

The Role of Licensing in Supporting Quality Practices in Early Care and Education

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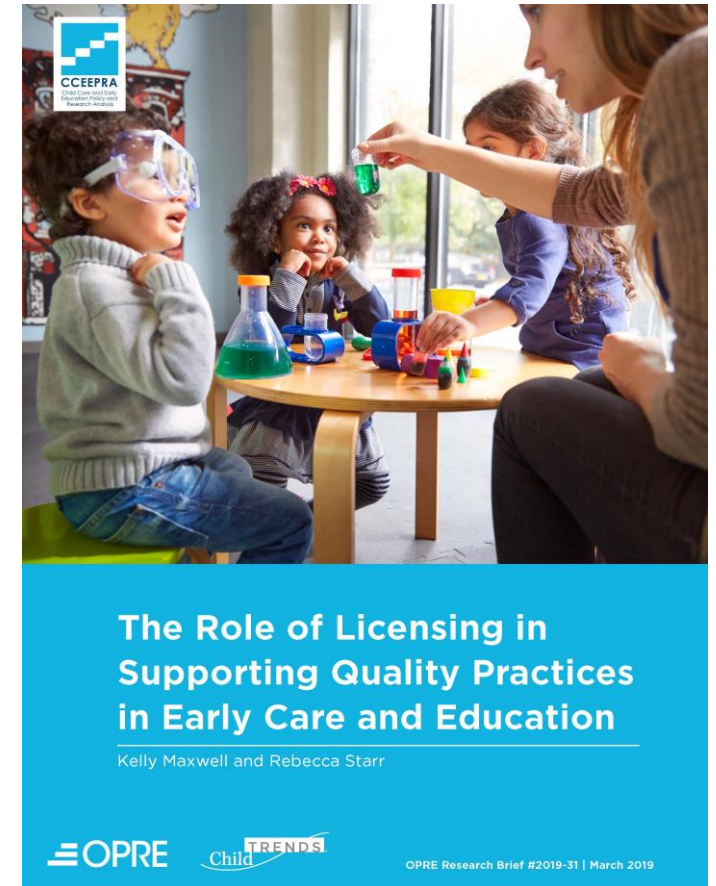
Acknowledgement

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Brief



Available at:

<https://www.acf.hhs.gov/opre/resource/the-role-of-licensing-in-supporting-quality-practices-in-early-care-and-education>

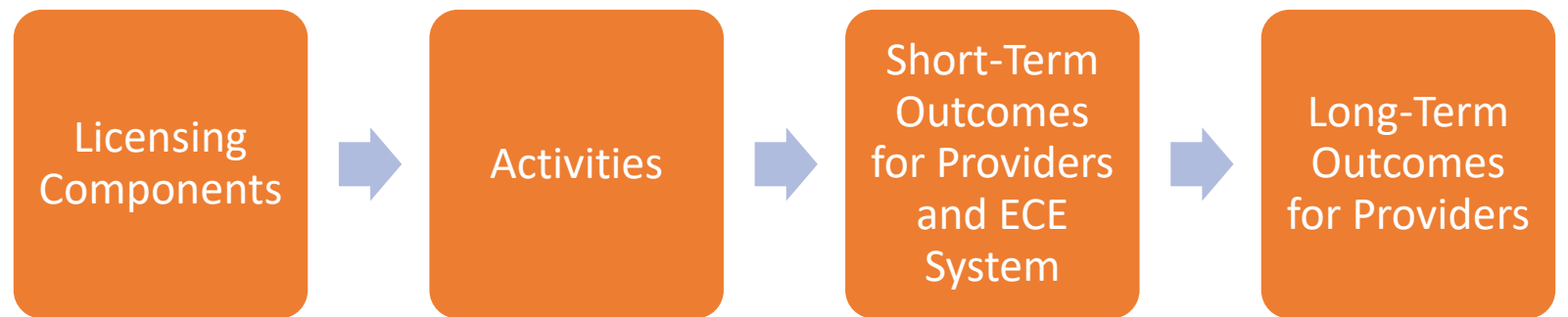
Purposes of the Brief

1. Describe a framework for the role of licensing in supporting quality
2. Support research on this topic
 - Examples of hypotheses about how licensing might influence quality
 - Possible research questions

Child Care Licensing

- Historically viewed as the *floor* or *foundation* of quality
- This view of licensing as a first step toward quality is beginning to change
- Licensing beginning to be viewed as important all along the quality continuum (not just at the lower end)

How Licensing Supports Quality



Use
Terminology
from NARA's
*Best Practices
for Human
Care
Regulation*

- **Organizational Management**
 - Leadership, strategic planning, financial and resource controls, staffing, professional development for staff, communication
- **Regulatory Management**
 - Statutory provisions, standards development, programmatic policy, legal enforcement, quality assurance for improvement and control, technical assistance



Hypotheses Examples

- *Staffing*: Licensing staff with smaller caseloads may spend more time providing TA to programs compared to staff with larger caseloads
- *Professional Development*: Licensing staff whose PD includes research-based updates on quality practices are better able to provide TA related to quality, including supporting compliance with licensing regulations



Examples of Research Questions

- Is compliance with all licensing regulations lower when programs are monitored on an abbreviated set of regulations?
- What's the relationship between a providers' participation in quality improvement activities and compliance with licensing regulations?



More Examples of Research Questions

- What is the relationship between licensing requirements and the supply of licensed or regulated family child care?
 - In states and territories in which regulated family child care has declined over time, what aspects of licensing are perceived as barriers or supports for former family child care providers who no longer serve children?
- In states and territories that coordinate licensing monitoring with other monitoring efforts, do licensing staff spend more time providing TA about quality practices compared to those that do not coordinate monitoring?



Possible Next Steps

- Encourage basic descriptive studies or case studies to build our knowledge and refine questions
- Discuss the framework and conduct research to further our understanding of how licensing supports quality
- Encourage researchers to add licensing data to ongoing studies
- Encourage states to conduct research to address their questions of interest related to licensing and quality, including qualitative research

THANK YOU!

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