

Collaboratively Constructing a Multidimensional Model for Considering Quality

Multidimensionality refers to the act of considering how multiple intersecting concepts may be associated with an issue of concern. Applying a multidimensional perspective to the conceptualization of quality within early childhood education (ECE) allows us to account for the inherent complexities associated with the diverse children, families, settings, and stakeholders whose perspectives and interests are relevant to how we understand what high-quality ECE may look like.

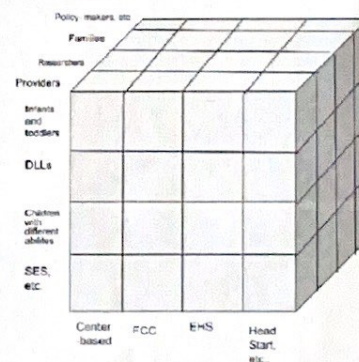
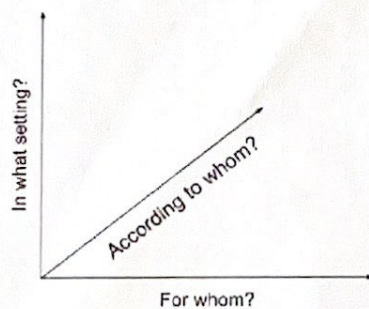
Today in our think tank, we are going to engage in some focused conversations to refine this model around its three primary axes: (1) quality for whom (2) quality in what setting (3) quality according to whom.

Our model centers around three primary axes:

Quality for whom? What are the characteristics of the children, families, and communities for whom we are interested in understanding ECE quality? This may include characteristics such as child age, language status, ability, family structure, race or ethnicity, socioeconomic status, and myriad other characteristics that may be important to consider when seeking to understand quality?

Quality in what setting? What are the characteristics of the ECE settings and those working within them that may influence our understanding of quality ECE? This may include program types (e.g., center-/home-based child care, Head Start, public prekindergarten, etc.), classroom structures (e.g., mixed versus single age groups), pedagogical philosophies, and other characteristics of the settings.

Quality according to whom? From whose perspective is quality assessed and how may considering different perspectives influence our understanding? This may include the variety of stakeholders who have an interest in the quality of care received by young children including the children themselves, family members, ECE providers, policy makers, researchers, funders, etc.



Quality in what setting?

Part-day programs	Non-traditional hours care	Family, friend and neighbor care	After-school care	Head Start	FCC, etc.
-------------------	----------------------------	----------------------------------	-------------------	------------	-----------

	Infants and toddlers	Children with different abilities	Dual language learners	Families with low incomes	Kinship families	Refugee families, etc.
Researchers						
Parents and family members						
ECE providers						
Children						
Policy makers, etc.						

Quality for whom?

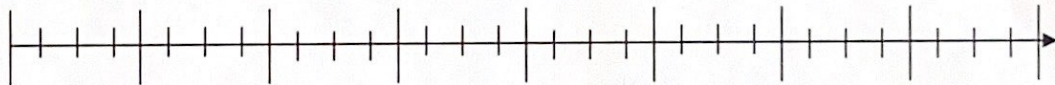
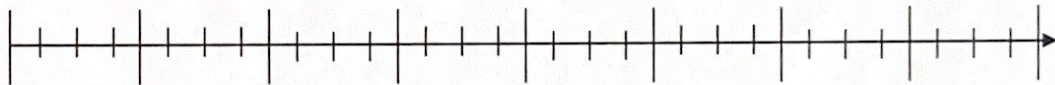
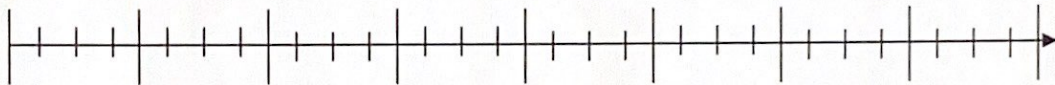
Quality according to whom?

Quality for whom?

What characteristics of the children and families do we need to keep in mind when we are considering what is “quality” ECE?

These may be things like children’s age, race, language, ability status, family income, geographic location, family structure, etc., or they may be something else entirely.

How would you break up the “quality for whom?” axis?



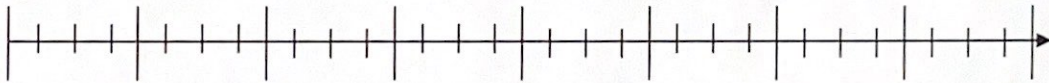
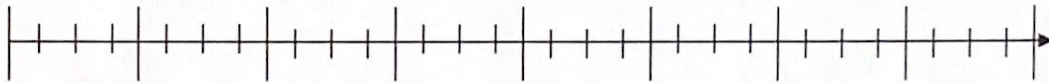
Where did you struggle when trying to do so?

Quality according to whom?

From whose perspective is quality being considered? Whose perspectives do we need to keep in mind when we are considering what is “quality” ECE?

These may be roles, like parents/caregivers, ECE providers, policymakers, children themselves, researchers, etc., or they may be something else entirely.

How would you break up the “quality according to whom?” axis?



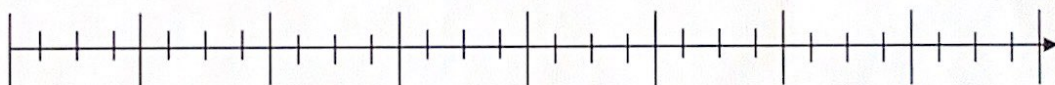
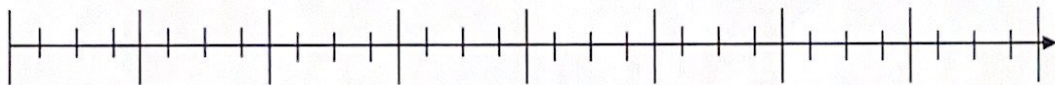
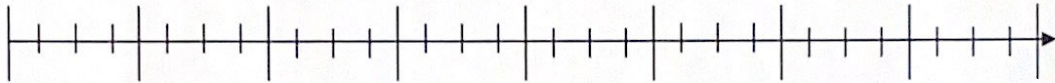
Where did you struggle when trying to do so?

Quality in what setting?

What different settings or contexts of ECE do we need to keep in mind when we are considering what is “quality” ECE?

These may be physical locations, like home- or center-based programs, types of programs, like Head Start or public pre-kindergarten, specific contexts such as migrant/seasonal Head Start or afterschool programs, or something else entirely.

How would you break up the “quality in what setting?” axis?



Where did you struggle when trying to do so?