



Child Care and Early Education Policy Research Consortium Meeting

June 28-29, 2023 • Hilton Washington DC National Mall The Wharf

Agenda

Thursday, June 29, 2023

Conversation with Senior White House Advisors and ACF Leadership on Child Care and Early Education Policy Research

Morning Plenary

9:00 a.m. – 10:30 a.m. | *L'Enfant Ballroom ABCD (Livestreamed)*

Join us to hear from the White House Domestic Policy Council, the President's Council of Economic Advisers, and the Administration for Children and Families' Office of Early Childhood Development. Leadership from each of these policymaking offices will share research-informed actions and priorities in child care and early education policy, highlight critical information needs, and engage in conversation with the CCEEPRC research community.

Presenters

- **Mario Cardona**, Senior Advisor for Early Childhood Development and Education on the White House Domestic Policy Council
- **Chloe Gibbs**, Senior Economist with the President's Council of Economic Advisers
- **Katie Hamm**, Deputy Assistant Secretary for Early Childhood Development

Moderator

- **Colleen Rathgeb**, Associate Deputy Assistant Secretary for Early Childhood Development

Break | 10:30 a.m. – 10:45 a.m.

Breakout Sessions D1–D6 | 10:45 a.m. – 12:00 p.m.

D1: Stabilizing the Early Care and Education Workforce by Centering Compensation and Well-Being *L'Enfant Ballroom ABCD (Livestreamed)*

Although the well-being of early educators is important for their ability to both work with young children and create stable environments for working families, historically, child care workers in the United States have earned very low wages and had limited access to benefits. In turn, teacher turnover is quite high and well-being is low. Conditions only worsened in the wake of COVID-19—the workforce has not regrown to its pre-pandemic size, child care centers report widespread difficulty with staffing, and data from a variety of sources suggest rates of teacher depression of 30 percent or higher.

This session highlights both the central role that well-being plays in teachers' decisions to stay in the field and the importance of how teachers are compensated for their work in determining their well-being. In exploring a recent policy solution, this panel takes an applied approach, seeking to understand the size of the investment needed to make compensation reform effective, as well as identifying pitfalls and concerns regarding policy implementation. Discussant Kathryn Kigera will help keep the post-presentation conversation strengths based and solutions oriented.

Presenters

- **Kyong-Ah Kwon**, University of Oklahoma
- **Lieny Jeon**, University of Virginia
- **Anna Markowitz**, University of California, Los Angeles
- **Erica Greenberg**, Urban Institute
- **Kathryn Kigera**, Office of the State Superintendent of Education, Washington, D.C.

D2: Child Care Access: Market Failure or Priority Failure?

Archives

Policy solutions for access to early care education have attempted to solve the problems of insufficient child care access based on the assumption that there is a market failure. The solutions often try to redirect the way in which the money is being delivered and create incentives in the market, guided by the idea that by tweaking these structures or rules, the market would function more effectively. The truth of the situation might very well be that there is simply just not enough money or social priority for providing access to child care for the market to supply adequate access to affordable, high-quality care for all children. There also may be regulatory or policy failures in the sense that policies have unintended consequences.

Topics to be covered include the following: How do economists define market failure? What is market failure in child care? Is market failure a helpful or misleading lens for understanding sustaining child care? If more resources are provided to the sector, how will the market (e.g., providers and parents) respond? How does the way in which resources are provided lead to intended and unintended consequences? For example, what are the effects of regulations and policies on privately provided services (both tracked and not tracked) and spillovers across age groups, and who gets more access? What are the implications for research and policy?

Presenters

- **Liz Davis**, University of Minnesota
- **Herman Knopf**, University of Florida
- **Sally Atkins-Burnett**, Mathematica
- **Gina Adams**, Urban Institute
- **Bobbie Weber**, Oregon State University
- **Jonathan Borowsky**, University of Minnesota

D3: Next Steps for Research and Evaluation on Coordinated Services for Children and Families

Mt Vernon

The Office of Planning, Research and Evaluation (OPRE) has a portfolio of research focused on the coordination of services to support children and families. Projects within this research portfolio address the intentional coordination of two or more services, which may be provided under the umbrella of a single organization or by multiple organizations. The goal of this session is to identify next steps for research and evaluation related to coordinated services.

This session will include brief presentations regarding three recent OPRE projects that studied distinct aspects of service coordination: Next Steps for Rigorous Research on Two-Generation Approaches, which developed a tool to assess the mutual reinforcement of coordinated services; Alief Montessori Community School, which identified key characteristics of state and local approaches to coordinating early care and education with other health and human services; and Understanding the Value of Centralized Services, which studied approaches to funding centralized services.

After the presentations, attendees will respond to a series of questions in small and large groups: What information would be most helpful to provide to early childhood practitioners interested in coordinating services? What are the most pressing research needs to address in order to advance the understanding of coordinating services? What questions need to be addressed? What constructs need to be better defined and measured? How can we apply an equity lens to this work moving forward?

Presenters

- **Kathleen Dwyer**, OPRE
- **Erin Cannon**, OPRE
- **Tracy Carter Clopôt**, OPRE
- **Scott Baumgartner**, Mathematica

D4: Using State Child Care and Early Education Workforce Data to Advance Process Implementation and Evaluation in Early Care and Education

Potomac

This presentation and Data Party session will focus on discussing the current state of child care workforce data and on enhancing the knowledge and capacity of workforce data sets to answer policy-relevant questions and future use. Attendees will participate in a dialogue on what to consider in building and enhancing workforce data for future use in research. The discussion also will identify key obstacles and requirements for the effective use of state data systems for researchers and administrators using other data sources.

This session will explore the following key questions: What data elements should be included in workforce data systems to support longitudinal data analysis and in process and impact evaluation? How can we ensure that data is kept up-to-date and accurate over time? How can we ensure that equity components are included in workforce data to support diversity, inclusion, and fairness in the workforce? How can we promote collaboration among data building agencies, researchers, and other stakeholders to maximize the potential of workforce registries? What are some potential ethical concerns surrounding the collection and use of workforce data and how can we ensure that data are used in a responsible and transparent manner?

Presenters

- **Neda Senehi**, OPRE
- **Nathan Burroughs**, Public Policy Associates
- **JoAnn Hsueh**, MDRC
- **Cynthia Miller**, MDRC
- **Kimberlee Belcher-Badal**, National Workforce Registry Alliance
- **Beth Rous**, University of Kentucky

D5: Why Don't the Numbers Match? Understanding Different National Data Sources and What Information They Tell Us About Children's Participation in Child Care and Early Education

Gallery I

Different child care and early education (CCEE) data sets can generate seemingly conflicting information about children's participation in CCEE. The National Survey of Early Care and Education (NSECE) team convened a roundtable of data experts across federal agencies to collectively dive into several commonly used data sets, revealing a wide variety of definitions and data collection approaches for collecting information such as child age, type of care, and public funding of care. The roundtable explored 9 different data sets, including education and household surveys (e.g., NSECE, The National Household Education Survey (NHES)), economic and population surveys (e.g., Current Population Survey (CPS), Survey of Income and Program Participation (SIPP)), and administrative data sources (e.g., Head Start and Child Care and Development Fund administrative data sets).

This highly interactive Data Party will present information about the various approaches, then engage participants in thinking about how researchers and policymakers can best cope with differences across data sets, to avoid seemingly conflicting estimates and to make use of these data to learn more about children's CCEE participation.

This session is geared towards both researchers who work directly with these data sources to produce estimates and policymakers and others who use published estimates about CCEE participation to inform their work. Participants with no prior experience with any of the data sets should be able to fully engage with the

session, while those who do have prior experience with any of these will be able to enrich the discussion and help think through ways that this information can be helpful for the field.

Presenters

- **Erin Hardy**, NORC at the University of Chicago
- **Joshua Borton**, NORC at the University of Chicago
- **Jill Connelly**, NORC at the University of Chicago

D6: Implementation and Testing of Coordinated Workforce Development and Quality Improvement Initiatives: Supporting Equitable Child Care and Early Education Workforce Outcomes Gallery II

How can we better incentivize, recognize, and reward workforce members for their engagement and participation in quality improvement (QI) activities? This roundtable will discuss how we can strengthen QI coordination and alignment with workforce development initiatives across research, policy, and practice. QI initiatives often require practitioners to engage in improvement activities (e.g., coaching routines and professional development sessions) not explicitly tied to established career pathways. These activities may strengthen early learning program quality and child outcomes; however, more can be done to improve workforce member-level recognition and advancement. Using various strategies, we will explore opportunities for program designers and administrators to expand and strengthen career development. These will include incentives and rewards tied to QI/Quality Rating Improvement Systems (QRIS) engagement, completion of initiative requirements, and skills demonstrations (e.g., registered apprenticeship programs, scholarships/credentialing programs, competency-based incentives, QRIS-linked wage supplements). Together we will dive deep into current design efforts, implementation, and testing of joint workforce development and QI initiatives. This session is part of a series focused on supporting equitable outcomes for the child care and early education workforce. Participants are welcome to engage in a single session in the series (Session 3 of 3).

Presenters

- **April Crawford**, Children’s Learning Institute
- **Kathryn Tout**, Child Trends
- **Wendy Robeson**, Wellesley Centers for Women
- **Daryl Greenfield**, University of Miami
- **Anne Douglass**, University of Massachusetts Boston

Lunch (on your own) and Affinity Discussions | 12:00 p.m. – 1:30 p.m.

Attendees are invited to join an informal discussion around a topic of interest from 12:30 – 1:15 p.m.

Space is available for additional affinity discussions. Please email CCEEPRC@icf.com if you would like to facilitate an affinity discussion.

AD1: Early Care and Education Workforce Assets: Let’s Co-Create a Book Proposal! | Gallery I

Current research that centers on the strengths and assets of the early care education (ECE) workforce needs to be more frequent, visible, and accessible. CCEEPRC Research Collaborative #4 (The ECE Workforce: Growing, Thriving, Leading) is hosting an affinity discussion to share expertise, generate ideas, and identify new areas for research and collaboration and possibly even a book proposal. This highly interactive affinity discussion will engage participants in a facilitated process for brainstorming ideas and pooling knowledge connected to a set of key themes, such as the personal strengths and assets of the ECE workforce, the professional strengths and assets of the ECE workforce, measuring strengths and assets, and expanding our definition of quality. The session will conclude with the identification of next steps for collaboration around workforce strengths and assets and making that research more visible and accessible. We invite all those with an interest in the ECE workforce to join us!

Facilitators

- **Michelle Taylor**, California State University Long Beach
- **Tamara Halle**, Child Trends
- **Juliet Bromer**, Erikson Institute
- **Anne Douglass**, Institute for Early Education Leadership and Innovation, University of Massachusetts Boston
- **Susan Savage**, Child Care Resource Center – California
- **Jennifer Park**, Consultant

AD2: Planning Research on Subsidy Payment Rates (PROSPR) Grant Recipients | Gallery II

Members of the PROSPR project teams will meet informally to discuss ongoing work.

Facilitators

- **Paula Daneri**, OPRE
- **Ann Rivera**, OPRE

AD3: National Survey of Early Care and Education (NSECE) Office Hours | Archives

Members of the NSECE team will be available at this time to support data users.

AD4: Network of Infant/Toddler Researchers (NitR) | Mt Vernon

NitR is an Administration on Children and Families (ACF)-supported consortium of developmental scientists studying pregnancy and the first 3 years of life. The Office of Planning, Research and Evaluation convened the Network to answer questions of interest to ACF by bringing together researchers interested in policy and practice issues relevant to programs serving families during pregnancy and when children are infants and toddlers (e.g., child care settings, home visiting, Early Head Start, child welfare). NitR members collaborate and coordinate to encourage research-informed practices and practice-informed research. NitR members will meet at CCEEPRC to discuss ongoing work.

Facilitator

- **Rachel Chazan Cohen**, University of Connecticut

AD5: Using Cost-Based Alternative Methodologies | L'Enfant Ballroom D

This is a discussion of the advantages and potential challenges of alternative methodologies, including how to use the information to set child care payment rates, how to determine whether rates are sufficient, and how to effectively engage stakeholders.

Facilitator

- **Rebecca Shaw**, Office of Child Care

AD6: Barriers to Equity in Data Systems and Other Data | L'Enfant Ballroom D

Facilitators

- **Susan Jekielek**, University of Michigan
- **Neda Senehi**, OPRE

Break | 1:30 p.m. – 1:45 p.m.

Breakout Sessions E1–E6 | 1:45 p.m. – 3:00 p.m.

E1: Looking at Quality Through a Different Lens: Variations in the Conceptualization of Quality
L'Enfant Ballroom ABCD (Livestreamed)

The purpose of this session will be to discuss the importance of viewing equity as a key component of child care and early education quality and discuss how to think about quality across the age and ability, diverse developmental needs, varied ways of knowing and being (including language, economic, racial, ethnic, and cultural differences), and environments that are not center-based. For example, little attention has been given in the field to providing quality home-based child care—a setting that often includes children from marginalized groups, care for the majority of infants and toddlers, and children with disabilities (diverse developmental needs). This session will consider how to authentically capture the aspects of the adult-child relationships and interactions that are the most important to consider for these diverse children. Presentations will address the following topics: quality from a racial equity lens, supporting responsive caregiving in infant-toddler settings in ways that honor diversity, quality for home-based child care, and quality for dual language learners and other diverse developmental needs. This session will conclude with a discussion of how these various aspects of quality complement each other and how they should be conceived of holistically.

Presenters

- **Stephanie Curenton**, Boston University
- **Elizabeth Cavadel**, Mathematica
- **Juliet Bromer**, Erikson Institute
- **Sally Atkins-Burnett**, Mathematica

E2: Challenges and Opportunities in Studying Child Care and Development Fund Policy Levers' Effects on Early Care and Education Access
Archives

There have been several efforts funded by the Office of Planning, Research and Evaluation through the Child Care and Early Education Policy and Research Analysis project and other research partnerships to explore the association between state Child Care Development Fund (CCDF) subsidy policies and trends in outcomes for children, families, and providers. However, there is great variation in when and how states set and implement their subsidy policies, which makes it difficult to isolate how changes to specific subsidy policies are associated with child, family, and provider outcomes. Accounting for the ways in which states change and measure their subsidy policies and the goals underlying the changes is critical for these analyses but difficult to measure. This session will provide an overview of different approaches to studying the effects of policy levers, including a new case study template that can be used by state research partnerships to articulate the history, goals, and nuance around CCDF policy decisions in their state and the impact on outcomes for children, families, and providers. The research team from Maryland will describe the challenges of studying multiple simultaneous or near-simultaneous subsidy policy changes. Minnesota and Oregon will share their experiences using the case study approach, lessons learned, and insights for future CCDF policy analyses.

Presenters

- **Sarah Daily**, Child Trends
- **Jing Tang**, Child Trends
- **Patti Banghart**, Child Trends
- **Megan Pratt**, Oregon State University
- **Bobbie Weber**, Oregon State University
- **Liz Davis**, University of Minnesota

E3: Cost Modeling for Child Care Policies: What Data Are Needed and How Can States Deliver?
Mt Vernon

States and territories are moving toward cost modeling as a tool for supporting policymaking related to child care and early learning programs, but how can we best position states to have the data needed to accurately

and comprehensively conduct cost analyses and inform decision making? This session will explore the data elements and tools needed to develop a cost model and provide recommendations on how states can build systems and procedures to gather those data with maximum accuracy and minimum burden. This session will feature examples of states that have developed cost models, review recent developments in the collection and use of cost data, and illustrate the range of issues that can be addressed using cost modeling as a foundational tool.

Presenters

- **Eddie Tanimoto**, Early Education Division, California Department of Education
- **Simon Workman**, Prenatal to 5 Fiscal Strategies
- **Lorraine McKelvey**, Department of Family and Preventive Medicine, University of Arkansas
- **Lynn Karoly**, RAND Corporation

E4: Supporting Data-Driven, Family-Centered Child Care and Early Education Improvements Through Maps Gallery I

Child care and early education (CCEE) leaders want to improve access to high-quality CCEE. The Child Care and Development Block Grant Act of 2014 further encourages states and territories to improve CCEE access for children in underserved areas, infants and toddlers, children with disabilities, children who receive care during nontraditional hours, and children living in areas with significant concentrations of poverty and unemployment. CCEE leaders can leverage state administrative data to make data-driven decisions about improvements to CCEE, and mapping CCEE administrative data is an emerging and innovative method for doing so. Many states are using maps to understand and communicate CCEE patterns and trends regarding how they can support children, families, and providers. This session will provide an overview of the types of decisions that can be informed with the use of maps to improve CCEE and will offer two state examples to support continued use of this innovative method. The session will end with considerations and implications for future research, practice, and policy.

Presenters

- **Van-Kim Lin**, Child Trends
- **Michaela Sektnan**, Oregon State University
- **Erin Bumgarner-Harris**, MEF Associates
- **Meredith O’Shea**, Department of Human Development and Family Studies, University of New Hampshire

E5: Using Administrative Data to Examine Workforce Dynamics in Michigan, Illinois, and Louisiana Potomac

This session will examine how state and local administrative data can be analyzed to describe workforce dynamics in early child care and education. Project teams from three states (Michigan, Illinois, and Louisiana) will describe their use of administrative data sets, including those related to unemployment insurance, Quality Rating Improvement Systems, and workforce registry, and will discuss the strategies employed to gain access to these data sets and bridge them effectively. Presenters will describe how constructs such as recruitment, retention, and turnover can be operationalized from administrative data sets and used to answer novel research questions such as the following: In Michigan, what is the relationship between staff shortages and turnover and child care quality? In Illinois, what industries do individuals work in before and after leaving child care, and how do their wages compare to initial child care wages? In Louisiana, how widespread is turnover and to what extent does turnover compromise statewide improvement efforts? The presenters will candidly address the limitations associated with each data set, allowing attendees to understand their applications and implications. This session will also offer valuable findings that highlight challenges and opportunities for other agencies in developing their own administrative data systems.

Presenters

- **Rebecca Frausel**, Public Policy Associates
- **Rebecca Ullrich**, Virginia Department of Education
- **Daphna Bassok**, University of Virginia
- **Hyein Kang**, Chapin Hall at the University of Chicago

E6: Closing the Opportunity Gap for Young Children (National Academies of Sciences, Engineering, and Medicine 2023 Consensus Study)

Gallery II

This session will present the results of a new consensus study from the National Academies of Sciences, Engineering and Medicine on Exploring the Opportunity Gap for Young Children From Birth to Age Eight. This report explores the causes and consequences of the opportunity gap and makes recommendations for how to reduce gaps and make improvements across federal policies and systems that serve young children and families. The report recommendations include the establishment of early childhood education as a right for all children, equitable access to services for children with disabilities, increased federal interagency collaboration on children's mental health care, and addressing systemic barriers that families face in accessing resources. The report was sponsored by the Administration for Children and Families and several private foundations.

Two committee members will discuss the empirical evidence and the Committee's conclusions about the opportunity gap for children, which is defined as the inequitable distribution of resources and experiences based on demographic factors such as race and ethnicity, income, gender, national origin, language background, and disability. Opportunity gaps for children were examined across three domains of child development including education (ECE and K-3), physical health and social-emotional health and well-being. The discussion will also highlight the report's findings about structural inequities, both past and present, that contribute and perpetuate opportunity gaps, and short- and longer-term recommendations to reduce these inequities.

Presenters

- **Pamela Joshi**, Brandeis University
- **Albert Wat**, Alliance for Early Success

Break | 3:00 p.m. – 3:15 p.m.

The Early Care and Education Workforce: Research That Elevates Early Educator Strengths and Assets

Plenary Session 3

3:15 p.m. – 4:15 p.m. | *L'Enfant Ballroom ABCD (Livestreamed)*

One of the most urgent needs in our field right now is to design and implement strategies and policies to build and sustain the early care and education (ECE) workforce. This session focuses on research that elevates the strengths and assets of the ECE workforce. Bringing an assets lens to the ECE workforce has the potential to shift the way current workforce systems and policies are designed and yield better and more transformative outcomes. Starting with historical research that explains the tendency to see the ECE workforce through a deficit lens, we then quickly move to current research that highlights early educator strengths in both center-based and family child care contexts. We will create a forum for speakers and the audience to consider why this kind of research might matter for the design of ECE research, policy, and practice.

Presenters

- **Anne Douglass**, Institute for Early Education Leadership and Innovation, University of Massachusetts Boston
- **Susan Savage**, Child Care Resource Center – California
- **Crystasany Turner**, Erikson Institute
- **Chrishana Lloyd**, Child Trends
- **Rena Hallam**, University of Delaware

Reflective Closing

4:15 p.m. – 4:45 p.m. | *L'Enfant Ballroom ABCD (Livestreamed)*

The closing session will feature Consortium members reflecting on the themes they heard throughout the meeting related to critical questions and key information needs for supporting children and families through child care and early education programs and policies.

Adjourn | 4:45 p.m.