



AGENDA

Monday, November 30, 2020

12:30–1:00 p.m. ET

Greetings

- Naomi Goldstein, Office of Planning, Research, and Evaluation
- Shannon Christian, Office of Child Care
- Deborah Bergeron, Office of Early Childhood Development and Office of Head Start

1:00–2:45 p.m. ET

Opening Session: Moving Toward Trauma-Informed Systems and Programs in Early Childhood: Strategies and Interventions to Support the Well-Being of Young Children Impacted by Trauma

- Shannon Lipscomb, Oregon State University, College of Public Health and Human Science
- Walter Gilliam, Yale School of Medicine
- Brenda Jones Harden, University of Maryland School of Social Work
- Kyong-Ah Kwon, University of Oklahoma, College of Education

2:45–3:00 p.m. ET

Break

3:00–4:45 p.m. ET

Concurrent Breakout Sessions

Collaborations for Successful Transitions Between Early Care and Education and K–12

- Kristie Kauerz, University of Colorado Denver
- Jennifer LoCasale-Crouch, University of Virginia
- Kyle DeMeo Cook, St. John's University
- Peter Dallas Finch, West Valley School District #208, Yakima, Washington

Supporting a Qualified Early Childhood Workforce Through Professional Development: Findings from National Studies and Implications for the Home Visiting and Early Care and Education Workforces

- Shirley Adelstein, Administration for Children and Families
- Heather Sandstrom, Urban Institute
- Mallory Warner-Richter, Child Trends
- Kathryn Tout, Child Trends



- Kathryn Kigera, DC Office of the State Superintendent of Education
- Jon Korfmacher, Erikson Institute

Quality Improvement Methods in Early Childhood Programs: Approaches and Applications to the Field

- Ann Douglass, University of Massachusetts
- Kathryn Tout, Child Trends
- Tamara Halle, Child Trends
- Julie Morales, James Bell Associates
- Kristina Rosinsky, Child Trends

Tuesday, December 1, 2020

1:00–2:45 p.m. ET

Concurrent Breakout Sessions

Using Data to Tell *Our* Stories Together: Collaborations in Early Education and Care Research

- Meryl Barofsky, Office of Planning, Research, and Evaluation
- Jessica Barnes-Najor, Michigan State University and the Tribal Early Childhood Research Center
- Lana Garcia, Pueblo of Jemez Walatowa Head Start
- Colleen Vesely, George Mason University
- Marlene G. Marquez, Alexandria Department of Community and Human Services
- Brittany Suralta, Cook Inlet Tribal Council
- Deborah Perry, Georgetown University

The Need for a Shared Vision for Early Childhood Education in the United States – Master Lecture: Dale Farran

- Martha Zaslow, Society for Research in Child Development
- Dale Farran, Vanderbilt University
- Deborah Stipek, Stanford Graduate School of Education

Caregiving Instability and Brain Development: Implications and Opportunities for Supporting Young Children's Resilience

- Sara Vecchiotti, Foundation for Child Development
- Elysia Davis, University of Denver
- Taryn Morrissey, American University
- Sarah Watamura, University of Denver
- Deborah Phillips, Georgetown University



Innovative Approaches to Defining and Measuring Access to Early Care and Education

- Kathryn Tout, Child Trends
- Elizabeth Davis, University of Minnesota
- Carolina Milesi, NORC at the University of Chicago
- Herman Knopf, University of Florida
- Julia Mendez, UNC Greensboro
- Andrew Williams, Office of Child Care

2:45–3:00 p.m. ET

Break

3:00–4:30 p.m. ET

Poster Session A

Poster Topics to be Presented Include:

- Children with Disabilities/ Developmental Delays
- Dual Language Learners
- ECE and Kindergarten Alignment
- ECE Discipline/ Expulsion and Suspension
- ECE Practice: Language and Literacy
- ECE Practice: Science, Technology, Engineering, and Math (STEM)
- ECE Quality
- Executive Function and Learning Behaviors
- Families and Substance Use
- Family Engagement: Partnership and Communication
- Family Risk
- Formative Assessment to Inform Instruction
- Opportunities for Secondary Analyses of ECE Data
- Parent Child Care/ ECE Decision Making
- Parenting/ Parent-Child Relationship
- Social Emotional Development
- State ECE Initiatives and Needs Assessments
- Workforce Development
- Workforce Well-Being



Wednesday, December 2, 2020

1:00–2:45 p.m. ET

Concurrent Breakout Sessions

Infant-Toddler Group Care: Looking Back, Looking Forward – Master Lecture: Diane Horm

- Rachel Chazan Cohen, University of Connecticut
- Diane Horm, University of Oklahoma-Tulsa

Inclusion of Young Children (0–5) With Disabilities: Research as One Driver of Change

- Pam Winton, Retired, University of North Carolina at Chapel Hill
- Patricia Snyder, University of Florida
- Sarah Neville-Morgan, California Department of Education
- Sheila Self, California Department of Education

Conceptualizing Quality in Early Care and Education: Measurement for Improvement at the Center, Staff, and Classroom Level

- Martha Zaslow, Society for Research in Child Development
- Sally Atkins-Burnett, Mathematica
- Gretchen Kirby, Mathematica
- JoAnn Hsueh, MDRC
- Laura Johns, National Center on Early Childhood Quality Assurance

Opening the Black Box of Coaching in Early Care and Education Professional Development and Quality Improvement

- Ann Rivera, Administration for Children and Families
- Elizabeth Cavadel, Mathematica
- Shannon Monahan, Mathematica
- Mary Louise Hemmeter, National Center on Early Childhood Development, Teaching, and Learning
- Allyson Dean, National Center on Early Childhood Development, Teaching, and Learning

2:45–3:00 p.m. ET

Break



3:00–4:30 p.m. ET Poster Session B

Poster Topics to be Presented Include:

- Challenging Behaviors in ECE
- Child Welfare and ECE
- Curriculum and Curriculum Implementation
- Dual Language Learners
- ECE Data Systems
- ECE Practice: Language and Literacy
- ECE Practice: Science, Technology, Engineering, and Math (STEM)
- ECE Quality and Cost Analyses
- Factors of Family Child Care
- Family Engagement: Partnership and Communication
- Formative Assessment to Inform Instruction
- Health in ECE
- Parenting/ Parent-Child Relationship
- School Readiness Factors
- Social Emotional Development
- Understanding Home Visiting Quality
- Workforce Well-Being

Thursday, December 3, 2020

1:00–2:45 p.m. ET Concurrent Breakout Sessions

Ready for Prime Time? Considerations in the Translation, Dissemination, and Adaptation of Evidence-Inspired Practices

- Kelly Fisher, Society for Research in Child Development
- David B. Daniel, James Madison University
- Jessica Barnes-Najor, Michigan State University and the Tribal Early Childhood Research Center

Targeting Parents and Teachers to Support Infant and Toddler Development: Initial Findings From the Early Head Start Parent-Teacher Intervention Consortium

- Kathleen Dwyer, Administration for Children and Families
- Ann Stacks, Merrill Palmer Skillman Institute, Wayne State University
- Claire Vallotton, Department of Human Development and Family Studies, Michigan State University
- Bethanie Van Horne, University of Texas Health Science Center at Houston



- Lisa L. Knoche; Nebraska Center for Research on Children, Youth, Families and Schools; University of Nebraska-Lincoln
- Veronica Fernandez, University of Miami
- Johayra Bouza, University of Miami

Combating Racism through Authentic Early Childhood Research-Action Partnerships – Master Lecture: Iheoma U. Iruka

- Sara Vecchiotti, Foundation for Child Development
- Iheoma U. Iruka, University of North Carolina at Chapel Hill

2:45–3:00 p.m. ET

Break

3:00–4:30 p.m. ET

Poster Session C

Poster Topics to be Presented Include:

- Curriculum and Curriculum Implementation
- Dual Language Learners
- ECE and Kindergarten Alignment
- ECE Monitoring/ Licensing/ QRIS
- ECE Practice: Language and Literacy
- ECE Practice: Science, Technology, Engineering, and Math (STEM)
- ECE Program Evaluation and Descriptive Studies
- Equity in ECE
- Family Engagement: Partnership and Communication
- Parenting/ Parent-Child Relationship
- Partnerships/ Community Collaborations
- Play in ECE
- Teacher-Child Relationship and Interactions
- Transition to Kindergarten
- Workforce Development
- Workforce Well-Being and Retention