

Conference Program



# NRCEC 2020

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**November 30 - December 3, 2020**

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**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:**

IMPAQ International, LLC

## Welcome to the Administration for Children and Families' National Research Conference on Early Childhood 2020!

**To plan your personal conference schedule:** Review the session abstracts and associated speaker biographies in this Conference Program. Then go to the [agenda page of the NRCEC website](#), select the sessions of interest to you, and click “Add to Calendar” to add sessions to your personal Outlook or Google calendar(s).

**To access session presentations during the virtual event, follow the steps outlined below:**

- **Initial registration to access the session viewing portal**

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A link to the viewing portal will be live on the [agenda page of the NRCEC website](#) on Monday, November 30th. To register to view conference sessions, click on the “View Sessions” button at the top of the page to be taken to the initial registration page for the event. Although advance registration is not required, we encourage virtual event attendees to access the viewing portal at least several minutes prior to the start of the first session you plan to participate in to ensure you have ample time to complete the registration process. Immediately after you complete your initial registration, you will be taken to a page that lists all the conference sessions and provides access to each session.

- **Accessing LIVE session presentations after you have completed your initial registration**

From the [agenda page of the NRCEC website](#) click on the “View Sessions” button at the top of the page. In the “Registered Viewers, Watch NOW” box at the top of the screen, please enter the email address you registered with and then click the “Watch Now” button to be taken to a page that lists all the conference sessions and provides access to each session.

All sessions will conclude with a live moderated Q&A segment, during which the session presenters will respond to questions submitted by the audience. Session participants will be able to submit questions via the Meeting Pulse box directly under the viewing screen throughout the presentation. Please note that submitted questions will be private and only viewable to the session presenters. Presenters will answer submitted questions live, on camera, during the Q&A segment.

**To access the Poster Sessions:** All posters will be available for viewing throughout the conference, but each poster has been assigned to one of the three scheduled poster sessions. To join a poster session at the scheduled time, select a poster session from the [agenda page of the NRCEC website](#) and click “View Session” to be taken to the online poster gallery. During their assigned session, poster presenters will be standing by to answer your questions through a chat function. Explore this Conference Program to read the poster abstracts and search the poster topics of interest to you. To view the posters outside of the scheduled poster sessions, visit the [NRCEC Poster Gallery](#).

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### **Martha Zaslow**

Society for Research in Child Development  
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### **David Daniel**

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### **Kyle DeMeo Cook**

St. John's University

### **Shannon Lipscomb**

Oregon State University-Cascades

### **Sarah Watamura**

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## Funding Agency

Office of Planning, Research, and Evaluation

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Global Alliance for Behavioral Health and Social Justice

James Bell Associates

National Black Child Development Institute

National Center on Afterschool and Summer Enrichment

National Center on Early Childhood Development, Teaching, and Learning

National Center on Early Childhood Health and Wellness

National Center on Early Childhood Quality Assurance

National Center on Subsidy Innovation and Accountability

National Center on Tribal Early Childhood Development

National Head Start Association

National Research Center on Hispanic Children and Families

Prevent Child Abuse America

Society for Research in Child Development

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



# Cooperating Organizations



Child Care & Early Education  
**RESEARCH CONNECTIONS**



Cooperating organization logos provided as of production date.



# 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.

Pilar Alamos	Hana Chung	Erika Gaylor	Doré LaForett
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# Conference Agenda Overview

## MONDAY, NOVEMBER 30, 2020

12:30–1:00 P.M. ET

*Greetings*

1:00–2:45 P.M. ET

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

2:45–3:00 P.M. ET

**Break**

3:00–4:45 P.M. ET

**Concurrent Breakout Sessions**

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

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

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

## TUESDAY, DECEMBER 1, 2020

1:00–2:45 P.M. ET

**Concurrent Breakout Sessions**

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

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

*Caregiving Instability and Brain Development: Implications and Opportunities for Supporting Resilience*

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

2:45–3:00 P.M. ET

**Break**

3:00–4:30 P.M. ET

*Poster Session A*



# Conference Agenda Overview

## WEDNESDAY, DECEMBER 2, 2020

1:00–2:45 P.M. ET

Concurrent Breakout Sessions

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

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

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

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

2:45–3:00 P.M. ET

Break

3:00–4:30 P.M. ET

*Poster Session B*

## THURSDAY, DECEMBER 3, 2020

1:00–2:45 P.M. ET

Concurrent Breakout Sessions

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

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

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

2:45–3:00 P.M. ET

Break

3:00–4:30 P.M. ET

*Poster Session C*



**MONDAY, NOVEMBER 30, 2020**

To view the LIVE conference sessions,  
visit [NRCEC.net/agenda](https://nrcec.net/agenda) at the scheduled times.

Refer to Page 2 of this document for  
additional information, guidance, and tips.

**MONDAY, NOVEMBER 30, 2020**

12:30–1:00 P.M. ET

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

1:00–2:45 P.M. ET

***Opening Session: Moving Toward Trauma-Informed Systems and Programs in Early Childhood: Strategies and Interventions to Support the Well-Being of Young Children Impacted by Trauma*****CHAIR****Shannon Lipscomb**, Oregon State University, College of Public Health and Human Science**PRESENTERS****Shannon Lipscomb**, Oregon State University, College of Public Health and Human Science**Walter Gilliam**, Yale School of Medicine**Brenda Jones Harden**, University of Maryland School of Social Work**Kyong-Ah Kwon**, University of Oklahoma, College of Education

Early childhood programs and systems offer key opportunities to support the well-being of young children who experience adversity. Early childhood teachers, providers, and families are also impacted by adversity in their own lives, and/or by secondary traumatic stress from caring for children impacted by trauma. This session will present new research on interventions and/or approaches to support adults in nurturing resilience with young children impacted by trauma. The session will open with framing and definition of trauma-informed care as an approach that requires commitment at all levels: systems, organizations, and providers (Bloom, 2016; Substance Abuse and Mental Health Services Administration, 2014) with a foundation of equity, diversity, and inclusion. Presenters will share findings from new research on interventions and strategies, such as mental health consultation; professional development for early childhood teachers in home- as well as center-based programs; wellness supports for staff; and advances in family-oriented programming, such as home visiting. Presenters will consider findings and/or interventions in context of the COVID-19 pandemic, economic crisis, racial injustice, and other recent trauma-inducing contexts.

2:45–3:00 P.M. ET BREAK

3:00–4:45 P.M. ET CONCURRENT BREAKOUT SESSIONS

***Collaborations for Successful Transitions Between Early Care and Education and K–12*****CHAIR****Kyle DeMeo Cook**, St. John's University**PRESENTERS****Kristie Kauerz**, University of Colorado Denver**Jennifer LoCasale-Crouch**, University of Virginia**Kyle DeMeo Cook**, St. John's University**Peter Dallas Finch**, West Valley School District #208, Yakima, Washington

This session will focus on existing frameworks and research on collaborations between early care and education (ECE) and K–12 to support successful transitions to kindergarten. The session will begin with a presentation on how the transition has been conceptualized, within the larger P-3 Framework (Kauerz & Coffman, 2019). Next, two research presentations will provide the most up-to-date research on the transition to school with a focus on collaboration between ECE and K–12. The research presentations will also discuss future research and practice directions to further explore collaborations that support transitions. These presentations will be followed by reactions from a school district administrator who has participated in a demonstration project to better connect public schools with Head Start



programs to support the transition. The discussion will focus on policy and practice implications, as well as how work in this area can be extended to include a greater focus on transitions from the diversity of ECE settings.

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

### **CHAIR**

**Shirley Adelstein**, Administration for Children and Families

### **PRESENTERS**

**Heather Sandstrom**, Urban Institute

**Mallory Warner-Richter**, Child Trends

**Kathryn Tout**, Child Trends

**Kathryn Kigera**, DC Office of the State Superintendent of Education

### **DISCUSSANT**

**Jon Korfmacher**, Erikson Institute

This session will explore issues, challenges, and opportunities related to supporting a qualified early childhood workforce through professional development in early care and education and early childhood home visiting. Panelists will present findings on professional development from two workforce survey projects: Home Visiting Career Trajectories (HVCT) and the National Survey of Early Care and Education (NSECE). The discussion will also include perspectives on addressing these issues from the lens of state and local policymaking.

*Professional Development Supports to Strengthen the Home Visiting Workforce*

**Heather Sandstrom, Urban Institute**

*Examining Facilitators and Barriers to Professional Development Among the Early Care and Education Workforce: Findings From the 2012 National Survey of Early Care and Education*

**Mallory Warner-Richter and Kathryn Tout, Child Trends**

*Workforce Professional Development in D.C. — Innovations and Opportunities*

**Kathryn Kigera, DC Office of the State Superintendent of Education**

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

### **CHAIR**

**Anne Douglass**, University of Massachusetts

### **PRESENTERS**

**Kathryn Tout**, Child Trends

**Tamara Halle**, Child Trends

**Julie Morales**, James Bell Associates

**Kristina Rosinsky**, Child Trends

Providing high-quality care in early childhood programs is vital to the development of young children. Federal, tribal, state, and local efforts have focused on approaches to improve and maintain high-quality care in early childhood programs. The purpose of this session is to present on two innovative methods being used in early childhood settings, in an effort to improve the quality of services provided to children and families: the Breakthrough Series Collaborative and human-centered design. The session will include a discussion of the similarities and differences between these methods; how they are being implemented in early childhood programs across various settings, including in Tribal Home Visiting and preschool programs; and how these approaches can be implemented at different levels of early childhood systems. The presenters will provide illustrative examples of the methods, results, and lessons learned from implementation.





*The Culture of Continuous Learning Project: A Breakthrough Series Collaborative for Improving Child Care and Head Start Quality*

**Kathryn Tout and Tamara Halle, Child Trends**

*Applying the Breakthrough Series Collaborative Model in Tribal Home Visiting*

**Julie Morales, James Bell Associates**

*Human-Centered Design in Human Services*

**Kristina Rosinsky, Child Trends**

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## **TUESDAY, DECEMBER 1, 2020**

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Refer to Page 2 of this document for  
additional information, guidance, and tips.

**TUESDAY, DECEMBER 1, 2020**

1:00–2:45 P.M. ET

**Concurrent Breakout Sessions*****Using Data to Tell \*Our\* Stories Together: Collaborations in Early Education and Care Research*****CHAIR****Meryl Barofsky**, Office of Planning, Research, and Evaluation**PRESENTERS****Jessica Barnes-Najor**, Michigan State University and the Tribal Early Childhood Research Center**Lana Garcia**, Pueblo of Jemez Walatowa Head Start**Colleen Vesely**, George Mason University**Marlene G. Marquez**, Alexandria Department of Community and Human Services**DISCUSSANTS****Brittany Suralta**, Cook Inlet Tribal Council**Deborah Perry**, Georgetown University

This session will explore examples of community-researcher collaborations where community voices help to shape the research questions, design and measurement approach, and analysis of data. The impact of this type of deep collaboration on the community, the researcher, and on the usefulness of the research will be discussed.

***The Need for a Shared Vision for Early Childhood Education in the United States – Master Lecture: Dale Farran*****CHAIR****Martha Zaslow**, Society for Research in Child Development**PRESENTER****Dale Farran**, Vanderbilt University**DISCUSSANT****Deborah Stipek**, Stanford Graduate School of Education

Early childhood education (ECE) in the United States has two historical roots—compensatory education and caretaking. These competing goals have created confusion in terms of conceptualizing quality and help account for the tension between a focus on instruction for school readiness and providing a caring, socially supportive environment. In the United States we continue to have uncertainty about where to place ECE programs: the U.S. Department of Health and Human Services, U.S. Department of Education, or a separate agency altogether. Other economically developed countries provide seamless care for children younger than school age and also have a stated country-wide vision for what is important developmentally for young children. Having (or creating) in the United States a shared understanding of goals for early childhood development that combine a caring perspective with an educational one would help focus both the development of measures of classroom quality as well as assessments of children's development. To do this, we must broaden the conception of education beyond kindergarten readiness and focus on the foundational skills and competencies necessary to support long-term development. We must also determine how to adapt classroom practices to fit the needs of individual groups of children to meet these goals—one size will likely not fit all



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

### **CHAIR**

**Sara Vecchiotti**, Foundation for Child Development

### **PRESENTERS**

**Elysia Davis**, University of Denver

**Taryn Morrissey**, American University

**Sarah Watamura**, University of Denver

### **DISCUSSANT**

**Deborah Phillips**, Georgetown University

Caregiving instability is impacted by economic factors, child care placement availability, child care affordability, caregiver mental health, stress and trauma, incarceration, illness, and a number of other sociocultural factors. This session will present basic science findings from animal and human research on fragmented care for early brain development, as well as consequences for young children experiencing caregiving and environmental instability. Strategies for promoting resilience of children who have experienced instability will be shared, and the discussion will include practical and policy recommendations.

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

### **CHAIR**

**Kathryn Tout**, Child Trends

### **PRESENTERS**

**Elizabeth Davis**, University of Minnesota

**Carolina Milesi**, NORC at the University of Chicago

**Herman Knopf**, University of Florida

**Julia Mendez**, UNC Greensboro

### **DISCUSSANT**

**Andrew Williams**, Office of Child Care

Early care and education (ECE) access is traditionally assessed by examining trends in available child care slots and the average price of slots. Yet slots only provide part of the story of access from a family's perspective. This session will examine ECE access at the national, state, and local levels and consider how recent advancements in data capacity and analytic methods shape a more complete understanding of access. A panel of researchers will discuss how they are using the National Survey of Early Care and Education and other state- and local-level data to understand multiple dimensions of access from the perspective of families. Presenters will share findings as well as the innovative data and methods they are using. The discussant will share reflections on how to apply the findings to policy and other decisions at the national, state, and local levels.

*Measuring and Comparing Multiple Dimensions of Access to Early Care and Education*

**Elizabeth Davis, University of Minnesota; Katherine Paschall and Kathryn Tout, Child Trends**

*Mapping Family-Centered Measures of Access to High-Quality Early Care and Education*

**Elizabeth Davis, Aaron Sojourner, and Won Lee, University of Minnesota**

*Communities' Early Care and Education Supply and Households' Utilization of Care: Analysis of the 2012 National Survey of Early Care and Education*

**Carolina Milesi, Rupa Datta, and Rene Bautista, NORC at the University of Chicago**

*Using Administrative Data and Geospatial Analyses to Inform Child Care Policy Decision Making in Good Times and in*



*Bad (i.e., During A Pandemic)*

**Herman Knopf, University of Florida; Phillip R. Sherlock, Northwestern Medicine; and Jing Huang, University of Florida**

*Understanding Early Care and Education Access for Low-Income Hispanic Children and Families*

**Julia Mendez and Danielle Crosby, UNC Greensboro**

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**2:45–3:00 P.M. ET BREAK**

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**3:00–4:30 P.M. ET**

### ***Poster Session A***

*Topics to be Presented Include:*

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

All NRCEC 2020 posters will be viewable throughout the conference. The posters listed in this Conference Program for each poster session will have presenters available during the scheduled time to respond to your questions through a chat function.

### ***Poster Topic: Children with Disabilities/ Developmental Delays***

#### **A01 *Childcare Provider-Parent Partnership to Identify Children At-Risk for Developmental Delay***

—Heather Googe, Herman Knopf, Vasanthi Rao

#### **PRESENTER**

**Heather Googe**, University of South Carolina, Yvonne and Schuyler Moore Child Development Research Center  
Presenters will describe efforts to develop and implement an online screening system for use within childcare programs to promote universal screening and the identification of young children at-risk for developmental delay. The focus will be on the partnership between parents and childcare providers in the developmental screening process.

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**A02** *Development of a Tiered Coaching Model to Support the Professional Development of Inclusive Early Childhood Educators*

—Angel Fettig, Kathleen Artman Meeker, Jennifer Cunningham, Huan-Ching Trina Chang

**PRESENTER****Angel Fettig**, University of Washington

This poster describes findings from a Latent Profile Analysis and a Tiered Coaching Model for matching teachers with different levels of support in using Pyramid Model Practices. Findings from our model development, field testing, and randomized controlled trial studies of the Tiered Coaching Model will be shared.

**A03** *Early Intervention and Early Childhood Special Education Administrative State Data Systems: Current Status and Changes Between 2013 and 2019*

—Sara Thayer, Missy Coffey, Donna Spiker, Kathleen Hebbeler

**PRESENTER****Sara Thayer**, SRI International

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 looked at 10 indicators of a high-quality data system and how they have changed between 2013 and 2019. These include information about data elements in state data systems and the ability to link data with other early childhood programs and K-12 data systems.

**A04** *Including Inclusion in Associate Degree Early Childhood Preparation Programs*

—Susan Sandall, Naima Shirdon, Jennifer Cunningham, Kathleen Artman Meeker

**PRESENTER****Susan Sandall**, University of Washington

We describe a statewide effort to include evidence-based inclusion practices in coursework and field experiences in associate degree early childhood preparation programs. We present our approach for reviewing and redesigning college curricula with the goal of moving beyond a single course on exceptional children to infusing content and experiences throughout the curricula. Features of the approach are faculty needs assessment, collaborative goal setting, faculty learning groups, and customized professional development.

**A05** *Parent Perspectives: Strategies to Promote Developmental Screening, Referral to Early Intervention, and Service Provision Across the Care Continuum*

—Thyde Dumont-Mathieu, Rosalie Lyons, Joanna Sajdlowska, Marianne Barton, Deborah Fein

**PRESENTER****Thyde Dumont-Mathieu**, Connecticut Children's Medical Center

Semi-structured interviews with 21 parents whose children received early intervention (EI) services have identified facilitators and barriers to enrollment in EI and receipt of EI services. Potential solutions to enhance EI participation include: improved teaming and communication between EI and pediatric providers, streamlining the EI enrollment process, parent support groups, and extending EI support beyond age three. Results are being used to direct statewide systems change.



**A06** *Using Early Health and Socio-Familial Risks to Predict Identification for Special Education Disability Categories*

—Caroline C. DeWitt, Whitney A. LeBoeuf, Benjamin Brumley, John W. Fantuzzo, Cody Hostutler

**PRESENTER****Caroline C. DeWitt**, University of Pennsylvania

This study sought to determine if multiple early health and socio-familial risks monitored by public service agencies uniquely predict disproportionate identification for specific special education disability categories. A longitudinal integrated data system was used to identify students born in a large urban city who attended public school from K-3rd grade. Findings indicated birth risks, child maltreatment, and low maternal education differentially predicted specific special education disability categories. Homelessness was not predictive.

*Poster Topic: Dual Language Learners***A07** *“Making a Difference in a Little Life”: Assistant Teachers, Workplace Satisfaction, and the Creation of a Culturally-Competent Workforce Pipeline in Head Start*

—Jennifer Jacoby, Allegra Corwin-Renner

**PRESENTER****Jennifer Jacoby**, Mount Holyoke College

We conducted and analyzed semi-structured interviews with 35 assistant teachers who work with dual language learning children in Head Start to better understand what drives their ongoing interest and commitment to their workplace. Findings reveal that assistant teachers at the Head Start agency describe their work both as a job and as a calling. We discuss the relevant implications for building a culturally-diverse and culturally-competent workforce pipeline from currently employed Head Start assistant teachers.

**A08** *Describing Bilingual Preschool Teachers’ Language Practices with Their Dual Language Learner Students: Micro-Level Analysis of Code-Switching Between Spanish and English Across Small Group and Whole Group Settings*

—Sarah Surrain, Stephanie Curenton, Cecilila Jarquín Tapia

**PRESENTER****Sarah Surrain**, Harvard Graduate School of Education

This study examines how bilingual preschool teachers code-switch with DLLs across different activity settings. Video-recorded observations of small group and whole group lessons were transcribed and analyzed for the proportion of Spanish and English used by teachers and children, as well as the number and purposes for code-switching. We provide concrete illustrations of bilingual preschool teachers’ language practices in order to inform the development of PD interventions that foster richer language input for DLLs.

**A09** *Fidelity of Implementation in Spanish-English Dual Language Programming in Early Elementary Classrooms*

—Doré LaForett, Ximena Franco, M. Taylor Simpson, Kaitlyn Mumma, My Nguyen, Adam Winsler

**PRESENTER****Doré LaForett**, University of North Carolina at Chapel Hill

This study examined fidelity of implementation in Spanish-English dual language education elementary classrooms. Over 90% of the time, observations of teachers’ talk showed fidelity to the target language of instruction. However, there was significantly less adherence for teachers’ corrections of students who were not using the target language. Implications for efforts to enhance this aspect of fidelity in dual language programming will be discussed.



**A10** *Differences in the Number of Teacher Words Per Conversation with Dual Language Learners and English Monolingual Preschoolers Based on Teacher- or Child-Initiation*

—Craig Van Pay, Ji Young Choi

**PRESENTER****Craig Van Pay**, Iowa State University

The current study investigates the quantity of teacher words in the teacher-child conversations of six teachers with 19 Dual Language Learners (DLLs) and 13 English Monolingual (EM) preschoolers. Analyses of automatic estimates of teacher words per conversation for 40 hours/child provide evidence that DLLs receive fewer teacher words than EMs when the conversations are child-initiated, and that teachers provide many more words to both DLLs and EMs when the conversation is teacher-initiated.

**A11** *The Development of a Bilingual Vocabulary Measure for Preschool-Age Dual Language Learners*

—Pui Fong Kan, Jerry Yang, Shirley Huang

**PRESENTER****Pui Fong Kan**, Department of Speech, Language, and Hearing Sciences, CU Boulder

Vocabulary skills have been linked to the school readiness of dual language learners (DLL). The lack of valid assessment in DLL's home language (L1) contribute to misdiagnosis of language impairments. This study examined the validity of Kai Ming Vocabulary Test designed for Cantonese-English DLL. Two samples of children (n = 53; n = 275) were tested. Results showed that children's vocabulary scores are associated with their language sample measures in each language.

*Poster Topic: ECE and Kindergarten Alignment***A12** *Alignment of Educational Experiences from Pre-K to Kindergarten*

—Ginny Vitiello, Bob Pianta, Jessica Whittaker, Erik Ruzek

**PRESENTER****Ginny Vitiello**, University of Virginia

This study examined areas of alignment and misalignment in children's classroom experiences in public pre-K and kindergarten. Results suggest that kindergarten classrooms were more structured, more academic, and had less supportive teacher-child interactions than pre-K classrooms. Results will be discussed in relation to initiatives to bring children's pre-K and kindergarten experiences into greater alignment.

**A13** *Effects of Instructional Alignment across Pre-K and Kindergarten on Academic Skills: Evidence from the Boston Public Schools*

—Meghan McCormick, JoAnn Hsueh, Christina Weiland, Catherine Snow, Jason Sachs, Samantha Xia

**PRESENTER****Meghan McCormick**, MDRC

We examined the implementation of a curriculum and professional development model to align instruction across pre-K and kindergarten. We then estimated the effects of the model—called Focus on Early Learning—on children's academic skills at the end of kindergarten. Results from models using propensity score matching revealed that alignment had a positive effect on children's vocabulary skills in the spring of Kindergarten. The presentation will discuss implications for policy/practice.



**A14** *How Impacts of a Pre-K Math Curriculum on Classroom and Child Outcomes Differ in Public School and Community-Based Preschool Settings*

—Shira Mattera, Meghan McCormick, Robin Jacob, Samantha Xia, Pamela Morris

**PRESENTER****Shira Mattera**, MDRC

This study leverages data from a large-scale RCT of a Pre-K math intervention, Making Pre-K Count (MPC). Findings revealed that public school (PS) Pre-Ks spent more time on and had higher quality math instruction than community-based options (CBOs). Impacts of MPC on the amount of math instruction were larger in CBOs. MPC improved students' math in kindergarten in PSs; in contrast, MPC improved students' receptive language in Pre-K and executive functioning in Pre-K and kindergarten in CBOs.

*Poster Topic: ECE Discipline/ Expulsion and Suspension***A15** *A Policy Scan and Qualitative Analysis of State Legislation Limiting Preschool Exclusionary Discipline*

—Christina Padilla, Alysse Loomis, Annie Davis, Yonah Drazen, Gracelyn Cruden

**PRESENTER****Christina Padilla**, Child Trends

The present study details the findings of a policy scan and qualitative analysis of state legislation limiting or eliminating the use of exclusionary discipline practices in preschool. We report on themes across fourteen bills from thirteen states, detailing commonalities as well as variation across states in approaches to legislation. Strengths and limitations of existing legislation are reviewed, and recommendations for more comprehensive legislation and potential implications of existing legislation are discussed.

**A16** *Administrative and Programmatic Characteristics Predict Early Childhood Expulsion Risk*

—Erin Tebben, Nathan Helsabeck

**PRESENTER****Erin Tebben**, The Ohio State University

Children are expelled from early care and education (ECE) programs at alarmingly high rates, yet research examining the programmatic mechanisms that lead to expulsions from ECE programs is limited. This study begins to fill this gap by examining the characteristics of programs that are associated with a higher likelihood of expelling children. Specifically, we use data from the NSECE to characterize programs and fit the data to a structural equation model to estimate those relationships.

**A17** *Using GIS Mapping to Examine Inequities in Discipline in Early Childhood Education*

—Kelsey Clayback, Mary Louise Hemmeter

**PRESENTER****Kelsey Clayback**, University of Virginia

The current study examined director reports of suspension and expulsion requests in child care settings in Pennsylvania. Across 345 directors, 82.9% reported at least one suspension request, and 64.0% reported at least one expulsion request in the past 12 months. GIS mapping was used to examine how these rates varied by zip code with attention to child poverty and race. Results support previous research that trends in suspension and expulsion practices in preschool are inequitable.



*Poster Topic: ECE Practice: Language and Literacy***A18** *Amount, Diversity, and Functions of Caregiver Language Across Contexts*

—Carla Villacis, Rufan Luo, Emily Gomez, Rebecca Alper, Kathy Hirsh-Pasek

**PRESENTER****Carla Villacis**, Rutgers University, Camden

This study reports on the differences in word amount, lexical diversity, and pragmatic language functions occurring across three interactive contexts. Thirty-three caregivers and their 1- to 2-year old children participated in sessions of book-reading, toy play, and clean-up. Caregivers used greater lexical diversity and more didactic language during book-reading and toy play. In contrast, caregivers used more directive, affirmative, and corrective language during clean-up. Findings highlight differences between adult-oriented versus child-oriented activities as language-learning opportunities.

**A19** *Impacts of Early Steps to School Success: A Language-Focused Infant-Toddler Home Visiting Program in 19 U.S. Rural Communities*

—Brenda Jones-Harden, Rachel Chazan Cohen, Jan Esterach, Joan Deming, Aimee Drouin Duncan, Elsa Escalante, Joseph Byrd, Sarah Clem, Helen Raikes

**PRESENTER****Brenda Jones-Harden**, University of Maryland

Early Steps to School Success is a literacy-based home visiting program serving low-income rural families with infants/toddlers. Using a quasi-experimental design, we compared Early Steps participants to families in a book sharing program when children were age 3. Results suggest that Early Steps had a positive impact on child language, and parenting to support language. This is consistent with the program's theory of change: to promote child language and pre-literacy through enhancing developmentally supportive parenting.

**A20** *Quality Early Learning Programs as a Platform for Building Capacity to Support Language Learning and Address the Word Gap for Infants and Young Children*

—Dale Walker, Gabriela Guerrero, Kathryn Bigelow, Shannon Guss, Diane Horm, Kelli Roehr, Marcela Sweeney

**PRESENTER****Dale Walker**, Juniper Gardens Children's Project, University of Kansas

The use of an evidence-based naturalistic communication intervention to increase child language-learning in a small-scale randomized study across two high quality Early Head Start early learning programs along with a feasibility study of implementing the intervention with parents are described. Lessons learned about community-based research-practice partnerships to promote intervention implementation by teachers and parents will be shared, along with results of the intervention study.

**A21** *ATLAS-PA: An Adaptive Measure of Phonological Awareness for Children with Speech and/or Language Impairment*

—Lori Skibbe, Ryan Bowles, Sarah Goodwin, Gary Troia

**PRESENTER****Lori Skibbe**, Michigan State University

ATLAS-PA is an adaptive measure of phonological awareness with three subtests that are appropriate for children who are 3 to 7 years of age. A validation study was conducted with children with typical development ( $n = 938$ ) and with speech and/or language impairment ( $n = 297$ ). Differential item functioning was minimal between the two groups of children, and scores on ATLAS-PA were moderately to strongly related to other measures of phonological awareness.



**A22** *Effects of a Tier 2 Intervention on the Writing Performance of Kindergarten Students*

—Meaghan McKenna, Howard Goldstein, Xigrig Soto

**PRESENTER****Meaghan McKenna**, Postdoctoral Research Fellow, Juniper Gardens Children's Project

Writing is an essential tool for communicating and learning that is linked to the future success of students educationally and professionally. The limited research available on writing interventions in kindergarten classrooms led to the development and implementation of a Tier 2 intervention. A multiple baseline design across three units of instruction was used to evaluate intervention effects. With the initiation of each phase of intervention, each of the 7 participants made gains in targeted behaviors.

**A23** *Teachers' Use of Research-Supported Literacy Instructional Practices and Their Relationship to Classroom Language and Literacy Quality*

—Tomoko Wakabayashi, Katie Homant, Adam LeRoy, Melissa Bishop, Mingyang Liu

**PRESENTER****Tomoko Wakabayashi**, Oakland University

The proposed paper presents a preliminary validation of a set of ten research-supported early literacy instructional practices largely disseminated and endorsed in one Midwestern state. We found that when the instructional practices were implemented with fidelity, the classrooms scored higher on early literacy quality ( $r(30)=.76, p<.001$ ). The finding adds confidence to the statewide effort to disseminate the ten practices, with implications for child outcomes. Additional validation analysis will be conducted and presented.

*Poster Topic: ECE Practice: Science, Technology, Engineering, and Math (STEM)***A24** *Building a Community of Learners to Promote Centers of Excellence in Mathematics*

—Erin Reid, Jennifer McCray, Erika Gaylor, Ximena Dominguez, Xin Wei

**PRESENTER****Erin Reid**, Erikson Institute

We implemented a math-focused PD program that brought together leadership and teachers from multiple preschool centers. By building a community of learners, our PD program shifted teacher confidence and improved math learning for the most vulnerable preschoolers. Our work demonstrates the importance of collaboration within and between early childhood centers to promote the professionalism of all teaching staff and to equip leaders with the tools necessary to maintain a functioning center of excellence in math.

**A25** *Forming a Family Math Community: Early Childhood and Family Engagement Agencies Coming Together to Create Responsive Family Math Learning Opportunities*

—Jessica Mercer Young, Kristen Reed, Lori Coletti, Louisa Anastasopoulos

**PRESENTER****Jessica Mercer Young**, EDC

This poster will highlight an initiative to build a family math learning community that is designed to support the adults in children's lives—families, teachers, playgroup facilitators, librarians, and other caregivers—to feel comfortable and competent in providing engaging, high-quality, early math learning experiences for children from birth to five. This poster will present lessons learned and how we are continuing during remote learning.





**A26** *Learning Science and Engineering from Digital Videos and Games: A Randomized Trial*

—Megan Silander, Todd Grindal, Tiffany Maxon, Sarah Nixon Gerard

**PRESENTER****Megan Silander**, Education Development Center

Many young children have limited opportunities to engage with science and engineering concepts. We conducted an experimental study of the impact of access to science- and engineering-focused digital games and videos on the knowledge and skills of 454 low-income four- and five-year-old children. We found moderate to large impacts on children's knowledge about structure stability and friction. These results provide evidence that digital media interventions can support young children's science learning.

*Poster Topic: ECE Quality***A28** *How Diverse Providers Implemented Best Practices and Experienced Seattle Preschool Program Standards and Supports*

—BreAnna Davis Tribble, Kristina Rodriguez, Lindsey Allard Agnamba, Sherylls Valladares Kahn

**PRESENTER****BreAnna Davis Tribble**, School Readiness Consulting

Having access to high-quality early education experiences has been noted to drive positive outcomes for young children. The providers that offer early education opportunities play a critical role in fostering these high-quality education experiences. This poster highlights the experiences of providers, offering city-wide preschool in Seattle, WA, as they implemented best practices, experienced program standards (e.g. develop a culturally-relevant family engagement plan), and experienced program supports (e.g. professional development).

**A29** *Is Quantity Quality?: Findings from Oregon's Pre-Kindergarten Extended Duration Pilot Evaluation*

—Michael Connor, Robyn Lopez Melton, Patrick Aldrich

**PRESENTER****Michael Connor**, Oregon Early Learning Division

This extensive mixed-methods evaluation of Oregon's Pre-Kindergarten Head Start Extended Duration Pilot combined the expertise of researchers and state early childhood specialists to explore the question: Is Quantity Quality? Using qualitative and quantitative data collected from surveys, interviews, and a series of classroom observations, the evaluation team assessed the experiences of the children, families, teachers, and program leaders.

**A30** *The OECD Starting Strong Teaching and Learning International Survey (TALIS Starting Strong) 2018*

—Elizabeth Shuey, Stéphanie Jamet

**PRESENTER****Elizabeth Shuey**, Organisation for Economic Co-operation and Development (OECD)

The OECD Starting Strong Teaching and Learning International Survey (TALIS Starting Strong) is the first international survey of the early childhood education and care workforce. It took place in 2018 in nine countries: Chile, Denmark, Germany, Iceland, Israel, Japan, Korea, Norway and Turkey. This poster gives an overview of the methodology and initial findings, highlighting similarities and differences in staff and leader perspectives across countries.



*Poster Topic: Executive Function and Learning Behaviors***A31** *Bidirectional Relations Among Executive Function, Protective Factors, and Academic Achievements: The Role of Gender in Head Start*

—Shinyoung Jeon, Sherri Castle, Amber Beisly, Elizabeth Frechette, Kaitlyn Newell

**PRESENTER****Shinyoung Jeon**, Early Childhood Education Institute, University of Oklahoma-Tulsa

This study examined how earlier cognitive and social-emotional developmental domains and academic skills are mutually associated and how the relations differ by gender. The results showed that only boys' executive function predicted math skills and executive function and math skill predicted protective factors. Furthermore, boys' protective factors predicted executive function. The additional pathways identified for boys only may provide guidance to researchers and programs to support the development of young boys in Head Start classrooms.

**A32** *Child Learning Behavior and Executive Function: Protective Factors in Preschool Children's Academic Achievement*

—Amber Beisly, Kyong-Ah Kwon, Shinyoung Jeon

**PRESENTER****Amber Beisly**, Texas A & M University Corpus Christi

Two learning-related skills, executive function (EF) and child learning behavior (CLB), play an important role in children's academic outcomes by helping children to maintain attention and work cooperatively, especially for children from lower family SES backgrounds. Structural Equation Modeling was used to find a moderation effect of CLB for the association between family SES and math outcomes. Moderation of EF was explored, but was not significant. The role of CLB and math is discussed.

**A33** *In Search of Pre-K Quality and Impacts: The Role of Self-Regulation*

—Jane Hutchison, Deborah A. Phillips, Anna D. Johnson, Sherri Castle, Anne Martin

**PRESENTER****Jane Hutchison**, Georgetown University

Despite evidence pointing toward self-regulation (the ability to monitor and control ones' thoughts, emotions and actions) as a promising focal point for next generation pre-K research, there remains scant evidence on the specific teacher behaviors that contribute to the development of this skill. This study sought to fill this gap by asking: What are the observable teacher behaviors that either boost or interfere with the development of self-regulation in pre-K classrooms serving low-income children (i.e. those who are the most vulnerable to compromised self-regulatory development)? To answer this question, we used data collected on 1,120 4-year old children across multiple pre-K contexts. Through a series of lagged multi-level regression models we found that children whose teachers relied to a larger extent on disapproving and punitive behavior management strategies exhibited declines in self-regulation, particularly when they began the year with average or lower self-regulatory skills. Among the supportive features we assessed, only emotional support was significantly associated with growth across the pre-K year and only for a single self-regulation outcome. These findings point to the need for professional development and pre-K classroom quality assurance initiatives that supplement the promotion of supportive teacher-child interactions with explicit efforts to eliminate problematic teacher behaviors.

**A34** *Math and Executive Functioning Games: A Coaching Framework with Head Start Teachers*

—Lillie Moffett, Rosa Valdes

**PRESENTER****Lillie Moffett**, University of Michigan School of Education

We tested an integrated Executive Functioning (EF)/math instruction approach with 10 Head Start preschool teachers. After 20 weeks of coaching, teachers could articulate how children's math skills develop, but described EF development poorly. In observed fidelity of implementation, however, teachers were better at implementing the EF



component of the activity, but not follow the appropriate math sequence. Findings highlight the promise of integrating math and EF instruction in preschool, and how to rethink coaching of these skills.

### **A35** *The Role of Classroom Quality in Toddler and PreK Executive Functions*

—Amy Encinger, Jolene Johnson, Yao Yao

#### PRESENTER

**Amy Encinger**, University of Nebraska Medical Center

Quality early care and education (ECE) programs have been linked to immediate, positive developmental outcomes, and long-term, positive academic performance. While all children benefit from high-quality preschool, low-income children and English learners benefiting the most. The relationship between classroom quality and executive function skills is examined across four ECE sites, all serving low income populations. Unique to this poster is the inclusion of toddler classroom quality and executive function.

### *Poster Topic: Families and Substance Use*

### **A36** *A New, Validated Assessment Tool Demonstrates Positive Outcomes in Home Visiting Model for Families Affected by Maternal Substance Use*

—Oneta Templeton, Danielle Chiang, Emily Siedlik

#### PRESENTER

**Oneta Templeton**, Children's Mercy Hospital

The Team for Infants Exposed to Substance abuse (TIES) is a longstanding home-based family support program that provides a multi-disciplinary, community-based model to address the complex needs of families with young children affected by maternal substance use. TIES developers have created and psychometrically validated a comprehensive tool, the Individualized Family Service Plan (IFSP), to assess outcomes in key domains: reduction in maternal substance use, positive parenting, child and maternal health, and income and housing stability.

### **A37** *Building PCIT Capacity in West Virginia through the State Opioid Response Grant: Implementation and Outcome Evaluation of the PCIT Training Initiative*

—Robin Han, Jennifer Tiano, Jocelyn Stokes, Erinn Victory, Luke Badley, Thomas Holland, Heather Headley, Corey Lieneman, Cheryl McNeil

#### PRESENTER

**Robin Han**, West Virginia University

The opioid epidemic continues to plague the state of West Virginia, which has the highest opioid-related death rate in the nation. Children of parents with opioid use disorders have an increased risk of developing behavioral and emotional issues. Through the SAMHSA State Opioid Response grant, therapists across the state were trained in Parent-Child Interaction Therapy (PCIT), an evidence-based treatment for children with disruptive behavior disorders. Results of the program and recommendations for implementation are reviewed.

### **A38** *Collaboration to Support the Needs Of Substance-Exposed Newborns and Their Mothers: Evaluation of a Training For Home Visitors, Child Welfare Staff, and Early Interventionists*

—Ana Katrina Aquino, Brianna Jehl, David Schultz, Samantha A. Moran, Elisabeth Clarke Groth, Alicia E. Wiprovnick, Carlo DiClemente

#### PRESENTER

**Ana Katrina Aquino**, University of Maryland, Baltimore County

This study evaluates the effectiveness of a recently developed substance-exposed newborns training delivered to 119 infant home visitors, child welfare staff, and early interventionists. Participants reported high satisfaction with the training, demonstrated significant improvement in knowledge about substance-exposed newborns and confidence in their skills, and reported greater likelihood of collaborating with other early childhood professionals. This training



shows promise to increase competence and promote interagency collaboration among professionals working with substance-exposed newborns and their families.

**A39** *Developing and Testing an Enhancement to Routine Home Visiting to Address Substance Use: Computerized Screening and Brief Intervention*

—Sarah Dauber, Cori Hammond, Michelle Martinez

**PRESENTER**

**Sarah Dauber**, Partnership to End Addiction

This poster will present ongoing research to develop and test an enhancement to routine home visiting that features a digital screening and brief intervention for substance use, tailored to pregnant and postpartum women in home visiting programs.

**A40** *Lessons from the Field: Home Visiting Program Approaches, Barriers, and Facilitators When Addressing Maternal Substance Use*

—Allison West, Anne Duggan, Cynthia Minkovitz

**PRESENTER**

**Allison West**, Johns Hopkins University Bloomberg School of Public Health

Research is lacking on how home visiting programs address caregiver substance use. This poster integrates findings from two studies. In Study 1, we surveyed a representative sample of home visiting sites across the US to assess current practices. In Study 2, we surveyed and interviewed home visitors in one state to assess coordination practices, barriers, and facilitators. Findings from both studies highlight home visitor, site, and community-level factors for addressing substance use.

*Poster Topic: Family Engagement: Partnership and Communication*

**A41** *“If You Could Walk a Mile in My Shoes”: Parent-Teacher Background Similarity and Communication Quality as Related to Family Engagement Barriers During Preschool*

—Wendy Ochoa, Lok-Wah Li, Michael Harris, Fuko Kiyama, Julie Wisnia, Christine McWayne, Sunah Hyun, Leticia Rocha,

**PRESENTER**

**Wendy Ochoa**, Tufts University

Ethnically diverse and low-income families face multiple barriers to school-based engagement. This study examined whether ethnic, language, and formal education match between caregivers of preschoolers and teachers, along with caregivers' perceived communication quality with the teacher was related to caregivers' perceptions of barriers to school-based engagement. Findings revealed that race/ethnicity- and language-match between caregivers and teachers, as well as caregivers' perceived communication quality with teachers were significantly associated with caregivers' perception of barriers.

**A42** *Examining Patterns in Caregivers' Satisfaction Towards Home-School Communication Across Three Language Groups in Head Start*

—Lok-Wah Li, Wendy Ochoa, Michael Harris, Fuko Kiyama, Christine McWayne, Sunah Hyun, Leticia Rocha

**PRESENTER**

**Lok-Wah Li**, Tufts University

Preschool parents' participation in family engagement activities largely depends on how schools provide a welcoming environment, and such perceptions may differ according to parents' diverse cultural backgrounds. The present study involved Head Start parents who completed the English, Spanish, and Chinese versions of two surveys rating their



experiences and satisfaction levels with family-school communications. Factor analyses were conducted to examine the meaningfulness of the factor structures across parents from three language groups.

### **A43** *Family Support Staff and Parent Relationships in Early Childhood Education Settings*

—Tanya Tavassolie, Sandra Soliday Hong, Mallary Swartz, Marie Perrot, Lizzette Arcos, Sarah Rasher, Laura Kuhn

#### PRESENTER

**Tanya Tavassolie**, University of Maryland

Strong parent-child relationships in early childhood education (ECE) programs are important for children's long-term success. Family support staff in ECE programs are professionals who are tasked with building strong family relationships and engaging with families at the center. We measured the quality of the relationship between family support staff (FSS) and parents and found a number of FSS and parent characteristics were significantly related to the quality of this relationship. Implications for practice will be discussed.

### **A44** *Parent-Educator Communication Regarding Both Mathematics and Literacy Linked to More Frequent Numeracy and Literacy Activities in Preschoolers' Homes: Domain-Specific and Cross-Domain Associations Found*

—Joyce Lin, Ellen Litkowski, Robert Duncan, Sara Schmitt, David Purpura

#### PRESENTER

**Joyce Lin**, California State University, Fullerton

Parent involvement is positively related to preschoolers' academic and behavioral outcomes. For school-aged children, parent-educator communication can facilitate home learning activities, but less work has focused on preschoolers. Parent-educator communication regarding children's learning and development, broadly, has previously been linked to preschoolers' home numeracy environment (HNE) and home literacy environment (HLE). We examine whether parent-educator communication regarding mathematics and literacy, measured separately, are related to the HNE and HLE. Domain-specific and cross-domain relations are found.

### **A45** *Statewide Implementation of Ready Rosie in One State: Results from 20 Focus Groups with Teachers and Parents*

—Helen Raikes, Amy Encinger, Joseph Byrd, Katelyn Hepworth, Jamlick Bosire, Barb Jackson

#### PRESENTER

**Helen Raikes**, University of Nebraska

Ready Rosie is a technologically based parent engagement program (weekly videos sent to parents via text or email) being implemented in 52 Head Start, pre-K, home visiting, and child care programs across one state. This poster provides qualitative data from two cohorts of 20 focus groups conducted with parents/staff. Analyses demonstrate parents and staff find Ready Rosie videos inspiring, are still working with implementation issues, and have ideas about how to improve the implementation.

### **A46** *Using the Family and Provider/Teacher Relationship Quality-Family (FPTRQ-F) Questionnaire in an Ethnically Diverse Sample of Families Enrolled in Early Head Start Child Care Partnership Programs*

—Johayra Bouza, Veronica Fernandez, Rebecca Bulotsky Shearer, Dorothy Sanchez, Claudia Perez, Daryl Greenfield

#### PRESENTER

**Johayra Bouza**, University of Miami

We examined the validity evidence of the Family Provider/Teacher Relationship Quality-Family (FPTRQ-F) with ethnically diverse families enrolled in EHS-CCP. CFAs suggested inadequate fit of our data to the published domains. EFAs resulted in subscales similar to the published subscales. There were small positive associations between



subscales and concurrent measures of teacher-relationship quality. Although findings provide initial validity evidence, concerns remain with the use of the FPTRQ-F in early childhood programs.

### Poster Topic: Family Risk

#### **A47** *Neighborhood Socioeconomic Disadvantage as a Predictor of Profiles of Family Stress in Early Head Start Families*

—Alison Hooper, Jason Hustedt, Gerilyn Slicker, Rena Hallam, Juana Gaviria-Loaiza, Myae Han, Jennifer Vu

##### PRESENTER

**Alison Hooper**, University of Alabama

This study examined the relationship between a measure of neighborhood socioeconomic disadvantage, the Area Deprivation Index, and family stress and functioning in Early Head Start families using a person-centered approach. Results of a latent profile analysis found three profiles of family stress. Neighborhood risk predicted profile membership after controlling for family demographic characteristics. These results suggest that neighborhood disadvantage is important to consider when implementing interventions to support families facing risk factors.

#### **A48** *Risk Among Head Start/Early Head Start Families: Applying Machine Learning Techniques to Data Systems to Identify At-Risk Families*

—Kristopher Stevens, Joseph Armendarez, Roseann Martinez

##### PRESENTER

**Kristopher Stevens**, Pacific Clinics

This study addresses how data available to Head Start/Early Head Start programs can be used to determine which variables indicate families at-risk for poor programmatic outcomes. Data from 963 children and families were examined using classification and regression trees to build profiles of risk. Results of this study could lead to the effective allocation of resources and better programmatic outcomes for the families and staff through the development of decision-support tools, trainings, and service development.

#### **A49** *Screening for Housing Instability and Homelessness: Utility and Stability for Families Involved in the Child Welfare System*

—Melissa Kull, Anne Farrell

##### PRESENTER

**Melissa Kull**, Chapin Hall at the University of Chicago

We examined the utility and stability of a screener designed to assess eligibility for a supportive housing program. We adapted a three-item screener called the Quick Risks and Assets for Family Triage to measure families' housing status. Results indicated that the screener successfully identified families with housing needs and captured change over time as housing improved. Differences emerged by race/ethnicity, which underscore the challenges for housing interventions to overcome legacies of residential segregation.

### Poster Topic: Formative Assessment to Inform Instruction

#### **A50** *Capitalizing on Technology: Development of a Tablet-Based Language Screener for Two-Year-Olds, Young English-Reared Children (3-6), and Spanish-English Bilingual Children (3-5)*

—Roberta M. Golinkoff, Jill deVilliers, Aquiles Iglesias, Mary Wilson, Dani Levine, Kathy Hirsh-Pasek

##### PRESENTER

**Roberta M. Golinkoff**, University of Delaware



Language is foundational to children's achievement and socio-emotional development. A new touch-screen automatically scored language screener (QUILS) can be used in English and in Spanish to assess children's language progress at ages 2-6.

### **A51 Individual Growth and Development Indicators: Automated Performance Evaluation of Early Literacy and Language Development (IGDI-APEL)**

—Alisha Wackerle-Hollman, Erin Lease, Scott McConnell, Kelsey Will

#### PRESENTER

**Alisha Wackerle-Hollman**, University of Minnesota

This paper will discuss the design, impact, and functionality of Individual Growth and Development Indicators-Automated Application for Performance Evaluation (IGDI-APEL). Using data from 786 students that contributed to item calibration and 34 teachers who used IGDI-APEL to assess their student's language and early literacy skills we will present information on testing logic, assessment modules, and data-based decision making resources, including graphs, tables and nudges to support evidence-based approaches to instructional modification.

### **A52 Practitioner Validation of a Pre-K Formative Assessment Tool Used to Inform Data-Driven Instructional Decisions**

—Kathryn Black, Angela Baldonado

#### PRESENTER

**Kathryn Black**, CAP Tulsa

Head Start performance standards require the use of formative assessment tools. Evaluative data via standardized age-appropriate assessments is also important to inform agency strategy. Whether data collected from formative assessment tools align to comparable standardized age-appropriate assessment tools implicates whether teachers are using valid data to drive instructional practices. This study examines the relationship between one pre-K formative assessment tool and standardized age-appropriate evaluation tools. The findings indicate moderate to strong correlations between assessments.

## **Poster Topic: Opportunities for Secondary Analyses of ECE Data**

### **A53 Opportunity: Secondary Analyses with the Migrant and Seasonal Head Start Study 2017**

—Wendy DeCoursey, Jenessa Malin

#### PRESENTER

**Wendy DeCoursey**, OPRE/Administration for Children and Families

Migrant and Seasonal Head Start (MSHS) programs provide child development, family support, and family engagement services to young children and their migrant and seasonal farmworker families. The MSHS Study 2017 provides a national picture of MSHS programs, centers, families, and children. Data are available via the Child and Family Data Archive. This poster will highlight how to access and use data from the MSHS Study 2017 for secondary analysis.

### **A54 How to Access and Use the Early Head Start Family and Child Experiences Survey (Baby FACES) Data**

—Yange Xue, Cheri Vogel, Sally Atkins-Burnett

#### PRESENTER

**Yange Xue**, Mathematica

This poster presents information about the Baby FACES 2018 data sets. Using a cross-sectional design, Baby FACES 2018 aims to provide a comprehensive snapshot of Early Head Start with nationally representative samples of programs, centers, home visitors, teachers and classrooms, and enrolled families and children. The study has a



particular focus on the processes in the classrooms and home visits that support responsive relationships, including teacher–child relationships, staff–parent relationships, and parent–child relationships.

### **A55** *Child and Family Data Archive: Data for Secondary Analysis*

—Bianca Monzon

#### **PRESENTER**

**Bianca Monzon**, University of Michigan

This poster highlights key features of child care and early education datasets managed by the Child and Family Data Archive for secondary analysis. Information on data sampling, access level, and unique characteristics of each study are outlined in this poster. Embedded links direct participants to study homepages for more information. An “About Us” video also highlights resources and support available for secondary data analysts through the Child and Family Data Archive website.

### **A56** *Encouraging Further Analysis with Home Visiting Data: MIHOPE and MIHOPE-Strong Start Restricted Access Files*

—Anne Warren, Kristen Faucetta, Charles Michalopoulos, Ashley Qiang, Nancy Margie, Laura Nerenberg

#### **PRESENTER**

**Anne Warren**, MDRC

This poster presents information about data archived after the first phases of the Mother and Infant Home Visiting Program Evaluation (MIHOPE) and MIHOPE-Strong Start. These data are derived from many sources, including surveys with families, home visitors, and local program managers, plus state Medicaid, child protective services, and vital records data. These data may be helpful to those using secondary data to answer questions about implementation and effectiveness of evidence-based early childhood home visiting.

### **A57** *How to Access AI/AN FACES Data: Helpful Tips and Tricks*

—Meryl Barofsky

#### **PRESENTER**

**Meryl Barofsky**, OPRE

The American Indian/Alaska Native Head Start Family and Child Experiences Survey (AI/AN FACES) was the first national study of tribally operated Head Start children, families, and programs. While data from the study are available for secondary analysis, agreements with the tribal communities participating in the study were made for review before data access is granted. This poster will present important information about the study, including tips and tricks for submitting your application for the data.

## *Poster Topic: Parent Child Care/ ECE Decision Making*

### **A58** *Characteristics of Home-Based Providers Who Offer Nonstandard Hour Care*

—Susan Lewis, Jing Tang, Rena Hallam, Deborah Drain, Laura Cutler

#### **PRESENTER**

**Susan Lewis**, University of Delaware

Non-standard hour child care is a significant need for young children and their families, particularly low-income children. This decision tree analysis classifies listed home-based care providers, from the National Survey of Early Care and Education dataset, to determine the unique characteristics of those who offer non-standard hour care. Preliminary findings indicate those providers who offer non-standard hour care are more likely to receive government subsidies, are of lower education, and serve fewer children.





**A59** *Dual Language Learner Access and Enrollment Patterns in Public Pre-K*

—Sarah Kabourek, Maia Connors, Stacy Ehrlich, John Francis

**PRESENTER****Sarah Kabourek**, NORC at the University of Chicago

This study provides specific information on dual language learner (DLL) pre-K enrollment and access patterns in a large urban center. We explored how access to school-based pre-K and pre-K application sites were related to enrollment under decentralized and centralized enrollment policy contexts. We found that DLL enrollment grew over time, but remained lower than their non-DLL peers. DLL students were also less likely to enroll in high-quality programs. Implications for targeted policies are discussed.

**A60** *Evaluating Subsidized Child Care Reforms Impacts on Continuity of Care*

—Robert Goerge, Leah Gjertson, Michele Carter

**PRESENTER****Leah Gjertson**, Chapin Hall at the University of Chicago

This poster examines how elongating eligibility periods may impact child care subsidy participants in one state including parents, children, childcare providers, and program administration. This work examines research questions relating to parental employment and earnings, continuity of care and provider type, and implications for the supply of subsidized care.

**A61** *Following Parents' Lead: Characterizing Parents' Priorities and Constraints in the ECE Selection Process*

—Jill Gandhi, Samantha Melvin

**PRESENTER****Jill Gandhi**, New York University

Despite ever-expanding universal preschool, most American children under five are cared for in home-based settings. It is essential to understand the priorities informing parents' early care and education (ECE) choices. Using multinomial logistic regression models to predict primary ECE enrollment type, preliminary results show that parents prioritizing school readiness, socialization, and nurturing environments were more likely to choose center care; whereas parents focused on affordability and flexibility more often chose informal or family child care.

**A62** *How Far Do They Go? The Role of Distance in Child Care Decisions of Low-Income Families*

—Elizabeth Davis, Jonathan Borowsky, Aaron Sojourner

**PRESENTER****Elizabeth Davis**, University of Minnesota

Parents typically use child care providers close to home, but no studies directly measure the importance of distance in choosing a provider. We use administrative data from Minnesota that includes the locations of low-income children and licensed child care providers to analyze the role of distance and local provider characteristics in families' child-care decisions. We find that distance and quality rating affect parents' choice of child care provider with differences across geography and demographic subgroups.

**A63** *Mapping Access to Early Childhood Education and Care: A Tool for Planning and Policy*

—Javzandulam Azuma, Barbara DeBaryshe, Kathleen Gauci

**PRESENTER****Javzandulam Azuma**, University of Hawai'i at Mānoa

We measured childcare access within an 8-mile driving distance of a prototypical family home using a two-step floating catchment area method. Accessibility was measured as a combination of two dimensions: spatial accessibility (per capita nearby seats), and affordability (cost relative to median community family income). Maps were created to visualize the distribution of access across communities. These techniques can identify areas of greatest need and inform community advocacy and equitable decision-making.



**A64** *Head Start & Public Pre-K for DLLs: What Predicts Enrollment and What Does Enrollment Predict?*

—Anne Partika, Anna D. Johnson, Deborah A. Phillips, Anne Martin, April Dericks

**PRESENTER****Anne Partika**, Georgetown University

Dual language learners (DLLs) make up about a third of Head Start and public pre-K enrollees, yet little is known about how low-income families of DLLs decide which program to enroll in or which program best supports school readiness for DLLs. The current study examines a host of family and child-level factors that predict preschool program type selection, and controlling for such predictors, examines differential self-regulatory and educational outcomes by program type.

**A65** *Fewer Options or More Substitution? Understanding the Decline in Family Provider Use by Subsidized Households in Minnesota*

—Jonathan Borowsky, Elizabeth Davis

**PRESENTER****Jonathan Borowsky**, University of Minnesota

The research project quantifies competing explanations for the decline in family provider use in Minnesota's CCAP program. Using a spatial discrete choice model of provider choice, we quantify the role of decreasing local availability of family providers, versus increased local availability of centers, and demographic/geographic changes in the composition of the subsidized population. We find that decreased local availability of family providers and demographic/geographic changes in the subsidized population are the most important factors.

**A66** *Understanding Child Care Decision-Making for Families Who Have Young Children with Disabilities: An Explanatory Mixed Methods Study*

—Danielle Riser, Rena Hallam

**PRESENTER****Danielle Riser**, University of Delaware

Child care is an essential service. However, families who have young children with disabilities have constrained child care options and often report more difficulty in finding child care. The child care decision-making process is more complicated for these families because they must navigate their child care needs and their child's special education services. This poster presents emerging results from a dissertation study examining the child care decisions of families who have young children with disabilities.

**A67** *Understanding Parents' Child Care Search Strategies and Decision-Making*

—Jing Tang, Rena Hallam

**PRESENTER****Jing Tang**, University of Delaware

This study examined the relationship between preschool parents' child care search strategies and their care decisions using the National Survey of Early Care and Education dataset. Parents' search strategies—including the type of programs that parents consider, the number of providers that parents consider, and information sources—play an important role in parents' decision-making process. Findings indicate a significant relationship between parents' search strategies and their care decisions. Also, a set of family characteristics predicted parents' search strategies.



*Poster Topic: Parenting/ Parent-Child Relationship***A68** *A Randomized Pilot of a Video Coaching Program for Mexican American Fathers and their Young Children*

—Holly Schindler, Philip Fisher, Cindy Ola, Cory Campbell

**PRESENTER****Holly Schindler**, University of Washington

The aim of this study was to adapt, implement, and evaluate a 6-week video coaching program with Mexican American fathers and their young children (n = 38). We found that fathers who received FINDFM had higher levels of encouragement, lower levels of parenting stress, higher levels of identity dedicated to the fathering role, and reported lower levels of children's behavior problems at posttest relative to the control group.

**A69** *Bidirectional Effects of Child Impulsivity and Parent Academic Involvement in School and Home*

—Meghan McDoniel, Janet Welsh, Karen Bierman

**PRESENTER****Meghan McDoniel**, Stanford University

Parent involvement and engagement in children's experiences in school and at home can have a positive impact on later academic success (Goodall & Montgomery, 2014). The current study seeks to determine the bidirectional impact of children's own characteristics, specifically impulsivity, and parent involvement in school and engagement in activities at home. The findings suggest that impulsivity does influence early parent involvement, but does not impact engagement in home learning activities.

**A70** *Predictors of Parenting Self-Efficacy Among Parents of Preschoolers*

—Lydia DeFlorio, Jennifer Mortensen, Melissa Burnham, Danielle Schefcik

**PRESENTER****Lydia DeFlorio**, University of Nevada, Reno

The purpose of this study is to examine predictors of parenting self-efficacy (PSE), as they relate to discipline, play, nurturance, instrumental care, and teaching among a socioeconomically diverse sample of parents of preschool children. Predictors of interest included children's socioemotional development, parents' knowledge of child development, parental stress, parental depression, and parental anxiety. Relations between variables were examined and implications for intervention will be discussed.

**A71** *Reexamining Risks and Mediating Factors for Teen Childbearing Using Data from Baby FACES*

—Deborah Christie, Lisa Lopez

**PRESENTER****Deborah Christie**, University of South Florida

Teen mothers and their children have been identified as at risk for poor outcomes. However, much of the evidence is based on correlations that are subject to selection bias. Baby FACES allows for an examination of families enrolled in Early Head Start who share similar economic trajectories. Our results show that while delaying childbearing does little to improve outcomes for the children of teen mothers, a stimulating early learning environment serves as a mediator.



*Poster Topic: Social Emotional Development***A72** *Making Connections for Teachers, Families, and Children: Implementation Supports for the Teaching Pyramid Model in High Poverty Neighborhoods*

—Rebecca Bulotsky Shearer, Chelsea Morris, Jhonelle Bailey, Jill Ehrenreich-May, Jenna Futterer, Rinatte Gruen, Angelica Gonzalez, Colette Combs, Cristina Alicot

**PRESENTER**

**Rebecca Bulotsky Shearer**, University of Miami

This poster displays a rigorous evaluation of the effectiveness of the evidence-based Pyramid Model by the University of Miami (UM) and the local school district. The project's aim is to provide professional development and education to promote the social-emotional readiness of pre-kindergarten children enrolled in high-poverty public schools in Miami-Dade County. The ultimate goal is to evaluate whether the program makes a measurable, sustainable impact on teacher and parent practices for school success.

**A73** *The Role of Neighborhoods in Early Social-Emotional Disparities: The State of the Science*

—Claudia Kruzik

**PRESENTER**

**Claudia Kruzik**, Boston College

There is mounting evidence suggesting neighborhood contexts play a role in early social-emotional development. While the literature in this arena offers key insights as to how policy decisions might influence the supportiveness of neighborhood contexts in children's lives, efforts to synthesize these findings have not been undertaken. This presentation aims to fill that need by reviewing the findings connecting neighborhood processes to early childhood social-emotional outcomes and identifying key gaps, which require further investigation.

*Poster Topic: State ECE Initiatives and Needs Assessments***A74** *Changes in the Quality and Staff Credentials of Delaware Stars QRIS Programs Over Time*

—Jessica Francis, Michelle Richards

**PRESENTER**

**Jessica Francis**, University of Delaware

A baseline study was conducted in 2005 to examine licensed early childhood programs in the state of Delaware. The state's QRIS (Delaware Stars) was rolled out in 2009, and findings from the 2005 study led to two clear goals for Delaware Stars: improve staff education and credentials and program quality. Analyses of data from 2018 showed evidence of these goals being met through improved teacher educational levels and large ERS score increases over time.

**A75** *Measuring the Supply of Quality Child Care Across the District of Columbia*

—Erica Greenberg, Heather Sandstrom, Diane Schilder

**PRESENTER**

**Erica Greenberg**, Urban Institute

This study addresses one state's need for evidence on the supply of quality child care. Using descriptive and inferential statistics and mapping, analyses of administrative data show child care availability before and after implementation of a revised QRIS and for different provider types, for low-income families eligible for subsidy, for care offered during nontraditional hours, for different age groups, and across geographic areas. Findings inform ongoing efforts to expand child care access and quality.



**A76** *Evaluation of Virginia's Mixed Delivery Initiative: Child Developmental Outcomes of Publicly Funded Preschool in School-Based and Private Program Settings*

—Laura Hawkinson, BreAnna Davis Tribble

**PRESENTER****Laura Hawkinson**, School Readiness Consulting

We present child outcomes of Virginia's mixed delivery initiative, in which grantees offered public preschool slots in private programs and provided quality supports. Children in participating private programs had similar math, literacy, language, and self-regulation outcomes to matched children in public school classrooms. Most children in both groups met or exceeded typical scores for their age group, suggesting the promise of mixed delivery to support child learning and meet family needs for preschool.

**A77** *How Leaders Harness the Power of Incremental Change and Teacher Collaboration to Strengthen Organizational Supports for Improvement in Preschool Expansion Grant Communities*

—Debra Pacchiano, Anne Douglass

**PRESENTER****Debra Pacchiano**, Start Early

This poster will present process and findings from an instructional leadership professional development series commissioned by a state on the northeastern seaboard and implemented with leaders and professional development coaches from five Preschool Expansion Grantee (PEG) Communities. Together, the surveys and improvement toolkit empower leaders with generating incremental improvements in ECCE teaching, learning, and family engagement outcomes by strengthening the organizational supports for educators' practice.

**A78** *Lessons Learned about Statewide Needs Assessments Across Three States*

—Eboni Howard, Patricia Garcia-Arena, Gabrielle Fain, Ann-Marie Faria, Natalie Tucker

**PRESENTER****Eboni Howard**, American Institutes for Research

This paper will provide an overview of the methods and lessons learned from conducting early childhood care and education (ECCE) statewide needs assessments in California, Illinois and Michigan. The Needs Assessment purpose was to support states in analyzing their ECCE system to improve the quality of programs, increase equitable access, and improve system efficiencies. Although all states had the same purpose and specific federal guidance, their methods varied as did the implications of their findings.

**A79** *Strengthening Systems of Care through Infant/Toddler Child Care & Infant–Early Childhood Mental Health Partnerships*

—Holly Wilcher, Kelley Perkins

**PRESENTER****Holly Wilcher**, ICF

Strengthening the quality of infant/toddler care requires building relationships and leveraging the collaboration and resources of many partners. Jurisdictions can improve the quality of infant/toddler care by focusing quality improvement activities on infant/early childhood mental health. When including cross-sector early childhood partners, child care quality improvement efforts also support systems of care (SOCs). This poster explores the use of child care quality improvement initiatives that strengthen infant and early childhood mental health and support SOCs.

**A81** *Unpacking Where Targeted Public Pre-K Fits in the Broader Child Care Landscape in Illinois*

—Olivia Healy

**PRESENTER****Olivia Healy**, Northwestern University

Public pre-kindergarten programs have rapidly expanded across the U.S. Despite the educational promise of public pre-K, few policymakers or researchers have considered how deploying public pre-K programs as a strategy to



promote access to early education could impact the broader child care landscape. This poster presents descriptive statistics on the expansion of a targeted public pre-K program in Illinois and changes in the larger child care market from 2004 to 2018.

### Poster Topic: Workforce Development

#### **A82** *A Comparison of Remote and Face-to-Face Coaching Models for Child Care Teachers*

—April Crawford, Cheryl Varghese

##### PRESENTER

**April Crawford**, Children's Learning Institute

This study contrasted remote and face-to-face coaching using an empirically-based pre-K professional development model (PD). Child care teachers (n=174) were randomly assigned to remote, face-to-face, or business-as-usual (BAU) groups. Remote and face-to-face coaching models were effective in improving many teaching practices, and through teaching practices, child outcomes. Findings from this study highlight the promise of PD with coaching and point to the need for making these supports more accessible for child care teachers.

#### **A84** *For Whom and Under What Conditions: Understanding the Educators Who Benefit Most from Online PD*

—Benjamin Bayly, Eileen Wise, Christine Anthony, Michelle Krehbeil

##### PRESENTER

**Benjamin Bayly**, Penn State University

Online professional development (PD) is an attractive mechanism of reaching educators given the reduced cost and flexibility. However, evidence of the effectiveness of PD is mixed. We apply the Know-See-Do framework in online modules targeting key domains relevant for positive child wellbeing and explore both direct and latent moderational effects. Results indicated that pairing the Know-See-Do framework with online training is a promising mechanism for reaching educators, but certain educators appear to benefit more than others.

#### **A85** *Infant-Toddler Course Content and the Teacher Education Pipeline*

—Jennifer Longley, Jennifer Gilken, Jillian Crosby

##### PRESENTER

**Jennifer Longley**, Borough of Manhattan Community College

This project explored how New York undergraduate early childhood education (ECE) preservice teacher programs prepare ECE educators to work with infants-toddlers by: 1) examining the scope of course content and fieldwork opportunities focused on infants-toddlers provided, and 2) analyzing the teacher education pipeline, career pathways and professional development opportunities afforded to infant-toddler educators. Opportunities for growth in New York undergraduate ECE programs and the teacher education pipeline were identified to create effective, qualified infant-toddler educators.

### Poster Topic: Workforce Well-Being

#### **A86** *Give Them What They Want: Providing Effective Professional Development for Early Childhood Professionals on Mindfulness and Executive Function*

—Jolene Johnson, Amy Encinger, Abbey Siebler, Jan Esterach

##### PRESENTER

**Jolene Johnson**, University of Nebraska Medical Center

As part of a grant designed to improve early childhood educators' knowledge and practices of mindfulness and



executive function, professional development was provided in a hands-on, engaging format. Training included rationale on why integration of mindfulness and executive function daily was important, modeling of activities, process time with teams, and implementation planning time. Data obtained from pre and post surveys indicated participants increased both their knowledge and confidence levels and were highly satisfied with the experience.

**A87** *Not All Heroes Wear Capes: Stressors and Supports Reported by ECE Teachers and their Associations with Classroom Quality*

—Anna D. Johnson, Owen Schochet, Deborah A. Phillips, Sherri Castle

**PRESENTER**

**Anna D. Johnson**, Georgetown University

Early care and education (ECE) teachers' capacities to provide high-quality instruction should be affected by the stressors they encounter and the supports they receive. However, ECE stressors and supports related to classroom quality are understudied. The current study measures the prevalence of a range of stressors and supports in a sample of ECE teachers serving low-income preschoolers in Tulsa, OK. Multilevel regression models test for associations between those stressors and supports and observed classroom quality.

**A89** *The Role of a Community of Practice in Increasing Teachers' Well-Being and Capacity to Implement New Teaching Practices*

—Ashley Shafer, Dana Winters, Cecily Davis, Shannon Wanless, Mallary Swartz

**PRESENTER**

**Ashley Shafer**, University of Pittsburgh

The present study investigated ways teacher well-being (psychological safety, job stress and depressive symptoms) may relate to their initial readiness to implement new teaching practices in the Fall, and ways that being part of a community of practice over the school year may contribute to their well-being, thus indirectly increasing teachers' readiness to implement new practices in the future.



**WEDNESDAY, DECEMBER 2, 2020**

To view the LIVE conference sessions,  
visit [NRCEC.net/agenda](https://nrcec.net/agenda) at the scheduled times.

Refer to Page 2 of this document for  
additional information, guidance, and tips.



**WEDNESDAY, DECEMBER 2, 2020**

1:00–2:45 P.M. ET CONCURRENT BREAKOUT SESSIONS

***Infant-Toddler Group Care: Looking Back, Looking Forward – Master Lecture: Diane Horm*****CHAIR****Rachel Chazan Cohen**, University of Connecticut**PRESENTER****Diane Horm**, University of Oklahoma-Tulsa

Multiple factors have led to an increased focus on group care for infants and toddlers over the last decade, with enhanced attention to availability, accessibility, quality, and associated short- and long-term child outcomes. In this session, Horm will trace the evolution of thought and research on infant-toddler group care, using her own career development and insights as a roadmap. She will highlight seminal research findings and influential reports from the last 50 years to illustrate the changing research questions and perceptions of infant-toddler group care. She will summarize recent findings from her work in Tulsa, OK and discuss the lessons learned and implications.

Looking to the future, she will identify gaps in the current knowledge base related to infant-toddler group care and provide advice about navigating a career in the broad field of early childhood education.

***Inclusion of Young Children (0–5) With Disabilities: Research as One Driver of Change*****PRESENTERS****Pam Winton**, Retired, University of North Carolina at Chapel Hill**Patricia Snyder**, University of Florida**Sarah Neville-Morgan**, California Department of Education**Sheila Self**, California Department of Education

Certain evidence-based concepts and associated practices undergird the intervention-focused field of early intervention/early childhood special education (EI/ECSE). Four of those concepts are inclusion, individualization, collaboration, and families. This session has a particular focus on promising professional development approaches to advance inclusion and the implementation of associated recommended evidence-based practices with a focus on young children's meaningful participation and learning in inclusive preschool and early care and education settings. The four presenters will describe the policy, research, and values rationales for early childhood professional development focused on inclusion and inclusive practices. We will discuss what can be accomplished by linking these rationales using case examples from one state, as well as areas where gaps are apparent and further efforts are needed. The case examples will demonstrate the necessary collaboration across early childhood programs (e.g., Head Start, public pre-kindergarten, child care, family child care) to support inclusion and recommended evidence-based practices.

***Conceptualizing Quality in Early Care and Education: Measurement for Improvement at the Center, Staff, and Classroom Level*****CHAIR****Martha Zaslow**, Society for Research in Child Development**PRESENTERS****Sally Atkins-Burnett**, Mathematica**Gretchen Kirby**, Mathematica**JoAnn Hsueh**, MDRC

**DISCUSSANTS****Martha Zaslow**, Society for Research in Child Development**Laura Johns**, National Center on Early Childhood Quality Assurance

To achieve positive outcomes for children in early care and education (ECE) center-based settings, the field has been working to unpack what it takes to measure and achieve effective pathways to quality at the center, staff, and classroom levels. This session will present the measurement approaches and key findings from three studies examining pathways to quality in ECE. The Assessing the Implementation and Cost of High Quality Early Care and Education (ECE-ICHQ) project developed implementation measures around five center functions to understand what the center is doing to support high-quality care. The Variations in Implementation of Quality Interventions (VIQI) study uses classroom quality measures to understand overall quality and to inform the coaches supporting the intervention and professional development for teachers. The Early Head Start Family and Child Experiences Survey (Baby FACES) measured classroom quality using multiple methods to understand what is captured in different measures and associations with child outcomes. Each study will present information on the measurement approach and contribution to understanding quality. Two discussants (researcher and technical assistance provider) will reflect on lessons from these studies and where we still need to connect the dots. Attendees will discuss experiences, questions, and thoughts for future research.

*Understanding Quality in Early Head Start: Baby FACES 2018***Sally Atkins-Burnett, Mathematica***Measuring Pathways to Quality Through Implementation and Costs at the Center Level***Gretchen Kirby, Mathematica***Rethinking Classroom Quality: Early Insights for Teacher Professional Development Supports From the VIQI Pilot Study***JoAnn Hsueh, MDRC*****Opening the Black Box of Coaching in Early Care and Education Professional Development and Quality Improvement*****CHAIR****Ann Rivera**, Administration for Children and Families**PRESENTERS****Elizabeth Cavadel**, Mathematica**Shannon Monahan**, Mathematica**Mary Louise Hemmeter**, National Center on Early Childhood Development, Teaching, and Learning**Allyson Dean**, National Center on Early Childhood Development, Teaching, and Learning

A quarter of early care and education (ECE) teachers in centers and a third of listed home-based child care providers reported receiving some form of coaching or mentoring in 2012 (National Survey of Early Care and Education, 2012). However, what “coaching” actually is varies greatly across early care and education settings. In 2017, Head Start program directors were most likely to report using practice-based coaching, while over half reported other coaching models (Head Start Family and Child Experiences Survey, 2017). In addition to the variety of approaches, ECE coaching clearly differs in other ways, including delivery methods and personnel. Moreover, flexibility and individualization are the norm in ECE coaching. What are the different features of coaching, and how are they implemented? Which aspects of coaching make a difference for improving ECE practices? What should we pay attention to when evaluating professional development efforts that involve coaching? How can we measure what matters most? This discussion will feature three projects that have recently sought to understand variation in coaching and studied, implemented, or supported different coaching models across ECE settings: the Study of Coaching Practices in Early Care and Education (SCOPE) study; the We Grow Together field test; and the National Center on Early Childhood Development, Teaching, and Learning. Presenters will share their insights about features of coaching and how to assess what matters most.

*The SCOPE Study: Understanding the Prevalence, Implementation, Combination, and Tailoring of Core Features of Coaching in Early Care and Education***Elizabeth Cavadel, Emily Moiduddin, Yange Xue, Liz Blesson, and Natalie Larkin, Mathematica**

*The We Grow Together Professional Development System: A Relationship-Based Coaching Approach*

**Shannon Monahan, Ann Li, Sally Atkins-Burnett, and Louisa Tarullo, Mathematica**

*Teaching Supporting Practice-Based Coaching in Head Start and Early Head Start Settings Through the Office of Head Start's Technical Assistance Network*

**Mary Louise Hemmeter and Allyson Dean, National Center on Early Childhood Development, Teaching, and Learning**

**2:45–3:00 P.M. ET**

**Break**

**3:00–4:30 P.M. ET**

## **Poster Session B**

*Topics to be Presented Include:*

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

All NRCEC 2020 posters will be viewable throughout the conference. The posters listed in this Conference Program for each poster session will have presenters available during the scheduled time to respond to your questions through a chat function.

## **Poster Topic: Challenging Behaviors in ECE**

### **B01 Examining Positive Behavioral Supports for Children with Challenging Behaviors Across Culturally and Linguistically Diverse Head Start Settings**

—Bridget Poznanski, Katie Hart

#### **PRESENTER**

**Bridget Poznanski**, Florida International University

Children with challenging behaviors do not experience the same academic and behavioral benefits from Head Start as their peers, and are at risk for negative outcomes. This study, rooted in implementation science, aims to take the first step towards developing a method for workforce enhancement that is effective, acceptable, feasible, and sustainable. The study examines current practices, assesses acceptability and feasibility of strategies, and identifies areas for workforce enhancement in diverse urban Head Start centers.



**B02** *Implementation of a Cross-System Model of Infant/Early Childhood Mental Health Consultation: Impacts on Policy and Cross System Coordination*

—Colette Lueck, Julie Spielberger, Tiffany Burkhardt, Carolyn Winje, Linda Delimata

**PRESENTER****Colette Lueck**, Illinois Children's Mental Health Partnership

Infant/early childhood mental health consultation (I/ECMHC) is a promising approach to help staff manage challenging behaviors in children and families, as well as reduce stress and increase job satisfaction among early childhood (EC) staff and administrators. This poster describes findings and implications from an evaluation of a statewide, multi-system model of I/ECMHC. The model was collaboratively developed by public and private stakeholders and piloted in a variety of publicly-funded EC settings.

**B03** *Implementing Banking Time with Teachers and Preschoolers Displaying Disruptive Behaviors: Links Between Consultant-Teacher Alliance, Implementation Fidelity, and Dyadic Teacher-Child Interactions*

—Ann Partee, Amanda Williford, Jessica Whittaker

**PRESENTER****Ann Partee**, University of Virginia

Using implementation data from the Banking Time intervention, we examined the links between two dimensions of consultant-teacher alliance and the quality of dyadic teacher-child interactions. We also investigated whether these links operated indirectly via teachers' implementation fidelity. Findings indicated that when consultants perceived having a closer relationship with teachers and that teachers were invested in the consultation, teachers interacted more positively with children. Results have implications for interventions that employ teacher consultation to support teachers.

**B04** *Relationship Between Language and Problem Behaviors: Emotional Support as a Moderator*

—Cathy Qi, Almut Zieher, Lee van Horn, Judy Carta, Debra Baca

**PRESENTER****Cathy Qi**, University of New Mexico

The purpose of this study was to examine whether teachers' emotional support moderated the relation between language skills and problem behavior among 237 children enrolled in Head Start programs. Results indicated the inverse relation between language skills and problem behavior depended on the CLASS Emotional Support. Specifically, children with lower language skills exhibited higher levels of problem behavior in classrooms where teachers provided lower levels of emotional support.

*Poster Topic: Child Welfare and ECE***B05** *Addressing the Needs of Infants and Toddlers Exposed to Maltreatment: Examining the Impact of an Integrated Early Head Start & Children and Youth Service Program*

—Laura Wallace, Patricia Manz

**PRESENTER****Laura Wallace**, Lehigh University & Maternity Care Coalition

An integrated service program designed to serve maltreated children (0 to 3-years-old) and families was evaluated. Results suggested that longer enrollment duration lead to increased attainment of developmental milestones in the areas of cognitive, language, and social emotional development for enrolled children. Further, an examination of challenges associated with program evaluation and integrated data sharing will be presented and recommendations to improve integrated data systems for zero to three and prevention programs will be provided.



**B06** *iLookOut: An Evidence-Based Intervention to Significantly Improve Knowledge and Change Attitudes About Child Abuse and its Reporting*

—Benjamin Levi

**PRESENTER****Benjamin Levi**, Pennsylvania State University College of Medicine

iLookOut is an online and App-based intervention that is grounded in experiential learning theory; uses a video-based storyline, interactive learning exercises, and gamification; and provides weekly follow-up gamified micro-learning activities that people receive on their smart-phones to reinforce and augment learning about child protection/well-being. This poster will present data from both real-world and randomized controlled trials showing that iLookOut improves knowledge and changes attitudes, along with preliminary data that iLookOut also changes behavior.

*Poster Topic: Curriculum and Curriculum Implementation***B07** *Links Between Teacher Stress, Program Climate, and Implementation Fidelity of a Birth through Five Comprehensive Curriculum Model*

—Kelsey Clayback, Marissa Bivona, Ginny Vitiello, Amanda Williford

**PRESENTER****Kelsey Clayback**, University of Virginia

Previous literature has underscored the need to determine factors influencing teachers' implementation quality of evidence-based practices. This study investigated how teacher stress and center climate related to implementation of a new birth-to-five curriculum model. We expect that teachers reporting less stress and more positive center climate will have higher dosage, adherence, and responsiveness to the curriculum. Findings will have implications for the design and implementation of curriculum models in a wide variety of ECE settings.

**B08** *Scaling Up Implementation of a Social Emotional Curriculum in Preschool and Kindergarten Classrooms: Preliminary Findings about Coaching to Fidelity Among School-Based Preschool and Kindergarten Teachers*

—Elisa Garcia, Erika Gaylor, Melanie Chong, Dominique Tunzi, Kiersten Kinder

**PRESENTER****Elisa Garcia**, SRI International

Decades of research show that among young children, poor social skills and problem behaviors can lead to substantial negative consequences for students, classrooms, and schools. Moreover, pre-K and kindergarten teachers report feeling underprepared to address social emotional needs. Consequently, there is an unmet need for supporting preschool and kindergarten teachers to implement developmentally appropriate, evidence-based, and effective strategies to support children's social-emotional learning (SEL), and the field lacks information on how to scale what we know from smaller studies to become district- or state-wide practice while maintaining the quality and impact of SEL initiatives. We present preliminary findings from a school-level randomized controlled trial. Intervention teachers are provided with initial training, ongoing coaching support, and feedback to improve until reaching fidelity. This poster will present findings from the first year of program implementation to describe initial patterns in the scaled-up "train-the-trainer" model of coaching. We will leverage variation in the intensity of coaching teachers received between Year 1 and Year 2 to examine whether teachers continued to implement with fidelity, as well as coaches' fidelity to the model, and teachers' overall classroom quality. Finally, we will report coaches' experiences of successes and challenges.

**B09** *What Curricula Do Early Childhood Educators Use and Are These of Sufficient Quality?*

—Rachel E. Schachter, Shayne B. Piasta, Laura Justice

**PRESENTER****Rachel E. Schachter**, University of Nebraska-Lincoln

A sample of 497 educators reported on their curriculum use. We examined the reported curricula and coded them for key features of quality curriculum as identified from the extant literature. The most common curricula was Creative Curriculum; 6% of participants reported no curriculum use. Over 15% reported the use of materials generally not considered curriculum (e.g., assessments). Only 15% of educators reported using a curriculum with evidence of potentially positive effects on child outcomes.

## Poster Topic: Dual Language Learners

### **B10** *Bilingual Balance and Proficiency: Executive Functions as a Mediator of Spanish-English DLL Head Start Children's Academic and Social-Emotional Outcomes*

—Brooke Rumper, Elizabeth Frechette, Daryl Greenfield

#### PRESENTER

**Brooke Rumper**, Temple University

The current study took a strengths-based approach in examining academic and social-emotional outcomes of Spanish/English-speaking Head Start Dual Language Learning (DLLs) children by accounting for their balance and proficiency in English and Spanish. DLLs who were more balanced proficient bilinguals had higher outcomes in math, science, vocabulary, literacy, and emotion regulation. Executive functions mediated the relation between bilingualism and academic outcomes. The findings demonstrate the importance of supporting DLLs' language development across English and Spanish.

### **B11** *Language Learning On Screen: Promoting Bilingual Vocabulary Development in Preschool-Aged Dual-Language Learners*

—Kevin Wong

#### PRESENTER

**Kevin Wong**, Pepperdine University

The current study examines how the language of instruction in educational media might promote bilingual vocabulary development in 87 preschool-aged Dual Language Learners. Adopting a within-subjects design with four conditions and three bilingual vocabulary assessments, findings indicate that the language of instruction plays a critical role in L1 and L2 vocabulary learning. Meanwhile, altering the language of definitions does not appear to scaffold bilingual vocabulary learning in media.

### **B12** *Giving Children Voice: Conversation-Based Professional Development for Teachers of Culturally and Linguistically Diverse Learners*

—Jacqueline Sims, Stephanie Curenton, Shana E. Rochester, Niya Adlersberg, Sabrina Huang

#### PRESENTER

**Jacqueline Sims**, Boston University Wheelock College of Education and Human Development

This study examined classroom discourse after teachers' participation in the Conversation Compass PD, a training designed for teachers of culturally and linguistically diverse learners. Forty classroom conversations across 10 Head Start teachers were compared before and after PD. Post-PD, teachers asked more cognitively challenging questions and were more balanced in conversational turn-taking; children used more mental state talk. Results suggest teacher practices and children's linguistic productivity can be targeted to enhance features of classroom discourse.

### **B13** *Student Engagement in Two-Way Immersion (Spanish-English) Classrooms in Kindergarten Through 3rd Grade: Language of Instruction and Child Home Language*

—Adam Winsler, Kaitlyn Mumma, My Nguyen, Ximena Franco, Doré LaForett, Gabby Norvell, M. Taylor Simpson



**PRESENTER**

**Adam Winsler**, George Mason University

This study examined associations between student home language and classroom language of instruction with student engagement (on- and off-task behavior) for 106 students attending Spanish-English two-way immersion (TWI) programs, K through 3rd grade. Overall, students were on-task 92% of the time and off-task about 8% of the time. On-task behaviors were more frequent when instruction was in the students' strongest language, with the converse pattern for off-task behavior. Implications for TWI programming will be discussed.

**B14** *The Landscape of California's Early Care and Education Programs for Dual Language Learners: Preliminary Findings from the First 5 California DLL Pilot Study*

—Iliana Brodziak de los Reyes, Heather Quick, Karen Manship, Lisa White, Maryan Carbuccia, Ethan Adelman-Sil, Rebecca Bergey

**PRESENTER**

**Iliana Brodziak de los Reyes**, American Institutes for Research

The First 5 California Dual Language Learner (DLL) Pilot Study is a cutting-edge statewide study of learning contexts, supports, and outcomes for DLLs and their families in diverse, early learning and care programs. Results from a representative survey of the state's program administrators, from center-based and family child care homes, depict the need of aligning language needs of children with teacher proficiencies and of providing staff with ongoing professional development opportunities focused on DLLs.

*Poster Topic: ECE Data Systems*

**B15** *Building Local Early Childhood Systems: Evidence From a Statewide Survey*

—Kirby Chow, Jennifer Nakamura, Todd Grindal, Shari Golan

**PRESENTER**

**Kirby Chow**, SRI International

State-local early childhood (EC) systems building has been identified as important for improving the efficiency and effectiveness of services for young children and their families. This poster presents survey findings from 17 directors of local EC systems building initiatives within one state. Eighty-two percent of directors reported promoting use of high-quality practices and standards, and 70% reported their initiative had a major or moderate effect on increasing the skills of the local EC workforce.

**B16** *IDEAS Consortium for Children: Integrating Data to Improve Early Learning in Miami-Dade County*

—Rebecca Bulotsky Shearer, Jhonelle Bailey, Jenna Futterer, Maite Riestra-Quintero, K. Lori Hanson, Mark Needle, Anabel Espinosa, Marisol Diaz

**PRESENTER**

**Rebecca Bulotsky Shearer**, University of Miami

In this presentation, we will discuss: (1) the process for developing the partnership of the Integrating Data for Effectiveness Across System (IDEAS) Consortium for Children; (2) initial and on-going research questions generated from partnership agencies for policy use, such as the need to increase strategic investment in quality early childhood programs in under-resourced geographic areas of need; and (3) procedures in place for establishing for long-term sustainability, future directions, and challenges.



## **B17** *Will the Stars Align? Recommendations From a Crosswalk of Early Childhood and Afterschool Quality Indicators in Massachusetts*

—Meghan Broadstone

### PRESENTER

**Meghan Broadstone**, EDC

The poster will present the methods and findings of the Massachusetts Afterschool and Out-of-School Time (ASOST) Quality Indicators Alignment Study funded by the Massachusetts Department of Early Education and Care. The researchers used a mixed methods approach to address the overarching study question: how can Massachusetts align current indicators used to improve the quality of afterschool and out-of-school time programs? The methods used, lessons learned, and recommendations can inform current work on coordination across systems.

### *Poster Topic: ECE Practice: Language and Literacy*

## **B18** *Caregiver-Child Positive Verbal and Nonverbal Interactions in Child Care in Relation to Language and Literacy Outcomes*

—Mary Bratsch-Hines, Robert Carr, Eleni Zgourou, Lynne Vernon-Feagans

### PRESENTER

**Mary Bratsch-Hines**, University of North Carolina-Chapel Hill

This study used data from the Family Life Project, a representative sample of 1,292 children living in the rural U.S. Caregiver-child positive verbal and nonverbal interactions from 6-36 months were associated with vocabulary and decoding assessments in kindergarten, mediated by children's language skills at 36 months. Findings showed that caregiver-child verbal, but not nonverbal, interactions were directly associated with language skills at 36 months and indirectly associated with both kindergarten outcomes through 36-month language skills.

## **B19** *Measuring and Analyzing Multiple Dimensions of Language Support in Head Start and Childcare Classrooms*

—Jennifer Cunningham, Mary Rodgers, Natalie Pak, Ann Kaiser

### PRESENTER

**Jennifer Cunningham**, University of Washington

In this poster, we report findings from a multi-pronged examination of adult support for language learning from 49 language samples across 25 Head Start and child care classrooms. We focus on features of teacher linguistic input (syntax, grammar, diversity of subjects and verbs, decontextualized language) and interaction with children (contingent responsiveness, elicitation of language, and joint engagement in play and activities). Implications for measurement of the classroom language environment and professional development will be discussed.

## **B20** *What Language and Literacy Assessments Do Preschool Teachers Use and What Do They Learn from Those Assessments?*

—Yuenjung Joo, Rachel E. Schachter, Shayne B. Piasta, Gloria Yeomans-Maldonado

### PRESENTER

**Yuenjung Joo**, University of Nebraska - Lincoln

We investigated 105 preschool teachers' use of and familiarity with language and literacy assessments along with the alignment between what teachers reported learning from these assessments and the skills measured by the assessments. Teachers reported having access to a variety of assessments and, on average, were somewhat familiar with the assessments they were using. There was variability in alignment between the skills measured by assessments and what teachers reported learning about children from the assessments.





**B21** *Contributions of Home and School Factors on Children's Early Writing Development*

—Xiao Zhang, Hope Gerde, Ryan Bowles, Gary Bingham

**PRESENTER****Xiao Zhang**, Georgia State University

This longitudinal study examines the unique contribution of home and school settings in supporting Head Start children's writing development across the preschool year. Four hundred sixty children, their parents, and teachers in 54 classrooms participated. Analyses revealed that home related factors (parental beliefs, home writing experiences, parent education) predict children's initial (fall) emergent writing scores, while early childhood classrooms are primarily responsible for growth in early writing skills across preschool.

**B22** *Issues of Accessibility, Feasibility, and Sustainability for a Statewide Early Childhood Literacy Initiative*

—Melissa Bishop, Tomoko Wakabayashi, Katie Homant, Adam LeRoy

**PRESENTER****Melissa Bishop**, Oakland University

A statewide literacy initiative was developed to promote equitable dissemination of training across early childhood providers to support reading scores. Focus groups gathered feedback from participants of a Training of Trainers for the ten essential research-supported literacy promoting practices. Participants shared their experience of implementing the training and issues they see occurring in the future. Accessibility, feasibility, and sustainability were themes from our research that will be used to inform similar efforts across the nation.

**B23** *The Mediating Role of Child Literacy and Language Practices in the Relations Between Home and Child Care Quality and Children's Language and Literacy Skills*

—Eleni Zgourou, Mary Bratsch-Hines, Lynne Vernon-Feagans

**PRESENTER****Eleni Zgourou**, University of North Carolina, Chapel Hill

The home and child care setting are two environments where children spend most of their time during the first three years of their life. The quality of both these settings has been found to promote child development. This poster presentation will explore the relations between home and nonparental child care quality and children's language and literacy skills through children's independent involvement in literacy and language practices at 36 months.

*Poster Topic: ECE Practice: Science, Technology, Engineering, and Math (STEM)***B24** *Closing the Language-Related Gap in Early Mathematical Knowledge: A Focus on Spanish-English Dual Language Learners*

—Lydia DeFlorio, Amber Beliakoff, Prentice Starkey, Alice Klein

**PRESENTER****Lydia DeFlorio**, University of Nevada, Reno

There is a language-related achievement gap in early mathematical knowledge. The purpose of this study was to examine the growth in early mathematical knowledge among monolingual English speaking and Spanish/English dual language learning children within the context of a pre-K early math intervention. Results suggest that participation in a comprehensive math intervention in pre-K closes this language-related gap by kindergarten.



## **B25** *Improving Early Childhood Math Instruction Using the Cycle of Inquiry*

—Erin Hamel, Jennifer Leeper Miller, Victoria Molfese, Ruth Heaton, Anna Burton

### PRESENTER

**Erin Hamel**, University of Nebraska - Lincoln

Mathematics in preschool has received increased emphasis in recent years. Yet, early childhood teachers report feeling anxious and unprepared about teaching math. This study examines how teachers' collaborative use of the Cycle of Inquiry influenced their design and implementation of math lesson plans, awareness of math concepts, and recognition of literacy as a tool for teaching math.

## **B27** *How to Scale-up Early Math Interventions in Family Engagement Programs*

—Barbara Harris, Myley Dang

### PRESENTER

**Barbara Harris**, Mathematica

Research shows a connection between being competent in early math and success in school and life. In fact, early math skills may be the strongest predictor of success in both reading and math. Unfortunately, weaknesses in math skills begin early and are evident by the time children enter kindergarten. This session will present lessons about supporting children's early math development through family engagement organizations that build families' capacity to support their young children's development.

## *Poster Topic: ECE Quality and Cost Analyses*

## **B28** *An Economic Evaluation of City-Led Preschool Initiative That Serves Both Children and Families*

—Atsuko Muroga, A. Brooks Bowden, Lauren Decker-Woodrow, Gay Lamey

### PRESENTER

**Atsuko Muroga**, Columbia University

This study examines the economic costs, cost-effectiveness, and returns on investment of a city-led preschool initiative that serve both children and families, San Antonio's "Pre-K 4 SA." Prior evaluations show promising impact of the full-day, one-year preschool education that Pre-K 4 SA provides on kindergarten readiness outcomes (Westat, 2018). This study addresses an important policy question as to the economic and social efficiency of Pre-K 4 SA through a careful economic evaluation.

## **B29** *Cost Burden of Early Care and Education in the United States: Evidence from the 2012 National Survey of Early Care and Education*

—Quentin Brummet, Peter Fugiel

### PRESENTER

**Quentin Brummet**, NORC

We first use the Household Survey from the 2012 National Survey of Early Care and Education (NSECE) to examine relationships between cost burden, the characteristics of families and communities, and the types of ECE that families use. We then use data from the NSECE Center-based Provider Surveys to examine how provider-reported prices relate to community characteristics. Finally, we relate household cost burden to provider prices within communities.



**B30** *Prices Reported by Center-Based Early Care and Education Providers: Associations with Indicators of Quality*

—Rebecca Madill, Tracy Gebhart, Tamara Halle

**PRESENTER****Rebecca Madill**, Child Trends

This poster uses the 2012 National Survey of Early Care and Education to examine whether center-based early care and education providers that report higher prices for care provide higher-quality care, as measured by various indicators of quality. Overall, fewer than half of the quality indicators examined were associated with prices. Indicators related to teachers' training and professional development were most likely to be associated with higher prices across child age groups.

*Poster Topic: Factors of Family Child Care***B31** *Addressing the Decreasing Number of Family Child Care Providers in the United States*

—Sheri Fischer, Tara Orlowski

**PRESENTER****Sheri Fischer**, National Center on Early Childhood Quality Assurance

Family child care (FCC) is child care offered in a provider's home. FCC providers offer small mixed-age group settings in nurturing and familiar home environments. The number of FCC homes, both licensed and license-exempt, has steadily fallen over the last 10 years. Similarly, the number of FCC providers receiving CCDF subsidy payments has decreased. These decreases mean that there are fewer child care options for families and raise questions about the reasons providers are closing.

**B32** *Case Studies of Two Staffed Family Child Care Networks: Findings From Phase II Of The National Study Of Family Child Care Networks*

—Juliet Bromer, Toni Porter, Marina Ragonese-Barnes

**PRESENTER****Juliet Bromer**, Erikson Institute

This poster presents findings from case studies of two FCC networks based on interviews, surveys, focus groups, and quality observations with affiliated FCC providers, network staff, and families. Findings suggest that differences in child care quality and business sustainability were related to differences between the networks in providers and families served as well as delivery of visits, business services, peer support, and cultural responsiveness. Implications for network support for FCC quality and supply will be discussed.

**B33** *Examining the Factors that Contribute to the Decline in Family Child Care: A Review of the Literature*

—Samantha Melvin, Juliet Bromer, Toni Porter, Marina Ragonese-Barnes

**PRESENTER****Samantha Melvin**, Teachers College, Columbia University

Regulated family child care (FCC) is an essential sector of early care and education. The number of FCC providers has declined by half in the last decade. This exploratory study examines possible reasons for this decline and opportunities for building supply. Results suggest that individual factors, FCC program challenges, parent preferences, and policy requirements may all contribute to provider exit. Additionally, peer and professional supports are identified as strategies to build and maintain supply.



## **B34** *Examining the Tensions Between Cultural Models of Care in Family Child Care and Quality Rating Improvement Systems*

—Sarah Garrity, Sascha Longstreth

### PRESENTER

**Sarah Garrity**, San Diego State University

The aim of this study was to examine the aspirations, strengths, challenges, and professional development needs of refugee and immigrant FCC providers living in a low-income, multi-ethnic urban community in California in order to design a professional development program that meets the criteria of our county's QRIS while at the same time honoring the community context. Findings indicate that providers described their work in terms that reflected cultural models of care.

## **B35** *Health and Safety in Family Child Care Homes: Analysis of Public Regulatory Violation Data and Family Child Care Network Participation*

—Ana Elisa Franco-Labarga, Angela A. Crowley, Sanchoon Jeon, Tony Ma, Marjorie S. Rosenthal

### PRESENTER

**Ana Elisa Franco-Labarga**, All Our Kin, Inc.

Our poster will present research completed in 2018 in which the team queried if FCC provider participation in a staffed child care network is associated with a decreased number of health and safety violations. We merged state-level public data on health and safety violations in unannounced inspections with network participation data, to assess how participation is associated with health and safety regulatory compliance.

## *Poster Topic: Family Engagement: Partnership and Communication*

## **B36** *Differences in Parent-Teacher Perceptions of Social and Behavioral Skills at Age 4 Predict Later Academic Outcomes*

—Alison Hundertmark, Angeliq Williams, Adam Winsler, Courtney Ricciardi

### PRESENTER

**Alison Hundertmark**, George Mason University

Differences in parent and teacher perceptions of preschool social skills and behavior problems are related to early elementary school academic outcomes among a diverse population. Results suggest that the more dissimilarly parents and teachers perceived a student's social and behavioral skills at age 4, the lower student teacher-assigned grades and reading test scores were in early elementary school. Findings imply that increased parent-teacher communication and agreement on children's strengths is linked to student academic gains.

## **B37** *Exploring Teacher-Family Relationships: Avenues for Increasing the Quality of Care in Infant-Toddler Classrooms*

—Mary Lee Porterfield, Catherine Scott-Little

### PRESENTER

**Mary Lee Porterfield**, The University of North Carolina at Greensboro

In collaboration with the state CCDF administrator, this study explored teacher- and program-level strategies related to teacher-family partnerships in infant-toddler classrooms; the relation of these partnership practices to the current Quality Rating and Improvement System (QRIS) quality measure; and opportunities to incorporate such practices into the QRIS (from the perspectives of teachers and administrators). Evidence for a partnership model of family engagement emerged, as did recommendations for policy and practice to improve partnership practices.



**B38** *Head Start Family Services: Family Characteristics as Predictors of Service Use by Latinx Families*

—Melissa Dahlin

**PRESENTER****Melissa Dahlin**, University of California, Irvine

Head Start offers services tailored to individual family needs. While offering services is important, use of them by families is critical. This poster explores how Latinx family characteristics predict use of Head Start services. On average, families with more risk were more likely to use services, and more of them. Families who do not speak English as a primary language were even more likely to use services. Head Start's family-partnership model is discussed.

**B39** *Predicting Educator Invitations to Involvement: The Importance of Educator Training and Self-Efficacy*

—Amanda Moen, Courtney Boise

**PRESENTER****Amanda Moen**, Kennedy Krieger Institute

Effective family engagement is an integral part of early childhood education. Quality service provision is closely tied to an educator's ability to partner with children's families. Understanding the characteristics of these providers is key to programmatically training providers. The current study examines the relationship between educator training, self-efficacy for partnering with families, and educator invitations to families among 255 Head Start educators. Results have implications for training high quality educators who successfully partner with families.

**B40** *Teacher-Perceived Relationships with Families and Preschoolers' Behavior: Indirect Associations Through Teacher-Child Relationship*

—Natalie Schock, Lieny Jeon

**PRESENTER****Natalie Schock**, Johns Hopkins University School of Education

Social, emotional, and behavioral functioning is important for school readiness, yet kindergarten teachers report that many students lack such competencies. The bioecological theory of development holds that home-school connections contribute to these skills. In this study, (N = 329 preschoolers), I use path analysis to explore direct and indirect associations between family engagement and children's outcomes through the teacher-child relationship, finding indirect associations with anxiety-withdrawal and social competence and direct associations with anxiety-withdrawal and self-regulation.

**B41** *Variability Across Profiles of Family Engagement Among Low-Income Families*

—Laura Jimenez Parra, Tanya Tavassolie, Brenda Jones-Harden

**PRESENTER****Laura Jimenez Parra**, University of Maryland, College Park

Numerous factors can promote or hinder the way a family engages and invests in their children's education, which has been consistently linked with children's academic success. This study identified profiles of family engagement and parental education across a low-income sample of parents of young children and explored the family factors associated with these engagement profiles.



*Poster Topic: Formative Assessment to Inform Instruction***B42** *Development of a Statewide, Comprehensive Kindergarten Readiness Assessment: Early Findings From Virginia*

—Ginny Vitiello, Jessica Whittaker, Amanda Williford

**PRESENTER****Ginny Vitiello**, University of Virginia

The state of Virginia recently initiated a new, statewide kindergarten readiness system to monitor school readiness and help teachers use data to support students' development. As partners, University of Virginia researchers helped develop the system, train teachers, and provide professional development around data use. This presentation will describe the rollout and initial results of this work, including race-, home language-, and family income-based disparities in children's school readiness.

**B43** *To Time or Not to Time: The Effect of Timing on Young Children's Early Literacy Performance*

—Alisha Wackerle-Hollman, Robin Hojnoski, Kristen Missall, Michael Rodriguez, Youngsoon Kang

**PRESENTER****Alisha Wackerle-Hollman**, University of Minnesota

Effective assessment in early education is essential to promoting early school success. Brief, timed assessments increase efficiency and ease of use. However, some argue against timed assessments with young children whose skills are emerging and developing. This poster describes results from a study examining the effect of timed conditions on young children's language and early literacy performance with implications for constructing assessments in early education that carefully consider developmental dynamics of early learning.

*Poster Topic: Health in ECE***B44** *Association Between Health-Enhancing Community Environment and Early Childhood Education Classroom Health Practices*

—Bethany Williams, Susan Sisson, Bryce Lowery, Dipti Dev, Denise Finneran, Diane Horn, Janis Campbell, Jennifer Graef-Downard

**PRESENTER****Bethany Williams**, University of Oklahoma Health Sciences Center

The purpose of this poster is to determine relationships between health-enhancing environments with ECE health practices and barriers. Methods used include a statewide survey of program location, classroom health practices, and barriers. Health options surrounding ECEs were geocoded. Regression and chi-square were performed. The sample included 365 ECEs and results found that physical activity environments were not related to ECE classrooms. Lack of healthful nutrition environments was related to higher barriers in family child care homes. The conclusion of this study was that ECE classrooms were mostly not impacted by health of neighborhood environments.

**B45** *Designing a Contextually Tailored and Family-Centered Home Component for a Preschool Physical Activity Curriculum*

—Lori Meyer, Marissa Dennis, Allison Krasner, Erin Shoulberg, Betsy Hoza, Connie Tompkins, Caroline Martin, Hannah Cook

**PRESENTER****Lori Meyer**, University of Vermont

School-based physical activity (PA) interventions may not be as effective if they do not take into consideration the context of children's homes, neighborhoods, and families. We interviewed families from Head Start classrooms to inform the design of a home-component for a preschool PA curriculum. Preliminary findings suggest that addressing



family mental health, building upon teacher-child relationships, fostering opportunities for PA at home, and leveraging technology are promising features of a PA curriculum home-component.

## **B46** *Does Physical Activity Guideline Compliance Moderate the Association Between Preschool ADHD Symptoms and Executive Functioning Deficits?*

—Erin Shoulberg, Betsy Hoza, Connie Tompkins, Marissa Dennis, Allison Krasner, Hannah Cook, Caroline Martin, Lori Meyer

### PRESENTER

**Erin Shoulberg**, University of Vermont

Aerobic physical activity (PA) may be a viable strategy for both reducing ADHD symptoms (Hoza et al; 2015) and improving executive function (EF) deficits (Pontifex et al., 2013). Yet, many preschoolers are not in compliance with recommended PA guidelines (Pate et al., 2015). We examined the associations among ADHD symptom levels, PA compliance, and EF outcomes to investigate if PA compliance mitigates the relation between ADHD symptoms and EF deficits. Results partially supported this hypothesis.

## **B47** *Health Impacts of Early Head Start: Evidence from Program Roll-Out*

—Jennifer Duer, Jade Jenkins

### PRESENTER

**Jennifer Duer**, UC Irvine

We examine the impact of a federal, early intervention program targeted to low-income mothers and infants, Early Head Start (EHS). EHS began in 1995 and rolled out in communities across the U.S. to provide a wide range of early intervention services including home visits, child care, parenting education, and health care and referrals. Using the Centers for Disease Prevention and Control National Vitality Summary Statistics data (1989-2010) and Head Start Program Information Reports (1996-2010), we examine the effects of exposure to an EHS grantee in-utero on infant birthweight and access to EHS programming during the first year on infant mortality rates. Our findings indicate exposure to EHS reduces infant mortality by preventable causes but fails to impact birth weight. Taken together, the results support the use of early intervention to reduce infant mortality rates but provide little evidence of birth weight effects.

## **B48** *Predictors of Preschoolers' Sleep Practices and Their Associations with Child Learning Outcomes*

—Jisu Han, Marisa Schlieber

### PRESENTER

**Jisu Han**, Kyung Hee University, South Korea

This study examined predictors of preschoolers' sleep duration and bedtime regularity and the relationships between sleep practices and child learning outcomes. In addition to child and family demographic variables, family practices such as the amount of screen time the child is allowed and regular family mealtimes predicted sleep duration and bedtime regularity. Also, both sleep duration and bedtime regularity were significantly related to children's learning outcomes, highlighting the importance of healthy sleep practices for development.

## **B49** *Sleep in Early Childhood: Determinants and Developmental Sequelae*

—Douglas Teti

### PRESENTER

**Douglas Teti**, The Pennsylvania State University

This presentation summarizes a decade-long federally funded program of research, SIESTA, examining predictors and outcomes of sleep in childhood. Among its findings: (1) mothers with poor sleep are less emotionally available with their children at bedtime, (2) their children sleep less well, and (3) their children present with socioemotional and academic problems in infancy and kindergarten. It is hoped these findings will generate discussion about poor sleep as a family systems issue that requires family-level solutions.



**B50** *Supporting Children's Healthy Development During Mealtime in Early Childhood Settings*

—Adrien Malek, Kyong-Ah Kwon, Diane Horm, Susan Sisson, Dipti Dev, Sherri Castle, Cristy Roberts

**PRESENTER****Adrien Malek**, University of Oklahoma-Tulsa

This study examines the frequency of and relationship between high-quality teaching practices and responsive feeding practices and characteristics. Pilot data from a larger study included 31 early childhood teachers observed using the Mealtime Observation in Childcare checklist and the Classroom Assessment Scoring System. Results showed variation in teachers' use of responsive feeding practices. Positive associations between teaching practices and feeding practices highlight the importance of interdisciplinary partnerships to support teacher mealtime practices.

**B51** *Using GIS Mapping Analysis to Increase CACFP Participation*

—Jasmin Springfield, Dionne Dobbins, Roshelle Payes, Alexandra Hyman

**PRESENTER****Jasmin Springfield**, Child Care Aware of America

GIS maps can be used as a tool to help inform targeted strategies toward increasing CACFP participation. This poster will explore how multiple states have utilized GIS maps with the goal of improving CACFP utilization and increasing partnerships around child health.

*Parenting/ Parent-Child Relationship***B52** *Adverse Childhood Experiences in Infancy: A Latent Class Approach Exploring Interrelatedness of Risks*

—Lorraine McKelvey, Leanne Whiteside-Mansell, Dong Zhang, James Selig

**PRESENTER****Lorraine McKelvey**, University of Arkansas for Medical Sciences

Adverse Childhood Experiences (ACEs) often co-occur. This study examines the interrelated of ACEs during infancy. Participants are from the Early Head Start Research project with 14-month assessments (N=2,361). Latent class analysis (LCA) identified three groups with distinct patterns of ACEs: low (N=1,431), parenting risks (N=636), and family risks (N=294). Class membership was significantly associated with parenting stress, knowledge, and supportiveness in play, with important distinctions between the at-risk ACEs groups and parenting resources.

**B53** *Hearing their Voices: Conversations with Refugee Mothers Shed Light on their Current Family Educational Experiences and Young Children's Learning and Well-Being*

—Rachel Boit, Amanda Barnes, Savannah Bayer, Dana Conlin, Linda Hestenes

**PRESENTER****Rachel Boit**, University of North Carolina at Greensboro

Using qualitative interviews with eight refugee mothers, the current study sought to understand refugee family educational experiences and how they influence their children's learning and well-being. Results indicated that families' educational experiences were influenced by parents' previous experiences, community supports, language dynamics, aspirations for their children's success, and current life uncertainties. These findings inform the need for early childhood professionals to acknowledge refugee experiences to better develop strategies for working with these families.





**B54** *Parenting Toddlers: The Role of Personal Experiences, Parental Goals, Challenges, Strategies, and Support*

—Kyong-Ah Kwon, Adrien Malek, AnDrea Fields-Hill, Tonya Thomas

**PRESENTER****Kyong-Ah Kwon**, University of Oklahoma-Tulsa

Based on the determinant of parenting behavior model (Abidin, 1992), this study explored parenting goals and challenges and personal experiences contributing to parenting during toddlerhood. It also explored strategies and resources parents use to cope with such challenges for both low-income and middle-class families through individual interviews. There are many similarities in parenting between the families with different social economic status, but they experience unique challenges and set different goals and strategies for their children.

**B55** *Profiles of Parenting in Black Families and Associations with Black Children's Early Childhood Social Emotional Skills*

—Tatiana Hill

**PRESENTER****Tatiana Hill**, First 5 Contra Costa

In order to support social emotional development in ethnically diverse, Black children, it is necessary to expand on research developed in White families to understand how parents socialize children's skills in Black families. Therefore, we implement latent profile analysis in order to address the following research questions: 1) Which typologies of parental socialization practices emerge in a sample of Black families? and 2) How are typologies predictive of social emotional skills in Black children?

**B56** *Spanish-Speaking Caregivers' Spatial Language and Children's Early Math Skills*

—Veronica Mesalles, Gigliana Melzi

**PRESENTER****Veronica Mesalles**, New York University

This study examined the frequency and types of spatial language used by Spanish-speaking mothers when interacting with their preschool age children during a teaching task and the relation of maternal talk to children early math skills. Correlational analyses showed that overall caregiver math talk was related to children's geometry scores, but not spatial talk. Results are discussed in relation to how language and culture intersect to support children's early math development.

*Poster Topic: School Readiness Factors***B57** *Early Risk Factors and Patterns of Kindergarten Readiness: A Latent Class Analysis Utilizing Head Start Administrative Data*

—Nneka Ibekwe-Okafor

**PRESENTER****Nneka Ibekwe-Okafor**, University of Pennsylvania, Graduate School of Education

The study [N = 1,094, M(age) = 5.2 years; 54% female] explores the effects of proximal and distal influences on children's early cognitive, literacy, mathematics, and social-emotional development. Specifically, how child and family characteristics, collected across two systems (education and social services), provide a deeper understanding about which factors (administrative Head Start data) contribute to, or impede, kindergarten readiness. Multiple regression and latent class analyses were utilized to analyze five-years of administrative Head Start data.



**B58** *Kindergarten Achievement of Head Start Graduates: What Happens After High-Quality Early Education?*

—Melissa Acton, Shinyoung Jeon, Sherri Castle, Diane Horm

**PRESENTER****Melissa Acton**, Early Childhood Education Institute, University of Oklahoma-Tulsa

This study examined kindergarten outcomes of children who attended an enhanced Head Start program. Head Start graduates showed linear growth in both math and reading during kindergarten, with mean scores falling just below national means. Additionally, there were significant associations of child characteristics and earlier Head Start academic and social-emotional outcomes with the development (initial score and growth) of math and reading skills in kindergarten.

**B59** *The Antecedents and Outcomes of Absenteeism in the Early Childhood Years*

—Arya Ansari, Bob Pianta, Jessica Whittaker, Ginny Vitiello, Erik Ruzek

**PRESENTER****Arya Ansari**, The Ohio State University

Although studies have underscored the consequences of school absences in middle childhood and adolescence, there has been less research on: (a) how we can reduce absenteeism from the outset of children's schooling, and (b) to what extent early absenteeism matters. We respond to these gaps in knowledge by examining whether pre-K enrollment and key features of programs matter for children's absenteeism. We then examine the extent to which kindergarten absenteeism relates to children's early learning.

**B60** *The Forest and the Trees: Examining the Mediating Role of Two Classroom Quality Measurements on Children's Academic Achievement*

—Amber Beisly

**PRESENTER****Amber Beisly**, Texas A&M Corpus Christi

School readiness typically implies the skills/knowledge children bring to PreK. However, more recent conceptualizations of school readiness highlight the important context in which these skills develop. This study examines the relationship between children's initial school readiness skills (i.e., both academic and executive function) and the classroom context as a mediator for spring outcomes. Two distinct classroom quality measures, the CLASS and the inClass, are captured to compare global quality and children's individual experiences in classrooms.

**B61** *The Relationship Between Attendance in a High-Quality Early Childhood Program and Executive Function Development in Low-Income Students*

—Lindsay Shields, Kathryn Black, Angela Baldonado

**PRESENTER****Lindsay Shields**, CAP Tulsa

Previous studies have indicated that attendance in preschool is particularly important for students who have low levels of prior skills (Ehrlich, Stacy B. et al. 2014). This poster presents findings from an analysis of attendance in a high-quality Head Start agency and the development of executive function skills. We found that Black children with lower executive function skills score higher and grow more if they have high daily attendance.

**B62** *Tracking Child and Family Characteristics and Children's Early Skills in Head Start: FACES 2006 to 2014*

—Lindsey Hutchison, Louisa Tarullo, Lizabeth Malone, Jessica Harding, Nikki Aikens, Phil Gleason

**PRESENTER****Lindsey Hutchison**, Office of Head Start

Using data from the Head Start Family and Child Experiences Survey (FACES) 2006, 2009, and 2014 cohorts, this poster: (1) describes child and family demographics and child outcomes at each wave, and (2) explores trends in these variables, including trends in child outcomes after controlling for demographics. We find differences across cohorts in some demographics and child outcomes. We will discuss implications for Head Start in understanding the children and families they serve.

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## Poster Topic: Social Emotional Development

### **B63** *Aggression Trajectories from Toddlerhood to Early Adolescence in Boys and Girls: Exploring Early Predictors and Later Outcomes*

—SuJung Park, Lori Roggman, Ann Mastergeorge

#### PRESENTER

**SuJung Park**, Texas Tech University

This study identified four aggression trajectories, from ages 2 to 11 using a secondary data set from the Early Head Start Research and Evaluation longitudinal study. Mothers' limited positive parenting, spanking, and children's early delayed language development and poor emotional regulation were deleterious for children following a high-stable trajectory. The moderate-increasing and high-stable groups, relative to the low-stable and moderate-decreasing groups, showed later difficulties including poor social skills, academic difficulty, internalizing problems, and delinquent behaviors.

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### **B64** *Parent Emotion-Coaching Practices and Emotional Competence Among Preschoolers*

—Jamie Sato, Kate Norwalk

#### PRESENTER

**Jamie Sato**, North Carolina State University

The purpose of this study was to examine the effects of parental emotion-coaching on preschooler's emotional competence among a sample of children in Head Start. Parents completed a survey regarding their beliefs about their children's emotions and how they respond to their children's emotions. Preschool teachers completed the Behavior Problems Index and children participated in tasks assessing their emotion knowledge and their application of emotion knowledge.

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### **B65** *Supporting Social-Emotional Learning in Kindergarten through Aligned, Evidence-Based Strategies for Teachers and Families*

—Kristen Coe, Cassandra Henderson, Katherine Barghaus, John W. Fantuzzo

#### PRESENTER

**Kristen Coe**, University of Pennsylvania

Philadelphia is unique in that it has a validated measure of a critical social-emotional construct, classroom engagement, embedded in its kindergarten report card. Building on this foundation of high-quality measurement, we developed a light-touch intervention based on the "SEL kernels" approach (Bailey et al., 2019) called Conquering Kindergarten. This poster provides details about how skill definitions and examples, evidence-based strategies, and links to related children's literature were established in partnership with local educators and families.

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*Poster Topic: Understanding Home Visiting Quality***B66** *Early Childhood Experiences and Family Characteristics: An Investigation of Home Visiting in a Multiple Risk Context*

—Heather Rouse, Maya Bartel, Jessica Bruning, Allison Gress, Quentin Riser, Seulki Ku, Cassandra Dorius

**PRESENTER****Heather Rouse**, Iowa State University

This study used an integrated administrative data system to examine birth records and home visiting program characteristics for all children receiving services in 2017 in Iowa. Findings demonstrated that families using home visiting services experienced more individual and cumulative birth risks, including low maternal education, single motherhood, and being born to a mother who smoked during pregnancy. Birth risks differentially related to home visiting program characteristics including the timing of enrollment and program completion rates.

**B67** *Engagement in Doula Home Visiting Services: Relationship-Drive or Needs-Drive? A Person-Oriented Approach to Supportive Relationships*

—Yudong Zhang, Renee Edwards, Sydney Hans

**PRESENTER****Yudong Zhang**, University of Chicago

Evidence suggests that mother involvement in home visitation may be a process of either relationships-beget-relationships or relationship-compensation. This study identified four profiles of past/current supportive relationships of young, low-income mothers [strong support from parent-figure (PF), father-of-the-baby (FOB) and others, moderate support overall, moderate support from FOB but alienation with PF, and moderate support from PF but alienation with FOB] and explored how relationship profiles shaped their use of services and working alliances with service providers.

**B68** *Factors Predicting Engagement in One-on-One Interactions between Early Educators and Parents During Home Visits*

—Courtney Boise, Lisa Knoche, Susan Sheridan, Amanda Prokasky

**PRESENTER****Courtney Boise**, University of Nebraska-Lincoln

This study examines how parent, child, ECE, and dyadic relationship level factors predict ECE and parent engagement behaviors during home visits when working with children with identified developmental concerns. Results demonstrate: (a) ECEs and parents can be engaged in partnership even in contexts of parental depression or stress; (b) support for the positive impact of education for ECEs; and (c) the importance of the role of the child in parent-educator collaboration.

**B69** *Home Visitor Communication to Engage Parents and Strengthen Program Effectiveness*

—Jon Korfmacher, Allison West, Mary Freese, Kay O'Neill, Emily Sexton, Anne Duggan, Jill Filene, Mariel Sparr

**PRESENTER****Jon Korfmacher**, Erikson Institute

Home visitor (HV) communication style is fundamental to home visiting. This study focuses on HV use of specific communication strategies to build partnerships with families, and support needed for HVs to use these strategies. Two hundred home visits were video-recorded and coded for partnership strategies, showing them to be positively related to reports of the helping relationship. From these analyses we developed a communications toolkit used and refined in a HV learning community.



**B70** *Home Visitor Competencies: Knowledge, Skills, and Attitudes*

—Bridget Walsh, Lori Roggman, Jennifer Mortensen, Melissa Walter, Carla Peterson

**PRESENTER****Bridget Walsh**, University of Nevada Reno

The Collaborative for Understanding the Pedagogy of Infant/Toddler Development (CUPID) is a multi-university group of scholars who created core competencies for working with infants and toddlers. Based on this work, home visitors need the competencies described for the infant and toddler workforce as well as the expansion for home visitors. The purpose of this poster is to apply the CUPID expanded home visitor competencies to three cases on home visitor preparation in higher education.

**B71** *Latent Profile Analysis of African American Teen Mothers' Experience with A Doula Home Visiting Program: Association with Parenting Outcomes*

—Xiaoli Wen, Jon Korfmacher, Sydney Hans, Yudong Zhang

**PRESENTER****Xiaoli Wen**, National Louis University

Using data from a randomized controlled trial of a home visiting program for young African American mothers, this study explores participant experience from multiple dimensions, including amount of program contact, engagement with home visits, relationship quality with home visitors, and content focus of the home visits. It explores distinct patterns of program experience, and shows how the experiences vary by participant and program contextual factors and how these patterns are associated with parenting outcomes.

**B72** *Measuring Family Engagement in MIHOPE*

—Ximena A. Portilla, Jill H. Filene, Carolyn J. Hill

**PRESENTER****Ximena A. Portilla**, MDRC, Family Well-Being and Children's Development

The Mother and Infant Home Visiting Program Evaluation (MIHOPE) is the legislatively mandated evaluation of the Maternal, Infant, and Early Childhood Home Visiting (MIECHV) program. In an in-depth implementation study, MIHOPE measured family engagement in multiple ways, including family responsiveness, duration of participation, and patterns of participation. This presentation will discuss MIHOPE's findings on each of these engagement measures among families who received at least one home visit (83 percent of the sample; 1,671 families).

**B73** *Opportunities for Home Visiting Programs to Engage and Support Families to Prevent and Address Substance Use: A Conceptual Framework*

—Patricia DelGrosso, Mynti Hossain, Lauren Akers, Melissa Azur

**PRESENTER****Patricia DelGrosso**, Mathematica

This poster will present findings from a project designed to generate knowledge about how home visiting services can engage and support families affected by substance use. Informed by a literature review and a review of current home visiting practices (among a select group of MIECHV awardees and home visiting models), the project developed a framework to represent the theoretical pathways through which home visiting can prevent and address substance use issues among families served.

**B74** *Perceptions and Impact of Reporting in Home Visiting Programs*

—Jessica Bruning, Maya Bartel, Cassandra Dorius, Heather Rouse

**PRESENTER****Jessica Bruning**, Iowa State University - Human Development and Family Studies

This study utilized qualitative research methods to answer questions around home visitor perceptions and use of data. Findings produced five themes surrounding collaboration, the value of assessments and improvements in reporting, challenges with technology, the challenge of collecting sensitive data, and workflow challenges. These findings will



be utilized as the state works to increase data literacy and enable family support workers to collect and utilize data in order to best help the families they serve.

## **B75** *Promoting Family Engagement Efforts Through the Tribal Maternal, Infant, and Early Childhood Home Visiting Continuous Quality Improvement Collaborative (Tribal MIECHV CQIC)*

—Moushumi Beltangady, Farha Marfani

### PRESENTER

**Moushumi Beltangady**, Tribal MIECHV Program, Administration for Children and Families, HHS

ACF's Tribal MIECHV CQIC brings tribal home visiting programs together to participate in a structured and facilitated process for testing and implementing evidence-based practices to support learning and improvement around family engagement, including enhancing positive, goal-directed relationships between families and home visitors. This poster will: describe the process of forming the CQIC, including materials development to support grantees' rapid-cycle CQI efforts and identification of measures to track improvement; and highlight early learnings from CQIC activities.

## *Poster Topic: Workforce Well-Being*

## **B76** *Early Childhood Teacher Perceptions of Workplace Supports as Predictors of Teacher Autonomy*

—Paula Brown, Amy Payton

### PRESENTER

**Paula Brown**, Oklahoma State University

A sense of autonomy in the workplace is important for motivation and psychological well-being. This study examined workplace supports as predictors of teacher autonomy in 130 early care and education professionals from one central U.S. state. Findings indicate that workplace supports were significant predictors of teacher autonomy and suggest that workplace supports are essential to teachers' sense of empowerment as it relates to how they perform their work as early childhood professionals.

## **B77** *How Does Self-Compassion and Mindfulness Associate with Early Childhood Educators' Emotional Exhaustion and Personal Efficacy in the Workplace?*

—Pearl Avari, Holly Hatton-Bowers, Carrie Clark

### PRESENTER

**Pearl Avari**, University of Nebraska-Lincoln

With the rising need to enhance teacher well-being, this study examined 60 early childhood teachers' self-reports of mindfulness, self-compassion, and dimensions of workplace burnout. Mindfulness and self-compassion were significantly and negatively associated with workplace emotional exhaustion and positively with workplace personal efficacy. Moreover, mindfulness mediated the association between self-compassion and these workplace outcomes. The results inform how self-compassion and mindfulness for early childhood teachers may relate to workplace well-being.

## **B78** *Teacher Burnout and the Development of Executive Function in Students: Does Emotional Exhaustion Affect Student Growth*

—Jolene Johnson, Helen Raikes, Amy Encinger

### PRESENTER

**Jolene Johnson**, University of Nebraska Medical Center

Burnout and turnover among early childhood teachers continues impacting the field of education. The importance of executive function skills for school readiness and later school achievement has been well-documented (Blair, 2002; Mann et al., 2017; Razza & Raymond, 2015). Research on teacher burnout indicates that it impacts not only teacher



outcomes but multiple student outcomes (Shen, et al., 2015). This poster examines the relationship between growth of executive skills and the effect of teacher burnout.

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**B79** *Teacher Mental Health and Student Executive Function: Indirect Associations Through Emotion Regulation*

—Jodi Miller, Lieny Jeon, Sara Johnson, Katherine Ardeleanu

**PRESENTER**

**Jodi Miller**, Johns Hopkins University

In this study, we examined direct and indirect associations between teacher mental health and children's executive function (EF) through teachers' emotion regulation. We focus specifically on cognitive flexibility, because this construct of EF has been shown to be important for young children's language acquisition and future academic success (Cartwright et al., 2010). Using path analysis, our study demonstrates the importance of teacher mental health for children's development.

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**B80** *The Health Status of the Early Care and Education Workforce: A Scoping Review of the Evidence and Current Practice*

—Laura Lessard, Kati Wilkins, Jessica Rose-Malm, M. Chaplin Mazzocchi

**PRESENTER**

**Laura Lessard**, University of Delaware

This study describes the state of the science regarding the health status of the ECE workforce. In total 29 articles were included in the review: 15 described physical health (physical activity levels, diet quality, and/or chronic health conditions) and 22 measured mental health (stress, depression, and/or mindfulness). The evidence suggests that the workforce experiences high levels of overweight/obesity, struggles with healthy eating, and has higher than expected levels of stress and depression.

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## **THURSDAY, DECEMBER 3, 2020**

To view the LIVE conference sessions,  
visit [NRCEC.net/agenda](https://nrcec.net/agenda) at the scheduled times.

Refer to Page 2 of this document for  
additional information, guidance, and tips.



**THURSDAY, DECEMBER 3, 2020**

1:00–2:45 P.M. ET CONCURRENT BREAKOUT SESSIONS

***Ready for Prime Time? Considerations in the Translation, Dissemination, and Adaptation of Evidence-Inspired Practices*****CHAIR****Kelly Fisher**, Society for Research in Child Development**PRESENTERS****Kelly Fisher**, Society for Research in Child Development**Jessica Barnes-Najor**, Michigan State University and the Tribal Early Childhood Research Center**David B. Daniel**, James Madison University

From medicine to agriculture to nutrition, many fields have developed processes and criteria to responsibly move promising principles from research for positive impact in the field. However, developmental science has yet to agree on a suitable translational model for early childhood education. Without such processes, practitioners and families are vulnerable to investing in, and deploying, programs and practices that may not only subvert the desired effect in typical contexts, but may actually do harm. This session will explore approaches to translating, disseminating, and adapting promising principles into early childhood practice. It will feature a discussion that explores critical questions that the field must address to build stronger, more effective bridges between research and practice, including “What is responsible translation?” “When is it appropriate to disseminate research?” “How much careful research, and what type of research, is enough to inspire the confidence needed to recommend practices to stakeholders in diverse contexts?”

***Targeting Parents and Teachers to Support Infant and Toddler Development: Initial Findings From the Early Head Start Parent-Teacher Intervention Consortium*****CHAIR****Kathleen Dwyer**, Administration for Children and Families**PRESENTERS****Ann Stacks**, Merrill Palmer Skillman Institute, Wayne State University**Claire Vallotton**, Department of Human Development and Family Studies, Michigan State University**Bethanie Van Horne**, University of Texas Health Science Center at Houston**Lisa L. Knoche**, Nebraska Center for Research on Children, Youth, Families and Schools; University of Nebraska-Lincoln**Veronica Fernandez**, University of Miami**Johayra Bouza**, University of Miami**DISCUSSANT****Kathleen Dwyer**, Administration for Children and Families

There is a need for effective interventions that target parent and teacher practices and parent- and teacher-child relationships as supports for infant and toddler development. This symposium will feature four research teams that constitute the Early Head Start (EHS) Parent-Teacher Intervention Consortium. Each research team is working in partnership with one or more EHS center-based programs to implement and examine a promising intervention that targets both parents and center-based teachers. Each research team will describe how their intervention aims to facilitate sensitive and responsive caregiving practices across home and school contexts and will present findings from rigorous evaluations of their integrative interventions. Findings are intended to inform center-based programs in their efforts to promote and improve infant and toddler development by supporting parenting and teaching.



*Evaluating the Effects of Aligned Parent and Teacher Interventions in EHS Center-Based Care*

**Bethanie Van Horne, Susan Landry, Janelle Montroy, and Ursula Johnson, University of Texas Health Science Center at Houston**

*Promoting Parent-teacher Relationships in Early Head Start: The Role of an Integrated Relationship-based Intervention*

**Ann Stacks, Merrill Palmer Skillman Institute, Wayne State University; Claire Vallotton, Department of Human Development and Family Studies, Michigan State University; Anike Adekoya, Department of Human Development and Family Studies, Michigan State University; Carla Barron, Merrill Palmer Skillman Institute, Wayne State University; Holly Brophy-Herb, Department of Human Development and Family Studies, Michigan State University; Rena Menke, Department of Psychiatry, University of Michigan; Maria Muzik, Department of Psychiatry, University of Michigan; Olivia Oates, Merrill Palmer Skillman Institute, Wayne State University; Katherine Rosenblum, Department of Psychiatry, University of Michigan**

*Evaluating the Effects of Aligned Parent and Teacher Interventions in EHS Center-Based Care*

**Bethanie Van Horne, Susan Landry, Janelle Montroy, and Ursula Johnson, University of Texas Health Science Center at Houston**

*Creating Connections Between Infant/Toddler Educators and Families: Effects of the Getting Ready 0–3 Approach*

**Lisa L. Knoche, Susan M. Sheridan, Courtney E. Boise, Amanda A. Prokasky, Sandra L. Scruggs, and Tammi S. Hechtner-Galvin; Nebraska Center for Research on Children, Youth, Families and Schools; University of Nebraska-Lincoln**

*Examining the Impact of CoachingUP: An Inquiry-Based Responsive Coaching Model*

**Veronica A. Fernandez, Johayra Bouza, Dorothy M. Sanchez, Claudia Perez, Silvia Niño, and Daryl Greenfield, University of Miami**

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

### **CHAIR**

**Sara Vecchiotti, Foundation for Child Development**



### **PRESENTER**

**Iheoma U. Iruka, University of North Carolina at Chapel Hill**

While there has been some progress on some indicators for the growing population of racial and ethnic minority children and their families (such as upward mobility and educational progress for Latino/a and DLL children), racial and ethnic minority children, especially Black, Latinx, and Indigenous children, are still lagging behind on many indicators, from health and well-being, to school readiness and achievement. Much of the research has focused on addressing their individual needs and their family and early care and education (ECE) program needs. This research has often taken a deficit-focused, and arguably racist lens, stereotyping racial and ethnic minorities as less than the majority group. While the focus on children, families, and programs is important, it often ignores broader historical and contemporary inequities that continue to advantage white children while disadvantaging children from racial and ethnic minority populations. To truly ensure that ECE delivers on the promise of equitable learning opportunities, leading to racial equity, it is important to engage in research, program, and policymaking that intentionally combats racism.

2:45–3:00 P.M. ET

**Break**

3:00–4:30 P.M. ET

## **Poster Session C**

*Topics to be Presented Include:*

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

All NRCEC 2020 posters will be viewable throughout the conference. The posters listed in this Conference Program for each poster session will have presenters available during the scheduled time to respond to your questions through a chat function.

## **Poster Topic: Curriculum and Curriculum Implementation**

### **C01 A Review of Existing Infant Toddler Curricula Review: Strengths and Gaps in Curriculum for Our Youngest Learners**

—Loria Kim, Claire Vallotton

#### **PRESENTER**

**Loria Kim**, Michigan State University

With increasing expectations of empirically-based infant-toddler curricula (Chazan-Cohen et al., 2017), a Curriculum Consumer Report was published to evaluate existing infant toddler curricula (NCECDTL, n.d.). This review summarizes and expands on the NCECDTL report, reviewing one additional curriculum and adding criteria including Developmental Coverage, Format of Curriculum, Instructions for Teachers, and Teacher Usability. We present a visual display of the original 14, plus three additional criteria, and all sub-criteria for a user-friendly at-a-glance review.

### **C02 Implementation of STREAMin3, A Comprehensive, Center-Wide Curriculum for Birth to Age 5 Classrooms**

—Kelsey Clayback, Marissa Bivona, Lily Hummer, Erin Vlnes, Virginia Vitiello, Kate Mathew, Amanda Williford

#### **PRESENTER**

**Kelsey Clayback**, University of Virginia



We will review the implementation of a new, birth to five, comprehensive and integrated early childhood curriculum and professional development model called STREAMin3 delivered in 105 preschool, toddler, and infant classrooms serving approximately 1,500 children. Data sources include coach reports of contacts with teachers and leaders, observations and reports of fidelity, and teacher and leader feedback. We will discuss successes and lessons learned from implementing this new curriculum package across a wide range of programs.

### **C03** *Innovating Executive Functioning Curriculum Through Researcher-Practitioner Partnerships*

—Laura Scharphorn, Mary Pirkola, Annie Leech

#### **PRESENTER**

**Laura Scharphorn**, Center for Early Education Research and Evaluation (CEERE), HighScope Educational Research Foundation

The National Commission on Social, Emotional, and Academic Development recommends bidirectional researcher-practitioner partnerships to increase the use of evidence-based SEL interventions in classrooms (2019). Developing partnerships with teachers ensures that SEL curricula are usable and feasible in authentic classroom settings. We developed a process for innovating a historic preschool curriculum, often cited for producing lifetime outcomes, through integrating both research-based enhancements and experience-based recommendations from Teacher-Collaborators. Strategies for developing researcher-practitioner partnerships will be shared.

### *Poster Topic: Dual Language Learners*

### **C04** *Cross-Domain, Cross-Language Academic Skill Relations Among Spanish-English Dual Language Learners*

—Kylie Bezdek, Tiffany Foster, Ximena Franco

#### **PRESENTER**

**Kylie Bezdek**, University of North Carolina at Chapel Hill

This study examined whether children's vocabulary, reading, and math skills in Spanish at entry to pre-K are predictors of their subsequent vocabulary, reading, and math skills in English in the Spring of pre-K through first grade. Evidence of cross-domain, cross-language relations were found with Spanish vocabulary in pre-K predicting subsequent English math skills, and Spanish math skills in pre-K predicting subsequent English reading skills. Implications to promote home language support in pre-K will be discussed.

### **C05** *Evidence of Support for Dual Language Learners Using the Classroom Assessment of Supports for Emergent Bilingual Acquisition (CASEBA)*

—Alexandra Figueras-Daniel, Zijia Li

#### **PRESENTER**

**Alexandra Figueras-Daniel**, Teaching Strategies, LLC

The rising numbers of young Hispanic children in the United States (now about 25% of those under five) poses unique considerations in efforts to meet their particular needs for preschool education. Yet, education policy is only beginning to address these even with respect to language development. With use of the Classroom Assessment of Supports for Emergent Bilingual Acquisition (CASEBA; Freedson, Figueras-Daniel, & Frede, 2009), a tool specifically designed for measuring language supports for preschool DLLs, we explore the ways in which strategies for language development and maintenance are carried out in preschool classroom settings. Results indicate that classroom quality scores relative to staff language configurations differed, with Spanish-speaking lead teacher pairs earning significantly higher scores than the other staff language configuration groups. Results also indicate that assistant teacher's home language use had positive relationships with children's English receptive vocabulary scores. Findings present a springboard for policy conversations regarding the supply and demand of bilingual teachers and teacher assistants, pre-service training, professional development, and the ways in which a specific classroom observation tool can inform all of these areas.



**C06** *Instructional Practices, Supports, and Learning in Universal Pre-Kindergarten (UPK) Classrooms in NYC*

—Tiedan Huang, Chun Zhang, Caitlin Coe

**PRESENTER****Tiedan Huang**, Fordham University

The main purpose of the study was to examine the instructional practices, workforce characteristics, and professional development supports provided to New York City's UPK educators in support of dual language learners.

**C07** *Teachers' Language Use in Spanish-English-speaking DLL Head Start Classrooms: Dramatic Play and Science Prevail*

—Brooke Rumper, Elizabeth Frechette, Daryl Greenfield

**PRESENTER****Brooke Rumper**, Temple University

The current study examined Head Start teachers' language use in majority Dual Language Learning classrooms across the following classroom contexts: Circle Time, Story Time, Dramatic Play, and Science Lesson. Teachers used the most Spanish in the Dramatic Play context. There was no difference between the amount of academic English and Spanish words that teachers used across classroom contexts. Teachers used the most academic words, regardless of language of instruction, when conducting a science lesson.

**C08** *The Role of Teachers in the Language Outcomes of Young DLLs: A Systematic Review*

—Rica Ramírez, Becky Huang, Laurene McCarty, Amanda Palomin

**PRESENTER****Rica Ramírez**, University of Texas at San Antonio

The present systematic review seeks to synthesize the research findings on teacher factors that influence dual language learners (DLLs) language development. A search of major databases for studies on young DLLs and teachers between 2000 and 2019 yielded 21 peer-reviewed articles. Four major themes emerged: (1) teacher characteristics; (2) teacher quality; (3) teacher talk; and (4) teacher emotional support. Implications for teacher training, education for DLL children, and future directions will be discussed.

*Poster Topic: ECE and Kindergarten Alignment***C09** *Improving Alignment of the Math Context Across the Pre-K and Kindergarten Classrooms Using a Facilitated, Small Group Math Club Program (High 5s Program)*

—Shira Mattera, Robin Jacob, Mimi Engel, Amy Claessens

**PRESENTER****Shira Mattera**, MDRC

High 5s math clubs were designed to provide alignment of math content and pedagogy between preschool and kindergarten and led to impacts on children's kindergarten math skills (ES=0.30). In preschool, children experienced a mix of instructional contexts that were hands-on and engaging. In comparison, kindergarten instruction in these schools tended to be didactic, with 83% of instruction taking place in whole group. The poster will discuss further descriptive analyses and policy implications of alignment.

**C10** *The Alignment of Classroom Experiences Across the Early Grades*

—Kelly Purtell, Hui Jiang, Laura Justice, Tzu-Jung Lin, Jessica Logan

**PRESENTER****Kelly Purtell**, The Ohio State University

Understanding alignment across preschool and elementary school is key to promoting positive development among young children. In line with this, we used observational data from 179 classrooms to examine how children's experiences in the classroom vary by grade, from preschool to grade 3 with a focus on three specific dimensions: grouping, type of instructional activity, and content. Our findings reveal significant variation in classroom experiences and a large disconnect between preschool and kindergarten classroom environments.

### Poster Topic: ECE Monitoring/ Licensing/ QRIS

#### **C11** *The Child Care Licensing Benchmarking Tool: Engaging Stakeholders in Measurement Development*

—Dionne Dobbins, Johayra Bouza, Veronica Fernandez

##### PRESENTER

**Dionne Dobbins**, Child Care Aware of America

Child Care Aware® of America and the University of Miami will share a new licensing benchmarking tool for child care advocates. The poster will describe the rigorous stakeholder engagement process and measurement development we underwent, share the lessons learned, and provide an overview of the tool and findings from the first cohort of states.

#### **C12** *Trends in Child Care Facility Licensing Requirements and Policies for 2017*

—Sheri Fischer, Carol Hartman

##### PRESENTER

**Sheri Fischer**, National Center on Early Childhood Quality Assurance

The 2017 Child Care Licensing Study (CCLS) is a large-scale research study of requirements for child care providers and policies for licensing agencies. Findings show that states are making changes in their licensing requirements to protect the health and safety of children in out-of-home care. Findings also show how licensing agencies address monitoring child care facilities for compliance with requirements, support child care providers to help them comply, and act to enforce compliance when necessary.

#### **C13** *Using Automatic Speech Recognition Technology In Family Child Care Settings: A Feasibility Study Using Language Environment Analysis System (LENA)*

—Rihana Mason, Gary Bingham, Charles Kevin Fortner, Nicole Gearing

##### PRESENTER

**Rihana Mason**, Urban Child Study Center, Georgia State University

Assessing and monitoring child care quality at scale is challenging for Quality Rating and Improvement Systems (QRIS). Our study investigated a technological solution, the Language Environment Analysis System (LENA). Participants were a subset of family child care providers (N=12) randomly selected from a statewide QRIS evaluation study. LENA adult word counts (AWC) for every 5 minute interval during observations (N=345) were compared to human transcripts. Findings provide preliminary support for using LENA when adults are targeted speakers.

### Poster Topic: ECE Practice: Language and Literacy

#### **C14** *Differences in Instructional Experiences for Struggling vs. On-Target Early Readers*

—Amanda Prokasky, Ashley Adams, Lisa Knoche, Carol Connor

##### PRESENTER

**Amanda Prokasky**, University of Nebraska, Lincoln

We examined whether students in kindergarten through third grade who score below grade-level on a decoding measure have different classroom experiences than at-grade-level peers. We coded 164 students from 19 classrooms



during literacy blocks using the Optimizing Learning Opportunities for Students (OLOS) observation system. Results indicate students at grade-level spent more time in peer groups without their teacher than below-grade-level peers. There was little evidence of individualized instruction. Implications for teacher training will be shared.

### **C15** *Outcomes of Online Teacher Professional Development in Early Writing*

—Hope Gerde, Gary Bingham, Ryan Bowles, Xiao Zhang, Ali Meier, Kyla McRoy

#### PRESENTER

**Hope Gerde**, Michigan State University

Early writing is an essential early literacy skill; however, quality writing supports are rarely observed in early childhood classrooms (Gerde, Bingham, & Pendergast, 2015). This poster demonstrates the development and outcomes of the interactive iWRITE online learning modules for early childhood educators. Results of the RCT identify treatment effects for writing materials and interactions in the classroom and the promise of impacting the early literacy environment broadly. Success with teacher engagement and implementation are discussed.

### **C16** *“Pancakes is Her Favorite Thing to Eat”: Narrative Strengths Informed By Preschooler and Adult Storytelling*

—Laura DeWyngaert, Linda Baker, Ceyda Baysal, Aisha Farooq, Chioma Ihegbe, Jedhua Israel, Werkernu Kingston, Kendra Kontchou, Isabella Marcelino, Ayla Novruz, Tiffany Oyekan, Krupal Patel

#### PRESENTER

**Laura DeWyngaert**, University of Maryland, Baltimore County

The ability to tell and understand narratives is an important contributor to reading comprehension. This study extends previous research by comparing selected Head Start children’s responses to a wordless picture book with those of adults. Qualitative analysis showed strengths that mirrored the mature narrators: they connected narrative elements across the story, provided structured retellings, and demonstrated both explicit and inferential comprehension. This evidence of narrative competence with wordless picture books can inform preschool instructional practice.

### **C17** *Creating Change at the Community Level: The Bridging the Word Gap Community Action Plan*

—Alana Schnitz, Charles Greenwood, Judy Carta, Dale Walker, Jomella Watson-Thompson

#### PRESENTER

**Alana Schnitz**, Juniper Gardens Children’s Project

The Bridging the Word Gap (BWG) Community Action Planning Intervention includes an action-planning guide, interventions, and informational documents; all used to support cities to implement interventions to bridge the word gap. The BWG Network piloted the BWG-CAP intervention in the child care and pediatric sectors. This poster provides data from the intervention and their associated outcomes as well as data from the Community Checkbox System including the community activities and changes that affect program, policies, and practices.

### **C18** *Now I Know My ABCs: Factors Associated With Children’s Mastery of Individual Letter Names and Sounds*

—Barbara DeBaryshe, Seongah Im

#### PRESENTER

**Barbara DeBaryshe**, University of Hawai’i at Mānoa

In a sample of 406 Head Start preschoolers, we tested nine hypotheses concerning the ease of learning different letters of the English alphabet (upper and lower case names; sounds). These hypotheses addressed four general factors: first name advantage, input frequency, phonological cues, and visual cues. Each hypothesis received some support, although effect sizes varied widely. Results show that children use multiple sources of information. Our discussion focuses on implications for early alphabet instruction.



*Poster Topic: ECE Practice: Science, Technology, Engineering, and Math (STEM)***C19** *Contributions of Preschoolers' Classroom Engagement, Exposure to Math Content, and Quality of Instructional Support on Changes in Math Achievement across the Preschool Year*

—Kathryn Smith, Jason Downer

**PRESENTER****Kathryn Smith**, University of Virginia

The amount of exposure to math content children receive in preschool, as well as children's engagement with tasks and the quality of instructional support, were explored as potential contributors to changes in children's math achievement across the preschool year. Children's overall task engagement and the pairing of high-quantity exposure to math content with high-quality instructional support were associated with significant positive changes in children's math achievement.

**C20** *Infusing a Rich and Robust Math Component Into a Facilitated Caregiver-Child Program*

—Marlene Kliman

**PRESENTER****Marlene Kliman**, TERC

Recent research has highlighted benefits of engaging children in math from infancy (Piasta et al., 2014). Facilitated parent-child preschool and playgroup programs offer tremendous potential for promoting early math. Yet oftentimes, program facilitators, like many adults, are math avoidant (Ryan et al., 2014). In the efforts we describe, leaders of a network of such programs partnered with early math experts to infuse a rich and robust math component that engages program facilitators and parents alike.

**C21** *Science Learning Opportunities and the Project Approach in Preschool Classrooms*

—Melissa Walter, Kere Hughes-Belding

**PRESENTER****Melissa Walter**, Northern Illinois University

This multiple case study explored the feasibility and efficacy of using the Project Approach (Helm & Katz, 2011) to promote high-quality science learning opportunities by examining specific strategies preschool teachers used to plan for authentic and meaningful experiences, structure the environment, and interact with children during project investigations. Case and cross-case analyses of six classrooms revealed nine overall strategies teachers used to promote high-quality science learning opportunities. Recommendations for practice are discussed.

**C22** *The Impact of Teaching a Problem-Based STEM Curriculum on Preschool Teachers' STEM Knowledge, Practice, and Self-Efficacy*

—Mia Dubosarsky, Florencia Anggoro, Susmitha Wunnava, Melissa Sue John, Sarah Kabourek

**PRESENTER****Mia Dubosarsky**, Worcester Polytechnic Institute

The study examined the impact of teaching a year-long, integrated STEM curriculum on preschool teachers' knowledge, pedagogical skills, and self-efficacy. The underpowered randomized control trial (RCT) study was conducted in 16 Head Start classrooms (8 intervention; 8 control), with 40 participating teachers. Results suggest significantly greater knowledge and use of STEM instructional practices in the intervention group compared to the control group, and improved self-efficacy regarding the teaching of STEM. Qualitative analyses supported these findings.





**C23** *The Relationship Between Preschool Teacher Beliefs and Knowledge About Mathematics*

—Melissa Walton, Alison Hooper

**PRESENTER****Melissa Walton**, The University of Alabama

Teachers' attitudes and beliefs about mathematics in early childhood classrooms are important factors to include when considering how to support high-quality mathematics learning in early childhood. The purpose of this pilot study was to examine preschool teacher beliefs about mathematics and their knowledge of early childhood mathematics development. Data were collected from 331 public pre-K teachers. The poster will provide study results and share implications for preservice training and in-service teacher professional development.

*Poster Topic: ECE Program Evaluation and Descriptive Studies***C24** *Children Learning and Parents Earning: Exploring the Average and Heterogeneous Effects of Head Start on the Earnings of Low-Income Parents*

—Owen Schochet, Christina Padilla

**PRESENTER****Owen Schochet**, Georgetown University

Head Start (HS) is our nation's largest two-generation program that provides early education services to children and a variety of parenting and economic supports for families. Yet, despite several experimental studies that examine the effects of HS on child outcomes and parenting skills, no prior research has investigated whether HS might also influence parents' earnings. The present study examines whether the program promotes parents' earnings on average, investigates for whom these effects are greatest, evaluates the extent to which earnings impacts vary across HS sites, and identifies which characteristics of HS programs associate with cross-site variation. We find that HS effectively improves parents' earnings in a younger program cohort two and three years after random assignment, particularly among single parents who were initially employed but working in low-wage jobs. Although HS impacts are typically homogenous across sites, we do observe cross-site impact variation four years after random assignment such that effects sustain in some centers but fade out in others. These longer-term impacts are more likely to endure in sites that partner with education- and employment-focused community programs for parents.

**C26** *The Associations Between Classroom Quality of Head Start Programs and Children's Early Academic Skills: Latent Profile Analysis and Multilevel Modeling Approach*

—Dahyung Ryu, Ji Young Choi

**PRESENTER****Dahyung Ryu**, Iowa State University

Using the Head Start Family and Child Experiences Survey (FACES 2009) dataset, the patterns of classroom quality in Head Start and its effects on children's English receptive vocabulary and math skills were examined. Three latent profiles were identified through Latent Profile Analysis: Low, Mid-, and High Quality across instructional support, emotional support, and classroom organization. High Quality was positively related to children's English receptive vocabulary skills compared to Mid-Quality in the result of multilevel modeling.

**C27** *The Effects of a Two-Generation ESL Program on Parent and Child Outcomes After One Year*

—Teresa Sommer, Lauren Tighe, Terri Sabol, Lindsay Chase-Lansdale, Hirokazu Yoshikawa, Jeanne Brooks-Gunn, Amanda Morris, Christopher King

**PRESENTER****Teresa Sommer**, Northwestern University

This study examines the effects of a two-generation ESL program designed to promote immigrant parents' English skills while their children attend Head Start. Parents in the program based in Tulsa, OK receive tuition-free ESL classes that involve a family-focused curriculum. Our experimental study finds that participation in a two-generation



ESL program promotes positive short-term outcomes among parents while children maintain the gains made in Head Start. Results suggest further model testing and scaling.

### **C28** *The HighScope Preschool Curriculum and Professional Development Efficacy Study*

—Eboni Howard, Emily Weinberg, Darrick Yee, Burhan Ogut,  
Dong Hoon Lee, Katheryn Drummond, Kathleen Jones

#### PRESENTER

**Eboni Howard**, American Institutes for Research

This study examined HighScope Preschool Curriculum impacts on children's school readiness outcomes and classroom quality with a sample of 88 preschool centers in the state of Alabama. Preschool centers were randomly assigned into training and use of HighScope or continue with "business-as-usual" curriculum. We found implementation was as intended and no impacts of the use of HighScope on children's school readiness outcomes. We found positive HighScope impacts on classroom quality in multiple areas.

### **C29** *The Effectiveness of Head Start in Comparison to Public Pre-Kindergarten: A Meta-Analysis*

—Robert Carr, Lynne Vernon-Feagans, Margaret Burchinal, Mary Bratsch-Hines

#### PRESENTER

**Robert Carr**, Duke University

This study examined the effect of public pre-kindergarten (pre-K) participation compared to Head Start participation on children's school readiness skills. A systematic review of the literature and meta-analysis were undertaken. Six quasi-experimental studies (2001-2007) met the inclusion criteria. This meta-analysis found no reliable effect of public pre-K participation on children's language, mathematics, and social-behavioral skills, as well as a small, positive effect of public pre-K on children's emergent literacy skills (Hedges'  $g = 0.16$ ).

## *Poster Topic: Equity in ECE*

### **C30** *Early Childhood Community Teacher Collaborative Initiative for Social Justice*

—Monica Molgaard, Alison Wishard Guerra, Thandeka Chapman, Kathryn Owen, Matthew Proctor

#### PRESENTER

**Monica Molgaard**, University of California, San Diego

The purpose of this study was to explore early childhood teacher beliefs about race, gender, and equity and how these beliefs impact the approaches to scaffolding children to actively confront bias. Early childhood teacher practices are influenced both by their own past experiences with diversity, as well as their self-awareness of racial-bias. Teachers with higher self-awareness of their racial biases depicted more diversity in their physical and pedagogical classroom environments, creating stronger relationships with families.

### **C31** *How State-Level Child Care Development Fund Policies May Shape Access and Utilization among Hispanic Families*

—Zoelene Hill, Lisa Gennetian, Julia Mendez

#### PRESENTER

**Zoelene Hill**, Child Trends

This work examines how state policies and administrative practices may contribute to racial/ethnic disparities in the use of CCDF subsidies—specifically the low use by eligible Hispanic families. We examine state-level variation in the following policy/practice dimensions that are particularly salient for Hispanic families: eligibility requirements around English as a Second Language classes and work hours; household and work documentation requirements; prioritization of TANF recipients; and the availability of program information and/or application online in Spanish.



**C32** *Patterns of Pre-K Enrollment: The Role of Access in Questions of Equity*

—Stacy Ehrlich, Maia Connors, Amanda Stein, John Easton, John Francis, Sarah Kabourek

**PRESENTER****Stacy Ehrlich**, NORC at the University of Chicago

As pre-kindergarten expands across the country, school districts are making choices about where to place pre-K classrooms, application processes, and enrollment. This study explores whether and how Chicago's school-based pre-K was more equitable after the city implemented a set of policies focused on changing access to and enrollment in school-based pre-K. Results show that both access to and enrollment in full-day pre-K expanded substantially among Black students, lowest-income students, and students living in mostly-Black neighborhoods.

*Poster Topic: Family Engagement: Partnership and Communication***C33** *Embracing Professional Development of Family Support Providers Through a Unified Competency Framework and Online Learning Platform*

—Leslie Dooley, Melissa Walter

**PRESENTER****Leslie Dooley**, University of Kansas

This poster will present the development of a national competency framework and online learning platform designed to ensure foundational knowledge for family support professionals (FSPs). The online learning platform was developed to link the framework to web-based modules for professional development through a customized learning platform based on a pre-assessment of the competency content. The overall goal of the framework and the online learning platform is to unify and advance the family support field.

**C34** *Family Engagement Practices in a Public Pre-Kindergarten Program: Variation by Program, Classroom, and Teacher Characteristics*

—Alejandra Ros Pilarz, Ying-Chun Lin, Elizabeth Premo

**PRESENTER****Alejandra Ros Pilarz**, University of Wisconsin-Madison

Family engagement is an important component of preschool program quality. By increasing parents' involvement in preschool program activities and children's learning at home and by helping families access needed resources, family engagement may indirectly benefit children's school readiness. Yet, little is known about what preschool programs do to engage families. This study provides a descriptive picture of family engagement practices in a public pre-kindergarten program and identifies factors that facilitate or hinder family engagement.

**C35** *Head Start Home-Classroom (Dis)Continuity*

—Shannon M. Warren, Melissa A. Barnett

**PRESENTER****Shannon M. Warren**, University of Arizona

Framed in bioecological systems theory, this collaborative qualitative study investigated Head Start home-classroom (dis)continuity from the perspectives of parents and teachers in a metropolitan community. Focus group discussions emphasized beneficial home-classroom discontinuity, reflecting Head Start's role as compensatory preschool programming for families in poverty. Participants also shared experiences with "carry-over" (i.e., bringing a behavior/practice from one environment to the other), causing a shift from discontinuity to continuity which was initiated children as well as adults.



**C36** *Relationships Between Families and Head Start Staff: Associations with Children's Academic Outcomes Through Approaches to Learning and Home Involvement*

—Shinyoung Jeon, Kaitlyn Newell, Elizabeth Frechette

**PRESENTER****Shinyoung Jeon**, University of Oklahoma, Tulsa

Using data from the nationally representative Head Start Family and Child Experiences Survey 2014 (FACES 2014), the present study examined how both family-family service staff relationships and family-teacher relationships are associated with children's academic outcomes (i.e., vocabulary and math skills) through home involvement (e.g., educational activities at home) and children's approaches to learning. Results showed that family-family service staff relationships were associated with home involvement, which, in turn, was associated with children's receptive vocabulary skills and marginally associated with math skills. Family-teacher relationships were associated with children's approaches to learning, which, in turn, was associated with both receptive vocabulary and math skills. The results suggest that family relationships with family service staff may impact children's learning activities and learning behaviors, which, in turn, affect children's academic outcomes. These results illuminate the far-reaching impacts, both in the classroom and at home, of families' relationships with Head Start (HS) staff and have implications for determining where HS programs should focus professional development efforts and resources. Further research should investigate whether these changes in children's approaches to learning and families' home learning practices persist.

**C37** *The Teacher-Parent Relationship: Associations Between Teacher Characteristics and Teacher-Parent Relationship Quality*

—Jody Cook, Katherine Asher Halquist, Claire Vallotton, Ann Stacks, Holly Brophy-Herb, Maria Muzik, Katherine Rosenblum

**PRESENTER****Jody Cook**, Michigan State University

Teachers and parents work together to support the development of infants and toddlers. High quality teacher-parent relationships are associated with positive outcomes for teachers, parents, and children. In order to support such relationships, it is important to identify predictive characteristics associated with relationship quality. This study examines Early Head Start teacher characteristics that may affect the quality of the teacher-parent relationship and found that mainly depressive symptoms are correlated with specific aspects of teacher-parent relationships.

*Poster Topic: Parenting/ Parent-Child Relationship***C38** *Associations with Children's Representations of Parent-Child Negotiation*

—Hannah Mudrick

**PRESENTER****Hannah Mudrick**, Pennsylvania State University, Harrisburg

Goal-corrected partnerships (GCP) emerge when parents and children negotiate around competing goals. Despite a theoretical literature, empirical evidence for individual differences in the characteristics or timing of GCP's emergence and development is limited. The current study assessed dimensions of GCP from the viewpoint of children age 4 to 8. Findings indicate significant effects of age, sex, parenting, and skill development factors.

**C39** *Promoting Positive Parent-Child Relationships through Early Head Start Home Visits*

—Cassandra Baxter, Yange Xue, Sally Atkins-Burnett

**PRESENTER****Cassandra Baxter**, Mathematica

We explore Early Head Start program processes and practices that support positive parent-child relationships among families in the home-based program option. We describe the extent to which programs focus their goals, professional development, and home visit content on positive parent-child relationships, and the quality of parent-child and parent-



home visitor relationships. Finally, we explore how these processes and practices relate to the quality of parent-child relationships, and whether these relationships are mediated by parent-home visitor relationships.

#### **C40** *Using Tele-Visiting to Support Families with Infants and Toddlers*

—Lori Roggman, Tasha Olson, Maria Carolina Rinaldi, Iveth Wences, Andy Gongora, SuJung Park, Mark Innocenti

##### PRESENTER

**Lori Roggman**, Utah State University

This poster reports an evaluation of tele-visit sessions for parents with 18-36-month-old toddlers, testing content adapted to each family's strengths and needs, delivered via online video meetings with observation-coaching strategies, and tested with pre-post quantitative and qualitative observational and survey data with U.S. mothers and/or fathers. Preliminary analyses indicate positive outcomes in observed parenting interactions, strong observed parent-child engagement with each other and the tele-visitor, and a positive parent and child response to tele-visits.

### *Poster Topic: Partnerships/ Community Collaborations*

#### **C41** *Bringing Library's Storytime to Preschool Classrooms: A Quasi-Experimental Study of the Community-Outreach Storytime*

—Seung-Hee Claire Son, Liesl Jacobsen

##### PRESENTER

**Seung-Hee Claire Son**, University of Utah

The present study attempted to evaluate a library's community-outreach storytime in low-income preschools on children's literacy skills and interest. Participants include 263 children in three urban Head Start sites. Two sites served as the treatment group (n=111) and the third site was a waitlist control, which had storytime treatment the following year (n=77). Multiple regression analysis showed the main effects of storytime on comprehension and vocabulary but not on print skills or reading interest.

#### **C42** *Early Learnings from a Research-Practice Partnership: A Developmental Evaluation of Los Angeles' Quality Rating and Improvement System*

—Anamarie Whitaker, Kimberly Hall, Jill Cannon, Celia Gomez, Liz Guerra

##### PRESENTER

**Anamarie Whitaker**, RAND Corporation

#### **C43** *Findings From National Descriptive Study of Early Head Start-Child Care Partnerships: Partnering to Improve the Quality of Infant-Toddler Care*

—Patricia DelGrosso, Jaime Thomas, Scilla Albanese

##### PRESENTER

**Patricia DelGrosso**, Mathematica

This poster presents data from the national descriptive study of Early Head Start-Child Care (EHS-CC) Partnerships to describe the activities partnerships engage in to increase access to high quality infant-toddler care for low-income families. The national descriptive study was designed to develop a rich knowledge base about the EHS programs, community-based child care centers, and family child care providers participating in a 2015 federal grants program supporting the development of EHS-CC Partnerships.



**C77** *The Tribal Early Childhood Research Center: Diverse Voices Partnering to Grow the Field of Tribal Early Childhood Research*

—Michelle Sarche, Nancy Whitesell, Deana Around Him, Catherine Ayoub, Allison Barlow, Jessica Barnes-Najor, Joshua Sparrow

**PRESENTER**

**Michelle Sarche**, University of Colorado Anschutz Medical Campus

The Tribal Early Childhood Research Center (TRC) is a national network of early childhood researchers, program leaders, and federal sponsors who work in partnership with American Indian and Alaska Native communities and Head Start, Home Visiting, and Child Care programs to grow the field of early childhood research. The TRC supports culturally-grounded research, research dissemination, research training, and biennial conferences. Communities of learning are the central mechanism through which all TRC activities are carried out.

**C78** *Improving Early Developmental Screening for American Indian and Alaska Native Children: What We Learned From Listening to Families and Early Childhood Professionals*

—Caitlin Howley, Nancy L. Asdigian, Carrie Clifford, Nancy Rumbaugh Whitesell, Michelle Sarche, the Tribal PEDS Community of Learning

**PRESENTER**

**Caitlin Howley**, University of Colorado Anschutz Medical Campus

A Community of Learning within the Tribal Early Childhood Research Center led a study to better understand systems of early developmental screening for American Indian and Alaska Native (AIAN) children. Parents and early childhood professionals in four communities participated. Findings highlighted the need to be sensitive to culture and community when using screeners not validated for AIAN children. They also underscored the importance of screening as an opportunity for professionals to partner with families to support optimal outcomes for children.

*Poster Topic: Play in ECE*

**C44** *“I See Why They Play”: Chinese Head Start Immigrant Parents and Their Beliefs about Young Children’s Play*

—Sunah Hyun, Christine McWayne, Julia Mendez

**PRESENTER**

**Sunah Hyun**, Brigham and Women’s Hospital, Harvard Medical School

The exponential growth in the number of Chinese living in the U.S. has contributed to the diversity of young children and families served by Head Start. Thus, the purpose of our study is to examine play beliefs among a rapidly growing and demographically important cultural group, by validating an existing parent report measure of play beliefs by taking an emic approach. The results affirmed the importance of engaging immigrant parents in the assessment process.

**C45** *Building Playful Learning Environments to Combat Toxic Stress in Homeless Shelters*

—Steven Holochwost, Nellie Chaban, Suzy Mirvis, Leslie Bushara

**PRESENTER**

**Steven Holochwost**, Palmer Wolf Corporation

Toxic stress adversely impacts the development of young children. Opportunities are sorely needed to support children’s development and empower parents. Enter: the power of play. With support from the Robin Hood Foundation, the Children’s Museum of Manhattan (CMOM) has launched the Building Baby Brain Hubs initiative for families experiencing homelessness. In this poster we will share preliminary results about the impacts of the program on participating families and children.



**C46** *Learning Behaviors Mediating the Association Between Parent-Reported Peer Play Skills and Academic Outcomes*

—Jhonelle Bailey, Jenna Futterer, Rinatte Gruen, Angelica Gonzalez, Rebecca Bulotsky Shearer

**PRESENTER****Jhonelle Bailey**, University of Miami

Peer play skills in preschool children are associated with academic skills, specifically in language and literacy and mathematics. Learning behaviors are malleable, domain-general skills that may explain the relationship between peer play skills in the home context and academic outcomes. The purpose of the current study is to examine whether children's learning behaviors in the classroom mediates the relationship between peer play in the home and academic skills.

**C47** *Pretend Play: Novel Measurement Strategy to Capture Its Developmental Progression*

—Brittany Thompson, Thalia Goldstein

**PRESENTER****Brittany Thompson**, George Mason University

Historically, there is little agreement across research studies on how to measure and define pretend play, limiting our knowledge about its relationship to other developmental outcomes. The new measurement approach described here captures all five of the core components of pretend play, identified via a systematic review of the literature. This method will allow researchers to specify which components are most useful for which child outcomes, which is useful for creating effective early childhood interventions.

*Poster Topic: Teacher-Child Relationships and Interactions***C48** *Defining and Measuring High-Quality Science Teaching Using the Preschool Science Observation Measure*

—Ginny Vitiello, Jessica Whittaker

**PRESENTER****Ginny Vitiello**, University of Virginia

This presentation will present the development and validation of a new observation measure of science teaching quality, the Preschool Science Observation Measure (PSOM). Results indicate that the PSOM showed evidence of reliability and internal consistency, and was associated with concurrent measures of general teacher-child interactions. There was also some evidence of associations with child science outcomes.

**C49** *Early Childhood Teachers' and Providers' Relationships With Families When Children Experience Adversity*

—Hillary Lewis, Shannon Lipscomb, Bridget Hatfield

**PRESENTER****Hillary Lewis**, Oregon State University

Quality relationships between families and teachers/providers in early care and education (ECE) are characterized by a partnership to support children's development (Forry et al., 2012). These partnerships may be an important avenue through which ECE programs can support children and their families experiencing adversity (Cummings, Addante, Swindell, & Meadan, 2017). To inform efforts supporting quality family-teacher relationships, this mixed-methods study examines the association between children's adversity and family-teacher relationship quality in home- and center-based ECE.



**C50** *Evaluating Quality Interactions in Preschool Math: Validation of a Video-Based Observation Protocol*

—Erin Reid, Bilge Cerezci, Joanna Skourletos, Jeanine O’Nan Brownell

**PRESENTER****Erin Reid**, Erikson Institute

Examining math teaching quality, particularly in preschool classrooms, is complicated by the lack of validated measures. This poster introduces a tool that fills this gap, the Evaluating Quality Interactions in Preschool-Math (EQUIP-M) video-based observation protocol. Evidence gathered during the first phase of an argument-based approach to measure validation will be shared. Preliminary results indicate that raters can be trained to apply scoring rubrics accurately and consistently.

**C51** *Exploring Teacher and Child Factors that Explain Teacher-Perceived Relationship Quality with Children Living in Poverty: A Multilevel Approach*

—Shiyi Chen, Beth Phillips

**PRESENTER****Shiyi Chen**, University of Idaho

This study aims to explore the contribution of child (gender, teacher-child racial/ethnic match, and behavior) and teacher factors (job stress and education) in teacher-child relationships. The preliminary qualitative grounded theory investigation generated a conceptual framework for the succeeding quantitative survey study. Quantitative data were collected from 129 teachers and 635 children in preschools serving children in poverty. Two-level regression, mediation, and moderation analysis yielded results that elucidated possible ways to improve teacher-child relationship quality.

**C52** *Fostering Early Motivation: The Influence of Teacher-Child Interactions and Relationships on Motivation in the Kindergarten Classroom*

—Monica Lu, Jessica Whittaker, Erik Ruzek, Bob Pianta, Ginny Vitiello

**PRESENTER****Monica Lu**, University of Virginia

Our study explores the associations between the quality of classroom interactions and kindergarten students’ motivation (N=2,745). When teachers reported higher levels of closeness in their relationships with individual children, children reported greater academic motivation. Relationships high in conflict were associated with negative motivational outcomes, and these associations were stronger for boys. However, the overall quality of teacher-child interactions was not significantly associated with children’s motivation, emphasizing the importance of establishing warm relationships in the classrooms.

**C54** *Teacher-Child Interaction Quality Buffers Social and Academic Risks for Preschool Children Displaying Problem Behavior in Classroom Situations*

—Rebecca Bulotsky Shearer, Krystal Bichay-Awadalla, Jhonelle Bailey, Jenna Futterer, Cathy Qi

**PRESENTER****Rebecca Bulotsky Shearer**, University of Miami

Behavior problems displayed within preschool settings can interfere with early learning opportunities, both structured academic-focused activities and social interactions with peers and teachers. The study examined associations between problem behavior in learning, peer, and teacher contexts and academic and social outcomes, and whether these associations were moderated by teacher-child interaction quality for a sample of Head Start children (N=965). Multilevel models found that higher classroom organization and instructional support were beneficial in buffering social risks.





**C55** *The Role of Emotional Support in the Relationship Between Approaches to Learning and Academic Skills in Head Start Classrooms*

—Jenna Futterer, Jhonelle Bailey, Rinatte Gruen, Angelica Gonzalez, Rebecca Bulotsky Shearer

**PRESENTER****Jenna Futterer**, University of Miami

High quality teacher-child interactions can enhance learning opportunities and experiences for preschool children from low-income backgrounds. The current study investigated the association between children's learning behaviors and academic skills and examined the extent to which emotional support within the preschool classroom moderated this relationship. A series of multilevel models were estimated using data from a sample of diverse urban Head Start children.

*Poster Topic: Transition to Kindergarten***C56** *An Exploration of Reading and Mathematics Peer Effects in Kindergarten*

—Kristen Coe, John W. Fantuzzo

**PRESENTER****Kristen Coe**, University of Pennsylvania

Using the ECLS-K:2011, this study explores the association between classmate reading and mathematics scores at school entry and individual reading and mathematics learning in kindergarten. Multilevel multivariate regression is used to surface both global peer associations for both subjects and variability in peer associations based on the focal child's baseline achievement for reading. The finds have implications for policies affecting the composition of peers within classrooms, a potential source of educational inequity.

**C57** *Child Care Across the Developmental Continuum: Variations in Access and Enrollment Among Children Served Through Child Care and Development Block Grant Subsidies*

—Heidi Rosenberg

**PRESENTER****Heidi Rosenberg**, EDC

Children of all ages need safe, nurturing, and enriching care environments in order to thrive. While much research has focused on identifying and responding to the child care needs of young children, fewer studies have examined how needs evolve as children transition into kindergarten and enroll in afterschool/summer programs. This poster presents findings from an analysis of CCDF enrollment data and state policies, focusing on school-age children whose families rely on subsidies for child care.

**C58** *Child-Level Skills At School Entry and Teacher Knowledge Predict At-Risk Students' Literacy Outcomes in Kindergarten and First Grade*

—Karen Kehoe, Anita McGinty

**PRESENTER****Karen Kehoe**, University of Virginia Curry School of Education

This poster will present two studies examining children's emergent literacy and behavioral self-regulation skills at kindergarten entry in relation to reading outcomes in kindergarten and first grade. Taken together, these studies underscore the value of kindergarten screeners for understanding the diversity of skills children demonstrate at school entry. Additionally, the second study highlights differences in the extent to which kindergarten and first-grade teachers are equipped to meet students' diverse literacy needs in the classroom.



**C59** *Improving Kindergarten Readiness Through the JumpStart Summer Program: A Pilot Study*

—Alison Hooper, Cheryl Fondren

**PRESENTER****Alison Hooper**, University of Alabama

This study examines the effectiveness of a four-week program, Jumpstart, which focused on improving kindergarten readiness for students with limited or no prior early education experiences. The participating children showed statistically significant growth in literacy skills, math concepts, and self-regulation, as measured by direct child assessments. Results suggested a short-term intervention prior to kindergarten is an effective and feasible way to boost kindergarten readiness for children who have not attended an early education program.

**C60** *Is Attending the Same School for Pre-Kindergarten and Kindergarten Beneficial for Child Outcomes? A Propensity Score Analysis*

—Tiffany Foster, Kylie Bezdek, Mary Bratsch-Hines, Margaret Burchinal

**PRESENTER****Tiffany Foster**, University of North Carolina at Chapel Hill

One factor that may contribute to a more positive transition from pre-kindergarten (pre-K) to kindergarten is attending pre-K in the same school as the kindergarten classroom. However, little work has examined the potential benefits for these “school-matched” children. Using propensity score analyses, the present study found evidence to suggest that being school-matched may have benefits for children’s executive functioning in kindergarten. However, no evidence was found to suggest benefits for children’s academic or social skills.

**C61** *Learning the Rules: Immigrant Chinese Parental Involvement During Their Children’s Transition to Kindergarten*

—Peggy Kong, Xinwei Zhang, Xiaoran Yu, Anuradha Sachdev

**PRESENTER****Peggy Kong**, Drexel University

This qualitative study investigated Chinese immigrant perspectives on their involvement in their children’s transition to kindergarten. Ten immigrant Chinese parents participated in two semi-structured individual interviews in Mandarin Chinese. Parents emphasized how being an immigrant shaped their language and educational expectations for their children’s transition to kindergarten in the American school system. These parents shed light on the challenges immigrant Chinese parents face and how they address these challenges as their children transition to kindergarten.

**C62** *Leveraging a Research Practice Partnership to Transform Teaching and Learning in Early Education*

—Alison Wishard Guerra, Shana Cohen, Timothy Brown, Amanda Datnow, Terry Jernigan, Matt Doyle, Naomi Lin, Monica Molgaard

**PRESENTER****Alison Wishard Guerra**, University of California, San Diego

While significant advances have been made in neuroscience, learning, and educational sciences, researchers from these disciplines seldom work together on real-world problems and rarely collaborate with practitioners. Within a research practice partnership project, Transitional Kindergarten children’s social-emotional and cognitive development was investigated in relation to their classroom experiences, including language interaction and classroom quality. Findings highlight the powerful role of teacher-language, relationships, and classroom quality in promoting cognitive development.



**C63** *What Factors are Influencing the Enrollment Patterns of Head Start Program Graduates into an Urban Public School District?*

—Holly Neveu, Melissa Acton, Shinyoung Jeon, Sherri Castle, Diane Horm

**PRESENTER****Holly Neveu**, Early Childhood Education Institute, University of Oklahoma, Tulsa

Mixed evidence regarding sustained effects of high-quality preschool experiences has raised questions regarding children's elementary school experiences. One relatively unexplored factor is the nature and quality of elementary schools children enroll in following their preschool experiences. This study examined what factors are influencing the enrollment patterns of program graduates into the urban public-school district, finding significant differences in child characteristics, English receptive skills, and behavior concerns.

*Poster Topic: Workforce Development***C64** *A Review of Implementation Fidelity in Pre-K Coaching Interventions Measuring Classroom Quality*

—Molly Goldberg, Rachel E. Schachter

**PRESENTER****Molly Goldberg**, University of Nebraska, Lincoln

Coaching interventions are increasingly utilized for improving quality early childhood education. Implementation science provides a framework for evaluating and scaling these interventions. This review documents reporting of implementation fidelity in pre-K coaching interventions measuring classroom quality. Fourteen studies met inclusion criteria. Most studies did not provide adequate information regarding coaching implementation fidelity. These findings have implications for teacher practice and child outcomes as well as the replication and scale of coaching interventions.

**C65** *Early Childhood Teachers' Perspectives and Needs for Professional Development: Do They Differ by Teachers' Education Level?*

—Samantha Evans, Adrien Malek, Kyong-Ah Kwon

**PRESENTER****Samantha Evans**, University of Oklahoma-Tulsa

The purpose of this phenomenological study was to examine early childhood teachers' experiences with and needs for professional development trainings and how their views differ by their characteristics. Forty teachers were interviewed on their past training experiences, needs for future trainings, and individual characteristics (i.e., level of education). Lower educated and non-certified teachers wanted trainings on challenging behaviors, while teachers with higher education levels desired trainings on effective instructional and individualized learning strategies.

*Poster Topic: Workforce Well-Being and Retention***C67** *Burnout, Turnover, and Home Visit Quality: Content Analysis of Home Visitor and Supervisor Job-Related Satisfaction and Challenges*

—Anne Plagge, Luke Huber, Patricia Manz, Kere Hughes-Belding, Carla Peterson

**PRESENTER****Anne Plagge**, Iowa Department of Public Health

Early childhood home visiting programs face a continual struggle with staff retention and turnover. This presentation includes two studies that sought to enhance home visitors' satisfaction, with particular attention to their supervision experiences. Collectively the results from these studies identify challenges, address solutions, and provide direction to



supervisors and home visitors that are interested in improving the quality of their home visits as well as the quality of their career.

### **C68** *Early Childhood Professional Well-Being in Head Start Personnel as a Quality Indicator*

—Mary McMullen, Melissa S.C. Lee, Kate McCormick

#### PRESENTER

**Mary McMullen**, Indiana University

Turnover is worrisome in Early Head Start/Head Start (EHS/HS) where stability of relationships and environments impact quality. A questionnaire completed by a nationwide sample of 1,166 EHS/HS professionals (teachers, administrators/directors, therapists/social workers, and auxiliary personnel) examined professional well-being as predictive of risk of turnover (job dissatisfaction, intentions to leave position or profession). EFA revealed three factors: Belonging to a Community, Feeling Safe/Secure, and Professional Identity found related to predictions of turnover and differences among professionals.

### **C69** *ECE Teachers' Job-Related Stress, General Stress, and Depressive Symptoms*

—Hyun-Joo Jeon, Nina McCartney, Sara Jo Johnson, Victor Richard, Marta Czastkiewicz

#### PRESENTER

**Hyun-Joo Jeon**, University of Nevada, Reno

The current study examined early childhood education (ECE) teachers' depressive symptoms, their job-related stress, and general perceived stress. Teachers who had more job-related stress were more likely to perceive general stress after controlling for their demographic, classroom characteristics, and the type of ECE program. The link between teachers' job-related stress and their depressive symptoms was mediated through their general stress. The current study provides implications and recommendations for ECE workforce well-being and in-service training programs.

### **C70** *Head Start Teachers' Professional Development, Well-Being, Attitudes, Practices, and Characteristics across a Decade*

—Jessica Harding, Nikki Aikens, Lizabeth Malone, Louisa Tarullo, Maia Connors, Allison Friedman-Krauss

#### PRESENTER

**Jessica Harding**, Mathematica

ECE teachers' well-being, attitudes about child development, and teaching practices influence children's learning. We use a nationally representative sample of Head Start teachers to explore whether teachers' job satisfaction, depression, developmentally appropriate attitudes, and engagement in math and literacy activities are associated with professional development (PD). To contextualize these findings, we describe how PD has changed over a decade. This research contributes to our understanding of scalable ways to prepare and support ECE teachers.

### **C71** *Preschool Teacher Working Environments and Well-Being: Associations with Self-Regulation and Language Development of Low-Income Children*

—Caroline Bartholomew, Kelly Purtell, Arya Ansari

#### PRESENTER

**Caroline Bartholomew**, The Ohio State University

This study explored the associations between preschool teachers' working conditions, the quality of classroom interactions, and child self-regulation and language/literacy development. Data from the National Center for Research on Early Childhood Education's Professional Development Study was used to examine these relationships in two cohorts of teachers (N=402) and children (N=1,407). This research has the potential to inform policies on early child education teacher working conditions, improve teacher-child interactions, and optimize child developmental outcomes.



**C72** *Staff Compensation is Associated with Population Served, Regardless of Individual Qualifications*

—Erin Tebben, Sarah Lang

**PRESENTER****Erin Tebben**, The Ohio State University

Early care and education (ECE) program staff are often poorly compensated for their work, but compensation varies greatly between programs. Using a non-linear regression analysis, we seek to understand how programmatic and population factors external to the program staff interact to predict wages. By understanding external factors associated with low wages, we are more able to empower staff to advocate for adequate compensation, address structural wage inequalities, and support high quality ECE for all children.

**C73** *The Happy Teacher Project: An Interdisciplinary Approach to Supporting Whole Teacher Well-Being in Early Childhood Settings*

—Kyong-Ah Kwon, Ken Randall, Natalie Ellis, Timothy Ford, Lieny Jeon, Mia Kile, Adrien Malek

**PRESENTER****Kyong-Ah Kwon**, University of Oklahoma-Tulsa

Using the whole teacher well-being conceptual model, this study examined multifaceted aspects of early childhood teacher well-being—physical, psychological, and professional well-being—and how their working conditions are associated with well-being. From the results with 262 teachers, we found that a substantial number of teachers experience physical stressors and psychological challenges. Workplace resources and stressors were significantly related to all aspects of well-being. Physical well-being was indirectly linked to psychological well-being via its association with psychological well-being.

**C74** *The Status of the Early Educator Workforce: Compensation, Preparation, and Work Environments*

—Marisa Schlieber

**PRESENTER****Marisa Schlieber**, Center for the Study of Child Care Employment, UC Berkeley

This presentation will bring together national research on critical issues confronting the ECE workforce. The following topics will be included: demographics and characteristics of the workforce; ECE teacher preparation and ECE higher education program content; working environments and on-the-job supports, such as paid time for planning and reflection with other teachers; ECE teacher compensation and well-being; and policies currently in place or that are lacking for supporting the workforce.

**C75** *Workforce Well-Being, Research Methods, and Mental Health*

—Heather Walter, Hallie Fox

**PRESENTER****Heather Walter**, The George Washington University

Early childhood special education teacher retention and well-being is a national concern. How to measure the well-being of ECSE teachers is of importance and has not been adequately addressed. This study examines six scales associated with teacher well-being and mental health using latent class analysis. Findings suggest that ECSE teachers can be grouped into four distinct classes that help us understand the relationships between well-being, mental health, and retention.



## **C76** *Findings from A National Study of the Early Childhood Home Visiting Workforce*

—Heather Sandstrom, Cary Lou, Sarah Benatar, Rebecca Peters, Amelia Coffey

### **PRESENTER**

**Heather Sandstrom**, Urban Institute

The poster will provide descriptive information on home visitors' career trajectories, including educational background, work experience, and future career plans. Additionally, the poster will share findings from multivariate analyses predicting: (1) home visitors' overall job satisfaction, and (2) intent to stay in their current position over the next two years. The models tested associations between these two outcomes and program characteristics, home visitors' backgrounds, and reported work experiences.

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## Presenter Biographies

### **Shirley Adelstein**

Shirley Adelstein is a Social Science Research Analyst at OPRE. Her work focuses on early childhood and family strengthening, including early care and education, work and family, parenting, and promoting healthy relationships. She has a strong interest in research methods, building evaluation capacity, and communicating research to diverse audiences. Prior to joining OPRE, Dr. Adelstein held research positions at Georgetown University, the U.S. Office of Personnel Management, and the Urban Institute. She holds a B.A. in Social History from New York University and completed her M.P.P. and Ph.D. in Government at Georgetown University.

### **Sally Atkins-Burnett**

Sally Atkins-Burnett, Senior Fellow at Mathematica, has more than 20 years of research experience on providing and improving services for children from birth to age 5. She is the Principal Investigator on multiple studies of early care and education including Baby FACES (the study of Early Head Start), the Implementation and Assessment of Competencies for Teachers and Caregivers Serving Infants and Toddlers, the Study of Coaching Practices in Early Care and Education, and the Quality of Caregiver-Child Interactions for Infants and Toddlers Professional Development (We Grow Together, that builds on the principles measured in Q-CCIIT). She was also the Principal Investigator for the development and analyses of the Q-CCIIT, and a lead developer on other measures of quality and child outcomes. Dr. Atkins-Burnett has delivered multiple presentations and authored reports and publications about assessment and services in early childhood education, including peer-reviewed publications and chapters in “The Handbook of Early Childhood” and “Blackwell Handbook of Early Childhood Development.”

### **Meryl Barofsky**

Meryl Barofsky is a Senior Social Science Research Analyst at OPRE. Her work focuses on early care and education, primarily on child care programs and Head Start. To date, her portfolio at OPRE includes the following: American Indian/Alaska Native Head Start Child and Family Experiences Survey (AI/AN FACES), American Indian/Alaska Native Early Childhood Needs Assessment Design Project, Assessing the Cost and Implementation of High Quality Early Care and Education (ECE-ICHQ), Child Care and Development Block Grant Implementation Research and Evaluation Grants, Child Care Interstate Background Check Project (CC-IbaCs), Migrant and Seasonal Head Start Study, ACF’s National Research Conference on Early Childhood, Tribal Early Childhood Research Center, and coordination of the Network of Infant/Toddler Researchers (NITR). Dr. Barofsky’s research interests are as follows: child care subsidies and family well-being, measurement and advanced statistical methods, and early risk and protective factors for children and families. Dr. Barofsky holds a B.A. in Psychology from Connecticut College, and a Ph.D. in Human Development and Quantitative Methodology from the University of Maryland, College Park.

### **Jessica V. Barnes-Najor**

Jessica V. Barnes-Najor, Ph.D., is the Associate Director of the Community Evaluation and Research Collaborative at Michigan State University. She is a developmental psychologist with a specialization in applied developmental science. Her work focuses on establishing research partnerships and identifying supports for increasing community capacity for engaging in research. Dr. Barnes-Najor is a co-PI for the Tribal Early Childhood Research Center, partnering with American Indian and Alaska Native Head Start, Home Visitation, and Child Care grantees to promote community-engaged research and enhance early childhood program evaluation and research-to-practice activities across the nation. She is also a co-PI of Wiba Anung, a research collaborative including educators from Bay Mills Community College and community partners representing nine Michigan tribes.

### **Deborah Bergeron**

Dr. Deborah Bergeron is the Director of the Office of Head Start (OHS). Known as “Dr. B,” she has always been a teacher at heart. She has spent three decades in pre-K–12 public education as a classroom teacher and as an elementary and high school administrator. In the course of her career, Dr. B initiated and expanded an educational services company, which she then sold. During her tenure as a school administrator, she specialized in school improvement-- she used strategies around school climate and effective instruction to inspire staff. In turn, staff members were able to provide students with programming and instruction that yielded significant gains in reading, math, discipline, and graduation rates. Since joining OHS in April 2018, Dr. B has used her experience to provide unique insights into how Head Start programs can support our most vulnerable children in becoming school ready. She has focused on improving the relationship between Head Start programs and the public school system. Dr. B continues to work at both the national level and at the state and local levels (with education influencers) to affect change. In January 2019, Dr. Bergeron was asked to broaden her leadership to include the Office of Early Childhood Development (ECD) in the Administration for Children and Families. Her vision for ECD, in conjunction with the work for OHS, is to transform how the nation prioritizes early childhood programming and to create a more collaborative,



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cohesive environment for children, families, and staff. Dr. Bergeron holds a bachelor's degree from Texas State University. She earned a master's degree in education leadership and doctorate in education policy from George Mason University.

### **Johayra Bouza**

Dr. Johayra Bouza is a Developmental Psychologist and Postdoctoral Associate at the University of Miami. Her research focuses on factors that buffer the negative effects of poverty for racially and ethnically diverse children ages 0 to 5 years. She is particularly interested in research that supports teachers and families working collaboratively to support children's social-emotional and cognitive development, with an emphasis on measurement development and validation.

### **Elizabeth Cavadel**

Elizabeth Cavadel, Ph.D., is a Senior Researcher in Mathematica's Children, Youth, and Families division who focuses on early childhood research to inform policy, professional development, and practice. Across projects, she focuses on early education quality, adult-child interactions, children's academic and social-emotional development, and on psychometrically rigorous assessments and observation measures. She is the deputy project director of the Administration for Children and Families' (ACF's) Study of Coaching Practices in Early Care and Education (SCOPE), which aims to understand coaching practices across Head Start, center-based child care, and family child care settings. In addition, Dr. Cavadel directs ACF's Assessing Models of Coordinated Services project, focused on approaches to coordinating early care and education, family economic security, and/or other health and human services to most efficiently and effectively serve the needs of low-income children and their families.

### **Shannon Christian**

Shannon Christian serves as the Director of the Office of Child Care at HHS' Administration for Children and Families (ACF). She is a former Associate Commissioner of the former Child Care Bureau at ACF, where she advanced President Bush's Good Start, Grow Smart early childhood initiative, and shaped the office's research agenda to better support state policy and spending decisions. Committed to effective prevention strategies, Shannon oversaw the launch of Illinois' home visiting program and was an active board member of Be Strong Families, a Chicago-based national nonprofit. Earlier in her career, Shannon was part of former Wisconsin Governor Tommy Thompson's (HHS secretary) welfare reform team, serving as head of the planning section in the state Health & Social Services Department's Office of Policy and Budget, and as Senior Advisor to the Secretary of Workforce Development. Shannon has an M.P.P from Harvard's Kennedy School of Government, a certificate in nonprofit management from Northwestern University's Kellogg School of Business, and an undergraduate degree in economics and international relations from California State University, Chico.

### **Rachel Chazan Cohen**

Rachel Chazan Cohen, Ph.D., is an Associate Professor and Director of the Early Childhood Program at the University of Connecticut. Throughout her career in both government and academic settings, Rachel has worked to bridge the worlds of policy, practice, and research. She aims to bring cutting edge research to decision-makers who make state and federal policies as well as those professionals who work directly with children and families. She ensures that the research addresses the pressing questions that policymakers and practitioners have. Her own research focuses on the biological, relational, and environmental factors influencing children's development and the creation, evaluation, and improvement of intervention programs for families with infants and toddlers. She is particularly interested in the teacher and home visitor competencies necessary for success in working with families with young children and how to build competencies through pre- and in-service professional development.

### **Kyle DeMeo Cook**

Kyle DeMeo Cook is an Assistant Professor in the School of Education at St. John's University. Her research examines policy-relevant early education topics such as the following: access to early education, the transition to kindergarten, and collaborations between early education and K-12. From 2016-2018, Dr. Cook was named a Head Start Research Scholar by the U.S. Department of Health and Human Services, Administration for Children and Families for her research on coordination efforts between Head Start programs and elementary schools during the transition to school. Prior to joining St. John's University, she was a Senior Research Associate at Education Development Center. She has extensive experience working with state agencies, school districts, and other local leaders to design, conduct, and disseminate education research that is requested and relevant to policymakers and practitioners. She holds a bachelor's degree in Human Development, a master's degree in Educational Research,





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Measurement and Evaluation, and a doctorate in Applied Developmental and Educational Psychology from Boston College.

### **David B. Daniel**

David B. Daniel is an award-winning teacher with over 25 years of classroom experience. He is a highly sought international speaker and scholar focused on developing evidence demonstrated useable knowledge for educational practice and policy. A Fellow of the Association for Psychological Science, David has been honored numerous times for his teaching and translational efforts.

### **Elysia Poggi Davis**

Dr. Elysia Poggi Davis is a Professor in the Department of Psychology at the University of Denver. She received her Ph.D. in Developmental Psychobiology at the Institute of Child Development, University of Minnesota and completed a postdoctoral fellowship at the University of California, Irvine. The multidisciplinary research that is conducted in her lab examines biological and social/behavioral processes in human pregnancy and in fetal, infant, child and adolescent development. This research addresses a major health issue involving the role of early experiences in determining the risk for health and disease across the lifespan. She currently is conducting prenatal interventions to evaluate the impact of reducing prenatal distress on child neurodevelopment.

### **Elizabeth Davis**

Elizabeth (“Liz”) Davis is a Professor of Applied Economics at the University of Minnesota, where she researches economics and public policy related to low-income families, mothers’ employment, and child care and early education in the U.S. Dr. Davis is co-Principal Investigator for the Minnesota Child Care Policy Research Partnership and recently served as a mentor for a Child Care Research Scholar, both with funding from OPRE. Her recent research has focused on disparities in access to high-quality child care, including development of new measures of access that are family-centered and that account for cost, proximity, and quality. Her studies on early childhood topics have examined the role of child care subsidies in families’ decisions about employment and the type, quality, and stability of child care arrangements. In related work, she has examined the dynamics of participation in the child care subsidy programs in several states and has advised state and federal agencies on child care subsidy policy. She recently served as a member of two Committees of the National Academies of Sciences, Engineering, and Medicine, which produced the consensus study reports “Transforming the Financing Early Care and Education” and “Vibrant and Healthy Kids: Aligning Science, Practice and Policy to Advance Health Equity.” Dr. Davis earned her Ph.D. and M.A. in Economics from the University of Michigan-Ann Arbor.

### **Allyson Dean**

Allyson Dean is the Director of Resource and Training Development for the “National Center on Early Childhood Development, Teaching, and Learning,” a project jointly funded by the Office of Child Care and Office of Head Start. Prior to joining the “National Center on Early Childhood Development, Teaching, and Learning,” Allyson was a Senior Content Specialist at ZERO TO THREE and the Content Lead for the project “Early Educator Central: The Pathway to Credentials and Degrees for Infant-Toddler Educators.” Prior to joining ZERO TO THREE, Allyson worked at the University of Southern Maine as the Director of Maine Roads to Quality, Maine’s early childhood professional development center. Under her leadership, the center transitioned from serving a single sector of the early childhood workforce to a professional development hub for Maine’s cross-sector workforce, including direct and non-direct early childhood roles across multiple funding streams. In addition, Allyson chaired the Governor’s Child Care Advisory Council for two consecutive terms. Allyson’s work with the council included leadership in critical early childhood initiatives, including the development of Maine’s infant toddler early learning guidelines, the development of Maine public-pre-K standards, and the design and implementation of Quality for ME, Maine’s QRIS. Allyson holds a doctorate degree in educational leadership from the University of Maine.

### **Anne Douglass**

Anne Douglass, Ph.D., is a professor of early childhood education, director of the graduate certificate program in early education leadership, and founding executive director at the Institute for Early Education Leadership and Innovation at the University of Massachusetts Boston. Dr. Douglass’s work focuses on the design of programs, systems, and policies that support individual and collective leadership for quality improvement and innovation among early educators who work with children from birth to age five. She is the author of “Leading for Change in Early Care and Education: Cultivating Leadership from Within” (2017) and co-author of “Engaging Young Engineers: Teaching Problem-Solving Skills through STEM” (2015). She has been published in a wide range of academic journals, books, and news media, and presents nationally and internationally to academic, policy, and professional audiences. Since



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2009, she has been awarded over \$25 million in external funds for research and training from foundations and government agencies including the Massachusetts Department of Early Education and Care and the Department of Higher Education, the U.S. Department of Education and Department of Health and Human Services, New Profit, United Way, the Robert Wood Johnson Foundation, and The Boston Foundation. Her research is conducted in partnership with professional, community, government, and philanthropic entities that share a vision to dramatically transform quality in ECE. Dr. Douglass is a current Pahrara-Aspen Institute Leadership Fellow. She earned a Ph.D. in social policy at the Heller School at Brandeis University, an Ed.M. at Harvard Graduate School of Education, and a bachelor's degree in political science from Wellesley College.

### **Kathleen Dwyer**

Kathleen Dwyer is a Senior Social Science Research Analyst in ACF's Office of Planning, Research, and Evaluation (OPRE). Her research interests include attachment, parenting, parent-child relationships, and children's social and emotional development, particularly in the context of early adversity. At ACF, a primary focus of her work is understanding approaches to building adult capacities to promote child development. She oversees projects in the areas of child care, Head Start and Early Head Start, family assistance, and child welfare. She also provides leadership regarding OPRE's research and evaluation projects that address parenting and parent well-being. Dr. Dwyer originally began her work at OPRE as a Society for Research in Child Development Executive Branch Policy Fellow. She has a Ph.D. in Human Development with a specialization in Developmental Sciences from the University of Maryland.

### **Dale Clark Farran**

Dale Clark Farran is an Emerita Professor at Peabody College at Vanderbilt University. Dr. Farran has been involved in research and intervention for high-risk children and youth for all of her professional career. She has conducted research at the Frank Porter Graham Child Development Center in Chapel Hill, NC and the Kamehameha Schools Early Education Project in Hawaii. Dr. Farran is the editor of two books, both concerning risk and poverty; the author of more than 90 journal articles and book chapters; and a regular presenter at national conferences. Her recent research emphasis is on evaluating the effectiveness of alternative preschool curricula for preparing children from low-income families to transition successfully to school and longitudinal follow up for long term effects. Currently, she is directing an evaluation of the State of Tennessee's pre-kindergarten program. She also identifies early childhood classroom practices most facilitative of children's outcomes, such as coaching tools to improve practice.

### **Veronica A. Fernandez**

Dr. Veronica A. Fernandez is a Developmental Psychologist and Research Scientist at the University of Miami. Her research focuses on understanding and improving the quality of early learning experiences for children (infants – early elementary school age) and promoting equity for culturally and linguistically diverse children, families, and teachers. Her approach focuses on play and utilizing inquiry to support teaching, learning, and coaching. She also has expertise in measurement development and validation, advanced statistical analyses, and program evaluation.

### **Peter Dallas Finch**

Peter Dallas Finch is the Assistant Superintendent for the West Valley School District #208 in Yakima, Washington and leads the West Valley PreK Initiative. Dr. Finch has served in public education for 32 years, and for the past 19 years, he has served as Assistant Superintendent of the West Valley School District. During his tenure in West Valley, all six elementary schools have received "Washington Achievement Awards" for student achievement and the District was named an "Innovative District" by the International Center for Leadership in Education. Dr. Finch's leadership of the West Valley PreK Initiative was featured by AASA as a "Case Study for Early Learning." He has served on the Early Learning Advisory Council for the Washington State Department of Children, Youth, and Families, and, the Ready and Successful Schools Work Group for the Washington State Office of the Superintendent of Public Instruction. He serves on the Executive Committee for the Investing in Children Coalition—one of the Washington Communities for Children regional coalitions—and he serves as co-chair of the AASA National Cohort for Early Learning. During the past year, the West Valley School District was selected as one of 12 school districts in the nation to participate in the Office of Head Start Public Schools Collaboration Demonstration Project. Dr. Finch was raised in the Yakima Valley, graduated cum laude from Harvard, earned his master's degree from Central Washington University, and completed his Doctor of Education from Washington State University.

### **Kelly Fisher**

Kelly Fisher is the Director for Policy at the Society for Research in Child Development (SRCD) and leads SRCD's strategic efforts in strengthening bridges between developmental science and policy. Over the last 15 years, Kelly has



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worked with educational institutions (preK-12 schools and universities), family service providers, and policymakers to translate science into evidence-informed programs and practices to improve the well-being of children and families. She has also worked with organizational leaders to facilitate system-wide program improvements through data-driven decision-making, continuous quality improvement, strategic planning, and system alignment processes. Prior to joining SRCD in 2019, she served as the Executive Director of the Science of Learning Institute at Johns Hopkins University, the Vice President and Director of Research for the Global Abilities Foundation, and an independent Program Development Consultant.

### **Lana Garcia**

Lana Garcia is the Pueblo of Jemez Walatowa Early Childhood Program Manager. In addition to supporting her own community's successful Native language immersion early childhood program, Lana served as the Chairperson of the Southwest Consortium of Indian Head Start Programs Board of Directors from 2009-2014, providing professional development opportunities and trainings for Tribal Head Start, Early Head Start, and child care programs throughout the nation.

### **Walter S. Gilliam**

Dr. Walter S. Gilliam is the Elizabeth Mears and House Jameson Professor of Child Psychiatry and Psychology at the Yale University Child Study Center as well as the Director of The Edward Zigler Center in Child Development and Social Policy. He is a member of the board of directors for ZERO TO THREE, Child Care Aware of America, the Irving Harris Foundation, All Our Kin, and First Children's Finance; a research fellow of the National Institute for Early Education Research; and a former Senior Advisor to the National Association for the Education of Young Children. Dr. Gilliam is co-recipient of the prestigious 2008 Grawemeyer Award in Education for the coauthored book "A Vision for Universal Preschool Education."

### **Naomi Goldstein**

Naomi Goldstein is the Deputy Assistant Secretary for Planning, Research, and Evaluation in the Office of Planning, Research, and Evaluation (OPRE) in the Administration for Children and Families (ACF). She serves as ACF's Chief Evaluation Officer. Goldstein joined ACF as Director of the OPRE Division of Child and Family Development in 2001. She became Director of OPRE in 2004 and Deputy Assistant Secretary in 2015. Previously, she directed the United States Postal Service Commission on a Safe and Secure Workplace, an independent commission that examined workplace violence affecting the postal service and the nation. She served as project manager for the Urban Institute's Assessing the New Federalism project and as Executive Officer in the Office of the Assistant Secretary for Planning and Evaluation at HHS. Earlier in her career, she worked in the Massachusetts state government and developed infant mortality prevention programs at Brigham and Women's Hospital in Boston. Goldstein received a B.A. in philosophy from Yale University, a master's degree in Public Policy from the Kennedy School of Government, and a Ph.D. in Public Policy from Harvard University. She was awarded the Presidential Rank of Distinguished Executive in 2012.

### **Tamara Halle**

Tamara Halle, Ph.D., is a Senior Scholar of Early Childhood Research at Child Trends. She has over 20 years' experience researching and evaluating studies on factors associated with children's early development, including the professional development of the early childhood workforce; the quality of early care and education settings; and family, school, and community supports for school readiness. Tamara is the co-Principal Investigator (PI) of a contract with the Office of Planning, Research, and Evaluation (OPRE) that supports the provision of expert consultation, data collection, and assessment and analysis in child care and early education policy and research (CCEERPA). She also co-directs the "Culture of Continuous Learning" project for OPRE, examining the feasibility of implementing a quality improvement model—the Breakthrough Series Collaborative—in child care and Head Start programs. Tamara is on the leadership team for a project examining the transition to kindergarten among Head Start children, and is PI on a Child Care Policy Research Partnership grant with the state of Maryland examining equitable access to child care in the state. She has worked with numerous states and foundations on early childhood projects and initiatives, most recently leading a Kellogg Foundation grant studying community-based child care programs participating in Early Head Start-Child Care Partnerships. Tamara also serves on the Implementation Research Advisory Committee for the Foundation for Child Development and is a founding member of the Standards Committee for the Global Implementation Society. Tamara has both a Ph.D. and Master of Science in Developmental Psychology from the University of Michigan and a B.S. with Honors in Psychology from the University of Maryland.



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### **Brenda Jones Harden**

Dr. Brenda Jones Harden is the Alison Richman Professor of Children and Families at the University Of Maryland School of Social Work and is the Vice President of the Board of Zero to Three. For over 40 years, Dr. Jones Harden has focused on the developmental and mental health needs of young children at environmental risk, or, more specifically, children who have been maltreated; who are in the foster care system; or who have been exposed to multiple family risks. She is particularly interested in using this research to inform policy and practice. She implements and evaluates preventive interventions to promote positive outcomes for children reared in high-risk circumstances, such as home visiting programs, parenting interventions, infant/early childhood mental health interventions, and early childhood education.

### **Mary Louise Hemmeter**

Dr. Mary Louise Hemmeter is a Professor of Special Education at Vanderbilt University. Her research focuses on effective instruction, supporting social emotional development and addressing challenging behavior, and coaching teachers. She has directed numerous projects funded by the U.S. Departments of Education and Health and Human Services. Through her work on the National Center on the Social Emotional Foundations for Early Learning and funded research projects, she was involved in developing the “Pyramid Model for Supporting Social Emotional Competence in Young Children” and a model for coaching teachers to implement effective practices known as Practice Based Coaching. She is a co-author on the “Connect4Learning Early Childhood Curriculum” and the “Teaching Pyramid Observation Tool.” She was co-editor of the “Journal of Early Intervention” and President of the Council for Exceptional Children’s Division for Early Childhood. She received the Merle B. Karnes Service to the Division Award and the Mary McEvoy Service to the Field Award.

### **Diane M. Horn**

Diane M. Horn, Ph.D., is the George Kaiser Family Foundation Endowed Chair of Early Childhood Education and Founding Director of the Early Childhood Education Institute (ECEI) at the University of Oklahoma at Tulsa. Through the ECEI, Horn is currently leading several applied research initiatives in early childhood education, including program evaluation research in collaboration with Tulsa’s Educare programs and a large, multi-year study with colleagues from Georgetown and McGill Universities to investigate children’s development from Pre-K through Grade 4. Horn has a Ph.D. in Child Development with a specialization in Early Childhood Education, a Post-Master’s Specialization in School Psychology, and a Master’s in Developmental Psychology.

### **JoAnn Hsueh**

JoAnn Hsueh is the Director of MDRC’s Family Well-Being and Children’s Development Policy Area, bringing expertise in the development of young children, early childhood education, and advanced quantitative methods for estimating impacts of education social policies on low-income children and families. Hsueh has spent her career conducting research and evaluations at the intersection of social, economic, and educational policies and practices that aim to improve outcomes for low-income adults, families, and children. She is currently the Principal Investigator and Project Director of the VIQI Project, a large-scale, rigorous study that aims to test different curricular and professional development models and interpret sources of variation in the successful installation and implementation of these interventions across Head Start and community-based early care and education settings. She is the Principal Investigator of the Institute for Education Sciences Early Learning Network study of the Boston Public Schools’ policies and programming and how children’s learning environments support school success during prekindergarten and early elementary school years. Hsueh is also a senior advisor of Making Pre-K Count (MPC), a demonstration and random assignment study of an intensive math curriculum (Building Blocks) and professional development supports being conducted in public schools and community-based organizations across New York City. She has published numerous reports and journal articles; presented her work to interdisciplinary audiences; and developed strong collaborative relationships with multiple stakeholders, policy makers, practitioners, and funders.

### **Iheoma U. Iruka**

Iheoma U. Iruka, Ph.D., is a Research Professor in the Department of Public Policy and Director of the Early Childhood Health and Racial Equity program at Frank Porter Graham Child Development Institute at the University of North Carolina at Chapel Hill. Prior to this, she spent 3-plus years as the Chief Research Innovation Officer at HighScope Educational Research Foundation. Dr. Iruka is engaged in projects and initiatives focused on how evidence-informed policies, systems, and practices in early education can support the optimal development and experiences of children from low-income and ethnic minority households, such as through family engagement and support, quality-rating and improvement systems, and early care and education systems and programs. She has been addressing how best to ensure excellence for young diverse learners, especially Black children, through the development of a



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classroom observation measure, and the examination of non-traditional pedagogical approaches, public policies, and publications geared towards early education practitioners and policymakers. Dr. Iruka has served/serves on numerous national boards and committees, including the Brady Education Foundation and the National Academies of Sciences, Engineering, and Medicine committees on “Supporting Parents of Young Children, and Applying Neurobiological and Socio-behavioral Sciences from Prenatal through Early Childhood Development: A Health Equity Approach.”

### **Laura J. Johns**

Laura J. Johns, Ph.D., is a Senior Technical Assistance Specialist for the National Center on Early Childhood Quality Assurance (NCECQA). NCECQA’s activities, expertise, and resources support the development and enhancement of innovative, research-based solutions and systems that promote progress toward Office of Child Care, state, and territory CCDF plan goals to produce the best possible outcomes for children. This work includes research analysis, information dissemination, expert review, conference presentations, and on-site technical assistance. Before her role on the NCECQA team, Laura was the Early Education Empowerment Zone (E3 Z) System Architect and the Quality Initiatives Director at the Georgia Department of Early Care and Learning (DECAL). While at DECAL, Laura oversaw the development of the Georgia Program for Infant and Toddler Care and was the lead architect of Quality Rated, Georgia’s tiered quality rating and improvement system.

### **Kristie Kauerz**

Kristie Kauerz is the Director of the National P-3 Center and Associate Clinical Professor at the University of Colorado Denver’s School of Education and Human Development. Kristie specializes in education reform efforts that address the continuum of learning from birth through 3rd grade, integrating early care and education (ECE) system building and K-12 reforms. Kristie’s expertise spans policy, research, and practice. Her P-3 work is anchored in collaborations with school districts, state agencies, and early learning stakeholders. Her research interests straddle the paradigmatic, pedagogical, and policy divides that exist between ECE and PreK-12 systems. She has served as policy advisor to two former Colorado governors, director of early learning at Education Commission of the States, and director of PreK-3rd grade initiatives at Harvard Graduate School of Education. Prior to joining the faculty at CU Denver, she was at the University of Washington’s College of Education. Kristie focuses on both the organizational reforms and the cognitive sense-making, necessary to build alignment and coherence that supports children’s development and learning. She designed and directed the Washington P-3 Executive Leadership Certificate Program, a credit-bearing course of study that co-enrolled administrators from early learning and PreK-12. She also has led the National P-3 Institute since 2008. Kristie’s authorship includes numerous articles, book chapters, and reports on topics ranging from P-3 alignment to full-day Kindergarten to early childhood governance. Kristie is the lead author on the Framework for Planning, Implementing, and Evaluating PreK-3rd Grade Approaches, a tool used around the country to guide school, district, and community alignment efforts. She co-authored a book on improving the early care and education workforce and is co-editor of the book “Early Childhood Systems: Transforming Early Learning.” Kristie is a proud graduate of Colorado College, American University, and Teachers College at Columbia University.

### **Kathryn Kigera**

Dr. Kathryn Kigera is the Director of Quality Initiatives in the Division of Early Learning at the DC Office of the State Superintendent of Education and currently oversees Capital Quality, DC’s redesigned Quality Rating and Improvement System. Kathryn also provides oversight for DC Child Care Connections, DC’s Child Care Resource and Referral service, the Quality Improvement Network, Early Head Start-Child Care Partnership, Shared Services Business Alliance, and workforce enhancement and development programs. She started her career in education, researching various grants focused on cultural and linguistic diversity and disability studies at The George Washington University and served as a program manager and interim director of out-of-school time programs with the DC Public Schools. Kathryn has led innovative research and program design throughout her career and aims to positively impact child outcomes by providing comprehensive support services to the education community. Kathryn has a bachelor’s and a master’s degree in political science, focused on international relations and comparative politics, and a doctorate in cultural and linguistic diversity and disability studies.

### **Gretchen Kirby**

Gretchen Kirby is a Senior Researcher at Mathematica with 20 years of experience studying the implementation and outcomes of programs, strategies, and policies in the areas of early childhood, child care, and employment programs for low-income individuals. Ms. Kirby is currently directing the Early Care and Education Leadership Study (ExCELS) for the Office of Planning, Research, and Evaluation (OPRE) that will identify leadership constructs, map out and test their associations to outcomes, and develop a short-form instrument to measure ECE leadership in center-based settings. She is also directing the “Assessing the Implementation and Cost of High Quality Early Care and Education” (ECE-ICHQ) project for OPRE that is tasked with creating an instrument that will produce measures of the



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implementation and costs of the key functions that support quality in center-based ECE serving children from birth to age 5. Ms. Kirby is now serving as a co-Principal Investigator for the Child Care Research and Evaluation Capacity Building Center to support CCDF lead agencies. Ms. Kirby served as the Principal Investigator for a descriptive study of QRIS in the nine Round 1 RTT-ELC states for the Institute of Education Sciences (IES) in the U.S. Department of Education. She served on the Content Advisory Team for the 2019 National Survey of Early Care and Education (NSECE). She is a member of INQUIRE, a group of researchers focused on issues pertaining to QRIS in order to advance the field and inform policy and practice. She holds an M.P.P. from Georgetown University.

### **Lisa L. Knoche**

Lisa L. Knoche is a Research Associate Professor and Director of the Nebraska Academy for Early Childhood Research in the Nebraska Center for Research on Children, Youth, Families and Schools at the University of Nebraska–Lincoln. Dr. Knoche is an Applied Developmental Psychologist with expertise in the design, development, and evaluation of early childhood intervention and prevention programs to support both healthy development in young children and family engagement in early learning. Dr. Knoche is particularly interested in identifying and supporting effective professional development strategies for early childhood professionals and has extensive experience in implementing collaborative research programs with community partners.

### **Herman T. Knopf**

Herman T. Knopf, Ph.D., joined the faculty at the University of Florida in 2016 as a Research Scientist at the Anita Zucker Center for Excellence in Early Childhood Studies. Immediately preceding his position at the University of Florida, Dr. Knopf served as the Director of the Yvonne & Schuyler Moore Child Development Research Center and an Associate Professor of Early Childhood Education at the University of South Carolina. Dr. Knopf has conducted research supported by the Office of Planning Research and Evaluation within the Administration for Children and Families; Florida Department of Education, Office of Early Learning; The South Carolina State Department of Education, Office of Special Education Programs; the South Carolina Center for Child Care Career Development; and the South Carolina Department of Social Services, Division of Early Care and Education. Throughout his career, Dr. Knopf has focused to strengthen systems to do the following: coordinate efforts to leverage existing administrative data to build infrastructure to support data-informed policy decision making; transform professional development for early care and education practitioners; measure and support child and family access to quality childcare services; and facilitate transdisciplinary partnerships among practitioners, policymakers and researchers to improve outcomes for young children and their families.

### **Jon Korfmacher**

Dr. Jon Korfmacher is an Associate Professor at the Erikson Institute in Chicago. His research examines early childhood interventions, parent engagement in early childhood services, and quality assessment, emphasizing workforce training and development. He has worked on numerous research trials focused on home visiting programs as well as other early childhood interventions. Dr. Korfmacher is a member of the management team of the Home Visiting Applied Research Collaborative, a national network funded by the Health Resources and Services Administration. Dr. Korfmacher also consults on research and evaluation of early childhood services both nationally and internationally.

### **Kyong-Ah Kwon**

Dr. Kyong-Ah Kwon is an Associate Professor in the Department of Instruction and Academic Curriculum at the University of Oklahoma-Tulsa. She has extensive teaching experiences as a teacher of young children in both Korea and the U.S. She has established a record of scholarly work regarding parenting, classroom quality, and teachers' well-being and their impact on children's development. Dr. Kwon also led several external grants that contribute to supporting teachers and improving classroom quality and is leading an innovative multidisciplinary research project (Happy Teacher Project) on early childhood teachers' well-being, which has received state and national recognition. Dr. Kwon was recently awarded the Research and Scholarship Award from the Jeanine Rainbolt College of Education at the University of Oklahoma.

### **Shannon Lipscomb**

Dr. Shannon Lipscomb is an Associate Professor of Human Development and Family Sciences at Oregon State University-Cascades. Dr. Lipscomb's research identifies effective ways to build resilience with young children and families facing adversity. Her areas of focus include the following: early care and education for children impacted by trauma; the interplay between children's neurobiological risks (e.g., chemical exposures, genetics) and their early experiences on development; and early childhood programs and systems. She is the lead developer of the Roots of



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Resilience program for early childhood teachers. Dr. Lipscomb also collaborates with community partners across sectors such as health, education, and human services in collective impact approaches to address trauma and its root causes and create cultures of care to nurture resilience.

### **Jennifer LoCasale-Crouch**

Jennifer LoCasale-Crouch conducts research on the supports and systems that influence children during their early school experiences and on how we can best enhance those experiences to support children's development. Her areas of expertise—in which she has authored multiple peer-reviewed manuscripts—include identifying adult beliefs, skills, and behaviors that support children's social and academic outcomes; professional development that enables caregivers to engage in more effective interactions; and ways to implement such professional development supports with high degrees of fidelity. She has extensive experience in the design and implementation of studies in early childhood settings across varying cultural and geographic contexts and in managing large teams of research staff. She also has a strong history of dissemination for both research and practice audiences.

### **Marlene G. Marquez**

Marlene G. Marquez, MSW, completed her bachelor's degree in Social Work in 2015 and her MSW degree from George Mason University in 2017. She is a Human Services Specialist II with the Alexandria Department of Community and Human Services, and she is President of Amigas de la Comunidad. Ms. Marquez's work and interests focus on vulnerable populations such as homeless, immigrant families and children. She has a great interest in family reunification since she experienced this herself. Ms. Marquez hopes to continue to work with immigrant families on the issue of reunification and help to address the many ways in which separation and reunification affect children and families. Previously, Ms. Marquez worked as a community organizer on the Amigas de la Comunidad project, a community-based participatory research project in partnership with undocumented immigrant families in the DC-metro region, and she worked as a family support worker with The Child and Family Network Centers in Alexandria.

### **Carolina Milesi**

Carolina Milesi is a Senior Research Scientist at NORC. For almost a decade, Milesi has served in various leadership roles in the National Survey of Early Care and Education (NSECE). She has led the analysis of the utilization and availability of early care and education, overseen quality control for production of data files and documentation for public and restricted-use access, and supported NSECE data users through training and technical assistance.

### **Shannon Monahan**

Shannon Monahan, Ph.D., is a Deputy Director in Mathematica's Children, Youth, and Families division who focuses on developing early childhood assessments and observational measures, understanding programs that serve young children and their parents, supporting the early childhood workforce, and formulating evidence-based practices for educators. As survey director for the Administration for Children and Families' (ACF's) "Measurement Development Quality of Caregiver-Child Interactions for Infants and Toddlers" (Q-CCIIT) project, she participated in developing and investigating the QCIT measure (formerly the Q-CCIIT measure). As the deputy project director for ACF's "Q-CCIIT Professional Development Tools" project, she contributed to developing and evaluating the We Grow Together professional development system.

### **Julie Morales**

Julie Morales is a Senior Research Associate at James Bell Associates (JBA) with more than 23 years of experience in applied social science research, program evaluation, research design, and statistical methods. Her areas of expertise include the design and implementation of human services program evaluations and the provision of programmatic and evaluation technical assistance. At JBA, Morales serves as project director for the Tribal Evaluation Institute (TEI) funded by the Office of Planning, Research, and Evaluation. TEI has been supporting tribal home visiting (THV) grantees in the areas of evaluation, performance measurement, continuous quality improvement (CQI), and data systems since 2011. TEI is currently supporting ACF on the development, implementation and evaluation of two CQI Collaboratives based on the Breakthrough Series Collaborative model. Dr. Morales has provided evaluation technical assistance to states, tribes, and human services organizations receiving grant funding from the Health Resources and Services Administration, Substance Abuse and Mental Health Services Administration, and ACF's Children's Bureau. Dr. Morales received a Ph.D. in child psychology with a concentration in applied developmental psychology from the University of Minnesota.



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### **Taryn Morrissey**

Dr. Taryn Morrissey is an Associate Professor of Public Policy in the School of Public Affairs at American University. Her work focuses on examining and improving public policies for vulnerable children, including early care and education, nutrition assistance, and public health policies. She is author of “Cradle to Kindergarten: A New Plan to Combat Inequality” (Russell Sage, 2017, 2021). Her ongoing research investigates the effects of family economic instability, neighborhood poverty, child care subsidies, and state paid family leave programs on children’s health and achievement.

### **Sarah Neville-Morgan**

Sarah Neville-Morgan was appointed by State Superintendent of Public Instruction Tony Thurmond to serve as the Deputy Superintendent for the Opportunities for All Branch (OFAB) at the California Department of Education (CDE) in May 2019. In this role, Neville-Morgan oversees a branch with a nearly \$10 billion budget and is responsible for helping all of California’s 6.2 million students—from cradle to career—gain access to quality early learning and childcare, adequate access to nutritious meals, and quality inclusive public education that enhance their well-being, development, and educational potential. She oversees five divisions composed of directors, associate directors, and nearly 700 multi-disciplinary professional staff in early learning and care, afterschool, multilingual learners, nutrition, and special education. Prior to being named Deputy Superintendent, Neville-Morgan served as Director of CDE’s Early Learning and Care Division and provided leadership to ensure high-quality early education programs for young children and their families. In this role, she acted as the State Administrator for the federal Child Care and Development Fund (CCDF) and California’s CCDF State Plan as well as the California State Preschool Program. Previously, she served as Deputy Director of Program Management at First 5 California; Deputy Executive Director of the California Early Learning Council in the CDE’s Policy Office, and an Academic Child Development Specialist at the UC Davis Center for Child and Family Studies. She has also provided child development training to foster care parents and worked in a child care resource and referral agency.

### **Deborah F. Perry**

Deborah F. Perry, Ph.D., is the Director of Research and Evaluation and a Professor at the Georgetown University Center for Child and Human Development. In this role, Dr. Perry provides leadership on a broad portfolio of applied research and rigorous program evaluations. Dr. Perry’s research focuses on approaches to designing and testing preventive interventions for low-income young children and their caregivers. An area of focus for her community-based research is the prevention of perinatal depression in high-risk women. Dr. Perry helped develop the evidence base for the effectiveness of early childhood mental health consultation, evaluating several statewide projects in the Washington DC region. She co-chairs the RAINE group—a think tank focused on mental health consultation policy, practice, and research—and is faculty for the Center of Excellence for Infant and Early Childhood Mental Health Consultation. She also serves as the external evaluator for several federally funded grants including: Washington DC’s Maternal Infant and Early Childhood Home Visiting program, and the SAMHSA-funded early childhood system of care grant in DC. Dr. Perry is the Director of Research for the Georgetown University Health Justice Alliance, a medical-legal partnership that seeks to reduce the effects of health-harming legal issues for vulnerable families in DC.

### **Deborah Phillips**

Dr. Deborah Phillips is a Professor of Psychology and Associated Faculty in the Public Policy Institute at Georgetown University. She was the first Executive Director of the Board on Children, Youth, and Families of the National Research Council and the Institute of Medicine and served as Study Director for the Board’s report: “From Neurons to Neighborhoods: The Science of Early Child Development.” She also served as President of the Foundation for Child Development, Director of Child Care Information Services at the National Association for the Education of Young Children (NAEYC), and as a Society for Research in Child Development Congressional Science Fellow on the staff of Congressman George Miller. Her research focuses on the developmental effects of early childhood programs for both typically developing children and those with special needs, including research on child care, Head Start, and pre-Kindergarten programs.

### **Ann Rivera**

Ann Rivera began her federal career as a Society for Research in Child Development Executive Branch Policy Fellow at OPRE. Ann’s portfolio focuses broadly on increasing access to high-quality early care and education and improving human services for low-income and vulnerable children and families. To date, Ann’s portfolio at ACF includes the following: Child Care and Early Education Policy Research Consortium, Child Care Research Scholars, Early Childhood Training and Technical Assistance Cross-System Evaluation Project, National Research Center on Hispanic Children and Families, and Professional Development Tools to Improve the Quality of Infant and Toddler





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Care. In addition, Ann works on a variety of internal projects intended to communicate and bridge research to practice more effectively and to promote cultural and linguistic responsiveness in ACF services. While completing her doctoral training, Ann provided research support to community agencies in New York City, using survey, quasi-experimental, ethnographic, and participatory research methods. Ann received a B.A. in Religion from Haverford College and a Ph.D. in Community Psychology from New York University.

### **Kristina Rosinsky**

Kristina Rosinsky is a Research Scientist II at Child Trends. Ms. Rosinsky currently directs a project focused on how human-centered design (HCD) can be used in the human services context. This project involves a literature review about HCD and a pilot study to examine the implementation, feasibility, and evaluability of HCD in human services programs. Ms. Rosinsky also directed a project that used HCD to design a tool to promote connections between home visiting programs and other community services. In addition to her HCD-related work, Ms. Rosinsky leads and contributes to other projects in the early childhood and child welfare research areas. Before joining Child Trends, Ms. Rosinsky worked at the Center for Juvenile Justice Reform (CJJR) at Georgetown University. Ms. Rosinsky earned a Masters of Public Policy at Georgetown University's McCourt School of Public Policy, where her thesis was a quantitative analysis of the relationship between enrollment in publicly funded preschool and fourth-grade math test scores. She also graduated magna cum laude from the University of Maryland, College Park with a Bachelor of Arts in Government and Politics.

### **Heather Sandstrom**

Heather Sandstrom, Ph.D., is a Principal Research Associate in the Center on Labor, Human Services, and Population at the Urban Institute. Her research targets policies related to early childhood home visiting, Head Start and Early Head Start, and child care access and quality. She is project director of the "Home Visiting Career Trajectories Study," which explores the characteristics, qualifications, and career pathways of early childhood home visitors through a national survey of the home visiting workforce and site visits to local implementing agencies receiving MIECHV funding. She also leads the "District of Columbia Child Care Policy Research Partnership Study," which examines the supply of quality care in the District and the implementation of a new quality rating and improvement system.

### **Sheila Self**

Sheila Self is an Education Administrator for the Learning and Innovation and Improvement Office, Early Learning and Care Division, and California Department of Education. She has worked collaboratively between special education and early education for many years. Currently, she is responsible for the Child Care Development Block Grant State Plan and Quality funding and programs.

### **Julia Mendez Smith**

Julia Mendez Smith, Ph.D., is a Professor of Psychology and she directs the School Readiness and Parenting Lab at the University of North Carolina at Greensboro. Dr. Mendez Smith also co-leads the Early Childhood Education (ECE) focus area of the federally-funded National Research Center on Hispanic Children and Families. As part of this center, she executes a research agenda that examines the diverse needs and opportunities regarding access and utilization of ECE by Hispanic populations. She was also the Principal Investigator for two multi-year, multi-site ACF-funded federal grants examining home-school relationships, family processes, and Head Start children's academic and behavioral outcomes with African American and Hispanic immigrant children and families. Dr. Mendez Smith served as a Core Advisor and TWG member for ACF's Center on the Early Care and Education of Dual Language Learners (2009-2014). She is an expert in the conduct of culturally competent research methods and community-based service delivery. She has over 20 years of on-the-ground research experience in elementary schools and Head Start programs, and she has published her research in top tier journals such as "Child Development," "Early Education and Development," "Early Childhood Research Quarterly," and "Cultural Diversity and Ethnic Minority Psychology." She serves on several editorial boards and is also a licensed clinical psychologist in the state of North Carolina.

### **Patricia Snyder**

Patricia Snyder is a University of Florida Distinguished Professor and the inaugural recipient of the David Lawrence Jr. Endowed Chair in Early Childhood Studies at the University of Florida where she directs the Anita Zucker Center for Excellence in Early Childhood Studies. Dr. Snyder's research is focused on developing, validating, and evaluating interventions for infants, toddlers, and preschoolers with or at risk for disabilities or those with social and behavioral challenges; and professional learning to support the implementation of evidence-based practices. Over the course of her career, Dr. Snyder has held various roles in interdisciplinary early intervention and early learning programs for young children from birth to age 5, their families, and the personnel who support them. She brings to each position an



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unwavering commitment to integrate and improve interdisciplinary and cross-sector systems, services, and supports to enhance the quality and effectiveness of early intervention and early learning.

### **Ann Stacks**

Ann Stacks is the Director of the Infant Mental Health Program at Wayne State University. Her research focuses on malleable caregiving factors associated with both parent and teacher responsive interactions in young children, particularly the role of reflective functioning. She is also interested in interventions that promote reflective functioning.

### **Deborah Stipek**

Dr. Deborah Stipek's scholarship concerns early childhood and elementary education, focusing on math and motivation. In addition to her scholarship, Dr. Stipek has an interest in policies affecting young children and early childhood education. For five years, she served on the Board on Children, Youth and Families at the National Research Council. She also was the Chair of National Research Council Committee for Increasing High School Students' Engagement and Motivation to Learn and directed the MacArthur Foundation Network on Teaching and Learning. She currently chairs the Heisting-Simons Development and Research on Early Math Education Network. While a Professor at UCLA, Dr. Stipek served as Director of the Corinne Seeds University Elementary School and the Urban Education Studies Center. She was subsequently Dean of the Graduate School of Education at Stanford for 12 years.

### **Brittany Suralta**

Brittany Suralta is the Senior Manager at Cook Inlet Tribal Council (CITC). She has 20 years of experience working with the public; 13 years of experience with direct service delivery for programs; 7 years of experience overseeing CITC eligibility services; 7 years of experience overseeing the CITC CCDF program; and 4 years of experience managing and coordinating grants. She earned a Master of Science in Industrial Organizational Psychology from Northcentral University.

### **Kathryn Tout**

Kathryn Tout is Vice President of Early Childhood Research and Partnerships at Child Trends and oversees projects in Child Trends' Minnesota office. Her research focuses on policies and programs to improve the quality of early care and education, families' access to quality settings, and opportunities to support the early childhood workforce. She is committed to building capacity in the early childhood field for continuous improvement and progress monitoring toward equitable experiences and outcomes for young children and their families. She is the Principle Investigator (PI) for the Culture of Continuous Learning project with the Office of Planning, Research, and Evaluation (OPRE) which assesses the feasibility of implementing a Breakthrough Series Collaborative in child care and Head Start programs. Kathryn is the co-PI on an OPRE contract to support the provision of expert consultation, data collection, assessment, and analysis in child care and early education policy and research (CCEEPRA). She is also the PI on the Minnesota Child Care Policy Research Partnership. She currently leads Child Trends' partnerships in the National Collaborative for Infants and Toddlers (Pritzker Foundation) and the "Early Childhood Health Equity Landscape" project (Robert Wood Johnson Foundation). Kathryn also directs Child Trends' role as a partner in the National Center on Early Childhood Quality Assurance. Kathryn has a Ph.D. in Child Psychology from the University of Minnesota, a Master's in Public Policy from the University of Chicago, and a B.A. from Macalester College.

### **Mallory Warner-Richter**

Mallory Warner-Richter is currently a Research Scientist in the early childhood research area at Child Trends. For over a decade, she has worked with policy, system, and program leaders to better understand the impacts of their policies, how these policies work, and how to make them work better. Mallory has extensive experience in policy analysis and program evaluation in the area of early care and education (ECE). She has worked with ECE systems (Child Care and Early Education Policy Research and Analysis Project) and quality improvement (Detroit Early Learning Coaching Initiative Evaluation, Vermont STARS QRIS Validation and Evaluation, and Evaluation of Success by 6 in Philadelphia), as well as professional development and the ECE workforce initiatives (Evaluation of the Minnesota R.E.E.T.A.I.N. Wage Supplement program, Examination of the Facilitators and Barriers to Professional Development in the National Survey of Early Care and Education, SCOPE coaching study, Evaluation of the National Governors Association ECE Workforce 2.0 Policy Academy). Mallory specializes in mixed-method studies and brings expertise in methods that elevate the perspectives of those directly impacted by policies and programs (e.g., developmental evaluation, stakeholder engagement, rapid-cycle evaluation). She has a Master's of Public Policy from the University of Minnesota, and a bachelor's degree in Social Work from Concordia College.



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### **Sarah Watamura**

Dr. Sarah Watamura and her research team in the Child Health & Development lab are interested in how young children manage stress and challenge and the consequences stress and challenge pose not only for their health, but also for their developing cognitive and social-emotional systems. The Buffering Toxic Stress Consortium (current laboratory work) focuses on the unique stresses and buffers in recent immigrant families, validating the construct of toxic stress and offering a promising intervention for mitigating the effects of toxic stress in a sample of young children enrolled in Early Head Start. Research populations include the following: children birth to age 8, ECE communities, families living in poverty, and recent immigrant families.

### **Andrew Williams**

Andrew Williams is the Division Director of the Planning, Data, and Policy Division within the Office of Child Care (OCC), Administration for Children and Families, U.S. Department of Health and Human Services. The OCC administers the Child Care and Development Fund (CCDF) by overseeing implementation of State, Territorial and Tribal programs. The CCDF is a multi-billion dollar funding stream that helps low-income families to pay for child care so they can work or attend training/education. The program also promotes children's learning and development by improving the quality of child care. The OCC's Policy Division provides guidance on federal rules and laws related to CCDF, oversees child care administrative data collection efforts, and manages budget formulation and performance measurement activities.

### **Pam Winton**

Pam Winton is a retired Senior Scientist at the FPG Child Development Institute and Research Professor at the School of Education at University of North Carolina-Chapel Hill. She has been involved in early childhood research, outreach, professional development, and scholarly publishing related to early childhood for the last three decades. Her teaching and research have focused on inclusion, interdisciplinary and cross sector collaboration, family-professional collaboration, and professional learning. She has directed a number of national centers focused on bringing an evidence-based practice approach to professional development in key early childhood content such as inclusion.

### **Claire Vallotton**

Claire Vallotton is an Associate Professor and Director of Graduate Studies in Human Development and Family Studies at Michigan State University. She is the founding coordinator of the Collaborative for Understanding the Pedagogy of Infant/Toddler Development (CUPID), which aims to improve the preparation of preservice child development university students. Her areas of research are the early development and integration of cognitive, linguistic, and social-emotional skills within the context of caregiver-child relationships, family risks, and culture.

### **Beth Van Horne**

Dr. Beth Van Horne is an Assistant Professor at Baylor College of Medicine and Director of Research for the Section of Public Health & Child Abuse Pediatrics. Her research interests include postpartum depression, perinatal substance use, maternal mortality, caregiver support programs, mental/behavioral health, child maltreatment, and services/programs for foster and at-risk families.

### **Sara Vecchiotti**

Dr. Sara Vecchiotti is the Vice President of Research and Program Innovation at the Foundation for Child Development and is responsible for research, program/grant development and monitoring, as well as communications strategies. Prior to this position, Dr. Vecchiotti served as the Chief Operating Officer for Lutheran Social Services of New York, overseeing all social service programs including, early care and education, special education, immigration services, and homeless housing among other issues. Dr. Vecchiotti has also held several leadership positions at the New York City Administration for Children's Services within the Division of Early Care and Education. Dr. Vecchiotti has completed the Society for Research in Child Development (SRCD) Congressional Fellowship in the Office of Senator Jeff Bingaman working on early care and education policy and SRCD's Executive Branch Fellowship in the Office of Child Care at the U.S. Department of Health and Human Services in the Administration for Children and Families. She has also held fellowships at the Foundation for Child Development; Yale Child Study Center; Teachers College, Columbia University; and the Edward Zigler Center in Child Development and Social Policy. Dr. Vecchiotti holds a doctorate degree in applied developmental psychology from Fordham University and law degree from New York Law School. Additionally, she is a graduate of Mount Holyoke College.



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### **Colleen K. Vesely**

Colleen K. Vesely, Ph.D., is an Associate Professor of Human Development and Family Science and Early Childhood Education in the College of Education and Human Development at George Mason University in Fairfax, Virginia. Her work examines the experiences of diverse, marginalized, and minoritized young children and their families. In addition, Dr. Vesely's work focuses on family engagement, particularly among families from diverse racial, ethnic, socioeconomic, linguistic, and ability backgrounds. Dr. Vesely uses a Community-Based Participatory Research (CBPR) approach to understand Central American immigrant families' experiences of trauma and resilience, and how these experiences shape families' navigation and negotiation of parenthood in the U.S., including experiences accessing ECE programs and providers and engaging with public schools. A second area of work focusses on early childhood education teachers' ecosystemic well-being, more specifically, how this shapes teachers' interactions with young children. Dr. Vesely's work is published in numerous scholarly journals. Dr. Vesely teaches courses focused on family engagement in early childhood care and education, qualitative methods, and family processes and dynamics. In 2001, Dr. Vesely received her Ph.D. in Family Science from the University of Maryland, College Park.

### **Martha Zaslow**

Martha (Marty) Zaslow, Ph.D., is SRCD's Interim Executive Director. Dr. Zaslow's responsibilities include overseeing staff and business operations of the Society and working in partnership with the Governing Council, Committees, and Caucuses to further SRCD's strategic goals. Dr. Zaslow is also a Senior Scholar at Child Trends. She serves on the scientific advisory committee for the U.S. Department of Health and Human Services Administration for Children and Families National Research Conference on Early Childhood. Previously, Dr. Zaslow served as the Director for Policy at SRCD, where she led efforts to disseminate research to decision-makers, updated SRCD members about policy developments, and worked to strengthen SRCD's Policy Fellows Program. She also was a member of the National Academies of Science, Engineering and Technology Consensus Committees on Developmental Outcomes and Assessments of Young Children.





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