



## Child Care and Early Education Policy Research Consortium Annual Meeting

April 17–18, 2019 • Grand Hyatt Hotel • Washington, DC

# Agenda

**Thursday, April 18, 2019 (9:00 a.m. – 5:00 p.m.)**

### Plenary Session 3

**9:00 a.m. – 10:00 a.m. | *Constitution CDE***

***Promoting Equity through State and Community Early Childhood Initiatives***

Building on the momentum generated at the 2018 CCEEPRC Annual Meeting, this session addresses the critical topic of equity by showcasing innovative multi-sector early childhood initiatives in communities across the country and three national networks that are supporting them. First, the Networks of Opportunity for Child Wellbeing (NOW) focuses on building community capacity and developing data systems that can highlight inequities and promote cross-system alignment, and, through Project HOPE (Harnessing Opportunity for Positive Equitable Early Childhood Development), supports building connections across community and state efforts. Second, the Early Childhood Learning and Innovation Network for Communities (EC-LINC) brings together communities that are committed to building integrated early childhood systems and testing innovations. The presentation will highlight different community strategies being tested to promote equity. Third, the National Collaborative for Infants and Toddlers brings together national partners supporting initiatives in 29 communities and 15 states to improve outcomes for infants, toddlers and their families. This presentation will highlight examples from specific communities to address disparities in the areas of health, family support and early care and education. The facilitator will help identify the common threads across the three networks and the unique approaches each is taking to address equity.

#### Facilitator

- **Kathryn Tout**, Child Trends

#### Panelists

- **Diana Rivera**, Vital Village Network at Boston Medical Center | *Project HOPE (Harnessing Opportunity for Positive Equitable Early Childhood Development)*
- **Ngozi Lawal**, Center for the Study of Social Policy | *Early Childhood Learning and Innovation Network for Communities (EC-LINC)*
- **Kathy Stohr**, Pritzker Family Foundation | *The National Collaborative for Infants and Toddlers*

**Break | 10:00 a.m. – 10:15 a.m.**

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## Breakout Sessions D1-D4 | 10:15 a.m. – 11:30 a.m.

### **D1: Contextual and Cultural Variation in Family Decision-Making about Early Care and Education**

**10:15 a.m. – 11:30 a.m. | Wilson/Roosevelt**

To meet the needs of culturally diverse families, ECE programs must address the cultural and linguistic backgrounds of children. Using a multi-dimensional definition of access, this session highlights novel approaches to understanding the needs and concerns that influence ECE access for different racial and ethnic groups. Researchers will share data drawn from a range of ECE arrangements and states, highlighting how cultural and contextual considerations shape families' access to ECE programs. The first presentation will share how an ecologically valid, culturally informed model of ECE decision-making among Latino foreign-born parents with children ages 3-5 was developed through analysis of qualitative data. In the second presentation, findings from American Indian/Alaska Native Head Start Family and Child Experiences Survey (AI/AN FACES) that emphasize the importance of Native American language and culture in Head Start will be shared from a research and program administrator lens. The presenters will describe how the unique cultural and linguistic needs of AI/AN children play a role in accessing ECE programs. The third presentation will share patterns of enrollment for children ages 3-5 in Tulsa, OK, which has plentiful options for publicly funded ECE. Factors associated with program selection, including ethnicity and home language, will be described. The fourth presentation uses qualitative data to explore undocumented Central American immigrant mothers' desired characteristics of care for their children. In this presentation, culturally- and contextually-grounded family needs and preferred ECE arrangements will be explored. Throughout the seminar, drawing upon work across diverse populations, attendees will consider the depth and breadth of issues regarding ECE access from a cultural and community context.

#### **Facilitators**

- **Julia Mendez Smith**, University of North Carolina – Greensboro
- **Julia Henly**, University of Chicago

#### **Panelists**

- **Kevin Ferreira van Leer**, California State University - Sacramento | *Early Childhood Education Decision-Making among Latino Foreign-born Parents: Developing a Culturally-Informed Model*
- **Jessica Barnes-Najor**, Michigan State University | *Inclusion of American Indian and Alaska Native Language and Culture in Head Start*
- **Sherri Castle**, University of Oklahoma | *Tulsa Study of Early Education and Development: Patterns of ECE Enrollment and Migration*
- **Colleen Vesely**, George Mason University | *Undocumented Central American Immigrant Mothers' Search for Care in the Context of Deportation Threat*

### **D2: Exploring Child Care Licensing Policies and Practices: Current Trends and Questions**

**10:15 a.m. – 11:30 a.m. | Cabin John/Arlington**

This session will explore the need for research to answer some fundamental questions about child care licensing policies and practices that may relate to children's health and safety and program quality. New findings from the 2017 Child Care Licensing Study and trend analysis will be presented and discussed. A framework for how licensing can support quality in early care and education will be offered, along with ideas for future research. A representative from a state licensing agency will respond to both presentations, highlighting experiences using its licensing data. Panelists and session participants will engage in a discussion about licensing research and possible strategies for conducting research to answer questions about child care licensing.

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A few of the research questions that will be explored include:

- How is the frequency of monitoring visits related to compliance rates and enforcement actions?
- What combination of licensing strategies/methodologies (caseloads, technical assistance, enforcement actions, etc.) is most effective in increasing compliance rates and achieving desired outcomes?

**Facilitator**

- **Nina Johnson**, National Center on Early Childhood Quality Assurance, ICF

**Panelists**

- **Sheri Fischer**, National Center on Early Childhood Quality Assurance, ICF | *Findings and Trends from the 2017 Child Care Licensing Study*
  - **Kelly Maxwell**, Child Trends | *A Framework for How Licensing Can Support Quality in Early Care and Education*
  - **Regina Wagner**, Minnesota Department of Human Services | *A State Child Care Licensing Administrator's Perspective on Using Licensing Data to Inform Policy and Practice*
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**D3: Accounting for Disasters in Efforts to Improve Quality and Access in Early Care and Education**

**10:15 a.m. – 11:30 a.m. | Burnham**

Disasters have routinely disrupted the ability of ECE systems to care for children and to improve services in certain U.S. state, territory and tribal locations. Sometimes the world sees these disasters unfold, and sometimes only small communities feel the pain. CCDF reauthorization focused new attention on the vital role that early care and education systems can play in preparing for, responding to, and recovering from disasters. In 2017, the Office of Child Care issued an Information Memorandum (IM) clarifying expectations, and CCDF administrators have recently submitted their first required State/Territory CCDF plan. In 2019, the Office of Head Start issued an IM clarifying flexibilities for service delivery post-disasters. Round table panelists will discuss the policy and research implications of disasters, including implications for improving quality and access, data constraints in identifying and tracking to account for disasters, challenges around defining success of preparation and rebuilding efforts, and examining the extent to which rebuilding leads to more or less equitable access to high quality care.

**Facilitators**

- **Teresa Derrick-Mills**, Urban Institute
- **Erin Bumgarner**, Abt Associates

**Panelists**

- **Gail Kelso**, State Capacity Building Center (SCBC), ICF | *Technical Assistance to CCDF lead agencies in development of Child Care Disaster Plans*
  - **Holly Nett**, Child Care Aware of America | *Supporting CCR&R Organizations in Emergency Preparedness, Response and Recovery*
  - **I-Fang Cheng**, Abt Associates | *Disaster Recovery and ECE – The Research Perspective*
  - **Maribel D. Loste**, Department of Community and Cultural Affairs, Commonwealth of the Northern Mariana Islands | *CCDF Systems Perspective in a Typhoon-Prone Area*
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## **D4: New Research on Child Care and Development Block Grant Implementation from Multiple Perspectives**

**10:15 a.m. – 11:30 a.m. | Latrobe**

Research on Child Care and Development Block Grant (CCDBG) implementation can help illuminate trends, challenges and needs across multiple levels of the system including low-income families, children, early care and education providers and state administrators. This innovative poster symposium is designed to share information about new research projects on CCDBG implementation and strategies to improve access to early care and education. Four posters will describe current research projects examining CCDBG implementation and access. The projects represent different methods and approaches and include state-level as well as cross-state work. Panelists will discuss key themes from the posters, identify research gaps and strengths, discuss unique methodological strategies and take questions from the audience. The panelists will include perspectives from technical assistance, research and policy/administration.

### **Facilitator**

- **Karen Ruprecht**, ICF

### **Panelists**

- **Karen Ruprecht**, ICF | *How Can What We Know as Researchers Help Inform Technical Assistance?*
- **Gina Adams**, Urban Institute | *Are We Moving Towards a Center-Based Subsidy System?*
- **Becky Mercatoris**, Office of Child Development and Early Learning | *State Policy and Administration Perspectives on CCDBG Implementation*
- **Kathryn Tout**, Child Trends | *New Research on CCDBG Implementation and Access*

### **Poster Presenters**

- **Becky Mercatoris**, Office of Child Development and Early Learning, Pennsylvania | *State Policy and Administration Perspectives on CCDBG Implementation*
- **Megan Pratt**, Oregon State University | *Oregon*
- **Sarah Daily** and **Van Kim Lin**, Child Trends | *New Research Examining CCDBG Reauthorization*
- **Emily Cantrell**, Child Trends | *Literature Review on ECE Access*

**Lunch (On Your Own) | 11:30 a.m. – 1:30 p.m.**

***Affinity Discussions | 12:00 p.m. – 1:15 p.m.***

All meeting attendees are invited to join an informal discussion around a topic that is of interest to them. Discussions will convene around 12:00 p.m., after meeting attendees purchase lunch on their own. Affinity discussions will conclude by 1:15 p.m. to allow time for attendees to move to the next set of breakout sessions.

### **Opportunities and Challenges in Conducting Research Using Child Care Licensing Data | *Constitution CDE***

This affinity group will provide an opportunity for researchers and policymakers to discuss their interest and experiences in using child care licensing data to address policy-relevant research questions. The group will also discuss challenges in accessing and using child care licensing data. Discussion questions include:

- What questions related to child care licensing would you like to address?
- How have you used child care licensing data?
- What are some issues in using state child care licensing data and, if possible, how have researchers overcome those challenges?

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- How can we support the use of child care licensing data in research?

#### **Facilitators**

- **Kelly Maxwell**, Child Trends
- **Sheri Fischer**, National Center on Early Childhood Quality Assurance, ICF

#### **Using Measures of Implementation and Cost of Quality Care and Education | *Constitution CDE***

The Assessing the Implementation and Cost of High Quality Care and Education (ECE-ICHQ) project aims to develop integrated measures of the implementation and cost of center-based ECE services that can be used to examine how differences in what a center does and how resources are used influence quality. The project has completed two phases of data collection to develop preliminary measures of cost and implementation at the center level. These measures include total cost per child care hour, and implementation scores and cost allocations for each of six key functions. The project team invites participants to discuss how to interpret these measures and how they can help center directors, federal and state program administrators, researchers, and policymakers support ECE centers in delivering high-quality services efficiently. Potential uses include informing investments—of staff time, financial resources, or training and technical assistance—that can support and improve quality.

#### **Facilitators**

- **Pia Caronongan**, Mathematica Policy Research
- **Andrew Burwick**, Mathematica Policy Research

#### **National Survey of Early Care and Education Data Users | *Constitution CDE***

This affinity discussion is designed for researchers using, or interested in using, data from the National Survey of Early Care and Education (NSECE). Data users will discuss the ways they are using the data, their experiences obtaining restricted data access, the perceived benefits of the study design and data structure for addressing policy-relevant research questions, and any challenges they have had using the data.

#### **Facilitator**

- **Ivelisse Martinez-Beck**, Office of Planning, Research and Evaluation, ACF

#### **Mapping Child Care and Early Education Opportunities: Goals, Methods, and Future Directions |**

*Wilson/Roosevelt*

Researchers are increasingly using innovative spatial mapping methodology to examine the supply of child care and early education programs with distinct characteristics. Information about the distribution of the supply of child care and early education is critical to understanding geographic access constraints that contribute to families' decision-making processes in selecting high quality care. The objective of the session is to provide a space for researchers and policymakers to discuss: 1) the kinds of policy questions for which spatial analyses can be an appropriate approach; 2) different approaches to spatial analyses and working across data sets; 3) challenges to using these methods; 4) the use of findings from spatial analyses by policy and program administrators; 5) directions for future work in this area. The affinity session will encourage sharing of experiences using spatial mapping techniques and deepening knowledge about how these approaches can inform state policy decisions and assist administrators of CCD and other child care and early education policies. The affinity discussion will begin with a brief presentation of two projects that have used spatial approaches in different ways to address policy relevant questions. Each of the presenters will discuss the purpose of their analyses, the method they used, and how the work has been useful to policy and/or program administrators. Then the conversation will open up to affinity discussion participants to share their own examples and discuss further the ways that spatial analyses can support child care and early education policy efforts.

#### **Facilitators**

- **Kyle DeMeo Cook**, Education Development Center

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- **Julia Henly**, University of Chicago
  - **Vasanthi Rao**, University of South Carolina

#### **Home-Based Child Care | *Burnham***

In this affinity discussion, facilitators will draw themes from several sessions related to home-based child care, such as the sessions on non-traditional hour care, the decline in family child care, and supporting license-exempt providers.

#### **Facilitator**

- **Toni Porter**, Early Care and Education Consulting

#### **Strategies to Engage Families and Communities in the Research Process | *Cabin John/Arlington***

Using participatory or community engaged research strategies is an approach in which researchers and community members work together to develop a research agenda that meaningfully addresses issues important to stakeholders. In this session, participants will learn different ways to authentically engage stakeholders including parents, community members, and others in the research process. Presenters will share different tools and strategies used to engage researchers with communities, such as reflection tools used in community collaboration, role plays to help researchers and community members understand their perspectives, and team building strategies to support engaged research. Lessons from engaging communities in research will be shared from community members and researchers who use participatory research approaches. Participants are encouraged to bring their questions to this session to discuss with researchers and community members on how to authentically engage communities in the co-creation of knowledge through research.

#### **Facilitator**

- **Karen Ruprecht**, ICF

#### **State ECE Quality Improvement Activities and Research | *Latrobe***

States are engaged in a variety of efforts to improve the quality of early care and education using CCDF and other funds. The diverse activities are directed across levels (individual teachers/caregivers, classrooms, and programs) and across roles (including family child care providers, center directors and classroom teachers). This affinity discussion will provide an opportunity for dialogue about the types and focus of activities and the status of research to identify effective practices. Discussion will be sparked by providing a brief overview of themes from a recent meeting of state leaders, researchers and national thought partners. Participants will be invited to share their own experience with state quality improvement activities and ideas for how we can improve the research base on this important state investment.

#### **Facilitator**

- **Kathryn Tout**, Child Trends
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## Breakout Sessions E1-E4 | 1:30 p.m. – 2:45 p.m.

### **E1: Utilizing Administrative Data Outside of Early Care and Education to Address ECE Policy Questions**

**1:30 p.m. – 2:45 p.m. | Wilson/Roosevelt**

This session highlights various types of data outside of early care and education (ECE) that can be linked with ECE data to address policy-relevant questions. The session panelists will describe the research questions asked, methods used to analyze the data, and how the findings informed policy. They will also offer tips in linking various administrative data. The session will begin with an overview of administrative data outside of ECE that could be linked to ECE data to address various research questions. The first panelist will briefly describe work in Florida to link multiple types of administrative data to address questions of interest to state and local ECE policymakers. The second panelist will briefly describe work in Philadelphia to link non ECE data about children’s risk factors with pre-K program data to help administrators expand pre-K in areas with high concentrations of children with multiple risk factors. The moderator will engage panelists and participants in a discussion of issues in linking data to address ECE research questions.

#### **Facilitator**

- **Kelly Maxwell**, Child Trends

#### **Panelists**

- **Kelly Maxwell**, Child Trends | *An Overview of Non ECE Administrative Data to Link with ECE Data to Address Policy-Relevant Questions*
- **Roland Estrella**, University of Florida | *Florida Early Childhood and Health Data Repository: Improving Services with Birth to Five Data*
- **Katherine Barghaus**, University of Pennsylvania | *Connecting Early Childhood Data to Health and Human Service Integrated Data Systems to Inform Policy and Practice*

### **E2: Threats to Validity in Quality Measurement: Using Observational Tools in Varied Settings and for Multiple Purposes**

**1:30 p.m. – 2:45 p.m. | Cabin John/Arlington**

Observational measures of quality in early childhood classrooms are used for a variety of purposes including for research, QRIS, professional development, and program evaluation. Different settings, purposes, and populations pose different threats to the validity of those measure. This panel will bring together projects that have used observational tools in varied settings to discuss challenges and creative solutions for ensuring validity. The panelists will describe their experiences and engage the audience in a discussion of principles that can be applied to a variety of settings. The first presentation will focus on the use of an observational protocol in the American Indian Alaska Native Head Start Family and Child Experiences Survey (AI/AN FACES), with special emphasis on cultural adaptation of existing tools and ensuring validity in diverse settings. The second presentation will focus on the implications of using common observational tools, like the Environmental Rating Scale (ERS) and CLASS, for different purposes within a program (e.g., accountability, professional development) how these multiple purposes can threaten validity, and efforts to address these threats. The third presentation will focus on efforts in California to address equity and cultural responsiveness throughout their QRIS system, as well as, efforts to support the inclusion of Tribal Child Care in the state QRIS system. The session will conclude with a discussion about how to apply the lessons learned to support research, policy and practice.

#### **Facilitator**

- **Jessica Barnes-Najor**, Michigan State University

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### Panelists

- **Sara Bernstein**, Mathematica Policy Research and **Jessica Barnes-Najor**, Michigan State University | *Understanding Contextual Variations in Classroom Quality Observations in American Indian and Alaska Native Head Start*
- **Sherri Castle**, University of Oklahoma | *Validity Concerns Associated with Multiple Uses of Classroom Observations*
- **Sarah Neville-Morgan**, California Department of Education | *Addressing Equity and Cultural Responsiveness in California's Quality Rating and Improvement System*

### **E3: Infant and Toddler Workforce Competencies: Frameworks and Professional Development Supports across Care Settings**

**1:30 p.m. – 2:45 p.m. | Burnham**

The purpose of this session is twofold: (1) to provide an overview of the early care and education (ECE) workforce competencies articulated for those caring for infants and toddlers across ECE settings, and (2) to consider how competency frameworks for the ECE workforce are implemented within states. The first presentation will discuss an OPRE-funded scan of state and national frameworks for infant/toddler teacher competencies. The second presentation will focus on work being conducted by the Collaborative for the Understanding of the Pedagogy of Infant/Toddler Development (CUPID) to articulate and document competencies demonstrated by students completing university coursework towards an infant/toddler ECE degree. Finally, a representative from the State Capacity Building Center Infant/Toddler Specialist Network will share how ECE competency frameworks developed for pre-service and/or in-service align with efforts within state institutes of higher education, state credentials, or PD initiatives. The facilitator will demonstrate how, together, these presentations provide a context for further consideration of professional development supports – both pre-service and in-service – for the infant/toddler workforce to develop competencies and improve ECE quality. Time will be available for questions and discussion with the presenters.

### Facilitator

- **Tamara Halle**, Child Trends

### Panelists

- **Pia Caronongan**, Mathematica Policy Research | *Existing Competency Frameworks for Infant/Toddler Teachers and Caregivers*
- **Julie Torquati**, University of Nebraska-Lincoln | *Defining Domains of Competency for the Infant/Toddler Workforce*
- **Kelley Perkins**, State Capacity Building Center Infant/Toddler Specialist Network (ITSN) | *Implementation in Action: Examples of States Utilizing Competency Frameworks for the Infant/Toddler Workforce*

### **E4: Understanding and Supporting Early Care and Education Workforce Well-Being**

**1:30 p.m. – 2:45 p.m. | Latrobe**

Workforce well-being is essential to providing high quality early care and education (ECE). This session brings together research on measuring and supporting it. After sharing a brief introduction and conceptual framework, attendees will be invited to view posters that present empirical studies of ECE professionals' well-being across children's ages, sectors (public pre-k, centers, homes) and levels of the ECE system (professionals who provide ECE services to children and staff who support them) at the national and state-level. One poster examines well-being, respect and teamwork based on analyses of

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the National Survey of Early Care and Education (NSECE). Another draws from the Virginia Preschool Initiative Plus evaluation to examine both stress and efficacy among center-based ECE professionals. A third examines links between provider well-being and classroom process quality. A fourth summarizes a number of studies examining both psychological and physical well-being among ECE professionals. A fifth presents a mixed-methods study that examined licensed family child care providers' stress, self-efficacy and support. A sixth presents analyses from the National Study of Family Child Care Networks that includes provider-level data as well as data from the agency staff who support them. A seventh examines reflective supervision as a way to increase intervention efficacy and workforce well-being. A discussant will reconvene the large group and highlight key themes across the posters. Although measures of ECE professionals' well-being are often narrow, well-being may be better considered a broad construct that includes physical, economic and psychological wellness with important links to children's outcomes.

#### Facilitator

- **Holli Tonyan**, California State University, Northridge

#### Poster Presenters

- **Kathleen Gallagher**, Buffett Early Childhood Institute | *The Ecology of Early Childhood Workforce Well-Being: A Conceptual Framework*
- **Rebecca Madill**, Child Trends | *Supporting Psychological Well-Being for the ECE Workforce: Findings from the NSECE*
- **Todd Grindal**, SRI | *Teacher Well-being and Support in a State-wide Preschool Initiative*
- **Annie Partika**, Georgetown University | *Associations Among Teacher Well-being and Pre-K Classroom Quality*
- **Juliet Bromer**, Erikson Institute | *Examining Agency Practices that Support Family Child Care Well-Being and Engagement*
- **Holli Tonyan**, California State University, Northridge | *Well-being and Support Among Family Child Care Providers in Quality Improvement Initiatives*
- **Amy Susman-Stillman**, University of Minnesota | *The Landscape Survey: Current Training and Delivery of Reflective Supervision around the United States*
- **Kyong-Ah Kwon**, University of Oklahoma and **Lieny Jeon**, Johns Hopkins University | *Early Childhood Teachers' Well-Being, Beliefs, Practice, Turnover, and Children's Outcomes*

#### Discussant

- **Sangeeta Parikshak**, OHS/ACF

**Break | 2:45 p.m. – 3:00 p.m.**

### Plenary Session 4

**3:00 p.m. – 4:00 p.m. | Constitution CDE**

#### ***Leadership for Quality Improvement: A Theory of Change***

The purpose of this session is to contemplate a new theory of change for leadership in early care and education and to consider how this theory relates to our work in designing systems for quality improvement. The cornerstone of the presentation will be the draft theory of change developed by the Early Care and Education Leadership Study (ExCELS) which relies on existing research in early childhood and other related fields. Each of the subsequent presentations will react to and align their work in relation to the draft ExCELS theory of change. The second presentation will focus on research and aligned QI systems design in the state of Illinois. This session will present research findings from early

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care and education administrators on perceptions of their leadership competencies aligned with the Whole Leadership Framework and will be followed by a policy administrator’s perspective on how this data has informed state systems efforts to support ECE administrators. This presentation will also align their efforts to the ExCELS theory of change. The third presentation will present study findings from a sample of Ohio ECE administrators regarding their leadership challenges and capacities as it relates to the constructs outlined in ExCELS.

**Facilitator**

- **Anne Douglass**, University of Massachusetts-Boston

**Panelists**

- **Anne Douglass**, University of Massachusetts-Boston | *Theory of Change for ECE Leaders as Change Agents for Quality Improvement*
- **Michael Abel**, McCormick Center for Early Childhood Leadership at National Louis University | *The Whole Leadership Framework and State Systems Building*
- **Kelly Purtell**, The Ohio State University | *Understanding Center Directors: Backgrounds, Responsibilities, and Leadership Efforts*

**Closing Session**

**4:00 p.m. – 5:00 p.m. | Constitution CDE**

***Closing Remarks by ACF Leadership***

The closing plenary will feature ACF’s leadership reflecting on critical questions and key information needs in light of current agency priorities for supporting low-income and vulnerable children and families through child care and early education programs and policies.

**Panelists**

- **Lynn Johnson**, Assistant Secretary for the Administration for Children and Families (ACF)
- **Shannon Christian**, Director of the Office of Child Care (OCC)
- **Dr. Deborah Bergeron**, Director of the Office of Head Start (OHS) and Early Childhood Development

**Adjournment | 5:00 p.m.**