

**BIOGRAPHICAL SKETCH**

Provide the following information for the Senior/key personnel and other significant contributors.  
 Follow this format for each person. **DO NOT EXCEED FIVE PAGES.**

NAME: Richard Fiene

eRA COMMONS USER NAME (credential, e.g., agency login): RICHIENE

POSITION TITLE: Consultant/Investigator

EDUCATION/TRAINING (*Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable. Add/delete rows as necessary.*)

INSTITUTION AND LOCATION	DEGREE (if applicable)	Completion Date MM/YYYY	FIELD OF STUDY
SUNY Stony Brook	BA	06/1971	Education
SUNY Stony Brook	MA	08/1974	Psychology
Newport University, California	PhD	06/1978	Psychology

**A. Personal Statement**

As a research psychologist, I have spent my professional career in improving the quality of early care and education/child care in various states, nationally, and internationally with positions within academia (University of North Carolina at Greensboro and the Pennsylvania State University) and in state government (Commonwealth of Pennsylvania). I have done extensive research and publishing on the key components in improving early care and education/child care quality through an Early Childhood Program Quality Indicator & Improvement Model (ECPQI2M4©) of training, technical assistance, quality rating & improvement systems (QRIS), professional development, mentoring, licensing, risk assessment, differential program monitoring, key indicators, and accreditation. This ECPQI2M4© is in its fourth edition. I am a retired professor of human development & psychology (Penn State University – University Park and Harrisburg campuses) where I was department head (Harrisburg) and director of the Capital Area Early Childhood Research and Training Institute (University Park).

Kontos & Fiene (1987). Child care quality, compliance with regulations, and children's development: The Pennsylvania Study, in *Quality in Child Care: What Does Research Tell Us?*, Phillips, editor, Washington, D.C.: National Association for the Education of Young Children.

Morgan, Stevenson, Fiene, & Stephens (1986). Gaps and excesses in the regulation of child day care, *Reviews of Infectious Diseases--Infectious Diseases in Child Day Care: Management and Prevention*, 8(4), 634-643.

Fiene & Nixon (1985). Instrument based program monitoring and the indicator checklist for child care, *Child Care Quarterly*, 14(3), 198-214.

Fiene (1985). Measuring the effectiveness of regulations, *New England Journal of Human Services*, 5(2), 38-39.

## **B. Positions**

- 1973-1975 Instructor, Director, National Infancy Demonstration Center, Child Development and Family Relations, University of North Carolina at Greensboro.
- 1975-1977 Research Psychologist, Bureau of Child Development, Office of Social Programs, Department of Public Welfare, Harrisburg, PA; Appalachian Regional Commission Child Development Program, Governor's Office of Human Services.
- 1975-1990 Lecturer, Behavioral Sciences and Education, Capital College, The Pennsylvania State University.
- 1980-1991 Director of Research, Evaluation and Information Systems, Office of Children, Youth and Families, Department of Public Welfare, Harrisburg, PA.
- 1991-1995 Director, Division of Federal Activities and Program Development, Bureau of Child Day Care Services, Office of Children, Youth and Families, Department of Public Welfare, Harrisburg, PA.
- 1991-2003 Assistant Professor, Behavioral Sciences and Education, Capital College, The Pennsylvania State University.
- 1995-1999 Special Assistant to the Deputy Secretary, Office of Children, Youth and Families, Department of Public Welfare, Harrisburg, PA.
- 1999-2000 Director, Division of Licensing Systems and Research, Office of Licensing and Regulatory Management, Department of Public Welfare, Harrisburg, PA.
- 2000-2005 Director, Capital Area Early Childhood Training Institute, Prevention Research Center, College of Health and Human Development, The Pennsylvania State University.
- 2004-2012 Associate Professor, Human Development and Family Studies, College of Health and Human Development, The Pennsylvania State University.
- 2005-2009 Director, Capital Area Health and Human Development Institute, College of Health and Human Development, The Pennsylvania State University.
- 2007-2009 Professor in Charge, Psychology Program, School of Behavioral Sciences and Education, Capital College, The Pennsylvania State University.
- 2009-2012 Research Director, CAECTI (Early Childhood Research and Training Institute), Capital College, The Pennsylvania State University.
- 2010-2012 Professor in Charge, Human Development and Family Studies, School of Behavioral Sciences and Education, Capital College, The Pennsylvania State University.
- 2012-present Affiliate Professor, Prevention Research Center, College of Health and Human Development, The Pennsylvania State University.

### C. Contributions to Science

1) My work into identifying early care and education key indicators of regulatory compliance has led to the development of national health and safety standards for the early care and education field. The recent publication of *Caring for Our Children: Basics* (2015) by the Federal Office (ACF – Administration for Children and Families) sets out the voluntary national standards based upon, in part, my child care licensing key indicator and risk assessment methodologies. Also, my key indicator and risk assessment methodologies have led to the development of a cost effective and efficient differential monitoring approach used by the majority of states in monitoring and licensing early care and education/child care facilities in the USA; and the Office of Head Start, the National Early Childhood Program Accreditation, & National Center for Health and Safety in Child Care at the national level; and several provinces in Canada and the Cruise Line Industry at the international level.

Fiene, (2015). *Early childhood program quality indicators model (Version 4): Differential monitoring, risk assessment and key indicators*, Middletown, PA.: Research Institute for Key Indicators.

Fiene (2013). A Comparison of International Child Care and US Child Care Using the Child Care Aware – NACCRRRA (National Association of Child Care Resource and Referral Agencies) Child Care Benchmarks, *International Journal of Child Care and Education Policy*, 7(1), 1-15.

Fiene (2003). Licensing related indicators of quality child care, *Child Care Bulletin*, Winter 2002-2003, 12-13.

Fiene (2002). *Thirteen indicators of quality child care: Research update*. Washington, DC: Office of the Assistant Secretary for Planning and Evaluation, US Department of Health and Human Services.

2) My work into developing effective professional development and technical assistance opportunities through mentoring programs for early care and education/child care (ECE/CC) professionals has provided guidance to the ECE/CC field in designing and implementing cost effective means for ECE/CC professional development state systems. The mentoring program I developed influenced the training and technical assistance system which is part of many Quality Rating and Improvement Systems (QRIS). I directed an ECE/CC training institute based at Penn State University from 2000-2012, created and directed the Commonwealth of Pennsylvania's ECE/CC professional development system from 1990-1995, co-founded the Early Childhood Education Linkage System (health & safety training) and the Capital Area Early Childhood Training Institute (infant toddler caregiver training).

Johnston, DelConte, Ungvary, Fiene, & Aronson (2017). Child Care Health Consultation Improves Infant Toddler Care, *Journal of Pediatric Health Care*, PD, (DOI:10.1016/j.pedhc.2017.05.005)

Johnson, Fiene, McKinnon, & Babu (2010). *A study of early childhood education pre-service teacher education at major universities in 38 pre-k states*. New York, New York: Foundation for Child Development.

Fiene (2009). Mentoring programs help caregivers "weigh" in on children's eating behaviors, *Penn State Policy Briefing*, University Park, Pennsylvania: Center for Public Policy Research in Environment, Energy and Community.

Fiene (2002). Improving child care quality through an infant caregiver mentoring project, *Child and Youth Care Forum*, 31(2), 75-83.

Johnson, Fiene, Keat, Darling, Pratt, Iutovich (2001). Mastering course content and learner satisfaction: A comparison of regular classroom instruction with three variations of internet delivery. *Journal of Early Childhood Teacher Education*, 22(4), 267-274.

3) My work into the design, validation, evaluation and implementation of ECE Quality Rating and Improvement Systems (QRIS) has helped to develop the Pennsylvania Keystone STARS QRIS and other QRIS systems across the country. Gail Zellman and I have written an influential research brief (Zellman & Fiene, 2012) outlining a four tiered framework for validating state QRIS being used by many states as they validate their QRIS systems for the Race to the Top Federal program initiative.

Lahti, Elicker, Zellman, & Fiene (2014). Approaches to validating child care quality rating and improvement systems (QRIS): Results from two states with similar QRIS type designs, *Early Childhood Research Quarterly*, available online 9 June 2014,

Zellman & Fiene (2012). *Validation of quality rating and improvement systems for early care and education and school-age care*, Washington, D.C.: OPRE and Child Trends.

Manlove, Benson, Strickland, & Fiene (2011). *A comparison of regulated child care in rural and urban Pennsylvania*, Pennsylvania: Center for Rural Pennsylvania.

Fiene and Isler (2007). *Home based and family child care: Characteristics and quality issues*, In C.J. Groark, K.E. Mehaffie, R.B. McCall & M.T. Greenberg (Eds.), *Evidence-Based Programs, Practices, and Policies for Early Childhood Care and Education*. Thousand Oaks, CA: Corwin Press.

#### **D. Additional Information: Research Support and/or Scholastic Performance**

Investigator/Consultant, Harnessing the Power of Technology to Advance Education About Child Abuse Hershey Medical Center, College of Medicine, Penn State University, Center for Online Innovation in Learning, Hershey, Pennsylvania, 2017-2022. Pilot testing pinging as part of iLookOut Child Abuse Prevention Program.

Investigator/Consultant, iLookOut for Child Abuse Prevention Project, College of Medicine, Hershey Medical Center, Penn State University, National Institute for Health, Washington, D.C., 2016-2021. Development and implementation of the iLookOut Child Abuse Prevention Training Program in Maine.

Investigator/Consultant/Evaluator, Supporting Quality Infant-Toddler Early Learning Pilot Project, Better Kid Care, Penn State Extension, College of Agriculture Sciences, Penn State University, William Penn Foundation, Philadelphia, Pennsylvania, 2017-2020. Development and implementation of an online coaching model for infant toddler teachers.

Senior Consultant/Investigator, Licensing Measurement, Differential Monitoring, Key Indicator, Risk Assessment Modeling, National Association for Regulatory Administration, 2015 – 2020. Development and implementation of effective and efficient early care and education licensing and monitoring programs.

Consultant, National Center for Early Childhood Quality Assurance, ICFI, Office of Child Care, Administration of Children and Families, Department of Health and Human Services, Washington, D.C., 2015-2020. Assist the Federal Government in disseminating innovative licensing and monitoring early care and education systems.

Consultant/Investigator, National Head Start Monitoring System, Lewin Group, Danya International, Office of Head Start, Washington, D.C., 2015-2020. Development and implementation of a new Aligned Monitoring System for Head Start programs nationwide.