

BIOGRAPHICAL SKETCH

NAME: Richard Fiene

eRA COMMONS USER NAME: drfiene@gmail.com

POSITION TITLE: Consultant

EDUCATION/TRAINING

| INSTITUTION AND LOCATION | DEGREE (if applicable) | Completion Date MM/YYYY | FIELD OF STUDY |
|--------------------------------|---------------------------|----------------------------|----------------|
| SUNY Stony Brook | B.A. | 06/1971 | Education |
| SUNY Stony Brook | M.A. | 08/1974 | Psychology |
| Newport University, California | Ph.D. | 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

Professor of Human Development & Family Studies and Psychology (retired), College of Health and Human Development, The Pennsylvania State University, 2012-present.

Professor in Charge, Human Development and Family Studies, School of Behavioral Sciences and Education, Capital College, The Pennsylvania State University, 2010-2012.

Professor in Charge, Psychology Program, School of Behavioral Sciences and Education, Capital College, The Pennsylvania State University, 2007-2009.

Associate Professor, Human Development and Family Studies, Capital College, The Pennsylvania State University, 2007-2012.

Associate Professor, Human Development and Family Studies, College of Health and Human Development, The Pennsylvania State University, 2004-2012.

Assistant Professor, Behavioral Sciences and Education, Capital College, The Pennsylvania State University, 1991-2003.

Lecturer, Behavioral Sciences and Education, Capital College, The Pennsylvania State University, 1975-1990.

Instructor and Director, National Infancy Demonstration Center, Child Development and Family Relations, University of North Carolina at Greensboro, 1973-1975.

UNIVERSITY AND STATE GOVERNMENT RESEARCH POSITIONS

Affiliated Faculty, Prevention Research Center, The Pennsylvania State University, 2012-present.

Research Director, CAECTI - Early Childhood Research and Training Institute, Capital College, The Pennsylvania State University, 2009-2012.

Director, Capital Area Health and Human Development Institute, College of Health and Human Development, The Pennsylvania State University, 2005-2009.

Director, Capital Area Early Childhood Training Institute, Prevention Research Center, College of Health and Human Development, The Pennsylvania State University, 2000-2005.

Director, Division of Licensing Systems and Research, Office of Licensing and Regulatory Management, Department of Public Welfare, Harrisburg, Pennsylvania, 1999-2000.

Special Assistant to the Deputy Secretary, Office of Children Youth and Families, Department of Public Welfare, Harrisburg, Pennsylvania, 1995-1999.

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, Pennsylvania, 1991-1995.

Director of Research, Evaluation, and Information Systems, Office of Children Youth and Families, Department of Public Welfare, Harrisburg, Pennsylvania, 1980-1991.

Research Psychologist, Bureau of Child Development, Office of Social Programs, Department of Public Welfare, Harrisburg, Pennsylvania, 1977-1979 and Appalachian Regional Commission Child Development Program, Governor's Office of Human Services, 1975-1977.

C. Contribution 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).

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, Iutcovich (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, doi:10.1016/j.ecresq.2014.04.005.

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.

Complete List of Published Work in Google Scholar:

http://scholar.google.com/scholar?hl=en&q=%22richard+fiene%22&btnG=&as_sdt=1%2C39&as_sdtp=
)

D. Research Support during Past Three Years

Consultant/Investigator, Ontario Child Care Risk Based Assessment System, Ministry of Education, Province of Ontario, Canada, \$12,995, 2015-16.

Principal Investigator, New York Key Indicators for Centers and Homes/Quality Indicators, Fund for the City of New York, \$40,000, 2015.

Investigator/Evaluator, Infant Toddler Quality Improvement Project, Pennsylvania Early Childhood Linkage System, Federal Department of Maternal and Child Health, Health Resources and Services Administration, \$420,000, 2013-2016.

Principal Investigator, Colorado QRIS Key Indicators Project, Qualistar Colorado, \$15,000, 2014.

Principal Investigator, Illinois Risk Assessment and Key Indicators Project, National Association for Regulatory Administration, \$22,000, 2014.

Principal Investigator, Wisconsin Differential Monitoring and Risk Assessment Project, National Association for Regulatory Administration, \$2,000, 2014.

Principal Investigator, Hawaii Key Indicator Blueprint Project, University of Hawaii, \$9,000, 2013.

Principal Investigator, Oregon Differential Monitoring, Key Indicator and Risk Assessment Blueprint Project, Oregon Licensing Office, and BLH Technologies, \$16,500, 2013.

Principal Investigator, Kansas Child Care Key Indicators Project, National Association for Regulatory Administration, \$16,000, 2013.

Principal Investigator, Office of Head Start Key Indicators Project, Administration of Children and Families, Federal Department of Health and Human Services and ICFI, \$42,000, 2012-2013.

Co-Investigator, Georgia Licensing and Monitoring Project, Georgia Department of Early Care and Learning and the University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Institute, \$20,000, 2012-2013.

Principal Investigator, Georgia Child Care Compliance Project, Georgia Department of Early Care and Learning, Atlanta, Georgia, \$160,000, 2011-2013.

Investigator, California Human Services Key Indicator Inspection Model Project, National Association for Regulatory Administration and California Office of Licensing, \$15,000, 2011-2012.