

Updates on Key EHS Research Putting Infant-Toddler Research to Work at the State Level

Frances Moore: Welcome, everybody to the webinar this afternoon for the Head Start State and National Collaboration Directors Webinar that we're doing this afternoon; it is called "Updates on Key Early Head Start Research: Putting Infant/Toddler Research to Work at the State Level." My name is Frances Moore and I am one of the Senior Writer/Trainers here at the EHSNRC. I'll be your moderator today.

So, before we get started I want to run through a couple of housekeeping things; so, hopefully it'll help us run the webinar a bit smoothly. We are going to ask...as you could hear earlier, we've muted all the phones for the presentation; so, we're going to ask that you not use your own phone's mute system or that you place your call on hold to answer another line. Also, during the presentation, if you have any technical difficulties, just let us know using the "chat" feature. If you have a question or comment and we are going to have lots of opportunities for you to submit your questions or comments; so, what we're going to ask you to do just to keep that, sort of organized is to use the "raise the hand button" your screen and I will be calling on you, as time allows, and then when your name is called to press the star six button to unmute your line and then you'll be participate in the webinar and that once you are done with your comments or questions you press star six again to mute your line again. You can also submit questions on, any time during the presentation, using your "chat" feature and we'll be addressing those questions and comments, as time allows, towards the end of the presentation as well. So, let's get started. With that, Angie Godfrey is here. She is at the Office of Head Start as an infant and toddler specialist and she is going to open us up with a welcome from the Office of Head Start. Angie? Okay, so be sure to press star six to unmute your line.

Angie Godfrey: I'm so sorry. Thank you. Okay, I was just trying to figure out... and was having a little trouble. Welcome, everyone. I'm so glad to welcome you all here on behalf of the Office of Head Start. It's such an exciting thing to talk about research. People don't always say that but I think we've learned so much from research in Early Head Start and it's one of the things that has supported professional development and professional development systems in the infant/toddler field, is our ability to look at what we are doing. And so, I'm very excited. I'm excited to have Amy and Aleta here today to talk and I just hope you'll sit back and enjoy the session and I also want to thank Karen Heying who works with all the State Collaboration folks and who is a senior advisor to the Office of Head Start for helping to organize this and get this out to all of you. So, thanks again for being here. And Karen I'll turn it over to you.

Karen Heying: Great thanks so much, Angie, and it's been so fun to work with this group and to really work with the Head Start National Resource Center in pulling these series of webinars together that

focus on infants and toddlers. As folks remember, we've had several webinars prior to this on home visiting, on special development, school readiness and this is the fourth in the series on the research project which I...hopefully will help to kind of pull some of the information together and then we are also looking at a few more times to have some other webinars that we're in the process of planning for, so stay tuned; but I also am wanting to just welcome the folks, the collaboration directors and their partners, in particular the Office of Child Care. I know it's [inaudible]. So, we've been really trying to do a lot more partnering around some of our work in getting materials out to folks; so, I'm excited that everybody's on the phone and I'm looking forward to the webinar myself; so thanks and I'll put it back to Frances.

Frances Moore: Great, thanks, Karen and Angie. I really appreciate your time this afternoon as well. I'm going to go over our goals for this afternoon and what we hope to accomplish. We really..one of the goals is just to introduce this audience to the work of the OPRE. Some of you are probably very familiar and some not so much. And we also want to just inform you about the most recent key Early Head Start research. Another goal is to facilitate, give some time to facilitate some discussion and some reflection around how these findings could or do influence your state level work and around evidence-based infant and toddler [inaudible] projects. So we are really excited to hear from you guys during this webinar. So the three...we are going to overview, or...the folks from OPRE who are here today are going to overview three of the key pieces of Early Head Start research. One is Early Head Start University Partnership Grant, buffering children from toxic stress. The second one is the Early Head Start Famil and Experiences Study better known as Baby FACES. And the third one is development of a measure of the Quality of Caregiver Child Interaction for Infants and Toddlers better known as Q-CCIIT, and so, we're...it's going to be some good information and useful information.

So, the folks who are going to help us achieve all of this: you've heard from Angie, as the infant and toddler specialist from the Office of Head Start. You've heard from Karen Heying, as the senior advisor to the Office of Head Start and we are really fortunate to have Dr. Amy Madigan with us today. She is one of our panelists and she is a senior social science research analyst in the Office of Planning, Research and Evaluation better known as OPRE of the Administration for Children and Families. And Amy provides leadership in OPRE for research and policy activities related to Early Head Start and programs serving low income infants and toddlers and their families. But before joining OPRE she was also a policy and research analyst with the Health and Human Services Office of the assistant secretary for Planning and Evaluation. And she was a Society for Research in Child Development and Policy fellow in the Office of Head Start. So, she has really accomplished quite a lot and we're really looking forward to hearing her. She'll be providing an overview of OPRE as well as the overview for two of the key pieces of research we'll be discussing. We're also really fortunate to have Dr. Aleta Meyer here with us today. She is also a senior science research analyst at the Office of Planning and Research and Evaluation. She works in the division of Family Strengthening and she is a project officer for the university partnership on toxic stress. Her areas of responsibility over there include evaluation of home visiting in the American Indian and Alaskan Native Community, Youth Development Prevention and Implementation Science in Foster Care.

She has worked with Health Sciences Administrator and Prevention Research Grant at the National Institute on Drug Abuse. And then she has also been an associate professor of psychology in the Clark-Hill Institute of Positive Youth Development of Virginia Commonwealth University. So, she has a lot of experience and diversity in her work and we are really excited to have her with us. She may not be able to be here for the whole time today; so, if not we will be able to forward her any questions you have specific to her and have those as part of the follow-up for this Webinar. And finally, we asked Barbara Gebherd, the Assistant Director of Public Policy at Zero to Three to join the panel to give us the benefit of her experiences working at the state level with both Early Head Start and childcare policy makers. She oversees the work here of the Maternal, Infant and Early Childhood Home Visiting Technical Assistance Coordinating Center and she has also been the director, before she came here, to Zero to Three, she was the director of the Build Initiative supported by Early Childhood Funders Collaborative and she also works closely with nine states building Early Learning Systems. And so, she's very familiar with this type of work and she's also serving for the deputy director of the West Virginia Children Governor's Cabinet on Children and Family, State Early Intervention Director and state daycare specialist in West Virginia Department of Health and Human Services. So, she is here to help us to learn her experience with state level work to help us to [inaudible] conversations and reflections about this research. So, we're really grateful that you all could be here with us so soon after the holidays and the bustle and busyness that we all have to...we all experience and it's really hard to make time for things like this and we really appreciate that you've done that.

So, to get us started I want to just give you a quick overview of where the OPRE sits. This is a big organizational chart, so I'm going to...you can see the circle that's coming in over there, on the side: Office of Planning, Research and Evaluation. So, it's sitting way over there. You can see with the blue circle. And then the Office of Head Start is over there where the red circle appears. And then if you look way down below there where all the regions sit in the organizational chart. So, I just wanted to give you kind of the big picture and Amy helps us to understand exactly what OPRE is all about. So, with that I'm going to turn it over to Amy. Amy, thanks for being with us this afternoon.

Amy Madigan: Thank you, Fran, and thank you also to, you know, all the partners at EHSNRC and the Office of Head Start for having us, me and Aleta on the call today. We're really excited to be here and thank you so much for especially those kind opening words and your enthusiasm for research; so that is always terrific to hear. So just...you see here on the screen here that it's a quick outline of what I am going to be talking about today or what Aleta and I are going to be talking about today.

So, for those of you who may be unfamiliar with who we are, I thought we would just start off by telling you a little bit about where Aleta and I come from and the purpose and work of our office and then I'm going to talk briefly about some of the different types of research studies we've conducted or are currently working on especially as they related to Early Head Start and infants and toddlers. And finally

we're going to highlight, as Fran mentioned, we are going to highlight a couple of key projects that are currently underway and that we think will be of particular interest to the [inaudible] directors which includes the [inaudible] toxic stress grants, Baby FACES and Q-CCIIT. So, Aleta and I work in the Office of Planning, Research and Evaluation or OPRE which is in ACF; OPRE is the research arm of ACF. Our overall purpose and mission is to advise ACF programs and leadership on issues related to the quality, effectiveness and efficiency of ACF programs with the goal of improving economic and social wellbeing of children and families. We accomplish this through a variety of functions, not the least of which is conducting and funding research studies across a wide range of topics. And you can see some of those topics listed here under the 2012 funding levels that are noted.

So, we really cover a number of different areas. OPRE is made up of three separate divisions, although they work closely together and collaboratively because so many of these topics, obviously, relate closely to each other. The Division of Child and Family Development conducts research related to Head Start, Early Head Start and child care. The Division of Family Strengthening conducts research related to child welfare and home visiting, to pregnancy prevention, healthy marriage. And the Division of Economic Independence conduct research related to family self-sufficiency and other programs providing economic supports for families like [inaudible]. So next slide.

So, how do we decide what research studies to conduct and how to spend those very precious research dollars? In the case of Early Head Start research, partnership with the Office of Head Start is first and foremost. We work closely with them throughout the year to learn about the key priority areas and questions that might be informed through current, past or future research. Funding for Head Start research is provided in the 2007 Head Start Act. And the Act includes some additional language about key topic areas and issues that that research should address. OPRE is also, of course, guided by the priorities of ACF and the Health and Human Services leadership as well as by interests expressed by Congress. So, for example, you may be familiar with the Early Head Start Research and Evaluation Project which was the Early Head Start Impact Study. This study was Congressionally mandated. It was a Congressionally mandated study of Early Head Start. And you also, I'm sure, are familiar with the Head Start Impact Study and with the new evaluation of the Maternal, Infant, and Early Child Home Visiting Program. Those two studies are also mandated by Congress. And, last but not least, of course, we look to where there are gaps in knowledge in the field, at large, in the determining the direction of the research we do. Next slide.

So, here are some of the key themes in the types of research studies conducted by OPRE. We conduct a lot of work focused on identifying ways to improve the quality of programs serving children and families and to improve child and family outcomes across a range of domains. We conduct research focused on parent engagement and on better understanding of parent-child interactions and how these things support children's growth and development. We also conduct studies to look at strategies for

professional development of the workforce, of program administrators, teachers, home visitors, all levels of professionals working with children and families. And we conduct work related special populations...dual language learners, for example, have been a group of particular interest in recent years. Next slide.

So, here's an outline of some of the specific research studies conducted or funded by OPRE related to Early Head Start and to infants and toddlers...descriptive studies like BABY FACES, which we'll talk a little bit more about in a minute, and the survey of Early Head Start programs. These studies aim to answer questions like what do Early Head Start programs look like; what kinds of services do they provide and what is their quality; who are the children and families served; how are they faring? We also have large scale program evaluations, including studies like the EHSRAP, which I mentioned, and the home visiting national evaluation. And these studies are designed to answer questions about the effectiveness of the program overall and how effectiveness may vary by certain characteristics or populations. We also fund some studies that involve the development of and evaluation of newer, innovative practices. These are primarily done through grants to university researchers who partner with local programs. And we currently have a set of grants looking at these practices, which is the Buffering Children from Toxic Stress Grants, which Aleta will talk more about in a minute. And, finally, we've done some capacity building and dissemination work related to Early Head Start. Many of you are probably familiar with the Early Head Start Research practice series of briefs and materials that are available through our Web site. And, actually, we just did another printing of those materials which we can make available to you if hardcopies are desirable. And we're currently conducting a study called Q-CCIT that we mentioned...that we'll talk about a bit more, that's developing a new measure. So, that's just sort of a brief overview of some of the major activities or categories of types of research that we conduct. Next slide. So, I guess, now, we're going to move on to talk about some of these studies in greater detail. And we're going to start with the Buffering Toxic Stress Grants. So I'll turn things over to Aleta.

Aleta: Thanks, Amy, and thanks, everybody, for inviting me. This is exciting. I wasn't really aware of the breadth of the audience. It's exciting. I'm sure many of you have heard of the term "toxic stress." It's become a very popular term used to describe when children experience stressful events frequently and they experience these in the absence of supportive and responsive caregivers. And when that happens, they, sometimes, don't develop the ability to regulate their own stress response. And there's a lot of indication that that results in a change in their brain architecture and can have significant impacts and their long-term outcomes. Some researchers have argued that these multiple... that the multiple and chronic stressors that are associated with poverty in particular may help to account for the gap in school performance between poor children and their more advantaged peers and they think that this toxic stress might be the reason. So, given our desire to translate that basic science information on toxic stress into practical knowledge that can be used by practitioners and families and people, OPRE funded six research grants in the fall of 2011, and we refer to them as Buffering Toxic Stress Grants. And you can see the six of them right there. They come from a wide range of the communities, from urban areas to more rural areas to different parts of the country.

We have one of our grantees that's working with an American Indian... American-Indian population... so that's very exciting. And the main thing that they're all doing is that they're evaluating promising parenting interventions that are designed to buffer children from toxic stress and to help children learn self-regulation. And the six different university Early Head Start partnerships have chosen different interventions now have slightly different conceptual models for how they think that these parenting interventions that are implemented in addition to Early Head Start.

So, it's not instead of some component of Early Head Start; it's a little...it's an addition to that. They're all time-limited by 10 to 16 sessions. And if you have more questions about that, I can answer those. In addition to evaluating these programs, there's two other main goals for these partnerships. And these goals are in place because, often, you can learn much more about the way children and families develop in context when you try to do interventions to change them and so it can really help inform what we understand about development. And so they're also going to be working to identify children and families that are most vulnerable to stress, because we know not all people respond to the same amount of stress in the same ways and we want to know which folks might be the most important to target, and then also to advance applied developmental science in general.

So, in addition to these six separate projects, we've created a consortium of these six projects. So, members of both the university folks and the Early Head Start partners, along with staff from OPRE and Early Head Start staff from the national office, have created a consortium we call the BTS Consortium. And we have monthly phone calls. We have twice-yearly face-to-face meetings. And the goal of this consortium is to really increase the capacity of the individual projects. This is such a new area of science and of understanding, and so it really benefits to have people working closely as they're working on their own projects. We also want to build knowledge together, what we can do, so, that, they call that building cumulative science... so, how can you learn a lot by doing things together at the same time...and then to disseminate knowledge about the role of Early Head Start in promoting parenting practices that buffers children from toxic stress. I'm so excited about these projects. I could tell you a whole lot more, but, rather than doing that, I'd be happy to answer questions that folks have about the projects.

Frances Moore: Great. Thanks, Aleta. These are exciting projects and it's really going to be exciting to see what happens [inaudible] as they come. Everybody's here commenting on the baby. But, [inaudible] is reflecting by the way.

Aleta: Yes.

Frances: But it is going to be exciting to see how these develop and what the outcomes are and how it influences the work in the field. So thanks, Amy, also for the overview. That's very helpful. So, let's take a little bit of time to think about this in some different ways or some...in more depth perhaps. I'm sure folks are going to be very interested as these projects develop. So, Barbara from Zero To Three is going to help us think about this. And so, Barbara, thanks so much for being here. So, if you could join the conversation with us about this?

Barbara Gebherd: Sure, I'd love to. And I think that hot topic... stress is such a hot topic these days that I'm really pleased to hear that OPRE is addressing this. So, Aleta, I had a couple of questions as you were talking and then, I felt maybe later we could open it up to folks on the webinar who may also have some questions. It was interesting to hear about this consortium that I guess will kind of help the researchers share their findings as you go through the process. But I'm wondering if any thought had been given yet to how you would share information once the projects are completed.

Aleta: Quite a bit of information. All the grantees are tasked individually with, you know, doing the regular peer-reviewed journal articles, but also writing short briefs about what they found and identifying together some specific projects they might work on. One of the things that they've all talked about is the experience of the Early Head Start settings of doing a focused intervention like this and how it's perhaps gotten the Early Head Start staff to think about what they do in ways that they haven't before. And that's...we don't have specific research questions about that, but there are things that the group could reflect on about that. And so, there are topics that are emerging and so, that's my job as a federal project officer to make sure that as these great ideas come up, that we don't lose them and lose track of the audiences that might be interested in learning those lessons. So, it's very important right now. They're sort of, what we call, "in the trenches" and sort of like ostriches with their head in the sand. But when they lift them up, we have many expectations that they will share.

Barbara: That's great. And speaking of audience, a lot of the people on this webinar really represent state level program administrators. And so, I wonder how you think conclusions that will result from these research projects will influence program development at the state level? Aleta: Well, I would imagine that for communities where they've identified that their parents could really use additional support with helping their kids because there are so many chronic stress...you know, so many things occurring that they don't have control over that they might identify this as something that they would use perhaps for their...for the curriculum component of Early Head Start. I don't want to...I'm not a program person really of Head Start. But that's something that I would imagine that as people set objectives for the year and what direction they want to move that an intervention like this might really fit well with the priorities that are emerging at a local level.

Barbara: Well, Trin, we might want to probe a little bit with the people on the call about that. But I've got to...as I said, turn it over to you, Frances, if you have any questions for Aleta.

Frances Moore: I do and also, I want to open up, get some opportunity, like you said, to open this up to some of the folks on the call. We have been getting some questions online as well. And so, but what I want to do is, real quick, remind everybody of how we're going to handle the question-and-answer period and also the...if you want to share your comments, if you could just be sure to... if you want to share something about this or have a comment or question, be sure to check the "raise the hand" button on your screen and then, we'll call on you for your comments. But there are a lot... so many possibilities with these projects. And so...but first, before we go to that, I wanted to ask Aleta, could you just share a couple of the evidence-based parent interventions for the project they're using?

Aleta: So they're using interventions that are promising, that have strong theoretical and empirical bases. These aren't interventions that are on an evidence-based list. I want to be clear about that. They had to show how these interventions would really buffer children from toxic stress and that's a new area. So, there's the attachment about behavioral catch up intervention that I'm sure many are familiar with. Incredible years for toddlers, playing and learning strategies that's called HOUSE, a new intervention called filming interactions to nurture development, parent-child interaction therapy and emotional availability intervention. So, as you can tell, that's a wide range of targets, styles, but they all have really good arguments for why they would help them prepare to buffer children from toxic stress.

Frances Moore: Yes. It sounds like there are a lot of great things that are going to...we're going to learn from this as part of what evidence-based practices are effective. So that's great. So, let's go out for our audience now and talk about this a little bit more if [inaudible] are being applied or could be applied in the field and what's going on. So, are there any programs or initiatives in states right now that people want to share that might inform or help us understand this a little bit better or that are already in the process of implementing these crisis interventions? We'd also like to hear... especially love to hear from anyone who might be participating in one of these demonstration projects. So, let me just give folks a little bit of an opportunity to respond to that. I think we have so many participants on this call.

Aleta: Fran?

Frances Moore: Yes.

Aleta: One thing that would make available for everybody is that there's a short description of each of these projects on the OPRE web site which says ...describes the communities, describes the intervention that's being used there. So, that's something we could make available to everybody, so they could see which site is using which intervention.

Frances Moore: Right, right. So, right now, we don't have any raised hands or folks that...

Aleta: But there was a question on...underneath the question asked and I just want to...there's a question about which community was used...was working with the American-Indian population and that's the University of Colorado of Denver.

Frances Moore: Sounds great. All right, so, Aleta, can you talk a little bit about that program? Aleta: Well, they're going to be looking at parent-child interaction therapy combined with emotional availability intervention and they're...the community that they're working with has asked to not be named. So, I wouldn't be able to share that with you, but it's a longstanding partnership. And one of the...yes...yes, I just...it's been great to have one of our...one of the six projects to be working with that community because there are such different issues when it comes to doing research with native communities that everybody is learning from and, you know, helping each other out with. So, it's one of those examples of building the capacity of some of the projects, right, because they're working together so much.

Frances Moore: Right. Yes. Well, that's...it is exciting that there is a native program involved in one of the demonstration projects and I think that is unusual and it's really great. So, let's move on to our next area of overviews for one of our research projects. And I think, Amy...we're going to go back to Amy. But first, let me thank you, Aleta for providing us with this information on the university partnerships. I think it's really going to be so great to follow the progress that is being made there and what the outcomes might be and how we could learn from those projects. So...and just to remind folks, if you don't have questions now, you can still post them to the chat or to the question mechanism online and we can... we'll have some time at the end of the presentation to get back to those questions. So as we...let's move on and I'm going to turn it back over to Amy and she's going to give us an overview of what's going on with Baby FACES.

Amy: Yes. Thanks, Frances. So, the Early Head Start Family and Child Experiences study which we affectionately...very affectionately...refer to as Baby FACES which was the first nationally represented study of Early Head Start which is designed to provide a wealth of information about program quality and the wellbeing of children and families participating in Early Head Start. Baby FACES began in

2009 with the goal of maintaining up-to-date extensive knowledge base to support Early Head Start policies and programs. It's designed to provide descriptive information about Early Head Start services, their frequency and intensity and quality, to provide descriptive information about the characteristics of children and families served, how children and families are faring over time in terms of key areas of growth and development. And the study also looks at associations between the quality of services and child and family outcome. Next slide.

As I mentioned, Baby FACES includes a nationally representative sample with 89 early Early Head Start programs. Although I should mention it does not include AIAN or migrant and seasonal Head Start. So, it's nationally representative of non-AIAN and non-migrant and seasonal programs. It includes nearly 1,000 children and families in two age cohorts: A newborn cohort which recruited pregnant women and very young babies less than six months of age and a one-year-old cohort which includes children who were between 10 and 15 months at the time of recruitment. Data are collected annually in the spring of each year, until children turn three years old or leave their Early Head Start program. We do not follow them if they leave the program. And as you can see, Baby FACES collects data at multiple levels and from multiple sources, so information about program features and staff characteristics and qualifications are collected through surveys and interviews with program directors and staff. We also have program directors complete implementation ratings to examine the level of implementation of the performance standards. Staff completed a weekly service tracking form to document attendance and in-center-based programs and participation in home visits.

Baby FACES also collects...includes a number of observation-based measures to get at the quality of services families receive. So, it includes the environmental rating scales like ITRS to measure overall quality of the environment. We use the HOVERS to gather information about the quality of home visits in terms of the strategies used and the effectiveness of home visitors and we use the toddler class to measure quality of interactions between toddlers and classroom ...or excuse me...toddlers and center-based classroom teachers. And then through parent interviews, we gather information about child and family characteristics, parents as well as teachers also report children's development and well-being and we also conduct a direct assessments of children's development across a range of domains: Language, cognitive development and social and emotional development, et cetera. Next slide.

In terms of where we are currently with the Baby FACES study, data collection for both cohorts was completed in the spring of 2012. And we published the first report summarizing findings from children's first year in Early Head Start and that report is available from the link provided on the slide. We currently have in progress a second year report summarizing findings from when children were two years old which we expect to be coming out hopefully soon. And a final report which will look at findings from when children were three as well as changes over time. And then I should also mention we are working on developing a series of papers and briefs which will also be coming out over time. Next slide.

So, because Baby FACES is such a big study that looks at a wide range of topics and information, we couldn't cover all of it in great detail in today's webinar. So, here we're giving you just a glimpse of some of the broad or overall lessons coming out of Baby FACES. We wanted to use this webinar just to introduce the study to all of you, recognizing that you would probably like to know a lot more about every single one of these points. And I would be happy to provide more information about it in either future webinars or through other forums which we can talk a little bit more about. But in the meantime, I hope this short list at least piques your interest. So, we're seeing that the needs of Early Head Start families are very diverse which you probably already know. And in response, Early Head Start programs are providing a wide range of services. So, many programs are using multiple or combination service options to meet the needs of their families. Staffs are generally highly qualified. Most programs are meeting or exceeding the standards with a high proportion of teachers and high proportion of home visitors holding bachelor's degrees actually. Yet we also see somewhat high levels of staff turnover. So, that would be something to work on.

The quality of services is in the moderate or moderate to good range across all three of our observation-based quality measures which is very consistent with what we see in other...in other research. And we saw high quality... higher quality I should say... when teacher-child ratios were smaller, also when there was less staff turnover and when morale and job satisfaction among staff was higher and when teachers or home visitors had a CDA. So, just to clarify, that's not when they had a CDA or better; it's actually having a CDA which is a little difficult to understand perfectly. But I think...my guess would be that it has something to do with having that very specialized content that is a very specialized early childhood infant-toddler content that would be associated with having a CDA which you might not necessarily get depending on your area of specialization with a bachelor's degree. Dosage of services received is somewhat lower than we expected. Programs are generally offering services to families at the frequency recommended by Office of Head Start and by the performance standards. But families are not necessarily taking up those services at that frequency. So, days attended in center-based care were a little less than four days per week on average and home visits were less than one per week and less the recommended 90 minutes per visit as well. We also saw a relatively high amount of early exiting from the program, about 20 percent of families left the Early Head Start program before children turned two and a little more than 30 percent left before they turned three. We found that this was usually due to reasons outside the control of the program like the family moved out of the area. But it's important to be aware of because it means that as programs we have maybe less time, you know, to support and to help families than we would maybe like to have ideally.

Finally, I think it's really important to note and to be celebrated that overall, children in Early Head Start are faring pretty well in terms of their overall growth and development. They're making meaningful gains in a range of outcome areas including in their physical development, language, cognitive, social and emotional development. So, that's I think something to be certainly celebrated as I said. So, I think I'll stop here on Baby FACES and see if there are questions.

Frances Moore: Thanks, Amy. I think this is just really huge study with lots of information and data to sort through. So, let me just ask a couple of basic questions. We heard that the bottom line of Baby FACES is basically good. Children are off to a good start. Families are doing well and there's some... there's well trained staff out there providing a diversity of services. So, I think he talked a little bit about this about this, but can you talk a little bit more about how all of this great information is being publicized? And what could maybe state level folks or groups do to help spread this out there... spread this around out there?

Amy Madigan: Sure. So, I mentioned we've got some reports. We have the first year report and then a second and third-year report coming, or our second-year report, and our final report coming out. They are a bit more technical in nature, I would say, and they're certainly lengthy. Not the kind of thing that you probably would read cover-to-cover and...or if you did, you are very, very excited about data in a way that I think most people probably are not. But we are also working on... we do really highly value with Baby FACES, in particular. We really want to make the data available and of interest, and useful to not only the Office of Head Start from a national perspective but also at the local level. And that is the key priority for the project. One of the major primary purposes of Baby FACES was to create a set of data...an information source that can help guide policy and program practices. And so we really take that responsibility and that charge very seriously. So, as I mentioned I think briefly, we are also working on a series of papers and research briefs that will hopefully take some of those larger, longer, more technical reports, some of the information in there distill it down to a more digestible and sort of user-friendly format. We'll also be exploring some particular topic areas through the papers and briefs that we think are especially of interest to your programs and to the Office of Head Start.

We are, you know, still working on at the moment, coming up with what those topics and paper... the papers and those briefs...what they will focus on topically and we're working closely with the Office of Head Start and, of course, listening to our colleagues out in programs for what issues and topics are of interest to them. But hopefully, we'll see some of the first papers or briefs come out in the spring, and those will be... those will continue to roll out over time, over the last about year and a half of the project that we have left. And I should also mention, we've also done... at this point, we've been doing a lot of presenting of findings at meetings and conferences, both for conferences and meetings that are primarily research audiences but also have...but also some meetings and conferences that really target practitioners and state administrators and program administrators, et cetera. So, we're doing sort of a multipronged approach to dissemination and trying to get the word out there as much as possible, but it is an evolving process.

Frances Moore: Great. Thanks for that additional information and getting that good word out. And I know you guys have been working hard doing that as well, and we look forward to those additional briefs as well. So, let's...I'm going to ask Barbara to jump in here and get us going with some additional

discussions, and we do have quite a few questions that are coming in also online. We'll get to those as well. But Barbara, do you want to jump in here and get in the conversation?

Barbara: Sure. And I would just like to encourage everyone to take the time to read the first year report that Amy talked about. Because she does not have time, I can tell you in this webinar today to really do anything but short of scratch the surface of what's there, and there is a ton of good information. So, some of the questions that I'm going to pose back really out to the audience kind of delve even further into some of the findings of the first-year report. One of the things that I noticed as I read the first-year report is that just over a third of the Early Head Start programs and the Baby FACES study have any sort of formal partnership with the childcare provider. And I know this has been an emphasis of both Office of Head Start and the Office of Childcare over the past two years. So, I wonder if any of the state participants on the phone might want to share more about how they are promoting partnerships between Early Head Start and childcare in their states. And if you would... I mean, we're going to go through several questions. So, if you'd like to respond to around Early Head Start-childcare partnerships; if you would just click the little button to raise your hand, then Frances can recognize you. And we'd love to hear a little bit about how states are doing that.

Frances Moore: Yes. Barbara, we do have a couple of folks who would like to ask something here. And so I'm going to ask for Suzanne Burnett to press star six to unmute her line and share with us for a little bit right here on Baby FACES

Suzanne Burnett: Hi. Yes. What we're doing in the state of New Jersey as far as partnering at the state level, for the first time the home visiting, the state home visiting program had issued an RFP for Head Start programs to expand or to include their home, Early Head Start Home Visiting program. So, they will be getting additional funding to enhance their home visiting services. So stay tuned. I don't know as to who received the award yet. But I think that is one thing that we're doing is to make sure that we can enhance the program quality. And also, in the child...the State Childcare Administrator is also looking to see if they can enhance their childcare funds and Early Head Start funds to expand the day of services, because a lot of times, the families need that wrap around services for Early Head Start for infants and toddlers.

And we're also going to include some additional funding for our summer programs for Early Head Start program.

Barbara: That's great. Thanks, Suzanne. We could maybe take one more on this topic, Frances? If we don't have anyone else, I did want to mention, I get to do an advertisement since I'm on this webinar.

The Zero to Three Policy Center and Class put out a report several months ago on expanding access to Early Head Start, and we looked for state initiatives to expand the Early Head Start. And many of these initiatives, we found the 23 states who were offering some type of initiative. And many of them were supporting partnerships between Early Head Start and either family childcare or center-based childcare or both. And then others were providing assistance to childcare providers to help them meet Early Head Start standards in the services they were providing. So, if you're interested in that document, we could also send the link to that. It's called "Expanding Access to Early Head Start, State Initiatives for Infants and Toddlers at Risk." That's my little advertisement and [inaudible] Frances back to you.

Frances Moore: Yes. We did have one other hand raised but it looks like they've changed their mind, but maybe they'll change it back again.

Barbara: Okay.

Frances Moore: But we do have a lot of questions that are coming in to the chat through our question mechanism. But we're going to go ahead and move on, and get to some of those questions at the end of the presentation. So, we appreciate all of your questions and I just want to let you know that if we don't get to your questions during this webinar, we will write them out and respond at a later time. So, at this point, I'd like to move us forward to the next review. And this is going to be really great too as well. Baby FACES is...these are all really interesting pieces of research for our work, and the next one is no different. So, we're going to ask Amy to give us some overview of the Q-CCIIT.

Amy Madigan: Sure. Thanks, Fran. And before I get in to the Q-CCIIT, I just want to let you know. For some reason, I can't actually see any of the questions in the chat function that are coming in. So, I apologize that I'm not able to answer them directly, you know, as [inaudible] here. But as Fran mentioned, I am happy to take a look at them, you know, afterward and send responses around if that'll be helpful. So, anyway, back to Q-CCIIT.

So, in the fall of 2010, ACF awarded a contract to Mathematica Policy Research to develop an observation-based measure of the quality of caregiver-child interactions in settings serving infants and toddlers. come to refer to as Q-CCIIT. This project was developed in part in response to a recognition on the part of the Office of Head Start and OPRE that there really does not exist in the field today a tool that measures the quality of interactions between teachers and infants and toddlers in their classrooms, yet the need for one appears to be widespread and growing both in early Head Start as well as in the states and childcare settings more generally. It's been a long-standing tenet and value in Early Head Start obviously, as you all know that promoting healthy growth and development of infants and toddlers

begins with supportive, warm and responsive relationships. This, of course, includes parents and other adult family members, but it's also those relationships with teachers and childcare providers are also critically important. And without a tool that can accurately measure this really important relationship, that is, the relationship between teachers and babies, we are really limited in our ability to assess the quality of care and services received by our small children. So, our hope is that, with the Q-CCIIT, we can develop a tool that fills this gap and could, potentially, be used for a variety of purposes including informing professional development of the workforce. It may be useful and certainly of interest in state [inaudible] efforts or other performance measurement systems and, of course, in research. So, with these potential uses in mind...and because infants and toddlers are served in such a wide range and different types of settings...the Q-CCIIT is being developed to be applicable for use in center-based classroom settings as well as family childcare homes. It's designed to be used in same-age or mixed-age settings and it's designed to be relevant for infants and for toddlers from birth to age three. And it is designed to be flexible for use across different cultural and linguistic populations or in programs serving a variety of cultural and linguistic populations. Next slide.

So, the work in the project involves conducting a literature review and developing a conceptual model, which was completed in the fall of 2011. The lit review and conceptual model were used to guide the development of the draft measure, which was then pretested and pilot-tested and revised based on the results of the...of the pretest and pilot. The final draft measure then underwent a full-scale psychometric field test involving 400 classrooms and family childcare providers. The psychometric field test was designed to examine the effectiveness of the tool in measuring the constructs of interest and its usefulness in the different types of settings and with different populations. So, to that end, the field test included an examination of inter-rater reliability and test, re-test reliability of the Q-CCIIT. We also looked at concurrent and discriminate reliability by comparing scores on the Q-CCIIT with scores on either [inaudible], depending on the setting, which I'm sure you all are familiar with. And we also compared the Q-CCIIT to scores on the ORCs which is maybe less known...less well-known. It's the observation record of the care-giving environment, which is an observation-based measure that's been used mostly in research, most notably in the NICHD Child Care study. Next slide. As I mentioned in the last slide, the lit review and conceptual framework...the framework which is shown here...these were completed in the fall of 2012. And it may be a little difficult to read...this slide.

I did provide a handout to Fran, who I think can...is going to send that around with... with the slides after the call that will hopefully be...if folks are having trouble reading the little words on this slide, hopefully, it will be easier to read in that handout. But it's also available on the OPRE web site in the lit review, which is posted to the web site. So, one very interesting lesson, I think, from the literature review was that we found very little existing research on effective practices in interactions between teachers or caregivers and children.

So, most of the research that's been done has looked at interactions between parents and infants and toddlers. So, our model here is based largely on what the research says about the essential elements of high-quality interactions between parents and infants and toddlers. You'll also notice that the model includes a representation of a wide range of factors that we think are...or we know to influence the interactions between caregivers and children and, as well, influence children's development or confidence. But the Q-CCIIT...I should note, the Q-CCIIT was designed to focus specifically on that shaded circle in the middle.

So, while we recognize that the parent-child relationship or that relationship...and the relationship between parents and teachers and other program features like curricula and individualization and group size, all of these things are important when we're thinking about the quality of a program and...and when we're trying to understand children's development or competence. While all of these things are, of course, important, the Q-CCIIT is really designed to measure this very specific or targeted smaller piece of the model, which is the quality of caregiver-child interaction. And you can see in the shaded circle there are several things identified as essential elements of high-quality interactions, sensitivity, responsiveness, warmth, positive regard, support for language, behavioral guidance. And, of course, the absence of negative behaviors is also important. Next slide.

So, this model that we've just been looking at guided the development of a draft measure which focuses heavily on the responsiveness of teachers and caregivers and, specifically, on the types of interactions and teacher behaviors that are designed to directly support particular areas of infant-toddler development. So, here, on this slide, you can see the list of domains included in the draft measure...support for social-emotional development such as responding to emotion, responding to distress; support for language development like using a lot of varied vocabulary and book sharing; support for cognitive development such as by supporting object exploration and problem-solving. And because we want to capture the full range of quality through this measure, we also have items in the draft measure that look at some things that we hopefully never see in an infant-toddler classroom. And these are represented by areas of concerns...so things like poor supervision or harshness would fall under that category. And to help us understand what we see in these other domains, we include some items that measure the context and the environment such as group size and the ages of children in a setting. Next slide.

In terms of where we are now, the psychometric field test of the draft measure was completed this past fall. I mentioned we went to 400 classrooms and family childcare providers in 10 different communities in the states that you see listed here. As you can see, this was not an actually representative sample. We targeted specific communities where we thought we could get a reasonable amount of diversity in terms of both center-based [inaudible] family childcare setting, in terms of the age ranges of children in the setting and the cultural and linguistic diversity. In general, site visits involved allowing one or two

members of the Q-CCIIT team to visit the program sites for about three hours. Teachers and caregivers were asked to complete a very brief survey. But, otherwise, we were just there to observe. We wanted to watch teachers and children carry on their usual, everyday activities. They didn't need to do anything special. The data from the field test are being analyzed now. And we'll have a report summarizing the findings, I believe, either this summer or early fall. And then the final step in the project will be to produce a sustainability plan to...that will help ACF determine how best to disseminate the new tool and provide training to support its future use. So, that would be about it on the Q-CCIIT that I have but I'm happy to take questions.

Frances Moore: Great. Thanks so much, Amy. I know that this is something that has been of folks' minds right now. So many states are working on assessment [inaudible] systems, and so, there is a lot of interest in the outcomes; I think of the study. So, let me just ask you a couple of questions about the research. So, is this intended for use in other settings other than Early Head Start like in childcare or early intervention setting?

Amy Madigan: Yes, absolutely. I mean, the incidence for the study, you know, Early Head, really...the Office of Head Start was really instrumental in creating an interest in doing the project and really initiating the project itself but we really fully recognize that this is a big gap in the field and that a lot of different audiences and stakeholders are going to be interested in it; so we are absolutely looking to create an instrument that will be useful and applicable to settings other than just Early Head Start, so state funded programs for infants and toddlers, childcare, especially if early childcare providers are all both center-based and family childcare providers that are funded through any number of mechanisms should be able to use the instrument and it should be applicable across those settings. I should mention though that the Q-CCIIT is not designed to be everything for everyone; so it is not a measure for use with home visitors or to look at quality in the home-based option of Early Head Start; the interactions of interest in those home visiting scenarios that's between the parents and the children, and the Q-CCIIT is a measure for looking at interactions between teachers and children. So, it is designed specifically for center-based and family childcare settings, group settings, group care settings with infants and toddlers but it is designed to be useful beyond just Early Head Start.

Frances Moore: Okay, great. Thanks for that additional clarification and I think that we do have a couple of questions coming in online that folks would like to ask. So, let me just pass this along. We have one question from Amanda who wants to know: Are you going to evaluate the Q-CCIITs to see if higher scores are associated with improved child outcomes and what are the major differences between this tool and the Class "T" and the pending class and the Class "I" that's coming out?

Amy Madigan: And I'm sorry what was that last part, the class what?

Frances Moore: And the "Infant" class. I guess how would you choose it?

Amy Madigan: Right so okay, so the first part of the question are we going to evaluate the Q-CCIIT in terms of do scores vary in their associations with child outcomes and that is an excellent question. It is something that we want to do. It is not planned as part of the current study but, you know, measured development is a complicated process and just very first steps that we felt was important to take in the development of this project and then testing the psychometric properties of the measure was to look at the concurrent and convergent validity of the measure; so looking at how the measure relates to other types of measures of quality and just because of, you know, funding limitations and time limitations et cetera, we couldn't do everything within the scope of this study, so we weren't able to look at predictability which would include looking at how the Q-CCIIT measure, how scores on the Q-CCIIT measure predicts children's outcomes; but that certainly is an important step in the validation of the Q-CCIIT and should be, I think, a high priority for future work using it. We don't currently have a plan to fund that work in the scope of this contract as I said but it's something we have in mind. And the second question with how it relates to the toddler class and the infant class.

So, when we first began the project the infant class actually didn't exist; so when I say that part of the impetus for the project was that there didn't exist... something that was useful or intended for the purpose of looking at future child interactions with infants and toddlers it was because the infant class did not exist. So, at that time we didn't have something that was applicable for both the infant and toddler population and actually we still don't. The development of the class has focused on separate tools for settings serving infants and settings serving toddlers. And as many of you know we have a lot of mixed age settings; so this tool is designed to be useful in those mixed-age settings as well. But I would say generally, more broadly that a lot of the conceptual issues are very similar. So, interest in understanding how teachers through their interactions support children's social-emotional development and language, et cetera, I think, are embedded in both the class and the Q-CCIIT.

Frances Moore: Great. That's definitely helpful. And I think that we're going to follow that up with just a question from Patricia...Patty, in New York. She wants to know, do you know how long it takes to administer this?

Amy Madigan: That's a good question. Let me think. Essentially, if folks are familiar with the class it's a little bit similar in its administration; so, you code for ten or you observe say for 10 minutes and then code in 10-minute cycles. And I believe, if I'm remembering correctly. I'm afraid I'm going to say the wrong thing but I want to say that it's four 10-minute cycles that you observe for. Like I might not be right about that. I might be misspeaking; so don't quote me but it is similar to the class in the sense that

you observe for 10 minutes and then you code for five or so and then you observe for another 10 minutes.

Frances Moore: Okay, great. Thanks for that clarification. And I want to turn it over to Barbara for a second and see if we can get some folks on the phone and raise some raised hands on some of the... because I know there are some folks out there really working on in this area and their state [inaudible] improvement systems. Barbara?

Barbara: Sure, one of the things that I have been thinking about as I listened to Amy is that we're really so excited to have the Q-CCIIT come out but at the same time meanwhile states are currently developing or some have already developed quality, rating and improvement systems and are really trying to determine the most appropriate tools for evaluating programs that are serving infants and toddlers; so we are very anxious to have the Q-CCIIT. I wonder if you might answer this first and then if people have answers of how they are dealing with this in this states you could raise your hands and Fran could call on you but from the literature review, Amy, did you see tools out there that meet the needs of the different programs or is this an area of weakness in the field?

Amy Madigan: I think that's a great question. So I would say...I would say it sort of depends. I think we should remember as I mentioned that the Q-CCIIT is designed to focus on very specific and narrow aspect of quality in the environment that children and infants and toddlers are being cared for; so we're really focused on interaction. And with regard to what we found... And so, that's what we looked in the lit review. I would say with regard to that particular aspect of quality, yes. There is very limited research out there showing strong measures of quality of interactions between infants and toddlers and caregivers. However, there's a lot of other areas of quality that I think are really important for us to keep in mind. And there are a lot of other measures out there that look at other aspects of quality in the environment such as routines and the environmental rating scales. So, it really depends I think on what it is you are looking to measure about quality of the environment. And the most important thing in terms of choosing measures for QRIS or for evaluation or other purposes is to look at what it is you want to know about the quality. So, if you are defining quality in terms of interaction between infants and toddlers and caregivers then the Q-CCIIT you know it would be a measure that you would be interested in as would the class infant and the class toddler. But if you are interested in other aspects of quality these measures are not fair [inaudible] to measure those things so you would want to look at other areas where I think we have done more work; although I can't...as a researcher I can't help but say that there is always room for improvement.

Barbara: Well, that's a good point, Amy. I wonder if we've had any responses from our participants about ways that they're measuring programs through their QRIS systems. Have you heard anything, Frances?

Frances Moore: Yes. Not so far. We do have a couple of other questions online that we can get into. They're coming in. So, how about...some of these you've already answered. And it's kind of what's in your discussion. But they also go into...some people are sending in questions that relate to some of the other studies. So, I just want to give everybody an opportunity one more time as we're nearing the end of our presentation to share anything through the raised hand about any of these pieces of research or projects that could or possibly influence or will influence or are influencing the work that you're doing at the state level. We'd really love to hear from you. And if we don't have any raised hands we are going to spend a few minutes... that we're going to get into a couple of more questions that have come online. So, okay. I don't see any raised hands. So [inaudible] we'll hope that folks are having this conversation in their offices which I am sure they are. And we will...let me give you a couple of other questions on some of the other things that came through. Did you lose the PowerPoint, the screen?

Female: No. [inaudible].

Female: Oh, great. We're having a few technical difficulties here. We've lost our screen, so we'll keep answering questions. So, that's why you hear some hesitation. So are there any...there is a question here from Suzanne and she wants to know... I think this goes back to another one the studies that I think Amy this is for you. Are there any studies on the inventory, oh no, for this one is for Q-CCIT, inventory of infant-toddler CBA courses being offered? And the reason that she is asking the question: that many early childhood professionals have knowledge of pre-school but they lack infant and toddler knowledge. And so, she was just curious about any studies in the inventory that you found on infant-toddler CBA course that are being offered.

Amy: That was not something that we looked into. I assume she is referring to the Baby FACES finding about having the CBA. It wasn't something we looked specifically into. But it is a good question.

Frances: Okay. All right. I think we're about to run out of time. And what I would like to do is encourage you all to send additional questions. You can send them directly to me. My e-mail is in the registration materials. And you can also continue to post. If you have any questions please post right here as we end the presentation. And we'll follow up and put these questions and the answers along with the PowerPoint slide and this will be [inaudible]. So this slide lists some resources that are available and [inaudible]. And you can go there and get copies and a lot of those things that have been talked about

today. And we'll be sending out also in the next months, a couple of months; it may take us a while, because we're going to use snail mail for this. But we're going to have copies on some of the research briefs that are available from OPRE [inaudible] to send each of the class [inaudible] as well as a copy of the compendium of screening and assessments inventory; so that will be coming your way. We also...so we want to encourage you to go explore those Web sites. And like Barbara said earlier if you haven't read some of these reports we encourage you to do that. So please keep a look out. You'll have an e-mail from me or from Karen rather that asks you to evaluate this Webinar and we really appreciate your... getting your feedback; it helps us a lot in planning these events particularly for the next one which will be on April 8th. We haven't finally selected a topic for that one. So if you have suggestions, please include that in your evaluation. So we really appreciate your joining us this afternoon and I think it gave us a lot of information on what's going on at OPRE and how it can influence the work that we're doing and making sure that we're putting our research to practice at all levels in the field. So thanks everybody for joining us.

Female: Thank you.