

2010 CCPRC Annual Meeting
Plenary Session 7
October 22, 2010, 2:30 p.m.

Closing Plenary: Assessing What We Have Learned and Using Research to Shape New Developments in CCDF

Description

Representing diverse areas of expertise and research interests, CCPRC members participated as panel members in reflecting on the key research findings and issues addressed during the meeting and in sharing their thoughts about the implications of these findings and issues for future directions and development in CCDF. After these presentations, audience participants were invited to join in the discussion, offering their thoughts about key findings and new directions in CCDF. Shannon Rudisill, Director of the Office of Child Care and Naomi Goldstein, Director of OPRE, served as respondents and engaged in discussion with the panelists and the audience.

Facilitator

Ivelisse Martinez-Beck, OPRE

Presenters

Richard Brandon, RNB Consulting
Sherry Rackliff, Delaware Tribe Child Development
Helen Raikes, University of Nebraska, Lincoln
Reeva Murphy, Vermont Agency of Human Services
Margaret Burchinal, University of North Carolina, Chapel Hill
Beth Rous, University of Kentucky

Respondents

Shannon Rudisill, OCC
Naomi Goldstein, OPRE

Scribe

Valerie Krajec, NCCIC
Barbara Saunders, BLH

1. Summary of Presentations

- **CCPRC Panel and Discussion with Participants:** Selected CCPRC members reflected on the research findings and issues discussed during the meeting. Themes that emerged during this discussion included:
 - **Appreciations:** Several presenters noted their appreciation for the depth and breadth of inquiry that occurs within CCPRC and the involvement of younger researchers and State Administrators (keeping research grounded in policy realm realities). Including a range of fields and players results in new perspectives and maturity that weren't available in the past. Renaming quality as "developmentally beneficial" (Deborah Phillips) resonated with a number of participants.

- **Promising directions:** Presenters spoke about directions they consider promising including breakthrough studies on environments, methods and findings; recognition that all topics are connected (need to pay attention to the forest and the trees); information about complex modeling from data sets; analysis of subsidy use and what subsidy buys; research that addresses whether policy is working the way intended; and OCC performance measures.
 - **Challenges:** Challenges included limited dollars for child care research; the fact that every conclusion leads to a new set of questions (need to keep the dialogue open and ensure that learning continues); the importance of relationships and trust; tension between what we know from the best available research and what we can do in the current economic situation; the need to be responsive to the needs of digital natives (including parents); challenges in bringing people together and integrating information; the importance of supporting child care providers given the move toward more educationally focused programs; and the need to translate evidence into policy.
 - **Cautions:** Participants raised cautions about the need to consider children within the context of their families; think about the constructs we are measuring to avoid confusing variables and measures with outcomes (if we improve ECERS scores, are we doing things that are improving things for children?); the trend toward blending subsidies with other family supports and whether this trend will result in losing sight of the child within the subsidy system; and concerns that large interventions may not demonstrate the same impacts as well-controlled rigorous designs with highly trained staff.
 - **Areas where additional work is needed:** Future research needs to include cost-benefit and cost-effective analyses, e.g., subsidy policies and quality strategies; research dealing with coaching, mentoring, and consultation; large-scale interventions with highly trained staff; and measuring child outcomes.
- **Presentation #2: Shannon Rudisill**
 - The plenary sessions were intellectually stimulating and the literature reviews useful in putting disparate information together. Discussions about “targeting and dosage” highlighted the importance of thinking about toxic stress and children’s brain development and whether we are reaching the children who need us most. The presentation about quality thresholds and the non-linear relationship between child outcomes and quality raises similar questions.
 - Questions can also be raised about whether our investments should be narrow and deep or wide and thin. What happens to children who do not get a subsidy? Should we bring back case management for a subset of people? Should we be using taxpayer money for subsidy when it isn’t high quality? What additional information will help us make good decisions?
 - Systems such as QRIS and professional development (PD) are vessels that enable us to be rational about what we do. What is the evidence for the content of QRIS or PD systems? What evidence do we have that we’re using the right standards?
 - OCC is concerned about continuity and stability of care and wants to provide States with tools that can help reduce cycling within subsidies, stabilize teacher turnover, and otherwise encourage stability and quality of care for children. This might include more information about how grants or contracts can be used to build supply and

- promote high quality care. We might also explore promising practices underway in some communities, e.g., what about lowering co-payments for families that are in a fragile situation?
- Head Start and child care have common issues, including concerns about child care policies. It would be beneficial to work together and integrate the best and most interesting topics and solutions from each.
 - Behavioral economics provides a new way to look at child care. For instance, when there are too many choices, it can be overwhelming and hard to choose, and result in questioning choices made.
- **Presentation #3, CCPRC Next Steps, Naomi Goldstein**
 - Recognize that the funding of the National Survey of Early Care and Education (NSECE) coincides with the 20th anniversary of the CCDBG. The research design is beautiful but ambitious.
 - OPRE recognizes the need to be more strategic about disseminating research. We have funded a new contract to help us do this effectively (e.g., for digital natives).
 - **Next Steps**
 - Investing in measurement issues and challenges.
 - Evidence-based research, policy, and implementation: what kind of evidence is good enough?