



September Virtual Event Schedule

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 - **September 9:** [*Exploring the Decline in Family Child Care Supply*](#)
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Looking into the Black Box of Payment Rates

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

Register here: <https://zoom.us/meeting/register/tJ0sceytrTqvH90OX8noJuW3H92poertbaso>

Payment rate strategies are a key policy tool for the child care subsidy system to try to affect provider behavior, whether to incentivize quality or to expand the supply of care. They are therefore essential for meeting the important subsidy system goals of quality and access. Yet we know little about how they work and for whom.

To inform research that supports effective rate policies, this virtual event has three objectives. First, to establish a basic understanding of what we know about rate policies, the complexity of how they are designed and implemented, and the current state of rate-related research. Second, to inform future research by engaging experts, policymakers, and researchers in a dialogue about what is in the black box of rate-setting policies, and their possible effects on the behavior of different kinds of providers and providers in different contexts. And third, to understand what policymakers want to learn about rate strategies to ensure that our research agenda is targeted to meet their policy goals.

The virtual event will begin with a foundational overview of rate policies across the 50 states in 2018 from the CCDF Policies Database. We will then have a moderated panel discussion with experts in research, policy, and practice to answer questions about our current research base, what we know, and what we need to learn about how different rate policies affect different providers in different contexts. This discussion, which will include audience participation, will seek to illuminate gaps in the current research base and shape a research agenda.

Possible discussion questions are:

- What do we know about the impact of different rate strategies—such as raising rate caps, tiered reimbursements, and bonuses—on providers and families?
- How do states design and implement these policies and which providers are affected?
- How do rate policies interact with other key policies (such as copayments and allowing providers to charge parents the difference between the state cap and the provider's rate) and what are the implications for providers and parents?
- What do we know about the design and efficacy of rate strategies designed to improve the supply of care for special populations as contrasted to rate strategies designed to improve the supply of quality care?

- Do low payment rate ceilings differentially constrain access for special populations whose care may cost more to provide?

Moderator

- **Gina Adams**, Urban Institute

Presenter

- **Sarah Minton**, Urban Institute | *State Payment Rate Policies: A View from the CCDF Policies Database*

Panelists

- **Elizabeth Davis**, University of Minnesota
- **Karen Schulman**, National Women's Law Center
- **Lisa Brewer Walraven**, Child Development and Care, Office of Great Start, Michigan Department of Education

Discussion of ECE Licensing, Available Data & Research Needs

Friday, September 4, 2020 | Time: 2:30-3:45 PM ET

Register here: https://zoom.us/webinar/register/WN_qFEjZx70R4uqlpRR_OPxjQ

States are responsible for regulating facilities that care for young children, including issuing licenses. Thus, licensing affects a broad array of early care and education (ECE) programs and providers. This fall, the Office of Planning, Research and Evaluation (OPRE) launched a 5-year research project to synthesize what we know about licensing, provide a conceptual framework to guide research, and conduct new studies to address gaps and priorities. With the growing recognition of the importance of licensing in ECE policy and research, this session will provide an opportunity for researchers to learn about a) the relevance of licensing to various priority topics within the Child Care and Early Education Policy Research Consortium (CCEEPRC), and b) the types of licensing data available. It will also allow participants to work together to develop important licensing-related questions that need to be addressed in research.

There are three objectives for the session:

1. Increase awareness of the ECE licensing system and existing sources of licensing data,
2. Identify priority policy questions about the role of licensing in ECE that researchers could help address, and
3. Encourage researchers to use licensing data in their work.

The session will begin with an overview of the ECE licensing system and description of how licensing is related to many topics of interest among CCEEPRC members. Participants will then learn about various sources of licensing data and hear examples of how licensing data have been used in research. The session will end with discussions about pressing policy questions about ECE licensing that need to be addressed in research.

Facilitator and Presenter

- **Kelly Maxwell**, Child Trends | *An Overview of ECE Licensing and Its Connections to Key ECE Issues*

Presenters

- **Dionne Dobbins**, Child Care Aware of America | *The Child Care Licensing Benchmarking Tool: Engaging Stakeholders in Measurement Development*
- **Kelly Dwyer**, Urban Institute | *Using the CCDF Policies Database to Understand Requirements for License-Exempt Providers*
- **Sheri Fischer**, ICF, National Center on Early Childhood Quality Assurance | *Child Care Licensing Study: Overview of Data and Key Findings from 2017*
- **Nina Johnson**, ICF | *Licensing Administrative Data: An Overview of What's Available*

- **Rob O'Callaghan**, Georgia Department of Early Care and Learning | *Beyond Licensed Capacity: Measuring the Availability of Child Care by Age Group Using Licensing Data in Georgia*
- **Josh Borton**, NORC at the University of Chicago | *Using Licensing Lists to Construct Accurate Provider Samples*

Exploring the Decline in Family Child Care Supply

Wednesday, September 9, 2020 | Time: 3:30-4:45 PM ET

Register here: https://zoom.us/webinar/register/WN_YW_w-UJxRbu4p51qUWYBVw

Home-based child care (HBCC)—noncustodial care provided by regulated family child care (FCC) providers and family, friend, and neighbor (FFN) providers, who may or may not be legally exempt from regulation—is the most common child care arrangement for children, birth through age 5. The children in these settings, many of them infants and toddlers, are among our most vulnerable. In addition, low-income families working nontraditional schedules disproportionately use HBCC, yet the number of FCC providers in both the regulatory and subsidy systems at the national and state levels has significantly declined in the past decade, limiting choice for eligible families. While some research has suggested factors such as the increased availability of other child care options such as pre-kindergarten, changing system requirements, and provider age, we lack an understanding of the reasons for the decrease. This workshop will present data on the decline from national and selected state studies, as well as findings from a review of the literature. The session is intended to stimulate discussion about approaches for examining decline, policy implications, and questions that could guide research on this issue.

Facilitator

- **Gina Adams**, Urban Institute

Presenters

- **Weihuang Wong**, NORC at the University of Chicago | *National Survey on Early Childhood Education Explores Listed Provider Attrition*
- **Sheri Fischer**, ICF, National Center on Early Childhood Quality Assurance | *Licensing Data Document the Decrease in Numbers of Licensed Family Child Care Providers*
- **Nadia Orfali Hall**, Child Trends, National Center on Early Childhood Quality Assurance | *Harnessing Administrative Data to Understand the Decline in Family Child Care*
- **Lisa A. McCabe**, Bronfenbrenner Center for Translational Research, Cornell University | *Patterns of Family Child Care Decline in New York State*
- **Juliet Bromer**, Herr Research Center, Erikson Institute | *Examining the Factors that Contribute to the Decline in Family Child Care: A Literature Review*
- **Toni Porter**, Early Care and Education Consulting | *Examining the Factors that Contribute to the Decline in Family Child Care: A Literature Review*

Flipping the Change Agent: How Do We Engage Providers in Quality Improvement?

Friday, September 11, 2020 | Time: 1:30-2:45 PM ET

Register here: <https://zoom.us/meeting/register/tJEofuyhpzqiE9GvhWxABTcauPdNQvVufEtd>

This virtual event examines engagement of early care and education (ECE) caregivers and staff in quality improvement (QI) as a key factor in developing effective QI approaches in ECE. With recent changes in ECE due to COVID-19 and a renewed focus on racial equity, strategies to promote engagement in QI are critical. The presenters in this session represent three projects with innovative approaches to QI: the Culture of Continuous Learning project, the Family Child Care Quality Improvement Learning Collaborative; and the Teacher Behavior Goal Setting System. Presenters will share key features of QI approaches and show how they shift providers to agents of change in their programs rather than participants in a system focused on rules and compliance. The facilitator will pose questions to the presenters to highlight key similarities and differences across the projects and

to show how the QI approaches could be applied in a remote/virtual context. The facilitator will also pose questions from the audience. Lessons learned across these projects are expected to spark ideas about opportunities to embed new QI approaches and goals in ECE systems.

Facilitator

- **Kathryn Tout**, Child Trends

Presenters

- **Juliet Bromer**, Erikson Institute
 - **Tamara Halle**, Child Trends
 - **Anne Douglass**, UMass Boston
 - **April Crawford**, Children's Learning Institute
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Intersections and Impact of Implementation Drivers for Coaching & PD Efforts

Wednesday, September 16, 2020 | Time: 1:30-2:45 PM ET

Register here: <https://zoom.us/meeting/register/tJMoc-2rqzoiHtTFVrDwXPi8D67zqaPcWto0>

Coaching has emerged as one of the most commonly cited approaches to professional development (PD) in early childhood education, and there is growing consensus that intensive or ongoing PD efforts, like coaching, may be the best way to influence teacher practice and ultimately child outcomes. However, we have much to learn about the content of coaching approaches and models, and the drivers that facilitate the success of coaching as a form of PD.

In this session, we will share lessons learned from three studies that directly address these issues. We will first use data from the Administration for Children and Families (ACF) Study of Coaching Practices in Early Care and Education (SCOPE) to provide a broad look at the different ways that features of coaching are implemented and combined into an overall approach. We will use coach, teacher, family child care provider, and center director perspectives on coaching—and will describe their views on what makes it challenging to implement coaching. We will then draw on lessons from two additional studies to take a deep look at more specific coaching approaches, and how implementation drivers facilitate or inhibit the success of those coaching efforts. With Cultivate Learning's STEAM Trunk data, we will describe the implementation of coaching focused on improving the quality of a specific content area of math instruction. This coaching effort included the provision of materials tied to a PD training as well as virtual coaching. With data from ACF's Variations in Implementation of Quality Interventions (VIQI) study, we will describe what drives take-up and engagement in coaching, how this differs by setting type (for example, Head Start versus community-based child care centers), and how this differs by the quality of classrooms. After sharing information from these studies, we will engage participants in a discussion of key features of coaching and drivers that facilitate the positive impact of coaching.

Facilitator

- **Laura J. Johns**, ICF, National Center on Early Childhood Quality Assurance

Presenters

- **Emily Moiduddin**, Mathematica | *SCOPE: Study of Coaching Practices in Early Care and Education Settings*
 - **Gail Joseph**, Cultivate Learning, University of Washington | *STEAM Trunk: Professional Development Interventions to Increase Teacher Confidence and Competency in Math Instruction*
 - **JoAnn Hsueh**, MDRC | *VIQI: Variations in Implementation of Quality Interventions*
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Innovations in Measuring Quality of Early Childhood Education Across Settings

Friday, September 18, 2020 | Time: 2:30-3:45 PM ET

Register here: <https://zoom.us/meeting/register/tJYucuyvrj0rH9xFlvv7Wj-B55tRdOdDUPK->

There is a wide body of research indicating that high quality early childhood education yields positive benefits for children. However, although researchers typically describe structural, process, and instructional dimensions of quality, a small number of tools (ECERS/CLASS) dominate both the research and policy/practice worlds and there are challenges in using measures across diverse settings. In addition, current measures of quality have inconsistent links with teacher effectiveness and child outcomes. Finally, some measures of quality are onerous and expensive for districts and practitioners to collect, making them less useful for informing real-world practice. There continues to be a need for strong measures of early childhood quality that can be collected at-scale across a range of different settings and used to promote better outcomes for teachers and children.

This roundtable brings together researchers, policymakers, and practitioners to discuss new and innovative approaches for conceptualizing and measuring quality in diverse early childhood classrooms. A key goal of this session is to discuss new approaches that can build on the limitations of the metrics that the field has used to date. Panelists will discuss a variety of measurement tools that aim to address the unique needs of all early childhood providers, including those serving older and younger children and operating in center-based and home-based settings.

Two policymakers will discuss the applicability of these new measurement approaches for informing districts, cities, and states as they aim to measure quality in diverse early childhood settings.

Moderator

- **Diane Early**, Child Trends

Panelists

- **Michelle Maier**, MDRC
 - **Kerry Hofer**, Abt Associates Inc.
 - **Marisa Schlieber**, University of California, Berkeley
 - **Holli Tonyan**, California State University, Northridge
 - **Sara Neville-Morgan**, California Department of Education
 - **Randy Hudgins**, Georgia Department of Early Childhood
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The CCEERPC 2020 Annual Meeting Website (<https://cvent.me/MQ7Xwo>) will continue to be updated. Stay tuned for details!

All notes and virtual event recordings will be posted to [Research Connections \(researchconnections.org\)](https://researchconnections.org) at the conclusion of the series.