

Formative Data Collections for Culture of Continuous Learning Project: A Breakthrough Series Collaborative for Improving Child Care and Head Start Quality

**OMB Information Collection Request
0970-0356**

Supporting Statement

Part B

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Submitted By:
Office of Planning, Research and Evaluation
Administration for Children and Families
U.S. Department of Health and Human Services

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B1. Respondent Universe and Sampling Methods

Up to 20 representatives of ECE programs in a convenience sample will be included in this data collection. A member of the CCL project team will use existing administrative lists of ECE programs to identify child care centers and Head Start programs in a constrained geographic area that already have been trained in the CSEFEL Pyramid model.¹ Based on this identification, these sites will be contacted via email outreach (see Appendix A for the outreach email). Sites will also be encouraged to share the invitation with colleagues in other programs that might be interested in participating; although prior experience with the CSEFEL Pyramid model is preferred for participation, it is possible that programs have informal exposure to this model and therefore are not included on the available administrative lists. Participation will be limited to the first 20 sites to express interest.

B2. Procedures for Collection of Information

Sites that RSVP to attend the semi-structured discussion will be sent a confirmation email within one day of their RSVP (see Appendix B). The confirmation email will confirm their attendance and will encourage them to forward the opportunity to colleagues in other centers and programs who may also be interested.

The CCL project team will lead the semi-structured discussions with sites and programs who volunteer to participate. The team will base the semi-structured discussion around a series of talking points (see Appendix C). At the conclusion of the semi-structured discussion, participants will be invited to complete a Strengths and Needs Assessment, (see Appendix D for the Strengths and Needs Assessment).

B3. Methods to Maximize Response Rates and Deal with Nonresponse

Expected Response Rates

We expect that 50% of ECE providers who are part of our initial outreach efforts will not participate in the semi-structured discussions. However, given this is a sample of convenience, we expect we will be able to draw on existing relationship to facilitate recruitment for this data collection. In the event that more than 20 ECE sites respond to the initial outreach, participation in the semi-structured discussions will be limited to the first 20 sites that respond. We plan to include up to 20 sites in this formative data collection because we expect that this will provide sufficient variation among sites in order for us to observe the types of strengths and needs programs may have that should inform our approach to the ultimate feasibility study.

¹ The Center for the Social and Emotional Foundations for Early Learning (CSEFEL) developed the Pyramid model intervention (Fox, Dunlap, Hemmeter, Joseph, & Strain, 2003) to provide early educators with guidance on how to support young children's social-emotional development and address challenging behavior. The Pyramid model has been extensively studied in early childhood and early childhood special education settings, and is used widely in child care and Head Start programs. For more information, see <http://csefel.vanderbilt.edu/>.

Dealing with Nonresponse

Although we hope to gather information from a range of child care and Head Start providers, we recognize that some providers may not respond to emails and may not follow through on next steps in the process. Existing data, including a smaller scale study of implementing a Breakthrough Series Collaborative with early care and education providers, provides a basis for estimates of expected nonresponse: we anticipate a nonresponse rate of 50% to our initial outreach email. When developing the internal memo of findings from this formative data collection, we will report the participation rate and consider nonresponse bias when summarizing the information gathered. This formative data collection will allow the project team to understand barriers to participation among child care and Head Start providers, which will inform the ongoing development of the CCL Project research plan.

Maximizing Response Rates

To maximize response rates, project staff will do broad outreach via email. We will schedule two to three semi-structured discussions to take place at different times, one of which will be offered as a telephone webinar in order to eliminate any travel burden on participants.

B4. Tests of Procedures or Methods to be Undertaken

We do not plan to test the semi-structured talking points or the Strengths and Needs Assessment language with any participants at this time.

B5. Individual(s) Consulted on Statistical Aspects and Individuals Collecting and/or Analyzing Data

The project team for this request is led by Dr. Anne Douglass, co-project director. Other team members include Jenifer Agosti and Stephanie Doyle. CCL Project team members from Child Trends will assist in analyzing the data after it is collected.