

Conference Program

NRCEC 2024



Crystal Gateway Marriott, Arlington, VA

June 24 - 26, 2024

PRESENTED BY:

The Office of Planning, Research, and Evaluation
in conjunction with the Office of Head Start,
Administration for Children and Families,
U.S. Department of Health and Human Services

WITH PLANNING BY:

American Institutes for Research

Table of Contents

Hotel Information.....	1
Planning Team Acknowledgements.....	2
Planning Organization and Funding Agency.....	3
Cooperating Organizations.....	4
Peer Reviewers.....	9
Conference Agenda Overview.....	11
Conference Agenda.....	14
Monday, June 24, 2024.....	14
Tuesday, June 25, 2024.....	72
Wednesday, June 26, 2024.....	129
Local Area Guide.....	142



Hotel Information

The Restaurant is located on the lobby level.
The Health Club and Pool are located on the 1st level.

REGISTRATION/INFORMATION DESK

The NRCEC 2024 Registration/Information Desk is located on the 1st level.

REGISTRATION/INFORMATION DESK HOURS

Sunday 4:00 p.m.– 6:00 p.m.

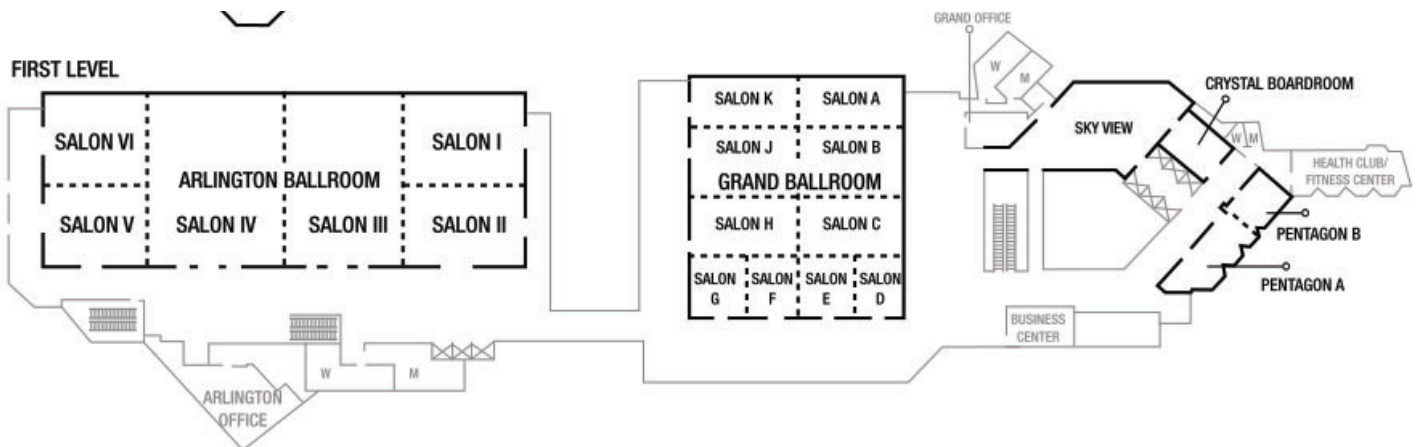
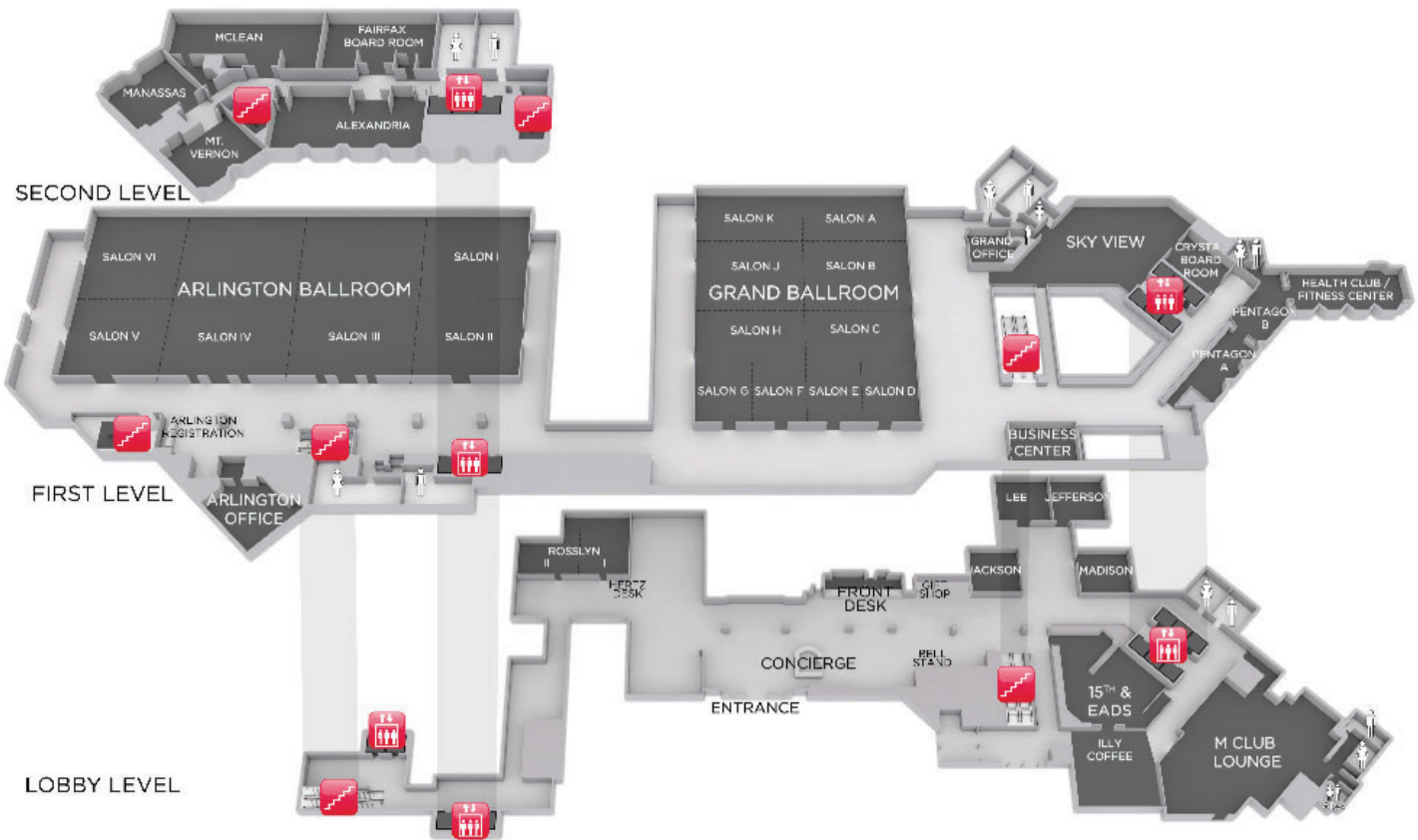
Monday 7:30 a.m. – 5:15 p.m.

Tuesday 7:30 a.m.– 5:15 p.m.

Wednesday 8:00 a.m.– 3:30 p.m.

RESOURCE TABLES

Cooperating Organization resource tables can be found on the 1st level.



Planning Team Acknowledgements

Scientific Advisors

Rachel Chazan Cohen
University of Connecticut

Iheoma Iruka
Frank Porter Graham Child Development Institute;
Equity Research Action Coalition

Sara Vecchiotti
Couch Family Foundation

Marty Zaslow
Child Trends

Session Developers

Paula Arce-Trigatti
National Network of Education Research-Practice
Partnerships

Laura Erickson
Office of the Assistant Secretary for Planning and
Evaluation, DHHS

Lina Guzman
National Research Center on Hispanic Children
and Families,
Child Trends

JoAnn Hsueh
Foundation for Child Development

Chrishana Lloyd
Child Trends

Milagros Nores
National Institute for Early Education Research
(NIEER)

Deborah F. Perry
Georgetown University

Office of Planning, Research, and Evaluation Project Officers

Wendy DeCoursey

Jenessa Malin

Brian Tchen

ACF Planning Committee

*Includes Staff from the Office of Planning, Research,
and Evaluation (OPRE); the Office of Head Start (OHS);
the Office of Child Care (OCC); and the Office of Early
Childhood Development (ECD)*

Meryl Barofsky

Jessica Bialecki

Mary Bruce Webb

Amanda Bryans

Amanda Coleman

Paige Greenwood

Nina Hetzner

Lindsey Hutchison

Amy Madigan

Ivelisse Martinez-Beck

Kelsey McKee

Mayra Parada

Rebecca Shaw

Tanya Tavassolie



Funding Agency and Planning Organizations



American Institutes for Research Planning Team

Annie Oliver

Jessica Cruttenden

Emily Bzdega

Grace Cole

Kaylah Urie

Funding Agency

Office of Planning, Research, and Evaluation

Office of Head Start

Administration for Children and Families

U.S. Department of Health and Human
Services

The views expressed in written materials or publications at this conference, or by speakers, moderators, or participants at this conference, do not necessarily reflect the views or policies of the Office of Planning, Research, and Evaluation; the Administration for Children and Families; and the Department of Health and Human Services. Mention of trade names, commercial practices or products, or organizations does not imply endorsement by the Office of Planning, Research, and Evaluation; the Administration for Children and Families; and the Department of Health and Human Services.



Cooperating Organizations and Resource Tables

COOPERATING ORGANIZATIONS

We wish to thank the Cooperating Organizations for their efforts to support NRCEC 2024 by promoting the conference in emails, newsletters, and on their websites. Make sure to visit the Cooperating Organizations' resource tables onsite!

▽ *Organizations with resource tables at the conference.*

American Psychological Association

BUILD Initiative ▽

CCEEPRA Translation Research Project ▽

Child and Family Data Archive ▽

Child Care State Capacity Building Center ▽

Child Welfare Information Gateway ▽

Childcare and Early Education Research Connections ▽

Global Alliance for Behavioral Health and Social Justice

HomVEE ▽

Institute of Education Sciences ▽

National African American Child and Family Research Center ▽

National Association for Welfare Research and Statistics ▽

**National Center for Preschool Development Grants Birth Through Five
Technical Assistance** ▽

National Center on Afterschool and Summer Enrichment ▽

National Center on Early Childhood Development, Teaching, and Learning ▽

National Center on Early Childhood Quality Assurance

National Center on Parent, Family, and Community Engagement ▽

National Center on Program Management and Fiscal Operations

National Center on Subsidy Innovation and Accountability ▽

National Early Care and Education Workforce Center ▽

National Head Start Association ▽

National Research Center on Hispanic Children and Families ▽

Office of Planning, Research, Evaluation ▽



Cooperating Organizations and Resource Tables

Office of Special Education Programs ▼

Office of the Assistant Secretary for Planning and Evaluation

Society for Prevention Research

Society for Research in Child Development ▼

Substance Abuse and Mental Health Services Administration ▼

The Children and Youth and Engaging Men Program, Office on Violence Against Women ▼

Tribal Child Care Capacity Building Center ▼

Women's Bureau ▼

ZERO TO THREE ▼



Cooperating Organizations and Resource Tables



Child Care & Early Education RESEARCH CONNECTIONS



Cooperating Organizations and Resource Tables



NAACFRC
National African American Child
and Family Research Center



NATIONAL HEAD START ASSOCIATION



National Center on
Early Childhood Development, Teaching, and Learning



NATIONAL CENTER ON
Early Childhood Quality Assurance



Office of Special Education Programs
U.S. Department of Education



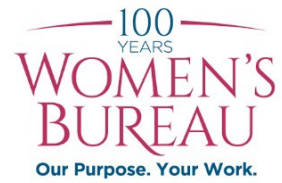
NATIONAL CENTER ON
Parent, Family and Community Engagement



National
Early Care & Education
WORKFORCE CENTER



Cooperating Organizations and Resource Tables



Peer Reviewers

PEER REVIEWERS

We wish to thank our Peer Reviewers for their diligent work in reviewing posters and symposia submitted through the Call for Presentations. The reviewers provided objective, conscientious, and high-quality reviews that were critical to the selection of an outstanding program of presenters.

Maria Accavitti	Amy Cordier	Erika Gaylor	Danxun Li
Rachel Albert	Clarissa Corkins	Sarah Gerard	Lin Lim
Amal Aldawoud	Shelly Counsell	Margaret Gillis	Donger Liu
Charles Alvarado	Myra Crouch	Keri Giordano	Brandy Locchetta
Sheila Anderson	Cara Cuccuini-Harmon	Saima Gowani	Kimberly Lucas
Sally Atkins-Burnett	Julia Cuevas Guerra	Paula Grubbs	Michelle Maier
Sandra Barrueco	Kelly Dahl	Genevieve Guyol	Karen Manship
Lori Bass	Julie Daniel	Carol Hafford	Erika Marks
Elizabeth Bates	Alexandra Daro	Erin Hamel	Theresa Matos
Jeffrey Beal	Rupa Datta	Jennifer Henk	Ann Matthews
Amber Beisly	Aniyah Davis-Hilton	Annemarie Hindman	Maria Mavrides Calderon
Johanna Bernard	Kyle Demeo Cook	Soo-Young Hong	Kisha Mccray
Gary Bingham	Shana Devlieger	Alison Hooper	Drew Mcgee
Sandra Bishop	Guadalupe Diaz Lara	Rong Huang	Danielle Mead
Katie Black	Greg Dixon	Hatice Inan	Lucia Mendez
Alysia Blandon	Hang Heather Do	Preeti Jain	Michael Mesa
Courtney Boise	Kelly Dwyer	Yan Jiang	Katherine Miller-Bains
Isabel Bradburn	Kathleen Dwyer	Shinaz Jindani	Hannah Miro
Helen Cahalane	Diane Early	Srimathi Kannan	Darcy Mitchell
Stephanie Calabrese	Ann Easterbrooks	Cara Kelly	Calvin Moore
Kezia Carpenter	Stacy Ehrlich Loewe	Benjamin Kennedy	Casey Mullins
Victoria Carr	Kim Engelman	Nicole Kingdon	Melanie Muskin
Sarah Caverly	Kevin Estes	Irem Korucu	Bergen Nelson
Feiyan Chen	Negar Fatahi	Besjanë Krasniqi	Kimberly Nesbitt
Michael Chen	Rachel Fidel	Melissa Kull	Stacey Neuharth-Pritchett
Yu Chen	Jenn Finders	Karen La Paro	Ekaterina Novikova
Katherine Cheng	Eleanor Fisk	Doré Laforett	Paula Ogston-Nobile
Jihyae Choe	Roseanne Flores	Madison Lamonica	Iyanuoluwa Olalowo
Hailey Hyunjin Choi	Rebecca Frausel	Carly Landgraff	Tasha Olson
Shaleen Clay	Allison Friedman-Krauss	Naneida Lazarte-Alcalá	Olawale Olubowale
Kelsey Clayback	Elisa Garcia	Jim Lesko	Julia Oppenheimer
Maureen Coffey	Madelyn Gardner	Laura Lessard	Cheryl Ostryn
Michael Connor	Catherine Gaspar	Kanna Lewis	Remy Pages



Peer Reviewers

Cinthia Palomino	Tiffany Rowland	Marriel Sparr	Stephanie Waters
Ruth Paris	Dahyung Ryu	Julie Spielberger	Erica Webster
Ye Rang Park	Amber Sansbury	Christina Stephens	Corey Whitesell
Ann Partee	Donna Satterlee	Jiyoung Tabone	Grace Whitney
Christine Patton	Sara Schmitt	Jennifer Tanis	Briana Williams
Mary Payson	C. Melanie Schuele	Abby Taylor	Allison Wilson
Sarah Pedonti	Jeanne Schulte	Erin Tebben	Alison Wishard Guerra
Annette Pic	Amanda Schwartz	Kaela Tidus	Elizabeth Wong
Jessie Piper	Cecilia Scott-Croff	Cecile Tousignant	Jameelah Wright
Mary Lee Porterfield	Ashley Shafer	Christine Vail	Elizabeth Wroten
Cathy Qi	Caroline Shanti	Cheryl Varghese	Nan Xiao
Rica Ramirez	Zhiling Shea	Colleen Vesely	Asha Yadav
Angela Rau	Pamela Shue	Regan Vidiksis	Hsiu-Wen Yang
Ashley Reid	Jessica Siegel	Tomoko Wakabayashi	Yao Yao
Gary Resnick	Ashley Silcox	Laura Wallace	Noreen Yazejian
Chelsea Richard	Gerilyn Slicker	Melissa Walter	Dara Zafran
Patricia Rodriguez	Amber Smith	Jun Wang	Songtian Zeng
Megan Ronnenberg	Falon Smith	Zhenlan Wang	Xiangyu Olivia Zhao
Emily Rouge	Julia Mendez Smith	Clare Waterman	Miao Zhi



Conference Agenda Overview

MONDAY, JUNE 24, 2024

9:00 A.M.–10:30 A.M.: OPENING PLENARY SESSION **LIVE**

SALONS 4-6

Greetings

Lauren Supplee, Deputy Assistant Secretary for Planning, Research, and Evaluation, ACF

Colleen Rathgeb, Associate Deputy Assistant Secretary for Early Childhood Development, ACF

101

Continuing the Conversation on Historical Inequities in Early Care and Education: Addressing Fair and Equal Compensation

CHAIR

Chrishana Lloyd, Child Trends

PRESENTERS

Michelle Maier, MDRC

Yoonjeon Kim, Center for the Study of Child Care Employment, University of California at Berkeley

Sara Mead, District of Columbia Office of the State Superintendent of Education

Ola J. Friday, Early Educator Investment Collaborative

DISCUSSANT

Chrishana Lloyd, Child Trends

10:45 A.M.–12:15 P.M.: CONCURRENT BREAKOUT SESSIONS

12:15 P.M.–1:30 P.M.: LUNCH (CONFERENCE ATTENDEES ON THEIR OWN)

1:30 P.M.–3:00 P.M.: CONCURRENT BREAKOUT SESSIONS

3:15 P.M.–5:15 P.M.: POSTER SESSION A

SALONS 1-3

TUESDAY, JUNE 25, 2024

9:00 A.M.–10:30 A.M.: CONCURRENT BREAKOUT SESSIONS

10:45 A.M.–12:15 P.M.: CONCURRENT BREAKOUT SESSIONS



Conference Agenda Overview

12:15 P.M.–1:30 P.M.: LUNCH (CONFERENCE ATTENDEES ON THEIR OWN)

1:30 P.M.–3:00 P.M.: PLENARY SESSION **LIVE**

SALONS 4-6

Greetings

Ruth Friedman, Director of the Office of Child Care, ACF

217

State of the Field Synthesis – Closing the Opportunity Gap for Young Children: Where Are We and Where Do We Go From Here?

CHAIR

Milagros Nores, National Institute for Early Education Research (NIEER)

PRESENTERS

Milagros Nores, National Institute for Early Education Research (NIEER)

Shantel Meek, Children's Equity Project, Arizona State University

DISCUSSANTS

Gerry Cobb, Pritzker Children's Initiative

Ann Whalen, State of Illinois

MODERATOR

Sara Vecchiotti, Couch Family Foundation

3:15 P.M.–5:15 P.M.: POSTER SESSION B

SALONS 1-3

WEDNESDAY, JUNE 26, 2024

9:30 A.M.–11:00 A.M.: CONCURRENT BREAKOUT SESSIONS

11:00 A.M.–12:15 P.M.: LUNCH (CONFERENCE ATTENDEES ON THEIR OWN)

12:15 P.M.–1:45 P.M.: CONCURRENT BREAKOUT SESSIONS



Conference Agenda Overview

2:00 P.M.–3:30 P.M.: CLOSING PLENARY SESSION **LIVE**

SALONS 4-6

316

State of the Field Synthesis: Leveraging Mental Health Consultation Research and Evaluation to Advance Equity

CHAIR

Deborah F. Perry, Georgetown University

PRESENTERS

Sangeeta Parikshak, Office of Head Start, ACF

Deborah F. Perry, Georgetown University

Amittia Parker, Georgetown University

Eva Marie Shivers, Indigo Cultural Center



Sessions labeled as **LIVE** will be live streamed. All livestreamed sessions are available via the NRCEC 2024 Virtual App at the times (all ET) indicated in the conference agenda.

[NRCEC 2024 VIRTUAL APP HOMEPAGE](#)

NRCEC 2024 Greetings

Khari Garvin, Director of the Office of Head Start, ACF

MONDAY, JUNE 24, 2024

9:00 A.M.—10:30 A.M.: OPENING PLENARY SESSION **LIVE**

SALONS 4-6

Greetings

Lauren Supplee, Deputy Assistant Secretary for Planning, Research, and Evaluation, ACF

Colleen Rathgeb, Associate Deputy Assistant Secretary for Early Childhood Development, ACF

101

Continuing the Conversation on Historical Inequities in Early Care and Education: Addressing Fair and Equal Compensation

CHAIR

Chrishana Lloyd, Child Trends

PRESENTERS

Michelle Maier, MDRC

Yoonjeon Kim, Center for the Study of Child Care Employment, University of California at Berkeley

Sara Mead, District of Columbia Office of the State Superintendent of Education

Ola J. Friday, Early Educator Investment Collaborative

DISCUSSANT

Chrishana Lloyd, Child Trends

ABSTRACT

This session builds on the NRCEC 2022 plenary session, *Addressing Historical Inequities in Early Care and Education: Strategies to Support Workforce Equity* (see www.nrcec.net). The presenters for this plenary represent and bring research, policy, and philanthropy perspectives and will identify and discuss issues related to compensation, equity, and innovations relevant to the early care and education workforce. The panel will start with grounding remarks that make linkages between what has happened historically in the early care and education field and present day. Presenters will then share research and data from California and Washington, D.C. to shed light on compensation related challenges and solutions. The panel will end with a forward-facing look across the nation at the ways in which states and communities are addressing workforce compensation issues through research, policy, and practice. Attendees will also have an opportunity to share reflections and pose questions to the presenters and each other.

10:30 A.M.—10:45 A.M.: BREAK



10:45 A.M.—12:15 P.M.: CONCURRENT BREAKOUT SESSIONS

102

SALONS 4-6

State of the Field Synthesis – Innovations in the Conceptualization and Measurement of the Outcomes of Early Childhood Programs for Today’s Diverse Early Childhood Landscape and Learners: Opportunities, Challenges, and Tensions **LIVE**

CHAIR

JoAnn Hsueh, Foundation for Child Development

PRESENTER

JoAnn Hsueh, Foundation for Child Development

DISCUSSANTS

Sandra Barrueco, University of Maryland, Baltimore County

Jocelyn Bowne, Massachusetts Department of Early Education and Care

Cindy Decker, Tulsa Educare

ABSTRACT

Early childhood is a pivotal period for children’s growth, learning, and development. Having an accurate portrait of children’s development helps ensure early care and education systems, programs, and educators can make data-informed decisions about how to better support early learning. Yet, to date, researchers, programs, and educators have grappled with the absence of timely, reliable, and unbiased data on children’s outcomes. In this state of the field session, Dr. Hsueh will discuss the limitations of the existing landscape of child assessment tools, how data are collected, and the usefulness of the data to support educators and early learners, including children with diverse cultural, linguistic, and economic backgrounds. She will offer a reimagined paradigm for measurement development that centers the needs and perspectives of communities of educators, families, and young children. She will discuss the potential of this paradigm for unlocking the promise of future assessment tools to advance more equitable, high-quality learning opportunities for all early learners, but will also highlight the challenges and tensions that may emerge as a result. A guided discussion with panelists providing reactions and priorities for new assessment tools from research, policy, and practice perspectives will follow to suggest next steps and directions for the field.

103

SALON A

Supporting Dual Language Learners’ Development During the Early Childhood Period: Identifying Children’s Early Developmental Assets and Elements of Linguistically Responsive Classrooms

CHAIR

Christina Stephens, University of Virginia

PRESENTERS

Christina Stephens, University of Virginia

Jessica E. Whittaker, University of Virginia

Min Hyun Oh, University of Virginia



DISCUSSANT

Doré R. LaForett, Child Trends

ABSTRACT

Drawing on research examining differences within dual language learners (DLL) and between DLL and English monolingual children, this symposium shares research on developmental assets, educational resources, and connections between academic and non-academic school readiness domains that promote the early development of DLLs. Findings will be discussed in terms of the implications for how educational research and classroom practices can be more responsive to the needs of DLL children, a large segment of the U.S. population.

Developmental Assets at Preschool Entry that Support Dual Language Learners' Academic Development through the First Grade

Christina Stephens, Robert C. Pianta, Jessica E. Whittaker, Virginia E. Vitiello

Longitudinal Associations between Executive Function and Mathematics Skills in Young Children: Are there Differences for English Language Learners?

Jessica E. Whittaker, Jamie DeCoster, Christina Stephens, Robert C. Pianta, Virginia E. Vitiello, Elia Ramirez

Heterogeneity Among Spanish-English Dual Language Learners in Utah: Linking Dual Language Profiles to Academic Achievement

Min Hyun Oh, Natalia Palacios, Natalie Bohlmann, Bethany Bell

104

SALON B

Expanding Our Understanding of Home Visitor Wellness and Retention: Key Barriers and Supports for Staff of Color

CHAIR

Sarah Crowne, Child Trends

PRESENTERS

Nicole L. Lauzus, Portland State University**Rachel Chazen Cohen**, University of Connecticut

DISCUSSANTS

Deborah F. Perry, Georgetown University**Abayea F. Pelt**, Community of Hope

ABSTRACT

This symposium will address the critical issue of how to support home visitor well-being and improve staff retention by understanding drivers and barriers to well-being for home visitors from marginalized backgrounds. Findings from two statewide workforce surveys provide insights into the impacts of racialized stress and discrimination on worker mental health and job satisfaction. Effective supervisory and organizational practices that intentionally address these issues will be shared with facilitated discussion with the audience.

Centering Racial Equity in a Study of Workforce Wellness: Results from a Statewide Home Visiting Survey of Organizational and Program Supports and Barriers

Beth L. Green, Nicole L. Lauzus

Supportive and Reflective Supervision: A Necessary Support for the Home Visiting Workforce

Rachel Chazen Cohen, Sarah Crowne, Rong Huang



105

SALON C

It Starts at the Top: Supporting Early Education and Care Program Leaders

CHAIR

Kerry G. Hofer, Abt Global

PRESENTERS

Anne Douglass, University of Massachusetts, Boston**Kerry G. Hofer**, Abt Global**Timothy G. Ford**, University of Oklahoma

DISCUSSANT

Sarah Volkenant, Massachusetts Department of Early Education and Care

ABSTRACT

Instructional leadership in early education programs has the potential to influence program climate, staff motivation, and children's development. However, most interventions in early education programs focus entirely on educators. Three presentations offer complimentary perspectives on effective approaches to supporting program leadership and how that level of support can influence key aspects of the program at other levels. A state early education and care department representative provides a key perspective on the implications of these studies.

*Distributed Leadership, Relational Coordination, and Pathways to Quality Improvement***Anne Douglass***The Massachusetts Early Childhood Support Organization Initiative: Interim Findings from the Impact Study***Kerry G. Hofer, Wendy Wei***Examining Associations Between Skills, Practice, and Instructional Leadership Self-Efficacy of Birth-12 Leaders***Timothy G. Ford, Kyong-Ah Kwon**

106

SALON H

Investigating Equity and Quality in Early Childhood Educational Settings Through Measurements and Observational Tools

CHAIR

Nicole A. Telfer, University of North Carolina, Chapel Hill

PRESENTERS

Nicole A. Telfer, University of North Carolina, Chapel Hill**Iheoma U. Iruka**, University of North Carolina, Chapel Hill**Christine Mars**, University of Kansas

DISCUSSANT

Bweikia Steen, George Mason University

ABSTRACT

Past research has demonstrated that high-quality programs can bridge developmental opportunity gaps for U.S. children across disparate social, economic, and racial backgrounds. Yet, data consistently shows that racially and ethnically minoritized (REM) children are likely to attend low-quality programs compared to their peers. This panel broadens our understanding of how quality can be better assessed in early learning through anti-bias, equitable approaches that center on the sociocultural contexts and developmental outcomes of REM children.

Identifying Gaps and Equity Challenges in ECERS-3 Through Focus Groups

Nicole A. Telfer, Rachel Kaplan, Noreen Yazejian, Iheoma U. Iruka

Ideal Learning for All: Examining the Experiences of Children of Color in Ideal Learning Settings

Katie Brown, Iheoma U. Iruka, Adis Liy

Examining the Impact of Implicit Bias on Teacher-Child Relationship Factors to Facilitate Early Education System Change

Christine Mars, Adis Liy, Brian Boyd, Iheoma U. Iruka, Keith Payne, Nikki Grasley-Boy, Anna Wallisch, Tyra Franklin

107

SALON J

Translating Lessons Learned From Early Childhood Research To Neuroscience (And Vice-Versa): The Healthy Brain And Child Development Study – POSTER
SYMPOSIUM

CHAIR

Brenda Jones Harden, Columbia University

PRESENTERS

Alysa Herrera Taylor, University of Maryland

Camila Rubiera, University of Maryland

Adeola Olowokudejo, University of Maryland

Adriane Davis, University of Maryland

Zehua Cui, University of Maryland

Angel Young, University of Maryland

So Yeon Shin, University of Maryland

DISCUSSANTS

Jamal Berry, Educare DC

Lorraine McKelvey, University of Arkansas

ABSTRACT

Early childhood research and developmental science/neuroscience have been mutually informative, especially regarding the development of children experiencing adversity. This poster symposium explores early childhood research strategies utilized in the Healthy Brain and Child Development (HBCD) study, a multi-site study following 7500 mother-child pairs from the prenatal period through middle childhood. Posters will summarize recruitment and retention strategies for underrepresented populations exposed to adversities and identify innovative methodologies to collect developmental data on the “whole” child.

Recruiting and Retaining Underrepresented Populations in HBCD

Alysa Herrera Taylor, Oziomachukwu Chinaka, Danielle Burns, Angel Young, Angela McNeil, Brenda Jones Harden



Recruiting and Retaining Spanish-Speaking Families in HBCD

Camila Rubiera, Mia Miranda, Laura Jimenez, Florencia Anunziata, Sheila De La Cruz, Paulina Payne

Promoting EEG Participation in HBCD

Adeola Olowokudejo, Camila Rubiera, Morgan Jones, Mia Miranda, So Yeon Shin, Nathan Fox

Enhancing MRI Participation in HBCD

Adriane Davis, Zehua Cui, Morgan Jones, Aleyah Faith Perry, Tracy Riggins

Enhancing Biospecimen and Biosensor Data Collection in HBCD

Zehua Cui, Danielle Burns, Morgan Jones, Adriane Davis, Tracy Riggins

Innovative Strategies for Collecting Data on Family Processes in HBCD

Angel Young, Danielle Burns, SoYeon Shin, Alyssa Taylor

Innovative Strategies for Collecting Neurodevelopmental Data in HBCD

So Yeon Shin, Mia Miranda, Alys Herrera Taylor, Angel Young, Paulina Payne, Tracy Riggins

108

SALON K

*Improving Equity in Access to Early Intervention Services in New York City:
Implications for Practice and Policy*

CHAIR

Lillian R. Masek, New York University

PRESENTERS

Tania Corporan, New York City Bureau of Early Intervention

Gretchen Buchenholz, Association to Benefit Children

David Harrington, United for Brownsville

DISCUSSANT

Esther J. Yoon, Robin Hood Foundation

ABSTRACT

Early Intervention is a highly effective program for supporting infants at-risk for developmental delays. However, not all infants who are eligible for Early Intervention receive services. This symposium brings together three organizations that are increasing equity in access to Early Intervention in New York City. Each program works with the data and communities to identify barriers to and solutions for equitable access. Findings will be discussed considering policy implications for Early Intervention access nation-wide.

Enhancing Equity and Efficiency in Early Intervention: The EHR-EI Initiative in New York City

Tania Corporan, Nora Puffet, Catherine Canary, Katharine H. McVeigh, Lidiya Lednyak

A Two-Pronged Approach to Making Early Intervention More Accessible and Equitable

Gretchen Buchenholz, George Edwards, Marie Nguyen, Eri Noguchi

A Community-Based Initiative to Improve Access to Early Intervention in Brownsville, Brooklyn

David Harrington



109

SALON DE

Strategies to Mitigate Impacts of Trauma Through Early Care and Education

CHAIR

Cynthia L. Tate, BUILD Initiative

PRESENTERS

Kirby A. Chow, SRI Education**Shannon Lipscomb**, Oregon State University**Nicola A. Conners Edge**, University of Arkansas for Medical Sciences

DISCUSSANT

Jessica Dym Bartlett, Thriving Together

ABSTRACT

Many young children experience trauma which can negatively affect their development, yet teachers are often unprepared to address the needs of children impacted by trauma. This paper symposium presents qualitative and quantitative findings to discuss the behavior and needs of young children in foster care, as well as universal and targeted professional development and supports for teachers to respond in trauma-sensitive ways to promote positive child outcomes.

*Early Care and Education Needs and Supports for Children in Foster Care: Perspectives of Foster Parents and Early Childhood Educators***Kirby A. Chow**, **Sheila Smith**, **Nancy Perez**, **Maribel Granja**, **Todd Grindal***Mechanisms Linking Trauma-Responsive Professional Development with Gains in Preschoolers' School Readiness Skills***Shannon Lipscomb**, **Beth Phelps**, **Mehwish Dawood**, **Olivia Root***Reducing Expulsion Risk of Children in Foster Care through Infant and Early Childhood Mental Health Consultation***Nicola A. Conners Edge**, **Angela Kyzer**, **Maya Williams**

110

SALON FG

Comparing Documented State Child Care Subsidy Policies with Providers' Subsidy-Related Experiences and On-the-Ground Practices of Local Subsidy Staff

CHAIR

Owen Schochet, Mathematica

PRESENTERS

Gerilyn Slicker, University of Nevada, Las Vegas**Owen Schochet**, Mathematica**Danielle A. Crosby**, University of North Carolina Greensboro

DISCUSSANT

Rachel McKinnon, Office of Child Care, ACF

ABSTRACT

This session explores the complexity of the Child Care and Development Fund (CCDF) to understand how states' varied implementations interact with "on-the-ground" administrative practices and relate to how providers and families access and navigate subsidies. It features three papers on state subsidy policies and local implementation, emphasizing experiences reported by providers and frontline staff. A federal representative from the Office of Child Care will discuss implications for equitable and efficient subsidy policymaking across levels of government.

A Comprehensive, Policy Focused Exploration of Predictors of Subsidy System Participation Amongst Early Care and Education Centers

Gerilyn Slicker, Jason T. Hustedt

Patterns and Predictors of Home-Based Child Care Providers' Experiences with the Child Care and Development Fund Subsidy Program

Owen Schochet, Patricia Del Grosso, Sally Atkins-Burnett, Juliet Bromer, Toni Porter

From Policy to Practice: Local CCDF Staff Share Perspectives on Implementation Practices that Shape Equitable Access to Child Care Subsidies for Families

Danielle A. Crosby, Julia Mendez Smith, Christina Stephens, Ireti Adegbesa

12:15 P.M.—1:30 P.M.: LUNCH (CONFERENCE ATTENDEES ON THEIR OWN)



1:30 P.M.—3:00 P.M.: CONCURRENT BREAKOUT SESSIONS

111

SALONS 4-6

Advancing Population Health and Well-Being for Historically Minoritized Populations: Implications for Practice and Policy in Early Childhood Systems and Programs **LIVE**

CHAIR

Lina Guzman, National Research Center on Hispanic Children and Families, Child Trends

PRESENTERS

Dolores Acevedo-Garcia, Brandeis University**Deana Around Him**, Child Trends**Latrice Rollins**, National African American Child and Family Research Center, Morehouse School of Medicine

DISCUSSANT

Lina Guzman, National Research Center on Hispanic Children and Families, Child Trends

ABSTRACT

The 2020 U.S. Census shows that the racial and ethnic diversity of children (and the overall population) is increasing, with children of color accounting for all the growth in the child population between 2010 and 2020. In 2022, Hispanic (of any race), Black, Asian, American Indian or Alaskan Native, Native Hawaiian or Other Pacific Islander and Multi-racial children made up over 50% of the child population with White children making up 49% of all children. This increased racial and ethnic diversity in the child population is coupled with persistent and often large inequities in access to health-promoting and economic-securing resources and services, safe and affirming experiences, and disparities in outcomes for many children of color. Yet, most early childhood research and interventions have been framed through a Eurocentric and monolingual dominant lens that disregards the social contexts, cultures, languages, heterogeneity, and strengths of communities of color. In this session, speakers will provide insights on approaches being taken to develop population-specific evidence to promote the health and well-being of children from historically minoritized communities that can inform early childhood systems and practices.

112

SALON A

Examining Early Head Start Program Services to Support Child and Family Needs

CHAIR

Caitlin Lombardi, University of Connecticut

PRESENTERS

Kyle DeMeo Cook, Boston University**Eleanor Fisk**, James Bell Associates**Kelsey L. Corallo**, Georgia Health Policy Center

DISCUSSANT

Kathleen Dwyer, Office of Planning, Research, and Evaluation, ACF

ABSTRACT

Early Head Start (EHS) serves pregnant women, infants, and toddlers through center-based, family child care, and/or home-based services and offers comprehensive services for families. This symposium includes findings from three papers that shed light on EHS services, including: 1) a qualitative examination of services provided to pregnant



mothers; 2) how child and family characteristics predict service delivery model and quantity of services; and 3) the role of services and program engagement for children of mothers experiencing depression.

Early Head Start Educational Services: Diverse Experiences Across Children and Families

Kyle DeMeo Cook, Caitlin Lombardi

Staff Perceptions of Offering Services to Expectant Families in Early Head Start

Eleanor Fisk, Caitlin Lombardi, Kyle DeMeo Cook

The Impact of Early Head Start on Maternal Depression: The Importance of Program Engagement

Kelsey L. Corallo, Ann M. DiGirolamo, Russell A. Carleton, Margaret E. Major

113

SALON B

Exploring the Neurophysiological Underpinnings of Children's Self-Regulation in the Early Childhood Classroom

CHAIR

Robert C. Carr, California Department of Education

PRESENTERS

Yingying Tang, University of Texas, Austin

Steven Holochwost, The City University of New York, Lehman College

Andrew B. McGee, University of Denver

DISCUSSANT

Paula Daneri, Office of Planning, Research, and Evaluation, ACF

ABSTRACT

Supporting children's ability to self-regulate their behavior is a major focus of early childhood education (ECE) curriculum and pedagogy. Self-regulation is often defined as the ability to voluntarily control one's behavior, but also encompasses involuntary neurophysiological activity that occurs "under the skin." This symposium presents the results of three studies investigating children's neurophysiological functioning within the context of ECE classroom settings that offer insight into the mechanisms through which ECE can benefit children's development.

Teacher-Child Physiological Synchrony: Associations with Preschooler's Emotion Regulation

Yingying Tang, Amy E. Bryan, Nicole B. Perry

Associations Between Social Engagement and Parasympathetic Activity in the Early Childhood Education Classroom

Steven Holochwost, Jennifer Coffman, Nicholas Wagner, Robert C. Carr, Cathi Propper

Influence of Teacher and Peer Cortisol on Child Physiological Responses in Child Care: A Cross-Classified Model Analysis

Andrew B. McGee, Julia Dmitrieva, Tiffany Phu, Sarah E. Watamura



114

SALON C

Including Home-Based Educator Voices: Systems, Research, and Measurement

CHAIR

Alison Hooper, The University of Alabama

PRESENTERS

Alison Hooper, The University of Alabama

Juliet Bromer, Erikson Institute

Samantha Melvin, Erikson Institute

DISCUSSANTS

Erica Phillips, National Association for Family Child Care

LaTonya Bruce, Zion's Playground

Stephanie Jackson, Sheila's Dreams Child Care

ABSTRACT

This paper symposium highlights the importance of including home-based child care educators in research, measure development, and systems design and implementation. The three papers give examples of projects that center home-based educators' perspectives. Our discussants, the leader of a national family child care organization and family child care educators, will share their perspectives about engaging in research and giving input into systems and offer recommendations for better including the home-based educator voice in future work.

Everyday Quality: Designing a Measure for Continuous Quality Improvement with Family Child Care Educators

Alison Hooper, Rena Hallam, Whitney Wahl, Deborah Drain, Ekaterina Novikova, Kristin Johnson

Shifting the Paradigm: Research on Including Educators as Equal Partners in Home-Based Child Care Networks

Juliet Bromer, Jessica Miguel, Shiwei Zhang, Toni Porter, Marina Ragonese-Barnes

Validating a Scale Measuring Provider Voice in Home-Based Child Care Networks

Samantha Melvin, Marina Ragonese-Barnes, Juliet Bromer

115

SALON H

Analyzing Continuity of Subsidized Child Care: Insights from Three States

CHAIR

Leah Gjertson, Chapin Hall at the University of Chicago

PRESENTERS

Hailey Heinz, University of New Mexico Cradle to Career Policy Institute

Leah Gjertson, Chapin Hall at the University of Chicago

Megan Pratt, Oregon State University

DISCUSSANT

Elizabeth Davis, University of Minnesota



ABSTRACT

This symposium investigates subsidized child care stability in three states using administrative data and survey research. An Oregon study explores child care stability revealing increased arrangement spells but a 5% higher exit likelihood post 2014 CCDBG. An Illinois study, examines the link between parental employment and subsidy continuity, noting a 30% exit rate with higher likelihood of zero earnings. A New Mexico study, delves into family experiences during child care subsidy recertification, highlighting challenges and consequences.

New Mexico Family Perspectives on Child Care Subsidy Reauthorization and Implications of Subsidy Loss

Hailey Heinz, Darlene Castillo, Rebecca Fowler, Ruth Juarez, Bibek Acharya, Andrew L. Breidenbach, Dana Bell

Examining Patterns of Parental Employment and Child Care Subsidy Participation in Illinois

Leah Gjertson, Robert Goerge, Thao Tran

Why Do Some Children Face More Child Care Instability Than Others? Evaluating the Role of Child Age, Race, Child Welfare Involvement, and Early Intervention in Predicting Child Care Exit

Megan Pratt, Roberta Weber, Michael Wohner

116

SALON J

“Never Did It Really Occur to Me That They Would Say ‘Go Find Someplace Else’”: The Strengths and Limits of Policy Solutions to Expulsion – POSTER SYMPOSIUM

CHAIR

Keri Giordano, Kean University

PRESENTERS

Martha Buell, University of Delaware

Kelsey Clayback, University of Virginia

Elyse Shenberger, University of Illinois Chicago

Allegrat Cabrera-Hinojosa, University of Illinois Urbana Champaign

Sarai Coba Rodriguez, University of Illinois Chicago

Keri Giordano, Kean University

Alysse Loomis, University of Utah

DISCUSSANTS

Marie LaMonica-Sarro, Virginia Department of Education

Belvie Herbert, Delaware Department of Health and Social Services

ABSTRACT

Recent research on expulsion practices in early childhood has resulted in states and districts enacting policies banning or severely limiting exclusionary discipline for young children. This poster symposium will focus on these policies, the impacts they have, and the challenges they present. The seven posters, providing state and national perspectives, will highlight the strengths and limitations of policy solutions to early expulsion.

A State Level Analysis of Connections between QRIS Standards and Child Care Licensing Standards Addressing Exclusionary Discipline in Center and Home-Based Programs: Gaps and Opportunities

Martha Buell, Stephanie Kuntz



*Partnering to Reduce Exclusion in Early Childhood Settings: Early Childhood Mental Health Consultation in Virginia***Kelsey Clayback, Ann Partee, Kyra Parker, Jason Downer, Amanda Williford***An Evaluation of “Preventing Expulsion in Preschool”: A Cognitive-Behavioral, Strengths-Based Teacher Training to Reduce Early Childhood Exclusionary Discipline***Elyse Shenberger***A Systematic Review of Professional Development to Prevent Early Childhood Expulsion in Illinois***Allegrat Cabrera-Hinojosa, Joanna Paul, John Borrero, Maya Chan Morales, Elyse Shenberger, Kate Zinsser***“By the Way, He Can’t Come Back”: A Qualitative Comparison of Parents’ Experiences of Early Childhood Expulsion Following a Legislative Ban***Sarai Coba Rodriguez, Kate Zinsser***Soft Expulsion: A Qualitative Look into the Beliefs and Practices of Teachers and Administrators Working in Non-Expulsion Settings***Keri Giordano***Teacher Emotion Regulation, Expulsion Risk, and Soft-Expulsion: Widening the Lens of Preschool Expulsion Prevention***Alyse Loomis, Finau Rabuka-Conklin****117**

SALON K

Turnover in Head Start and Early Head Start: What Do We Know About the Drivers, Consequences, and Solutions?**CHAIR****Catherine E. Kuhns**, The Urban Institute**PRESENTERS****Kelsey Bowman**, Duke University**Kyong-Ah Kwon**, University of Oklahoma**Catherine E. Kuhns**, The Urban Institute**DISCUSSANTS****Amy Madigan**, Office of Early Childhood Development, ACF**Cindy Decker**, Tulsa Educare**ABSTRACT**

Turnover is a consistent problem for the early care and education field, and Head Start settings are no exception. This panel includes three studies that highlight findings from recent research on turnover rates and reasons in Head Start settings, educator characteristics associated with turnover and retention, educator perceptions of turnover, and suggestions for mitigating turnover in the Head Start workforce. Together with presenters, two discussants will offer implications for policy, practice, and research.

*Early Care and Education Workforce Compensation, Program Quality, and Child Outcomes: A Review of the Research***Taryn Morrissey, Kelsey Bowman**

*Infant Toddler Teacher Workforce Stability – Patterns, Factors, and Outcomes***Kyong-Ah Kwon, Wonkyung Jang, Diane M. Horm, Timothy G. Ford, Noreen Yazejian, Adrien D. Malek-Lasater, Donna Bryant***Staff Turnover and Retention among Head Start Grant Recipients that Converted Enrollment Slots***Catherine Kuhns, Diane Schilder****118**

SALON DE

Implementation Research on Early Care and Education Interventions: Linking Program Implementation to Teaching Practices

CHAIR

Michelle Maier, MDRC

PRESENTERS

Jason Downer, University of Virginia**Sandra Soliday Hong**, University of North Carolina, Chapel Hill**Amy Taub, MDRC**

DISCUSSANT

Carolyn Hill, MDRC

ABSTRACT

Well-designed implementation research grounded in implementation science can help complement rigorous evaluations and build an evidence base around what makes early care and education programs effective and what is needed to support fidelity of implementation and scale-up. This paper symposium brings together three papers that seek to describe program implementation and examine how different aspects of program implementation relate to teacher practices.

*Linking Implementation of Video-Based Early Childhood Mental Health Consultation to Teachers' Social-Emotional Teaching Strategies in Head Start Classrooms***Jason Downer, Kaela Tidus, Ginny Vitiello, Amanda Williford, Rebecca Shearer, Bella Lerner***Supporting State Pre-K Teachers to Address Post-Pandemic Social-Emotional Challenges: Systems Implications and Classroom and Child Outcomes***Sandra Soliday Hong, Robert Carr, Ronald Seifer, Aditi Nambiar***What About Implementation Matters? Associations between Training, Coaching, and Curriculum Implementation and Improvements in Classroom Quality (VIQI Project)***Amy Taub, Michelle Maier, JoAnn Hsueh**

119

SALON FG

Equitable Access to Early Care and Education Among Children and Families Experiencing Homelessness: Understanding Characteristics, Experiences, and Policy and Practice Barriers

CHAIR

Amanda G. Stein, Educare Network and Start Early

PRESENTERS

Annette Pic, University of Delaware

Rachel C. Katz, Start Early

Katherine T. Volk, University of Massachusetts Boston

DISCUSSANTS

Carie Bires, Start Early

Jhumur Saeed, National Center on Parent, Family, and Community Engagement

ABSTRACT

This symposium focuses on equitable access to early care and education (ECE) among children under age 6 experiencing homelessness. Housing instability disproportionately impacts families with young children and is associated with negative outcomes. High-quality ECE can serve as a buffer, yet families experiencing homelessness often encounter barriers to accessing ECE. Across three studies with diverse methodologies and settings, this session will consider the characteristics, experiences, and outcomes of children/families facing homelessness and unpack policy and practice implications to address access barriers.

Early Care and Education Services Engagement: Experiences of Infant and Toddler Families Experiencing Homelessness

Annette Pic, Myae Han

Understanding the Characteristics, Experiences, and Dosage of Families Facing Homelessness While Enrolled in Center-Based Early Care and Education

Rachel C. Katz, Amanda G. Stein, Demi Siskind

The Full Picture: Incorporating Ecological Factors When Conducting Developmental Screening with Young Children Experiencing Homelessness

Katherine T. Volk, Carmela J. DeCandia, George J. Unick, Janette E. Herber

3:00 P.M.—3:15 P.M.: BREAK



3:15 P.M.—5:15 P.M.: POSTER SESSION

SALONS 1-3

POSTER SESSION A

Access and Utilization of Services

A01

Trends in the Funding, Availability, and Utilization of Subsidized Child Care in Minnesota

—Jonathan Borowsky, Elizabeth E. Davis

PRESENTER

Jonathan Borowsky

We present results from the Minnesota PROSPR project, analyzing trends in the availability and utilization of subsidized child care. Over the time period studied, substantial investments in child care subsidies have resulted in large increases in payments per child. Research questions include: How have the characteristics of providers available and affordable to subsidized families changed as reimbursement rates have increased? How have trends differed between regions? And, how have patterns of participation evolved?

A02

What's in Your Neighborhood?: Community Profiles of Access to Early Education and Care

—Barbara D. DeBaryshe, Javzandulam Azuma, Ivette Stern

PRESENTER

Barbara D. DeBaryshe

Equitable deployment of early care and education (ECE) resources requires data on which communities have the greatest unmet needs. Communities may also have different kinds of needs that require tailored ameliorative strategies. We used cluster analysis to define community types for an entire state, using multiple measures of ECE access. We included metrics based on a radius around a family's home, providing an authentic estimate of resource availability from a family perspective. Demographic correlates of cluster membership were identified.

A03

Measuring Administrative Burden by Evaluating the Complexity of Administrative Documents

—Rebecca Rose Frausel, Dirk Zuschlag, Craig Van Vliet, Colleen Graber

PRESENTER

Rebecca Rose Frausel

This poster explores the issue of administrative burden in Michigan's child care and development fund (CCDF) system, which has recently been implementing a variety of policy changes (both temporary and permanent) to its provider payment and family co-payment policies. Specifically, we present a new quantitative method for measuring administrative complexity in the administrative documents used to communicate policy changes to parents and providers. The method could be used by researchers and policymakers to assess efforts to simplify CCDF programs.



A04

Child Care Subsidy Program Deserts in a Midwestern State

—Aida Ismailova, Sijia Zhao, Prabhath Pallewaththa, Francisco Palermo, Louis Manfra

PRESENTER**Aida Ismailova**

Common goals of subsidized child care programs are to support low-income families with economic resources to send children to quality child care. The purpose of this study is to explore the difficulty for families in finding subsidized child care centers. Findings suggests child care subsidy deserts may follow similar patterns to general child care deserts, resulting in “double” difficulty for rural families.

A05

Exploring Underserved Populations and Opportunities in Head Start with Focus on County-Level Characteristics: A Mixed Methods Study

—Hannah Kim, Heather Rouse, Laura Betancur, Ji-Young Choi, Fattaneh Arabzadehjafari

PRESENTER**Hannah Kim**

Head Start (HS) programs are receiving increasing pressure to address under-enrollment. This study first used a quantitative dataset to identify enrollment patterns and examine community characteristics predicting under-enrollment. Results showed that cumulative child enrollment in HS declined over the decade, while Early Head Start (EHS) increased slightly. Children experiencing homelessness and foster care were identified as underserved groups within HS/EHS. Enrollment rates for eligible children varied widely among programs. Focus groups will be conducted to supplement quantitative results.

A06

What Data Do Head Start Grant Recipients Use in Applications to Convert Enrollment Slots to Center-Based Early Head Start?

—Cary Lou, Rebecca H. Berger, Diane Schilder

PRESENTER**Cary Lou**

Understanding community need is a key element guiding early care and education (ECE) policy and planning. However, limited research exists about how states and programs use data on ECE supply and demand to measure need for services and inform decision making. This poster addresses this gap by providing research evidence identifying the supply and demand data states and programs leverage to assess needs and how these data can guide policy and practice.

A07

Is Authorized Capacity a Good Measure of Child Care Availability?

—Kate Miller-Bains, Daphna Bassok

PRESENTER**Kate Miller-Bains**

Many families—particularly families with lower incomes and families of color—struggle to find child care. Policymakers and researchers interested in improving child care access often rely on authorized capacity (the maximum number of children a provider can legally serve) to estimate access. However, licensed capacity exaggerates actual availability. Using statewide data, this study compares site’s authorized capacity and their current availability and discusses implications for equitable child care access.



A08

An Important Decision: Factors Affecting Family Decisions about Preschool Site Selection in an Equity-Focused Universal Preschool Program

—Sara K. Moran, Desiree' J. DuBoise, Olivia Rachel Nazaire, Kyle DeMeo Cook, Stephanie M. Curenton

PRESENTER**Sara K. Moran**

Multiple factors affect decision-making for families selecting preschool sites. The current study examines the factors that were prioritized by families when selecting a site within a universal preschool program. The selection of these factors was examined across racial groups. Results from this study may have policy implications in that those establishing preschool sites may need to consider factors that are important to families for site selection.

A09

Early Care and Education for Families Experiencing Intimate Partner Violence

—Juliann Nicholson, Yoonsook Ha, Ellen DeVoe, Renee Spencer, Alytia Levendosky

PRESENTER**Juliann Nicholson**

This poster describes the contexts within which early care and education (ECE) providers serve marginalized children and examine barriers and facilitators to young children's receipt of high-quality care and services. By advancing understanding of these barriers and facilitators, the research presented can inform policymaking efforts to reduce inequities in access to and use of high-quality ECE, increase ECE inclusion of children with disabilities, and improve outcomes for marginalized children and their families.

A10

Evaluating How Immigration Enforcement Shapes Latino/a Family Head Start Enrollment

—Stephanie Potochnick, Jade Jenkins, Mahzabin Fatema Kabir

PRESENTER**Stephanie Potochnick**

This poster investigates how anti-immigrant enforcement efforts during the Trump administration impacted Latino/a family Head Start enrollment. Using Head Start Program Information Reports and a novel multi-year, county-level immigration policy dataset, we employ a quasi-experimental technique (triple-differencing) to disaggregate immigration enforcement policy impacts on Head Start enrollment into "mobility" (i.e., out-migration) versus "deterrence" (i.e., under-enrollment) effects. We find evidence that immigration enforcement does reduce Latino/a enrollment, and that the impact is driven more by deterrence.

A11

Trends in the Use of School-Age Child Care Among 5-8 Year Olds, 2012 To 2019

—Vanessa Sacks, Rebecca Madill, Zakia Redd

PRESENTER**Vanessa Sacks**

This study uses the 2012 and 2019 National Survey of Early Care and Education to describe trends in the use of regular non-parental care for younger school-age children. About a third of 5- to 8-year-olds were in regular non-parental care in both years, for an average of 20 hours per week; however, use of care, hours of care, and type of care varied depending on household characteristics such as income and race/ethnicity of the child.



A12

A Multidimensional Examination of Early Care and Education Access Using National Data: Links between Access Profiles and Equitable Enrollment

—Gerilyn Slicker, Alain Bengochea, Alex Fauchaux

PRESENTER**Gerilyn Slicker**

Using a nationwide sample, we identify profiles of early care and education (ECE) centers based on multiple dimensions of access and then explore associations with the provision of equitable ECE access for children from historically underserved families. Four profiles emerged that met some or none of the access domains, and a profile of centers that met all access dimensions was not identified. Results suggest certain families have unequal access to centers meeting their needs.

A13

(Re)Conceptualizing Current Measurements of Early Care and Education (ECE) Accessibility for Black Children and Families

—Ashley Watts

PRESENTER**Ashley Watts**

This study explores enduring inequities in early education for Black families, rooted in historical systemic practices. Analyzing accessibility concepts per OPRE, it uncovers the insufficient inclusion of Black children and families in existing policies. Employing comprehensive data collection and a case study on an exemplary program, findings expose restrictive policies, notably affecting Black children and diverse families. Policy suggestions stress acknowledging anti-Black ideologies and promoting cultural inclusivity to instigate systemic transformations in early learning environments.

Assessment/Measurement/Research Methods

A14

LINK International and Interdisciplinary Forum on “Best Practices” in Authentic Assessment for Early Childhood Intervention

—Stefano Bagnato, Tracy Larson, Karl L. Jancart, Molly Matsik, Laura Campbell

PRESENTER**Stefano Bagnato**

Current problems associated with traditional approaches to early childhood assessment include misalignment with early childhood intervention purposes and limitations of conventional “tabletop” testing. This research study aimed to collect “social validity” data on the assessment process for children with special needs, quality of measures used, and perceptions of interdisciplinary professionals in the U.S. and internationally. This poster presentation will describe results including the rationale, process, and outcomes with implications for practices, policy, and research.



A15

The Power of Registry Data: Results from the National Workforce Registry Alliance's 2023 Aggregate Dataset

— Kimberlee Belcher-Badal

PRESENTER**Kimberlee Belcher-Badal**

This poster presents data from 16 eligible state workforce registries contributing to robust, data-driven decision-making related to informing policies and programs supporting the early care and education workforce in their states and comparatively. We will illuminate an example of a formal collaboration between state workforce registries and researchers, emphasizing the importance of the intersections with registries and their role in administering state-level workforce surveys supporting policy, practice, and research endeavors.

A16

Measuring Preschool Social Networks Over Time Using Objective Sensing Observation Tools

—Rebecca Davis, Tiffany J. Foster, G. Logan Pelfrey, Dwight Irvin, Laura M. Justice, Tzu-Jung Lin, Hugo Gonzalez-Villasanti

PRESENTER**Rebecca Davis**

Understanding children's individual experiences in early childhood education (ECE) contexts remains a challenge for both researchers and practitioners. Sensing technologies are an emerging approach for collecting objective observational data on multiple children simultaneously in ECE contexts. This poster will explore the use of sensing technologies to understand children's change in social networks over time in ECE classrooms. We will discuss implications of the use of these findings for researchers and practitioners.

A17

A National Snapshot of Infant and Early Childhood Mental Health Consultation Evaluation and Measurement Tools

—Deborah Han, Elly Miles, Lisa J. Schlueter

PRESENTER**Deborah Han**

Program evaluations and selection of appropriate measurement tools are essential for measuring the impact of Infant and Early Childhood Mental Health Consultation (IECMHC). This poster presents findings on measurement tools from a national scan of IECMHC models. Although most consultation models have established tools for measuring child- and classroom-level impacts, there is a lack of appropriate tools for measuring program-level impact, indicating a great need for development and validation of program-level measures.

A18

Scoring the Early Childhood Environment Rating Scales, Third Edition (ECERS-3) in Quality Rating and Improvement Systems

—Sarah K. Johns, Liz Frechette, Jennifer Marcella-Burdett

PRESENTER**Sarah K. Johns**

One third of Quality Rating and Improvement Systems (QRIS) use the Early Childhood Environment Rating Scales (ECERS-3) to calculate ratings. Psychometric research is needed to determine the predictive validity of scoring methods used in QRIS. This secondary analysis examined ways to score and combine ECERS-3 scores with quality



indicators, (e.g., staff qualifications, CLASS). Multilevel models were conducted for different scoring methods to predict change in preschoolers' school readiness. Implications for QRIS scoring protocols are discussed.

A19

IMPACT Measures Tool®: A Roadmap to The Dimensions of Equity in Quality Early Childhood Measurement

—Allison Kimble-Cusano, Caroline Martin, Aimée D. Duncan, Tyson Barker, Katie Hammond

PRESENTER

Allison Kimble-Cusano

IMPACT Measures Tool ® was developed to empower early childhood (EC) professionals to accelerate their own impact and to meet the measurement needs of their communities. IMPACT is a free repository of EC measures (n=381) with a science-driven scoring system rating each measure on: usability, cost, cultural relevance, and technical merit. Descriptive and correlational analysis of scores reveal a relationship between usability, cultural relevance, and technical merit indicating culturally relevant assessment is best measurement practice.

A20

Development of a Protective Childhood Experiences for Children: Concurrent Validity Study

—Kanna N. Lewis, Lorraine M. McKelvey, Nichola A. Edge, Dong Zhang

PRESENTER

Kanna N. Lewis

Protective childhood experiences (PCEs) have shown early promise in mitigating the effects of trauma and adverse experiences. This study introduces a new PCEs measure using survey responses from Grade 5 children and parents and examines its concurrent validity. Participants are from the Early Head Start Research project with Grade 5 assessments (N=1362). PCEs score was significantly associated with a higher success index and a lower risk index, beyond the effect of adverse childhood experiences.

A21

Department of Education Early Childhood Data Sources for Secondary Data Analysis

—Michelle McNamara, Jill McCarroll

PRESENTER

Michelle McNamara

This presentation provides information about federally collected datasets available for research on questions about early childhood and childcare. These datasets are the National Household Education Surveys Program (NHES), and the Early Childhood Longitudinal Studies (Kindergarten Class of 1998-99 (ECLS-K), Kindergarten Class of 2010-11 (ECLS-K:2011), Kindergarten Class of 2023-24 (ECLS-K:2024), and the Birth Cohort (ECLS-B). Each study's methods, available variables in the dataset, and how to access these datasets will be explained.

A22

Using Sensing Tools to Objectively Measure Children's Exposure to Teacher and Peer Talk in Early Childhood Classrooms

—G. Logan Pelfrey, Tiffany J. Foster, Laura M. Justice, Dwight Irvin, Hugo Gonzalez-Villasanti

PRESENTER

G. Logan Pelfrey

Understanding children's individual experiences in early childhood education (ECE) contexts remains a challenge for both researchers and practitioners. Sensing technologies are an emerging approach for collecting objective



observational data on multiple children simultaneously in ECE contexts. This poster will explore the use of sensing technologies to understand children's unique experiences and development in ECE classrooms and the broader community. We will discuss implications of the use of these technologies for researchers and practitioners.

A23

Co-Creating a Measure of Indigenous Early Relational Well-Being Using Group Concept Mapping

—Chelsea A. Wesner, Nancy Asdigian, Jessica Barnes-Najor, Deana Around Him, Nancy R. Whitesell

PRESENTER

Chelsea A. Wesner

This poster describes the development of a culturally grounded measure of early relational well-being (ERW) among Indigenous children with a community of learning comprised of Indigenous and non-Indigenous early childhood researchers, practitioners, and federal partners. We engaged partners in group concept mapping to generate a list of early relational practices that support ERW, sort them into meaningful groups, rate them by importance and presence, and generate a concept map to identify dimensions of Indigenous ERW.

Developmental Delays and Disabilities/Special Needs/Early Intervention

A24

Nature and Rigor of Research on Ethnoracial Disparities Found in the Identification of Early Childhood Special Education

—Caroline C. DeWitt, John Fantuzzo

PRESENTER

Caroline C. DeWitt

The purpose of this research synthesis was to collect, summarize, and interrogate recent studies investigating ethnoracial disparities in early childhood special education identification. The synthesis revealed equivocal findings of ethnoracial disparities with no clear pattern of significant underrepresentation, overrepresentation, or non-significant findings. While these studies draw attention to the importance of this research, critical analyses of research shortcomings identify promising pathways to improve this research to inform more equitable special education policy.

A25

Culturally Responsive Developmental Screening: Supporting Rural and Indigenous Populations

—Leslie Fox, Beth Cole, Jenine Schmidt

PRESENTER

Leslie Fox

This poster will present information from the Collective Impact Model for IDEA Part C (CIMC) project, an OSEP-funded demonstration project. Content will include examples of collaboration between local Head Start/Early Head Start, early intervention, and other early childhood programs to implement effective developmental screening practices to better identify children with developmental delays in traditionally hard-to-reach or underserved communities. Highlighted activities and data include professional development on screening practices, culturally relevant family engagement, and procedures to coordinate equitable referrals.



A26

Barriers and Facilitators of Early Identification of Delays and Disabilities: Family, Child Care, Medical, and Community Perspectives

—Margaret Gillis, Mary Lee Porterfield, Howard Morrison, Sharon Lunn, Evelyn Shaw, Sherra Lawrence

PRESENTER**Margaret Gillis**

What keeps infants and toddlers with delays and disabilities from being identified and enrolled in early intervention as early as possible? This poster presents insights from families, child care providers, medical professionals, and community agencies on barriers and facilitators to early identification gained through interviews, surveys, and community-engaged child find system improvement efforts. Implications for screening, referral, and family engagement are also presented.

A27

A Tale of Two Sectors: Why More Children with Disabilities are not in Subsidized Care

—Margaret Gillis, Kathleen Hebbeler

PRESENTER**Margaret Gillis**

The percentage of preschoolers with disabilities in subsidized care in California is improving but remains unacceptably low (3.7%). Using child care and special education administrative data, interviews, and statewide surveys, this study identified the contributing barriers and facilitators. A key barrier is the lack of communication and coordination between the child care centers and the school districts, which can leave families with untenable choices such as decline special education or leave their child care.

A28

Exploring Parental Perspectives on Early Intervention Services: Factors Influencing Awareness and Utilization in Children Aged 0-3

—Robin Renee Simpson

PRESENTER**Robin Renee Simpson**

This study looks at parental awareness and use of early intervention (EI) services for children aged 0 to 3. EI services have a significant impact on development. The complex factors influencing parental EI service decisions are revealed by purposeful sampling and thematic analysis. To enable participants to reflect on their experiences and debunk myths that prevent children from receiving early intervention, strict ethical standards will be upheld, encouraging voluntary participation and protecting confidentiality.

A29

"It was Constant Complaints": Parents' Experiences of How their Young Child with Disabilities was Expelled

—Kate Zinsser, Jolanta Dohrmann, Sarai Coba Rodriguez

PRESENTER**Kate Zinsser**

Young children with disabilities are overrepresented among those excluded from early care and education (ECE) settings, although they would most benefit from daily attendance in preschool programs. Given the vital role of ECE in children's development, this qualitative study examines how 18 parents of children with disabilities experienced their child's expulsion and if the expulsion process differed depending on diagnosis, timing, and services received.



Equity/Culture/Culturally Responsive Practice

A30

Do Pre-Service Educators' Implicit Racial and Gender Biases about Infants and Toddlers Influence Classroom Decisions? An Experimental Study of Teacher Judgments about Young Children's Behaviors

—Rachel Albert, Marjorie Beeghly, Holly Brophy-Herb, Nicole Gardner-Neblett, Julia Torquati, Claire Vallotton

PRESENTER

Rachel Albert

Do pre-service educators' implicit racial and gender biases about infants and toddlers influence classroom decisions? We experimentally manipulated visual and descriptive characteristics of young children depicted in vignettes to investigate how infant race and gender impact pre-service teachers' reflections and hypothesized decisions about infant-toddler actions in the classroom. The findings affirm that training in diversity and inclusion is not sufficient; instead, early childhood education must be rooted in explicitly anti-racist teacher training.

A31

What Is a Community's Perspective On Designing and Implementing a Culturally Responsive Preschool Program?

—Daphne Terry Babrow, Divine Mupenda

PRESENTER

Daphne Terry Babrow

To better understand the implementation of a universal preschool program, the ACSES Community of Practice model was used to collect data to support program evaluation and to provide participants with the knowledge, tools, and skills to further racial equity goals in their community. This study identified emerging themes that could help implement a more culturally responsive program and system for BIPOC children and families. Multi-level differences also were identified at the system and provider level.

A32

Co-Creating Equity: Engaging California Communities in an Equity-Centered Quality Improvement System

—Sherylls Valladares Kahn, Soumya Bhat, Kate McKenney

PRESENTER

Soumya Bhat

The Quality Counts California (QCC) Equity Project, a mixed methods study conducted in partnership with School Readiness Consulting, is part of California's comprehensive process to examine and enhance equity in their state QRIS. This poster highlights an equity-centered approach to examining how a state-designed and locally implemented system is experienced by a broad range of community members, leading to actionable recommendations at multiple leadership/system levels.



A33

Domestic Violence and Early Childhood Trauma: The Impacts of a Therapeutic Preschool on Child and Family Well-Being

—Danielle L. Fetes, Stacey Musso

PRESENTER**Danielle L. Fetes**

Exposure to family violence is a widespread issue, the impacts of which cannot be underplayed, particularly for young children. Violence exposure places children at increased risk of developmental and academic delays. This study examines the impact of a therapeutic preschool on academic success and social-emotional well-being, demonstrating improved social-emotional health and academic success, while engaging the whole family in needed services, through a culturally responsive, equity-centered, trauma-informed approach.

A34

Leveraging Providers' Voices to Support Culturally Responsive-Sustaining Early Childhood Education

—Linnie Green, Adina Schick, Darby McCusker

PRESENTER**Linnie Green**

Policymakers, researchers, and other stakeholders have underscored the importance of recognizing culture as a critical asset for shaping children's learning. To date, however, little is known about how early childhood providers envision the role of culture in education, how they conceptualize culturally responsive-sustaining education, and what support they might need to make their classrooms more culturally responsive. The current project, thus, sought to address these gaps, taking a qualitative approach grounded in principles of partnership-based research.

A35

What Is, and How Do We Measure Culturally Responsive Practice in an Alaskan and Indigenous Early Care and Learning Context?

—Diane Hirshberg, Hattie Harvey

PRESENTER**Diane Hirshberg**

The Improving Childcare Outcomes Research Project (ICOR), a partnership between the Cook Inlet Tribal Council, Inc. and the University of Alaska Anchorage, explored the questions "What is, and how do we measure culturally responsive practice in an Alaskan and Indigenous early care and learning context?" This poster shares the context for and process of developing and pilot testing the *Guidelines for Culturally Responsive, Reflective Practice in Birth - Five Settings* through a collaborative inquiry process.

A36

Early Childhood Education Anti-Racist Pedagogy Learning Community

—Monica Molgaard, Alison Wishard Guerra, Thandeka K. Chapman

PRESENTER**Monica Molgaard**

This explanatory sequential mixed-methods study explores 23 early childhood teachers' learning and implementation of anti-bias/anti-racist pedagogies through participation in a professional learning community (PLC). Teachers will participate in a researcher-led monthly PLC, complete a pre-and post-survey, and participate in a researcher conducted 2 hour classroom observation. Inferential multivariate analyses will analyze the quantitative data, a deductive coding approach will analyze the qualitative data, and an integrated mixed methods analysis approach will triangulate the data.



A37

Exploring How Marginalizing Discipline Practices Perpetuate

—Courtney O'Grady, Michaelene M. Ostrosky, Catherine Corr

PRESENTER**Courtney O'Grady**

The purpose of this interview study was to examine 14 early educators' descriptions of their discipline policies and procedures through a DisCrit lens. Participants described exclusionary practices that disproportionately impacted children from multiply marginalized backgrounds. These findings highlight the need for comprehensive policy reform so that as we work to eliminate exclusionary practices, we provide teachers with a variety of inclusive, anti-biased, proactive, and preventative strategies to use instead.

A38

Culturally Sustaining Interdisciplinary Biography Project: Pedagogical Practices of a Third-Grade Teacher

—Rica Ramirez, Maria Leija

PRESENTER**Rica Ramirez**

Early childhood educators who use inclusive teaching approaches can recognize and support each child's unique funds of identity, which demonstrates a teacher's respect for diversity, inclusivity, and equity. This study examines how a third-grade bilingual Latinx teacher draws on culturally and linguistically sustaining pedagogical practices during a biography unit. Three themes emerged: (1) developing culturally sustaining interdisciplinary thematic units, (2) fostering translanguaging practices, and (3) reimagining parental involvement. Key findings will be discussed further.

A39

System Transformation for Equitable Preschools (STEP) Framework

—Van-Kim Lin, Silvana Esposito Hackett, Dale Richards, Carlise King, Meg Bredeson

PRESENTER**Dale Richards**

This poster describes the development and components of a framework that supports preschool (or other early childhood) leaders to build equitable early childhood systems. The framework was informed by a collaboration of national experts, a survey that engaged state preschool and Head Start administrators, and interviews with state preschool leaders. The final framework, the STEP Forward with Data Framework, organizes 20 questions into six critical system areas: supply, outreach, enrollment, learning experiences, transitions, and administration.

A40

Exclusionary Discipline in Iowa Child Care Centers: An Exploratory Study of Disparities and Structural Predictors

—Megan Ronnenberg

PRESENTER**Megan Ronnenberg**

Using an original survey of child care center directors (N=421), this is the first study to report incidence of suspension and expulsion (i.e., *exclusionary discipline [ED]*) of children ages 0-5 years in private centers in Iowa. Findings demonstrate racial and economic disparities in ED. Using logistic regression, structural predictors, including directors' worries about staff shortages and beliefs about discipline, shared significant associations with ED, while center characteristics (e.g., center type) did not have a significant effect.



A41

Bringing an Equity Lens to a University Center's Early Childhood Research and Practice: A Case Study of Organizational Change

—Shannon B. Wanless, Shallegra Moye, Amanda Cross, Aisha White

PRESENTER**Shannon B. Wanless**

This poster describes a case study of a 50-person University-Community Collaborative office's 6-year journey to bring an equity lens to their early childhood research and practice. Longitudinal data including staff surveys (2017, 2019, and 2023), quotes, and artifacts will be presented to illuminate the successes, challenges, and lessons learned (e.g., financial, staff development, policy changes, and partnership changes). Findings highlight psychological safety trajectories and differences by staff race.

A42

Unmasking the Model Minority Myth: A Scoping Review of The Experiences of Asian Immigrant Families Who Have Children with Disabilities

—Xiaolu Zhang, Jihyae Choe, Yueyang Shen

PRESENTER**Xiaolu Zhang**

Asian immigrants who have young children with developmental disabilities are burdened by the responsibilities for supporting their children for inclusion and development, stress from navigating the system that is not built for them, and the racialized discourses against Asians. This scoping review employs the AsianCrit and DisCrit as frameworks to unravel the intersecting barriers and nuanced issues in early childhood systems to understand the experiences of racially minoritized families and to inform culturally responsive practices.

Home Visiting

A43

Supporting Families with whom Home Visitors are Still Developing a Strong Working Alliance

—Sarah Braaten, Robert Nix

PRESENTER**Sarah Braaten**

A strong working alliance between home visitors and parents is critical to family progress in early childhood home visiting programs. However, it is unclear how home visitors can best support families when this relationship is still-developing. Study findings highlight the value of implementing the carefully structured and sequenced Recipe 4 Success curriculum—embedded within Early Head Start home visits—in promoting positive change among such families.

A44

Defining and Supporting Family Economic Well-Being in Home Visiting Programs

—Katie Eddins, Emily Sama-Miller, Emily Forrester, Josefina Gemignani, Jamie Manzer, Sarah Avellar, Leah Childress, Julie Leis, Kelly Woodlock, Jess Jobe

PRESENTER**Katie Eddins**

The Supporting Family Economic Well-Being through Home Visiting project is exploring how home visiting programs can and do support family economic well-being. The project completed foundational work, including a literature and



document review, as well as consultations with program staff and participants. This poster will focus on findings from the literature and document review, as well as plans to work with home visiting programs to co-create and test practices designed to support family economic well-being.

A45

Early Head Start Home Visitor Perceptions of Program Environment and Leadership: An Integration of Quantitative and Qualitative Results

—Deborah D. Fuller, Rena A. Hallam, Stephanie Kuntz

PRESENTER

Deborah D. Fuller

Early Head Start (EHS) home visitor perceptions of work environment, program leadership, and job satisfaction were examined. An integration of home visitor data (n=552) from the 2018 EHS Family and Child Experiences Survey and semi-structured interviews from a Mid-Atlantic program are presented. Quantitative findings suggest home visitors have positive, neutral, and negative perceptions with stress moving inverse to results. Perceptions, but not stress, also predict job satisfaction. Qualitative interviews seek to explain quantitative findings.

A46

Home Visitor Perceptions of Work Environment, Leadership, and Job Satisfaction

—Deborah D. Fuller, Rena A. Hallam, Stephanie Kuntz

PRESENTER

Deborah D. Fuller

This study examined how Early Head Start home visitor perceptions of work environment and programmatic leadership relate to the promotion of home visitor job satisfaction. Data was drawn from the 2018 Early Head Start Family Child and Experiences Survey. A two-level random intercept model was used to explore the relationship between work environment, program leadership, and home visitor retention at both the home visitor and program level.

A47

The Moderating Impact of Child Maltreatment Risk Factors on the Relation between Early Head Start Home Visitors' Wellness, Family Engagement, and Child Outcomes

—Milim Lee, Patricia Manz

PRESENTER

Milim Lee

The current study examined the moderating impact of child maltreatment risk factors on the relation between Early Head Start (EHS) home visitors' wellness and family engagement and the impact of EHS home visitors' wellness on family engagement and child outcomes. Results demonstrated that child maltreatment risk factors were significantly related to family engagement, but the moderating impact of child maltreatment risk factors on the relation between home visitors' wellness and family engagement was not significant.

A48

Diversity in Home Visiting Competencies

—Laura Nathans, Melissa Clucas Walter

PRESENTER

Laura Nathans

This poster addresses early childhood home visiting workforce support, exploring the impact of professional learning communities, home visitor perceptions of program environment and leadership, and integration of diversity-related competencies. These studies collectively emphasize the significance of supportive work environments, competency



frameworks, and professional development initiatives in enhancing job satisfaction and competence among home visitors. Findings underscore the need for multifaceted support systems to optimize the effectiveness of home visiting programs.

A49

Is the Whole Greater than the Sum of Its Parts? Impacts on Child Outcomes from a Home-Visiting Parenting Program and its Interaction with Preschool

—Remy Pages, Tracy Payne, Herman Knopf

PRESENTER

Tracy Payne

The present study estimated the impact of a weekly home-visiting program targeting parents with preschool-aged children. The program generated a 0.07 *SD* gain on cognitive skills; respectively increased and decreased the likelihood of IDEA uptake and child maltreatment by 2 percentage points. Null hypotheses for home-visiting and preschool interactions were not rejected, giving support to the hypothesis that induced changes in parent-child interactions yielded skills of a different kind from those developed through preschool participation.

A50

Validation of a Therapeutic Alliance Assessment in a Targeted Home Visiting Model for Families Affected by Maternal Substance Use

—Danielle Chiang, Stephen Gardner, Emma Sexton, Emily Siedlik

PRESENTER

Emma Sexton

The Team for Infants Exposed to Substance use (TIES) Program is a longstanding home-based family support program using a social worker/parent educator two-role model that provides a multi-disciplinary, community-based approach to address the complex needs of families with young children affected by maternal substance use. TIES researchers have demonstrated that goal attainment is impacted by the partnership between staff and participants. This study describes the validation of a therapeutic alliance assessment for this special population.

A51

Development of Interagency Training to Promote Service Coordination Between Home Visiting and Pediatric Healthcare Systems

—Christina N. Wood, Patricia H. Manz

PRESENTER

Christina N. Wood

Interagency training involves professionals from multiple agencies engaging in joint training experiences focused on goals common among the systems involved. This project seeks to implement a collaborative interagency training, Linking for Little Ones (LLO), for home visitors and pediatric medical residents with the ultimate goal of improving service coordination between home visiting and pediatric healthcare systems. This poster will present the process of developing LLO, preliminary results, and plans for generalizing LLO to other partnerships.



Language/Literacy

A52

Preschool Teachers' Beliefs about Children, Self-Efficacy, Classroom Quality, and Children's Early Language

—Jamlick Peter Ondieki Bosire

PRESENTER

Jamlick Peter Ondieki Bosire

We examined extent to which classroom quality (emotional and instructional climate) moderates the associations between teachers' beliefs about children, self-efficacy, and children's early language gains (receptive and expressive vocabulary). Using multilevel modeling with 606 preschool teachers and 2,536 preschool children, Teachers' beliefs about children was significantly associated with both receptive and expressive vocabulary gains, after accounting for between-classroom effects. Classroom quality showed a positive trend towards significantly predicting change in children's receptive and expressive vocabulary.

A53

Classroom Language Experiences with Peers and Teachers: Examining Child Predictors and Outcomes

—Ji-Young Choi, Shinyoung Jeon, Ye Rang Park, Ashley Boros

PRESENTER

Ji-Young Choi

Using data from a Head Start program evaluation project in the Midwest (N = 308), we examined variations in children's language experience with teachers and peers in their preschool classrooms based on their characteristics and skillsets. The findings suggest that children with higher language and social-emotional skills talked more with others in classrooms, especially with peers. Children whose home language was not English talked less towards teachers and peers within the classroom.

A54

Examining the Impacts of a Peer-Mediated Intervention Using Objective Sensing Tools in Preschool Classroom Environments

—Tiffany J. Foster, G. Logan Pelfrey, Laura M. Justice, Matt Brock, Hugo Gonzalez-Villasanti, Hui Jiang

PRESENTER

Tiffany J. Foster

Peer-mediated interventions have promise for improving the social and linguistic experiences of socially isolated children. The present study considers whether participation in the Promoting Early Engagement, Relationships, and Socialization (PEERS) intervention is beneficial for the social and linguistic experiences that socially isolated target children have with their peers. Data on target children's peer interactions during the intervention's implementation were collected using both in-person and objective sensing technology observations.



A55

Exploring Variations Among Head Start Dual Language Learners: What Factors Predict Different Longitudinal Developmental Patterns

—Shinyoung Jeon, Liz Frechette

PRESENTER**Shinyoung Jeon**

One of the main goals of Head Start (HS) is to increase the school readiness of children from low-income families and enhance their long-term success in life. However, conducting a longitudinal study with a large study sample is expensive and requires tremendous effort and energy to follow the study sample over time. This study integrates HS evaluation and public-school administrative data to examine what factors predict different longitudinal developmental patterns of HS dual language learners.

A56

Does Teachers' Instructional Support Measured by CLASS Associated with Children's Language Development? Evidence from a Meta-Analysis

—Yan Jiang, Lillie Ko-Wong, Brittany Kaplan

PRESENTER**Yan Jiang**

This meta-analysis examined the associations between teachers' Instructional Support (IS) and children's language development from preschool to third grade. The analysis included 40 studies, comprising 101 effect sizes calculated through partial correlation across 8,343 teachers and 35,717 child participants. The results revealed a statistically significant relationship between teachers' IS and children's overall language development ($k = 101$; $r = .07$). The strength of this association was found to significantly grow with teachers' years of teaching experience.

A57

Talk-Time in the Garden: A Plant-Based Approach to Promoting Oral Language Development in Early Learning Centers in High-Needs Neighborhoods

—Katherine Kanupp, Bronwyn McLemore

PRESENTER**Katherine Kanupp**

This presentation reports on a programmatic approach to promoting language development for infants, toddlers, and preschool-age children. A supplemental plant-themed curriculum is divided into three planting cycles in a garden bed. Professional development for teachers incorporating conversational practices is paired with family engagement programming to increase the quality and quantity of adult-child interactions to promote language development. Results from the first year of implementation indicate the program has the potential to accelerate oral language development.

A58

Language Profile Analysis of Dual Language Learners in Migrant and Seasonal Head Start: Exploring Home Language Experiences and Their Associations with Language and Literacy Skills

—Ye Shen, Ji-Young Choi, Ashley Boros

PRESENTER**Ye Shen**

Using Migrant and Seasonal Head Start (MSHS) data, we identified two profile groups of dual language learners (DLLs) based on their English and Spanish experiences at home: the Spanish-Dominant Experience group (SDG) and Bilingual Experience group (BG). When comparing language/literacy skills, SDG showed higher Spanish literacy skills



than BG. No group differences were found in English literacy or bilingual oral language skills. These findings indicate the importance of home language experiences for DLLs in MSHS.

A59

Head Start Children Reading Digital Stories: Effects of Varied Multimedia Animations —Seung-Hee Claire Son, Kirsten R. Butcher

PRESENTER

Seung-Hee Claire Son

The current study examined how two types of multimedia animations in digital storybooks—animations of storyline elements or details in the illustrations—influenced story comprehension. Head Start children ($n = 86$) read digital storybooks in one of three conditions: storyline-element animations, illustration-details animations, or no additional animations. Results showed that animations focused on illustration details hindered comprehension. In contrast, animations focused on storyline-elements improved comprehension, especially for high-vocabulary children reading a more difficult story.

Math/Science/Engineering

A60

Reading and Playing with Math: A Supplemental Preschool Instructional Program to Support Math Learning Embedded into Typical Classroom Activities

—David J. Purpua, Sara A. Schmitt, Jessica R. Logan, Suzanne Varnell, Chanele Robinson-Rucker, Tayna Paes, Michael D. Eiland, Christine Chellam Anthony, Elizabeth Schlesinger-Devlin, Heather Gerrard, Mckenzie Burnett

PRESENTER

David J. Purpua

Research from the science of learning suggests that humans learn best when active and engaged learning is meaningful, socially interactive, iterative, and joyful (Hirsh-Pasek et al., 2022). However, age-appropriate early learning practices centered on play and exploration are often replaced with prescriptive passive instruction (Bassok et al., 2016). This poster introduces three innovative interventions to understand and enhance playful learning pedagogies in prekindergarten and kindergarten classrooms.

A61

It Counts! Bridging Mathematics Learning Across Home and School Using Playful Math Games

—Jessica Mercer Young, Louisa Anastasopoulos, Kristen Reed, Deborah Schifter

PRESENTER

Louisa Anastasopoulos

This poster presents an early mathematics design and development study aimed at bridging children's mathematics learning across home and school. Co-designed with teachers and families, our mixed-method study investigated the usability and feasibility of integrating culturally diverse math games into Head Start classrooms and children's homes. Successful games featured visual supports and instructional tips. Implications highlight the role of teacher and family partnerships in refining materials to support effective math game implementation in diverse settings.



A62

Using the Child Observation in Preschools to Examine Engagement in Science

—Amber Beisly, Anne Moffitt, Craig Van Pay

PRESENTER

Amber Beisly

In typical pre-k classrooms, science instruction often means providing materials at a science center for children to explore and discover (Vitiello et al., 2009). While additional research has documented materials or activities in these science centers, few studies have examined how materials at centers help children understand science (Gomes Fleeer, 2020). This study uses the Child Observation in Preschool (Farran, 2017) to examine children's engagement and interactions in science-related activities.

A63

Does Media Co-Use Predict Acquisition of Computational Thinking Skills for Young Children?

—Claire Christensen, Emily Relkin, Erika Gaylor, Naomi Hupert, Sarah Gerard

PRESENTER

Erika Gaylor

Many studies show parent-child co-use of educational media can enhance learning; few explore how much co-use yields benefits. We examined the relationship between media co-use and computational thinking skills for 4- to 6-year-old children who received access to computational thinking (CT) media for 5 weeks. The proportion of children's total tablet time spent co-using with parents predicted post-test CT skills, whereas co-use time and total tablet time were not predictive, controlling for pre-test and demographics.

A64

The Role of Language and Literacy in Science Learning: Mitigating Gender, Language, and Socio-Economic Disparities in Science Achievement

—Wonkyung Jang, Kyong-Ah Kwon, Diane Horm, Ronald Ssentuuwa, Darshani Abeyrathna

PRESENTER

Wonkyung Jang

The current study examines longitudinal trends in early science achievement and related inequities using data from the Early Childhood Longitudinal Study of Kindergarten Cohort 2011. Employing survival analysis, the study sheds light on overlooked factors such as gender, language, and socio-economic disparities. Revealing disparities in early childhood, the study recognizes literacy skills as pivotal factors in mitigating these gaps. The findings underscore the urgency to address these imbalances, carrying significant implications for research and practice.

A65

Local Rural Knowledge and Informal Science Education in Rural Nebraska Early Childhood Classrooms

—Sarah Paulos, Soo-Young Hong

PRESENTER

Sarah Paulos

This study aims to discover the existing experiences that lead to local rural knowledge (LRK) of specific rural Northeast Nebraska communities. The findings informed by surveys and interviews assist in understanding the impact that LRK has on young children's science knowledge in rural communities (Phase 1) and how LRK-informed science outreach programs can effectively engage young children in their science learning (Phase 2).



A66

Investigating The Impact of Elaborative Conversation Strategies Intervention on Parent-Child Interactions and Preschool Children's Science Learning Using a Single-Case Experimental Design

—Yao Yao, Soo-Young Hong, Carrie Osborn, Zhenqiao Yang

PRESENTER**Yao Yao**

This study examines whether the elaborative conversation strategies (ECS) intervention is effective in enhancing the quality of parents' science talk in everyday home learning interactions. The ECS intervention has been shown to enhance the quality of parent-child interactions during science activities in museum settings to which not everyone has equitable access. This study may demonstrate that ECS can be used by parents to support their children's science learning in the everyday home environment.

Parenting/Parent-Child Relationship

A67

A Comparison of Parenting Outcomes Between In-Person and Virtual Responsible Fatherhood Program Participants

—McKenna LeClear, Laura Baron-Reyes, Matthew Shepherd

PRESENTER**Laura Baron-Reyes**

This poster presents results from a descriptive study of working parents of young children who participate in responsible fatherhood programs across the country. The research explores whether father figures who participate virtually see greater improvements in nurturing parenting behavior outcomes, as compared to those who attend workshops in person. These findings contribute to ongoing research on the relative effectiveness of virtual social service programming.

A68

How Workshop Implementation Decisions Relate to Participation in Parenting Programs Among Working Parents

—Jennifer Leveille, Laura Baron-Reyes, McKenna LeClear, Matthew Shepherd

PRESENTER**Jennifer Leveille**

This poster presents results using merged data from ten federally funded healthy marriage and responsible fatherhood programs, serving roughly 1,200 primarily low-income working parents of young children throughout the country. The research explores whether program participation is associated with workshop delivery factors like time of day, duration (hours per class and number of classes), weekday vs. weekend, and virtual vs. in-person. Findings contribute to ongoing research on the effect of workshop characteristics on program participation.



A69

The Immediate and Long-Term Effects of the Getting Ready Intervention on Parents Self-Efficacy and Confidence over Time

—Courtney Boise, Katherine C. Cheng, Lisa L. Knoche, Susan M. Sheridan, Catalina Borges

PRESENTER

Courtney Boise

Getting Ready (GR) is a school readiness intervention strengthening parent engagement and parent-educator partnerships. This study examined the effects of GR on parenting confidence (PC) and parental self-efficacy (PSE). 267 low-income preschool children with developmental concerns, their parents, and their 97 educators participated. Results indicated that GR promoted PSE during the preschool intervention period and PC a year later. These findings reinforce the need for interventions to support parents of children with developmental concerns.

A70

Raising Infants in the Wake of a Pandemic: The Experiences of First-Time Parents Transitioning to Parenting and Finding Child Care in the District of Columbia

—Heather Sandstrom, Michelle Casas, Soumita Bose, Catherine Kuhns, Laura Jimenez Parra, Rebecca Berger, Erin Doyle, Anna Fleming

PRESENTER

Michelle Casas

This study sought to understand the needs and priorities of first-time parents of infants in the District of Columbia in the wake of the pandemic. Researchers surveyed first-time parents and followed up with in-depth interviews. Findings highlight parents' experiences and priorities searching for child care, reflections transitioning back to work/school, and recommendations for policy-level solutions to support new parents.

A71

Effects of Early Spanking and Positive Parenting on Low-Income Children's Externalizing Behaviors

—Rong Huang, Rachel Chazan-Cohen

PRESENTER

Rong Huang

The study examines the long-term contribution of early childhood spanking and positive parenting to children's externalizing behaviors across parent, teacher, and child reports. Analysis of 2,292 children and mothers from the Early Head Start Research and Evaluation Project showed that after accounting for demographics, spanking at Pre-K robustly predicted higher externalizing behaviors at grade 5 across informants. Positive parenting, however, protected children from the negative impact of spanking on parent-reported externalizing behaviors.

A72

Quantitative Conversations: Examining the Link Between Home Numeracy Activities and Parents' Math-Related Talk During Wordless Book Reading

—Yemimah A. King, David J. Purpura

PRESENTER

Yemimah A. King

This study, involving 120 children ($M = 4.25$; $SD = .83$) and their parents, examined the relation between home numeracy environment (HNE) engagement and parents' number and quantitative mathematical language use during a wordless storybook reading. More frequent engagement in numeracy activities was significantly related to parents' use



of diverse quantitative terms and parents' use of a greater proportion of quantitative terms but was not related to parents' number talk.

A73

Examining Nationally-Representative Experiences of Maternal Depressive Symptoms and Parenting Practices as Moderated by Family Connectedness among Migrant and Seasonal Head Start (MSHS) Families

—Mariafernanda Macias, Sandra Barrueco

PRESENTER

Mariafernanda Macias

Migrant and seasonal farmworker families disproportionately experience significant stressors associated with depressive symptoms, and extant literature has demonstrated that depressive symptoms can adversely impact parenting and familial processes. Family connectedness may serve as a source of resilience, and be particularly relevant for Migrant and Seasonal Head Start (MSHS) families. The current study aims to investigate the protective effects of family connectedness in the context of maternal depression and parenting practices in the MSHS community.

A74

Infant Gender and Skin Color as Predictors of Adult Perceptions of Inconsolable Infant Emotions

—Jennifer A. Mortensen, Tawni Parrish, Krista Bebis

PRESENTER

Jennifer A. Mortensen

This study examined implicit biases in caregivers' perceptions of infant fussiness and reactivity based on infant gender and skin color through the experimental manipulation of infant simulators. Participants were randomized to care for a female/light skin or male/dark skin simulator (each programmed to display identical cry patterns) and then immediately reported on the simulator's degree of fussiness and reactivity. Implications of implicit biases in caregiver responses to basic infant emotions are discussed.

A75

Raising a Baby Robot: How We Can Learn More about Adult Perceptions of Infants Though the Use of Simulators

—Tawni Parrish, Krista Bebis, Jennifer Mortensen

PRESENTER

Tawni Parrish

This study looks at whether prior caregiving knowledge impacts how adults perceive infant behaviors. We used infant simulators (robot babies) to control for cry variability and tested correlations between adult developmental knowledge and perceptions of infant fussiness. Data collection is ongoing and preliminary results are being assessed. The data collected will inform educator training and parenting classes and provide evidence of the importance of informed parenting and the distribution of developmental science.



A76

Mothers' and Fathers' Types of Praise and Math Talk During Toy Play With Their 30-Month Toddlers

—Milagros Urioste Resta, Pinar Karan, Chunlu Yang, Natasha J. Cabrera, Angelica Alonso, Kelly Mix, Stephanie M. Reich

PRESENTER**Milagros Urioste Resta**

This study examines the association between mothers' and fathers' use of different types of verbal praise and math talk with their 30-month-old toddlers. It also examines how both different types of praise and math talk relate to children's math abilities at 42 months of age. We hypothesize there is a positive relationship between process praise and child math outcomes, as well as a negative association between person praise and child math skills.

Physical Health/Environment

A77

Supporting Early Care and Education (ECE) Professionals in Navigating Conversations with Families about Childhood Vaccines

—Benjamin L. Bayly, Jill N. Cox

PRESENTER**Benjamin L. Bayly**

Collaboration between local health departments and early care and education (ECE) programs represents a promising mechanism for supporting the ECE workforce in promoting childhood vaccination recommendations among families in their communities and connecting families with local health experts. This poster will provide unique stakeholder perspectives on the role ECE programs can play in supporting the childhood vaccination process as well as strategies for building strong partnerships between ECE programs and local health departments.

A78

Translating COVID-19 Mitigation and Prevention Information for Child Care Professionals

—Nicole Garro

PRESENTER**Nicole Garro**

Collaboration between local health departments and early care and education (ECE) programs represents a promising mechanism for supporting the ECE workforce in promoting childhood vaccination recommendations among families in their communities and connecting families with local health experts. This poster will provide unique stakeholder perspectives on the role ECE programs can play in supporting the childhood vaccination process as well as strategies for building strong partnerships between ECE programs and local health departments.



A79

Indoor Air Quality: A Literature Review and RCT Study in Early Head Start/Head Start

—Diane Horm, Van Pay Craig, Changjie Cai, Barbara Fuhrman, April Dericks, Stephanie Farris, Ronald Ssentuuwa, Elnaz Ghorbani, Mingze Zhu, Bukunmi Akanji, Peter Kim

PRESENTER**Diane Horm**

This poster focuses on the under-researched topic of indoor air quality in early childhood classrooms. A summary of an interdisciplinary scoping review will highlight what is known about indoor air quality and children's outcomes, birth through age 8, from the existing literature. The randomized control trial (RCT) study, testing three interventions and one control in 20 Early Head Start/Head Start classrooms, will be described with presentation of results compared across conditions for children's and teachers' health and attendance outcomes.

A80

The Influence of a Preschool Nutrition Education Curriculum on Healthy Eating Habits

—Adrien D. Malek-Lasater, Jamisha Leftwich, Zhiping Yu

PRESENTER**Adrien D. Malek-Lasater**

This poster is part of a larger study examining the influence of exposure, parent education, and teacher training on preschooler's fruit and vegetable intake. This poster will focus on the impact of a preschool nutrition curriculum, and parent and teacher training on parents' and teachers' knowledge, attitudes, and behaviors about healthy eating and feeding children, and children's willingness to try and consume fruits and vegetables. Findings will inform practice for supporting health and well-being.

A81

Comprehensive Impact of Early Care and Education Provider and Parent Feeding Practices on Preschool Children's Body Mass Index

—Divya Patel, Sara K. Vesely, Dipti A. Dev, Norman Hord, Kathrin Eliot, Susan B. Sisson

PRESENTER**Divya Patel**

A total of 82 triads of parent-child-early care and education (ECE) provider self-reported their feeding practices. Parent or ECE provider feeding practices were not associated with child body mass index percentiles, except for parent modeling and restriction. Parents used significantly more controlling feeding practices compared to providers (2.2 ± 0.5 vs. 1.7 ± 0.4 ; 0.001), specifically food rewards, pressure, and restriction. Both these caregivers must work together to build partnerships and provide thriving nutrition environments to young children.

A82

Cleaning Products Commonly Used in Oklahoma Family Child Care Homes: Implications for Respiratory Risk and Children's Health

—Cassandra Querdibitty, Marianna Wetherill, Susan Sisson, Bethany Williams, K.A.N. Aithinne, Nancy Inholfe, Janis Campbell, Megan Slawinski, Alicia Salvatore

PRESENTER**Cassandra Querdibitty**

Little is known about the cleaning products used by early care and education programs that contribute to childhood asthma, particularly in Oklahoma where rates of uncontrolled asthma are higher than national rates (60.0% vs. 50.3%,



respectively). We conducted a cross-sectional study of cleaning products used by Oklahoma-licensed family child care homes ($n = 50$) to characterize and identify potential respiratory-health risks associated with chemical contents. Overall, 386 chemicals were abstracted from the 132 reported products.

A83

State Medicaid Policies for Undocumented Children and The Role of Migrant and Seasonal Head Start in Promoting Health – Secondary Dataset Analysis of the Migrant and Seasonal Head Start Survey

—Julia Rosenberg, Veronika Shabanova

PRESENTER

Julia Rosenberg

This is a secondary dataset analysis of the 2017 Migrant and Seasonal Head Start (MSHS) Study. We evaluate health access, health status, and health-related social needs outcomes for children enrolled in MSHS in states that do vs. do not offer public health insurance eligibility to children regardless of documentation status. It also evaluates the role of specific, targeted evidence-based MSHS initiatives—including health, economic, and other support services—in mediating disparities and inequities.

A84

Using Causal Inference to Estimate Effects of a Physical Activity Program on Preschoolers' ADHD Symptoms and Impairment in Head Start Classrooms

—Hannah Scott, Erin K. Shoulberg, Bethany J. Hunt, Mathilde L. Scarlata, Caroline P. Martin,
Connie L. Tompkins, Betsy Hoza

PRESENTER

Hannah Scott

Kiddie Children and Teachers on the Move (*Kiddie CATs*) is a physical activity (PA) program designed to increase preschoolers' moderate-to-vigorous PA (Meyer et al., 2020). Importantly, Bustamante et al., (2022) highlight PA as a tool for decreasing attention-deficit/hyperactivity disorder (ADHD) symptoms. Using propensity score analyses with matched controls, we examined the effects of *Kiddie CATs* on preschoolers' ADHD symptoms and impairment. Preschoolers demonstrated lower levels of inattention post-program than they would have without *Kiddie CATs*.

Policy

A85

Parent Awareness of and Experiences with Vermont's Child Care Financial Assistance Program

—Patti Banghart, Katie Richards, Catherine Schaefer, Sarah Daily, Sara Amadon, Jennifer Cleveland

PRESENTER

Patti Banghart

This poster highlights survey findings on parent awareness of and experiences with Vermont's Child Care Assistance Program (CCFAP) conducted in March 2023 of Vermont parents with young children, who did and did not use CCFAP. Most parents, including those who receive assistance, were not aware of recent policy changes to CCFAP. The survey was part of the Planning Research on Subsidy Payment Rates project, a partnership between Child Trends and Vermont's Child Development Division.



A86

Child Care and Development Fund (CCDF) Payment Policy Reform and the Landscape of Early Learning and Care in California

—Caroline Danielson, Joe Hayes, Channa Hewawickrama, Laura Hill, Patricia Malagon, Brett Guinan

PRESENTER**Caroline Danielson**

Through a 48-month study supported by an OPRE cooperative agreement, the research team is conducting a mixed-methods, longitudinal study of CCDF subsidy policy changes from 2015 to 2026 in California. This poster will focus on changes to CCDF reimbursement rate policies between 2015 and 2023, particularly showcasing notable variation in those changes across provider types, geography, and child's age. Through mapping, the team will summarize local-level changes in licensed provider supply pre- to post-pandemic.

A87

A Comparative Analysis of Diverse Stakeholders' Perceptions of "Quality" in California's Universal Prekindergarten Initiative Using Text as Data

—Yan Jiang, Lily Hofstetter, John Diaz, Benjamin C. Kennedy, William Hogan

PRESENTER**Lily Hofstetter**

The current study examines perceptions of "quality" among policymakers, researchers, and practitioners in California's Universal Prekindergarten initiative. Using policy documents and transcripts from the California Department of Education workgroup meetings, we identified dominant topics regarding quality through text-classification and topic-modeling. Findings indicated policy-makers and practitioners' agreement on the importance of equitable access and teacher quality. However, practitioner-advocated aspects including language and cultural diversity, racial justice, and authentic family engagement were under-prioritized within the existing policy.

A88

Using IRT Methods to Validate a Quality Rating and Improvement System for the U.S. Virgin Islands (USVI)

—Elizabeth Jaeger, Frank Mills, Sakile Braithwaite-Hall

PRESENTER**Elizabeth Jaeger**

Using data collected on 68 center-based preschool classrooms in the USVI, this study applied IRT techniques to validate VI Steps to Quality (VI S2Q), a building-block QRIS. Results demonstrated that standards included in VI S2Q measure a unidimensional construct of quality and supported differentiating 3-4 quality levels in the QRIS. Analysis of the validity of individual items further provides a data-driven approach to re-ordering indicators to better reflect progressive levels of quality.

A89

Overcoming Barriers to Providing and Accessing Non-Traditional Hour Child Care in Texas

—Chelsea Moore, Chelsea Reddic

PRESENTER**Chelsea Moore**

This mixed-methods study explores non-traditional hour (NTH) child care needs across Texas by surveying child care directors (n=52) and parents of young children (n=1,764). It examines barriers that providers face to offering NTH care and supports for increasing NTH care supply and quality. It also explores barriers families face to accessing NTH care



and their care preferences. Results will provide policymakers with recommendations to better support families' access to NTH care.

A90

Child Care Subsidy Policies and Workforce Outcomes

—Jessica Horst Rendon

PRESENTER

Jessica Horst Rendon

Child care subsidy programs, funded primarily through the Child Care and Development Fund (CCDF), aim to support child development and assist low-income working parents. While states have flexibility in designing subsidy policies, the role these policies play in supporting the child care workforce is understudied. This poster describes nationwide variation in CCDF policies and examines associations between CCDF policies and three workforce outcomes: (1) turnover, (2) wages, and (3) education attainment.

A91

The Inclusion of Individualized Coaching in State Early Care and Education Policies

—Anamarie Whitaker, Martha Buell, Jana Shelley, Elizabeth Wroten

PRESENTER

Anamarie Whitaker

Coaching is widely regarded as a highly effective professional development support for early care and education (ECE) providers. State ECE policies incorporate coaching, yet limited evidence exists on how coaching is included and whether policies are aligned with each other. Our study aims to determine whether and how evidence-based coaching components are included in state ECE policies (pre-K, CCDF, QRIS), and the extent to which policies are aligned within and across states.

Quality/Effectiveness

A92

Profiles of Parent-Child and Teacher-Child Relationship Quality Among Toddlers in Early Head Start

—Melissa A. Barnett, Caroline F.D. Black, Victoria H. Cooper-Roundy

PRESENTER

Melissa A. Barnett

Engaging in high-quality relationships with multiple caregivers across settings promotes positive developmental trajectories for children enrolled in Early Head Start (EHS). Yet, these experiences are variable. Using the 2018 Family and Child Experiences Survey (Baby FACES), we identify and describe constellations of child-teacher and child-parent relationship quality (closeness and conflict) for N=1,646 toddlers. Findings will inform research, policy, and practices to ensure toddlers in EHS center-based programs experience high-quality relationships across settings.



A93

Understanding Quality in Nontraditional-Hour Child Care for Children, Families, and Providers: A Literature Review and Conceptual Framework

—Juliet Bromer, Marina Ragonese-Barnes, Jessica Miguel, Shiwei Zhang, Samantha Melvin

PRESENTER**Juliet Bromer**

Despite the prevalence of nontraditional-hour (NTH) child care in the U.S., little is known about quality practices that may contribute to positive child and family outcomes. This poster will present literature review findings on NTH child care and family routines and rituals, as well as a conceptual framework for quality, including key components for children, families, and providers. Policy recommendations will suggest ways to support development and expansion of a thriving NTH child care sector.

A94

The Home-Based Child Care Practices and Experiences Study: Research Design and Methods

—Juliet Bromer, Marina Ragonese-Barnes, Toni Porter

PRESENTER**Marina Ragonese-Barnes**

This poster will present the research design and methods for the Home-Based Child Care Practices and Experiences study which addresses questions about how family, friend, and neighbor (FFN) child care providers and families view and enact quality practices; how cultural and linguistic identities influence practice; and providers' sources of support and knowledge. The study uses semi-ethnographic methods including qualitative interviews, audio journals, and photographs to learn directly from FFN providers about their experiences and priorities.

A95

Effects of INSIGHTS on Classroom Quality and the Moderating Role of Teacher Personality

—Yuenjung Joo, Xun Liu, Kathleen Rudasill, Jungwon Eum, Nicole Adams, Jentry Barrett

PRESENTER**Yuenjung Joo**

The purpose of this study was to examine the role of teacher personality on the effectiveness of a classroom intervention (INSIGHTS) for promoting teacher-child interaction quality. Participants included 35 kindergarten (K) teachers and 31 first-grade (G1) teachers that were randomly assigned to treatment or control conditions. Teacher-child interaction quality and teacher personality were measured. Using two-way repeated ANOVA, we found that teacher personality moderated the effect of INSIGHTS on teacher-child interaction quality.

A96

Understanding Classroom Process Quality in Early Head Start Classrooms: Enhanced Measurements, Predictors, and Dose-Response Curves

—JoonHo Lee, Alison Hooper

PRESENTER**JoonHo Lee**

This study investigates the link between teacher-child interactions, a key element of process quality, in Early Head Start classrooms and child developmental outcomes. Recognizing that previous research indicates weak associations, possibly due to measurement or modeling limitations, we aim to utilize advanced Bayesian, nonparametric, and



machine-learning techniques. These methods are proposed to enhance the measurement of latent process quality and to accurately capture the intricate relationship between this latent variable and multifaceted contextual factors.

A97

Opportunities and Challenges in the Use of Video in Early Childhood Classroom Quality Observations

—Gullnar Syed, Anne Partika, Todd Grindal, Sarah Gerard, Morgan Solender

PRESENTER

Gullnar Syed

Accurate, reliable, and scalable measurement of classroom quality is critical to ensure that children benefit from early childhood programs. This study examines the extent to which observations that are scored live and those using a video recording produce reliable and equivalent ratings. Using the two most widely used early childhood classroom observation tools, we test inter-rater reliability within and between conditions and compare scores across conditions. We also explore video feasibility and implications for coaching.

A98

Examining the Representation of Science, Technology, and Engineering Indicators in State Early Learning Guidelines

—Hsiu-Wen Yang, Elica Sharifnia, Chih-ing Lim, Ann Sam, Jessica Amsbary, Kellen Reid

PRESENTER

Hsiu-Wen Yang

This poster highlights the extent to which states have developed early learning guidelines (ELGs) to support children's learning in science, technology, and engineering learning. Content analyses were used in this study. The findings of the study could enhance the usefulness of the ELGs for practitioners.

A99

Do 'Next Generation' QRIS Models Help ALL Providers Demonstrate and Improve Quality? Evidence from Michigan

—Dirk Zuschlag, Rebecca Frausel, Craig Van Vliet, MaryBeth Talbot

PRESENTER

Dirk Zuschlag

Family child care (FCC) providers face challenges to participating and succeeding in QRIS, which seems related to a misalignment between their characteristics and quality measures. In early 2023 Michigan implemented a redesigned QRIS in response to identified inequities and barriers with an aim of increasing and improving participation, particularly among FCC providers. This poster presents early evaluation findings on how this "next generation" QRIS has impacted FCC provider participation and improvement in quality levels.



Social-Emotional/Mental Health

A100

Mental Health Service Utilization During COVID-19: A Statewide Investigation of Family Patterns by Income and Rurality

—Fattaneh Arabzadehjafari, Heather Rouse, Laura Betancur, Hannah Kim

PRESENTER

Fattaneh Arabzadehjafari

This study examined changes in mental health services utilization among low-income families with young children between 2019 and 2022. Mental health service use increased overall but decreased among low-income families. While rural families' mental health service use increased over time, they use it at a lower rate overall than urban families. Findings underscore rising disparities in mental health service access for low-income families, highlighting the need for enhanced availability.

A101

Multi-Stage Validation of the Structure of Social Emotional Health in Young Children

—Chin-Chih Chen, Yuyan Xia, Fa Zhang, Yaoying Xu, Jamie Cage

PRESENTER

Chin-Chih Chen

This study examined items assessing social-emotional health in young children from the 2021 National Survey of Children's Health (NSCH). Employing a multi-stage validation process, including exploratory and confirmatory factor analysis, we confirmed a three-factor model involving social-emotional competencies, problem behavior, and self-regulation. Decision-making criteria included network representation, item stability, factor loadings, and fit indices. This study emphasizes the significance of validating social-emotional health assessments in young children, providing essential insights for future studies.

A102

The Importance of Play: Associations with Self-Regulation and Preacademic Skills

—Linsah Coulanges, Portia Miller, Chelsea Ptak, Amber Liller, Melissa Libertus, Heather Bachman, Elizabeth Votruba-Drzal

PRESENTER

Linsah Coulanges

Play is a critical activity that aids in young children's development. The current study examined whether children's playtime was related to their self-regulation skills, and whether playtime had indirect links to preacademic skills through self-regulation. Findings indicated that playtime was positively associated with self-regulation and indirectly associated with math and literacy skills through self-regulation. These findings hold important implications for stakeholders in child development who seek to encourage more playtime for young children.

A103

Maternal Adverse and Protective Factors on Infant Social-Emotional Problems and Competence

—Melissa Dobson, Amanda Morris, Devin Rae Barlaan, Jens E. Jespersen, Lana Beasley, Jennifer Hays-Grudo

PRESENTER

Melissa Dobson

Mothers from low-income backgrounds participated in a group-based intervention designed to promote emotionally healthy children by building high-quality parent-child relationships. Adverse Childhood Experiences (ACEs) and Protective and Compensatory Experiences (PACEs) were examined to determine their relationship with social-



emotional and behavioral problems and deficits in social competence among 12- to 33-month-old children. Results showed significantly higher child problem behaviors reported from mothers with low PACEs and high ACEs than mothers with high PACEs and low ACEs.

A104

Exploring the Relation Between Teacher- and Classroom-Level Socialization Processes and Children's Social-Emotional Development

—Lily S. Fritz

PRESENTER

Lily S. Fritz

Social-emotional development is a core focus of early childhood programming, but little is known about the developmental processes linking early educational contexts and social-emotional skills. This poster uses structural equation modeling to test direct and indirect associations among two processes hypothesized to influence development: overall relational climate and teacher-child interactions. In doing so, this study aims to illuminate the developmental mechanism(s) by which specific relational processes within the classroom co-occur and support children's social-emotional skills.

A105

Scaling Up Implementation of a Social-Emotional Learning Intervention Through an Innovative Coach Training Model: Results from a Randomized Trial in PreK and Kindergarten Classrooms

—Elisa Garcia, Erika Gaylor, Kiersten Kinder, Mary Louise Hemmeter

PRESENTER

Elisa Garcia

We will present findings from a randomized trial of the Pyramid Model (PM) social-emotional intervention in preK and kindergarten. We collected direct assessments and teacher ratings of children's social-emotional and academic competence. We completed classroom observations of fidelity to the PM. Findings have implications for building sustainable, scalable systems that impact children's social-emotional development, and reduce challenging behaviors in the classroom, ultimately leading to more equitable learning environments and better academic outcomes for all students.

A106

Adverse Childhood Experiences and Psychosocial Development in Middle Childhood in the Early Head Start Research and Evaluation Sample

—Lorraine M. McKelvey, Kanna N. Lewis, Dong Zhang, Nicola A. Edge

PRESENTER

Lorraine M. McKelvey

Adverse Childhood Experiences (ACEs) can have long-term effects on well-being. This study examines ACEs in middle childhood and psychosocial and educational outcomes. Participants are from the Early Head Start Research study (N=1,622). ACEs were significantly associated with clinically elevated externalizing, internalizing, and attention problems as well as having an individualized educational plan and a diagnosed attention problem at age 10. Results support the need for ACEs screening and the need for effective intervention during childhood.



A107

Impact Assessment of Early Childhood Development and Psychosocial Support through Pashe Achhi

—Samir Ranjan Nath, Sakila Yesmin, Rabiya Khatun, Mohammad Anwar Hossain, Taslima Begum, Shamma Tasnim, Safayet Khan

PRESENTER**Samir Ranjan Nath**

This quasi-experimental study explored the impact of a scaled-up telecommunication-based early childhood and psychosocial support intervention in Bangladesh. The base intervention was a 20-minute call to the mother-child dyad. The add-on interventions included a call to the father and voice messages to both parents. The base intervention had no impact on child outcomes but on children's socio-emotional development and mothers' KAP and psychosocial distress. A mixed result was observed with the add-on interventions.

A108

Using Novel Ecological Momentary Assessment (EMA) to Explore Head Start Teacher Practice Change During Implementation of an Early Childhood Trauma-Informed Toolkit

—Hannah Netschytailo, Desiree W. Murray, Todd Jensen, Jaclyn Russo

PRESENTER**Hannah Netschytailo**

This poster shares pilot data and lessons learned from assessing Head Start teachers' social-emotional practices with ecological momentary assessment (EMA), a novel method. A total of 35 teachers across 11 sites completed EMA surveys for five one-week periods across 7 months, with variable adherence across cycles (46% to 68%). Results demonstrate sensitivity to trauma-informed care training in the Ready to Learn through Relationships program and potential impact on teacher self-awareness.

A109

The Coach Experience: Scalability of a Behavioral Intervention Coaching Program

—Christen Park, Dan Cohen, Elisa Garcia, Carl Sumi, Maureen Conroy, Kevin Sutherland

PRESENTER**Christen Park**

This poster will present findings from a social-emotional intervention for preschool teachers. Data sources include teacher and coach interviews, assessments of children's social-emotional skills, teachers' evaluations of supports needed for implementation fidelity, and classroom observations. Findings have implications for building sustainable, scalable systems that support the early educator workforce, impact children's social-emotional development, and reduce challenging behaviors in the classroom, ultimately leading to more equitable learning environments and better academic outcomes for all students.

A110

Teacher Responsibility Attributions and Beliefs About Children's Disruptive Behaviors

—Kyra Parker, Ann Partee, Jamie DeCoster, Amanda Williford, Jessica Whittaker

PRESENTER**Kyra Parker**

Teachers who hold responsibility attributions believe a child's behavior is purposeful, has negative intent, or is deserving of discipline. In an effort to better understand teachers who hold these attributions, we investigated the association of teacher responsibility attributions with teacher ratings of children's behavior as problematic. This study



was one of the first indicating that early childhood education teachers holding higher responsibility attributions rated preschool children's disruptive behavior as more problematic within their classrooms.

A111

Exploring Playmate Preferences in Preschool Classrooms Implementing Stay Play Talk

—Abby L. Taylor, Mary Louise Hemmeter, Kristen L. Granger, Brandy Locchetta

PRESENTER

Abby L. Taylor

Young children with internalizing behaviors may have a difficult time connecting with peers. Stay Play Talk (SPT) is a peer mediated intervention that has been shown to increase skills related to friendship. Little is known about how SPT may impact playmate preferences. Using social network methods, we explored how implementing SPT in preschool classrooms may change 1) playmate preferences for children with internalizing behavior; 2) peer buddies implementing SPT; and 3) the overall playmate preference structure.

A112

Head Start Dosage as a Protective Factor to the Social-Emotional Learning of American Indian/Alaska Native Children

—Brigid N. Treverton-Strenges, Tina M. Smith-Bonahue

PRESENTER

Brigid N. Treverton-Strenges

This study examines the relationship between poverty and food insecurity and Head Start (HS) children's social-emotional development, including HS dosage as a potential moderator to the relationship. The study addresses a gap in the literature by including American Indian and Alaska Native (AIAN) children, often excluded from datasets. Given the critical importance of early childhood education, a better understanding of the relationships among risk factors and services, particularly among under-researched populations, can inform educational decision-makers.

A113

The Role of Free Play and Classroom Organization in Promoting the Link Between Positive Peer Engagement and Multimethod Assessments of Self-Regulation

—Thomas Andrew Weiss, Jason T. Downer

PRESENTER

Thomas Andrew Weiss

Recent empirical studies in early childhood education indicate that peer relationships are an underexamined contributor to preschoolers' social-emotional and preacademic skill development. In a sample of preschoolers from low-income families, this study examines the extent to which positive peer engagement predicts regulatory skills in classrooms that provide more free play opportunities and are more organized. Results have potential to inform curriculum design to promote self-regulation in preschool classrooms serving low-income, marginalized children.



A114

Peer Experiences Predicting School Engagement for Young Children from Low-income Families

—Nan Xiao, Kelly Purtell, Ji-Young Choi, Tiffany Foster, Hui Jiang, Laura Justice

PRESENTER**Nan Xiao**

Using data from 291 prekindergartners from 50 classrooms serving low-income communities, we examined whether peer social experiences (i.e., peer social status, victimization, and aggression) predicted children's school engagement over one semester. Children with rejected/controversial social status or aggressive behaviors had lower emotional engagement and higher behavioral disaffection. Peer victimization predicted lower behavioral disaffection. Controversial children close to their teachers had higher emotional engagement than rejected children. The importance of early peer experiences was highlighted.

A115

Examining Demographic Disparities of Head Start Children's Social Emotional Profiles

—Yaoying Xu, Chin-Chih Chen, Jennifer LoCasale-Crouch

PRESENTER**Yaoying Xu**

Using data from the Head Start Family and Childhood Experiences Survey (FACES 2014), this study examined the social-emotional development of a nationally representative sample of young children enrolled in the Head Start program. We identified four distinct social-emotional profiles – Adaptive, Average, Moderate Risk, and High Risk – through latent profile analysis as well as demographic characteristics associated with each. Research and policy implications are discussed.

A116

Head Start Teachers' Perspectives on their Behavior Management Practices and Process

—Kathryn Zimmermann, Arya Ansari

PRESENTER**Kathryn Zimmermann**

Data from semi-structured interviews with 10 Head Start teachers were used to 1) identify behavior management practices (BMP) teachers use in their classrooms, 2) develop a model of teachers' BMP including insights into when and why these practices are employed, and 3) determine which resources and supports teachers find most useful for enhancing their BMP. Study findings have implications for designing more effective professional development opportunities and interventions tailored to teachers' perspectives and actual practice.



Workforce Development

A117

Active Playful Learning in Kindergarten: Impacts of a Coaching Intervention on Classroom Interactions and Learning

—Elias Blinkoff, Kimberly T. Nesbitt, Roberta Michnick Golinkoff, Kathy Hirsh-Pasek

PRESENTER

Elias Blinkoff

New Hampshire's play-based kindergarten mandate motivated an instructional coaching program using guided play to advance a breadth of student skills. Novel adaptation and implementation of a classroom observation protocol identified changes in student and teacher behaviors consistent with program objectives. Teachers reduced passive instruction and increased playful pedagogy. Students showed greater engagement and communication in the classroom. These results suggest a feasible, evidence-informed, and effective intervention in response to education policy change.

A118

Family Child Care Leaders: a Family Child Care Network's Capacity Building Services for Educator Leadership Within and Outside of Early Care and Education Systems

—Ana Elisa Franco-Labarga

PRESENTER

Ana Elisa Franco-Labarga

Using a case study design, this research describes a family child care network's services to build the capacity of educators as leaders. Educators' roles as leaders include and go beyond early care and education. The research investigates multiple modes of support, including an advisory board, technical assistance, and leadership training. Thematic coding analysis and quantitative analyses are presented.

A119

The New Traditional Student: Meeting the Needs of Early Childhood Higher Education Students

—Jenna M. Knight, Elizabeth Pufall Jones

PRESENTER

Jenna M. Knight

A large portion of students entering early childhood education degree programs are incumbent early educators, often termed non-traditional students. This poster examines data exploring how degree programs adapt to support students'—particularly nontraditional students'—success, and highlights opportunities for expanding these supports. We will spotlight promising programs and practices, to inspire solutions so that institutes of higher education might meet the needs and capitalize on the strengths of the early childhood education workforce.



A120

Collaborative System of Support for Coaches: “How Responsive the Coaching System is to Coaches’ Learning?”

—Jiyeon Lee, Bridget Hatfield, Hillary Lewis, Maya Johnson, Mackenzie Burton

PRESENTER**Jiyeon Lee**

Coaching is one of the ways to support quality improvement in early childhood educators’ teaching. Yet, less is known about the most effective ways to train and support coaches at scale. Nineteen coaches were interviewed to understand their professional development experiences. Analyzing coaches’ interviews, this study aims to understand how responsive the coaching system is to coaches’ learning. This study finds that all partners need to coordinate their resources to better support coaches’ goal achievement.

A121

The Promise of Self-Assessment and Coaching to Promote Teachers’ Reflection and Use of Effective Practices in Social and Emotional Learning

—Ivonne Monje Rojas, Desirée Toldo, Stefanie Horton

PRESENTER**Ivonne Monje Rojas**

This poster presents the patterns in teachers’ (n=35) self-assessment and implementation of practices to support social and emotional learning (SEL) before and after coaching. Results indicate that as teachers integrate new information about SEL practices, the changes in observable practices may not be immediately apparent. We consider future recommendations for professional development approaches that utilize a self-assessment component to consider teachers’ shifting narratives and tools to capture the observable change in practices after coaching.

A122

Testing a Professional Development Series in Reflective Supervision for State Pre-K Supervisors: Indicators of Feasibility, Acceptability, and Effectiveness

—Lindsay Huffhines, Rebecca B. Silver, Christine M. Low, Kathryn Parisi, Stephanie H. Parade

PRESENTER**Kathryn Parisi**

Reflective Supervision (RS) is a key source of support for early learning professionals, resulting in positive teaching practices and healthy social-emotional development in young children. While evidence demonstrates the benefits of *receiving* RS, few studies have examined the effects of *training* supervisors to use RS with staff. This study therefore assessed the feasibility, acceptability, and effectiveness of a professional development series for training state-funded pre-K supervisors in RS using quantitative, qualitative, and observational assessment.

A123

Building the Capacity of Home-Based Childcare Providers through a Local Quality Rating Improvement System (QRIS)

—Melina Aurora Pinales, Liz M. Frechette, Jennifer Marcella-Burdett, Alexa Roth, Osnat Zur, Eunice Munro, Rita Palet, Carlos Beleche

PRESENTER**Melina Aurora Pinales**

A QRIS offers one policy avenue for creating more equitable systems within the early childhood education (ECE) field, particularly for home-based settings. The current study uses mixed methods to examine how a QRIS expanded equitable access to quality improvement supports for family childcare (FCC) and family, friend, and neighbor (FFN)



providers. Findings demonstrate the effectiveness of a local QRIS in empowering and building the capacity of FCC and FFN providers to lead quality improvement.

A124

Coaching at Scale: Implications for Policy and Practice to Strengthen the Early Childhood Workforce Through Coaching

—Abby C.W. Schachner, Sara Plasencia, Cathy Yun, Hanna Melnick, Jessica Barajas, Marjorie Wechsler

PRESENTER

Sara Plasencia

Research has identified coaching as an effective professional learning practice for supporting educators to implement evidence-based practices. However, less is known about the implementation of coaching at scale. This study examined five early childhood coaching systems that have taken particularly systemic approaches to coaching. This research identifies key decisions, common enablers and challenges, and implications for policymakers and program administrators seeking to incorporate coaching into their efforts to improve the quality of early childhood education.

A125

Challenges, Motivations, and Outcomes of an Employer-Provided Online CDA Program

—Emily C. Rouge

PRESENTER

Emily C. Rouge

A national child care provider offers employees access to a 24 week self-paced online CDA preparation program including facilitation by experienced educators to support and guide learners with individualized feedback. Participants' motivations for participation; the challenges they faced; and the impact of the program on them, their classroom practices, well-being, and career plans are presented for three groups: those who completed the program, those currently enrolled, and those who withdrew their participation.

A126

Evaluation of a Professional Development Program Focused on Increasing Child-Teacher Interactions

—Rosemary Russo

PRESENTER

Rosemary Russo

This study evaluates a professional development program designed to increase teacher-child interactions in childcare classrooms. Automated processing of daylong recordings generated teacher feedback reports on turn-taking patterns were coupled with coaching on increasing quality interactions. Treatment-control comparisons from 5 child care centers showed that treatment children significantly improved on language skills and were more likely to overcome language and social-emotional delays compared to controls.

A127

The Training Experiences and Needs of the Early Childhood Coaching Workforce

—Rachel E. Schachter, Paige Wernick, Lisa Knoche

PRESENTER

Rachel E. Schachter

Although coaches are critical to the success of coaching-based professional learning, there is limited information about their preparation for coaching. Ninety-nine early childhood coaches working for community-based programs completed



a survey of their training experiences and needs. Coaches identified a preference for practice-embedded training as well as a need for more training on working with adult learners. Findings provide important implications for future coach training formats and content.

A128

Improving Head Start Teachers Sense of Self-Efficacy Using Inclusive STEM Practices

—Michele L. Stites, Susan Sonnenschein, Jonathan Singer, Hsiu-Wen Yang, Chih-Ing Lim, Megan Vinh, Besjane Krasniqi, Freya Kaur, Hatice Gursoy

PRESENTER

Michele L. Stites

This presentation focuses on Head Start teachers' use of inclusive STEM practices prior to and following a four-day professional development and follow-up networked improvement community meetings. Prior to the professional development, Head Start teachers indicated believing that inclusion and STEM are important but need resources to do so. When provided with resources related to inclusive STEM, participating teachers were more likely to implement dialogic reading activities with STEM themes rather than stand-alone STEM activities.

A129

Assessing the Kansas Maternal and Child Health Workforce and the Impacts of the COVID-19 Pandemic

—Chris Tilden

PRESENTER

Chris Tilden

Maternal health and early childhood professionals are increasingly difficult to recruit and retain. This challenge is magnified by the importance of cultivating a workforce that is culturally representative of, and responsive to, the families it serves. In this poster, we present research from Kansas describing the needs and experiences of professionals and present research-based innovations to support the current workforce and recruit the next generation of maternal health and early childhood professionals.

A130

Exploration of a Statewide Early Childhood Coach Competency Framework

—Cheryl Varghese, April Crawford

PRESENTER

Cheryl Varghese

This poster focuses on various implementation factors that contribute to the delivery and uptake of early childhood coaching models. The presenter focuses on the delivery of early childhood coaching models and provides different perspectives on what it takes to effectively deliver coaching. The poster highlights ways to increase the effectiveness of coaching models by sharing findings of routine coach practices, specific coach training opportunities, and contextual factors that prime practitioners to engage in coaching.



A131

Exploring Faculty Perspectives on Implementing Online Competency-Based Modules for Early Childhood Professional Preparation

—Melissa Clucas Walter, Florensia F Surjadi

PRESENTER**Melissa Clucas Walter**

This poster qualitatively explores faculty experiences integrating online competency-based education (CBE) modules for early childhood professional preparation. Faculty expressed varied attitudes, acknowledging the benefits of the CBE modules, while discussing implementation challenges and barriers. Valuable insights emerged regarding diverse strategies and supports utilized during implementation. These findings offer actionable guidance for developing effective support structures for implementing CBE modules, which are crucial in addressing early childhood workforce shortages within the field.

Workforce Recruitment, Retention, and Well-Being

A133

"Somethings Gotta Give": Early Childhood Educators' Experiences Navigating Demands and Resources in and Beyond the Pandemic Context

—Marissa Bivona, Shakur Azeez, Trisha Maheshwari, Khadija Kuyateh, Kyra Parker, Amanda Williford

PRESENTER**Marissa Bivona**

This mixed methods study focused on experiences of early educators. It examined participants' perspectives of their responsibilities, resources available, and how these factors impact their work. Participants perceived leaders at program and state levels as in control of available resources. They saw leaders' and the public's awareness of their role as related factors. Participants used a variety of strategies to navigate the tension between resources available to them and work demands, notably, providing unpaid labor.

A134

"Obviously a Salary Raise Would be Nice": Beyond Compensation, Early Educators' Proposed Solutions to Systemic Issues in the Field

—Marissa Bivona, Shakur Azeez, Trisha Maheshwari, Khadija Kuyateh, Kyra Parker, Amanda Williford

PRESENTER**Marissa Bivona**

The current mixed methods study focused on the experiences of early educators in a Southeastern state two years into the COVID-19 pandemic. It examined participants' perspectives of their responsibilities, the resources available to them, and solutions they envisioned to promote the well-being of themselves and the children and families they served. Their proposed solutions included systemic changes in compensation and benefits as well as changes to training and support for the workforce.



A135

Geographic Context, Teacher-Child Interactions, and Caregiving Attitudes: Associations with Teacher Job Demands and Resources in Head Start Settings

—Briana Bostic, Lieny Jeon

PRESENTER

Briana Bostic

In the current study, we explore the direct and indirect associations between geographic context and teacher beliefs (i.e., caregiving attitudes, teacher-child interactions) via workplace demands and resources in early care and education (ECE) settings. We compare Head Start centers to all childcare centers in order to understand whether there are regional differences in access to job resources, job demands, values, and norms that shape the socialization of children and teacher beliefs about child-rearing.

A136

Exploring the Use of Wearable Technology for Measuring the Physical Activity, Well-Being, and Health Behaviors of Head Start Teachers

—Timothy G. Ford, Hongwu Wang, Kyong-Ah Kwon, Yuan Li

PRESENTER

Timothy G. Ford

This poster provides a compelling picture of how to conceptualize and measure the holistic well-being of early childhood professionals (ECPs) working in Head Start early care and education programs across a consortium providing different interventions to support the well-being of ECPs. Challenges, opportunities, and lessons learned for measuring well-being using different methodological approaches will be highlighted.

A137

Provider Perspectives on the Impact of Stimulus-Funded Early Care and Education (ECE) Workforce Grants

—Milan Tvardek, Jessica Francis, Cayce Kantor, Ann Wacker

PRESENTER

Jessica Francis

Increasingly, research and policy attention is being paid to the well-being and occupational stability of the ECE workforce, and relationships between the two. This poster draws from state and local research partnerships to examine: multiple dimensions of teacher well-being, including relationships to child outcomes; personal, classroom, and organizational factors that support or constrain well-being and retention; initiatives that seek to reduce teacher stress and turnover, and state data infrastructure for understanding turnover overtime.

A138

An In-Depth Look at Home-Based Educators' Supports, Well-Being, and Use of Supportive Practices in Context

—Laricia Longworth-Reed, Jessica Francis, Elizabeth Ann Deaton Wacker

PRESENTER

Jessica Francis

Home-based child care (HBCC), including family child care (FCC) and family, friend, and neighbor (FFN), is the most prevalent child care arrangement in the United States. However, practices of HBCC educators are not well understood. Using the National Survey of Early Care and Education 2019 Home-Based dataset, this study examines relationships between HBCC educator supports, well-being, community context, and practices with families. Results provide implications for programs and policies to support HBCC educators.



A139

Patterns of Child Care Worker Earnings Before, During, and Following the COVID-19 Pandemic

—Leah Gjertson, Robert Goerge, Theresa Hawley, David McQuow, Thao Tran

PRESENTER**Leah Gjertson**

This poster explores Illinois child care workforce wage dynamics based on two data sources: total wages reported to the unemployment insurance system and hourly wages reported in the Gateways Registry, 2017-2022. Analyses show the pandemic had a greater impact on lower-wage workers, and there was significant variation in impact across geography and employer size. Child care wages rose across Illinois over the five-year period, with wages for the lowest-paid workers rising faster than the highest-paid.

A140

Early Childhood Administrators' and Educators' Conceptualization of Administrative Support for Work-Related Well-Being

—Loria E. Kim, Claire D. Vallotton

PRESENTER**Loria E. Kim**

Workplace supports affect early childhood educators' well-being; thus, administrative support must be considered to fully understand educators' work-related well-being. The current literature on the early care and education workforce well-being has not yet defined or described administrative support, nor shown its association to well-being. We use educators' and administrators' voices to present a new conceptualization of administrative support from focus groups with infant, toddler, and preschool educators and childhood administrators.

A141

Psychological Well-Being of the Center-Based Child Care and Early Education Workforce: Associations with Workforce Supports and Job-Related Characteristics

—Ying-Chun Lin, Lorena Aceves, Sara Amadon

PRESENTER**Ying-Chun Lin**

Child care and early education (CCEE) workers' psychological well-being plays an important role in care quality and workforce retention. Workforce supports and workers' role and job demands can influence psychological well-being. This study examines what workforce supports and job-related factors are associated with workers' psychological well-being prior to the pandemic. As the field continues to rebuild and strengthen its workforce after the pandemic, these factors may offer insight into how best to support these efforts.

A142

Examining Social-Emotional Supports in Early Childhood Education: Understanding Equity and Access to in the Denver Metro Area

—Andrew B. McGee, Lydia Mathis, Sarah E. Watamura

PRESENTER**Andrew B. McGee**

This poster explores social-emotional support for early childhood education (ECE) teachers (n=218). Only 42.9% of teachers received support; White teachers received supports more often than BIPOC counterparts. Logistic regression revealed that direct teaching staff were 2.58 times more likely to receive support and those with higher levels of



previous ECE training were more likely to receive support. The study highlights the importance of policy collaboration to address the challenges faced by historically marginalized teachers and improve support for all educators.

A143

Wage Supplements from the D.C. Early Childhood Educator Pay Equity Fund Promote Teacher Financial and Professional Well-Being and Staff Retention

—Heather Sandstrom, Erica Greenberg, Justin B. Doromal, Laura Jimenez Parra, Eve Mefferd, Victoria Nelson, Elli Nikolopoulos

PRESENTER

Eve Mefferd

Beginning in 2022, the Early Childhood Educator Pay Equity Fund (Fund) disbursed annual payments of \$10,000-\$14,000 to promote pay parity between early educators and public-school teachers. In this mixed-methods study, involving surveys (N=1,638), focus groups (N=30), and administrative data (N=3,890), payment recipients indicate the Fund helped improve their financial well-being, job stability, and quality of care. They also reflect on the successes and challenges of initial implementation of the Fund and considerations for the future.

A144

Relationship Between Early Childhood Teachers' Job Demands and Teacher-Child Relationship: The Moderating Role of Work Climate

—Junghyun Min, Weiyi Cheng, Sun Geun Kim, Kyong-Ah Kwon, Timothy G. Ford, Wonkyung Jang

PRESENTER

Junghyun Min

This study explored the associations among job demands, resources, and teacher-child relationships for early childhood teachers. The results from 262 early childhood teachers showed that a supportive work climate as a job resource significantly moderates the association between job demands and teacher-child conflict, but the association was not significant for teacher-child closeness. This study underscores an important role of a positive work climate in ameliorating job demands and forming positive relationships with children.

A145

Support and Retention of Early Childhood Educators Through Professional Development and Wage Supplement Scholarships: Examining Educator Engagement in a County-Wide Quality Improvement System

—Averill F. Obee, Jennifer Ulysse, Anabel Espinosa, Rachel Spector, Elianne Rodriguez, Katie C. Hart

PRESENTER

Averill F. Obee

For early childhood education programs to provide high-quality services, they need to also train, support, and retain a qualified workforce. Quality improvement systems (QIS) have been established to evaluate and improve the quality of programs and provide educators a range of supports. This poster will describe an ongoing project aiming to understand what professional development (PD) has been offered by one QIS, educator choices to engage in PD, and how those choices relate to retention.



A146

Cross-Agency Differences in Head Start Teachers' Perceived Work Environment and Psychological, Physical, and Professional Well-Being

—Yoonkyung Oh, Gabriella Keller, Patricia Jennings, Cheryl Varghese, Mark Greenberg, April Crawford

PRESENTER**Yoonkyung Oh**

Head Start (HS) agencies, while sharing common features, vary in organizational climates/policies, potentially influencing teachers' work environments, job stress, and professional engagement. We analyzed a sample of 90 teachers from 3 HS agencies in Texas, examining cross-agency differences in teachers' perceived work environment and well-being. Findings revealed significant variations in work environment and professional well-being across agencies, but no differences in psychological and physical well-being. The implications of these results will be discussed.

A147

A Latent Profile Analysis of Head Start and Early Head Start Teachers' Psychological, Physical, and Professional Well-Being

—Yoonkyung Oh, Patricia A. Jennings

PRESENTER**Yoonkyung Oh**

This poster provides a compelling picture of how to conceptualize and measure the holistic well-being of early childhood professionals (ECPs) working in Head Start early care and education programs across a consortium providing different interventions to support the well-being of ECPs. Challenges, opportunities, and lessons learned for measuring well-being using different methodological approaches will be highlighted.

A148

The Well-Being and Retention of The Black Home-Based Child Care Workforce During COVID-19

—Katherine Paschall, Yuko Yadatsu Ekyalongo

PRESENTER**Katherine Paschall**

This study uses the National Survey of Early Care and Education (NSECE) as well as state policy databases and the New York Times COVID-19 database to understand how professional and programmatic characteristics, rates of COVID-19, and state relief funds and response policies shaped the physical, mental, and financial well-being and retention of the Black home-based child care (HBCC) workforce across 2019 – 2021. Findings shed light on critical social policy levers for supporting Black HBCC professionals.

A149

Turnover Patterns among Early Head Start Teachers and Home Visitors: A Snapshot Before and After the Height of the COVID-19 Pandemic

—Heather Sandstrom, Catherine Kuhns, Dow Drukker

PRESENTER**Heather Sandstrom**

A healthy and stable workforce is key to delivering high-quality Early Head Start services to families with infants, toddlers, and pregnant women. However the COVID-19 pandemic exacerbated the already persistent problem of high staff turnover. Using Program Information Report (PIR) data from before and after the pandemic, we examine patterns



of turnover in relation to program characteristics before and after the pandemic and test what program and community characteristics predict turnover.

A150

“Make It Work” How Early Childhood Educators Experienced Teaching the First Year of the COVID-19 Pandemic

—Megan C. Sharkey

PRESENTER

Megan C. Sharkey

This study delves into the experiences of early childhood educators during the initial phase of the COVID-19 pandemic. Through semi-structured interviews, it explores the emotional challenges, adaptive strategies, and compromised social-emotional support educators faced across diverse teaching settings. Findings reveal the complexities of teaching amidst crisis, emphasizing the need for enhanced support systems to mitigate burnout and promote student well-being. Insights gleaned from this study have significant implications for educator well-being and student success.

A151

Daily Experiences Matter: Findings from a Daily Diary Study of Stressors and Job Satisfaction with Early Care and Education (ECE) Teachers

—Amy Taub, Michelle Maier, Mirjana Pralica

PRESENTER

Amy Taub

This study provides a unique examination of job-specific daily stressors, center-director supports, and job satisfaction in ECE settings, amid COVID-19, using data from a daily-diary study conducted across the 2020-2021 school year. Daily variation in two types of job stress and center-director supports was associated with daily job satisfaction. Daily experiences of job stressors and supports were stronger predictors of daily job satisfaction than average experiences of those stressors and supports.

A152

Perceptions of Educator Workforce Well-Being during the Return to In-Person Instruction Following COVID-19 Closures

—Heather L. Walter, Karly Ball, Katherine Szocik

PRESENTER

Heather L. Walter

This qualitative study investigated educators' perceptions and experiences of professional well-being and the extent to which their personal actions and administrators facilitated responses following the return of in-person instruction and loosening of COVID-19 restrictions three years later (i.e., spring 2023). Findings suggest the need for external support from policymakers and administrators that focus on enacting and embedding systemic support to increase the retention of educators and child outcomes.



TUESDAY, JUNE 25, 2024

Sessions labeled as **LIVE** will be live streamed. All livestreamed sessions are available via the NRCEC 2024 Virtual App at the times (all ET) indicated in the conference agenda.

9:00 A.M.—10:30 A.M.: CONCURRENT BREAKOUT SESSIONS

201

SALONS 4-6

Early Findings on the Implementation and Impacts of Washington, DC's Early Childhood Educator Pay Equity Fund **LIVE**

CHAIR

Justin Brian Doromal, Urban Institute

PRESENTERS

Erica Greenberg, Urban Institute

Owen Schochet, Mathematica

Andrea Vazzano, Child Trends

DISCUSSANTS

Hannah Matthews, District of Columbia Office of the State Superintendent of Education

Sia Barbara Kamara, District of Columbia Early Learning Collaborative

ABSTRACT

This symposium examines Washington, DC's Early Childhood Educator Pay Equity Fund (PEF), a groundbreaking initiative that supplements early educator wages through sustainable public funding. It features three papers using mixed methods to collectively explore the PEF's implementation, labor market effects, and personal narratives from DC educators. Representatives from DC's Office of the State Superintendent of Education and the DC Early Learning Collaborative will discuss the findings and their implications for future program planning and research.

Toward Pay Equity: Early Implementation of a Sustainable Child Care Compensation Initiative in the District of Columbia

Erica Greenberg, Heather Sandstrom, Justin Brian Doromal, Laura Jimenez Parra, Eve Mefferd, Victoria Nelson, Elli Nikolopoulos

Jobs in the Balance: The Labor Market Impacts of Washington, DC's Early Childhood Educator Pay Equity Fund

Owen Schochet

Through Our Eyes: Using Photovoice to Explore Educator Experiences with the DC Pay Equity Fund

Andrea Vazzano, Julianna Carlson, Chrishana Lloyd, Lauren Kissela, Keiyitho Omonuwa, Phoebe Harris, Michael Martinez, Sage Caballero-Acosta, Dayne Ornelas Gonzalez



202

SALON A

Building Equitable Mixed-Delivery Pre-K Systems by Including Family Child Care: Perspectives from Researchers, Practitioners, and Systems**CHAIR****Iheoma U. Iruka**, University of North Carolina, Chapel Hill**PRESENTERS****Samantha A. Melvin**, Erikson Institute**Georgenne Weisenfeld**, National Institute for Early Education Research (NIEER)**DISCUSSANTS****Erin Carroll**, Virginia Department of Education**Anny Gonzalez**, Casa Makv Montessori**ABSTRACT**

High-quality family child care (FCC) has the potential to positively shape children's outcomes. Families choose FCC settings for a variety of reasons, including cultural or linguistic match and long-term caregiving continuity. Yet FCC educators are not often included in state-funded Pre-K systems, potentially limiting access for families who may prefer home-based settings. This symposium brings together researchers, policymakers, and educators to discuss equitable inclusion of FCC educators in mixed-delivery Pre-K systems.

Equitable Inclusion of Family Child Care in Public Pre-K: Perspectives from Administrators and Educators

Samantha A. Melvin, Juliet Bromer, Jason Hustedt, Rena Hallam, Jenille Morgan, Iheoma U. Iruka

Including Family Child Care in State-Funded Pre-K: A Scan of State Participation Rates

Georgenne Weisenfeld, Erin Harmeyer

203

SALON B

New Directions Examining Equitable Access to Early Childhood Resources: Improving Outcomes for Families and their Children**CHAIR****Jennifer LoCasale-Crouch**, Virginia Commonwealth University**PRESENTERS****Madelyn Gardner**, Harvard Graduate School of Education**Robert W. Ressler**, Institute of Child, Youth and Family Policy, Brandeis University**Yuqi Zhang**, Virginia Commonwealth University**DISCUSSANT****Danielle Crosby**, University of North Carolina at Greensboro**ABSTRACT**

Access to resources that facilitate development, such as early childhood education and early intervention services, is critical in shaping children's developmental trajectories. This symposium brings together three unique efforts to understand how children's and families' access to early childhood supports intersects with their neighborhoods to



deepen our understanding of contributors to development. Insights provide a more comprehensive view of potentially malleable pathways to advance equity for all children.

Mapping Early Education and Care Access in Massachusetts: Patterns and Implications for Equity
Madelyn Gardner, Wendy Wei, Jacqueline Ramos-Draper, Stephanie M. Jones, Nonie K. Lesaux

Neighborhood Metrics and the Categorization of Early Child Care Access and Need
Robert W. Ressler, Yang Lu, Clemens Noelke, Dolores Acevedo-Garcia

Examining the Relationship between Community Resources and Early Special Education Identification: Variation by Child Race/Ethnicity

Yuqi Zhang, Jennifer LoCasale-Crouch, Teka Lenahan, Zhiling Meng Shea, Amanda Williford, Jessica Whittaker

204

SALON C

The Role of Teachers in Equitable Classroom Practices: Reflections from the ACSES, CASEBA, and EELA Instruments

CHAIR

Katina Kearney-Edwards, School Readiness Consulting

PRESENTERS

Sara Yosif Ahmed, Boston University

Alexandra Figueras-Daniel, National Institute for Early Education Research (NIEER)

Laura Hawkinson, School Readiness Consulting

DISCUSSANTS

Lisa Luceno, Briya Public Charter School

Cemeré James, James Borden Consulting

ABSTRACT

In early childhood classrooms, teachers play a crucial role in shaping the extent to which their classrooms reinforce or counteract racial bias and other identity-focused bias, with important implications for children. This symposium presents findings from three studies that explore associations between teacher characteristics and scores on equity-focused classroom observation instruments (ACSES, CASEBA, and EELA). Presenters will discuss opportunities to support policymakers, programs, and teachers in creating high-quality, equitable learning environments for all children.

Relations Between Teacher Characteristics and Racially Equitable Practices in Preschool Classrooms

Sara Yosif Ahmed, Stephanie Curenton, Cecilia Jarquin Tapia

Using the Classroom Assessment of Emergent Bilingual Acquisition (CASEBA) to Understand Relationships Between Teacher-Child Linguistic and Ethnic Match in Preschool

Alexandra Figueras-Daniel

The Relationship Between Teacher Characteristics and Scores on the Equity in Early Learning Assessment (EELA)

Katina Kearney-Edwards, Jennifer Caldwell, Kristina Rodriguez, Laura Hawkinson, Gabrielle Montgomery, Aisha Pittman Fields



205

SALON H

Early Care and Education Quality: Rethinking Definitions and How Quality Links with Child Outcomes**CHAIR****JoAnn Hsueh**, Foundation for Child Development**PRESENTERS****Michelle Maier**, MDRC**Sandra Soliday Hong**, University of North Carolina, Chapel Hill**Sarah H. Eason**, Purdue University**DISCUSSANTS****Beth Barrett**, Indiana Office of Early Childhood and Out-of-School Learning**Ivelisse Martinez-Beck**, Office of Planning, Research, and Evaluation, ACF**ABSTRACT**

Despite decades of research on classroom quality in early care and education, there remains a strong need to understand the processes that make classrooms more or less effective in supporting young children's learning and development. This symposium presents three studies that seek to push the science of classroom quality forward, build on existing quality frameworks, and better understand how quality links with child outcomes.

Linking Classroom Quality and Child Outcomes: Impact Findings from the Variation in Implementation of Quality Interventions (VIQI) Project

Michelle Maier, JoAnn Hsueh, Marie-Andree Somers, Amy Taub, Margaret Burchinal

Moving Beyond the Quality Average: Quantity and Sustained Individual Child Engagement in Academic Content Activities in Pre-K

Sandra Soliday Hong, Terri Sabol, Laura Kuhn, John Sideris, Eleni Zgourou

Early Educators' Perspectives on Pre-Kindergarten Quality

Sarah H. Eason, Jennifer K. Finders, Amanda S. Mayes, Salvador R. Vazquez, Beth Barrett

206

SALON J

The Current Landscape of the U.S. Early Care and Education Workforce: Well-Being, Working Conditions, and Impacts on Young Children – POSTER SYMPOSIUM**CHAIR****Julia Mendez**, University of North Carolina at Greensboro**PRESENTERS****Sihong Liu**, Stanford University**Christina M. Stephens**, University of Virginia**Wanzi Muruvi**, Center for the Study of Child Care Employment, University of California at Berkeley**Alissa Mwenelupembe**, National Association for the Education of Young Children**Marisa Schlieber**, Center for the Study of Child Care Employment, University of California, Berkeley

DISCUSSANTS

Alexandra Patterson, Home Grown**Erica Phillips**, National Association for Family Child Care

ABSTRACT

This poster symposium features five studies that investigate the well-being and work conditions of the early care and education (ECE) workforce, as well as their implications on workforce turnout and young children's learning and well-being. Leveraging different perspectives, datasets, focused populations, and methodologies, these studies revealed the current landscape of the U.S. ECE workforce. Concerns highlighted in these studies have significant policy implications on supporting professional development, addressing compensation issues, reducing burnout, and enhancing providers' emotional well-being.

Child Care Providers' Emotional Distress Predicts Their Turnover Intention: Implications for Rebuilding a Healthy Workforce

Sihong Liu, Julia Mendez, Deborah Phillips, Philip A. Fisher

Cumulative Implications of Exposures to Teachers' Symptoms of Burnout across Pre-K to First Grade for Students' Academic and Social-Behavioral Performance

Christina M. Stephens, Robert C. Pianta, Jessica E. Whittaker, Virginia E. Vitiello

The Well-Being and Working Conditions of Assistant Teachers in Center-Based Child Care Programs in California: A Focus Group Study

Wanzi Muruvi, Yoonjeon Kim, Anna Powell

Using a Racial/Ethnic Lens to Understand the Relationship Between Engagement with Professional Support and Intentions to Stay in the ECE Field

Alissa Mwenelupembe, Meghan Salas Atwell, Annie Moses, Amanda Batts, Alena D'Alessio

The Work Environments and Well-Being of Family Child Care Providers

Marisa Schlieber, Elizabeth Pufall Jones, Abby Copeman Petig

207

SALON K

Portraits of Head Start's Two-Generation Approach: Parent, Teacher, and Service Delivery Levers that Support Black Children and Families

CHAIR

Rachel Chazan Cohen, University of Connecticut

PRESENTERS

Annalee Kelly, Mathematica

Rong Huang, University of Connecticut

Brenda Jones Harden, Columbia University

DISCUSSANT

Chrystal-Starr Brown, The Lourie Center for Children's Social and Emotional Wellness

ABSTRACT

As a two-generation comprehensive child development program, Head Start (HS) can play a unique protective role in supporting families and reducing harm caused by poverty and racism. We present new findings from HS, Early Head Start (EHS), and EHS-Child Care Partnerships, highlighting how both classroom and family engagement are



experienced by Black children and families and how these experiences benefit children's long-term well-being. Implications for teacher training, practice, and policy will be discussed with input from a practice leader.

Head Start Child and Teacher Characteristics: Factors that Predict Teacher Ratings of Child Externalizing Behavior

Annalee Kelly

Understanding How Early Head Start Contributes to Long-Term Social-Emotional Outcomes for Black Children

Rong Huang, Rachel Chazan Cohen, Marketa Burnett, Caitlin Lombardi

Two-Generation Intervention in an Early Head Start–Child Care Partnership Program

Brenda Jones Harden, Tiffany Martoccio, Melissa Duchene-Kelly, Alyssa Taylor

208

SALON DE

Putting Community Needs at the Center: How Head Start Programs Identify and Support Families

CHAIR

Harshini K. Shah, Mathematica

PRESENTERS

Harshini K. Shah, Mathematica

Kate Stepleton, MEF Associates

DISCUSSANTS

Kiersten Beigel, Office of Head Start, ACF

Catherine Ayoub, Brazelton Touchpoints Center, Boston Children's Hospital

ABSTRACT

This symposium presents findings from case studies examining how Head Start programs identify and support families in their communities who could most benefit from their services. The first presentation, from Head Start REACH, describes how programs prioritize, recruit, select, and enroll families, including those experiencing adversities. The second presentation describes how programs assess community needs when considering converting enrollment slots from Head Start to Early Head Start. Discussants will share considerations for policy and practice.

Reaching and Supporting Families Experiencing Adversity: Lessons from Head Start and Early Head Start

Harshini K. Shah, Louisa Tarullo, Caroline Lauver

Assessing the Need to Convert Head Start Enrollment Slots to Early Head Start

Kate Stepleton, Diane Schilder, Carly Morrison, Catherine Kuhns, Irma Castañeda, Jonah Norwitt, Olivia Mirek, Anna Fleming

10:30 A.M.—10:45 A.M.: BREAK



10:45 A.M.—12:15 P.M.: CONCURRENT BREAKOUT SESSIONS

209

SALONS 4-6

Exclusionary Practices in Early Childhood: Teacher Beliefs and Experiences **LIVE**

CHAIR

Martha Buell, University of Delaware

PRESENTERS

Christen Park, SRI Education**Erin Tebben**, The Ohio State University**Amanda Williford**, University of Virginia

DISCUSSANT

Jenna Conway, Virginia Department of Education

ABSTRACT

The suspension and expulsion of children from early childhood programs is recognized as harmful and unproductive. This paper symposium examines data from three states to provide insights into why some educators persist in the use of exclusionary practices despite policy interventions and targeted teacher supports. Understanding educators' reasons for using exclusionary practices can inform policymakers and program leaders to build more effective expulsion prevention strategies.

*Barriers to Accessing Suspension and Expulsion Prevention Resources for Early Childhood Educators***Christen Park, Sheila Smith, Todd Grindal, Kirby Chow, Nicola Conners Edge***Characterizations of Children and Their Behavior as Represented in Teachers' Requests for Early Childhood Expulsion Prevention Programming***Erin Tebben***Preschool and Kindergarten Teachers' Reported Use of Soft Exclusionary Discipline Practices and Their Links to Teachers' Reported Changes in Children's Self-Regulation and Social Skills During the School Year***Amanda Williford, Jessica Whittaker, Jhonelle Bailey**

210

SALON A

Variations in State Child Care and Development Fund Policies: Implications for Child Access and Provider Participation

CHAIR

Jason T. Hustedt, University of Delaware

PRESENTERS

Gerilyn Slicker, University of Nevada, Las Vegas**Alison Hooper**, University of Alabama**Tiffany Wu**, University of California, Irvine

DISCUSSANT

Candice Keller, Alabama Department of Human Resources

ABSTRACT

Federal Child Care and Development Fund (CCDF) subsidy policies were updated in 2014 with new priorities intended to increase access for prioritized children while increasing center- and home-based providers' willingness to accept subsidies. Papers in this symposium seek to improve understanding of which families and providers participate and are affected by the CCDF subsidy system, and how that might vary based on state policy decisions. Staff from a state CCDF agency will facilitate the discussion.

Early Care and Education Centers' Enrollment of Children From CCDF's Prioritized Populations: Comparisons Across Funding Streams and Community Characteristics

Gerilyn Slicker, Alex Faucheux, Jason T. Hustedt, Cara L. Kelly

Multilevel Predictors of Home-Based Child Care Providers' Subsidy System Participation

Alison Hooper, JoonHo Lee

The Impacts of Subsidized Child Care Reimbursements on Provider Supply and Quality

Tiffany Wu, Jade Marcus Jenkins, Anamarie Whitaker

211

SALON B

Home Visiting Program Quality From All Angles

CHAIR

Jon Korfmacher, Chapin Hall at the University of Chicago

PRESENTERS

Jon Korfmacher, Chapin Hall at the University of Chicago

Sarah Braaten, University of Wisconsin-Madison

Anne Blumenthal, University of Chicago

DISCUSSANT

Kelly Woodlock, Start Early

ABSTRACT

This session explores dimensions of home visiting program quality from multiple perspectives, including from home visitors, program directors, researchers, and parents, and how these perspectives can inform each other. The papers present findings on factors that improve and support home visiting quality from three studies of multiple program models in two jurisdictions across two states. The discussion addresses practice challenges and opportunities to use research and evaluation to further define and improve home visiting quality.

Building High Quality Helping Relationships in Home Visiting

Jon Korfmacher, Jennifer Baquedano, Emily Reznicek, Kaitlyn Makousky, Leticia Brown

Understanding and Improving Quality in Early Head Start Home Visiting Programs

Sarah Braaten, Robert Nix, Sukhdeep Gill, Michelle Hostetler, Lori Francis, Mark Feinberg, Cynthia Stifter

Parent Perceptions of Quality in Early Childhood Home Visiting

Anne Blumenthal, Emily Reznicek, Jon Korfmacher



212

SALON C

Workforce Challenges Among Early Head Start/Head Start Programs and Disability Services Coordinators

CHAIR

Wendy DeCoursey, Office of Planning, Research, and Evaluation, ACF

PRESENTERS

Laura Hoard, Office of Planning, Research, and Evaluation, ACF

Shirley Huang, Office of Planning, Research, and Evaluation, ACF

DISCUSSANTS

Allyson Dean, Office of Head Start, ACF

Jennifer Fung, Cultivate Learning at University of Washington and the National Center on Early Childhood Development, Teaching, and Learning

ABSTRACT

Head Start (HS)/Early Head Start (EHS) programs require at least 10% of enrollment slots be occupied by children with disabilities. Disability Services Coordinators (DSCs) manage supports for these children. Although DSCs have a unique role in HS programs, they face challenges like those across the early care and education landscape. This symposium presents findings from a study on Disability Services Coordinators, highlighting workforce issues. The Office of Head Start will discuss implications for policy and practice.

Recruitment and Retention Issues in the Disability Services Coordinators Workforce

Laura Hoard, Wendy DeCoursey

Professional Development Needs in the Disability Services Coordinators Workforce

Shirley Huang

213

SALON H

Using Measures To Support the Early Care and Education Workforce and Elevate the Role of Teaching Staff in Quality Improvement

CHAIR

Gretchen G. Kirby, Mathematica

PRESENTERS

Lizabeth Malone, Mathematica

Marisa Schlieber, Center for the Study of Child Care Employment, Institute for Research on Labor and Employment, University of California at Berkeley

Katie Gonzalez, Mathematica

DISCUSSANTS

Sara Mickelson, New Mexico Early Childhood Education Department

Anne Douglass, University of Massachusetts Boston



ABSTRACT

The experiences and development of teaching staff in early care and education (ECE) center-based settings are essential to building a diverse, qualified, and effective workforce to support quality. Three recently developed measures provide important information to gauge workforce development supports, the role of teaching staff in leadership, and the work environment. This session will engage participants in discussing how to use the measures to inform policy and practice to elevate the workforce and support quality improvement.

Measuring the Role of Teaching Staff in Leadership for Quality Improvement

Lizabeth Malone, Yange Xue, Gretchen G. Kirby, Kathryn Gonzalez

Ask the Educators: How Does Their Work Environment Support Program Quality?

Marisa Schlieber, Elizabeth Pufall Jones, Abby Copeman Petig

Measuring Workforce Development in Center-Based ECE Settings to Support Quality

Katie Gonzalez, Owen Schochet, Julia Lyskawa, Gretchen G. Kirby

214

SALON J

Enhancing Workforce Well-Being in Head Start: Preliminary Findings from Head Start-University Partnership Research – POSTER SYMPOSIUM

CHAIR

Yoonkyung Oh, University of Texas Health Science Center at Houston

PRESENTERS

Charlotte V. Farewell, University of Colorado-Anschutz Medical Campus

Yoonkyung Oh, University of Texas Health Science Center at Houston

Lieny Jeon, University of Virginia

Kyong-Ah Kwon, University of Oklahoma

Celene E. Domitrovich, Georgetown University Medical Center

Holly Hatton, University of Nebraska-Lincoln

DISCUSSANTS

Sangeeta Parishak, Office of Head Start, ACF

Laura Lessard, University of Delaware

ABSTRACT

The well-being of Head Start staff is crucial for high quality early childhood education. This symposium session features findings from six Head Start University Partnership (HSUP) grant-funded projects, which have concluded their first year of implementation. Each project aims to identify and evaluate strategies to enhance workforce well-being, thereby improving program quality. The session will present preliminary findings from either pilot studies or Cohort 1 randomized controlled trials, sharing key lessons learned.

Well-Being of the ECE Workforce Working in Low-Resourced Locations (WELL)

Charlotte V. Farewell, Jini E. Puma, Emily V. Mauirro, Diane V. Brogden

Impact of the CARE Program on Head Start and Early Head Start Teachers' Well-Being and Classroom Quality: Preliminary Findings from the First Cohort of RCT

Yoonkyung Oh, Mark T. Greenberg, Patricia A. Jennings, Cheryl Varghese, April Crawford, Deborah Schussler, Gabriella Keller

Promoting Head Start Teachers' Holistic Well-Being: Efficacy of the Well-Being First Program

Lieny Jeon, Sooyeon Byun, Xiangyu Zhao, Shuai Li, Sarah Chapman



The Effectiveness of the Happy Teacher Wellness Intervention on Head Start Staff Well-Being and Competence

Kyong-Ah Kwon, Timothy G. Ford, Carolyn Cheema, Sherri Castle, Mia Kile, Hongwu Wang, Jessica Tsotsoros, Ken Randall, Brenda Lloyd-Jones, Seulki Jang, Yong Ju Jung

Implementation of the Multi-Component Promoting Resilience and Mental Health in Educational Settings for Early Childhood (PROMISE) Program

Celene E. Domitrovich, Dominique Charlot-Swilley, Arrealia Gavins, Latisha Curtis, Sabrina Zuskov, Brenda Jones Harden, Yibing Li

Examining Preliminary Findings from Early Childhood Professionals Participating in an Adapted CHIME Program for Early Head Start/Head Start Programs

Holly Hatton, Carrie Clark, Jaci Foged, Sarah Rasby, Lorey Wheeler, Lisa Knoche, Sue Sheridan

215

SALON K

Research on Braiding Funds in Head Start, Early Head Start, Family Child Care, and Pre-K: Findings and Implications for Policy, Practice, and Research

CHAIR

Lori Connors-Tadros, National Institute for Early Education Research (NIEER)

PRESENTERS

Sara Bernstein, Mathematica

Diane Schilder, Urban Institute

Georgenne Weisenfeld, National Institute for Early Education Research (NIEER)

DISCUSSANTS

Kathryn Kigera, District of Columbia Office of the State Superintendent of Education

Lysa Torres, District of Columbia Office of the State Superintendent of Education

ABSTRACT

This lively symposium will present findings about the funding sources early care and education (ECE) providers access and the costs of providing ECE. Researchers will present findings from studies of Head Start and Early Head Start, pre-K and family child care. Discussants will explore implications for policy, practice, and research.

Head Start Braided Funding: Findings from Analyses of FACES 2019

Sara Bernstein, Natalie Reid, Jeff Harrington, Lizabeth Malone

Head Start and Early Head Start Braided Funding and Costs: Secondary Analysis Research Findings

Diane Schilder, Mattie Mackenzie-Liu, Dow Drucker

Family Child Care in Public Pre-K: Costs and Braided Funding Sources

Georgenne Weisenfeld, Karin Garver, Erin Harmeyer



216

SKYVIEW TERRACE

*Research Mentoring and Networking Event***(Pre-Registration Required)**

The Research Mentoring and Networking Event is designed to facilitate relationships between mentees (emerging scholars) and mentors studying diverse populations and/or racial and ethnic equity issues of relevance to early childhood programs and the children and families they serve.

The event is co-organized by the National Research Center on Hispanic Children and Families, the National African American Child and Family Research Center, and the Tribal Early Childhood Research Center, in partnership with NRCEC 2024.

12:15 P.M.—1:30 P.M.: LUNCH (CONFERENCE ATTENDEES ON THEIR OWN)



1:30 P.M.—3:00 P.M.: PLENARY SESSION **LIVE**

SALONS 4-6

Greetings**Ruth Friedman**, Director of the Office of Child Care, ACF**217*****State of the Field Synthesis – Closing the Opportunity Gap for Young Children: Where Are We and Where Do We Go From Here?*****CHAIR****Milagros Nores**, National Institute for Early Education Research (NIEER)**PRESENTERS****Milagros Nores**, National Institute for Early Education Research (NIEER)**Shantel Meek**, Children's Equity Project, Arizona State University**DISCUSSANTS****Gerry Cobb**, Pritzker Children's Initiative**Ann Whalen**, State of Illinois**MODERATOR****Sara Vecchiotti**, Couch Family Foundation**ABSTRACT**

Many young children in the United States are thriving and have access to the conditions and resources they need to grow up healthy. However, a substantial number of young children face challenging conditions such as: poverty; food insecurity; exposure to violence; and inadequate access to health care, well-funded quality schools, and mental health care. In many cases, the historical origins of unequal access to crucial supports for children's physical, emotional, and cognitive development are rooted in policies that intentionally segregated and limited various populations' access to resources and create opportunity gaps that intertwine and compound to affect academic, health, and economic outcomes. The National Academies report, *Closing the Opportunity Gap for Young Children*, identifies and describes the causes, costs, and effects of the opportunity gap in young children and explores how disparities in access to quality educational experiences, health care, and positive developmental experiences birth through age eight intersect with academic, health, and economic outcomes. The report identifies drivers of these gaps in education, mental health, and physical health and offers recommendations for policymakers, practitioners, community organizations, and philanthropic organizations to address these gaps so that all children have the opportunity to thrive. This session will present key aspects outlined in the report and will incorporate the reflections and consideration of policymakers and philanthropic organizations deeply immersed in the policy, practice, and research areas addressed by the report.

3:00 P.M.—3:15 P.M.: BREAK



3:15 P.M.—5:15 P.M.: POSTER SESSION B

SALONS 1-3

POSTER SESSION B

Access and Utilization of Services

B01

Using Family-Centered Measures of Quantity, Cost and Quality to Assess Equitable Access in Early Care and Education

—Elizabeth E. Davis, Rodrigo Franco, Won Fy Lee, Aaron Sojourner

PRESENTER

Elizabeth E. Davis

This study examines equity of early care and education (ECE) access for different demographic groups in Minnesota. Family-centered measures of access are calculated based on supply, cost, and quality using spatial locations of families and ECE providers. We find that similar averages (in access measures) across racial and ethnic groups obscure variations in the proportions with very low access. In addressing disparities in access to high-quality ECE, constraints and opportunities differ by families' residential locations.

B02

The Impact of Extreme Weather on the Implementation of Head Start Services: Preliminary Findings

—Todd Grindal, Paul Burkander

PRESENTER

Todd Grindal

Extreme weather events like floods and hurricanes threaten the healthy development of young children by disrupting access to crucial educational, health, and support services (Lai & La Greca, 2020). This poster provides preliminary evidence on the number of Early Head Start/Head Start programs experiencing extreme weather events and the relationships between those events and services provided, leveraging linked data from FEMA, Head Start, and the U.S. Census.

B03

Improving Participation of Children in Foster Care in Stable, High Quality Early Care and Education

—Nicholas Ortiz, Todd Grindal, Nancy Perez, Sheila Smith, Nicola Edge, Kirby Chow

PRESENTER

Todd Grindal

Using Arkansas's administrative data, we compare the quality, stability, and accessibility of subsidized early care and education (ECE) for young children in foster care (CiFC) using Child Care and Development Fund (CCDF) vouchers to care used by all other Arkansas children using CCDF vouchers. We also examine the landscape of licensed programs eligible to serve CiFC according to state criteria. Finally, we discuss policy implications for state agencies refining equitable ECE provision for CiFC.



B04

Extra Help for Extra Needs: Family Perspectives on New Mexico's Supplemental Child Care Subsidy Program for Families at Risk for Involvement with Child Protective Services

—Hailey Heinz, Shelley Alonso-Marsden, Elisabeth Baker Martínez

PRESENTER**Hailey Heinz**

This study reports perspectives of parents and primary caregivers who received child care subsidies through New Mexico's at-risk eligibility designation for families who are or are at risk for becoming involved with child protective services. Qualifying families have limited documentation requirements, and receive enrollment supports from specialized eligibility workers. Families reported positive experiences with the subsidy program, but had difficulty finding child care that met their needs for transportation and care during non-traditional work hours.

B05

Implementation of Communities of Practice for Coaches in Early Education

—Maya Elizabeth Johnson, Jiyeon Lee, Hillary Lewis, Mackenzie Burton, Jordan Moore, Bridget E. Hatfield

PRESENTER**Maya Elizabeth Johnson**

Research shows peer learning opportunities are useful in sharing knowledge among professionals in early care and education (ECE) systems (Graf et al., 2022). The current study explores how communities of practice support professional development of ECE coaches in the Pacific Northwest. Data from a mixed methods design show coaches felt supported in connecting with others and exploring resources related to coaching. Results yield implications for how peer learning opportunities disseminate knowledge about high-quality coaching practices.

B06

Intergenerational Experiences with Using and Providing Early Care and Education (ECE): Characteristics of Families Using and Providing Grandparent ECE from Dual Perspectives

—Sarah Kabourek, Michael Schultz

PRESENTER**Sarah Kabourek**

We explore use of grandparent ECE from the perspective of families using this care and grandparents providing care, using two nationally representative datasets. We test 1) the relationship between use of grandparent ECE and access to other care types, 2) the quality characteristics of grandparent care as perceived by parents and based on self-reported health of grandparents providing care, and 3) the relationship between use of grandparent ECE and employment schedules among parents and grandparents.

B07

Parents' Search for and Selection of Early Care and Education: Insights from Available Research and Data

—Sarah Kabourek, Heather Sandstrom

PRESENTER**Sarah Kabourek**

Understanding how parents search for and select child care can inform consumer education. We present findings from a literature review and analyses of the 2019 National Survey of Early Care and Education. Families often consult their personal contacts and other trusted sources and search the internet. They less often report using referral agencies or



state websites. We estimate types of child care searches based on the information sources used and identify correlates of search types.

B08

Child Care Program Capacity Trends Pre- and Post-COVID: Factors Related to New Programs, Program Closures, and Stability Over Time

—Lisa McCabe, Hope Casto, John Sipple

PRESENTER

Lisa McCabe

Child care deserts and declining numbers of family child care programs limit access to early care and education in some communities. Using a multi-year (2007-2023) New York State administrative data set, this study aims to understand how patterns of child care programs (i.e. total capacity, new programs, program closures) pre- and post-COVID relate to factors such as program type, locale, and presence of publicly supported prekindergarten.

B09

A Systematic Review of Factors that Increase Refugee and Immigrant Family Utilization of Early Childhood Programs

—Elly Miles, Soumita Bose, Erin Doyle, Hamutal Bernstein

PRESENTER

Elly Miles

Refugee and immigrant children are less likely than their U.S.-born peers to access and utilize a range of early childhood services (ECS). This is concerning, given the potential of high-quality ECS to ameliorate a range of early disadvantages. This systematic review synthesizes the literature to identify the mechanisms and factors that promote utilization of ECS among refugee and immigrant families. These findings may inform programs and policymakers as they seek to support newcomer children.

B10

Child Care and Employment Disruptions During the COVID-19 Pandemic and Variations by Household Characteristics

—Christina M. Padilla, Ying-Chun Lin

PRESENTER

Christina M. Padilla

This study uses Household Pulse data to examine child care disruptions and employment-related responses to disruptions. Almost one third of households (29%) with children under age 5 experienced child care disruptions 1-2 years into the pandemic (July 2021-May 2022). Disruptions and employment-related responses to disruptions varied by several household characteristics, including race/ethnicity, employment status, and others. Findings highlight the importance of stability in child care arrangements for parents' ability to participate in the labor force.

B11

Supply and Demand in Oregon: How Equitable is Child Care Access?

—Megan Pratt, Michaela Sektnan, Shannon Caplan, Laurie Houston, Roberta (Bobbie) Weber

PRESENTER

Megan Pratt

Understanding community need is a key element guiding early care and education (ECE) policy and planning. However, limited research exists about how states and programs use data on ECE supply and demand to measure need for services and inform decision making. This poster addresses this gap by providing research evidence



identifying the supply and demand data states and programs leverage to assess needs and how these data can guide policy and practice.

B12

Employment Dynamics of Parents Receiving Subsidized Child Care in Illinois

—Thao Tran, Robert Goerge

PRESENTER

Thao Tran

This study examines the crucial role of parental employment for low-income households' participation and retention in the Child Care Development Fund (CCDF) services. Leveraging child care subsidy program data and unemployment insurance wage data, our research highlights the relationship between parental income, school participation, and industry at time of program eligibility. Our longitudinal analysis investigates parental employment dynamics and retention in the child care subsidy program one year later.

B13

Providing Child Care in a 24/7 Economy: A Mixed Methods Dissertation on the Supply of Nontraditional Hour Care in the Child Care Subsidy System

—Elizabeth Wong

PRESENTER

Elizabeth Wong

Emerging literature suggests there is a limited supply of nontraditional hour child care that meets the needs of parents working outside the typical Monday through Friday daytime schedule. This poster shares the research plan and preliminary findings from a mixed methods dissertation examining how and why center-based and home-based providers in the subsidy system make decisions about offering nontraditional hour care, and how broader contextual factors, such as child care subsidy policies, influence these decisions.

Assessment/Measurement/Research Methods

B14

An Examination of Reliability of the Ages & Stages Questionnaires®, Third Edition (ASQ-3), Within and Between Versions

—Adon F. G. Rosen, Yaqi Li, Amy E. Treat, Xiaolan Liao, Yutian T. Thompson, Lise DeShea, Andrew R. Peters, David E. Bard

PRESENTER

David E. Bard

The ASQ is a developmental monitoring tool assessing developmental delay risk across five domains and ages 2-months through 60-months. Reliability was estimated using 20,000+ real-world ASQ administrations. Maximal domain reliabilities were lower than previous reports, falling in a poor-fair range. Simulated ASQ responses, using observed item characteristics and invariant developmental rank of true domain scores, produced similar lower-than-expected reliabilities. Follow-up analyses examine the classification implications of these low reliability scores across the developmental range.



B15

Classroom Assessment Scoring System (CLASS) 2nd Edition: Centering Equity and Comparability to CLASS 2008

—Sarah Caverly, Emily Rouge, Bridget Hamre, Samantha Mitsven

PRESENTER

Sarah Caverly

In 2022, Teachstone published its first major revision of the Classroom Assessment Scoring System (CLASS) (Teachstone, 2022). CLASS 2nd Edition uses the original CLASS framework for interactions while focusing on equity and inclusion. This poster will share information related to the updates to the tool, evidence of its reliability and validity, and its efficacy as an improvement support for programs and educators. Implications for policy and practice will be discussed.

B16

Notice and Wonder: Enhancing Teachers' Use of a State-Mandated Kindergarten Assessment via Online Learning Community

—Anita R. Evans, Ivette Guadarrama, Jie-Qi Chen

PRESENTER

Anita R. Evans

This study examines the impact of a virtual Professional Learning Community (PLC) on teachers' observational skills in conducting a state-mandated kindergarten assessment. Using a pre-and post-intervention and comparison design, preliminary findings indicate notable improvements in the PLC participating teachers' accuracy in assessing children's learning and effectiveness in devising instructional strategies. The study further explores the contributing factors of the PLC to these positive outcomes.

B17

Collecting Video Observations in Family Child Care Settings to Develop and Validate a Measure of Family Child Care Quality

—Alison Hooper, Rena Hallam, Stefanie Wind

PRESENTER

Alison Hooper

This poster focuses on efforts to develop a new, strengths-based measure of family child care (FCC) quality—Everyday Quality (EDQ)—for continuous quality improvement, specifically using video observations for measure development. We collected videos and program documents from family child care programs in two states and used these data sources to develop, test, and refine the EDQ measure. This work highlights opportunities and challenges related to using video to observe and measure quality in FCC settings.

B18

The Infant Crying and Parent Well-Being Screening Tool: Clinical Implementation Results.

—Leslie Katch, Tiffany Burkhardt

PRESENTER

Leslie Katch

The Infant Crying and Parent Well-Being (ICPW) screening tool was developed to provide a standardized method to identify families struggling with infant crying. This poster presents results from a recent clinical implementation study



with pediatric residents, indicating that the ICPW screening tool improved clinician practice, helped to facilitate conversations about infant crying, and led providers to initiate conversations around family support and co-parenting.

B19

Statistical Biases May Explain Adverse-Looking Effects of Statewide Efforts to Prevent Child Maltreatment

—Robert E. Larzelere, Hua E. Lin

PRESENTER

Robert E. Larzelere

Are propensity-score methods biased against corrective actions? By definition, corrective actions are actions implemented to improve the poor prognosis of a perceived problem. This study found that treatments for depression looked harmful according to propensity-score matching despite having been proven effective in randomized trials. This bias may explain why recent evaluations of programs to prevent child maltreatment have concluded that they *increase* child maltreatment and severe injuries. The bias can be overcome by difference-score analyses.

B20

Cross Sector Implementation of the National Indicators of Early Childhood Inclusion in the Pacific Northwest

—Nazlı Özkoca, Ines de Pierola, Rebekah Benkart, Jean Stouffer, Megan McClelland, Bridget Hatfield

PRESENTER

Nazlı Özkoca

This poster examines the early data of a novel program in a Pacific Northwest state that is built up to foster high-quality inclusion by offering comprehensive support and evidence-based practices for early learning partners and families. The analysis examines changes in program implementation at different levels over the first three years, utilizing benchmark of quality indicators to track progress in planning, implementation, and in long term scale-up as well as planning for sustainability.

B21

Lessons Learned from the COVID-19 Pandemic: How Virtual Assessment, Videorecording, and Other Technologies Can Be Used to Learn What Children Know and Can Do

—Amanda Reeve, Sheresa Blanchard, Kathleen Hebbeler, Ryan Grimm, Lauren Barton, Geneva Dischinger-Smedes

PRESENTER

Amanda Reeve

The COVID-19 pandemic required that early intervention and preschool special education programs adopt new ways to conduct assessments. Findings from a literature review, a scan of professional organizations, and interviews and focus groups with administrators, practitioners, and families were used to develop tools and frameworks to support states and local programs in making informed decisions about the use of technology in assessment. This poster will highlight critical constructs and interview themes.



B22

Observing Children During Classroom Shared Reading: A Rating Scale of Active and Interactive Reading Engagement

—Seung-Hee Claire Son, Alison Baroody-Sarboraria

PRESENTER**Seung-Hee Claire Son**

Young children's engagement in shared reading refers to the extent of children's attention, involvement, and enjoyment during reading and has been treated as an indicator of reading-related motivation. The current study developed a measure of Shared Reading Engagement Rating Scale and tested its validity using Head Start children. We found two factors of active and interactive engagement from the scale and demonstrated the predictability of the interactive (but not active) reading engagement for early literacy outcomes.

B23

Developing and Evaluating an Assessment of Preschoolers' Science and Engineering Knowledge

—Lauren Westerberg, Jennifer K. Finders, Sarah H. Eason, Sara A. Schmitt, Brenda M. Capobianco, David J. Purpura

PRESENTER**Lauren Westerberg**

The goals of this study were to develop a comprehensive preschool science and engineering assessment that can be used in both the research and classroom settings, and to test the factor structure of children's science and engineering knowledge using this tool. This study provides insight into what early science and engineering knowledge encompasses as a construct, how it maps onto categorizations of science and engineering in later schooling, and how it can best be measured.

Comprehensive Service Delivery/Systems Integration and Coordination

B24

Connecting Young Children Experiencing Homelessness with Early Care and Education Programs

—Barbara D. DeBaryshe

PRESENTER**Barbara D. DeBaryshe**

Young children experiencing homelessness deserve high-quality early care and education (ECE) that fosters their resilience and positive development while meeting their families' needs. This mixed-methods study included focus groups with mandated ECE and homeless services providers and surveys administered to private ECE providers. We identified a) barriers and supports to enrolling and retaining children, b) strategies to increase collaboration between ECE and homeless services providers; and c) ways to assist ECE providers serving this population for the first time.



B25

Predicting Early Childhood Special Education Utilization Within the Smart Beginnings Parenting Program

—Leah J. Hunter, Ashleigh I. Aviles, Elizabeth B. Miller, Caitlin Canfield, Katherine Guyon-Harris, Alan Mendelsohn, Pamela A. Morris-Perez, Daniel S. Shaw

PRESENTER**Leah J. Hunter**

This poster details predictors of early intervention referral and service utilization in an randomized control trial (RCT) of the Smart Beginnings (SB) parenting program. In a sample of families from low-income households in two urban areas, children's behavioral/academic challenges predicted early intervention evaluations. Children in families offered SB were less likely to be referred for supplementary services. Implications for coordinating systems of care for families marginalized due to race and social-economic status are discussed.

B26

Identifying Families of Children Enrolled in Head Start Who are Experiencing Homelessness: Validation of the Quick Risks and Assets for Family Triage (QRAFT-EC)

—Melissa Kull, Amanda Griffin

PRESENTER**Melissa Kull**

Head Start has identified children experiencing homelessness as a priority population for enrollment, but there are no validated screening tools to assist Family Service Workers (FSWs) to identify families experiencing homelessness. This study validated the Quick Risks and Assets for Family Triage – Early Childhood (QRAFT-EC), a screening tool adapted for use in Head Start centers. We conducted a psychometric analysis in a sample of 748 families on whom FSWs completed screeners between 2022-2023.

B28

Head Start Family Service Workers' Attitudes, Knowledge, and Practices Are Connected to How They Link Families to Two-Generation Supports

—Doré R. LaForett, Dana Thomson, Jessica Warren

PRESENTER**Doré R. LaForett**

Using the Head Start 2014 Family and Child Experiences Survey (FACES 2014), this study explored the relationship between Head Start Family Service Workers' (FSW) attitudes, knowledge, practices, and credentials—and the extent to which FSWs link families with needed services. Findings point to the importance of specific FSW characteristics and behaviors in creating collaborative partnerships with families to help them meet their goals and to connect them with supportive services.

B29

Multisystem Developmental Screening: Parents' and Pediatric Providers' Perceptions

—Katherine M. Lopez, Jessica Hyland, Patricia H. Manz, Christina Wood, Yael Gross, Milim Lee, Jurni Jackson

PRESENTER**Katherine M. Lopez**

Routine developmental screening through pediatric and home visiting services is essential to infants/toddler's long-term development. This study examined the perspectives of parents and pediatricians who engage in systematic developmental screening. Initial analyses suggest that parents may be more comfortable and engaged during home



visitor screenings. Descriptive analyses of the pediatric survey data demonstrate variations in developmental screening practices. Implications from this investigation encourage family-centered care and interagency training between pediatricians and home visitor services.

B30

Characteristics of Early Head Start Families Experiencing Homelessness Across the State of Nevada

—Jennifer Mortensen, Katherine Marcal, Shannon Sagert, Sarah Dal Porto

PRESENTER

Jennifer Mortensen

In this study, we compiled administrative data from state Early Head Start programs to examine characteristics and disparities in homelessness, using enrollment data from before (2018-2019) and after (2020-2021) the COVID-related shutdowns. We found that the youngest infants (0-12 months) from home visiting programs had the highest rates of homelessness, and that the majority of families experiencing homelessness upon program entry drop out early (61.1%), making support and retention for these families a top priority.

B31

University-Based Early Care and Education: A Nationwide Descriptive Study

—Melanie Muskin, Terri Sabol

PRESENTER

Melanie Muskin

This nationwide study surveys 385 U.S. postsecondary institutions, identifying 161 with university-based early childhood education (university-ECE) programs across 49 states and Washington D.C. Analysis shows significant links between university-ECE presence and institutional characteristics like size, endowment, and public status. University-ECE programs are designed to integrate into higher education through teacher preparation and academic research. Structural quality indicators, such as QRIS and accreditation, highlight variability, underscoring the need for further research on programmatic quality in university-ECE.

B32

Early Intervention and Early Childhood Special Education State Data Systems: Changes between 2013 and 2023 and Looking Ahead

—Nancy K. Perez, Ginger Elliott-Teague, Betsy Davies-Mercier

PRESENTER

Nancy K. Perez

In this poster, we present data from a national survey study about the characteristics of state early intervention and early childhood special education data systems. In the study, we reviewed 11 indicators of a high-quality state data system and the changes in these systems that occurred between 2013 and 2023, including information about data elements in state data systems and the ability to link data with other early childhood programs and K-12 data systems.

B33

A Community-Centric Model for Early Childhood Advancement: The 2Gen Approach

—María Rolón, Yanitza Alicea

PRESENTER

María Rolón

This poster outlines a innovative project employing the 2Gen approach in early childhood settings, focusing on creating a synergistic environment where both children and their families receive support. The project integrates early childhood



education with adult learning, health services, and economic stability initiatives. Emphasizing community engagement, the project offers a blueprint for similar initiatives aiming to enhance family well-being and educational outcomes.

B34

The Extent of Integration of Pediatrics and Other Child Service Systems for Infants and Toddlers

—Christina N. Wood, Patricia H. Manz

PRESENTER

Christina N. Wood

Integrated pediatric care for infants and toddlers is necessary, but guiding research in this area is lacking. A content analysis was conducted to examine the implementation status of integration between pediatric healthcare systems and other child service systems. Results demonstrated that across 29 publications, a majority of them focused on integration with Part C early intervention and were at the most basic level of implementation, simply the recognition of the need for service integration.

Dual Language Learners/English Language Learners/Immigrant Children

B35

The Role of Peer Interactions and Classroom Language Make-Up on Spanish-English Dual Language Learner (DLL) Children's Language Development

—Chabely A. Figuereo, Eraine Leland, Arushi Malik, Casey Mullins, Rebecca Bulotsky-Shearer

PRESENTER

Chabely A. Figuereo

Preschools provide opportunities for interactions that promote language development and may be especially beneficial to Latino DLL children if their home language is supported. Little is known about the effect of peer language. We examine the relationship between peer interactions, DLL peer makeup, and receptive vocabulary skills in Spanish-English DLLs. Findings suggest that being in a classroom with other DLLs and having positive play interactions may support Latino DLL's Spanish receptive vocabulary skills.

B36

Understanding the Role of Classroom Quality in Dual Language Learners' Bilingual Development in Head Start

—Elisa Garcia, Ryan Grimm, Anne Partika

PRESENTER

Elisa Garcia

Using the Head Start Family and Child Experiences Survey, 2014, we conducted latent profile analysis to classify dual language learners' (DLLs) English and Spanish vocabulary skills in the fall and spring, thereby advancing a nuanced understanding of DLLs' bilingual development. We examined how family characteristics predicted fall profiles and classroom quality predicted spring profiles. Moreover, we conducted latent transition analysis to understand how DLLs transitioned among profiles between the fall and spring.



B37

Understanding Teachers' Experiences Working with Displaced Afghan Children in Oklahoma

—Sun Geun Kim, Kyong-Ah Kwon

PRESENTER

Sun Geun Kim

With the influx in the number of displaced Afghan families around Oklahoma, the present study aims to uncover how early childhood teachers respond to the arrival of Afghan children in Oklahoma and how they support these children in the classroom. Ten early childhood teachers participated in semi-structured interviews and shared their experiences. The study employed thematic analysis and derived five themes in learning and understanding the teachers' experiences with Afghan children and families.

B38

Instructional Environment in High Quality Early Care and Education (ECE) Programs as a Support for Dual Language Learner (DLL) Children's Early Language Skills

—Kenyon Page, Chabely Figueroa, Silvia Niño, Daryl Greenfield

PRESENTER

Kenyon Page

In an English-dominant education system, dual language learner (DLL) children are often underrepresented in research aimed at creating an equitable learning environment. High-quality instruction is a potential support for DLLs in preschool. We examined the relationship between teacher's instructional support and class size with child language, accounting for child sex, language of assessment, and DLL peer make-up. Results suggest that instructional support and class size are associated with DLL children's receptive language skills.

B39

Strategies for Teachers of Young Learners of English: A Research-Practice Partnership to Reduce Inequalities

—Alison Wishard Guerra, Shana W. Cohen, Monica W. Molgaard, Rogelio W. Becerra-Songolo

PRESENTER

Alison Wishard Guerra

Multilingual learners (MLs) face inequitable access to linguistically rich instruction, resulting in disparities in academics and overrepresentation in special education. The STYLE project implemented a practice-based learning model focused on creating opportunities to support MLs in home and English language in the context of conversations, play, and reasoning. Results show positive gains in teacher pedagogy and deep learning, yielding important implications for improving classroom language environments for MLs.

Family Engagement

B40

Attendance Barriers in Preschool: A Nationally Representative Analysis of Head Start Programs from 1997-2009

—M. Nicole Buckley, Arya Ansari, Kelly Purtell

PRESENTER

M. Nicole Buckley

The current study uses nationally representative data from the Family and Child Experiences Survey 2014 Cohort to examine the role of relationships between Head Start family service workers and parents on children's absenteeism. In



doing so, our work may help identify new areas for intervention and prevention, with the goal of maximizing the effectiveness of Head Start.

B41

Family Engagement in Migrant and Seasonal Head Start

—Erin Bumgarner, Helena Wippick

PRESENTER

Erin Bumgarner

This poster will explore family engagement activities and strategies within the context of Migrant and Seasonal Head Start (MSHS). Using nationally representative data from the MSHS Study (2017), we will identify distinct profiles of family engagement. These profiles will explore the alignment between the types of activities that MSHS staff offer to families, relative to families' actual participation rates in these activities.

B42

A Nationally Representative Study of Mental Health and Programmatic Factors Supporting Parental Engagement within Migrant and Seasonal Head Start

—Celenia L. DeLapp, Sandra Barrueco

PRESENTER

Celenia L. DeLapp

Parental engagement has garnered increasing attention within early childhood intervention and educational communities, in both research and programmatic realms. Even so, the Migrant and Seasonal Head Start (MSHS) community has received limited attention and at times been excluded from such considerations. The current study examines parental engagement in a nationally representative study of MSHS, with particular attention paid to home and community factors.

B43

An Analysis on the Associations Between Parent-Provider Relationships Within Educare and Child and Family Outcomes

—Vanessa Esquivel, Michelle Miller, Eleanor Fisk, Jennifer Sarcona, Rachel Chazan Cohen

PRESENTER

Vanessa Esquivel

Positive parent-provider relationships (PPR) are a priority at Educare, an early childhood education program serving low-income and diverse families. Previous studies have shown that PPR has positive effects on children's school performance, educational achievement, and school readiness, however, less is known about the associations between PPRs and children's social-emotional outcomes. This study examined how PPRs are associated with children's social-emotional skills among children and families enrolled in Educare.

B44

Family Perceptions of the "I'm Ready" Early Math Videos: Exploring the Impact on Family Math Mindsets and Practices

—Elizabeth M. Frechette, Melina Pinales, Amy Yanchik, Madhu Kapoor, Les Mayfield III, Matilda Soria, Naomi Reeley, Jennifer Marcella-Burdett, Osnat Zur

PRESENTER

Elizabeth M. Frechette

The "I'm Ready" videos are a key component of the Count, Play, Explore (CPE) project designed to raise families' awareness of early math development. This study examined family perceptions of the videos and the impact the videos



have on math mindsets and practices. Results highlight increased math comfort and increased engagement in math activities with children. The findings underscore the significance of using videos as a resource to empower families to foster early math development.

B45

Asian Immigrant Parent Involvement and their Children's Socio-Emotional and Academic Outcomes in Early Childhood: A Comparison with U.S.-Born Asian and U.S.-Born White Parents

—Jin Kim, Hae Min Yu

PRESENTER

Jin Kim

This study examined differences in school-based involvement and home-school communication between Asian immigrant parents versus U.S.-born Asian parents and U.S.-born White parents, and whether the effects of parents' school-based involvement and home-school communication on socio-emotional and academic outcomes in early childhood differed between Asian immigrant parents versus the two reference groups. While increased school-based involvement is associated with better school outcomes overall, it is associated with worse socio-emotional outcomes for children of Asian immigrant parents.

B46

Engaging Justice System-Impacted African American Parents to Inform Public Assistance and Early Care and Education Programs

—Brian McGregor, Rodney Washington, Latrice Rollins, Tandeca King Gordon, Amber Sansbury, Anthony Lizarraga

PRESENTER

Brian McGregor

A fluid framework for community engagement at the National African American Child & Family Research Center (NAACFRC) was developed to engage parents across nine Southern and Mid-Atlantic states using a population-specific, community-first approach. This poster will highlight our strategies for reaching underrepresented, marginalized, rural communities to better understand the challenges they face in accessing child care assistance, Early Head Start, and Head Start programs.

B47

Early Childhood Mental Health Consultation in Virginia: Supporting Teacher-Family Collaboration

—Kyra Parker, Ann Partee, Kelsey Clayback, Amanda Williford

PRESENTER

Kyra Parker

Early childhood mental health consultation (ECMHC) is an intervention that aims to improve children's social, emotional, behavioral, and mental health outcomes by building the capacity of adults who interact with children. Limited research exists on families' experience with consultation and their perspective on the teacher-family relationship. Results suggest that not all families experience shared expectations about their child with their child's teacher, nor do they have a great relationship with the teacher.



B48

Racial Identity Development of Black Young Children: The Relationships Between Teachers and Families

—Amber B. Sansbury

PRESENTER**Amber B. Sansbury**

Head Start can provide enriching learning environments with positive academic, behavioral, and social-emotional outcomes. A key component is family engagement that includes home visits, wraparound community and medical supports, child development classes, and advocacy. Increased scholarship is needed to investigate how African American families of young children and teachers – individually and in partnership with each other – foster positive early racial socialization and racial identity development processes to challenge the influence of racism and economic disadvantage.

B49

How do Rural Early Childhood Educators and Parents View Family Engagement? A Mixed Methods Analysis

—Susan M. Sheridan, Janell C. Walther, Lisa L. Knoche, Amanda L. Witte, Natalie A. Koziol, Jennifer Farley

PRESENTER**Susan M. Sheridan**

Educator and parent perspectives about family engagement are important for creating and leveraging family-school partnerships. This mixed methods study explored both shared and divergent perspectives about parents' involvement from pre-K to Grade 3. Semi-structured interviews with 139 rural educators and survey responses from 73 parents revealed similarities in values, but potential differences in definitions of what constitutes family engagement. This study advances a comprehensive understanding of rural family engagement and contributes to improved programming.

B50

Examining Gender Differences in Parent-Child Engagement in Home Science Activities

—Suzanne Varnell, Sona Kumar, Lauren Westerberg, Patrick Ehrman, Fabiola Herrera, Chellam Antony, Avery Harrison Closser, David J. Purpura

PRESENTER**Suzanne Varnell**

As women are underrepresented in STEM, we examined factors in the early home learning environment (e.g., differences in parent engagement with boys and girls in science) that could lead to this gender gap in performance. There were no differences between parents of girls and parents of boys in their frequency of engagement with science activities, suggesting that the home learning environment may not be a primary contributor to gender disparities seen later in development.

B51

Community-Based Participatory Research Approaches with African American Parents in Rural Communities

—Rodney Washington, Latrice Rollins, Tandeca King Gordon, Brian McGregor, Amber Sansbury-Scott

PRESENTER**Rodney Washington**

A fluid framework for community engagement at the National African American Child & Family Research Center (NAACFRC) was developed to engage parents across nine Southern and Mid-Atlantic states using a population-



specific, community-first approach. This poster will highlight our strategies for reaching underrepresented, marginalized, rural communities to better understand the challenges they face in accessing child care assistance, Early Head Start, and Head Start programs.

B52

Teachers' Inclusion of Family Life in Classroom Learning as a Unique Predictor of Family Engagement for a Low-Income Population

—Nan Xiao, Lok-Wah Li, Christine McWaynes

PRESENTER

Nan Xiao

This study examined the unique role of teachers' inclusion of family life in classroom learning (COMINC) in predicting family engagement beyond caregiver-teacher communication quality and language match. The study involved 337 children from 40 Head Start classrooms and included teacher and caregiver reports. Results showed that COMINC uniquely and positively predicted family engagement by controlling for communication quality and language match. In moderation analysis, this relationship was stronger when caregiver-teacher communication quality was low.

B53

Engaging Parents of Preschool-Aged Children in STEAM Projects

—Yaoying Xu, Moe Greene, Meagan Dayton

PRESENTER

Yaoying Xu

The purpose of this study is to implement a parent facilitated STEAM project for preschool-aged children from low-income families, with the goal of preparing at-risk children for school readiness, including children who are Spanish speaking dual language learners (DLL). The project focuses on informal STEAM learning outside of classroom routines. The project intends to empower parents to facilitate opportunities for children's exploration and discovery without the constraints of formal instruction.

B54

Decoding Partnership: Understanding Shared Decision-Making in Head Start

—Zhamilya Yessirkepova

PRESENTER

Zhamilya Yessirkepova

This qualitative case study explores parents' experience of shared decision-making in Head Start, uncovering factors that enable or constrain their participation. Focused on a Midwest Head Start agency, the study draws from the Equitable Collaborations framework and existing research on shared decision-making. The research aims to illuminate patterns in parental engagement by employing semi-structured interviews, Policy Council meeting observations, and document analysis. The insights gained will guide practitioners in fostering equitable parental experiences in decision-making.



Family Well-Being

B56

National Insights into the Well-Being and Stress of Early Head Start Families Pre- and Post-COVID-19

—Maria Abdul-Masih, Arya Ansari, Kelly M. Purtell

PRESENTER

Maria Abdul-Masih

COVID-19 greatly impacted children and families, worsening existing disparities. Despite these challenges, Early Head Start (EHS) supported families by providing services like early education and home visits. To maximize benefits, providers must understand and adapt to families' unique and changing needs. Using data from two cohorts of the EHS Family and Child Experiences Survey, we examine the stressors and well-being of families pre- and post-COVID, offering crucial insights for tailoring services during these unprecedented times.

B57

“Meet Them Where They Are...And Don’t Leave Them There”: Data Capacity and Evaluation Lessons Learned from Implementation of an Economic Mobility Coaching Model with Family-Serving Providers

—Laura Beals

PRESENTER

Laura Beals

This poster explores lessons learned by a national nonprofit organization (EMPath) in implementing their model, Mobility Mentoring®, to support the economic mobility of families within social service programs. Specifically, it will focus on how EMPath supports providers from two cohorts—a large state child welfare entity and a national network of organizations providing services to families and children—on data capacity for and evaluation of Mobility Mentoring. Initial findings from collective data will be shared.

B58

A National Examination of Migration, Child and Family Functioning, and Program Participation in Migrant and Seasonal Head Start

—Vanessa E. Fuentes, Sandra Barrueco

PRESENTER

Vanessa E. Fuentes

The current study identified factors influencing children's and families' well-being and development within the Migrant and Seasonal Head Start (MSHS) community in the nationally-representative MSHS Study. Key factors examined included residential mobility, parent language proficiency, familial engagement, and pesticide exposure and their association with well-being and development. Study findings contribute to current gaps in the literature in providing further information about the MSHS community and implications for future policies and practices.



B59

Parents' Experiences with the First 5 California's Kit for New Parents

—Heather Quick, Alejandra Martin

PRESENTER**Alejandra Martin**

Parenting interventions that help strengthen parents' knowledge of child development and their capacity to support their children have shown to have positive benefits for children's development (Jeong et al., 2021). Since 2001, First 5 California's *Kit for New Parents* has provided children's books and other free resources to 5.4 million families across California. This poster highlights the experiences of 90 families interviewed about the *Kit*, including their perceptions of the benefits of the resources.

B60

Material Hardship, Latinx Mothers' Parenting Stress, and Children's Behavioral Problems: The Protective Role of Cultural Engagement

—Liliana Lucia Geraldine Medina Gonzalez, Rahmet Akpolat, Francisco Palermo

PRESENTER**Liliana Lucia Geraldine Medina Gonzalez**

We examine the link between material hardship during children's toddlerhood and Latinx mothers' parenting stress and children's behavioral problems approximately two years later, and whether the link varied by mothers' engagement in Latinx culture. Participants included 1,333 Latinx mothers from the Future Families and Child Well-Being Study. Results suggest that cultural engagement moderated the link: it was significant and positive at low levels of cultural engagement and nonsignificant at high levels of cultural engagement.

Funding/Financing/Cost

B61

Apples to Apples: Adopting Rigorous Cost Study Standards to Improve Comparability and Utility of Cost Studies in Child Care

—Amanda Danks, Karen Manship

PRESENTER**Amanda Danks**

Child care is an essential service needed to support a robust economy. With the increasing use of cost-based subsidy rates, and efforts to improve the equity of child care support, it is critical that the field adopt standards that are uniformly followed across studies. The adoption of standards allows the field to compare findings cross individual studies to more fully inform state and federal conversations around how to adequately and sustainably fund child care.

B62

Two Sides of the Child Care Coin: Current Costs Versus Costs of Adequacy

—Amanda Danks, Karen Manship, Laura Wallace

PRESENTER**Amanda Danks**

States are exploring setting child care subsidy rates aligned with the estimated cost of care, not traditional market rate information. One state considered not only the cost of care, but the cost of what would be needed to meet the highest level of quality (according to their state's QRIS). Estimates of the true cost of care and the cost providing the highest quality can help states understand what is needed to reach their goals.



B63

Examining Wage Compression as the Minimum Wage Increased in Chicago and Illinois

—Leah Gjertson, Robert Goerge, Theresa Hawley, David McQuown, Thao Tran

PRESENTER

Leah Gjertson

This poster explores Illinois child care workforce wage dynamics based on two data sources: total wages reported to the unemployment insurance system and hourly wages reported in the Gateways Registry, 2017-2022. Analyses show the pandemic had a greater impact on lower-wage workers, and there was significant variation in impact across geography and employer size. Child care wages rose across Illinois over the five-year period, with wages for the lowest-paid workers rising faster than the highest-paid.

B64

Characteristics of Centers that Combine Early Head Start Funds and Child Care Subsidies: Comparisons with Centers Using Only One Funding Source

—Gerilyn Slicker, Alex Faucheux, Ching-Chen Chen, Jungnam Kim

PRESENTER

Gerilyn Slicker

Using a nationwide sample, we examined infant and toddler centers' provision of high-quality, comprehensive services, comparing programs that accept child care subsidies and Early Head Start funds with centers that only use one of these funding sources. Preliminary findings suggest centers that accept both funding sources appear to be providing longer, more flexible hours and more family supportive services with a more qualified and consistent workforce than centers that do not combine these funds.

B65

Unraveling the Complexity of Coordinating Funding in Early Care and Education (ECE): Early Study Findings on Head Start Provider Strategies and Systems Factors—Amanda Stein, Eric Bucher, Darielle Blevins, Sarah Kabourek, Stacy B. Ehrlich Loewe,
Margery Wallen, Mitchell R. Barrows

PRESENTER

Stacy B. Ehrlich Loewe

At state and local levels, there are efforts to coordinate early care and education funding from multiple sources, each with distinct policies and standards. This poster introduces a project aiming to understand Head Start programs' use of multiple funding sources, with attention to the state and local systems within which programs make funding decisions. We will share findings from early project activities that provide insights into Head Start funding practice and policy.



Home Visiting

B66

Children's Kindergarten Readiness and Parent Mental Health: Findings from the Family Connects Program

—Gayane Arturovna Baziyants, Kenneth Dodge, W. Benjamin Goodman

PRESENTER

Gayane Arturovna Baziyants

Children's kindergarten readiness is an important indicator of later school success. Supporting parents in their parenting and parent mental health is essential for promoting optimal children's development. Utilizing a representative sample of families from a randomized control trial, study findings demonstrate long-term impacts of a universal home visiting program on sustained parent mental health. Structural equation modeling is utilized to investigate the potential indirect effect of home visiting on children's kindergarten readiness.

B67

Shifting Course: Evaluating A Newly Virtual Light-Touch Home Visiting Program in the Wake of COVID-19

—Lori Downing, Heather Quick, Mona Kilany, Iliana Brodziak de los Reyes, Christine Walsh, Stephanie Davis, Jennifer Anthony, Shannon Keuter

PRESENTER

Lori Downing

The Welcome Baby Study examines virtual delivery of Welcome Baby (WB), a home visiting program offering parenting education, support, and referrals for families in Los Angeles. The study investigates maternal and child outcomes for WB clients and a community comparison sample. We present findings from surveys administered when babies were 10 months old, which reveal higher rates of having a medical home and higher infant social and emotional development scores among WB families.

B68

Supporting Families Affected by COVID-19 Through Supplemental Funds to the Maternal, Infant, and Early Childhood Home Visiting (MIECHV) Program

—Emily Farrell, Katherine Michel, Soohyun Kim

PRESENTER

Emily Farrell

The Maternal, Infant, and Early Childhood Home Visiting (MIECHV) Program provides families with support to foster positive maternal and child health outcomes. The American Rescue Plan Act of 2021 (ARP) appropriated additional funds for MIECHV that were distributed to support MIECHV families and staff and offset the challenges exacerbated by the COVID-19 public health emergency. We analyzed data reported on utilization and reach of ARP funded activities and will report on key findings.

B69

Contents and Characteristics of Virtual Home Visiting

—Kanna N. Lewis, Lorraine M. McKelvey, Shalese Fitzgerald, Dong Zhang

PRESENTER

Kanna N. Lewis

Virtual home visiting (HV) was rapidly implemented during the COVID-19 pandemic, but it is mostly unknown how virtual implementation impacts HV delivery and outcomes. This study examined HV participants who enrolled during



the pandemic (2020-2022) with children birth to 4 years old. Findings suggest phone and video visits included less focus on parent-child interaction and child development than in-person visits. Families with primarily video visits within the first month had the longest enrollment duration.

B70

Supporting Indigenous Research-Practice Collaboration in Home Visiting: Findings from an Environmental Scan

—Natalie Moyer, Chelsea Wesner, Emily Chavis, Michelle Sarche, Alva Gachupin, Erin Geary, Nancy Whitesell

PRESENTER

Natalie Moyer

Culturally aligned and rigorous research methods are foundational to producing knowledge, evidence, and community benefit around home visiting in Indigenous communities. Guided by A Roadmap for Collaborative and Effective Evaluation in Tribal Communities, the Center for Indigenous Research Collaborations and Learning for Home Visiting (CIRCLE-HV) will share results from an environmental scan of Indigenous methodology texts, peer-reviewed and grey literature, and interviews with experts to support research-practice partnerships related to home visiting in Indigenous communities.

B71

Findings From the Tribal Home Visiting Continuous Quality Improvement Collaborative (CQIC) Process Study

—Connie Park, Brandie Buckless, Natalie Moyer, Emily Chavis

PRESENTER

Natalie Moyer

This poster provides an overview of the key findings from the Tribal Home Visiting (THV) Continuous Quality Improvement Collaboratives (CQIC) Process Study as they relate to the feasibility and appropriateness of the approach. The mixed method study documents how the THV CQIC, an adapted version of the Institute for Healthcare Improvement's Breakthrough Series Collaborative Model, is implemented within the context of tribal home visiting programs and highlights the outcomes of the quality improvement work.

B72

Using Photovoice to Explore the Impact of a Promising Practice Home Visiting Program for Parents with Intellectual and Developmental Disabilities

—Grace C. Polistina, Paula Cortés Campos, Clarissa Williamson, Wiwit Grandison, Wendy Jones

PRESENTER

Grace C. Polistina

To supplement the array of evidence-based home visiting models, communities develop culturally and contextually congruent programs to meet the needs of under-served populations. Three such programs—serving parents with intellectual disabilities as well as Black and brown birthing people—adopted different rigorous, mixed methods research designs to assess their program's effectiveness and test their theory of change. Data from these evaluations will be shared and dialogue about strategies to replicate and scale these programs will be facilitated.



B73

Results from a Mixed Methods Community-Based Study of Mothers Rising, a Culturally Congruent Home Visiting Program for Black Women and Birthing People in Washington, D.C.

—Erin Snowden, Rabiya Amina, Aza Nehdari, Deborah F. Perry

PRESENTER**Erin Snowden**

To supplement the array of evidence-based home visiting models, communities develop culturally and contextually congruent programs to meet the needs of under-served populations. Three such programs—serving parents with intellectual disabilities as well as Black and brown birthing people—adopted different rigorous, mixed methods research designs to assess their program's effectiveness and test their theory of change. Data from these evaluations will be shared and dialogue about strategies to replicate and scale these programs will be facilitated.

B74

Mothers' Experiences in and Perspectives on Evidence-Based Home Visiting Programs: A Qualitative Sub-Study from the Mother and Infant Home Visiting Program (MIHOPE) Evaluation

—Mallory Undestad, Helen Lee, Ashley Qiang

PRESENTER**Mallory Undestad**

This MIHOPE qualitative sub-study sheds light on participants' perspectives of home visiting, using 74 mothers' reflections on their home visiting experiences about 3.5 years after services ended. Specifically, the study examined how mothers with low incomes who participated in home visiting perceived their experiences and relationships with home visitors. The study also explored reasons for variation in participation in home visiting as captured by length of time in the program and visit frequency.

Instructional Practices/Curriculum

B75

At-Scale Curriculum Implementation in Early Childhood Programs: The Role of Leader Engagement

—Caroline Chamberlain, Virginia Vitiello, Amanda Williford

PRESENTER**Caroline Chamberlain**

In 2022-2023, nearly 2000 infant, toddler, and preschool classrooms began using the STREAMin3 curriculum around Virginia, and program leaders received support to implement the curriculum. This study examines the relationship between leader engagement in STREAMin3 implementation supports and teachers' understanding of the curriculum, as well as whether leader engagement varied by type of supports received. Implications of at-scale curriculum implementation and the role of program leaders will be discussed.



B76

Understanding Uptake and Implementation of STREAMin3 Across Early Childhood Settings in Virginia

—Kelsey Clayback, Virginia Vitiello, Amanda Williford, Kate Matthew

PRESENTER**Kelsey Clayback**

In this poster, we will present implementation results of the scaling of a comprehensive curriculum, STREAMin3, in 2000+ birth-to-preschool classrooms. This study provides unique data on how early childhood programs are able to adopt a new comprehensive curriculum package and the professional development supports needed to do so. Exploring implementation fidelity and intervention *processes* is critical for the field of early childhood because it helps us understand what works, for whom, and why.

B77

Whatever Works, Right? Early Childhood Teachers' Perspectives on Planning and Curriculum

—Erin Hamel, Pearl Avari, Rachel Schachte, Holly Hatton-Bowers

PRESENTER**Erin Hamel**

Planning is a central part of teaching and yet it is enacted with wide variability across the field. The approach teachers use when planning reflects the philosophy of their program and their own beliefs about how children learn and play. This poster presents teachers' perspectives on the curricula they use and how they plan. Findings have implications for selecting curricula and supporting teachers' planning and implementation.

B78

Teacher and Leader Mindsets About and Implementation of Playful Learning Instructional Practices (PK-3rd Grade): Findings from a State-level Playful Learning Institute Pilot

—Kelly Meehan-Rooney, Stacy Ehrlich Loewe, Kyle DeMeo Cook, Donna Traynham, Kendra L. Winner, Stephanie M. Curenton

PRESENTER**Kelly Meehan-Rooney**

This poster shares findings from the implementation of a state-level playful learning institute (PLI) pilot designed to support child development and learning while providing developmentally appropriate, inclusive, and culturally responsive instructional environments. Findings examine teacher and leader mindsets about and implementation of playful learning practices in five teams consisting of district and school leaders and two educators each, grades PK-3, who received professional development and coaching to design and embed playful learning instruction.

B79

The Role of the Ready to Learn through Relationships Program in Supporting Safe Spaces and Preschoolers' Emotion Regulation

—Anna Wiktorja Sroka, Jaclyn Russo, Hannah Netschytailo, Desiree Murray, Rimma Ilyumzhinova, Karen Gouze, Carmen Holley, Caroline Kerns, Colleen Cicchetti

PRESENTER**Anna Wiktorja Sroka**

The Ready to Learn through Relationships program is a Tier I, culturally-attuned program for early childhood educators. The program was designed to support the implementation of trauma-informed practices in classrooms with children



exposed to potentially traumatic events. This study examines the role of the program in supporting the design of a safe classroom environment and subsequent "trickle down" effects on preschoolers' need for support in emotion regulation.

B80

The Effectiveness of Brain Breaks at Enhancing Attention Regulation and Instruction Uptake in K-2nd Grade

—Nashita Syeda, Amanda Moreno, Missi Jacobson, Karrie Godwin

PRESENTER

Nashita Syeda

This study examines whether K-2nd grade children's attention and learning are enhanced by taking various types of "brain breaks" in between instructional activities. We examine the effectiveness of brain breaks as well as compare six different types (e.g., mindfulness, physical activity, coloring) varying in relaxation, internal focus, and cognitive taxation. We utilize eye-tracking technology to capture attention. We hope this work will help underscore the importance of providing reflective, inwardly-focused time during the school day.

B81

What's in a Plan? Understanding Components of Early Childhood Teachers' Lesson Plans

—Paige Wernick, Clariebelle Gabas, Rachel Schachter

PRESENTER

Paige Wernick

This study investigates preschool teachers' lesson plans, analyzing 45 plans from 15 teachers across diverse programs. Initial findings revealed variations in lesson plan components and alignment with Developmentally Appropriate Practice (DAP). Differences based on curricular frameworks and program characteristics emerged. The study's implications include insights for improving education quality and curriculum design, with recommendations for supporting effective lesson planning in early childhood programs.

B82

What Do We Know About Program Practice for Migrant and Seasonal Head Start Programs?

—Hsiu-Wen Yang, Serra Acar, Ching-I Chen, Sarah Pedonti

PRESENTER

Hsiu-Wen Yang

Children in Migrant and Seasonal Head Start (MSHS) can benefit from high-quality instruction. However, limited evidence has explored what program features and teaching practices could promote these children's language and literacy development. This poster will present preliminary analysis results on the high-quality teaching practices to support language and literacy development using the 2017 MSHS dataset. Results have implications for promoting MSHS program quality and instructional practices to promote early language and literacy development.



Partnerships/Community Collaborations

B83

Exploring Concurrent and Sequential Care Experiences among Head Start Children

—Laura Betancur, Heather Rouse, Ji-Young Choi, Hannah Kim

PRESENTER

Laura Betancur

As more publicly-funded child care services are available, Head Start (HS) families increasingly use other services. Using integrated administrative data, we examine patterns and predictors of concurrent and sequential child care utilization among HS attendees during the two preschool years. Results suggest that enrolling in HS for two consecutive years and receiving state-provided pre-K is common. Simultaneously, differences among children arose based on length of enrollment and use of subsidy for home- or center-based child care.

B84

Community-Driven Innovation in Child Care: An Evaluation of Child Care Innovation Pilots in Michigan

—Claire Breen, Jenille Morgan, Iheoma Iruka

PRESENTER

Claire Breen

Under a developmental evaluation approach, we evaluated a community-level innovation pilot working to address child care workforce challenges in Michigan. Innovations related to credentialing and start-up and expansion of licensed child care businesses yielded the greatest impacts. The greatest challenges were observed in innovations working to develop collaborations with employers. The most successful innovations were those that had engaged in substantial work to establish relationships with relevant community agencies and organizations prior to implementing interventions.

B85

Leveraging Community Voices for Data Use: IDEAS Consortium for Children

—Rebecca Bulotsky Shearer, Leonie Hermantin, Elizabeth Howe, Casey Mullins, Elizabeth Campos, Imelda Moise, Ruby Natale

PRESENTER

Rebecca Bulotsky Shearer

Integrated administrative data systems (IDS) that deliberately incorporate community partnerships provide fruitful avenues for conducting meaningful, impactful research. This poster will share findings using a participatory action research approach including voices of families, providers, and executive leadership to build and use IDS in early childhood.

B86

A Community Program to Foster Nurturing Caregiving for Young Children and Prevent Child Maltreatment

—Barbara M. Burns, Veronica Amador, Diana Clayton, Maria Gallardo, Roberto Gil, Romina Miller, Ana Morante, Marita Zavaleta

PRESENTER

Barbara M. Burns

To promote positive childhood experiences and prevent child maltreatment, families need culturally-supported ways to strengthen nurturing caregiving. Our academic-community team developed a *promotora*-led family strengthening program in a Latine community facing high levels of economic hardship, family stress, and community violence. We share preliminary evidence showing successful implementation of a scaled-up intervention for families with children 0-3



years of age, and positive changes in family strengths of resiliency following completion of our *community-healing-community* program.

B87

What's at Stake and What's at Play? Understanding Power Dynamics in an Early Childhood Project Involving Government and Non-Profit Collaboration

—Daljit Gill-Badesha

PRESENTER

Daljit Gill-Badesha

This poster presentation will outline the key tensions and opportunities for collaboration identified in an early childhood project involving government and community stakeholders. Collaboration is often touted as the primary mode of integrated service delivery; yet, it is complicated, messy and fraught with tensions and challenges. This qualitative study provides insights into how relational practices, role clarifications, and emotional connections can mitigate some of the power dynamics in collaboration and promote the democratic participation.

B88

Collaboration and Colocation between Head Start Recipients and Local Education Agencies

—Hannah Kim, Laura Betancur, Heather Rouse, Ji-Young Choi

PRESENTER

Hannah Kim

Collaboration between Head Start (HS) and Local Education Agencies (LEAs) is encouraged for seamless transition to kindergarten. Using Iowa's 2018 and 2023 statewide needs assessment data, this study explored the level of collaboration, difficulty in collaborative activities by colocation status, and longitudinal changes. Results found that HS recipients reported no working relationship with a majority of LEAs. However, recipients with geographic proximity to LEAs reported higher levels of collaboration and less difficulty in collaborative activities.

B89

Listening to and Learning From the Community: Using Qualitative Data to Elevate the Voices of Early Childhood Community Members and Inform State Policies and Practices

—Ariel Ford, Aisha Pittman Fields, Lisa Lopez-Escobar, BreAnna Davis Tribble, Nicole Sharpe

PRESENTER

Lisa Lopez-Escobar

This study presents findings and considerations from a qualitative research study evaluating a state education agency's collection and use of qualitative data. A convergent, parallel, mixed-methods evaluation design was used to document the North Carolina's early childhood community's perceptions, experiences, and recommendations. The study revealed six findings related to meaningful engagement, barriers to participation, the importance of trust, diverse feedback methods, and the need for intentional action in response to community ideas and input.



B90

A Parent's Voice: Community Based Participatory Action Research as a Tool for Understanding Community Insights on Pre-K Opportunities.

—Dani Parker Moore, Sharlee Hainesworth, Tiara Morris, Nicole Howard, Ricky Johnson

PRESENTER**Dani Parker Moore**

This research centered participatory action research methods to engage parent researchers to drive the data collection in a way that allows them to answer questions based on Pre-K and culturally affirming environments. The partnership involved a local community agency, Black parents, and a local university researcher. Participants learned about what is qualitative research, how to conduct research, and developed research questions. They were able to collect data, report findings, and create change in their community.

B91

Enhancing Early Childhood Education Outcomes Through Research-Practice Partnerships: A Study on Language Development and Classroom Practices in Head Start Programs

—Craig K. Van Pay, Denise Vega Ruvalcaba, Diane M. Horm

PRESENTER**Craig K. Van Pay**

This study explores collaborative efforts between researchers and practitioners in a research-practice partnership (RPP). We assess language outcomes for 333 preschoolers in a large Head Start program, employing LASSO regression to identify actionable predictors of the classroom environment for language growth. Several findings from the analysis help with program goals for children's outcomes. This underscores the vital role of RPPs in generating research-based recommendations that align with programmatic objectives in early childhood education.

Policy

B92

Child Care Assistance and Family Stability Among Potentially Eligible New Mexico Families

—Monica Asencio Pimentel, Mary Lopez, Rebecca Fowler, Hailey Heinz, Andrew Breidenbach, Bibek Acharya, Yoselin Cordova, Elisabeth Baker Martínez, Dana Bell, Elizabeth Yakes Jimenez

PRESENTER**Monica Asencio Pimentel**

WIC-enrolled New Mexico parents were surveyed and interviewed to study families' perceptions about New Mexico's child care subsidy program, and associations between subsidy use and family report of child care usage, stability, stress, and progress toward goals. While both users and non-users of subsidy experienced limited availability of high-quality care, subsidy-enrolled participants experienced greater employment satisfaction, reported less stress about arranging care, and rated child care as more important to achieving their goals.



B93

Reducing Administrative Burdens to Support More Equitable Access for Families Seeking Child Care Assistance: Perspectives from Local CCDF Agency Staff

—Danielle A. Crosby, Amy Wrather, Julia Mendez Smith, Christina Stephens, Favour Omondi

PRESENTER**Danielle A. Crosby**

Studies of cross-state variation in CCDF policy and administrative practices highlight how these can create differential access to child care assistance and impact program participation among eligible Latino families, who are disproportionately underserved by the program. The current study extends this literature by examining the perspectives and practices of community-level staff administering the subsidy program across four states to better understand how aspects of the application process may serve as access barriers, especially for Latino families.

B94

Pandemic Assistance Receipt among Center-Based and Home-Based Child Care and Early Education (CCEE) Providers

—Bryn David, A. Rupa Datta

PRESENTER**A. Rupa Datta**

The COVID-19 pandemic presented many challenges for CCEE providers. Pandemic-related assistance became available through a variety of sources at different times during the calendar years 2020 and 2021, often with varying rules. This poster presents key findings discussing types of assistance and timing of assistance receipt for both center-based and listed home-based providers as reported by respondents to the National Survey of Early Care and Education (NSECE) COVID-19 Longitudinal Follow-up surveys.

B95

Associations between Child Care Teacher Turnover, Licensing Violations, and Teacher-Child Interaction Quality

—Todd M. Hall, Daphna Bassok, Justin B. Dornan

PRESENTER**Todd M. Hall**

Teacher turnover is a persistent problem for the child care sector that varies widely across centers. However, researchers rarely have the data to examine whether centers with high turnover also exhibit lower process quality and more safety issues. This study fills this gap. We combine center-level turnover rates, CLASS observation scores, and web-scraped inspection reports to document associations between multiple measures of teacher turnover (high, persistent, and within-year turnover), interaction quality, and licensing violations.

B96

Relief, But Not Enough: A Study of the Child Care Counts Stabilization Program in Wisconsin

—Liesl Hostetter, Hilary Shager, Zach Bauer

PRESENTER**Liesl Hostetter**

Responses to a state-wide questionnaire show how Wisconsin child care providers prioritized spending ARPA 2021 Child Care Stabilization funding during the pandemic. Qualitative responses give further insight into the challenges faced during COVID-19, examples of expenditures, direct and indirect impacts of funding, and the limitations of



Wisconsin's Child Care Counts Stabilization Program. This study adds evidence to the field regarding child care providers' experiences and needs, and can inform future child care funding programs.

B97

Exploring the Prevalence and Predictors of Child Care Licensing Violations: New Descriptive Findings from D.C.

—Justin B. Doromal, Rachel Lamb, Erica Greenberg, Heather Sandstrom

PRESENTER

Rachel Lamb

Following the 2014 Child Care and Development Block Grant reauthorization, many state lead agencies revised their child care licensing systems to ensure children across settings receive care that meet basic health and safety standards. Violation information is made available to families searching for care. This poster presents analyses of District of Columbia (D.C) licensing data to show the prevalence and predictors of health and safety concerns before and during the pandemic, and observed geographic differences.

B98

Comparison of Early Child Care Provider and Parent Views of a State Subsidy Program

—Louis Manfra, Francisco Palmero, Prabhath Pallewaththa, Aida Ismailova, Maria Fernanda Rueda Posada, Alaina Wilson, Rahmet Akpolat, Sijia Zhao

PRESENTER

Louis Manfra

Early child care providers serving children receiving subsidies and the parents of these children completed surveys about things they like and do not like about the current subsidy program and things they wish and do not wish to see changed in the subsidy program. Findings indicated several differences between providers and parents, including items in which providers and parents disagreed about whether the item was liked or not. Implications of this findings will be presented.

B99

Provider Perspectives of Childcare Subsidy Program

—Prabhath Pallewaththa, Aida Ismailova, Maria Fernanda Rueda-Posada, Francisco Palermo, Louis Manfra

PRESENTER

Prabhath Pallewaththa

This study explores three areas of provider perceptions of the childcare subsidy program in a Midwest U.S. state and associations among them. Factor analysis was employed to identify the latent variables of 28 survey items, and structural equation model was used to analyze the association between latent variables. Results indicate a negative relation between impact on serving subsidized children and current subsidy program and a positive relation with financial need to work with subsidy program.

B100

Strategies to Foster Integration in Early Childhood Education

—Sara Plasencia

PRESENTER

Sara Plasencia

Research shows that integrated environments can benefit student learning. However, early childhood education (ECE) programs are remarkably segregated. Segregation in ECE is driven by patterns of residential segregation, but it is also



driven by policies that govern access to programs. This report provides information on strategies that can be used to support integration in ECE settings and identifies lessons learned to inform federal, state, and local policies.

B101

Supporting Family Child Care in Rhode Island: A Descriptive Study of Providers' Use of State-Administered Funding Initiatives

—Brandt Richardson, Jessica Bailey, Heidi Rosenberg, Makoto Hanita, Emely Medina-Rodriguez

PRESENTER

Brandt Richardson

This poster presents a snapshot of Rhode Island-based family child care providers' participation in funding initiatives designed to support this sector of the child care market and increase the number of family child care providers serving families utilizing Child Care and Development Fund (CCDF) subsidies. The poster includes findings from analyses of administrative data and survey data from family child care providers in the state.

Quality/Effectiveness

B102

Learning from Early Care and Education (ECE) Teachers to Improve Early Learning Resources

—Max Altman, Allison Boyle

PRESENTER

Max Altman

In this study of 11 ECE teachers in a large southeastern metro area, we investigated challenges and successes teachers identified for themselves and for their students and students' families, including supports most useful in their practice and additional resources they need. The work adds to what we know about support of the ECE workforce and overall quality and effectiveness of programs, and identifies strategies for manageably increasing resources in impactful ways.

B103

Why Early Care Providers Choose not to Advance in a Quality Rating and Improvement System: Factors that Influence Subjective Task Value and Ability-Expectancy Beliefs

—Lisa Buchy, Jun Wang, Rachel Eun Hye Hur

PRESENTER

Lisa Buchy

It is critical to understand factors that diminish child care providers' motivation for quality improvement and to provide effective support. Guided by the Situated Expectancy-Value Theory, this study applied a mixed-methods approach to investigate reasons hindering providers from enhancing their Quality Rating and Improvement System (QRIS) ratings. Results suggest that cost-related factors were the most common barriers to motivation. These insights can inform approaches to motivating QRIS rating level advancement in the future.



B104

Assessing Early Head Start Program Impact: A Comparison of Preschool Child Outcomes

—Lissanna M. Follari, Kristi McCann, Grant Clayton

PRESENTER**Lissanna M. Follari**

This study compared child outcomes between 1328 preschoolers across 53 Head Start programs who either completed Early Head Start (EHS) or who did not attend EHS. Child outcome data was collected in fall 2022 and spring 2023. Outcomes across most developmental domains were consistent with notable differences in EHS participants around physical development and social emotional learning (SEL). SEL competencies are significant as they are closely linked to positive school and mental health outcomes.

B105

Annual Assessment of HPL Models (0-6) in Rohingya Camps, 2022

—Sakila Yesmin, Mohammad Safayet Khan

PRESENTER**Mohammad Safayet Khan**

The BRAC Humanitarian Play Lab (HPL) aims to promote children's development in Rohingya camps through play. A study on caregiver-child dyads assessed the effectiveness of the HPL on improving caregivers' knowledge, attitude, and practice, as well as children's development and well-being. The study results highlight the positive effects of the HPL model on both Rohingya caregivers and children, emphasizing its role in fostering children's development and well-being in humanitarian settings.

B106

When Bigger Looks Better: CLASS Results in Public Montessori Classroom

—Angeline S. Lillard, Lee LeBoeuf, Karen Manship, Ann-Marie Faria

PRESENTER**Karen Manship**

The CLASS is widely used to evaluate early childhood environments. Because CLASS scores can determine program funding, they are gatekeepers to equitable access. No research has examined CLASS scores in publicly-funded Montessori. We found public Montessori classrooms had 50% more children on average, and significantly higher child:adult ratios, than traditional classrooms, yet CLASS domain scores did not differ. Larger class sizes and higher child:adult ratios predicted higher CLASS scores in Montessori classrooms, unlike control classrooms.

B107

Sustaining Developmental Outcomes of the 2020 BRAC Play Lab (Pashe Achhi) Cohort Till the End of 2022

—Samir Ranjan Nath, Sakila Yesmin, Rabiya Khatun, Mohammad Anwar Hossain, Mst. Faria Haque Tuli, Taslima Begum, Safayet Khan

PRESENTER**Samir Ranjan Nath**

This quasi-experimental study explored the immediate and short-term impact of implementing a play-based early childhood intervention for 4-year-old children in Bangladesh. Although the intervention started face-to-face (BRAC Play Lab), it shortly turned into an online modality (*Pashe Achhi*) amid the COVID-19 pandemic. The sample contains 384 intervention and 380 non-intervention children. The tools used were EASQ and WPPSI III. The findings reveal the intervention's effectiveness in promoting early development and school progression and their sustainability.



B108

More than Procurement: Examination of a Farm-To-Early-Care and Education Pilot

—Meagan K. Shedd, Rachel Kelly

PRESENTER**Meagan K. Shedd**

This study examines the outcomes of a farm-to-early care and education procurement pilot, focusing on provider practices across key elements: purchasing, gardening, and nutrition/education activities. Expanding an existing model to address geographic and funding constraints, the pilot included a virtual learning collaborative. Participation involved self-assessment using a validated instrument, revealing significant changes in best practices, notably in garden-based activities. The study discusses implications for practice and further research, emphasizing the role of self-assessment and funding.

B109

Exploring Continuous Quality Improvement Approaches within the Texas Quality Rating and Improvement System

—April Crawford, Cheryl Varghese, Kelly Vaughn, Olivia Lewis, Vibhutibala Bhavsar, Salvi Kumar, Igor Peneda Silva, Emily Ferrari, Yoonkyung Oh

PRESENTER**Cheryl Varghese**

This study explored the use of continuous quality improvement (CQI) approaches in the Texas quality rating and improvement systems (QRIS). Key findings from the study showed variability in how CQI was implemented across early learning programs, but generally showed (1) opportunities to differentiate delivery of CQI plans with lower star rated programs, (2) promising levels of engagement and participation within the CQI approach, and (3) positive director and teacher perceptions of the CQI approach.

B110

The Dynamics and Interaction between Child Care Quality and Home Learning Environments in their Impact on Early Head Start Children's Development

—Yijie Wang, Nail Hassairi, Gail Joseph

PRESENTER**Yijie Wang**

Using EHSRE data, this study explored the interplay between child care and home learning environments (HLE) on Early Head Start (EHS)-eligible children's development. Findings showed that high-quality child care at 24-months alleviate effects of adverse HLE on PreK social-emotional outcomes ('protective' effect). At PreK year, higher cognitive skills emerge only when both child care and HLE are high-quality ('amplifying' effect). The study also highlights joint effects of HLE and child care at PreK are strongly related school readiness.



School Readiness/Kindergarten Transitions/Academic Achievement

B111

Navigating Kindergarten Transitions: Insights into System-Level Strategies from Case Studies of Head Start & K-12 Partnerships

—Mitchell Barrows, Molly Gordon, Stacy B. Ehrlich Loewe, Carol Hafford, Kyle DeMeo Cook, Tamara Halle, Kristie Kauerz

PRESENTER

Mitchell Barrows

Transitions into kindergarten are fundamentally two-sided, involving a sending side (Head Start) and a receiving side (K–12). Both sides work under their own policies and practices, which develop out of distinct governance structures, philosophies, and accountability metrics. Research suggests that coordinated kindergarten transition strategies across these systems can bridge their differences and support better outcomes. This poster presents systems-level strategies to supporting transitions collected from a multi-case study of five Head Start–K-12 partnerships.

B112

Neighborhood Physical Disorder as A Risk Factor for Early Elementary Academic Achievement: An Innovative Pilot Study Using the NIfETy Instrument

—Yu Chen, Juliana Gutierrez, Carol Duh-Leong, Richard Sadler, Alan Harris, Caitlin Canfield

PRESENTER

Yu Chen

Using an innovative measure that utilizes comprehensive field observations to capture neighborhood conditions at the block level—the Neighborhood Inventory for Environmental Typology (NIfETy), this study examines the associations between neighborhood physical disorder and early elementary attendance rates and academic achievement in Sunset Park, Brooklyn, a highly diverse community. Multiple regressions showed that neighborhood physical disorder was significantly associated with attendance rates and the proportions of students not proficient in English and math at third grade.

B113

Profiles of Preschool School Readiness and Teachers Exclusionary Practices

—Xavier L. Elzie, Jordan LeAnn Kerere, Jason Downer

PRESENTER

Xavier L. Elzie

A primary goal of preschool is to support the development of students' academic readiness skills. However, exclusionary discipline (ExD) reduces the likelihood of these skills improving. This study will examine how latent preschoolers' school readiness profiles predict ExD, moderated by race. The sample consisted of two cohorts of children ($N = 767$) through their preschool and kindergarten years. Results, interpretations, and implications toward school policy, practice, and research are discussed.



B114

Statewide Assessment of Young Children's Outcomes: States' Assessment and Use of Kindergarten Entry Assessment (KEA)

—Rachel Hur, Isabella Bubier, Vy Phung, Salenah Cartier, Beth Boyle

PRESENTER**Rachel Hur**

We conducted a national scan of kindergarten entry assessment (KEA) administration and reports in the U.S. We found that 36 states had an active KEA and that their target population, assessment method, and procedures varied. Although many states report KEA results, results are often reported in silo, not considering important contextual factors. More research should examine reliability and validity of KEA measures, assess behavioral aspects of kindergarten readiness, and analyses of data from contextual factors.

B115

Neighborhood Indicators and Developmental and Early School Outcomes: A Scoping Review

—Casey Mullins, Rayne Blosser, Mary Anne Ullery, Imelda Moise, Rebecca Bulotsky-Shearer

PRESENTER**Casey Mullins**

The purpose of this scoping review was to investigate the state of the literature involving the relationship between neighborhood indicators and educational outcomes. We identified and included 18 articles in our final analysis. We found disadvantage, physical environment, resources, and violence to be the common neighborhood-level indicators associated with academic outcomes. Our findings will inform the development of a population-level measure of school readiness, which will be used for community advocacy.

B116

Alignment of Classroom Play in Preschool and Early Elementary Schools: Understanding Teacher Perspectives

—Kelly Purtell, Rachel Schachter, Yuenjung Joo

PRESENTER**Kelly Purtell**

Enhancing children's transitions from preschool to elementary school is key to ensuring their school success. One challenge is potential misalignment between children's experiences across these two contexts. This poster focuses on understanding sources of misalignment across preschool and early elementary school, consequences of misalignment for children's socioemotional development, and results from a new model focused on improving alignment.

B117

Teacher-Child Relationship Quality and Kindergarten Outcomes: an Examination of the Moderating Role of Classroom Activity Settings

—Elia G. Ramirez, Jessica E. Whittaker, Jamie DeCoster

PRESENTER**Elia G. Ramirez**

The quality of children's relationships with their teachers (TCRQ) and time children spend in classroom activity settings are both associated with academic and behavioral outcomes. In this study, we investigate whether time spent in activity settings moderates the associations between TCRQ and outcomes in a large and diverse sample of kindergarten children. We find significant main effects and interactive effects of TCRQ and activity settings with children's outcomes that have implications for policy and practice.



B118

Innovations in Kindergarten Transition: Teacher-Family Connections Prior to Kindergarten

—Chelsea Richard, Leigh D'Amico, Theresa Harrison, Alexis Jones, Janice Kilburn

PRESENTER**Chelsea Richard**

Kindergarten transition can be difficult for children due to changes in routines and expectations. Countdown to Kindergarten connects South Carolina families with their child's teacher prior to kindergarten to ease this transition. Through six individualized sessions, teachers interact with and model curriculum with eligible children and families. A quasi-experimental study with 30 randomly selected teachers and their 617 kindergartners found the approach was effective in promoting readiness skills and building home-school relationships.

B119

Children's Social-Emotional Skills and Self-Regulation Across the Transition from Pre-K to Kindergarten

—Virginia E. Vitiello, Tutrang Nguyen, Erik Ruzek, Robert C. Pianta, Jessica V. Whittaker

PRESENTER**Virginia E. Vitiello**

This study examined whether differences in classroom experiences as children transition from pre-k to kindergarten were associated with kindergarten social-emotional and self-regulation skills among low-income, race- and language-diverse public pre-k children. We examined children's experiences of differences in teacher-child interactions, teacher-child closeness, and teacher-structured activities between pre-k and kindergarten, and how these differences were associated with social-emotional and self-regulation skills in kindergarten.

B120

The Impact of the COVID-19 Pandemic on Kindergarten Readiness: The Case of One Midwestern State

—Tomoko Wakabayashi, Melissa A. Bishop, Patricia A. Schobloher, Boyun Kim

PRESENTER**Tomoko Wakabayashi**

The Kindergarten Entry Assessment (KEA) is a tool to measure students' academic and social-emotional learning upon entrance into kindergarten (Author et al., 2015). The purpose of this study was to compare pre- and post- COVID-19 KEA scores. Results provide implications for subsequent instruction post COVID-19 and illuminate a snapshot of the effects of COVID-19 on student learning and how mass trauma can affect kindergarten readiness.



Social-Emotional/Mental Health

B121

A Snapshot of Infant Toddler Mental Health Consultation with Home-Based Providers in New York City

—Lindsey Bravo

PRESENTER**Lindsey Bravo**

This poster will share findings and implications of a project focused on the mental health climate of early care in home-based settings in NYC. Infant Toddler Mental Health Consultants (ITMHC) used the Climate of Healthy Interactions for Learning and Development (CHILD) tool as a framework for consultation as well as an assessment tool to understand the mental health climate of each home-based setting pre and post consultation series.

B122

Examining Predictors of Expulsion in Early Child Care and Education Settings: Insights from Nationwide Data

—Ayse Cobanoglu, Walter Gilliam

PRESENTER**Ayse Cobanoglu**

Expulsion and suspension rates in early childhood education, particularly impacting children of color, are a persistent concern. This study examines expulsion predictors in U.S. early childcare settings using data from 17,272 providers. Preliminary findings reveal access to Early Childhood Mental Health Consultation (ECMHC) significantly correlates with reduced expulsion likelihood. Moreover, heightened classroom externalizing behaviors correspond to increased expulsion rates. These findings stress the crucial role of ECMHC and behavior management in early childhood education.

B123

Elucidating the Link Between Early Language Abilities and ADHD Symptoms: Exploring the Role of Inhibitory Control

—Marissa Dennis, Allison Krasner, Hannah Scott, Erin K. Shoulberg, Betsy Hoza

PRESENTER**Marissa Dennis**

We examined whether inhibitory control (IC) abilities mediated the associations between preschool children's receptive and expressive language abilities and attention-deficit/hyperactivity disorder (ADHD) symptoms. Preschool children ($N = 82$) participated in standardized language and IC assessments, and parents reported ADHD symptom levels. Results across two mediation models (highlighting either receptive or expressive language abilities as the focal language predictor) indicated that IC abilities mediated the association between preschoolers' language abilities and ADHD symptom levels at trend-level.



B124

Threat vs Deprivation: Differential Effects on Socio-Emotional Development in Maltreated Children from Preschool to School Entry

—A. Lilyan Falcon, Madison R. LaMonica, Carlomagno Panlilio

PRESENTER**A. Lilyan Falcon**

Maltreatment types (i.e., threat or deprivation) have been found to differentially affect socio-emotional competence at school entry. Using data from the Longitudinal Studies of Abuse and Neglect (LONGSCAN) we investigate these differential effects at preschool and school entry and explore the effects of maltreatment type on socio-emotional development in early childhood. This work builds on our understanding of the ways in which maltreatment affects socio-emotional development and identifies future directions of intervention.

B125

Revealing Dynamics: Investigating the Influence of Classroom Heterogeneity and Prolonged Peer Exposures on the Intensity and Nature of Peer Effects in Head Start Classrooms

—Wonkyung Jang, Kyong-Ah Kwon, Diane Horm, Timothy Ford, Noreen Yazejian

PRESENTER**Wonkyung Jang**

This research, conducted from 2011 to 2018 with 428 preschoolers across 86 Educare classrooms, examined dynamic models of peer effects on language skills within Head Start classrooms using network topologies. Classroom language heterogeneity (SD) impeded children's language development, highlighting the importance of tailored practices to the specific characteristics of each group. Consistent exposure to the same peer group mitigated the negative impact of classroom heterogeneity, emphasizing the significance of sustained peer exposure as a protective factor.

B126

Potential Benefits of Nature Exposure on Emotion Regulation of Preschool-Aged Children

—Donger Liu, Julia Torquati

PRESENTER**Donger Liu**

Although numerous studies have documented the benefits of nature exposure, little research has explored the associations between nature exposure and emotion regulation among preschool children. The goal of this study is to test the associations between nature exposure and preschool children's emotional regulation, including the potential influence of parental emotional well-being as a moderator of this association. Additionally, this project aims to expand understanding of associations between children's nature exposure and development beyond English-speaking samples.



B127

The Link between Black Preschoolers' Effortful Control and their Positive and Conflictual Teacher Interactions: Moderating Contributions of Family Involvement and Emotionally Supportive Classrooms

—Sasha Miller-Marshall

PRESENTER**Sasha Miller-Marshall**

The study focuses on the relationship between Black preschoolers' effortful control and their positive and conflictual teacher interactions. It investigates the impact of sociocultural contexts, such as emotional support at school and home-based family involvement in education, as protective factors that moderate the proposed association. The findings reveal that effortful control was not associated with teacher-child interactions. However, classroom emotional support did moderate the link between effortful control and positive teacher-child interactions.

B128

Classroom Supports for Head Start Children's Social/Emotional Development: Examining the Effectiveness of Early Childhood Mental Health Consultants

—Patrick Michael O'Leary

PRESENTER**Patrick Michael O'Leary**

Children's ($n = 673$) social/emotional well-being improved when Early Childhood Mental Health Consultants (ECMHC) programs were provided in Head Start classrooms. The Alta Care Group ECMHC program continues to benefit children, families and teachers. The study also shows that, in addition to PreK, ECMHC programs are an effective way to support toddlers' social/emotional development. The program expansion is exciting, and will provide valuable information about the importance of early interventions for long-term impacts on children's development.

B129

Understanding Implementation Factors in Infant and Early Childhood Mental Health Consultation in Early Care and Education

—Kathryn Parisi, Rebecca Newland

PRESENTER**Kathryn Parisi**

This study investigated the impact of implementation factors (e.g., facilitators, caregiver engagement) on Infant and Early Childhood Mental Health Consultation (IECMHC) utilization in early care and education (ECE) settings. Results indicated that the presence of more implementation facilitators were associated with higher consultation dosage. ECE staff were also more satisfied with consultation when both family engagement with consultation and relationships between program staff and family caregivers were stronger. Implications for IECMHC implementation will be discussed.

B130

Equity-Centric Growth: Co-Creating an Evaluation Protocol for Expanding Infant and Early Childhood Mental Health Consultation Services

—Amittia Parker, Natalia Castellanos González, Karyn Hartz-Mandell, Stephanie Mitchell, Deborah Perry

PRESENTER**Amittia Parker**

This poster presents a racial equity-centered approach to Infant and Early Childhood Mental Health Consultation (IECMHC) program evaluation. Through developmental methods and stakeholder engagement, the evaluation prioritizes co-creation, addressing concerns such as model delineation, fidelity measurement, and training



effectiveness. A collaborative, mixed-methods protocol integrates diverse perspectives and variables. Grounded in community listening and reflective practices, this evaluation exemplifies how IECMHC programs can center equity, building on established models to deepen understanding of relevant positive outcomes.

B131

Investigating the Development of Positive Peer Interactions in Low-Income Latino Dual Language Learner (DLL) Preschool Children

—Rica Ramirez, Lisa M. Lopez, Carol S. Hammer

PRESENTER

Rica Ramirez

This study examined the development of positive peer interactions of 397 preschool Latino DLLs, along with child-level and eco-cultural factors. Children were assessed on oral language measures and classroom observations. Teachers completed the Penn Interactive Peer Play Scale and the Preschool Learning Behaviors Scale. Findings indicate positive increases in children's play interaction skills and decreases in problem behaviors. Emotional support, teacher's Spanish proficiency, oral language, and approaches to learning were positively related to peer interactions.

B132

The Mediating Roles of Self-Regulation and Relationship Quality in the Association Between Teacher Emotional Exhaustion and Children's Social-Emotional Competence

—Jacqueline E. Sandel, Jennifer Finders, Tracy Zehner, Robert Duncan, David Purpura, Sara Schmitt

PRESENTER

Jacqueline E. Sandel

We utilize path analysis to conduct a mediation analysis on 126 prekindergarten children (42% girls, Mage = 56.70) examining the direct and indirect effects of teacher emotional exhaustion on social-emotional competence, both teacher-reported and directly assessed, through student-teacher relationship quality (closeness and conflict) and teachers' self-regulation. The indirect effects were not statistically significant. Further, findings from direct effects suggest that stressed teachers may develop biased perceptions of children's behavior as more problematic than it is.

B133

Promoting Whole Educator and Child Well-Being through a Trauma-Informed Social and Emotional Research-Practice Partnership

—Hannah Rae Thompson, Lori A. Caudle, Cathy L. Grist

PRESENTER

Hannah Rae Thompson

There is limited research that prioritizes trauma-informed or trauma-reducing professional development for Early Care and Education providers. The Social Emotional Learning Trauma-Informed Intervention Preschool Study (TIIPs): A Partnership with Rural Southeastern teachers is a research-practice partnership that prioritizes whole educator well-being in order to emphasize and support the well-being of young children. This poster will share experiences of rural educators implementing trauma-informed practices and highlight the experiences of children documented through classroom and child-level data, PLCs, and bug-in-ear consultation.



B134

Benefit-Cost Analysis of North Carolina Project AWARE/ACTIVATE

—Zoe E. Waddell, Lara Gastelumendi, Job Trahan, Heidi E. Austin, Catherine Warner-Griffin, Ryan Etheridge, Jeylan Close, Nicole Lawrence

PRESENTER**Zoe E. Waddell**

Recent federal funding has been used to implement mental health supports in schools through grants like Project AWARE. However, the program's grant-funded status makes it difficult to guarantee sustainability and expansion. An economic evaluation of the program's costs versus benefits could help advocate for ongoing state and local funding, ensuring equitable and universal access to mental health supports for children.

B135

Distinct Profiles of Functioning among Young Children in the Head Start CARES Demonstration

—Franssy M. Zablah, Sandra Barrueco, Kathryn A. Degnan

PRESENTER**Franssy M. Zablah**

Typologies of Head Start children at program entry were identified within a nationally representative sample of the Head Start CARES Demonstration (Morris et al., 2014). Latent profile analysis (LPA) revealed three distinct profiles of functioning in this sample: 1) *overall strengths profile*, 2) *linguistic strengths and math/executive functioning risk profile*, and 3) *overall risk profile*. Demographic characteristics differed across identified profiles of functioning. Intervention and policy implications are discussed.

B136

Longitudinal Associations Between Young Children's Behavioral Regulation and Facial Emotion Recognition (FER) Skills

—Wenqing Zong, Xiao Zhang, Nan Xiao

PRESENTER**Wenqing Zong**

This longitudinal study investigates the relationship between behavioral regulation and FER skills in 247 young Chinese from low-income families attending boarding preschools in under-resourced areas of China. Results revealed a significant within-individual positive prediction of T1 behavioral regulation on T2 FER, and a notable between-subject correlation. These findings offer insights for interventions targeting cognitive and socio-emotional development to promote lifelong social competence and can inform tailored approaches addressing similar challenges in the U.S. context.



Workforce Recruitment, Retention, and Well-Being

B137

An Evaluation of Compensation Change and Satisfaction of a Novel Early Childhood Licensure Program among Early Childhood Educators

—Shruti Anil Bharatia, Paula Covarrubias, Joanna Skourletos, Timothy W. Curby,
Catherine M. Main, Katherine M. Zinsser

PRESENTER

Shruti Anil Bharatia

By utilizing a post-program survey of a novel alternative licensure program for early childhood educators, we assessed changes in compensation and satisfaction levels among program completers. Alumni indicated an increase in compensation of at least \$10,000 after completing the program. Completers were highly satisfied and reported positive impacts on their career and skill development. Building accessible, community responsive teacher preparation and licensure programs is a critical step to addressing our early childhood workforce shortage.

B138

Examining the Role of EHS-CCP in Early Childhood Workforce Retention: Identifying Major Components Associated with Lower Workforce Turnover Rates

—Eric Bucher, Brittany L. Alexander, Cinthia Palomino

PRESENTER

Eric Bucher

This poster focuses on partnerships between Early Head Start (EHS) programs and child care (CC) providers. The poster examines which individual and combinations of workforce supports provided by EHS-CC Partnerships such as compensation and professional development predict workforce retention, using national data about EHS programs and child care partners.

B139

More Than Babysitters: An In-Depth Look at Infant-Toddler Teachers' Characteristics, Workplace Supports, Well-Being, and Turnover

—Heather Sandstrom, Michelle Casas, Cary Lou

PRESENTER

Michelle Casas

This study examines the characteristics and turnover intentions of infant-toddler teachers in child care centers in the U.S. using data from the 2019 National Survey of Early Care and Education (NSECE). We use logistic regression models to predict depressive symptoms, overall health, and turnover intentions. We find that certain community characteristics, professional development supports, and work environment factors contribute to an increased likelihood of poor mental and physical health and turnover intentions.

B140

Utilizing State Workforce Registries and Target Surveys to Investigate Workforce Wellbeing

—Alexandra M. Daro, Greg W. Welch, Kimberlee Belcher-Badal, Wayne Mayfield

PRESENTER

Alexandra M. Daro

This poster focuses on a collaboration whereby data collected by workforce registries was supplemented using a survey collecting data on specific early care and education (ECE) well-being outcomes. The data from the registries



and the survey were linked to address research questions investigating relationships between indicators of workforce well-being, personal well-being, and professional well-being. Results will be presented and implications for using this process to address challenges to the ECE workforce will be discussed.

B141

Beyond Compensation: Burnout, Intent to Leave, and Head Start Professionals' Experiences of Well-Being

—Alexandra M. Daro, Kristen Cunningham, Kate Sutton, Paula Thompson, Kathleen C. Gallagher

PRESENTER

Alexandra M. Daro

This poster will focus on the longstanding challenges faced by the early care and education workforce, particularly perennially low wages and high turnover rates. In this convergent mixed methods study, Head Start grantees completed surveys and focus groups, allowing for creating two groups of interest: high burnout/likelihood to leave and low burnout/likelihood to leave. Data demonstrate the complexity of factors contributing to well-being over and above compensation.

B142

Factors That Influence Early Child Care and Education Teachers' Intention to Leave: Compensation, Workplace Respect, and Mental Health

—Erin G. Fox, Sarah N. Lang, Kelly Purtell

PRESENTER

Erin G. Fox

High turnover among early care and education teachers causes disruptions to children's learning and development. This study explored how three factors – compensation, workplace respect, and depression symptoms – are associated with teachers' intention to leave their current position. It also explored how the interactions of depression and compensation and depression and workplace respect are associated with intention to leave. Preliminary results revealed lack of respect and depression are significantly associated with intention to leave.

B143

Exploring Job Burnout Among Family Child Care Providers Who Participate in the Child Care Subsidy System

—Yoonsook Ha, Julie Nicholson, Paripoorna Baxi, Roberto Salva, Pam Joshi, Kate Giapponi Schneider

PRESENTER

Yoonsook Ha

This study explores job burnout among Massachusetts family child care providers serving subsidy-receiving children. Analyzing a statewide survey data from 903 providers, it focuses on individual, program-level, and policy-related factors affecting burnout, measured using the Maslach Burnout Inventory. Preliminary results indicate that training barriers and administrative burdens may increase burnout, while experience and curriculum use may reduce it. These findings suggest enhancing accessible professional development and instructional support for providers could mitigate burnout risks.



B144

Early Education and Care Provider Well-Being and Dimensions of Classroom Social-Emotional Climate in Head Start and Non-Head Start Classrooms: A Preliminary Examination of the Be Well Care Well Program

—Allison Krasner, Angela Moreland, Faraday Davies

PRESENTER**Allison Krasner**

Early childhood education and care provider well-being is associated with classroom quality (Jennings, 2015). Providers experience burnout, stress, and workplace challenges (Cumming, 2017), necessitating well-being interventions to promote positive teacher and classroom/child functioning. We examined changes in classroom social-emotional climate over the year among providers/classrooms participating in Be Well Care Well. Multilevel models revealed improvements in six climate domains, and time by Head Start interactions for two domains, indicating greater improvements for Head Start classrooms.

B145

A Deep Dive into Occupational Stress Among Head Start Educators from the Perspective of Improvement Science

—Shuai Li, Xiangyu Zhao, Sooyeon Byun, Olivia Braye, Lieny Jeon

PRESENTER**Shuai Li**

Early childhood educators' well-being is crucial for their health and performance, yet they chronically report high occupational stress. Guided by the improvement science framework, we used a mixed-methods approach to analyze data collected from 113 Head Start educators during a professional development session. Findings indicate that educators face similar individual- and organizational-level stressors, particularly communication, workload, and inadequate staffing. Communication issues also emerged as a prominent root cause of educators' occupational stress.

B146

Supporting the Well-Being of Early Head Start Home Visitors: A Mixed Methods Study

—Oluwatobi A. Mogbojuri, Bridget A. Walsh, Patricia Manz, Hyun-Joo Jeon, Deb Johnson-Shelton, Milim Lee

PRESENTER**Oluwatobi A. Mogbojuri**

This poster addresses the unique formation of home visitor coaching strategies that dually promote professional wellness and practice. Following a study that contributes to the conceptualization of home visitor professional wellness are findings from two partnership-driven research projects aimed towards identifying distinct coaching models and strategies for home visitors. Attendees will learn about professional wellness, its association with family characteristics, and coaching strategies that are embraced by the field of home visiting.

B147

Early Care and Education (ECE) Providers' Perspectives on Mental Health: Towards a More Holistic Understanding of Mental Health Supports for the ECE Workforce

—Cinthia I. Palomino, Afua Ameley-Quaye, Shantel Meek

PRESENTER**Cinthia I. Palomino**

This study examined the perspectives of child care providers on mental health. Two focus groups were conducted (N = 36). Preliminary findings suggest that providers' conceptualization of mental health and mental health supports at work



focus on social connection, time, and classroom help. Reasons for not seeking direct mental health services include existing resources in and outside of programs and providers' beliefs on the relevance of these supports. Implications for policy and practice are discussed.

B148

Working to Support Male Early Childhood Educators' Entry into the Field

—Zachary Price, Michele Basden, Khamiah Alderman

PRESENTER

Zachary Price

Male early educators are few and far between. We look at the specific demographics and differences of male early educators nationwide from NSECE. These data ground our analysis of interviews with current male early childhood educators to understand the differences with the overall workforce. We focus on finding ways of supporting in-service and recruitment of new male early educators.

B149

Understanding Indigenous Early Care and Education (ECE) System and Workforce Challenges and Strengths: Priorities and Recommendations to Address Equity

—Michelle Sarche, Catherine Ayoub

PRESENTER

Catherine Ayoub

This poster reports findings from a qualitative study undertaken with program directors and administrators of Indigenous Head Start, Maternal Infant and Early Childhood Home Visiting, and Child Care Development Fund programs. Participants represented diverse Indigenous programs and communities from across the United States. Inductive and deductive coding approaches were used to identify Indigenous ECE system and workforce challenges and strengths and illuminate participant-identified priorities and recommendations for supporting Indigenous ECE workforce health, well-being, and thriving.

B150

Associations Between Early Childhood Educators' Workplace Well-Being and Administrators' Leadership Style

—Joanna C. Skourletos, Crystasany R. Turner, Katherine M. Zinsser, Amanda J. Moreno

PRESENTER

Joanna C. Skourletos

It is critical to understand ways to support the well-being of the early childhood workforce. This study explored the relationship between teacher's perceptions of their administrator's leadership styles and their workplace well-being. Findings suggest that teacher's perceptions of their administrator's leadership style is significantly associated with their workplace stress and commitment. Specifically, teachers who perceived their administrators' leadership style as being more passive avoidant reported higher levels of workplace stress and lower levels of commitment.

B151

Child Care Staff Wages: What is Needed for Retention and Recruitment

—Laura E. Wallace, Damon Blair, Sarah Haynes, Amanda Danks, Karen Manship

PRESENTER

Laura E. Wallace

Child care subsidy rates, derived from market rates, often underestimate the true cost of care. This study explores the salaries and benefits of child care staff in licensed centers and family care homes, to understand adequate



compensation factors. Data from 743 center and family home providers reveal what providers consider to be adequate compensation. The results, emphasizing the importance of provider input, provide insights for shaping alternative childcare rates and supporting teacher recruitment and retention.

B152

Work Environment, Professional Well-Being and Turnover Intention of Kansas MIECHV Home Visitors

—Hui Zhao, Neil Rowe

PRESENTER

Hui Zhao

Maternal health and early childhood professionals are increasingly difficult to recruit and retain. This challenge is magnified by the importance of cultivating a workforce that is culturally representative of, and responsive to, the families it serves. In this poster, we present research from Kansas and Iowa describing the needs and experiences of professionals and present research-based innovations to support the current workforce and recruit the next generation of maternal health and early childhood professionals.

B153

Head Start Educators' Professional Well-Being and their Turnover Intentions: The Moderating Role of Perceived Workplace Discrimination

—Xiangyu Zhao, Sooyeon Byun, Lieny Jeon

PRESENTER

Xiangyu Zhao

This study investigated how Head Start educators' professional well-being and perceived workplace environments related to their intentions to leave. Multilevel modeling findings demonstrated that burnout, compassion satisfaction, and perceived workplace discrimination were associated with different indicators of turnover intentions (intentions to leave the position, program, or profession). Moreover, discrimination moderated the association between compassion satisfaction and intention to leave the profession. The study highlights the relevance of addressing environmental challenges to reduce teachers' turnover intentions.

B154

Developing and Validating a Comprehensive Measure of Working Conditions for Early Childhood Teachers' Holistic Well-Being and Turnover Intent

—Kyong-Ah Kwon, Seulki Jang, Timothy G. Ford, Joshue Chappell

PRESENTER

Kyong-Ah Kwon

We developed a comprehensive working condition measure with specific dimensions (i.e., physical, psycho-social, cognitive-professional) relevant to early childhood teachers and tested its validity and reliability with a national sample (N = 640). The measure shows satisfactory levels of reliability and validity. Most job demands and resources, especially the psycho-social aspect, are associated with teacher well-being and turnover intent. Associations between matching dimensions were stronger for physical and psycho-social working conditions and outcomes than those between non-matching dimensions.



WEDNESDAY, JUNE 26, 2024

Sessions labeled as **LIVE** will be livestreamed. All livestreamed sessions are available via the NRCEC 2024 Virtual App at the times (all ET) indicated in the conference agenda.

9:30 A.M.—11:00 A.M.: CONCURRENT BREAKOUT SESSIONS

301

SALONS 4-6

Methods for Engaging Individuals with Lived Experience in Early Childhood Research: Partnering with the Early Care and Education Workforce, Families, and Communities to Deepen Understanding **LIVE**

CHAIR

Laura Erickson, Office of the Assistant Secretary for Planning and Evaluation, DHHS

PRESENTERS

Michelle Sarche, University of Colorado-Anschutz Medical Campus

Kim Clum, Office of Planning, Research, and Evaluation, ACF

Louis Gasper, Capacity Building Center for States at ICF

DISCUSSANT

Laura Erickson, Office of the Assistant Secretary for Planning and Evaluation, DHHS

ABSTRACT

This session will present a dynamic conversation that highlights best practices for partnering with individuals with lived experience in research and how early childhood programs and researchers can learn from other human services contexts. The session will begin with an overview of emerging strategies for equitable engagement of participants with lived experience in research based on cross human services research from the HHS Office of the Assistant Secretary for Planning and Evaluation. Next, panelists will discuss how they have engaged with experts with lived experience to inform Head Start research with Alaska Native and American Indian participants and child welfare research and technical assistance. A panelist from ACF's Office of Planning, Research, and Evaluation will also discuss efforts to incorporate participatory, community engagement methods into research and evaluation. Panelists will present their understanding of what it means to partner with those with lived experience, why partnering is foundational in their work, how they do this and how it continually evolves, how this changes what they learn from their work, and considerations they feel are important to take into account. The session will conclude with an audience discussion including questions and reactions for panelists, sharing of relevant experiences, and a thoughts about implications for early childhood research.



302

SALONS 1-2

Bridging the Research to Policy Gap: Building the Utility of Early Childhood Evidence

CHAIR

Paula Arce-Trigatti, National Network of Education Research-Practice Partnerships

PRESENTERS/FACILITATORS

Lauren Supplee, Deputy Assistant Secretary for Planning, Research, and Evaluation, ACF**Lieny Jeon**, University of Virginia**Michael Strambler**, Yale University**Hannah Matthews**, District of Columbia Office of the State Superintendent of Education**Milagros Nores**, National Institute for Early Education Research (NIEER)**Jason Sachs**, Bill and Melinda Gates Foundation

ABSTRACT

This interactive session will explore strategies to produce evidence that is useful to policymakers and to support evidence take up. First, six leaders working in a variety of spaces related to early childhood research and policy will briefly present their experiences in bridging this gap. This discussion will be followed by a group activity to support session participants in applying these ideas towards the design of a future research plan. Participants will leave the session with a handful of clear next steps for supporting useful research in their contexts.

303

SALON A

Making Ends Meet Surrounding Childbirth: Maternal Labor Force Participation, Paid Family Leave, and Social Welfare Programs

CHAIR

Taryn W. Morrissey, American University

PRESENTERS

Elizabeth Pelletier, University of Washington**Pamela Winston**, Office of the Assistant Secretary for Planning and Evaluation, DHHS**Taryn W. Morrissey**, American University

DISCUSSANTS

Pamela Joshi, Brandeis University**Jess Belledonne**, Abt Global

ABSTRACT

The three papers in this symposium offer an interdisciplinary and multi-method perspective on women's experiences with paid family and medical leave (PFML), the Supplemental Nutrition Assistance Program (SNAP), and Temporary Assistance to Needy Families (TANF) surrounding childbirth, and how these experiences relate to mothers' re-entry into the labor market, with a focus on low-income mothers. The two discussants will provide research and policy perspectives regarding how to better support low-wage workers and their families.

The Effect of Paid Family and Medical Leave on Maternal Employment Trajectories: Evidence from Washington State

Elizabeth Pelletier

Supporting Employment Among Lower-Income Mothers: Attachment to Work After Childbirth
Pamela Winston

Do TANF and SNAP Function as Parental Leave for Low-Income Women?
Colleen Heflin, Taryn W. Morrissey, Hyojeong Kim

304

SALON B

Coaching Effectiveness: Investigating Implementation and Benefits for Early Childhood Classrooms

CHAIR

Lisa Knoche, University of Nebraska-Lincoln

PRESENTERS

Rachel E. Schachter, University of Nebraska-Lincoln

Erin Tebben, The Ohio State University

Amy Taub, MDRC

DISCUSSANT

Katherine Glenn-Applegate, Action for Children

ABSTRACT

Coaching is an interactive and relationship-based form of professional development offered to early childhood educators. The purpose of this symposium is to explore if coaching is effective at promoting children's outcomes and what contributes to its effectiveness from the perspectives of coaches, teachers, and researchers. Three teams will share findings from a meta-analysis; a qualitative, descriptive analysis; and a large-scale, multi-site cluster randomized controlled trial. A discussant will provide implications for practice and policy.

The Effects of Coaching and Coaching Processes on Learning Outcomes

Rachel E. Schachter, Lisa L. Knoche, Junrong Lu, Molly Goldberg, Paige D. Wernick, Shayne B. Piasta, Hope S. Lancaster

What Makes for Effective Coaching? A Qualitative Investigation of Coaches' Perspectives in Early Care and Education

Erin Tebben, Erin G. Fox, Amy Hudson, Kristen Knight, Carly Geraghty, Dahyung Ryu, Sarah N. Lang

Drivers of Participation in Coaching and Implementation Quality: Findings from the Variation in Implementation of Quality Interventions (VIQI) Project

Amy Taub, Michelle Maier



305

SALON C

The Power of Networks: Practice-Based Research to Strengthen the Home Visiting Workforce**CHAIR****Allison West**, Johns Hopkins University**PRESENTERS****Allison West**, Johns Hopkins University**Patricia Manz**, Lehigh University**DISCUSSANTS****Jon Korfmacher**, Chapin Hall at the University of Chicago**Nicole Denmark**, Office of Planning, Research, and Evaluation, ACF**ABSTRACT**

This symposium highlights work conducted using a federally-funded research and development platform created to strengthen home visiting's benefits for all families and communities. Within this platform is a practice-based research network (PBRN), whose members have identified workforce challenges as a critical issue to address in home visiting research. Presenters will discuss two recent studies using the PBRN to engage home visiting partners in innovative research on specific workforce supports: home visitor coaching and reflective supervision.

*Engaging Community in Developing a Measure of Reflective Supervision for the Home Visiting Context***Allison West, Mariel Sparr, Kerry Ryan, Patrice Cachat, Alexandra Joraanstad, Nancy Whitesell, Nancy Asdigian***Conceptualizing Home Visitor Coaching Strategies in Partnership with Home Visiting Professionals: An eDelphi Study***Patricia Manz, Bridget Walsh, Oluwatobi Mogbojuri, Mark Innocenti**

306

SALON H

Understanding (Non-)Participation and Equity in the Child and Adult Care Food Program**CHAIR****Catherine Doren Guerrero**, Food and Nutrition Service, USDA**PRESENTERS****Owen Schochet**, Mathematica Policy Research**Maeve Gearing**, Westat**Allison Lacko**, Food and Nutrition Service, USDA**DISCUSSANT****Constance Newman**, Food and Nutrition Service, USDA**Geri Henchy**, CACFP Consultant

ABSTRACT

The Child and Adult Care Food Program (CACFP) provides reimbursements for meals and snacks served to children in child care centers, family daycare homes, and other school programs. CACFP has historically been underused and the family daycare home component has had a recent decline in participation, raising questions about equity in the program's reach. This session will present findings from three studies aiming to better understand CACFP reach and barriers limiting participation.

Setting the Table: National Patterns and Predictors of Provider Participation in the Child and Adult Care Food Program

Owen Schochet

Findings from the Family Daycare Home Participation Study

Maeve Gearing

Improving Equity in Access to the Child and Adult Care Food Program

Allison Lacko

307

SALON J

Centering Social Justice and Racial Equity in Infant and Early Childhood Mental Health Consultation Research, Evaluation, and Professional Development – POSTER SYMPOSIUM

CHAIR

Deborah F. Perry, Georgetown University

PRESENTERS

Kaela Madison Tidus, University of Virginia

Jordyn Rand, Georgetown University

Jayley Ann Janssen, Indigo Cultural Center

Annie Davis Schoch, Child Trends

Amittia Parker, Georgetown University

Christy Tirrell-Corbin, University of Maryland

DISCUSSANTS

Amy Hunter, Georgetown University

Jennifer Oppenheim, Oppenheim Consulting

ABSTRACT

This symposium showcases six posters co-/led by early career and/or Black, Indigenous, and People of Color (BIPOC) researchers that center racial equity issues in Infant and Early Childhood Mental Health Consultation (IECMHC). The studies explore how equity is integral to various aspects of IECMHC, including implementation, program evaluation, and workforce development. The symposium will facilitate dialogue among researchers, practitioners, policymakers, and funders to foster knowledge-sharing and elevate the next generation of equity-focused research questions in IECMHC.

Amplifying Stakeholder Voices in Virginia's ECMHC Pilot Through Qualitative Data Collection and Analysis

Kaela Madison Tidus, Sasha Miller-Marshall, Shubhi Sachdeva, Ann M. Partee, Cloe Frank, Kelsey Ann Clayback, Jason T. Downer, Amanda P. Williford



Promoting Equity in Practice: Unveiling the Next Generation of Professional Development for Infant and Early Childhood Mental Health Consultants

Jordyn Rand, Lisa Hepburn, Evandra Catherine

The Role of Shared Identity in the Consultative Alliance: Exploring the Impact of Consultant-Consultee Ethnic-Racial and Linguistic Match in IECMHC

Jayley Ann Janssen, Eva Marie Shivers, Penelope Huang

Advancing Racial Equity in Early Childhood Through Infant and Early Childhood Mental Health Consultation

Annie Davis Schoch, Diana Gal-Szabo

Exploring How Race, Equity, and Racialized Experiences Arise in IECMHC

Amittia Parker, Natalia Castellanos González, Karyn Hartz-Mandell, Stephanie Mitchell, Deborah F. Perry

A Legislatively Mandated External Evaluation of Maryland's Infant and Early Childhood Mental Health Consultation Project Reveals Disparities in Participant Programs

Christy Tirrell-Corbin, Laura Parra Jimenez, Cassandra Simon Gerson, Brenda Jones Harden, Claudia Kruzik

308

SALON K

Adapting to a New Normal: A Comparison of Early Head Start Programs, Staff, and Families Before and During the Pandemic

CHAIR

Yange Xue, Mathematica

PRESENTERS

Yange Xue, Mathematica

Arya Ansari, The Ohio State University

DISCUSSANTS

Amy Madigan, Office of Early Childhood Development, ACF

Sonia Middleton, Tiny Findings Child Development Center, Washington, DC

ABSTRACT

This paper symposium draws on data from the Early Head Start Family and Child Experiences Survey (Baby FACES) 2018 and 2022 to describe the functioning of programs, the characteristics and well-being of staff and families, and classroom quality before and during the COVID-19 pandemic. The findings can inform infant-toddler care and education by providing information about how the workforce can best be supported and help providers improve services and supports for young children and families.

Early Head Start Staff Characteristics and Service Quality Before and During the COVID-19 Pandemic: Comparing Baby FACES 2018 and 2022

Yange Xue, Cassandra Baxter, Sally Atkins-Burnett, Cheri Vogel

The Stress and Well-Being of Early Head Start Families Before and After COVID-19: A Nationally Representative Investigation

Arya Ansari, Kelly M. Purtell, Maria Abdul-Masih



11:00 A.M.—12:15 P.M.: LUNCH (CONFERENCE ATTENDEES ON THEIR OWN)

12:15 P.M.—1:45 P.M.: CONCURRENT BREAKOUT SESSIONS

309

SALONS 4-6

Connecting Housing and Early Care and Education to Understand Family Needs and the Value of Multi-System Interventions **LIVE****CHAIR****Melissa Kull**, Chapin Hall at the University of Chicago**PRESENTERS****Sara Shaw**, Child Trends**J. J. Cutuli**, Nemours Children's Health**Melissa Kull**, Chapin Hall at the University of Chicago**DISCUSSANTS****Monette Ferguson**, Alliance for Community Empowerment**Nathan Bossie**, U.S. Department of Housing and Urban Development**ABSTRACT**

Housing instability and homelessness is a critical barrier to family and child well-being and a key issue for early childhood equity. This symposium will address the intersections between housing and early care and education (ECE), highlighting challenges families face and the invaluable roles that ECE providers play in supporting families and providing a platform for intervention. Together, these papers will highlight the importance of innovative multi-systems approaches to supporting families with young children.

*Mapping the Affordability of Child Care for Families Using Housing Vouchers***Sara Shaw, Winnie Li, Sunny Sun, Edwin Crockett, Chrishana M. Lloyd***Families with Young Children in Homeless Shelters: Developmental Contexts of Multi-System Risks and Resources***J.J. Cutuli, Janette Herbers, Sarah Vrabic, Omari Baye***An Integrated Housing Voucher Program for Families Enrolled in Head Start: Insights from Parents, Staff, and Stakeholders***Melissa Kull, Arumani Coleman, Elizabeth DePentu, Barbara Baldwin, Flora Barrett-Harris, Anne F. Farrell**

310

SALON A

Investigating the Different Roles of Cocaring from Multiple Perspectives: How Does Cocaring Help Families and Teachers in Supporting Early Development?

CHAIR

Sarah Lang, Ohio State University

PRESENTERS

Ye Rang Park, Early Childhood Education Institute at the University of Oklahoma-Tulsa**Wonkyung Jang**, University of Oklahoma**Dahyung Ryu**, Ohio State University

DISCUSSANTS

Serenity Weeden-Umelo, Educare Tulsa**Kristen Knight**, DoD Virtual Lab School at Ohio State University

ABSTRACT

Using data from two different samples of children in Early Head Start/Head Start programs, this symposium explores family-teacher cocaring partnerships from family and teacher perspectives. Expanding research showing the importance of cocaring for children's development, the session further explores which child, family, and teacher characteristics are associated with positive cocaring. The findings across papers highlight the need to foster tailored cocaring support for families that promotes children's development and learning through positive home and classroom environments.

Parent-Teacher Cocaring and Child Outcomes: The Mediating Role of Parent-Child Relationships and Parent Involvement at School

Ye Rang Park, Wonkyung Jang, Melissa Acton, Diane Horm

The Role of Cocaring: Enhancing the Effect of Classroom Quality on Children's Language and Literacy Skills

Wonkyung Jang, Diane Horm, Ye Rang Park, Melissa Acton

Mediating Role of Cocaring Relationships in the Associations between Teacher-Child Relationships and Parenting Stress in Early Head Start

Dahyung Ryu, Shinyoung Jeon, Erin Fox, Sarah Lang**311**

SALON B

Child Care and Early Education Licensing as a Potential Important Support for Providers

CHAIR

Kelly Maxwell, Child Trends

PRESENTERS

Phoebe Harris, Child Trends**Diane Early**, Child Trends**Brenda Miranda**, Child Trends

DISCUSSANTS

Leatha Perez-Chun, Office of Child Care, ACF**Nikayah (Niki) Gill Adams**, Colorado Department of Early Childhood

ABSTRACT

As states seek to improve child care and early education (CCEE) access and quality, it is critical to understand the current and potential role of CCEE licensing in supporting providers. This session will describe a crosswalk of quality standards, highlighting licensing as a key part of CCEE standards; share findings from 2023 national surveys of providers and licensing staff; and offer federal and local perspectives on the role of licensing in supporting providers.

Standards Alignment: Head Start, Licensing, CCDBG, and State QRIS Center-Based Program Standards

Phoebe Harris

Licensing Staff's Role in Supporting Child Care and Early Education Providers

Diane Early, Diana Gal-Szabo

Child Care and Early Education Provider Perceptions of Licensing Supports

Brenda Miranda**312**

SALON C

Workforce Well-Being in Home Visiting, Early Care and Education Centers, and Head Start Programs

CHAIR

Tiffany Burkhardt, Chapin Hall at the University of Chicago

PRESENTERS

Jennifer Baquedano, Chapin Hall at the University of Chicago**Tiffany Burkhardt**, Chapin Hall at the University of Chicago**Kyong-Ah Kwon**, University of Oklahoma

DISCUSSANTS

Kandace Thomas, First 8 Memphis**Miriam Calderón**, Zero To Three

ABSTRACT

This symposium features three studies examining workforce well-being across early childhood settings. Workforce well-being is associated with job demands, resources, and racial and ethnic concordance between staff and the children and families they serve in home visiting and center-based settings. Findings highlight the need for culturally congruent support and improved balance between job demands and resources. The symposium will feature study findings, insights into practice and policy implications, and a robust dialogue on workforce well-being.

Worker Well-Being in Home Visiting: Impacts of Agency Supports and Community Representation on Home Visitors

Jennifer Baquedano, Emily Reznicek, Jon Korfmacher

Early Care and Education Workforce Well-Being and the Role of Teacher-Child Racial and Ethnic Concordance

Tiffany Burkhardt, Lee Ann Huang, Cody Oltmans, Reiko Kakuyama-Villaber

The Head Start Teacher Paradox: Working Conditions, Well-Being, and Classroom Quality
Kyong-Ah Kwon, Wonkyung Jang, Timothy G. Ford, Sherri Castle

313

SALON J

Equity for Family, Friend, and Neighbor Caregivers in Policy and Program Design – POSTER SYMPOSIUM

CHAIR

Anna Powell, Center for the Study of Child Care Employment, University of California at Berkeley

PRESENTERS

Anna Powell, Center for the Study of Child Care Employment, University of California at Berkeley

Susan Savage, CCRC

H. Callie Silver, Stanford University

Juliet Bromer, Erikson Institute

Toni Porter, Early Care and Education Consulting

Gina Adams, Urban Institute

DISCUSSANT

Kyra Weber, National Women's Law Center

ABSTRACT

This session will use an equity lens to examine the ways in which family, friend, and neighbor (FFN) providers may experience caregiving within the context of Early Care and Education systems that were not designed to include them. Research presented in this session may inform efforts to (re)build more inclusive and equitable systems that recognize the strengths of FFN for children, families, and communities.

Family, Friend, and Neighbor Caregiver Self-Perception and Identity

Anna Powell, Tobi Adejumo

Assets, Motivations, and Needs of Family, Friend, and Neighbor Providers in Supporting Families

Susan Savage, Olivia Pillado

Year One of The Thriving Providers Project: A Mixed-Methods Investigation of Direct Cash Transfers to Home-Based Child Care Providers

H. Callie Silver, Kathryn Beauchamp, Sihong Liu, Fengrong Yang, Natalie Renew

Supporting Family, Friend, and Neighbor Caregivers Through Home-Based Child Care Networks

Juliet Bromer, Toni Porter, Jessica Miguel, Shiwei Zhang

Exploring Leadership in Family, Friend, and Neighbor Child Care: A Qualitative Study of Provider Motivations and Experiences

Toni Porter, Jayley Jansen, Ronae Matriano

Untapped Potential: License-Exempt Home-Based Child Care Providers and the Child and Adult Care Food Program

Gina Adams, Catherine Kuhns, Fernando Hernandez-Lepe



314

SALON H

Access to Child Care and Administrative Burdens in Early Care and Education Policy

CHAIR

Hailey Heinz, University of New Mexico

PRESENTERS

Yonah Drazen, University of Wisconsin-Madison

Mary Lopez, University of New Mexico

Jill Hoiting, University of Wisconsin-Madison

DISCUSSANT

Nina Chien, Office of the Assistant Secretary for Planning and Evaluation, DHHS

ABSTRACT

Subsidizing child care may promote equitable access for families with limited incomes, making it possible for more families to leverage the benefits of Early Care and Education (ECE). However, program generosity and administrative burdens shape the success of access expansions. This session will present findings from two states with distinct approaches to subsidies, exploring nuances of the ECE-related administrative burdens that families and providers bear. Presenters will share insights for future research and ECE policy design and implementation to promote more equitable access.

Does Reducing the Frequency of Child Care Subsidy Eligibility Redeterminations Promote Stability in Subsidy Use?

Yonah Drazen, Katherine Magnuson, Jill Hoiting

Examining the Impact of New Mexico's Child Care Expansion Policies on Families and Providers

Mary Lopez, Dana Bell, David Purcell

"More Time Consuming Than the Actual Caring": How Administrative Burdens Shape Family Child Care Supply and Child Care Access for Families

Jill Hoiting, Amy Claessens, Alejandra Ros Pilarz, Katherine Magnuson, Leah Awkward-Rich



315

SALON K

Navigating Early Childhood Care Systems in Rural and Urban Tribal Communities: Implementation Power Dynamics and Rigorous Place-Based Solutions

CHAIR

Seratha Largie, University of Washington

PRESENTERS

Seratha Largie, University of Washington

Teresa Abrahamson-Richards, University of Washington

DISCUSSANTS

Lena Yellowhair, Navajo Nation Head Start

Kaitlin Brandon, Hummingbird Indigenous Family Services

ABSTRACT

The call for equal consideration of Indigenous and Western knowledge in Tribal early childhood programs faces persistent challenges. This symposium aligns practitioners and scholars addressing implementation in rural reservation and urban contexts. The papers present findings from comprehensive policy and case study analyses, revealing barriers to adopting evidence-based Indigenous practices. Through the narratives of early childhood caregivers, the symposium identifies macro-micro transitions through policies seeking to enhance support for Indigenous communities.

Historical Trauma and Place as a Determinant of Caregiving Role in Rural American Indian and Alaskan Native Early Childhood Development Programs

Seratha Largie

Developing a Single-Site Home Visiting Model in an Urban Indigenous Context Using Rigorous Indigenous and Western Scientific Approaches

Teresa Abrahamson-Richards

1:45 P.M.–2:00 P.M.: BREAK



2:00 P.M.—3:30 P.M.: CLOSING PLENARY SESSION **LIVE**

SALONS 4-6

316*State of the Field Synthesis: Leveraging Mental Health Consultation Research and Evaluation to Advance Equity***CHAIR****Deborah F. Perry**, Georgetown University**PRESENTERS****Sangeeta Parikshak**, Office of Head Start, ACF**Deborah F. Perry**, Georgetown University**Amittia Parker**, Georgetown University**Eva Marie Shivers**, Indigo Cultural Center**ABSTRACT**

While the origins of Infant and Early Childhood Mental Health Consultation (IECMHC) predate Head Start, this national program was one of the earliest federal commitments to integrating mental health consultants into early childhood education. Now, IECMHC is available across the country in a wide range of early childhood settings, including child care, home visiting, and early intervention services. The evidence base for the effectiveness of IECMHC has been built over the last two decades, yet there remain unanswered questions still to study. This session will feature a discussion with a panel of individuals who have led IECMHC evaluations, delivered IECMHC in Head Start, and championed the next generation of research and evaluation questions that center the role of social justice in IECMHC.



Local Area Guide

This is a list of coffee shops, quick service, and table service restaurant options located near the Crystal Gateway Marriott (1700 Richmond Hwy, Arlington, VA 22202), with distances from the hotel included. Options noted with an * accept online and mobile orders.

Coffee Shops

Coffee Bar*
510 14th St., S Lobby Kiosk #125
Arlington, VA 22202
0.2 miles away

Dunkin' Donuts (\$) *
1413 S. Fern St. #6
Arlington, VA 22202
0.3 miles away

Starbucks (\$) *
1201 S. Fern St.
Arlington, VA 22202
0.4 miles away

Good Company Doughnuts & Café
(\$\$) *
1350 S. Eads St., Ste 80
Arlington, VA 22202
0.2 miles away

Brij Coffeehouse (\$) *
1601 Crystal Dr.
Arlington, VA 22202
0.4 miles away

WFM Coffee & Juice Bar
(\$\$)
520 12th St., S, Ste 100
Arlington, VA 22202
0.4 miles away

Starbucks (\$) *
1480 Crystal Dr.
Arlington, VA 22202
0.3 miles away

Commonwealth Joe Coffee
Roasters (\$) *
520 12th St., S, Ste 150
Arlington, VA 22202
0.4 miles away

Quick Service

Extreme Pizza (\$) *
1419 S. Fern St.
Arlington, VA 22202
0.3 miles away

Sweetgreen (\$) *
575 12th Rd., S, Ste B2
Arlington, VA 22202
0.4 miles away

Good Stuff Eatery (\$) *
2110 Crystal Dr.
Arlington, VA 22202
0.5 miles away

Falafel Inc
1631 Crystal Dr.
Arlington, VA 22202
0.4 miles away

Sweetgreen (\$) *
2200 Crystal Dr., Ste E
Arlington, VA 22202
0.5 miles away

McDonald's (\$) *
2620 Jefferson Davis Hwy
Arlington, VA 22202
0.6 miles away

Taco Cinco de Mayo
520 12th St., S
Arlington, VA 22204
0.4 miles away

Chick-fil-A* (\$) *
2200 Crystal Dr., Ste G
Arlington, VA 22202
0.5 miles away

Chick-fil-A (\$) *
710 12th St., S
Arlington, VA 22202
0.6 miles away

Subway (\$) *
Inside, 1664 E. Crystal Square Arcade
1750 Crystal Dr.
Arlington, VA 22202
0.4 miles away

We, The Pizza (\$) *
2100 Crystal Dr.
Arlington, VA 22202
0.5 miles away

Chipotle Mexican Grill (\$) *
2231 Crystal Dr.
Arlington, VA 22202
0.6 miles away



Local Area Guide

Table Service

Makers Union Pub (\$\$)*
1450 S. Eads St., Ste 65
Arlington, VA 22202
0.2 miles away

Epic Smokehouse (\$\$)
1330 S. Fern St.
Arlington, VA 22202
0.3 miles away

McCormick & Schmick's
Seafood & Steaks (\$\$\$)*
2010 Crystal Dr.
Arlington, VA 22202
0.4 miles away

Bob & Edith's Diner (\$)
539 23rd St., S
Arlington, VA 22202
0.4 miles away

Enjera Restaurant (\$\$)
549 23rd St., S
Arlington, VA 22202
0.4 miles away

Z Burger (\$)
509 23rd St., S
Arlington, VA 22202
0.4 miles away

PhoWheels (\$\$)*
1731 Crystal Dr.
Arlington, VA 22202
0.4 miles away

Queen Mother's Kitchen (\$\$)*
1711 Crystal Dr.
Arlington, VA 22202
0.4 miles away

Los Tios Grill (Arlington) (\$\$)*
513 23rd St., S
Arlington, VA 22202
0.4 miles away

Federico Ristorante Italiano (\$\$)
519 23rd St., S
Arlington, VA 22202
0.4 miles away

Kabob Palace (\$\$)
2315 S Eads St.
Arlington, VA 22202
0.4 miles away

Water Bar
1601 Crystal Dr.
Arlington, VA 22202
0.4 miles away

La Bettola Italiano (\$\$)*
558 23rd St., S
Arlington, VA 22202
0.5 miles away

Sushi Garden*
1680 Crystal Dr.
Arlington, VA 22202
0.5 miles away

Urban Thai Restaurant (\$\$)*
561 23rd St., S
Arlington, VA 22202
0.5 miles away

The Perfect Pita (\$\$)*
1681 Crystal Dr.
Arlington, VA 22202
0.5 miles away

McNamara's Pub and Restaurant
(\$\$)*
567 23rd St., S
Arlington, VA 22202
0.5 miles away

Tacombi (\$\$)*
1550 Crystal Dr.
Arlington, VA 22202
0.5 miles away

Atia Kabob Place (\$\$)
251 18th St., S
Arlington, VA 22202
0.5 miles away

Ted's Montana Grill (\$\$)*
2200 Crystal Dr.
Arlington, VA 22202
0.6 miles away

To view the local area guide map, scan the QR code or access the link below:



<https://maps.app.goo.gl/RnhazhatxeMDCzAV8>

