August Virtual Event Program Agenda

Quick Links:

2019 NSECE: What Are We Learning and How Do We Learn More?

Monday, August 3, 2020 | Time: 1:00-2:15 PM ET

Register here: https://zoom.us/webinar/register/WN_LbIhmfmYRimW33GYoo2PAA

The 2019 National Survey of Early Care and Education (NSECE) provides nationally representative data on four key populations pertaining to early care and education: 1) households with children under age 13 years, 2) home-based providers to children under age 13 years, 3) center-based providers to children age five years and under, not yet in kindergarten, and 4) the classroom-assigned center-based provider workforce serving children age five years and under, not yet in kindergarten. The NSECE is designed to describe the supply of ECE for young children and the ECE workforce in direct contact with children, and to understand the needs and preferences of families with young children. Four coordinated nationally representative surveys comprise the NSECE so that households can be matched to the supply of care in their local areas.

This session reviews major policy and research themes that informed the design of the 2012 and 2019 NSECE, discusses how 2012 data have informed research and policy, and offers emerging findings from the 2019 data.

The 2012 NSECE data provided ground-breaking insights into the number and types of home-based ECE providers and the children and families who participate in their care. Since 2012, home-based care has been a particular focus area with concern about declines in the numbers of licensed or more formal providers. During the current pandemic, home-based care has emerged as an ECE setting with substantial flexibility for starting and modifying practices quickly, and one in which socially distancing practices may be more feasible. In this session, we will use 2019 NSECE data to take a look at home-based care with three lenses: the number and characteristics of home-based ECE settings, the personal characteristics of the home-based ECE workforce, and households' use of home-based care for children under five years of age.

The session introduces another data set that OPRE hopes will be a foundational resource for researchers and policymakers tackling the questions and issues emphasized as guideposts for this meeting and priorities for ACF.

Presenters
- **Rupa Datta**, NORC at the University of Chicago | *Design of 2019 NSECE and Feasible Comparisons to 2012 NSECE*
- **Martha Zaslow** | *Historical Context of NSECE: Need for a Study, Design Phase, 2012 NSECE, What We Learned from 2012, 2019 NSECE*
- **Carolina Milesi**, NORC at the University of Chicago| *Early Findings from 2019 NSECE*

Discussant
- **Shannon Christian**, Office of Child Care (OCC) | *Value of NSECE to OCC; Questions OCC Has for 2019 NSECE*

How Should We Conceptualize & Measure Child Care Demand?

Wednesday, August 5, 2020 | Time: 1:30-2:45 PM ET

Register here: https://zoom.us/meeting/register/tJYpceuhpzgpGt0DQOJnr6vu3ouS4uJpfH-W

For measures of child care demand to be effective, what researchers are measuring needs to align with the needs of states using those estimates. The objective of this Think Tank is to engage in an interactive discussion of the ways that researchers, state administrators, and policy analysts are conceptualizing and measuring "demand" for child care within the context of equitable access to care, especially access for low-income families.

Two facilitators will guide participants in sharing their challenges and opportunities in measuring the demand for child care by ages of children, financial need of families, family characteristics (e.g., employment status) and program eligibility. Current strengths and shortcomings of various approaches will be considered. Through an active and facilitated discussion, we aim to move the field forward in how we measure demand and apply that measurement within a policy context. Proposed questions to encourage discussion include:

- What are ways you have measured child care demand in the past?
- What are the definitional and conceptual challenges in measuring child care demand?
- What successes have you had in measuring demand?
- What challenges have you had in measuring demand?
- What is left out of common approaches? What aren't we capturing that we should?
- What do we know from related literatures about measuring demand that could inform our work?
- What are implications for policymakers and state-level professionals?

Insights gained from the Think Tank will inform future efforts to reconceptualize and measure demand for child care.

Facilitators
- **Tamara Halle**, Child Trends
- **Sara Anderson**, Child Trends

INQUIRE Discussion of Quality Improvement and QRIS Research

Monday, August 10, 2020 | Time: 1:30-2:45 PM ET

Register here: https://zoom.us/meeting/register/tJMrduugqDItEt1T75Qg9pLX4KZCHhpR4DJQ

The Quality Initiatives Research and Evaluation Consortium (INQUIRE) is a CCEEPRC workgroup that includes researchers, state and federal data analysts and administrators, funders and other stakeholders who are interested in research on ECE quality measures, quality improvement strategies, children's experiences in high quality ECE programs and strategies to build ECE systems that support high quality programs. This affinity discussion will offer attendees the opportunity to learn about ongoing research on quality improvement and quality rating and improvement systems (QRIS).

Participants will have an opportunity to share and discuss emerging findings, lessons learned, and pressing research needs. The discussion will help generate ideas for future INQUIRE conversations. All are invited and welcome to join the discussion and to learn more about INQUIRE.

Facilitators
* **Kathryn Tout**, Child Trends
* **Kelly Maxwell**, Child Trends

High Quality Child Care: Who Pays?

Wednesday, August 12, 2020 | Time: 12:00-1:15 PM ET

Register here: https://zoom.us/webinar/register/WN_jsM8oVF_QWKe2r4Tm_C2zA

The costs of delivering high quality child care often exceed the prices that families are able to pay. However, an increased focus on professionalizing the workforce and increasing quality is expensive for programs to achieve. This session will highlight new research from the perspectives of families, providers, and states in understanding the tension between how much it costs to provide high quality care and how much families can afford to pay.

The session will begin with framing of a recent report on the price of care for families nationally, particularly focusing on the unaffordability for most working families. The next presentation will focus on the development and findings from a new measure to understand the costs to center-based providers of providing high quality care to young children. The third presentation will highlight findings from the 2012 National Survey of Early Care and Education on prices charged by centers. The fourth presentation will highlight new analyses that showcase the unaffordability of care for Hispanic families in particular. Finally, our state moderator will reflect on the issues raised and provide a perspective of how his state is dealing with these competing challenges.

Chair and Moderator
* **Woody Dover**, Georgia Department of Early Care and Learning

Presenters
* **Dionne Dobbins**, Child Care Aware America | *The US and the High Price of Child Care: An Examination of a Broken System*
* **Gretchen Kirby**, Mathematica | *Assessing the Implementation Costs of Quality Early Childhood Education*
* **Tracy Gebhart**, Child Trends | *Prices Charged in Center-Based Early Care and Education Programs: Associations with Indicators of Quality*

- **Danielle Crosby**, National Research Center on Hispanic Children and Families and University of North Carolina, Greensboro | *Child Care Affordability Is Out of Reach for Many Low-Income Hispanic Households*

Approaches to Defining and Measuring ECE Access

Monday, August 17, 2020 | Time: 11:30 AM-12:45 PM ET

Register here: https://zoom.us/webinar/register/WN_zVrvg1NwQnaadf_jlmR8vA

Early care and education (ECE) access is traditionally assessed by examining system-level trends including the number of slots that are available and the average price of slots. Recent advancements in data capacity and analytic methods have resulted in new approaches to understanding access that enhance what can be learned at a system-level. Using a family-centered definition of access as a framework, this session will explore new strategies for defining and measuring access. The definition of access includes multiple dimensions that can inform measurement strategies: "With reasonable effort and affordability, all families can use early care and education that supports their child's development and meets their family's needs."

Session attendees will present research that reflects these dimensions and address questions about the extent to which new strategies are supporting better policy and practice. What conclusions can be drawn about the state of current research on access? What gaps need to be addressed to advance policy? Which dimensions of access are being addressed adequately and which need further work? What analytic strategies are needed to deepen our understanding? The session will include multiple perspectives—research, state policy, and state technical assistance—to produce rich conversation.

Facilitator and Discussants
- **Anna Johnson**, Georgetown University
- **Lyn Rhodes**, Minnesota Department of Human Services
- **Zelda Boyd**, ICF

Presenters
- **Dana Thomson**, Child Trends | *Defining and Measuring Access: Themes from a Review of the Literature*
- **Liz Davis**, University of Minnesota | *A National Portrait of Access Using the NSECE*
- **Herman T. Knopf**, University of Florida, Anita Zucker Center for Excellence in Early Childhood Studies| *Florida's Index of Child Care Access*
- **Benjamin Case**, Wisconsin Department of Children and Families | *Mapping ECE Access in WI for Vulnerable and Underserved Children*
- **Aaron Sojourner**, University of Minnesota | *Family-Centered Measures of Multiple Dimensions of Access in Minnesota*

Writing for Equity: Practical Guidance

Wednesday, August 19, 2020 | Time: 2:00-3:15 PM ET

Register here: https://zoom.us/meeting/register/tJErce-rrjgrHtYCTV2PuBrq3NFmt3jqn8SG

Even the most thoughtfully conducted research can be harmful if communicated poorly or misinterpreted. How we communicate about underrepresented populations matters, and hands-on opportunities to practice thoughtful non-oppressive communication are rare.

This affinity discussion will build on the September 2019 Professional Development workgroup presentation on Equitable Research Reporting. Facilitators will share five guidelines on how to write equitably, grounding the conversation in guiding principles for conducting equitable research.

Participants will engage in a discussion on their own experiences, challenges, and successes in conducting and communicating research equitably. While this discussion has been designed by and for researchers, the guidelines can be applied to any form of communication.

Facilitators
- **Esther Gross**, Child Trends
- **Jenita Parekh**, Child Trends

Making it Real: Stakeholder Engagement in Any Research

Monday, August 24, 2020 | Time: 1:00-2:15 PM ET

Register here: https://zoom.us/meeting/register/tJEscuGuqjgpE9B1Onf_y7F0Gk11LSc-JFha

This Affinity Discussion is based on the premise that respectfully engaging stakeholders in the research process is possible and can improve the knowledge gained in studies of all kinds. At the same time, we recognize that there are challenges and limitations of engagement depending on the type of research and the context.

We will focus our discussion around the question, "How can researchers respectfully include stakeholder perspectives in the research regardless of the funding stream, scale, or purpose of the research?"

Let's brainstorm challenges and solutions together.

Facilitators
- **Teresa Derrick-Mills,** Urban Institute
- **Jessica Barnes Najor,** Michigan State University, Office for Public Engagement and Scholarship
- **Colleen Vesely,** George Mason University
- **Gretchen Kirby,** Mathematica
- **Karen Ruprecht,** ICF

Towards a School-Age Child Care Research and Policy Agenda

Wednesday, August 26, 2020 | Time: 12:00-1:15 PM ET

Register here: https://zoom.us/webinar/register/WN_NR6KMrb_Sk-FJidE4rqaSA

Over the last several years there have been substantial federal and State investments in school age child care (including before- and afterschool care and summer learning supports). Many low-income families rely on these supports and nearly half (45%) of the children served by HHS-funded child care subsidies are school-age; each month, an average of 627,000 school-age children utilize these supports. Despite the large proportion of the subsidy population that falls within this age range, research, training, and quality improvement efforts still largely focus on the birth-to-five end of the age continuum. This session will raise awareness about the unique issues faced by school-age child care providers and administrators, as well as low-income families seeking high-quality out-of-school time care. We will also engage in discussion about how school-age child care can be a crucial part of

emergency planning and phased re-opening that supports economic recovery, based on lessons emerging from the COVID-19 crisis.

This session draws on local, state and national research capturing provider and family to spark conversations about how research and policy can be moved forward. Heidi Rosenberg from the National Center on Afterschool and Summer Enrichment (NCASE) will present findings from a descriptive analysis of CCDF school-age enrollment data and state policies that highlights trends and variations across states and territories.   Todd Bartko will discuss findings from recent case study research that delves into timely opportunities for meeting the social-emotional and behavioral health issues of children. For an in-depth look at the challenges of formulating a comprehensive system, Shayna Funke and Melissa Davis from Georgia's Department of Early Care and Learning will provide an overview of GA's work, and discuss the ways school age child care is involved in plans for re-opening schools and work during recovery from the COVID-19 crisis. Jillian Luchner from the Afterschool Alliance will then transition us to thinking about the extent to which the needs of working families for high-quality care are being met through findings from a national survey. Juliet Taylor from the University of Washington will bring another state policy and research lens to the presentations that will set the stage for rich discussions.

Panelists
- **Heidi Rosenberg**, Education Development Center (EDC), National Center on Afterschool and Summer Enrichment (NCASE)| *School-Age Child Care Enrollment and State Policies*
- **W. Todd Bartko**, James Bell Associates | *Promoting Healthy Development in Afterschool Settings*
- **Shayna Funke** and **Melissa Davis**, Georgia Department of Early Care and Learning (DECAL) | *Quality of School-Age Care in Licensed Child Care Centers*
- **Jillian Luchner**, Afterschool Alliance | *Researching Family Needs for High-Quality School-Age Care*

Discussant
- **Juliet Taylor**, Cultivate Learning at the University of Washington

Chair
- **Pamala Trivedi**, Office of the Assistant Secretary for Planning and Evaluation

---

September Virtual Event Preview

Dates and topics for the September virtual events are listed below. Please stay tuned for additional details including times and registration links.

- **September 2:** *Looking into the Black Box of Payment Rates*
- **September 4:** *Discussion of ECE Licensing, Available Data & Research Needs*
- **September 9:** *Exploring the Decline in Family Child Care Supply*
- **September 11:** *Flipping the Change Agent: How Do We Engage Providers in Quality Improvement?*
- **September 16:** *Intersections and Impact of Implementation Drivers for Coaching & PD Efforts*
- **September 18:** *Innovations in Measuring Quality of Early Childhood Education Across Settings*

The CCEERPC 2020 Annual Meeting Website (https://cvent.me/MQ7Xwo) will continue to be updated. Stay tuned for details!