

2015 CCPRC

Child Care Policy Research Consortium Annual Meeting

20th Anniversary of CCPRC

December 2–3, 2015 • Grand Hyatt Washington Hotel • Washington, D.C.
Wednesday, December 2, 2015

Opening

8:30–9:30 a.m. (Independence Ballroom A)

Title

Federal Early Care and Education (ECE) Policy Developments and Implications for Research

Description

Federal leaders will provide an overview of current priorities and major policy developments to improve the quality of and access to ECE, including an overview of recent efforts to strengthen connections among Child Care and Development Fund (CCDF), Head Start (HS), and prekindergarten (preK) programs. Leaders will highlight their burning questions for research.

Facilitators

- Ann Rivera, Office of Planning, Research and Evaluation (OPRE), Administration for Children and Families (ACF), Department of Health and Human Services (HHS)
- Ivelisse Martinez-Beck, OPRE, ACF, HHS

Presenters

- Mark Greenberg, Acting Assistant Secretary, ACF, HHS
- Linda Smith, Deputy Assistant Secretary and Inter-Departmental Liaison for Early Childhood Development, ACF, HHS

Scribe

- Janet Kreitman, BLH Technologies, Inc.

Plenary Session 1

9:30–10:30 a.m. (Independence Ballroom A)

Title

Child Care and Development Fund (CCDF) Reauthorization and Head Start (HS) Notice of Proposed Rule Making (NPRM): Implications for Research and for the Field

Description

This session will provide an overview of key provisions in the Child Care and Development Block Grant (CCDBG) Act of 2014 and the HS NPRM followed by perspectives on the implementation of the law, including major issues, questions, and needed research.

Moderator

- Gina Adams, Urban Institute

Presenters

- Rachel Schumacher, Director, Office of Child Care (OCC), ACF
- Blanca Enriquez, Director, Office of Head Start (OHS), ACF

Scribe

- Janet Kreitman, BLH Technologies, Inc.

Workshop A-1**10:45 a.m.–12:00 noon (Independence D & E)****Title**

Variation in CCDF Family Friendly Administrative Practices: What Varies and Why and How It Matters for Families and Children

Description

The main goals for this session are to help the field better understand: what kinds of policy implementation/variation exists at the state and local levels, how this variation could affect child/family outcomes, what suggestions practitioners and researchers have in order to address local variation, and make suggestions about how to go about incorporating local policy and practice variations into research design evaluating the effects of changing CCDF policy.

Given the structure of CCDF as a CCDBG/block grant program, states establish their own administrative practices and procedures for implementing the CCDF program. While differences in State-level CCDF policies and rules, e.g. length of reassessment periods and income-eligibility thresholds, have been well documented (Minton et al., 2014), administrative differences in how CCDF policies are implemented “on the ground” within states is an important, but under-studied source of policy variation that can influence target outcomes (including subsidy receipt stability and child care continuity).

Past research shows there to be wide variation in the administrative practices that states use to implement the CCDF program (Adams and Matthews, 2013). Paperwork complexity, application accessibility, modes of eligibility (re)determination (in-person, phone, electronic), levels and types (e.g. language-specific) of administrative supports for families, and levels of coordination with other benefit programs can vary widely across states. Meanwhile, a growing body of research suggests that within states, local administrative practices can also vary widely, introducing another source of variation that could be shaping policy outcomes (Adams, Snyder, and Sandfort, 2002). In this session, we will provide an overview of how administrative practices vary (at state and local levels), and describe what is known and unknown about how different practices influence different target outcomes, including subsidy receipt stability and child care continuity. An improved understanding and more discussion of how different administrative practices influence key outcomes has increased urgency as states develop strategies to implement new provisions of CCDBG.

Facilitator

- Julie Henly, University of Chicago

Presenters

- Gina Adams, Urban Institute
- Liz Davis, University of Minnesota
- Erin Hardy, Brandeis University

Scribe

- Claire Lowe, Child Trends

Workshop A-2

10:45 a.m.–12:00 noon (Independence B & C)

Title

Supporting Low-Income Children and Families through ACF's Early Childhood Training & Technical Assistance Transformation

Description

Several Federal initiatives are under way to strengthen the connections among early childhood programs to improve the overall quality of and access to ECE. In addition to funding opportunities that support better alignment and higher standards, ACF is transforming its Early Childhood Training and Technical Assistance System to more effectively support ECE programs and early educators in delivering quality services to children and their families across the country. During this workshop, Federal agency staff members will describe the cross-cutting work of six newly launched National Training and Technical Assistance Centers to promote excellence through high-quality, practical resources and approaches that will build early childhood program capacity and will promote consistent practices across States, Territories, Tribes, and communities.

Facilitator/Presenter

- Ann Rivera, OPRE, ACF

Presenters

- Sharon Yandian, OHS, ACF
- Ginny Gipp, OCC, ACF
- Barbara Hamilton, Maternal and Child Health Bureau (MCHB), Health Resources and Services Administration (HRSA)

Scribe

- Erin Bultinck, Child Trends

Workshop A-3

10:45 a.m.–12:00 noon (Independence F & G)

Title

Monitoring in the Context of CCDBG Reauthorization: A Discussion to Build a Research Agenda

Description

This workshop will provide an overview of the proposed changes in monitoring that are part of CCDF reauthorization and will offer an opportunity for researchers and policymakers to discuss questions of interest regarding the effectiveness and impact of proposed monitoring changes. The workshop is designed to foster dialog among participants that can help inform a research agenda regarding ECE monitoring.

Facilitator

- Kelly Maxwell, Child Trends

Presenters

- Kristie Lewis, Bright From the Start: Georgia Department of Early Care and Learning
- Nina Johnson, National Center on Early Childhood Quality Assurance
- Representative from the Office of Child Care (Invited)

Scribe

- Ashley Hirilall, Child Trends

Workshop A-4
10:45 a.m.–12:00 noon (Independence H & I)

Title

What Does Curricula Mean in the Context of Working With Infants and Toddlers? And How Do We Verify How Curricula Are Being Used?

Description

There is increasing focus on identifying empirically based practices in early care and education that lead children to be ready to enter school with skills necessary for academic success. While there have been many efforts to identify and define practices in the preschool age range, there have been fewer efforts in the infant and toddler arena. This is beginning to change. There is growing recognition that the first three years are a distinct developmental period characterized by rapid brain development, complete reliance on relationships with adults, extreme vulnerability to environmental variation, and great opportunity for long-term impact on future outcomes across a range of developmental domains. There are signs that policy makers are recognizing these unique aspects of serving infants and toddlers as indicated in movement to professionalize the workforce, define learning goals for infants and toddlers, and provide guidance on activities that will support children's school readiness beginning in the earliest years. As part of this movement, more states, federal and professional accountability systems are asking quality infant/toddler programs to demonstrate the use of an "empirically based curriculum." However, there is ambiguity and about what this means for infants and toddlers and some discomfort about using the term curriculum in relation to infants and toddlers. This interactive breakout session will include two presentations, the content of which grow out of a collaboration between the Network of Infant/Toddler Researchers (NITR) and the Quality Initiatives Research and Evaluation Consortium (INQUIRE). The first speaker will present examples of current definitions of infant toddler curricula, how these definitions differ from definitions for older children, and the identification of key elements to defining and identifying curriculum for infants and toddlers. The second presentation will outline current practices for reporting on the implementation of an empirically based curriculum for infants and toddlers (for example, in QRIS, NAEYC accreditation, and EHS monitoring), discuss limitations with current self-report approaches, and note possibilities for ensuring preparation for and confirmation of the implementation of a curriculum on an ongoing basis. The discussion with the audience will address implications of this work for practitioners, policymakers, technical assistance providers, researchers and other stakeholders.

Facilitator

- Helen Raikes, University of Nebraska–Lincoln

Presenters

- Rachel Chazan Cohen, University of Massachusetts – Boston
- Martha Zaslow, Society for Research in Child Development (SRCD) and Child Trends

Discussant

- Amanda Bryans, OHS, ACF

Scribe

- Danielle Hegseth, Child Trends

Workshop A-5
10:45 a.m.–12:00 noon (Lafayette Park/Farragut Square)

Title

Preliminary Results from the Child Care Collaboration and Quality Study, Phase II, State and Local Levels in Two Partner States

Description

The presenters will share findings from the second phase of the Child Care Collaboration and Quality project by examining collaboration within two states, each at the state- and regional/local-levels, and determining the links between these levels. The presentation will include results from two online surveys, conducted within two partner states – Maryland and Vermont. First, state early education and care administrators (CCDF Administrators, the Head Start State Collaboration Office Directors, and Early Childhood Specialists) were asked about their collaboration among themselves and also with other state agencies and regional/local networks or coalitions, using existing scales with good psychometric properties. Second, a small, pilot sample of early care and education providers in each state were given an online survey asking about their professional networks including contacts and involvement in groups, networks or coalitions.

This presentation will highlight how quantifying collaboration can provide a shared vocabulary and understanding of the activities, goals and relationships that create different models of collaboration. Different models of collaboration may have implications for improving access and quality of early care and education programs. But there are also methodological issues involved in quantifying collaboration, particularly among local early care and education providers. The presentation will share lessons learned from the pilot study of providers and how these issues will shape the full-scale study planned for the next year.

The discussant serves as the Head Start State Collaboration Office Director for the State of Vermont. He will discuss the importance of collaboration in his state, how federal and state level initiatives support collaboration, and his experience as a research partner

Facilitator

- Elizabeth Shuey, OPRE

Presenters

- Gary Resnick, Education Development Center
- Meghan Broadstone, Education Development Center
- Sarah Kim, Education Development Center

Discussant

- Ben Allen, Head Start State Collaboration Office, State of Vermont

Scribe

- Jenn Abrams, Child Trends

Lunch Session (*Bring Your Lunch; Open to All*)
12:00 p.m.–1:30 p.m. (Lafayette Park/Farragut Square)

Title

National Survey of Early Care and Education: Questions and Answers on Using NSECE Data

Description

Are you working with NSECE data? Grab your lunch and come chat with the NSECE team and fellow NSECE analysts about your experiences, questions, and suggestions so far. Team members will also provide an update on new resources available to researchers and the process for accessing NSECE Levels 2 and 3 restricted-use data.

Presenter

- Rupa Datta, NORC at the University of Chicago

Scribe

- Megan Treinen, Child Trends

Plenary Session 2
1:30–2:30 p.m. (Independence Ballroom A)

Title

Understanding Access to High-Quality Early Care and Education (ECE)

Description

What does “access to high-quality ECE” mean? This discussion will focus on current efforts to define and measure “access” and to identify data sources and analytic strategies for States attempting to assess and track access.

Facilitator

- Teresa Derrick-Mills, Urban Institute

Presenters

- Carlise King, Early Childhood Data Collaborative and Child Trends
- Wladimir Zanoni, Chapin Hall at the University of Chicago
- Ira Goldstein, The Reinvestment Fund

Discussant

- Rachel Schumacher, Director, Office of Child Care, ACF

Scribe

- Van-Kim Lin, Child Trends

Workshop B-1
2:45–4:00 p.m. (Independence D & E)

Title

Implementing Systems Change in ECE Professional Development (PD) Systems: Developing Resources for the Coming Decade

Description

The recent Institute of Medicine and the National Academy of Sciences report *Transforming the Workforce for Children Birth through Age 8: A Unifying Foundation* provides a blueprint for systems change for the preparation and ongoing professional development of the early childhood workforce. This blueprint envisions a much more integrated, aligned, stackable and portable early care and education (ECE) professional development system, with multiple “on-ramps” for obtaining ECE credentials, degrees and certifications, as well as ongoing training. In addition, the reauthorization of the Child Care Development Block Grant (CCDBG) proposes rules that have implications for the practices and structures of state ECE professional development systems. What supports might be needed to achieve

movement toward a unified professional development system that works across sectors, settings and auspice, as well as across the age span from birth to eight? Implementation science offers new insights about re-designing and transforming professional development systems.

This workshop session will share new research and models for transforming ECE professional development systems through coaching approaches at the individual, organizational, and state level. The session will also introduce two new joint workgroups (composed of members of the Professional Development and Implementation Science CCPRC Work Groups) and their work-in-progress developing resources for the field related to 1) coaching systems and 2) connecting career pathways and higher education. Participants will have an opportunity to discuss these and other new approaches and ideas for transforming professional development systems and the next steps for the two workgroups.

First, Helen Raikes will discuss building capacity for instructional coaching (a new higher education coach/mentor training model). Anne Douglass will follow by addressing how to build capacity for organizational coaching (i.e., applying implementation frameworks in a job-embedded PD model in ECE programs). The third presenter, Sherry Cleary will address building capacity in state PD systems through coaching (e.g., online coaching and/or practice-based PD). Finally, Tamara Halle will focus on generating discussion around the development and dissemination of new resources to support PD systems at the individual, organizational, and state levels. Discussion will also address the role that the new, joint CCPRC Work Groups on Career Pathways and Coaching Systems can play in generating these resources.

Facilitator

- Tamara Halle, Child Trends

Presenters

- Helen Raikes, University of Nebraska-Lincoln
- Anne Douglass, University of Massachusetts – Boston
- Sherry M. Cleary, New York Early Childhood Professional Development Institute

Scribe

- Amy Blasberg, Child Trends

Workshop B-2

2:45–4:00 p.m. (Independence B & C)

Title

Early Childhood Care and Education (ECCE) Working Conditions and Provider Well-Being: Implications for Professional Development and Quality Across Diverse ECCE Providers

Description

Using the IOM ECCE Workforce Report as a foundation and impetus to this workshop session, we will focus on the well-being and working conditions of early childhood care and education (ECCE) providers. In particular, the experiences of ECCE providers serving low-income marginalized young children and families across multiple ECCE contexts (e.g., Head Start, Pre-K, CCDF, and family child care homes), will be examined. Well-being and working conditions for providers across ECCE environments are necessary to understand to most effectively support ECCE providers' engagement in quality improvements important for children, families, and providers themselves. This workshop will provide insight important to ECCE that will support Head Start programs as well as child care programs/providers that are both center- and home-based. Moreover, the focus on well-being and working conditions, in the context of workforce development, might provide information that could be transferred to understanding the experiences of individuals in other caretaking professions (e.g., nursing, social work, etc.).

The session will be a mix of presenting empirical findings and facilitated discussion such that we can leverage the latest research to support policy and program discussions and decisions. First, we will set the stage for the importance of this conversation with the IOM report, which will situate the empirical findings presented in the session. Second, we will present empirical findings related to the workforce specific to the well-being and working conditions of ECCE providers. The first presenter of empirical findings will provide results from a mixed methods study focused on Head Start teachers' comprehensive well-being—looking beyond stress and burnout to consider the financial, physical, emotional, and social aspects of well-being that intersect throughout teachers' daily personal and professional lives to uniquely shape their sensitive interactions with young children. The second empirical presenter will present findings on well-being of family child care providers' stress of balancing child care work and personal family life. The third empirical presenter will disseminate findings from in-depth interviews with family child care providers focused on sustainability of their daily routines, particularly for how these shape providers' abilities to engage in certain practices related to quality improvement. Finally, following the empirical presentations, a round table discussion during the last 35 minutes of the session will provide opportunity for discussion of policy and practice implications of this work, with extensive input from the collective expertise of session attendees.

Facilitator

- Iheoma Iruka, University of Nebraska

Presenters

- Jacqueline Jones , Foundation for Child Development
- Colleen Vesely, George Mason University
- Elizabeth Levine Brown, George Mason University
- Rebecca Swartz, University of Illinois
- Holli Tonyan, California State University
- Susan Savage, Child Care Resource Center, Greater Los Angeles Area

Scribe

- Ashley Hirilall, Child Trends

Workshop B-3

2:45–4:00 p.m. (Independence F & G)

Title

Findings from Studies of Quality Improvement in Quality Rating and Improvement System (QRIS)

Description

The “I” in QRIS has received little attention in recent years, as most evaluation efforts have focused on validation. Yet, technical assistance and initiatives to support QI efforts through QRIS represent a large proportion of the investment that States are making with their quality set-aside funds. The goal of this workshop is to hear findings from recent studies in Indiana and Pennsylvania and to learn about the characteristics of programs and the features of QI support that are linked to movement up the quality levels in a QRIS. A facilitated discussion will focus on the implications for research and practice.

Facilitator

- Megan Campbell, Office of Child Care, ACF

Presenters

- Karen Ruprecht, Purdue University
- Mallory Warner-Richter, Child Trends
- Dale Epstein, Child Trends

Scribe

- Erin Bultinck, Child Trends

Workshop B-4
2:45–4:00 p.m. (Independence H & I)

Title

Understanding Cost to Providing High Quality Care and Its Effects on Access

Description

This workshop will follow an interactive, roundtable format. Researchers, including members of the technical experts' panel on Access and Child Care Choices, will convene to brainstorm on how the cost of providing high-quality care plays into the setting of provider payment rates in the subsidy system as well as other supports that can increase access. The conversation will explore alternatives for setting subsidy payment rates that allow providers to offer high-quality care and allow parents to obtain it. The goal is to begin to develop useful advice for States struggling with the strengths and limitations of different approaches to identifying cost.

Facilitator

- Carlise King, Early Childhood Data Collaborative and Child Trends
- Kathryn Tout, Child Trends

Presenters

- Invited Researchers

Scribe

- Van-Kim Lin, Child Trends

Workshop B-5
2:45–4:00 p.m. (Lafayette Park/Farragut Square)

Title

New Directions in Assessing Program Quality and Implementation: Updates from Two Measurement Development Projects

Description

The focus on building the capacity of early childhood programs to deliver high quality services to young children and families is a key area of emphasis in policy development and state systems design. Implementation Science has emerged as a useful framework to conceptualize how to build the infrastructure within early care and education programs to support ongoing quality improvement. The current workshop session will describe two new measures currently under development that rely on implementation science to assess different aspects of quality—the Early Childhood Quality Improvement Pathway System (EQuIPS), and Assessing the Implementation and Cost of High Quality Early Care and Education (ECE-ICHQ). Our session plan includes the following three components: 1) a brief overview of implementation science and its application to building quality improvement capacities at the program level; 2) descriptions of the EQuIPS and ECE-ICHQ initiatives and progress to date; and 3) group level dialogue regarding strategies for assessing program-level infrastructure/implementation.

Facilitator/Presenter

- Rena Hallam, University of Delaware

Presenters

- Deborah Cassidy, University of North Carolina-Greensboro
- Gretchen Kirby, Mathematica Policy Research
- Kimberly Boller, Mathematica Policy Research
- Pia Caronongan, Mathematica Policy Research

Scribe

- Danielle Hegseth, Child Trends

Workshop C-1
4:15–5:30 p.m. (Independence D & E)

Title

Distributing Child Care Subsidies through Contracts: Child, Family, and Provider Perspectives

Description

The goal of this workshop session is to provide researchers and local, State, and Federal CCDF administrators with an overview of the contract system as a child care subsidy distribution mechanism and to feature the latest research on the benefits and challenges of using contracts, compared to vouchers, from various perspectives. Historically, welfare laws placed more emphasis on vouchers compared to contracts (Turner et al., 2007). Therefore, it is not surprising that the majority of states offer child care subsidies in the form of vouchers. However, a significant number of states (approximately 20 percent) utilize both contracted slots and vouchers (U.S. Department of Health and Human Services, 2014).

Recently, more policy emphasis has been placed on providing subsidies through contracted child care slots. For example, in 2014, the Office of Child Care Technical Assistance Unit released a memo suggesting that states consider utilizing direct contracts with child care providers for a prescribed number of subsidized slots. Researchers are beginning to explore 1) how contract systems are structured and how contract operations/provisions vary by state; 2) the mix of provider incentives and responsibilities in a contract system (as compared with a voucher system); and 3) the benefits and costs to families and children of using contracts relative to vouchers (in terms of subsidy receipt stability, continuity of care, and parental employment outcomes).

Gina Adams will provide context by sharing what is known about contracting. She will also articulate questions about contracts in need of study. Panelists will present findings from three new studies examining the impact of contracts on children, families, and providers. Yoonsook Ha will share initial results of the characteristics of families who use contracted slots versus vouchers and the impacts of different child care subsidy mechanisms on the stability of subsidy receipt and care arrangements from a study conducted in Massachusetts. This study uses state administrative data to assess relationships between subsidy mechanism and the outcomes.

Kate Giapponi will share what has been learned of the benefits and challenges of contracted slots from the provider perspective using initial qualitative results from a study being conducted in Massachusetts. The study utilizes semi-structured interviews with child care providers of different legal structures (for- and non-profit), size (single- and multi-center organizations) and location (regions of the state) to obtain information on providers' perspectives on participation in the Massachusetts subsidy system. For example, initial findings indicate that while many providers see contracts as more financially stable compared to vouchers, others voiced concerns regarding the administrative complexities and burdens of contracts. In particular, in Massachusetts, contracted providers must conduct all eligibility determinations for subsidized children in their care (with no additional administrative funding).

Bobbie Weber will describe findings from a three-year study of Oregon's Contracted Slots Pilot program on the effect of participation in contracts on children's arrangement stability, parents' employment stability, and provider financial stability. The study included an evaluation of both process and impact. Data for the process component came from director surveys at two points in time and in-depth interviews with staff and stakeholders. For the outcome study participants in the Contracted Slots Pilot program were matched with voucher participants. Data from subsidy, Client Maintenance System, SNAP and UI Wage programs supported a comparison of participant outcomes with those of voucher recipients. Inclusion of UI wage data supported measurement and comparison of the stability of child care arrangements and parent employment. Provider survey data supported assessment of Pilot participation on the providers' financial stability.

Facilitator

- Gina Adams, Urban Institute

Presenters

- Yoonsook Ha, Boston University
- Kate Giapponi, Brandeis University
- Bobbie Weber, Oregon State University

Scribe

- Meg Soli, Child Trends

Workshop C-2

4:15–5:30 p.m. (Independence B & C)

Title

Recent Findings from QRIS Validation Studies

Description

QRIS validation studies are underway in nearly 20 States due largely to requirements in the Race to the Top – Early Learning Challenge grant specifying that states document the extent to which the QRIS distinguishes meaningful levels of quality and ratings that are linked to children’s developmental outcomes. This workshop session will include a panel of researchers engaged in QRIS validation studies who will have new analyses available for sharing. The facilitated discussion will include exploration of key similarities and differences in the findings across studies and what these may mean for future QRIS research and implementation.

Validation studies were the focus of a session supported by INQUIRE at the QRIS National Meeting, and a suggestion was made to reprise the session at CCPRC because a new wave of findings became available in the fall.

The findings from validation studies will be of interest to policymakers at the state and federal level who are overseeing the RTT-ELC grants and CCDF quality initiatives and seeking information about how these activities are working.

Some researchers and policymakers have predicted that a focus on child outcomes too early in QRIS implementation will lead to few significant findings. Therefore, the results of these studies are highly anticipated and are expected to generate rich conversation about the timing of QRIS validation studies and the methods that are used to examine child outcomes in the context of a complex system initiative like QRIS.

Facilitator

- Kelly Maxwell, Child Trends

Presenters

- Shannon Lipscomb, Oregon State University-Cascades
- Kathryn Tout, Child Trends
- Ying-Chun Lin, University of Wisconsin-Madison

Scribe

- Jen Cleveland, Child Trends

Workshop C-3
4:15–5:30 p.m. (Independence F & G)

Title

The Importance of Early Care and Education for Populations with Unique Needs

Description

Research has documented the importance of high quality Early Care and Education (ECE) for all children, especially those most at risk. However, research on certain populations with unique needs has been lacking in this area. This workshop session will highlight the importance of ECE services, such as those provided by Head Start, Early Head Start, and child care, and how ECE can be tailored to meet the unique needs of two understudied populations: children in the child welfare system and tribal children in their child care systems. The first presentation will review emerging evidence suggesting that ECE services can help the child welfare system (CWS) achieve its goals of safety, permanency, and well-being for young children through several pathways. In addition, the presentation will explore whether the child welfare population is utilizing ECE at a desirable level. The second presentation will take a close look at how child care programs plan to provide child care services to meet the unique needs of tribal communities. Specifically, the presentation will highlight the work of the Child Care Steering Committee of the Tribal Early Childhood Research Center which developed database of tribal Child Care Development Fund (CCDF) plans. The presentation will discuss the unique aspects of tribal CCDF plans that are not found in State CCDF plans. Examples will be shared of how tribes make cultural adaptations in programs, including the implementation of tribal language immersion and the use of tribal elders as cultural teachers. The discussant will pull out common themes across the presentations and provide a federal perspective on the benefits of ECE and how ECE can be utilized to meet the unique needs of understudied populations. The discussant will involve the audience in a discussion of implications for research, policy and practice.

Facilitator

- Beth Meloy, OHS, ACF

Presenters

- Sacha Klein, Michigan State University
- Candace Fleming, University of Colorado- Denver

Scribe

- Megan Treinen, Child Trends

Workshop C-4
4:15–5:30 p.m. (Independence H & I)

Title

Infant/Toddler Workforce Preparation and Competencies

Description

Infant and toddler care and education is at the nexus of the historically distinct disciplines of Child Development—with its emphases on development and learning in the context of family and community—and Education—with its emphasis on teaching processes, and the child as learner in context of structured educational settings. While Federal education policies in the United States set broad parameters for teacher preparation, states are given much leeway in interpreting and applying federal guidelines. The resulting inconsistencies are paralleled by lack of coherent content and pedagogy among higher education faculty preparing the infant/toddler workforce to work in early childhood settings, including child care, Early Head Start and home visiting. The first presentation in this workshop session will set the stage by reviewing recent analyses of the National Survey of Early Care and Education (NSECE) that provides a general overview of the current state of the infant/toddler workforce with regard to educational attainment, recent professional development (PD) activities, and

credentialing for early care and education (ECE) providers. The second two presentations will share findings from two projects that emerged from discussions at an OPRE-funded meeting on pre-service and in-service preparation of the infant/toddler workforce held in the Fall of 2014: A review of state infant/toddler credentialing and certification requirements for states that offer such certification for the infant/toddler workforce, highlighting patterns common and distinct across states in terms of number of training or credit hours required, number and type of specific core competencies covered, and requirements to demonstrate competencies and findings from a survey about how state policies and contexts are linked with characteristics of infant/toddler-specific content in early childhood teacher preparation programs in 10 state universities across the U.S. The latter study emerges from the work of the Collaborative for the Understanding of the Pedagogy of Infant/Toddler Development (CUPID). The focus of the group discussion will be on how to strengthen competencies of the infant/toddler workforce through both pre-service and in-service PD pathways, and generating further ideas for advancing the study of infant/toddler teacher and caregiver competencies as they relate to quality and child outcomes.

Facilitator

- Tamara Halle, Child Trends

Presenters

- Rebecca Madill, Child Trends
- Dale Epstein, Child Trends
- Rachel Chazan Cohen, University of Massachusetts, Boston
- Martha Buell, University of Delaware

Scribe

- Nadia Orfali, Child Trends

Workshop C-5

4:15–5:30 p.m. (Lafayette Park/Farragut Square)

Title

State and National Data on the Early Childhood Workforce: Comparing State Workforce Registries With Findings from the National Survey of Early Care and Education (NSECE)

Description

Findings from the National Survey of Early Care and Education (NSECE) provide a comprehensive portrait of the early care and education workforce across home-based and center-based child care, Head Start/Early Head Start, and school-based pre-K. In complementary efforts, many states are creating and refining early childhood workforce registry systems to document credentials, professional development (PD), and demographic information about early care and education (ECE) providers. As registries mature and best practices are developed, it is useful to examine how state data align with data from the NSECE. This comparison can address questions about the validity and reliability of state registries, and highlight possible ways in which state data supplement the national picture. This session will include a comparison between NSECE workforce findings and data from state registries. The presenters will involve the audience in a discussion of implications for research, policy and practice.

Facilitator

- Mallory Warner-Richter, Child Trends

Presenters

- Martha Zaslow, SRCD and Child Trends
- Joellyn Whitehead, Illinois Network of Child Care Resource and Referral Agencies

Scribe

- Claire Lowe, Child Trends

CCPRC 20th Anniversary Event
5:30–7:00 p.m. (Declaration B)

Title

CCPRC 20th Anniversary Event

Description

Join with CCPRC members in a celebratory reception at which all are invited to share stories that capture who we are and where we came from, and to share visions of where we are going as a Consortium. There will be a no-host bar.

Presenters

- Pia Divine, Retired, Child Care Bureau, ACF
- J. Lee Kreader, formerly with the National Center for Children in Poverty, Columbia University
- J. Lawrence Aber, New York University

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Thursday, December 3, 2014

Plenary Session 3

8:30–9:30 a.m. (Independence Ballroom A)

Title

Who We Are Becoming: Changing Population Demographics and Insights from Research on Hispanic Children and Families

Description

Demographic trends show that children and families in the United States are increasingly made up of Hispanics and a variety of other racially and ethnically diverse minority groups, and that these patterns vary widely across states and communities. These realities have major implications for ECE policy, practice, and research. This session first presents data from the Urban Institute's *Mapping America's Future* to explore these patterns and discuss the implications for the ECE field. It then provides findings from two new studies conducted by the National Research Center on Hispanic Children and Families and collaborative partners on ECE utilization for Hispanic families, and discusses lessons we can learn from these studies to inform policy and practice for our changing populations. Specifically, it will present findings from a) new analyses of national data (NSECE) on parental preferences, availability of relative care and actual ECE utilization patterns among low-income Hispanic families; and b) integrated data from Chicago that provide predictors of use of child care subsidies, Head Start, and publicly funded prekindergarten, within the context of the timing and utilization of other relevant public assistance programs (e.g., SNAP, TANF) – these analyses will examine differences among Hispanic and Non-Hispanic children, as well as differences within the linguistically and culturally diverse Hispanic population. The session will close with a discussant from a Child Care Resource and Referral (CCR&R) network in a diverse community highlighting the implications of these issues for those working with families and ECE providers on the front line.

Facilitator/Moderator

- Ann Rivera, OPRE

Presenters

- Rolf Pendall, Urban Institute
- Gina Adams, Urban Institute
- Lina Guzman, Child Trends
- Michael López, Abt Associates

Discussant

- Susan Savage, Child Care Resource Center, Chatsworth, California

Scribe

- Mallory Warner-Richter, Child Trends

Workshop D-1

9:45–11:00 a.m. (Independence D & E)

Title

Changing Demographics: Implications for ECE Research and Service Delivery With Culturally and Linguistically Diverse Children

Description

The rapidly changing ethnic and linguistic composition of the U.S. child population has significant implications for the ECE field in trying to ensure access and meet the needs of families. This workshop session will highlight new research that explores the variation and heterogeneity within and across culturally and linguistically diverse children and how ECE settings/providers may be impacted. The first project reports on an analysis of the current capacity of large scale, publically available data sets to adequately study child care utilization with Hispanic children and families. The second project examines how immigration patterns have shifted over time and within cities and neighborhoods, providing an opportunity to consider how diverse and rapid change differentially impacts different geographical areas and ECE service delivery. The third project offers a deeper examination of the early language experiences of Latino dual language learners in home and early care and education settings. The discussant will explore implications of these changing demographics for technical assistance and support of ECE service delivery. Overall, the discussion will highlight gaps in existing knowledge that require new research on ECE with culturally and linguistically diverse families.

Facilitator

- Ann Rivera, OPRE

Presenters

- Julia Mendez, University of North Carolina-Greensboro
- Julia Gelatt, Urban Institute
- Gina Adams, Urban Institute
- Soojin Oh, University of Washington

Discussant

- Lyn Morland, Center for Culturally Responsive Practice, Bank Street College of Education

Scribe

- Claire Lowe, Child Trends

Workshop D-2

9:45–11:00 a.m. (Independence B & C)

Title

Using Findings from Child Care Research Partnerships to Inform Policies to Improve the Quality and Stability of Child Care and Early Education for Low-Income Families

Description

In this workshop session the presentations will describe how research conducted in collaboration with State agency partners and intrastate collaboration has influenced policy and is influenced by the policy goals and context of the different states. Findings focus on what factors impede or encourage families' access to quality care arrangements, including families' use of subsidies, subsidy administration and delivery practices, and the presence of Head Start/Early Head Start-Child Care Partnerships. The methods used across the research partnerships include both quantitative and qualitative approaches and incorporate data from administrative systems, surveys and in-depth interviews. These papers will explore subsidy policies and CCDBG changes using research from multiple perspectives, including the recipients of subsidies (children and families), providers, and state child care administrators. The first presentation will present new findings from the Maryland-Minnesota Research Partnership on the

impact of child care subsidies on the stability and reported quality of child care arrangements. The second presentation, from the Illinois-New York Child Care Research Partnership, will describe new findings from interviews with key program stakeholders (front line caseworkers, program directors, and state policy makers) about their perspectives on the factors that contribute to instability in subsidy receipt and strategies for aligning subsidy practices with initiatives to improve the quality and stability of child care. The third presentation, from the Education Development (EDC) Collaboration and Quality Study, describes results from a national survey of State CCDF Administrators focusing on subsidy policy and practices related to governance structure and collaboration. Together these presentations will shed new light on both the promise and the challenge of improving access to stable, quality ECE programs for families receiving child care assistance.

Facilitator

- Dawn Ramsburg, OCC

Presenters

- Liz Davis University of Minnesota
- Julia Henly, University of Chicago
- Heather Sandstrom, Urban Institute
- Gary Resnick, Education Development Center
- Sarah Kim, Education Development Center

Scribe

- Ashley Hirilall, Child Trends

Workshop D-3

9:45–11:00 a.m. (Independence F & G)

Title

Opportunities and Challenges in Linking Administrative Data in Social Policy Research

Description

Presenters will share insights from studies linking administrative data and discuss, more broadly, the opportunities and challenges in using linked administrative data in social policy research.

Facilitator

- Kelly Maxwell, Child Trends

Presenters

- Wladimir Zanoni, Chapin Hall
- Alejandra Ros Pilarz, University of Wisconsin – Madison

Scribe

- Erin Bultinck, Child Trends

Workshop D-4

9:45–11:00 a.m. (Independence H & I)

Title

Building and Studying Cultures of Quality Improvement and Innovation in Early Care and Education Programs

Description

At both the local and national level, there is growing emphasis on continuous quality improvement (CQI) in early care and education (ECE). Both the Child Care Development Fund (CCDF) reauthorization and Head Start’s Notice of Proposed Rule Making (NPRM) reference the need for child care/Head Start providers to use data to guide program actions. In addition, ECE is increasingly drawing on techniques used in other disciplines and sectors (manufacturing, health, child welfare) to both

develop interventions and improve their implementation. This session will frame the concept of learning and improvement, present current research about the extent to which ECE (home-based and center-based) providers create continuous learning and improvement systems in their programs, and introduce innovative interventions and processes aimed at building capacity among providers to improve their programs by promoting cultures of learning and reflection. The first presentation will discuss perceptions and use of authentic assessment in home-based, center-based, and Head Start (HS) providers. The second presentation will showcase findings from a breakthrough series collaborative to support trauma-informed practice in center-based ECE programs. The third presentation will provide an overview of the Early Learning Lab, a new initiative that supports testing and learning in three communities to address improvements in child outcomes identified and targeted by stakeholders. We will also explore the implications for technical assistance and training systems of supporting a culture of quality improvement and innovation and the implications for research of studying these CQI systems and innovation.

Facilitator/Discussant

- Teresa Derrick-Mills, Urban Institute

Presenters

- Amy Susman-Stillman, University of Minnesota
- Anne Douglass, University of Massachusetts – Boston
- Kimberly Boller, Mathematica Policy Research

Scribe

- Jenn Abrams, Child Trends

Workshop D-5

9:45–11:00 a.m. (Lafayette Park/Farragut Square)

Title

Exploring Two-Generation Initiatives: Research, Policy, and Practice

Description

There is a growing buzz about “two generation” programs, which focus on simultaneously meeting the needs of children for high quality early education and the needs of parents for workforce development supports that help them get and retain better employment. This work can be seen in the efforts by Ascend at Aspen Institute, the Annie E Casey Foundation, as well as growing interest by a range of ACF agencies and programs (including OCC, OFA, OHS, and others).

This session would provide an overview of what “two generation” initiatives are, some of the efforts that are going on around the country, the policy context that is affecting this work, some of the emerging research findings and challenges around evaluating these initiatives, and provide an opportunity for participants to discuss the implications of this for the child care field and CCPRC. In many ways, child care is inherently a “two generation” program, and as such is a critical element of any two-gen approach.

Facilitator

- Kathleen Dwyer, OPRE

Presenters

- Anne Mosle, Ascend at Aspen Institute
- Gina Adams, Urban Institute
- Cynthia Guy, Annie E. Casey Foundation

Scribe

- Meg Soli, Child Trends

Plenary Session 4
11:15 a.m.–12:30 p.m. (Independence Ballroom A)

Title

Home-Based Child Care Providers: Who Are They? What Do They Need?

Description

The National Survey of Early Care and Education (NSECE) data clearly indicate that home-based child care represents a significant proportion of the child care supply, especially for low-income families. This workshop session will use NSECE findings on the characteristics of listed providers, which include family child care (FCC) providers, and unlisted providers, which include family, friend and neighbors (FFN), as a framework for examining strategies to improve child care quality in home-based child care settings. Incorporating findings from forthcoming NSECE research on distinctions between listed and unlisted providers as well as findings from current research on family child care providers and family, friend and neighbor caregivers, this plenary will seek to address broad issues related to the “fit” between quality improvement (QI) strategies and providers with different characteristics.

With its focus on the characteristics of providers rather than more traditional lens of administrative distinctions between regulated and legally-exempt providers, this plenary has the potential to stimulate discussion among researchers and policy makers about potential strategies for improving the quality of home-based care in the broad context of early care and education. This session has direct relevance for specific policy efforts such as the Early Head Start/Family Child Care Partnerships and other efforts to improve home-based child care; Child Care Research Partnership grants that include a focus on home-based child care; and evaluations of existing efforts to support home-based child care.

Presenters

- Bobbie Weber, Oregon State University
- Holli Tonyan, California State University
- Toni Porter, Early Care and Education Consulting
- Sarah Neville-Morgan, California First Five

Scribe

- Amy Blasberg, Child Trends

Workshop E-1
2:00–3:15 p.m. (Independence D & E)

Title

Improving Quality among Home-Based Child Care Providers

Description

The National Survey of Early Care and Education (NSECE) data clearly indicate that home-based child care (HBCC) represents a significant proportion of the child care supply, especially for low-income families. Many QRIS are struggling with how to include family child care (FCC) providers who are among the “listed” HBCC providers in the NSECE, however, the NSECE data suggest that many more children are served by “unlisted” HBCC providers – providers most QRIS are not trying to reach. As States are required by the recent CCDBG reauthorization to improve quality in all sites that receive subsidy dollars, we need information about how to effectively engage diverse HBCC providers. This session will include brief presentations of current research examining quality improvement (QI) for HBCC providers to inform a discussion about the range of QI strategies that may be necessary to support the diversity among HBCC providers that has become more evident with the HBCC. In particular, we seek to ask participants to explore cross-program collaborations (like EHS Child Care Partnerships) that might allow for better quality no matter where children receive non-parental care.

Facilitator/Presenter

- Holli Tonyan, California State University

Presenters

- Rena Hallam, University of Delaware
- Anne Douglass, University of Massachusetts – Boston

Scribe

- Mallory Warner-Richter, Child Trends

Workshop E-2

2:00–3:15 p.m. (Independence B & C)

Title

Exploring the Intersection between the Labor Market Realities Facing Low-Income Families and Child Care

Description

In this workshop session, we will consider how well our system of early care and education serves low-income working families and families engaged in education and training. To be most beneficial to parents and their children, the goals of work support and early care and education programs need to complement one another to improve the economic opportunities of parents while facilitating children’s developmental outcomes. Labor market realities can compromise the compatibility of these dual efforts, which span across ACF program offices. In this session, we will provide an overview of labor market realities for low-income parents, and present three papers that provide insights into: (a) the affordability of the market; (b) the extent to which the market meets the needs of the low-wage workforce; and (c) how the subsidy system interacts with these labor force realities. These presentations will be followed by a discussant providing insights from the perspective of CCDBG reauthorization and how these issues may play out in the future.

Facilitator

- Julia Henly, University of Chicago

Presenters

- Pam Joshi, Brandeis University
- Erica Greenberg, Urban Institute
- Heather Sandstrom, Urban Institute

Discussant

- Helen Blank, National Women’s Law Center (NWLC)

Scribe

- Megan Treinen, Child Trends

Workshop E-3

2:00–3:15 p.m. (Independence F & G)

Title

Subsidy Policies to Promote Quality and Stability of Early Care and Education (ECE)

Description

This breakout session will seek to define quality and stability in ECE and how they relate to each other, before moving on to a discussion of features of the subsidy program—both as it has existed and as it will change under recent CCDBG reauthorization—that may support access to quality and stability in ECE for low-income families.

Presenters

- Alejandra Ros Pilarz, University of Wisconsin – Madison
- Rick Brandon, RNB Consulting

Discussant

- Liz Davis, University of Minnesota

Scribe

- Van-Kim Lin, Child Trends

Workshop E-4

2:00–3:15 p.m. (Independence H & I)

Title

QRIS 3.0: Feedback from Practice and Research on the Next Generation of QRIS

Description

Quality Initiatives Research and Evaluation Consortium (INQUIRE) and BUILD Initiative are engaged in complementary projects to provide support for policymakers as they make decisions about QRIS design, revision and evaluation. This workshop session will provide an opportunity for participants to learn about the projects and to engage in facilitated discussion about the implications for QRIS research, policy and practice.

Presenters

- Iheoma Iruka, University of Nebraska
- Diane Schilder, Education Development Center
- Kathryn Tout, Child Trends

Scribe

- Jen Cleveland, Child Trends

Workshop E-5

2:00–3:15 p.m. (Lafayette Park/Farragut Square)

Title

Understanding the Costs of Early Care and Education Quality

Description

Understanding the costs of quality ECE is of utmost importance as State administrators work to build quality across an increasingly integrated range of programs, help low-income parents access high-quality care for their children, and make the most of scarce Federal and State funds for high-quality care. Recent and ongoing work to measure and understand costs is also focused on understanding the components of ECE programs that are both cost and quality drivers. The connection of costs with key program components can help administrators and policymakers consider how to invest limited resources in ways that will support quality. The workshop will draw on findings and experiences from both practice and research to highlight lessons about costs and the connection to program components and quality.

The workshop session will begin with a presentation about Educare Schools that will highlight the cost drivers that support a high quality program that produces positive outcomes for children. The next presentation will discuss cost measurement of a public prekindergarten program within the context of a larger impact study. The third presentation will discuss an ongoing measures development project intended to bridge an understanding between implementation and costs that can lead to quality.

Facilitator

- Gretchen Kirby, Mathematica Policy Research

Presenters

- Amy Lusk, Educare Learning Network
- Sarah Kabay, New York University
- Pia Caronongan, Mathematica Policy Research

Scribe

- Nadia Orfali, Child Trends

Closing – Plenary Session 5
3:30–4:30 p.m. (Independence Ballroom A)

Title

Child Care Policy Research Consortium: Looking Forward

Description

During this Closing Plenary panelists will share visions of CCPRC’s future as it continues to evolve. Using what has been learned from its first 20 years, panelists will describe how those lessons can be used to make the consortium best able to meet current and future needs for policy-relevant research on an increasingly integrated ECE system.

Panelists

- Bobbie Weber, Oregon State University
- Shannon Rudisill, Associate Deputy Assistant Secretary for Early Childhood Development, ACF, HHS
- Martha Zaslow, SRCD and Child Trends
- Alejandra Ros Pilarz, University of Wisconsin – Madison

Scribe

- Janet Kreitman, BLH Technologies, Inc.