEL.

Organizational Research Capacity

- Key Strengths
 - New Research & Analysis unit within DEL.
 - New data integration efforts within DEL with new data warehouse team.
 - Some early learning research capacity at partner agencies.
- Capacity Areas to build
 - Reporting and availability of meaningful administrative data.
 - Cross-agency research collaboration.

Discussion