THE ADMINISTRATION FOR CHILDREN AND FAMILIES PRESENTS

NRCEC 2018

THE NATIONAL RESEARCH CONFERENCE ON EARLY CHILDHOOD

WORKING AGENDA

(subject to corrections, updates and adjustments)

Monday, June 25, 2018

8:30 a.m.—9:00 a.m.: Greetings

Laura Namy, Executive Director, Society for Research in Child Development
Naomi Goldstein, Deputy Assistant Secretary of Research and Evaluation, Administration for
   Children and Families
Shannon Christian, Director, Office of Child Care, Administration for Children and Families
Deborah Bergeron, Director, Office of Head Start, Administration for Children and Families

9:00 a.m.—10:00 a.m.: Opening Plenary Session

(101) Family Engagement: State of the Concept and Evidence Base

CHAIR
Wendy DeCourcey, Administration for Children and Families

PRESENTER
Catherine Ayoub, Harvard Medical School, Brazelton Touchpoints Center

ABSTRACT
The construct of family and community engagement is growing in importance across the early
care and education field. The impact of a child care program on family health and well-being and
on the long-term development of the child is mediated by the program's role in engaging and
informing the parent both about the child and about community resources. Catherine Ayoub
will highlight recent conceptual and research advances and remaining gaps in the research
related to engaging families across early childhood settings.

10:15 a.m.—12:00 p.m.: Breakout Sessions

(102) What Does the Evidence Say about the Development of Dual Language Learners in the Early Years and Practices to Support their Development? Key Findings from the National Academies Consensus Study Report

CHAIR
Ann Rivera, Administration for Children and Families

PRESENTERS
Linda Espinosa, University of Missouri, Columbia (professor emeritus)
Catherine Tamis-LeMonda, New York University

DISCUSSANT
Amaya Garcia, New America

ABSTRACT
Nearly a third (32%) of children birth through age 8 are dual language learners (DLLs). Evidence tends to show they lag behind their English monolingual peers in later educational achievement and attainment (Migration Policy Institute, 2017). However, DLL children show enormous variation in their language skills in each language. This variation can be explained by differences in their home and school experiences, including the quantity and quality of home language inputs, family socio-economic status, and classroom instruction. A new consensus report from the National Academies of Sciences, *Fostering School Success for English Learners: Toward New Directions in Policy, Practice, and Research,* provides a review of the evidence on educating dual language learners to maximize their academic achievement and attainment. Though focusing on children birth through age 21, the consensus report has important conclusions regarding early development and preparing the early care and education (ECE) workforce. This session highlights findings from the report of relevance to young DLLs and their development in both home and ECE settings. Interactive discussion with the audience will highlight promising practices and next steps for research, policy, and practice.

(103) Promoting Positive Family Math Experiences: An Exploration of Three Approaches to Engaging Families in Preschool Children's Math Learning through Fun, Everyday Activities

CHAIR
Heidi Rosenberg, Education Development Center

PRESENTERS
Eric Dearing, Boston College, Lynch School of Education
David Purpura, Purdue University
Heidi Rosenberg, Education Development Center

DISCUSSANT
Kimberly Brenneman, Heising-Simons Foundation

ABSTRACT
Too many children start kindergarten lacking the foundational math skills needed for academic success. This is particularly true of children from low-income backgrounds, who are less likely to experience high-quality, meaningful opportunities to engage with math concepts. This symposium will feature three research studies exploring approaches for supporting families to engage children with at-home math learning opportunities that can help to increase school readiness and set children on a path toward success.

(105) "Readiness for Change" in Early Learning: What is It? How Do We Measure It? And What Are We Learning?

CHAIR
Kelly Maxwell, Child Trends

PRESENTERS
Tamara Halle, Child Trends
JoAnn Hsueh, MDRC
Michelle Maier, MDRC
Kelly Maxwell, Child Trends
Debra Pacchiano, Ounce of Prevention
Shannon Wanless, University of Pittsburgh

ABSTRACT
State leaders, administrators, and researchers are interested in better understanding how best to support and sustain quality improvement. The concept of *readiness* is increasingly noted as one factor that influences quality improvement. What is readiness and how do we measure it? What is important in determining whether an individual is ready for and will benefit from a quality improvement effort? What characteristics of the organization — e.g., a leader with a vision or openness to innovation — support readiness to change at an individual, classroom, or program level? This session will describe current conceptualizations of readiness and approaches to measuring it. Session presenters will describe plans for measurement and will share research findings about readiness in early learning settings. Session presenters and participants will discuss the role of readiness in research and quality improvement efforts and how best to advance our understanding and measurement of this concept at the organizational and individual levels.

(106) Learning to be Well: Educator Resilience and Wellbeing in Early Childhood

CHAIR
Claudia Mincemoyer, Pennsylvania State University

PRESENTERS
Kathleen Gallagher, University of Nebraska
Rachel Gooze, Child Trends
Holly Hatton-Bowers, University of Nebraska-Lincoln
Claudia Mincemoyer, Pennsylvania State University
Amy Roberts, University of Nebraska

ABSTRACT

This session will explore and examine caregiver resiliency for early childhood educators. Presenters will draw upon research that captures the voices and experiences of early childhood professionals to inform the field on the sources and experiences of stress at various levels— individual, programmatic, and systemic. Additionally, the session will share information and prompt critical discussion on the impact that successful staff resiliency/wellbeing programs, approaches, and frameworks can have on the staff themselves, on the children they care for, and on the general success and quality of the early childhood program. Participants will have the opportunity to engage in an interactive dialogue with presenters as they explore the practical and policy implications of research and information presented.

(107) Early Childhood Home-Based Interventions with Rural Low-Income Families

CHAIR
Brenda Jones-Harden, University of Maryland, College Park

PRESENTERS
Mark Innocenti, Utah State University
Lisa Knoche, University of Nebraska-Lincoln
Helen Raikes, University of Nebraska-Lincoln

DISCUSSANT
Brenda Jones-Harden, University of Maryland, College Park

ABSTRACT
Few early childhood interventions have been targeted to and tested with rural families. This session presents the results of three studies exploring home-based interventions with rural populations: 1) an evaluation of a parent engagement intervention with preschool children and their parents; 2) an examination of the benefits of a community of practice model to enhance the quality of home visiting; and 3) an evaluation of a language-based home visiting intervention with infants and toddlers and their families.

(108) POSTER SYMPOSIUM: Implementing Quality Early Care and Education at Scale: Findings from the NYC Early Childhood Research Network

CHAIR
Sara Vecchiotti, Foundation for Child Development

PRESENTERS
Veronica Benavides, Bank Street College of Education
Sherryl Browne Graves, Hunter College
Elise Cappella, New York University
Kirsten Cole, Borough of Manhattan Community College
Travis Cramer, New York University
Xanthe Jory, New York City Department of Education
Faith Lamb-Parker, Bank Street College of Education

Samantha Melvin, National Center for Children and Families at Teachers College, Columbia University
Lacey Peters, Hunter College
Mindi Reich-Shapiro, Borough of Manhattan Community College
Jeanne Reid, National Center for Children and Families at Teachers College, Columbia University
Sheila Smith, National Center for Children in Poverty
Kate Tarrant, New York Early Childhood Professional Development Institute
Sara Vecchiotti, Foundation for Child Development
Jean Yves-Plaisir, Borough of Manhattan Community College

ABSTRACT

This session will feature research findings from the NYC Early Childhood Research Network. This unique Research-Practice Partnership convenes diverse stakeholders to identify effective strategies for implementing high quality and comprehensive services for young children at scale in our nation's largest universal pre-kindergarten system. Our place-based approach brings actionable and evidence-based recommendations to policymakers who have a direct impact on children, families, and early educators in New York City's PreK for All system. In this poster symposium, you will learn about the results from five research studies that are exploring the implementation of PreK for All with a particular focus on the workforce. You also will hear from City officials who are using the information to guide action.

(109) Using Insights from Behavioral Science in Technologies that Support Parents of Children from Zero to Five

CHAIR
Jenessa Malin, Administration for Children and Families

PRESENTERS
Rekha Balu, MDRC
Ben York, Stanford University

DISCUSSANT
Emily Schmitt, Administration for Children and Families

ABSTRACT

This panel brings together researchers using behavioral science tools in technology-based interventions to reach and engage parents with the goal of improving parent-child interactions and, ultimately, children's early developmental outcomes. The featured interventions use a rigorous randomized control trial design and implementation research to understand use and perceptions. Dialogue with the audience will include questions about parent engagement challenges, how and when parents request support, and how behaviorally informed interventions could be integrated into 0-5 parenting efforts.

(110) Who is Caring for our Babies? Analyses to Inform State Policies Focused on Improving the Infant Toddler Care and Education System

PRESENTERS
Anna Carter, North Carolina Division of Child Development and Early Education
Mary Martin, Child Care Services Association
Bentley Ponder, Georgia Department of Early Care and Learning

DISCUSSANT
Rachel Schumacher, Pritzker Children's Initiative

ABSTRACT
This symposium describes how data from states' early care and education (ECE) systems can be developed and used to improve care for children aged 0-3 by examining two states at different stages in this process. Over the course of several years and aligned projects, Georgia has worked to raise the quality of infant and toddler care. Part of this work includes the creation of a robust research agenda specifically dedicated to better understanding access, quality, and workforce barriers. Over the last decade, North Carolina has compiled data to support a system to monitor, incentivize, and improve quality, affordability, and access to care by using baseline and follow-up data to document improvements in access to high quality and identify care and quality gaps by age and geography.

(111) Research Towards Precision Home Visiting: Making Programs More Efficient and Effective for Families

CHAIR
Lauren Supplee, Child Trends

PRESENTERS
Anne Duggan, Johns Hopkins University
Jon Korfmacher, Erickson Institute
Matthew Poes, James Bell Associates

DISCUSSANT
Jennifer Brooks, Bill and Melinda Gates Foundation

ABSTRACT
While evidence on the effectiveness of home visiting overall exists, the effects on average are small to moderate and often do not provide information on what works best for which families. Precision home visiting aims to improve the efficiency and effectiveness of home visiting programs to tailor programs and service provision to different sub-populations of families. This symposium brings together new concepts and research methods with the aim of moving toward precision home visiting. Dr. Korfmacher will share an overview of a newly funded research and development center with the explicit purpose of advancing research towards precision home visiting, including sharing funding, technical assistance, and a network of over 800 local home visiting programs interested in conducting research. Mr. Poes will discuss how concepts from precision medicine and precision public health can be borrowed as a starting point but given the unique nature of the services and service context of home visiting, the presentation will discuss proposed definitions of concepts such as active ingredients and precision home visiting. This

presentation also will present some of the innovative research study designs and analysis that will be necessary in order to conduct research related to precision home visiting. Dr. Duggan will share work to improve family engagement through family goal planning with Maryland and New Jersey using the principles of precision home visiting to guide the study design. Finally, Dr. Brooks will share how the concepts of precision home visiting could be applied in early care and education research to improve the efficiency and effectiveness of early childhood programs and potential challenges the field may face moving in this direction.

(117) How Context Shapes the Brain: Pathways from Poverty to Child Outcomes

CHAIR
Sarah Blankenship, Administration for Children and Families

PRESENTERS
Kim Noble, Columbia University
Joan Luby, Washington University School of Medicine, St. Louis

DISCUSSANT
Doug Kershner, Association of State and Territorial Health Officials

ABSTRACT
New brain imaging studies are confirming that poverty alone, even without the context of trauma, affects brain development. The speakers will present their research on the effects of childhood poverty on brain development, including an exploration of the evidence for direct and indirect pathways through which poverty affects child outcomes (e.g., parenting). Discussion will explore the current opportunities, challenges, and promising directions for this area of research to influence policy and practice. This evidence-based session will help researchers, practitioners, and policymakers make intentional links between neuroscience and practice.

12:00 p.m.—1:15 p.m.: Lunch
(conference attendees on their own)

1:30 p.m.—3:15 p.m.: Breakout Sessions

(104) Establishing Healthy Weight Trajectories in Early Childhood

CHAIR
Jane Lanigan, Washington State University

PRESENTERS
Jane Lanigan, Washington State University
Ruby Natale, University of Miami Miller School of Medicine, Mailman Center for Child
  Development

DISCUSSANT
Deirdra Chester, Division of Nutrition Institute of Food Safety and Nutrition, National Institute of Food and Agriculture

ABSTRACT
Childhood "overweight and obesity" remains a serious public health concern in the United States. Eating and physical activity patterns form during early childhood making this a critical developmental period for prevention programming. This symposium presents evaluation results from two innovative programs that intervene at multiple levels of the ecosystem to positively influence the eating and/or physical activity of young children from low-income families. Presenters will discuss scalability of evidence-based early childhood obesity prevention efforts.

(112) MASTER LECTURE: John Fantuzzo – The Use of Child Outcome Data in Head Start— "We've Got to Get it Right!"

CHAIR
Christine McWayne, Tufts University

PRESENTERS
John Fantuzzo, University of Pennsylvania

ABSTRACT
The critical and complex question: "*How can we better use child outcome data in Head Start to improve program effectiveness?"* is at the heart of both aspirations and frustrations in realizing the national Head Start mission. In this session, John Fantuzzo will unpack his understanding of three important aspects of this question: 1) the existence of evidence-based, child wellbeing data to promote child development outcomes in Head Start; 2) the ongoing operational use of these data in local Head Start programs; and 3) expectations and supports for this use in the national Head Start governance system. An applied researcher serving Head Start children and families for nearly four decades, the presenter will draw from his personal experience grappling with the challenges presented by the facets of this essential question. He will share what he sees as current realities and affirm our collective resolve to "get it right!"

(113) Promoting Effective Parent Engagement in Children's Learning and Social-Emotional Outcomes

CHAIR
Susan Sonnenschein, University of Maryland, Baltimore County

PRESENTERS
Rebecca Dowling, University of Maryland, Baltimore County
Brenda Jones-Harden, University of Maryland, College Park
Shari Metzger, University of Maryland, Baltimore County

DISCUSSANT
Steven R. Hicks, Division of Early Childhood Development, Maryland State Department of Education

ABSTRACT
To improve the effectiveness of parent engagement programs, it is critical to understand why certain attempts to engage parents in their children's learning and social-emotional development are more effective than others. This symposium presents three interventions which vary in the focal "at-risk" population and the domain addressed. The three interventions serve as a catalyst for discussion of what worked with the focal parents and why, as well as what did not work and why.

(114) Measurement of Inequitable Experiences in the Classroom

CHAIR
Jason Downer, University of Virginia

PRESENTERS
Stephanie Curenton, Boston University
Walter Gilliam, Yale University

DISCUSSANT
Michael Strambler, School of Medicine, Yale University

ABSTRACT
There is a resounding need to better understand how children may experience inequitable opportunities in early childhood education and care settings. One limiting factor to this work in the past has been a lack of relevant, sound measures. This session introduces novel measures that seek to elucidate socio-cultural inequities in a classroom context. One measure to be discussed examines teachers' differential monitoring and interpretation of children's behavior. The second examines cultural responsiveness in the classroom. Presenters will discuss implications of these differential experiences for child development, challenges in developing meaningful measures, and how these measures may inform ECE practice and policy.

(115) Enhancing the Impact of Coaching: Lessons from the Field

CHAIR
Jason Hustedt, University of Delaware

PRESENTERS
Mary Louise Hemmeter, Vanderbilt University
Bridget Hamre, University of Virginia
Lisa Knoche, University of Nebraska-Lincoln

DISCUSSANT
Jason Hustedt, University of Delaware

ABSTRACT
Early childhood programs increasingly look for effective coaching models. This session will highlight recent research investigating coaching options available for early childhood educators in different types of field settings. The first presentation will focus on coaching with educators in

infant/toddler and preschool settings, including Head Start and Early Head Start programs. Data will explore interactions between coaches and teachers implementing a focused parent engagement intervention. The presenter will examine specific coaching practices and processes, including their association to educators' engagement with families. The second presentation will focus on the process for training coaches within Head Start and other early childhood settings. Information about measuring fidelity to a coaching model and dosage will be presented along with considerations about how to ensure that coaches receive ongoing support. The research setting for the third presentation is state-funded pre-K programs within school districts. In this study, the researchers worked with coaches across 13 districts to enhance the focus, intensity, and quality of teachers' work. The presenter will use data from coaching logs across 3 years to evaluate changes in coaching practices. This study also provides insights into factors that can enhance or detract from high-quality coaching.

(116) Innovative Directions for Early Vocabulary Interventions

CHAIR
Laura Justice, The Ohio State University

PRESENTERS
Molly Collins, Vanderbilt University
Laura Justice, The Ohio State University
Barbara Wasik, Temple University

DISCUSSANT
Dorthe Bleses, Aarhus University, Denmark

ABSTRACT
Young children's vocabulary skills are important competencies in their own right and also are influential to future achievement in reading. This session presents the results of three recent experimental studies intended to improve childrens vocabulary-development opportunities at home (Paper 1) or in the preschool classroom (Papers 1 and 2). These findings help clarify the role of the shared-reading context for influencing vocabulary development, as well as the role of play and quality conversations.

(118) POSTER SYMPOSIUM: Emotional Health and Well-being among Early Childhood Educators: Examining Predictors and Effects of Stress and Depression

CHAIR
Annemarie Hindman, Temple University

PRESENTERS
Annemarie Hindman, Temple University
Lieny Jeon, Johns Hopkins University
Richard Lambert, University of North Carolina at Charlotte
Sarah Lang, Ohio State University
Amy Roberts, University of Nebraska
Shannon Wanless, University of Pittsburgh
Katherine Zinsser, University of Illinois at Chicago

DISCUSSANT
Susanne Denham, George Mason University

ABSTRACT
Teacher stress and depression are pervasive in the field of early childhood education. Although research suggests both stress and depression have a negative impact on teacher and child outcomes, these factors are often overlooked in professional development and quality improvement approaches. This poster symposium combines the latest evidence in teacher wellbeing —how it relates to teacher performance, attitudes, perceived supports, and child outcomes—making a strong case for an increased focus on teacher mental health.

(119) Understanding Home Visit Quality: Findings from Three Studies

CHAIR
Erika Gaylor, SRI International

PRESENTERS
Erika Gaylor, SRI International
Kere Hughes-Belding, Iowa State University
Lori Roggman, Utah State University

DISCUSSANT
Jon Korfmacher, Erikson Institute

ABSTRACT
Given the rapid expansion and scale up of multiple evidence-based home visiting models, it is critical to better understand how and what to measure in home visiting quality across models. This symposium will share findings from three different home visiting studies that each seek to better understand variation in and factors that impact home visit quality. Presenters will discuss future directions and implications for professional development.

(120) Two-Generation Approaches to Promoting Parents' and Children's Education, Skill, and Well-Being: Preliminary Findings from Head Start University Partnership Grantees

CHAIR
Kathleen Dwyer, Administration for Children and Families

PRESENTERS
Ansley Gilpin, University of Alabama
Ferol Mennen, University of Southern California
Eric Pakulak, University of Oregon
Teresa Eckrich Sommer, Northwestern University

ABSTRACT
Since its inception, Head Start has been considered a two-generation program, providing children with enriched learning environments and helping families to access the services that will enable them to support their children's development, e.g., parenting education, social

services, and health and mental health services. Yet, there has been little empirical evidence to guide programs' decisions regarding the specific approaches and implementation supports most likely to result in improved parental wellbeing and, ultimately, positive child outcomes. In 2013, ACF's Office of Planning, Research and Evaluation funded a research consortium to study innovative approaches to promoting family wellbeing, e.g., parent mental health, family economic security, and children's school readiness in Head Start programs. Four grantees from the University of Alabama, Northwestern University, University of Oregon, and University of Southern California will present strategies used to align and coordinate child and parent programming in Head Start, share key lessons learned from the implementation of these strategies, and present preliminary findings from their longitudinal experiments.

(121) Young Children in Hispanic and Immigrant Families: Access to and Utilization of Services

CHAIR
Julia Mendez, University of North Carolina at Greensboro

PRESENTERS
Lina Guzman, Child Trends
Julia Mendez, University of North Carolina at Greensboro
Heather Sandstrom, Urban Institute

DISCUSSANT
Colleen Vesely, George Mason University

ABSTRACT
Given the increasing diversity of the U.S. child population, attention to Hispanic and immigrant children, two groups that have experienced the most growth in recent decades, is needed. Looking at access and service utilization of early childhood education programs is a preliminary threshold for whether and how such families are being served or not. This can be helpful to policymakers and practitioners to understand how to better plan, outreach, and deliver services in their strategy development. This session will discuss innovative qualitative and quantitative research focused on access, utilization, and decision-making for young children in Hispanic and immigrant families.

3:30 p.m.—5:30 p.m.: Poster Session

Features 150 posters on applied research work informing ECE Policy and Practice

Tuesday, June 26, 2018

8:30 a.m.—10:00 a.m.: Plenary Session

(201) Evidence-Based Preschool Curricula: Closing the Gap between Research and Reality

CHAIR
Jennifer Brooks, Bill and Melinda Gates Foundation

PRESENTERS
Bridget Hamre, University of Virginia
JoAnn Hsueh, MDRC
Jason Sachs, Boston Public Schools
Mindy Zapata, Early Head Start and Head Start, Southwest Human Development

DISCUSSANT
Jennifer Brooks, Bill and Melinda Gates Foundation

ABSTRACT
This roundtable discussion will focus on the current challenges faced by early learning programs trying to find evidence-based curricula that cover multiple domains of school readiness. There is increasing interest specified in the new Head Start Program Performance Standards, as well as in the requirements of Every Student Succeeds Act (ESSA), for programs to implement curricula that have evidence of effectiveness. However, in early childhood, most of the curricula that have such evidence focus on a single domain of development. The purpose of this discussion is to briefly review the existing evidence base and discuss what it means for practitioners seeking to implement evidence-based curricula. The session will include a dialogue between researchers and practitioners about how programs can address this issue immediately, and how research can be developed to address this misalignment between research and reality. The participants will include practitioners and researchers who have attempted to address this issue through different routes.

10:15 a.m.—12:00 p.m.: Breakout Sessions

(202) MASTER LECTURE: Lynne Katz – We're Dancing as Fast as We Can! The Ever-Challenging, Ongoing Interplay between Research Science and Practice Demands for Children Born Cocaine-Exposed and their Families

CHAIR
Ann Easterbrooks, Tufts University

PRESENTER
Lynne Katz, University of Miami

DISCUSSANT
Rosemary Chalk, Consultant in Child and Family Policy, Bethesda, MD

ABSTRACT
For close to two decades, the early intervention and research teams at a university-based program for babies and toddlers born cocaine-exposed and their families have faced and overcome challenges. They have juggled the delicate balance of integrating applied research, the framework of implementation science, developmentally appropriate practice, and a partnership with the Miami Juvenile Court Dependency system for maltreated young children in innovative ways to improve outcomes of high-risk children 0-3 years of age. Using incremental steps, cross-disciplinary trainings, and the strength that comes from the pull and tug of relationship-building across researchers and the child welfare system and state education partners, this university project has grown from an initial randomized clinical trial in the late 1990s, to a full-service intervention center for both children and their families today. Its multiple science-informed components reach beyond local communities to impact both state and federal practitioners. The project currently is exploring the applicability of the model's key components to the prospect of serving the new wave of babies and toddlers born to mothers impacted by opioid addiction.

(203) Secondary Data Analysis of Head Start Impact Study Data: What Did We Learn?

CHAIR
Christina Weiland, University of Michigan

PRESENTERS
Jade Jenkins, University of California, Irvine
Pamela Morris, New York University

DISCUSSANT
Christina Weiland, University of Michigan

ABSTRACT
A flurry of new work using the Head Start Impact Study data has not yet been fully synthesized across teams working with the data. This Roundtable will feature members of two analysis teams who will discuss the following questions: What did they learn substantively from the re-analysis of Head Start Impact Study data? What are the particular challenges and strengths of the data set? What can designers of future large-scale studies of early childhood programs learn from the Head Start Impact Study?

(204) Edward F. Zigler Symposium: The Bridge from Research to Action

CHAIR
Faith Lamb-Parker, Bank Street College of Education

PRESENTERS
Walter Gilliam, Yale University; The Edward Zigler Center in Child Development and Social Policy
John W. Hagen, University of Michigan, Society for Research in Child Development
Brenda Jones-Harden, University of Maryland
Faith Lamb-Parker, Bank Street College of Education

DISCUSSANT
Kelvin Chan, Fund for Early Learning (FUEL), Robin Hood Foundation

ABSTRACT
Brenda Jones-Harden's opening commentary will address Professor Zigler's early and lifelong commitment to children in at-risk situations, illustrating that one of his major contributions was linking research with social policy. John Hagen's comments will emphasize Zigler's legacy at the federal level as the founding director of the U.S. Office of Child Development (now the Administration on Children, Youth and Families) and Chief of the U.S. Children's Bureau, as well as his major involvement in Head Start and related programs that focus on the betterment of children and families. Faith Lamb-Parker and Walter Gilliam will describe their current project focusing on the impact of adverse disciplinary action on Pre-K students. Their work demonstrates that discriminatory experiences among children of ethnic minorities can be identified as early as Pre-K. Kelvin Chan, recently appointed Director of the Robin Hood Fund for Early Learning (FUEL), the largest philanthropic fund in the USA focused exclusively on children age three and younger, will discuss the importance of research and the role it plays in decision-making in social policy and practice.

(205) Early Childhood Programs Improving Mother's Human Capital

CHAIR
Anna Johnson, Georgetown University

PRESENTERS
Teri Sabol, Northwestern University
Owen Schochet, Georgetown University

DISCUSSANT
Cindy Decker, Community Action Program Tulsa

ABSTRACT
Two-generation early care and education (ECE) programs help promote children's early-life outcomes while offering low-income parents training and supports to help boost their parenting skills and human capital.   This paper symposium will investigate the approaches applied through our nation's two largest publicly-funded investments in ECE—Head Start and child care subsidies—to produce better human capital outcomes for low-income mothers and their children during the critical early childhood years.

(206) Methods for Measuring Parent, Family, and Community Engagement

CHAIR
Victoria Jones, National Head Start Association

PRESENTERS
Beth Green, Portland State University
Marc Hernandez**,** Academic Research Centers, NORC at the University of Chicago

DISCUSSANT
Catherine Ayoub, Harvard Medical School, Brazelton Touchpoints Center

ABSTRACT
When it comes to parent, family, and community engagement (PFCE), a critical aspect of Head Start's two-generation model, there are few valid measurement tools that may be utilized to track progress and identify areas for improvement. This session will focus on research on three currently available tools and the different perspectives they can provide on PFCE efforts. Catherine Ayoub, who leads the National Center on Parent, Family, and Community Engagement, will frame the session in the context of the Center's revised framework. Beth Green has worked extensively with two different measurement tools, the Family and Provider/Teacher Relationship Quality measure and the Family Engagement Self-Assessment Tool organizational assessment. She will share her findings on differences in perspectives from various reporters (family, provider, director), as well as how to use the information for program improvement. Marc Hernandez of NORC at the University of Chicago led development of Parent Gauge ^{tm} and will present data on measuring the parent perspective of program practice. Catherine Ayoub will summarize the themes of the session and pose questions to the audience about where the field needs to go and what opportunities exist for future research.

(207) Strategies for Measuring Teachers' Effectiveness in Using Child Assessments to Guide Teaching and Individualized Instruction

CHAIR
Rena Hallam, University of Delaware

PRESENTERS
Sarah Daily, Child Trends
Shannon Monahan, Mathematica Policy Research

ABSTRACT
Early care and education accountability systems are increasingly seeking strategies to monitor the use of child assessments and individualized teaching in early childhood classrooms. This symposium includes two studies that used intensive data collection strategies to document the process teachers used to conduct assessments and individualize instruction. The discussion will focus on the frameworks identifying key features of these classroom processes, and the opportunities and challenges of measuring, monitoring, and supporting individualized instruction at scale.

(208) POSTER SYMPOSIUM: Preparing the Workforce to Support Infants, Toddlers, and their Families: Competencies, Measures, and Evidence to Develop Effective Teaching and Training

PRESENTERS
Rachel Chazan-Cohen, University of Massachusetts–Boston
Gina Cook, California State University, Stanislaus
Maria Fusaro, San Jose State University
Jean Ispa, University of Missouri
Carla Peterson, Iowa State University
Lori Roggman, Utah State University

Claire Vallotton, Michigan State University

DISCUSSANT
Carla Peterson, Iowa State University

ABSTRACT
The symposium presents work addressing three objectives: (1) Develop a set of research-based, interdisciplinary competencies from the emerging science of early child care and education to structure teaching and training of the Infant/Toddler (I/T) workforce. (2) Develop a set of measures to assess the competencies of the I/T workforce; and (3) build an empirical foundation for the content and pedagogy used to train the I/T workforce.

(209) Understanding Leadership in Early Care and Education (ECE): Learning from ECE and Other Fields

CHAIRS
Erin Cannon, Administration for Children and Families
Nina Philipsen Hetzner, Administration for Children and Families

PRESENTERS
Stacey Ehrlich, NORC at the University of Chicago
Rebecca Herman, RAND
Kathryn Tout, Child Trends

DISCUSSANT
David Jones, Administration for Children and Families

ABSTRACT
States and school districts have placed increasing focus on leadership in the K-12 education settings as one approach to driving student achievement. In school settings, a strong principal is linked with higher student achievement, lower teacher turnover, and more effective professional development. While the K-12 setting and the role of principals differ from the early care and education (ECE) setting and the role of programs directors in significant ways, there are enough parallels and emerging empirical findings to suggest leadership also may be an important lever to improve services for children from birth to five. Yet, we have little empirical information to inform how ECE leadership and K-12 leadership differ. We also know very little about the key components of effective leadership in ECE settings, how they might be defined, how they associate with one another, and how they link with desired short and long- term outcomes. Defining and studying the key components of leadership in ECE can help inform what approaches can be adapted from the K-12 setting, what factors are important for research and performance measurement, and, ultimately, for implementing quality improvement initiatives around leadership. In this session we will explore what we do know about leadership in ECE settings, what we might be able to learn from the K-12 setting, and existing measurement possibilities and gaps.

(210) Public Early Childhood Systems and Private Child Care Providers: Features of Partnership and Policy Efforts

CHAIR
Laura Hawkinson, School Readiness Consulting

PRESENTERS
BreAnna Davis, School Readiness Consulting
Heidi Rosenberg, Education Development Center
Diana Schilder, Education Development Center

DISCUSSANT
Florence Kreisman, Quality Improvement Network (Early Head Start-Child Care Partnership Hub)

ABSTRACT
In the context of rapid expansion of publicly funded early childhood programs and capacity limitations in public programs, states and the federal government are investigating new ways to support formal partnerships between public early childhood systems and private providers. Drawing from research in four states with unique child care contexts and regulations, this symposium examines strategies states use to support these partnerships and the links between formal collaboration and indicators of program quality.

(211) Maternal, Infant, and Early Childhood Home Visiting Program (MIECHV) Learning Agenda and Development of Research Priorities

CHAIR
Aleta Lynn Meyer, Administration for Children and Families

PRESENTERS
Nicole Denmark, Administration for Children and Families
Judy Labiner-Wolfe, Health Resources and Services Administration
Aleta Lynn Meyer, Administration for Children and Families

ABSTRACT
From its inception, the Maternal, Infant, and Early Childhood Home Visiting program (MIECHV) has incorporated a learning agenda approach. This approach aims to continually improve program performance by applying existing evidence about what works, generating new knowledge, and using experimentation and innovation to test new approaches to program delivery. MIECHV's learning agenda involves the following: 1) continuous quality improvement, 2) performance measurement, and 3) rigorous evaluation at the national and local levels. Each of these activities provides important, but distinct, information about the program to help improve MIECHV's effectiveness and to build the broader knowledge base regarding home visiting. During this session, Administration for Children and Families and Health Resources and Services Administration federal staff will present a brief overview of the MIECHV Learning Agenda. They also will facilitate a conversation with session attendees to generate and discuss issues in the home visiting field that could benefit from more research.

12:00 p.m.—1:15 p.m.: Lunch
(conference attendees on their own)

1:30 p.m.—3:00 p.m.: Plenary Session

(212) Challenged Childhoods: Adverse Circumstances and Children's Early Development

CHAIR
Sacha Klein, Michigan State University

PRESENTERS
Rachel Barr, Georgetown University
Mona Hanna-Attisha, Michigan State University
Nancy Young, Children and Family Futures

DISCUSSANT
Sacha Klein, Michigan State University

ABSTRACT
This session will feature a panel of researchers, each with expertise in a difficult circumstance that young children in the U.S. face today. These include the following: the Flint water crisis, parental substance use disorders, the opioid epidemic, and parental incarceration. Researchers will cover: (1) effects of each circumstance on early child development (~birth through 5 years); (2) interventions to combat these negative effects; and (3) research about the success or limitations of these interventions. The speakers also will identify research questions that need to be answered to help practitioners adequately support young children facing these and related forms of adversity. Following the presentations, a moderated discussion will draw out cross-cutting themes related to racism and social stigma's role in impeding families' efforts to overcome early adversity and ways in which legislative and regulatory policy can exacerbate and/or alleviate the negative consequences of early adversity on child development and family functioning.

3:15 p.m.—5:00 p.m.: Breakout Sessions

(213) Perspectives on Access and Use of Early Care and Education using Data from the National Survey of Early Care and Education

CHAIR
Kathryn Tout, Child Trends

PRESENTERS
Liz Davis, University of Minnesota
A. Rupa Datta, NORC at the University of Chicago
Rebecca Madill, Child Trends
Katie Paschall, Child Trends

ABSTRACT

Participants in this session will share recent research using the National Survey of Early Care and Education (NSECE) 2012. Session presenters will focus on the unique questions related to ECE access and utilization including different levels of the ECE system such as families, the ECE workforce, ECE programs, and features of state subsidy programs with implications for use and quality of ECE programs. The facilitator will encourage questions from the audience related to technical and substantive features of the data and findings.

(214) The Relationship of Early Head Start and Head Start Participation and Child Maltreatment Reporting, Foster Care Placement, and Resilience in the Face of Child Neglect

CHAIR
Catherine Ayoub, Harvard Medical School, Brazelton Touchpoints Center

PRESENTERS
Jessica Dym Bartlett, Child Trends
Beth Green, Portland State University
Sacha Klein, Michigan State University

DISCUSSANT
Deborah Daro, Chapin Hall at the University of Chicago

ABSTRACT

This symposium consists of three papers that present significant policy and practice implications for early care and child welfare organizations both individually and as a group. The first two papers extend the knowledge about complex relationships between the two-generational early education and child welfare/foster care system. The third paper explores young children's resilience to neglect related to social-emotional and cognitive/pre-academic competence and whether neglected children have different risk/protective ecologies than non-maltreated children.

(215) Classroom Contexts Supporting Dual Language Learners

CHAIR
Lisa Lopez, University of South Florida

PRESENTERS
Ximena Franco, University of North Carolina at Chapel Hill
Lisa Lopez, University of South Florida
Lisa White, Loyola University Chicago; University of Miami

ABSTRACT

Preschool language skills are the strongest predictor of reading and math ability through fifth grade (Alper et al, 2016). Research findings show that young learners acquire larger vocabularies in responsive classroom interaction contexts, especially when engaging in discourse around topics of interest (Castle et al., 2016; Mortensen & Barnett, 2015; Snow, 2017). Language interactions in preschool classrooms are an important factor to consider when discussing early

childhood classroom contexts and their role in serving DLLs. The study to be discussed answers the following questions: 1) Does amount of language spoken and heard in a preschool classroom by DLLs vary based on classroom context? 2) Does type of teacher talk vary based on classroom context? 3) When do sustained conversations occur with DLLs in the preschool classroom? Methods, measures, expanded results and implications will be discussed.

(216) Voices from the Pre-K Field: What Do New Early Childhood Programs Need to Know that Research Isn't Telling Them Yet?

CHAIR
Christina Weiland, University of Michigan

PRESENTERS
Erica Johnson, City of Seattle
Josh Wallack, New York City
Christina Weiland, University of Michigan

DISCUSSANT
Martha Zaslow, Society for Research in Child Development

ABSTRACT
The recent and rapid scale-up of public preschool programs around the country—in Seattle, New York City, and Boston, for example—provides an opportunity to hear from practitioners involved in these efforts to identify gaps in the current research base. Panelists who have been involved in the scale-up of public pre-K programs will discuss questions such as the following: What research was helpful to you in making programmatic decisions? In what areas were there little or insufficient research to guide you? The goal of the session is to better link research to practice via the voices of practitioners in the field. This session will identify the practical challenges of scaling up public preschool in different contexts. It also will offer an opportunity for researchers to engage in dialogue about what solid, practical research is needed to inform the development of large-scale high-quality early childhood programs.

(217) Getting Real with Racial Equity: Reconstructing School Climate

CHAIR
Faith Lamb-Parker, Center for Culturally Responsive Practice, Bank Street College of Education

PRESENTERS
Eric Bethel, Principal, Turner Elementary, Washington, DC
Lisa Gordon, Center for Culturally Responsive Practice, Bank Street College of Education

DISCUSSANT
Iheoma Iruka, HighScope Educational Research Foundation

ABSTRACT
Changing the climate of schools around racial, cultural, economic, and gender inequities is essential for all children to thrive and succeed in school. This change in climate does not happen unless the issues are intentionally elevated to be the most important aspect of daily classroom

pedagogy and practice. We know from research that all domains of development are affected by classroom climate, including interactions between children, and between teachers and children. However, most teachers and their supervisory leadership in schools do not know how to raise and explore issues of race, equity, socio-economic status, and gender, even with each other, and less with the children and families they serve. In order to be able to do this, they need to be knowledgeable and comfortable with the topics and learn how to lead and explore these issues with other adults and children. Iheoma Iruka will open the session with an overview of racial equity challenges in early childhood classrooms. Lisa Gordon will discuss implementation and evaluation of a school-wide intervention to change a school's equity climate. This intervention was first established in the school's early education classroom and then, under Principal Eric Bethel's leadership, extended to the entire school. Principal Bethel will discuss his experience with supporting this implementation with staff, teachers, children, and families in Washington D.C. The session will conclude with Iheoma Iruka highlighting implications of this work for broader race equity challenges and leading a discussion with the audience.

(218) Every Step of the Way! – Culturally Responsive Research and Engagement with Ethnically and Linguistically Diverse Communities

CHAIR
Sandra Barrueco, The Catholic University of America

PRESENTERS
Jessica Barnes-Najor, Michigan State University
Sandra Barrueco, The Catholic University of America
Joyce King, Georgia State University
Linda Tillman, University of North Carolina

DISCUSSANT
Takiema Bunche-Smith, Bank Street College of Education

ABSTRACT
This interactive session will provide an opportunity to hear from research teams that collaborated with ethnically diverse communities to work towards the development of culturally-grounded early childhood education (ECE) research approaches and methods. The presenters will describe approaches to and methods for engaging with communities in ECE research to further our understanding of young children's development. Participants will have the opportunity to engage directly with presenters during the small group breakouts for each research project. During the small groups, presenters will discuss community engagement approaches, community responsiveness to the research, and how approaches and methods vary on the universality-cultural specific continuum. The cultural groups represented in this work include members of African (various cultures), Black American, Afro-Caribbean, Puerto Rican, Latino, and American Indian and Alaska Native communities. Those who work to create policy, implement practice, and conduct research will benefit from a reciprocal discussion on what has been learned from recent breakthrough studies and the unique and shared ECE challenges faced by diverse communities.

(219) POSTER SYMPOSIUM: Early Head Start University Partnership Research: Supporting the Strengths and Needs of a Diverse Workforce to Improve the Quality of Infant/Toddler Teacher Practices

CHAIR
Kathleen Dwyer, Administration for Children and Families

PRESENTERS
Veronica Fernandez, University of Miami
Ursula Johnson, University of Texas Health Science Center at Houston, McGovern Medical School
Lisa Knoche, University of Nebraska-Lincoln
Ann Stacks, Wayne State University

DISCUSSANT
Sarah Merrill, Administration for Children and Families

ABSTRACT
There is consensus among researchers and policymakers about the important role of early experiences in establishing the foundation of young children's readiness to succeed in the early years of school. Early experiences with caregivers and the quality of adult-child interactions, in particular, contribute to children's outcomes. Despite efforts in traditional professional development, there has been little improvement in classroom quality. Further, programs are more likely to have the greatest impact on children when they combine high quality child-focused experiences with explicit attention to caregiver-child interactions. Four research teams that comprise the Early Head Start (EHS) Parent-Teacher Intervention Consortium will examine the strengths and needs of the EHS workforce, highlighting both similarities and differences across research projects. In addition, each team will describe how their intervention targets both families, primary caregivers, and EHS center-based teachers to support sensitive and responsive caregiving practices across home and school contexts as a means of achieving child development goals. A discussant from the Office of Head Start will share implications for policy and practice.

(220) Home is Where the Heart Is: Supporting Relationship-Based Approaches to Work with Families and Caregivers

CHAIR
Toni Porter, Early Care and Education Consulting

PRESENTERS
Juliet Bromer, Erikson Institute
Neal Horen, Georgetown University Center for Child and Human Development
Jon Korfmacher, Erikson Institute

DISCUSSANT
Nina Johnson, National Center on Early Childhood Quality Assurance

ABSTRACT

The session will examine program staff and caregiver perspectives across three early childhood service delivery sectors that engage home-based caregivers: family child care networks, home visiting programs, and early childhood mental health consultation initiatives that serve family, friend, and neighbor providers. Presenters will share data on staff experiences, on developing relationships with caregivers and families, and caregiver experiences receiving support in their homes. Implications for approaches to quality improvement of service delivery will be discussed.

(221) Universal Design for Learning within Early Learning Environments: Meeting the Needs of Children from Diverse Backgrounds Including Children With and Without Disabilities

CHAIR
John W. Hagen, University of Michigan; Society for Research in Child Development

PRESENTERS
Michael Conn-Powers, Indiana University
Joan Lieber, University of Maryland
Howard Parette, Illinois State University

DISCUSSANT
John W. Hagen, University of Michigan; Society for Research in Child Development

ABSTRACT

How do architecture principles for designing buildings and physical spaces play a role in how we design early education experiences for preschoolers? Over the past 3 decades, principles of *Universal Design* —the design of products and environments that can be used by people of all ages and abilities — have shaped how we think about early education environments and practices. Universal Design for Learning (UDL) suggest strategies for creating early education environments that strive to meet the needs of the "broadest possible range of students" (Rose & Gravel, 2010). The UDL framework emphasizes the design of flexible learning environments where children are presented with multiple ways for receiving information, expressing their understanding and learning, and engaging in all classroom activities. In this symposium, we will discuss how UDL principles can be applied to early learning and preschool environments. Michael Conn-Powers has worked with multiple early childhood programs (Head Start, child care, community preschools, special education) to design and implement classrooms that effectively include and teach all preschoolers. Howard Parette's work not only stresses the importance of new technologies that allow early childhood professionals to create accessible classroom settings, but also incorporates cultural issues in decision making when employing new technologies. Joan Lieber is a member of a team that created Children's School Success Plus (CSS+), a curriculum that employs UDL principles in the areas of literacy, math, science, and social emotional development. The curriculum was designed for children with disabilities and those who may be at-risk for delay in inclusive preschool settings.

5:00 p.m.—7:00 p.m.: Poster Session

Features 150 posters on applied research work informing ECE Policy and Practice

5:30 p.m.—7:15 p.m.: Fellowship Panel and Reception

Fellowship Panel and Reception: The Rewards and Challenges of Research-Policy Partnerships from the Perspective of Participants in SRCD State and Federal Fellowships

CHAIR
Mayra Parada, George Mason University

PRESENTERS
Mark Allan, Virginia Department of Education
Robert Carr, University of North Carolina at Chapel Hill
Rachel Kaplan, North Carolina Pre-K, Division of Child Development and Early Education
Jenessa Malin, Administration for Children and Families
Mayra Parada, George Mason University
Ellen Peisner-Feinberg, University of North Carolina at Chapel Hill
Adam Winsler, George Mason University

DISCUSSANT
Ruth Friedman, Child and Family Policy Consultant

The Society for Research in Child Development has created two fellowships (The State Pre- and Post-Doctoral Fellowship Program and the Federal Post-Doctoral Fellowship Program) to establish research-policy partnerships (RPPs) between academic researchers and state/federal executive agencies that oversee early childhood programs. Specifically, these programs provide doctoral students and those with doctorates with first-hand experience in state or federal policy making and implementation related to early childhood programs, as well as mentorship from state executive branch personnel and academic advisors (in the case of the pre-doctoral program). This Roundtable discussion will bring together two pre-doctoral fellows who are participating in the inaugural year of the state pre-doctoral program, one post-doctoral federal fellow, their academic and state executive branch advisors, and a representative of the SRCD team overseeing the new state pre-doctoral program.

Presenters will speak about their experiences, and reflect on topics such as: how researchers can fit into the applied policy world; how state legislative processes influence the implementation, design, and evaluation of early childhood programs; how the fellowship affects graduate training for pre-doctoral fellows; how fellows help key staff in policy-relevant research, design, implementation, and evaluation of early childhood programs; and how university researchers and state agency personnel can better collaborate to serve the needs of children and families. We hope to engage with interested audience members to discuss and reflect on the nature of the program, the benefits and challenges of such RPPs, lessons learned, and ways to improve and create other such programs.

Wednesday, June 27, 2018

8:30 a.m.—10:00 a.m.: Plenary Session

(301) Measuring Cost of Quality Early Childhood Programs

CHAIR
Emily Schmitt, Administration for Children and Families

PRESENTERS
Kimberly Boller, Mathematica Policy Institute
Emily Gustafsson-Wright, Brookings Institute
Rachel Herzfeldt-Kamprath, Health Resources and Services Administration

DISCUSSANT
Lynn Karoly, RAND

ABSTRACT
Understanding the cost of early childhood programs is essential for policymakers and practitioners to make decisions regarding where to invest limited funds. This plenary highlights many of the challenges and opportunities facing the early childhood field in terms of understanding the cost of providing high quality early childhood experiences for children and their families by focusing on three recently developed tools to measure costs in early childhood. The first presentation will describe the process of developing an instrument that provides consistent, systematic measures of the implementation and costs of early care and education in center-based settings as part of the Assessing the Implementation and Cost of High Quality Early Care and Education (ECE-ICHQ) project. The second presentation will highlight lessons learned from research efforts to develop the Standardized Early Childhood Development Costing Tool (SECT). SECT is a tool that can be used to understand the cost of programs across a spectrum of interventions from birth to primary school and has been used in international settings. The final presentation will describe the development of the Home Visiting Budget Assistance Tool (HV-BAT), an instrument for gathering a standardized set of cost metrics across home visiting programs. The discussant will identify similarities and unique features of each tool and how they can inform policy, practice, and research.

10:15 a.m.—12:00 p.m.: Breakout Sessions

(302) Working Together for Children and Families: Findings from the National Descriptive Study of Early Head Start-Child Care Partnerships

CHAIR
Sarah Blankenship, Administration for Children and Families

PRESENTERS
Patricia Del Grosso, Mathematica Policy Research
Jaime Thomas, Mathematica Policy Research

DISCUSSANTS
Amanda Bryans, Administration for Children and Families
Rachel Demma, Administration for Children and Families
Fran Majestic, Administration for Children and Families

ABSTRACT
Partnerships in early care and education can increase families' access to child care and have demonstrated the potential to support quality care and the provision of comprehensive services. However, questions remain about the features of partnerships that are essential for improving quality and supporting infant and toddler development and family outcomes. In an effort to better understand the characteristics of early care and education partnerships, the Administration for Children and Families commissioned a National Descriptive Study of Early Head Start-Child Care (EHS-CC) Partnerships. The study explored the characteristics of EHS-CC partnerships, incorporated the perspectives of child care partners, and collected information on EHS-CC partnership activities aimed at increasing professional development, improving the quality of services, and better meeting families' needs. In this presentation, we use data from the National Descriptive Study of EHS-CC Partnerships to answer three questions about the EHS-CC Partnership programs: (1) What are the characteristics and features of EHS-CC partnerships? (2) How do EHS-CC partnerships increase access to comprehensive services? (3) What activities do EHS-CC partnerships engage in to improve the quality of child development services? Federal partners from the Office of Head Start and the Office of Child Care will provide their perspectives.

(303) Fostering Well-being in Early Childhood through Nutrition and Physical Activity: A Research Informing Policy and Practice System Perspective

CHAIR
Ann Easterbrooks, Tufts University

PRESENTERS
Debbie Chang, Nemours
Christina Economos, Tufts University

DISCUSSANT
Erika Pijai, USDA Food and Nutrition Service

ABSTRACT
Increasing numbers of young children are entering school with challenges to their health and well-being, including obesity and unhealthy eating habits. These challenges threaten optimal development in several domains, including executive function, social skills, and motor skills. To address this growing concern, community initiatives and federal nutritional policies are working to ensure wellness and good health during childhood. Dr. Christina Economos will present research on the outcomes of whole-community approaches to obesity intervention grounded in applying systems science to result in policy and practice changes leading to better health for young children and their families. From a prevention perspective, Dr. Debbie Chang will discuss a learning collaborative community model that does the following: fosters practice improvement and supports state systems level change in early care and education programs to encourage children's healthy eating and physical activity, and shows how to utilize Medicaid as a coordinating lever to prevent obesity. Finally, Erika Pijai will highlight changes within the Child

and Adult Care Food Program focused on meal patterns and will discuss training tools and resources for both schools and early care and education providers.

(304) Addressing "Toxic Stress" in the Context of Early Head Start: New Findings from the Buffering Toxic Stress Research Consortium

CHAIR
Lisa Berlin, University of Maryland

PRESENTERS
Amy Dominguez, University of Denver
Jill Gandhi, New York University
Jason Hustedt, University of Delaware
Brenda Jones-Harden, University of Maryland, College Park
Michelle Sarche, University of Colorado Denver

ABSTRACT
Early Head Start (EHS) is the largest federal program designed to support the development of low-income families with infants and toddlers. EHS has demonstrated positive effects on parenting and toddler development. Effects are modest, however, and often moderated by such factors as family cumulative risk. The EHS-University Partnership model was created in part to improve EHS program outcomes. A secondary goal is to contribute to developmental science pertaining to child development in low-income families. This symposium will include five research papers based on the Buffering Toxic Stress Research Consortium of EHS-University Partnership grants, funded by the Office of Planning, Research and Evaluation. Parenting stress has demonstrated immediate and long-term impacts on children's developmental outcomes. Each partnership is implementing and evaluating a different enhanced EHS model designed to increase supportive parenting and improve child outcomes.

(305) Engaging Teachers Serving Children Under Three in Professional Development

CHAIR
Bridget Hamre, University of Virginia

PRESENTERS
Nicole Gardner-Neblett, University of North Carolina at Chapel Hill
Bridget Hamre, University of Virginia
Mary Louise Hemmeter, Vanderbilt University

DISCUSSANT
Jason Downer, University of Virginia

ABSTRACT
In large-scale studies of classrooms serving children 3 and younger, positive interactions with teachers predict improved behavior and positive social-emotional and cognitive-linguistic outcomes. Evidence suggests, however, that early care teachers struggle in consistently providing responsive and sensitive interactions that promote development. This symposium brings together three efforts to understand and provide effective professional development for

early care teachers taking into account their perspective and unique needs.

(306) Using Global Research to Inform United States ECE Practice

CHAIR
Kimber Bogard, New York Academy of Medicine

PRESENTERS
Kimber Bogard, New York Academy of Medicine
Florencia Lopez Boo, Inter-American Development Bank
Zulfiqar Ahmed Bhutta, The Hospital for Sick Children
Emily Gustafsson-Wright, Brookings Institution

ABSTRACT
This panel will include presentations and discussions of recent initiatives focused on supporting young children's development globally. Many low and middle-income countries are taking innovative approaches to early childhood programs and bringing such programs to scale nationally. Multiple important evaluations of such efforts have been conducted or are underway. We have an opportunity in the U.S. to learn from these efforts, yet we often fail to hear or read about initiatives and evaluations conducted in other countries. The presentations and discussions will include a focus on the work of the Forum on Investing in Young Children Globally of the National Academies' Board on Global Health and Board on Children, Youth and Families. The initiatives are providing services in families' homes as well as in early care and education settings and aim to strengthen differing domains of young children's development. The session will include opportunity for participants to engage in discussion with the presenters and with each other on implications for early childhood efforts in the U.S.

(307) Continuous Quality Improvement in Infant and Early Childhood Programs: Approaches and Critical Implications for Practice

CHAIR
Nina Philipsen Hetzner, Administration for Children and Families

PRESENTERS
Mary Catherine Arbour, Harvard Medical School
Anne Douglass, University of Massachusetts Boston
Mary Mackrain, Education Development Center

DISCUSSANT
Jen Agosti, JRA Consulting, Ltd.

ABSTRACT
Improving the quality of early childhood programs requires sustained changes in practices that support children and families. Continuous Quality Improvement (CQI) approaches can assist programs in systematically and rapidly testing actions that lead to measurable improvement in everyday program processes and impact overall outcomes. This panel will present experiences from three distinct projects that are using CQI methods to improve outcomes for children and families: 1) the Culture of Continuous Learning (CCL) project, which is implementing a

Breakthrough Series Collaborative to support social and emotional learning practice in Head Start programs and child care centers; 2) Un Buen Comienzo (UBC, A Good Start), a professional development intervention for preschool teachers in Chile; and 3) the Home Visiting Collaborative for Improvement and Innovation Network (HV CoINN), which is testing and scaling interventions within federal home visiting to improve maternal and child outcomes related to maternal depression, development, and breastfeeding. Presenters will discuss illustrative examples, results, and lessons learned from implementing these CQI approaches within early childhood programs.

(308) Active Research-Policy Collaborations in Early Childhood Education

CHAIR
Amanda Williford, University of Virginia

PRESENTERS
Anna Markowitz, University of Virginia
Anita McGinty, University of Virginia
Jessica Whittaker, University of Virginia

DISCUSSANT
Shannon Lipscomb, Oregon State University–Cascades

ABSTRACT
Research teams from three large projects who are collaborating with school districts and/or states will describe the nature of their partnerships with schools, districts, and state leaders. These presentations will highlight how data can answer questions related to understanding whether new initiatives result in system-level changes and how to make data-informed decisions about meeting the needs of young students and investing strategically in early childhood initiatives.

(309) Assessments at Kindergarten Entry through Grade 3: Implications for Early Literacy Skills

CHAIR
Jean Lennon, RTI International

PRESENTERS
Leslie Babinski, Duke University
Elizabeth Glennie, RTI International
Michael Little, University of North Carolina at Chapel Hill

DISCUSSANT
John Pruette, North Carolina Department of Public Instruction, Office of Early Learning

ABSTRACT
Early learning interventions in North Carolina emphasize a formative approach with the goal of iterative improvement in literacy skills. This symposium explores program implementation processes, as well as early impacts of the continuum of statewide K-3 formative assessment interventions. The goal is to provide evidence of actual and potential benefits of these formative

assessment programs for all students, particularly those students who may be at risk of falling behind in the early grades.

12:00 p.m.—1:15 p.m.: Lunch
(conference attendees on their own)

1:30 p.m.—3:15 p.m.: Breakout Sessions

(310) MASTER LECTURE: Pamela Davis-Kean— Using Existing Sources of Data to Understand Child Development

CHAIR
Jason Hustedt, University of Delaware

PRESENTER
Pamela Davis-Kean, University of Michigan

ABSTRACT
Secondary data analysis of large longitudinal and national data sets is a standard method used in many social sciences to answer complex questions regarding behavior. In this talk, Pamela Davis-Kean, professor of Psychology at the University of Michigan, will detail the advantages of using these data sets to study early childhood. She will discuss how secondary data can be used to test theory, address issues of scientific integrity of studies, increase generalizability of research to the general populations, and how to obtain these data.

(311) The American Indian and Alaska Native Head Start Family and Child Experience Survey: Children's Classroom Quality and Experiences in Tribal Programs

CHAIRS
Meryl Barofsky, Administration for Children and Families
Laura Hoard, Administration for Children and Families

PRESENTERS
Jessica Barnes-Najor, Michigan State University, Tribal Early Childhood Research Center
Sara Bernstein, Mathematica Policy Research
Lizabeth Malone, Mathematica Policy Research
Michelle Sarche, University of Colorado, Tribal Early Childhood Research Center
Mavany Verdugo, Ricon Band of Luiseno Indians Head Start (retired)

DISCUSSANT
Angie Godfrey, Administration for Children and Families

ABSTRACT
The American Indian and Alaska Native Head Start Family and Child Experiences Survey (AI/AN FACES 2015) was the first national study of children served by Region XI (AI/AN) Head Start

programs. This session will highlight the collaborative design process and key study features. Presenters will present findings on children's classroom experiences, including classroom quality, culture, and tribal languages. Region XI Head Start program staff will offer their perspective on implications of the study processes and findings for local as well as national Region XI Head Start efforts.

(312) Developing and Evaluating Interventions to Address Early Childhood Trauma

CHAIR
Shannon Lipscomb, Oregon State University–Cascades

PRESENTERS
Sandra Graham-Bermann, University of Michigan
Shannon Lipscomb, Oregon State University–Cascades
Christy Tirrell-Corbin, University of Maryland

ABSTRACT
Promoting resilience for young children who experience trauma is paramount to our efforts to improve opportunities and outcomes for children and families facing adversity. Trauma has lasting negative impacts on children's health, learning, and wellbeing. This session will describe the development and evaluation of new interventions to address early childhood trauma in early learning and family contexts. Christy Tirrell-Corbin will present findings from a national needs assessment that has informed the design of a trauma-sensitive pedagogy for pre-kindergarten. Shannon Lipscomb will present the development and evaluation of Roots of Resilience, a new professional development program to support early childhood teachers and providers caring for children impacted by trauma. Sandra Graham-Bermann will share longitudinal findings from evaluations of interventions for mothers and preschoolers exposed to family violence: Kids Club and Moms Empowerment. Panelists will discuss how diversity of children, families, and/or early learning teachers and providers factor into their research and program design.

(313) Up Close and Local: Implementation and Outcomes of Local Early Head Start-Child Care Partnerships

CHAIR
Rachel Chazan-Cohen, University of Massachusetts–Boston

PRESENTERS
Rachel Chazan-Cohen, University of Massachusetts–Boston
Tamara Halle, Child Trends
Brenda Jones-Harden, University of Maryland, College Park

DISCUSSANT
Christine Fortunato, Administration for Children and Families

ABSTRACT
This session includes presentations from three large local evaluations of Early Head Start Child Care (EHS-CC) partnerships happening around the country. All three studies build upon the

methods used in the National Descriptive Study of EHS-CC Partnerships. Implications for practice and policy will be woven through each presentation.

(314) Engaging Home-based Child Care Providers in Quality Improvement Activities: Implications for Program and Policy

CHAIR
Toni Porter, Early Care and Education Consulting

PRESENTERS
Juliet Bromer, Erikson Institute
Anne Douglass, University of Massachusetts-Boston
Rena Hallam, University of Delaware
Diane Paulsell, Mathematica Policy Research
Toni Porter, Early Care and Education Consulting

ABSTRACT
This session will focus on current research findings about engaging family child care providers and family, friend, and neighbor caregivers in initiatives to improve the quality of the care they offer to children. This session will provide insights for policy makers, researchers, and practitioners about strategies that could be used to address this issue. One presentation will discuss the findings from the national survey of the 2017 Erikson Institute Study of Family Child Care Networks. The study includes descriptive data about nearly 200 initiatives that provide support to home-based child care providers. The second presentation will discuss findings from an initiative that sought to engage family, friend, and neighbor providers in efforts to improve school readiness. The third presentation will discuss findings from a two-state study of provider engagement in Quality Rating and Improvement Systems. The session will conclude with a general discussion among presenters and participants of the implications for programs, and policy, and research.

(315) Early Learning Network Year 1 Results: Preschool Educational Practices and Child Outcomes

CHAIR
Susan Sheridan, University of Nebraska–Lincoln

PRESENTERS
JoAnn Hsueh, MDRC
Jessica Logan, The Ohio State University
Robert Pianta, University of Virginia

DISCUSSANT
Sara Vecchiotti, Foundation for Child Development

ABSTRACT
The Early Learning Network grants were funded to examine educational practices and policies as predictors of academic and social development of low-income children from pre-kindergarten to grade 3. This symposium presents results from four sites that examine the quality of teacher-

child interactions, frequency and quality of instruction in content areas, teacher-child verbal exchanges, and peer interactions as predictors of children's acquisition of language, academic skills, executive function, and social skills during the pre-kindergarten year. These sites measured features and nuances of quality that go behind those included in most studies.

(316) Nuances of Preschool Classroom Interactions and Links to Academic and Social Development

CHAIR
Robert Carr, University of North Carolina–Chapel Hill

PRESENTERS
Mary Bratsch-Hines, University of North Carolina–Chapel Hill, Frank Porter Graham Child Development Institute
Robert Carr, University of North Carolina–Chapel Hill
Tzu Jung, Ohio State University

DISCUSSANT
Martha Zaslow, Society for Research in Child Development

ABSTRACT
Teacher-child relationships, child-child relationships and other key features of quality are considered to be drivers of early learning in the classroom. This symposium presents findings from three innovative investigations of the associations between classroom interactions in early childhood education settings and children's academic and social development.

(317) Starting Younger and Staying Longer: Early Care and Education Dosage and Differential Child Outcomes

CHAIR
Noreen Yazejian, Frank Porter Graham Child Development Institute, University of North Carolina–Chapel Hill

PRESENTERS
Alan Cobo-Lewis, University of Maine
Dawn Davis, University of Nebraska–Lincoln
Sandra Soliday Hong, Frank Porter Graham Child Development Institute, University of North Carolina –Chapel Hill

DISCUSSANT
Kimberly Boller, Mathematica Policy Institute

ABSTRACT
Recent research suggests that enrolling longer in high-quality early care and education has cumulative benefits for children and that entering care at an earlier age confers additional supports for development. This symposium extends this line of research by presenting three papers that examine what aspects of dosage are related to child outcomes for children with differing needs (dual language learners and children with special needs), and which outcomes in

particular are related to dosage.

3:30 p.m.—4:30 p.m.: Closing Plenary Session

(318) MASTER LECTURE: Marcy Whitebook – Toward Getting it Right for the Early Care and Education Workforce: Looking Back and Looking Forward

CHAIR
Sara Vecchiotti, Foundation for Child Development

PRESENTERS
Abby Copeman Petig, Center for the Study of Child Care Employment, University of California-Berkeley
Marisa Schlieber, Center for the Study of Child Care Employment, University of California-Berkeley
Marcy Whitebook, Center for the Study of Child Care Employment, University of California-Berkeley

ABSTRACT
Four decades ago, Dr. Marcy Whitebook began conducting research and proposing policy solutions aimed at improving how our nation prepares, supports, and rewards the early care and education workforce. She was motivated by the low status, poor pay, and deplorable conditions that she and her fellow teachers faced. Unlivable wages and economic insecurity persist today, as documented in the 2018 Early Childhood Workforce Index. In addition to earnings, the Index assesses state early childhood workforce and family and income support policies as stalled, edging forward, or making progress, noting changes since 2016. Following reflections about the potential and challenges of research in shaping policy, Dr. Whitebook will be joined by colleagues Dr. Abby Copeman Petig and Dr. Marisa Schlieber, to engage in a cross-generational exchange about why they chose to be policy researchers, highlighting their excitement and frustrations. They will discuss how questions researchers ask or ignore can help to maintain the status quo or contribute to the conditions necessary to transform our early care and education system to one that is fair and equitable for all children, families, and teachers, and families of teachers. In closing, Dr. Whitebook will share her hopes and concerns for the early childhood field.