



NRCEC 2022

Conference Program

June 27 - 29, 2022

www.nrcec.net

PRESENTED BY:

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

WITH PLANNING BY:

American Institutes for Research

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Planning Committee and Session Developers

Planning Committee

Melissa Brodowski

Office of Early Childhood Development
Administration for Children and Families

Amanda Bryans

Office of Head Start
Administration for Children and Families

Rachel Chazan Cohen

University of Connecticut

Wendy DeCoursey

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Society for Research in Child Development

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Jenessa Malin

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Administration for Children and Families

Ivelisse Martinez-Beck

Office of Planning, Research, and Evaluation
Administration for Children and Families

Kelsey McKee

SRCD Fellow, Office of Head Start
Administration for Children and Families

Sara Vecchiotti

Foundation for Child Development

Martha Zaslow

Society for Research in Child Development and Child Trends

Session Developers

Anne Douglass

University of Massachusetts Boston

Mary Louise Hemmeter

Vanderbilt University

Sarah Lang

The Ohio State University

Chrishana Lloyd

Child Trends

Rasheed Malik

Center for American Progress

Cynthia Osborne

Vanderbilt University

Julia Mendez Smith

University of North Carolina at Greensboro

Christina Weiland

University of Michigan



Funding Agency and Planning Organizations

Funding Agency

Office of Planning, Research, and Evaluation

Office of Head Start

Administration for Children and Families

U.S. Department of Health and Human Services



Planning Organizations

American Institutes for Research (AIR)

Annie Chinnici Oliver

Senior Project Director

Jessica Cruttenden

Meeting Manager

Emily Bzdega

Meeting Planner

Kelly Anne Johnson

Graphic/Web Designer

Chiara Matriccino

Graphics/Digital Media Specialist

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Sara Vecchiotti

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Rachel Chazan Cohen

Associate Professor

Frank Porter Graham Child Development Institute

Iheoma U. Iruka Founding Director,

Equity Research Action Coalition;

Faculty Fellow

Society for Research in Child Development (SRCD)

Nancy E. Hill

President

Saima K. Hedrick

Executive Director

Kelly R. Fisher

Director for Policy

Martha Zaslow

Senior Advisor

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Cooperating Organizations

We wish to thank the Cooperating Organizations for their efforts to support NRCEC 2022 by promoting the conference in emails, newsletters, and on their websites. Make sure to click on the Cooperating Organizations tab in the NRCEC 2022 Virtual Venue to visit their virtual exhibit booths!

ACF's Office of Child Care

ACF's Office of Early Childhood Development

ACF's Office of Head Start

ACF's Office of Planning, Research, and Evaluation

African American Child and Family Research Center, Morehouse School of Medicine

American Psychological Association

American Public Human Services Association

CCDF Policies Database, Urban Institute

Child and Family Data Archive at ICPSR

Child Care & Early Education Research Connections

Child Welfare Information Gateway

Foundation for Child Development

Global Alliance for Behavioral Health and Social Justice

Institute of Education Sciences, U.S. Department of Education

Maternal and Child Health Bureau, HRSA

National Association for Welfare Research and Statistics

National Center for Children in Poverty

National Center for Preschool Development Grants Birth Through Five Technical Assistance

National Center on Afterschool and Summer Enrichment

National Center on Child Care Subsidy Innovation and Accountability

National Center on Early Childhood Development, Teaching, and Learning

National Center on Parent, Family, and Community Engagement

National Head Start Association

National Research Center on Hispanic Children and Families, Child Trends

NIH Transformative Research to Address Health Disparities & Advance Health Equity Common Fund Program

Prevent Child Abuse America

Society for Research in Child Development

Women's Bureau, U.S. Department of Labor



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.

| | | | |
|----------------------------|--------------------------|-----------------------------|-------------------------|
| Rachel Albert | Kezia Carpenter | Jolanta Dohrmann | Avery Hennigar |
| Amal Al-Dawoud | Willie Carrington | Jennifer Duffy | Jeffrey Herron |
| Salwa Al-Harbi | Sarah Caverly | Kathleen Dwyer | Robin Hojnoski |
| Charles Alvarado | Ellen Cervantes | Stacy Ehrlich | Emily Holm Tobin |
| Erin Anderson | Jennifer Chapman | Samantha Ellner | Soo-Young Hong |
| Kirsten Anderson | Feiyan Chen | Kim Engelman | Alison Hooper |
| Sheila Anderson | Cheryl Clark | Richard Fabes | Eunhye Hur |
| Ann Bailey | Mara "Shelley" Clarke | Negar Fatahi | Jason Hustedt |
| Erin Bailey | Kelsey Clayback | Amanda Ferrara | Min Hwangbo |
| Tyson Barker | Ayse Cobanoglu | Peter Fiduccia | Marilou Hyson |
| Melissa A. Barnett | Katari Coleman | Jennifer Finders | Nneka Ibekwe- Okafor |
| Sandra Barrueco | Molly Collins | Roseanne Flores | Seema Jacob |
| Lori Bass | Michael Connor | Allison Friedman- Krauss | Elizabeth Jaeger |
| Amber Beisly | Cara Cuccuini- Harmon | Maria Fusaro | Matthew Jamnik |
| Johanna Bernard | Lauren Cycyk | Erika Gaylor | Jade Jenkins |
| Sandra Bishop | Kimberly Dadisman | Keri Giordano | Lieny Jeon |
| Kathryn Black | Janese Daniels | Monica Gordon | Summer Jones |
| Maria Blanco | Alexandra Daro | Pershey | Victoria Jones |
| Miriam Elizabeth Bowman | Cecily Davis | Paula Grubbs | Melissa M Jozwiak |
| Richard Brandon | Barbara DeBaryshe | Chelsea Guillen | Srimathi Kannan |
| Sarah Breen | Lydia DeFlorio | Robert Gundling | Donna Karno |
| Billi Bromer | Courtney Dewhirst | Erika Gustafson | Kathy Katz |
| Joseph Byrd | Guadalupe Díaz | Dietz | Grace Keengwe |
| Margo Candelaria | Lara | Eugenia Gwynn | Grace Kelley |
| Jill Cannon | Tracie Dickson | Madlene Hamilton | Cara Kelly |
| Jes Cardenas | | Lori Hayes | Hengameh Kermani |
| | | Gladys Haynes | |



| | | | |
|-----------------------|-------------------------------|-------------------------|------------------------------|
| Elisa Klein | Stacey Neuharth- Pritchett | Leticia Scott | Wakabayashi |
| Melissa Kull | Nicole O'Dea | Ridhi Sethi | Melissa Walter |
| Dawn Kurtz | Tasha Olson | Ashley Shafer | Clare Waterman |
| Danielle Labotka | Julia O'Sullivan | Harshini Shah | Allison Wilson |
| Doré LaForett | Remy Pages | Maria Shaheen | Christina Wood |
| Sarah Lang | Cinthia Palomino | Omair Shamim | Yiqing Xu |
| Naneida Lazarte | Carlomagno Panlilio | Nurit Sheinberg | Hsiu-Wen Yang |
| Kathryn Leech | Parisa Parsafar | Jonghee Shim | Donald Yarosz |
| Jim Lesko | Ann Partee | Elizabeth Short | Noreen Yazejian |
| Laura Lessard | Anne Partika | Mary Jane Shuker | Gloria Yeomans- Maldonado |
| Kanna Lewis | Sarah Pedonti | Jacqueline Sims | Yudong Zhang |
| Joyce Lin | Carla Peterson | Joanna Skourletos | Erica Zippert |
| Michael Little | Aelesia Piscella | Gerilyn Slicker | |
| Yang Liu | Toni Porter | Karrie Snider | |
| Kimberly Lucas | Cathy Qi | Katherine Speirs | |
| Melissa Lucas | Amanda Quesenberry | Mattyna Stephens | |
| Jennifer Lynberg | Tingting Reid | Jiyoung Tabone | |
| Keri Madsen | Kathy Reschke | Louisa Tarullo | |
| Katie Mathew | Gary Resnick | Erin Tebben | |
| Meghan McCormick | Brad Richardson | Nicole Telfer | |
| Meaghan McKenna | Hillary A. Robertson | Catherine Todd | |
| Danielle Mead | Donna Ruhland | Amy Treat | |
| Julia Mendez | Brooke Rumper | Alyn Turner | |
| Lucía Méndez | Jaclyn Russo | Dimple Vadgama | |
| Shelley Metzenbaum | Amanda Rutter | Rosa Valdes | |
| Lori Meyer | Virginia Salo | Bethanie Van Horne | |
| Amanda Milliken | Brook Sawyer | Lauren van Huisstede | |
| Darcy Mitchell | Sara Schmitt | Colleen Vesely | |
| Hannah Mudrick | Alana Schnitz | Regan Vidiksis | |
| Christina Mulcahy | David Schultz | Timea Viragh | |
| Casey Mullins | | Virginia Vitiello | |
| | | Tomoko | |



Conference Agenda Overview

Virtual Venue Homepage

Welcome Remarks from ACF Leadership

Monday, June 27, 2022

11:00 A.M. – 12:30 P.M.: OPENING PLENARY SESSION

101 - *Addressing Historical Inequities in Early Care and Education: Strategies to Support Workforce Equity*

12:30 P.M. – 12:45 P.M.: BREAK

12:45 P.M. – 2:15 P.M.: BREAKOUT SESSIONS (Sessions 102-107)

102 - *Understanding and Improving the Well-Being of the Early Childhood Workforce: Innovative Research and Practice (Poster Symposium)*

103 - *Improving Quality Environments and Relationships in Center-Based Early Head Start: Evidence from a Multi-Site Consortium*

104 - *Understanding and Accounting for Researcher Positionality*

105 - *Family Child Care Educator Perspectives: Implications for Designing Responsive Systems*

106 - *Supporting a Thriving Early Childhood Home Visiting Workforce through Effective Hiring, Preparation, and Supervision*

107 - *Child Care in Crisis: How a Pandemic Exposed our Inadequate Care Infrastructure, Affecting Parents, Children, and the Early Childhood Workforce*

2:15 P.M. – 2:30 P.M.: BREAK



2:30 P.M. – 3:30 P.M.: POSTER SESSION

Gallery A: Early Childhood Workforce

Topics include: Well-being and Self-sufficiency; Compensation; In-service and Pre-service Professional Development; Workforce Equity; Recruitment and Retention; and Workforce Supports and Interventions

Gallery B: Early Childhood Policies and Systems

Topics include: Federal, State, and Local Policy; Policy Impacts; System-level Coordination and Collaboration; System-Level Data Integration; System-level Pandemic Impacts or Disruptions; and Federal, State, or Local-level Programs, Services, or Efforts

3:30 P.M. – 3:45 P.M.: BREAK

3:45 P.M. – 5:15 P.M.: BREAKOUT SESSIONS (Sessions 108-113)

108 - *Examining the Impact of COVID-19 and Pandemic-Related Policies on Child Care Providers (Poster Symposium)*

109 - *Strengths-Based and Culturally Responsive Approaches to Parenting: The Impact of Co-Developed Interventions*

110 - *MIECHV Learning Agenda and Findings from Select MIECHV-Funded Data, Continuous Quality Improvement, and Evaluation Projects*

111 - *Increasing ECE Compensation: Policies Promoting ECE Workforce Well-Being and the Continuity and Quality of ECE*

112 - *Early Head Start Unpacked: What's the Latest on How It Works?*

113 - *Economic and Psychosocial Costs of ECE Instability for Low-Income Latine Families*



TUESDAY, JUNE 28, 2022

11:00 A.M. – 12:30 P.M.: BREAKOUT SESSIONS (Sessions 201-206)

201 - *Stability of Subsidized Child Care: Influential Policies and Factors (Poster Symposium)*

202 - *The Role of Family Services and Program Experience in Early Head Start and Head Start*

203 - *The Pitfalls, Potential, and Promise of Continuous Quality Improvement in Early Care and Education (State of the Field Synthesis Session)*

204 - *Building a Diverse, Skilled, and Stable Early Care and Education Workforce through Apprenticeship Programs*

205 - *Neighborhood Resources and Race/Ethnicity: Unpacking Critical Mechanisms Associated with Children's School Readiness Skills*

206 - *Costs and Funding in Child Care and Early Education*

12:30 P.M. – 12:45 P.M.: BREAK

12:45 P.M. – 1:45 P.M.: POSTER SESSION

Gallery C: Children's Outcomes and Development

Topics include: School Readiness; Social-emotional Skills/Challenging Behaviors; Mental Health, STEM Skills, Cognitive Development/Executive Functioning; Language and Literacy Skills; Kindergarten Entry and Transitions; Measurement and Assessment of Children's Outcomes and Development; and Interventions to Support Children's Outcomes and Development

Gallery D: Early Childhood Programming and Service Delivery

Topics include: Quality and Effectiveness; Program Experiences; Improvement Efforts; Implementation; Teaching or Staff Practices; Culturally-responsive Practice; and Assessment and Measurement Approaches

1:45 P.M. – 2:00 P.M.: BREAK



2:00 P.M. – 3:30 P.M.: BREAKOUT SESSIONS (Sessions 207-212)

207 - *Conceptualizing and Supporting the Well-Being of the Early Childhood Education Workforce: Head Start University Partnership Research (Poster Symposium)*

208 - *Supporting Children and Families through a Pandemic: Head Start's Response to the Challenges of COVID-19*

209 - *Implementation of At-Scale Professional Development in ECE*

211 - *Infant and Early Childhood Mental Health Consultation: Advancing the Evidence Base*

212 - *New Insights on the Decline of Family Child Care*

3:30 P.M. – 4:00 P.M.: BREAK

4:00 P.M. – 5:30 P.M.: BREAKOUT SESSIONS (Sessions 213-218)

213 - *Scaling Quality and Equity in Mixed Delivery Public Preschool Systems: What We Know When Rubber Hits the Road (State of the Field Synthesis Session)*

214 - *Reaching Families: Connecting Research and Technical Assistance to Strengthen Outreach and Engagement of Families in Early Childhood and Home Visiting Programs (Roundtable Discussion)*

215 - *Insights and Innovations: How Lessons from the Pandemic Can Strengthen Home Visiting*

216 - *Classroom Supports for Diverse Dual Language Learners*

217 - *State Efforts to Support the Competencies of the Infant and Toddler Workforce*

218 - *Child Care Access for Parents with Nontraditional Work Schedules*



Wednesday, June 29, 2022

11:00 A.M. – 12:30 P.M.: BREAKOUT SESSIONS (Sessions 301-306)

301 - *Early Childhood Exclusionary Discipline: Definitions, Impact, and Seeking Solutions (Poster Symposium)*

302 - *Children's Utilization of Early Care and Education and Kindergarten Outcomes: For Whom? In What Settings?*

303 - *Exploring Variation in Treatment Effects of Early Care and Education Interventions: Moving Beyond the Main "Impact"*

304 - *Addressing the Early Care and Education Workforce Crisis: What Do We Know About Sustaining the Workforce?*

305 - *Promoting Children's Social and Emotional Development – The Time is Now (State of the Field Synthesis Session)*

306 - *Opportunities for Equitable Early Learning: Measures for Early Success*

12:30 P.M. – 12:45 P.M.: BREAK

12:45 P.M. – 1:45 P.M.: POSTER SESSION

Gallery E: Parents and Families

Topics include: Family Well-being and Self-sufficiency; Parenting and Parent-Child Relationships; Home Visiting; Family Access; Utilization and Participation in Early Childhood Programs; Family Engagement in and Experiences with Early Childhood Programs; and Supports and Interventions for Parents and Families

1:45 P.M. – 2:00 P.M.: BREAK

2:00 P.M. – 3:30 P.M.: BREAKOUT SESSIONS (Sessions 307-312)

307 - *Long-term Effects of North Carolina Pre-K in Context: Exploring Interrelationships with ECE, School, and District Environments*



308 - *Coordinated Services to Support Children and Families*

309 - *Data Deep Dive: Engage with Experts about Child and Family Data Archive Datasets*

310 - *Competency-Focused Virtual Professional Development and Lessons Learned from COVID-19*

311 - *New Perspectives on Leadership in Early Care and Education*

312 - *Understanding Workforce Well-Being During the COVID-19 Pandemic: Confronting Trauma and Racism in Early Care and Education*

3:30 P.M. – 3:45 P.M.: BREAK

3:45 P.M. – 5:15 P.M.: CLOSING PLENARY SESSION

313 - *Creating a System of Care for Infants and Toddlers – A Discussion with State Leaders*



Virtual Venue Homepage

Welcome Remarks from ACF Leadership

PRESENTERS

Katie Hamm, Deputy Assistant Secretary for Early Childhood Development, Office of Early Childhood Development and Acting Director, ACF's Office of Head Start

Ruth Friedman, Director, ACF's Office of Child Care

MONDAY, JUNE 27, 2022

11:00 A.M. – 12:30 P.M.: OPENING PLENARY SESSION

101 *Addressing Historical Inequities in Early Care and Education: Strategies to Support Workforce Equity*

WELCOME REMARKS

Emily Schmitt, ACF's Office of Planning, Research, and Evaluation

CHAIR

Chrishana M. Lloyd, Child Trends

PRESENTERS

Chrishana M. Lloyd, Child Trends

Dawn A. Yazzie, Center of Excellence for Infant and Early Childhood Mental Health Consultation

Michelle Sarche, Colorado School of Public Health, University of Colorado Denver

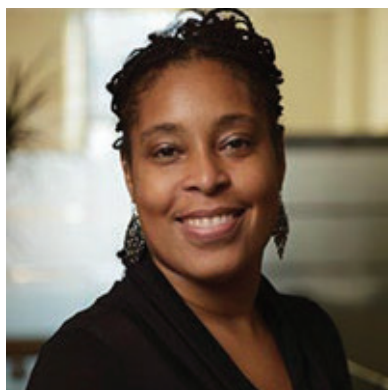
Marcy Whitebook, Center for the Study of Child Care Employment, University of California, Berkeley

ABSTRACT

Early care and education (ECE) has been found to be an important strategy for supporting the positive development of young children. At the same time, the ECE field has been grappling for years about how best to ensure fair and equitable compensation for workers, a key component of employee retention and important for ensuring access to high-quality ECE programming for families and children. Alongside this issue, the COVID-19 pandemic has resulted in the shrinking of the ECE workforce, which has been catalyzed in part by safety concerns as well as individuals' broader evaluations of their professional lives. The end result, a phenomenon coined, "The Great Resignation" is forcing ECE, like many other sectors, to contend with how best to retain staff. In this session, we will provide a first-of-its-kind historical overview of how the roots of inequities in ECE along racial and gender lines in the U.S. are linked to workforce compensation disparities that are still felt today. We also will draw on this history and other research, to explore pathways to move forward. This dynamic discussion will be facilitated by a moderator and include opportunities for audience participation.



PLENARY PRESENTER BIOGRAPHIES

**Chrishana M. Lloyd**

Chrishana M. Lloyd, Ph.D., is a nationally recognized expert on the study and implementation of interventions to support early childhood professionals in environments such as home- and community-based child care settings and Head Start. She has more than 20 years of experience in the social science and education fields and considerable experience with applied community-based research and technical assistance using a racial equity lens. Dr. Lloyd has served as the primary investigator (PI) and/or lead implementation researcher on both federally and privately funded research projects. A common theme throughout her career is the integration of research and policy to inform and support the application of equitable and high-quality educational and human service practices. Dr. Lloyd's current work includes leading the evaluation of multiple technical assistance approaches that support home-based

child care professionals across a range of settings; leading stakeholder engagement processes for the federally funded Measuring Implementation Quality in MIECHV-Funded Evidence-Based Home Visiting Programs Project; serving as a senior researcher on a collaborative project between the University of North Carolina at Chapel Hill and Child Trends on Black Family, Infant, and Toddler Equity; and supporting a growing body of work linking early care and education, housing instability, and homelessness. Dr. Lloyd has led or served on federal and state-level early childhood-focused workgroups and has consulted with many education and social service agencies, including the Bank Street Education Center and the National Association of Social Workers. She has also authored numerous reports, articles, and technical assistance resources on early childhood interventions and supports for implementation, and actively uses innovative research methods like eco mapping and audio and video taping strategies to support and understand the work of professionals who work with families and young children.

**Dawn A. Yazzie**

Dawn A. Yazzie currently works part-time as an Early Childhood Mental Health Consultant (ECMHC) on the Navajo reservation in Arizona; and also as a Technical Assistance Specialist with the Center of Excellence for Infant and Early Childhood Mental Health Consultation (CoE for IECMHC). Dawn has experience in providing mental health consultation to early care directors, teachers, and providers on the Navajo reservation. As a part of this work, she also provides mental health consultation to home visitors on the Navajo reservation. Dawn has been able to incorporate traditional Navajo cultural perspectives into the early childhood best practices trainings when working on the Navajo Nation. Dawn provides presentations on her work as an ECMHC on the Navajo Nation as a part of professional development for technical assistance providers for Arizona's FTF Quality First

program, early childhood professionals, and Infant-Toddler Mental Health professionals. Dawn also serves as a health board member for an Indian Health Services contracted Self-Determination ('638) hospital, and as Chair of the First Things First – Navajo Nation Regional Partnership Council. Dawn has earned a Master of Arts in Counseling Psychology from Northern Arizona University in Flagstaff, AZ.

BREAKOUT SESSIONS
12:45 P.M.-2:15 P.M.

Michelle Sarche

Michelle Sarche, Ph.D., is an Associate Professor in the Centers for American Indian and Alaska Native Health, at the University of Colorado Anschutz Medical Campus, Colorado School of Public Health, Aspen Ascend Fellow, and citizen of the Lac Courte Oreilles Band of Ojibwe. Trained as a clinical psychologist, Dr. Sarche has worked with American Indian and Alaska Native communities for over 25 years. Her work has focused on children's development, parenting, and early care and education programs such as Head Start, Home Visiting, and Child Care. Her current projects include the Tribal Early Childhood Research Center, the Native Children's Research Exchange Conference, the American Indian and Alaska Native Head Start Family and Child Experiences Survey Workgroup, the Multi-site Implementation Evaluation of Tribal Home Visiting, and two projects focused on alcohol-exposed pregnancy prevention among Native women. Dr. Sarche also co-directs the Native Children's Research Exchange Scholars program which supports the career development of American Indian and Alaska Native and other early career researchers whose work focuses on Native children's development. Dr. Sarche's work is supported by funding from the Administration for Children and Families, the National Institute on Drug Abuse, and the National Institute on Alcohol Abuse and Alcoholism.


Marcy Whitebook

Marcy Whitebook began her professional life as an infant and toddler and preschool teacher and understands the relationship between appropriate preparation, support, and compensation for early educators and the quality of services for young children. Early in her career, Marcy and a handful of other teachers set out to improve early care and education services by securing rights, raises, and respect for the early childhood workforce. Prior to her current work as the founding director of the Center for the Study of Child Care Employment at the University of California, Berkeley, Marcy founded the Washington-based Center for the Child Care Workforce (CCW), an organization she began in 1977 as the Child Care Employee Project. She earned a master's degree in Early Childhood Education from UC Berkeley and a Ph.D. in Developmental Studies from the UCLA Graduate School of Education.

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12:30 P.M. – 12:45 P.M.: BREAK

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12:45 P.M. – 2:15 P.M.: BREAKOUT SESSIONS (Sessions 102-107)

102

Understanding and Improving the Well-Being of the Early Childhood Workforce: Innovative Research and Practice (Poster Symposium)

CHAIR

Laura Lessard, University of Delaware

PRESENTERS

Laura Lessard, University of Delaware

Jamlick Bosire, University of Nebraska, Lincoln

Elizabeth Ann Deaton Wacker, Butler Institute for Families, Graduate School of Social Work, University of Denver



Charlotte Farewell, Rocky Mountain Prevention Research Center,
University of Colorado
Xiangyu Zhao, Johns Hopkins University School of Education
Holly Hatton-Bowers, University of Nebraska, Lincoln
Kyong-Ah Kwon, University of Oklahoma

DISCUSSANT

Nicole Garro, Child Care Aware of America

ABSTRACT

The COVID-19 pandemic has reaffirmed the importance of the well-being of the early care and education (ECE) workforce. This session will feature interdisciplinary poster presentations advancing our understanding of ECE workforce well-being along with novel interventions designed to improve the health and well-being of the ECE workforce. All presenters are members of the Nutrition and Obesity Policy Research and Evaluation Network (NOPREN) ECE workforce well-being sub-group.

Shining the Light on You: An Innovative Model for Promoting Well-Being for Family Child Care Providers

Laura Lessard, Rena Hallam, Sarah Albrecht

A Phenomenological Exploration of Early Childhood Center Directors' Workplace Stress, Workplace Support, and Well-Being

Jamlick Bosire, Kathleen Gallagher, Amy Roberts

Psychological Well-Being and Intent to Leave Among ECE Professionals in the Context of the COVID-19 Pandemic

Elizabeth Ann Deaton Wacker, Mariah Mendoza, Andrea Westinicky, Amy Roberts

Fostering Resilience in Early Education (FREE): Promoting the Well-Being of the Early Childhood Education Workforce

Charlotte Farewell, Jini Puma

Exploring Teacher-Child Relationships in Head Start: Associations with Resilience, Benevolent Childhood Experience, and Secondary Traumatic Stress

Xiangyu Zhao, Lieny Jeon

Supporting Early Childhood Teachers' Emotional and Physiological Well-Being with Mindfulness, Reflection, and Self-Compassion during the COVID-19 Pandemic

Holly Hatton-Bowers, Carrie Clark, Pearl Avari, Gilbert Parra

Early Childhood Teachers' Needs for Well-Being Before and During the COVID-19

Kyong-Ah Kwon, University of Oklahoma

103

Improving Quality Environments and Relationships in Center-Based Early Head Start: Evidence from a Multi-Site Consortium

CHAIR

Ann Stacks, Wayne State University



PRESENTERS

Lisa L. Knoche, University of Nebraska, Lincoln
Claire Vallotton, Accelerate Learning Inc.
Bethanie Van Horne, Baylor College of Medicine
Veronica Fernandez, University of Miami
Ann Stacks, Wayne State University

ABSTRACT

High quality classrooms characterized by strong relationships and responsive interactions support healthy infant/toddler development, yet little is known about what predicts relationships, interactions, and classroom quality among infant-toddler teachers or how to improve relationships and quality. The consortium of researchers participating in this symposium have been engaged with Early Head Start (EHS) and Early Head Start Child Care Partnership (EHS-CCP) settings to collaboratively understand these questions. Each research team has investigated a coordinated parent and teacher intervention model. The interventions target high-quality caregiver-child (parent/primary caregiver and center-based teacher) interactions that support infant/toddler development. In this symposium we: (a) share consortium findings from cross-site data to understand predictors of classroom quality, (b) provide an overview of the coordinated intervention approach being used by four research teams from different geographic regions, and (c) detail the effectiveness of the interventions related to classroom quality, teacher-child interactions, and relationships. Data originate from small and large center-based EHS/EHS-CCP programs in rural and urban communities across the country; families involved were ethnically and racially diverse. Findings contribute to the cumulative knowledge base regarding how early care and education programs serving infants/toddlers can promote and improve classroom quality and relationships through enhanced teaching practices and home connections.

Teachers' Relationships with Children and Families in Early Head Start Center-based Programs: Outcomes from a Coordinated, Family-centered Partnership Intervention

Lisa L. Knoche, HyeonJin Yoon, Courtney E. Boise, Susan Sheridan, Sandra Scruggs

Examining Associations Between Teachers' Job Stress and Professional Development Experiences with Quality of Teacher-Child Interaction in Early Head Start Center-Based Programs

Claire Vallotton, HyeonJin Yoon, Ann Stacks, Holly Brophy-Herb, Bethanie Van Horne, Johayra Bouza, Lorey Wheeler, Jayden Nord

Remote Professional Development and Coaching can Support Classroom Quality

Janelle Montroy, Bethanie Van Horne, Susan Landry

CoachingUP: A Catalyst for Professional Development to Improve Teacher-Child Interactions

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

Teacher Reflective Functioning Predicts Early Head Start Classroom Quality

Ann Stacks, Claire Vallotton, Holly Brophy-Herb, Maria Muzik, Katherine Rosenblum

104***Understanding and Accounting for Researcher Positionality*****CHAIR**

Porsche Boddicker-Young, Child Trends



PRESENTERS

Vanessa Rodriguez, NYU Grossman School of Medicine

Mark Nagasawa, Straus Center for Young Children & Families, Bank Street College

Zoelene Hill, New York Academy of Medicine

DISCUSSANT

Spring Dawson-McClure, NYU Langone

ABSTRACT

Understanding researcher positionality (i.e., how your identity shapes and biases your perspective in research) requires continuous processes of self-reflection, learning, and doing. Three researchers of color will discuss how racial, ethnic, and cultural awareness and reflection shape their work, with attention to their ECE research during the pandemic and periods of racial violence. Presenters will provide insights for how researchers and institutions can engage in and support processes to understand and account for their positionality.

The Cost of Reflexivity as a Latina Researcher: Experiencing Racist and Classist Attitudes While Examining the Experiences of White Women ECE Teachers During COVID-19 in NYC

Vanessa Rodriguez

Stranger in a Strange Land: Reflexions by an Accidental Researcher on the Exigent Need for Nonbinary Research in ECE

Mark Nagasawa

Uplifting the Expertise of Black Communities in ECE Research

Zoelene Hill

105**Family Child Care Educator Perspectives: Implications for Designing Responsive Systems****CHAIR**

Rena Hallam, University of Delaware

PRESENTERS

Alison Hooper, University of Alabama

Rena Hallam, University of Delaware

Marina Ragonese-Barnes, Erikson Institute

DISCUSSANT

Jerleatha McDonald, Arlington DFW Child Care Providers Association

ABSTRACT

The decline of family child care engagement in state licensing, child care subsidy, and quality improvement systems is troubling. This symposium highlights three studies that gather information from family child care educators to inform and enhance efforts to better meet the needs of this caregiving sector. Specifically, we report on job demands, workplace stress, and practice challenges. We also consider implications for designing responsive systems that effectively engage family child care educators.



*Family Child Care Educator Conversation Topics in a QRIS
Community of Practice*

Alison Hooper, Rena Hallam, Deborah Drain, Myae Han

Family Child Care Educator Report of Depression, Stress, and Job Demands

Rena Hallam, Laura Lessard, Deborah Drain

*To Stay or To Go: How Challenges Faced by Family Child Care Educators May Influence their Consideration of
Exit from the Field*

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

106

Supporting a Thriving Early Childhood Home Visiting Workforce through Effective Hiring, Preparation, and Supervision

CHAIR

Nicole Denmark, ACF's Office of Planning, Research, and Evaluation

PRESENTERS

Christopher Jones, Mathematica

Heather Sandstrom, Urban Institute

Allison West, Johns Hopkins

DISCUSSANT

Brenda Jones Harden, University of Maryland

ABSTRACT

Early childhood home visiting can be a rewarding career. Yet local programs and the larger home visiting system need strategies for hiring and preparing home visitors to thrive in the field. While a growing literature focuses on early childhood workforce development, research on strategies that organizations can use to support home visitors is limited. In this session, we will share three OPRE-funded studies that explore how features, policies, and practices of home visiting programs relate to job outcomes. The first presentation from the national Home Visiting Career Trajectories Study will explore mixed method findings around hiring practices, the work environment, compensation, and supervision, and home visitors' intent to stay in the field. The second presentation will describe home visitors' characteristics and experiences, and examine how professional development and organizational climate are related to their job satisfaction, using data from the nationally representative Early Head Start Child and Family Experiences Survey. The third presentation from the Supporting and Strengthening Home Visiting Workforce Study will describe a recent literature review and ongoing measurement development work to better define reflective supervision in the context of home visiting. The session will conclude with a discussion of implications for home visiting policy makers, model developers, administrators, and practitioners.

107

Child Care in Crisis: How a Pandemic Exposed our Inadequate Care Infrastructure, Affecting Parents, Children, and the Early Childhood Workforce



CHAIR

Rasheed A. Malik, Center for American Progress

PRESENTERS

Anna Markowitz, University of California, Los Angeles

Jessica McCrory Calarco, Indiana University

DISCUSSANT

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

ABSTRACT

The U.S. child care system has historically suffered more than other fields during economic downturns and takes longer to recover in their wake. The COVID-19 pandemic put even greater stress on this vulnerable system, as public health concerns led to unprecedented enrollment declines and program closures, both temporary and permanent. What are the vulnerabilities that led to these catastrophic conditions, and what do we know about its effect on the well-being of parents, children, and early childhood educators? How have families and child care providers negotiated the instability of closures and shortages? Finally, what policy solutions are necessary to address a crisis that continues to take an emotional and financial toll on parents and early educators? Three panelists from complementary disciplines will share findings from research conducted before and during the COVID-19 pandemic, addressing the question from the fields of psychology, sociology, and policy practice.

2:15 P.M. – 2:30 P.M.: BREAK**2:30 P.M. – 3:30 P.M.: POSTER SESSION**

Have research questions or ideas for poster presenters? Want to discuss how the presented information applies to practice or policy?

To Interact with Poster Presenters:

- Attend the poster galleries during the scheduled times to interact with poster presenters. During the scheduled time, click on a poster of interest and then click "Chat" or "Video Session" at the bottom of the poster, depending on how the poster author has opted to present.
- If you visit a poster outside of the scheduled times for the gallery, you can send an email to the poster presenter by clicking "Contact Author."

Gallery A: Early Childhood Workforce

Topics include: Well-being and Self-sufficiency; Compensation; In-service and Pre-service Professional Development; Workforce Equity; Recruitment and Retention; and Workforce Supports and Interventions

A01***Child-Directed Play and Teacher Education Related to Preschool Suspension and Expulsion***

–Nicole Scienza



PRESENTER**Nicole Scienza**

The purpose of this quantitative study was to examine whether the percentage of the day that children spend in child-directed learning stations, the quality of activities offered during child-initiated time, and the education level of the lead teacher predict classroom suspensions or expulsions. A quantitative method was used to examine the predictive relationship the above variables.

A02***Essential and Uniquely Challenging: Trauma-Focused Professional Development and the Affective Experiences of Early Childhood Educators During COVID-19***

–Shana DeVlieger

PRESENTER**Shana DeVlieger**

Trauma-focused professional development (PD) can promote early childhood educators' (ECEs') capacity to support trauma-affected children and safeguard their own wellbeing. While PD efforts burgeon in response to COVID-19, little research explores the affective experiences of participating ECEs, despite their own relationships to trauma exposure. Understanding affective factors is crucial for mitigating harm and promoting healthy engagement and learning during trauma-focused PDs. This mixed-methods study investigated ECEs (N=157) affective experiences of one trauma-focused PD.

A03***Data Three Ways: A Coaching Recipe for Building Intention with Pre-Service ECE Candidates***

–Allison Wilson

PRESENTER**Allison Wilson**

Using a multiple baseline single-case design researchers examined the relationship between teacher candidate use of data (LENA technology, CLASS observations) and classroom interactions. Pre-service teacher candidates were trained in data analysis and data-driven goal setting. Discussion of results will center on the relationship between teacher instructional behaviors and confidence with data. Results have implications for teacher training programs, and in-service early childhood coaches. Participants included four ECE pre-service candidates enrolled in their senior preschool practicum.

A04***Reflective Supervision as a Promising Approach to Improve Competence and Well-Being in the Early Childhood Workforce: A Systematic Review***

–Lindsay Huffhines, Cassidy Hale, Danielle Cartier, Rebecca Silver, Stephanie Parade

PRESENTER**Lindsay Huffhines**

Reflective Supervision (RS) is a distinct, culturally-responsive model of supervision designed to promote competence and well-being in the early childhood workforce. This systematic review using PRISMA methodology provides the first comprehensive evaluation of the effectiveness of RS in early childhood settings. The 27 articles included in the review together demonstrated moderate to strong evidence for the effects of RS on several outcomes critical to the field, though rigorous research (randomized controlled trials) was limited.



A05

Head Start Teachers' Perceptions of Children: Examining the Role of Regulable and Personal Teacher Characteristics

–Michelle Taylor, Leigh McLean

PRESENTER**Michelle Taylor**

The current study utilizes 2014 Head Start Family and Child Experiences Survey (FACES) data to examine teachers' perceptions of children's learning and behavior, including the degree to which perceptions are representative of children's actual competencies. Contributions of teachers' experiences/characteristics to their perceptions are also examined, with a focus on which teacher factors (regulable, personal) have the strongest implications for inaccurate judgements of students. Study findings can inform HS professional development and training.

A06

Effects of Child Trauma on Teachers' Stress in Low-Income Preschool Classrooms

–Stacey Neuharth-Pritchett

PRESENTER**Stacey Neuharth-Pritchett**

This study examines teachers' beliefs about the malleability of children's behaviors and if maladaptive behaviors can be redirected with intervention. Teachers' perceptions of coping and support to guide children were evaluated. After intervention, teachers whose personal stress was better understood endorsed the malleable nature of children's behavior. Findings call for attention to needs of adults working with children who have experienced trauma to address secondary trauma.

A07

Early Childhood Teacher Experiences of Workplace Support and Self-Reported Distress During the COVID-19 Pandemic

–Alexis Mercurief, Stephanie Foster, Isabella Ozenbaugh, Amara Bradetich, Shawn Carlson, Paige Braithwaite, Shannon Lipscomb, Megan McClelland, Qinghua Chen

PRESENTER**Alexis Mercurief**

Workplace supports (e.g., professional development, positive relationships with coworkers) may foster early childhood teacher well-being and classroom quality, especially in the context of adverse conditions. The present study utilizes quantitative methods enhanced by qualitative data to examine how teacher's perceptions of workplace support may predict self-reported distress levels during the COVID-19 pandemic, and explores possible differences in these experiences by setting/program type (e.g., Head Start, private center, home-based care).

A08

Who Are the Unlisted Home-Based Child Care Providers? A National Portrait of Family, Friend, and Neighbor (FFN) Care

–Owen Schochet, Ann Li, Sally Atkins-Burnett, Toni Porter, Juliet Bromer, Patricia Del Grosso, Natalie Reid

PRESENTER**Natalie Reid**

Unlisted home-based providers are often legally-exempt from regulation and represent the majority of providers caring for children in the nation. We use nationally representative secondary data to examine unlisted providers' strengths and



experiences, as well as opportunities, constraints, and inequities encountered in serving children and families. Our findings identify barriers to accessing professional and personal supports and subgroups for whom engagement with these systems may be linked with their intentions to remain in the field.

A09***Comparing Language Interactions in Family Child Care, Early Head Start and Center-Based Child Care: Establishing Benchmarks for Increasing Equity and Supporting Workforce Competencies***

–Jill Gilkerson, Jeffrey Richards, Rosemary Russo, Paul Govoni

PRESENTER**Jill Gilkerson**

Teacher-child interactions are an essential element for childcare quality, as evidenced by research connecting early language environments with childhood outcomes. To understand how interactions vary across care settings, automated technology measured the amount of turn-taking more than 12,000 children experienced throughout the day. This unprecedented database establishes the first ever benchmarks across care settings, revealing a stark picture of inequity between and within classrooms and providing strong evidence for the need to improve teacher-child ratios.

A10***Detailed Feedback Linked with Differentiated Evaluation Connected to Higher Teacher Engagement in Asynchronous Online Professional Development***

–Jentry Barrett, Hayley Jackson, Rachel E. Schachter, Hope Gerde, Gary Bingham

PRESENTER**Jentry Barrett**

Coaching is a popular mechanism for supporting teachers' improved use of teaching strategies. However, relatively little is known about what and how coaching processes are implemented, especially in emerging formats like online asynchronous coaching. We used a multiple-case study to examine coaching logs from an asynchronous writing intervention for preschool teachers (iWRITE). We found that when coaches use detailed observation linked with differentiated evaluation of practices, teachers engaged more with the intervention and the coaches.

A11***We Grow Together: Supporting Change in Infant-Toddler Caregivers' Beliefs, Self-Efficacy, and Practices***

–Shannon Monahan, Tutrang Nguyen, Sally Atkins-Burnett, Louisa Tarullo

PRESENTER**Shannon Monahan**

The We Grow Together (WGT) professional development system is designed to promote research-based best practices for interacting with infants and toddlers in early care and education settings. This poster describes a 2018- 2019 field test of WGT using a pre-post design. After WGT, caregivers reported a change in self-efficacy and a change in their beliefs about children's language development. Caregivers also improved in support for children's social-emotional development as measured by the QCIT observation tool.

A12***An Initial Investigation of the CIRCLE Infant-Toddler Teacher Training for Toddler Teachers***

– Cheryl Varghese, April Crawford



PRESENTER**April Crawford**

Presenters will discuss implementation of different professional development (PD) models for improving the quality of infant and toddler teachers' interactions with young children. The PD models use unique sets of infant and toddler teachers, online professional learning, and coaching around specific goals. The presenters will discuss implementation of PD models across diverse contexts, active ingredients of PD models that promote improved caregiving practices, and implications for bringing infant and toddler teacher PD programs to scale.

A13

Early Care And Education During the COVID-19 Pandemic: Factors Influencing the Socio-Emotional Development Practices Of Early Childhood Educators

–Adelaide Klutse, Bradford Wiles

PRESENTER**Adelaide Klutse**

The importance of socio-emotional development during the early years on later life outcomes cannot be overstated. The COVID-19 pandemic through its mode of transmission influences human interaction in several ways and in several spaces which include for the early educator, activities known to facilitate socio-emotional development. This study sought to assess whether professional development, safety practices, and stress influence socio-emotional development practices of early educators during the COVID-19 pandemic.

A14

Forming Coach-Teacher Alliance During Coaching on Emotion-Focused Teaching: A Closer Look at Coaching in an Alternative Licensure Program

–Christen Park, Joanna Skourletos, Katherine Zinsser, Timothy Curby

PRESENTER**Christen Park**

Coaches engage in several activities to support teachers; however, the work to build a coach-teacher alliance is central to coaching effectiveness. This mixed-methods study qualitatively examines two processes – alliance building and coaching in emotion-focused teaching -- and quantitatively examines teacher change in observed emotion-focused teaching and emotion regulation. Findings will inform coaching in early childhood education.

A15

Novice Early Childhood Teachers' Preparedness for Partnering with Families

–Gina Cook, Maria Fusaro

PRESENTER**Gina Cook**

Family-program partnerships support children's socio-emotional skills and school readiness (McWayne et al., 2004). Strengths-based views of families may be critical as teachers build positive relationships/partnerships with parents. ECE teacher preparation programs need to better understand how to design courses to support a strengths-based view of families. This study examines novice teachers' preparation for working with families and dispositions towards them and how the opportunities students have to engage with parents of young children are related.

A16

Leading with Equity: Building Early Childhood Program Leaders

–Xiaoli Wen, Teri Talan, Marina Magid, Joanna Skourletos, Melissa Casteel



PRESENTER**Xiaoli Wen**

In the first phase of a grant-funded Building Leaders project, five consensus recommendations were concluded to build early childhood leadership professional framework based on interviews with over 200 leaders. This second phase of study explores the racial equity impact of implementing the five consensus recommendations, identifying any challenges for leaders of color, and any supports or policy changes needed. This research explicitly addresses social justice and equity in early childhood leadership structures, systems, and practices.

A17

Association Between COVID-19 Worry, Personal Nonpharmacological Intervention (NPI) Practices, and Depression Among Childcare Providers: A Cross-Lagged Mediation Model

–Ayse Cobanoglu, Walter Gilliam

PRESENTER**Ayse Cobanoglu**

With a longitudinal sample of 20,038 early childcare (ECC) providers across the USA, this study examined the relationship between depression and COVID-19 worry and the mediating effect of personal nonpharmacological interventions (NPI) (e.g., mask-wearing) on this relationship using a time-lagged analysis from the beginning of the pandemic and a year after. Results indicated that Personal NPI mediated the relationship between COVID-19 worry and depression at the beginning of pandemic but not one year later.

A18

Head Start Classroom Demands And Resources: Identifying Associations with Teacher Burnout

–Priscilla Goble, Lia Sandilos, Codie Kane, Pond Ezra

PRESENTER**Priscilla Goble**

A growing body of research indicates that early childhood teachers experience high rates of stress and burnout (Smith & Lawrence, 2019). The present study used secondary data from the Head Start CARES project to longitudinally examine the relation between various school-based demands and resources and teachers' (n=230) self-reported burnout. Findings revealed that social support, specifically lead teachers' relationship with their assistant teachers, was associated with reduced feelings of burnout over the course of the year.

A19

Emotion-Focused Teaching Throughout the Day

–Katherine Zinsser, Timothy Curby, Rachel Gordon, Emma Casey

PRESENTER**Katherine Zinsser**

This poster explores the observed emotion-focused teaching (modeling of, instructing about, and responding to emotions) that is present in different preschool classroom activities. Findings indicated that teachers provided better emotion-focused teaching during small-group activities than during whole group instruction, managing transitions, or serving and preparing meals. Findings can inform the development and implementation of professional development to promote these emotion-focused teaching practices.

A20

Family Child Care: Characteristics, Relationships and Educator Outcomes

–Laura Jimenez Parra, Brenda Jones-Harden



PRESENTER**Laura Jimenez Parra**

The close relationships that FCC educators form with families in their program tend to be underrepresented in quality improvement initiatives, yet these may be a critical channel to support positive educator, parent, and child outcomes. This study examined the association between FCC educators' characteristics and the quality of the educator-parent relationship, as well as how these connections can influence educators' professional well-being.

A21***Measuring Competencies: Variance as an Equity Consideration***

–Christine Lippard, Danxun Li, Claire Vallotton

PRESENTER**Danxun Li**

The current study assesses dispositions associated with four competencies for educators of infants and toddlers—building and supporting relationships, partnering with and supporting diverse families, guiding I/T behavior, and supporting development and learning. Using exploratory and confirmatory factor analysis, model fit of measures across different demographics are explored. Differences are identified in model fit (Supporting Family Relationships) and model structure (Guiding and Supporting Behavior).

A22***Meeting Them Where They Are: An Examination of Approaches to Home Visiting with Home-Based Child Care Providers***

–Juliet Bromer, Marina Ragonese-Barnes, Jon Korfmacher

PRESENTER**Juliet Bromer**

Home visits are a promising approach to professional development in home-based child care (HBCC) settings, yet little is known about how home visits are implemented. This poster presents data on the characteristics and experiences of both network staff who conduct home visits with HBCC providers and providers who receive visits. Dimensions of relationship-based approaches are explored as well as how the policy orientation of HBCC networks may influence the implementation of home visits.

A23***Early Childhood Preservice Teachers' Beliefs about Partnering with Families***

–Maria Fusaro, Gina Cook, Christine Lippard

PRESENTER**Maria Fusaro**

We examined variation in undergraduates' mindsets around working with families stemming from psychological factors, lived experiences (having children, multilingualism), and academics (courses on families). Regression analyses revealed that attachment security was positively associated with beliefs about supporting parent-child relationships and listening/responding to families. Female and older students more strongly endorsed these beliefs. Listening/responding was positively associated, at a trend level, with having had child(ren), and negatively associated with having multiple home languages. Implications are discussed.



A24

Coaching Public Preschool Teachers to Promote Equitable Social-Emotional Instruction in the Context of COVID-19

–Jason Downer, Caroline Chamberlain, Ann Lhospital, Jennifer LoCasale-Crouch, Melissa Smith,
Megan Stuhlman, Amanda Williford, Brianna Jaworski

PRESENTER**Jason Downer**

Preschool children's social-emotional needs have increased in the face of the pandemic, which has placed additional burden on early educators to provide equitable social-emotional supports. The current study provided virtual, practice-based coaching statewide to preschool teachers across 30 school districts and found that it was feasible to provide consistent coaching, was well-received by teachers, and showed promise for improving teachers' self-reflection on equity, effective use of social-emotional instructional practices, and teacher-child interactions.

A26

Demographic Trends on Access to Professional Development During the COVID-19 Pandemic

–Melissa Stoffers, Cara Kelly, Jason Hustedt, Jessica Francis

PRESENTER**Melissa Stoffers**

One potential disruption of the COVID-19 pandemic relates to early child care providers' professional development (PD) access. We used t-tests and chi-square analyses to compare attendance in statewide PD workshops prior to COVID and during COVID to identify demographic differences of providers. Overall, we found that providers who attended PD in 2020 were more likely to be older, female and highly educated, and less likely to be Hispanic or Latino.

A27

Profiles of Individual Teacher-Child Relationship Quality and Classroom Support in Head Start

–Katherine Paschall, Melissa A. Barnett, Ann Mastergeorge

PRESENTER**Katherine Paschall**

Among children attending Head Start (N=2114), we examine child-centered profiles across two distinct dimensions of teacher interaction quality: (1) individual teacher-child closeness and conflict and, (2) classroom instructional and emotional support. Findings reveal heterogeneity in children's experiences based on teacher-child conflict and classroom emotional and instructional support. Teachers reported high levels of distress in the highest quality and highest conflict profiles. The results reveal gender and race-based disadvantages in classroom experiences.

A28

Hug, No Hug or Virtual Hug?: Child Care Practice During COVID-19

–Myae Han, Annette Pic, Anamarie Whitaker

PRESENTER**Myae Han**

This poster presents the experiences home and center-based community CC providers had while continuing to provide direct services during the pandemic. We examined the impact of COVID on daily practice, curriculum, and assessment in child care settings as well as the challenges they faced. Qualitative study based on the semi-structured interviews with 12 CC providers revealed multiple alarming anecdotes against DAP due to the removal of age-appropriate materials, modification of practice, and various challenges.

A29

The Impact of Family Engagement Coaching on Family Service Professionals and Parents During the COVID-19 Pandemic

–Katie Kao, Catherine Ayoub, Mindy Rosengarten, John Hornstein, Mindy Zapata, Portia Kennel

PRESENTER

Katie Kao

The COVID-19 pandemic created overwhelming change for two generational early care programs as they moved virtual service delivery. The result heightened the importance of family engagement and the work of family service professionals as conduits for families. A new support service for family service, Family Engagement coaching, was further highlighted by the COVID-19 pandemic. Its value and adaptability were tested during this period of stress and change.

A30

Head Start Teacher During COVID-19: Well-Being, Teaching Experiences, and Impacts on Child Development

–Sherri Castle, Shinyoung Jeon, Kyong-Ah Kwon, Denise Vega Ruvalcaba

PRESENTER

Sherri Castle

This study examines experiences of Head Start teachers during school closures during the COVID-19 pandemic. Specifically, we explore patterns of teacher well-being, and how well-being associates with the variety of strategies teachers report using during distance learning, and in turn how teaching practices predict child outcomes in Spring 2021.

A31

Mindfulness and Coping Predict Pre-Service Teachers' Well-Being in the Context of COVID-19

–Ann Matthews, Caitlin Lombardi

PRESENTER

Ann Matthews

We used data from ongoing research with early childhood education students to understand their life disruptions, stressors, mindfulness, and coping strategies at the beginning of the pandemic. Financial resources and sex mattered for COVID-related disruptions whereas race and ethnicity did not. Distress was predicted by COVID-related disruptions, avoidant coping, and mindfulness. Avoidant coping moderated disruptions and distress whereas mindfulness did not. Reducing students' avoidant coping could be an important way to support resilience.

A32

Strengthening Home Visiting – An Implementation Science Framework

–Carla Peterson, Kere Hughes-Belding, Anne Plagge, Hawa Conteh, Faith Molthen

PRESENTER

Carla Peterson

Home visiting reaches vulnerable families. Quality services and multiple positive outcomes are expected, goals are hampered by poorly defined standards for competencies, programs, and roles, as well as recruitment challenges.



Researchers and administrators, via qualitative interviews, identified workforce development, role clarity, and a need for common definitions and metrics as major challenges to enhancing quality of home visiting services. An implementation science lens provides opportunities to identify potential levers for effective quality improvement efforts.

A33

How Am I Going To Help My Staff? Implementing Coaching Behaviors Using a Parallel Process Cop Model

– Luke Huber, Nancy Krause

PRESENTER

Nancy Krause

Lutheran Services of Iowa (LSI) is one of the largest home visiting service providers in the state of Iowa (34 counties). Through communities of practices (CoPs) targeting all levels of the organization workforce, LSI has been working on improving coaching skills of supervisors, their ability to address sensitive home visiting topics, and improve the workforce capacity. Both quantitative and qualitative data will be presented to demonstrate the successes and lessons learned for the CoP implementation.

A34

Vermont Early Childhood Wage and Fringe Benefit Comparability Study

–Kristina Rodriguez, Laura Hawkinson, Renee Kelly, Aisha Pittman Fields, Sally Strueby

PRESENTER

Kristina Rodriguez

We present findings from a survey of Vermont early childhood programs about workforce compensation. The state has a tiered career path, but pay is low across the career path and average salaries for some positions fall below federal poverty thresholds. Access to fringe benefits is very limited. Vermont has an opportunity to leverage new funding resources to improve pay and benefits of the workforce, in alignment with the state's Early Childhood Action Plan.

A35

The Experiences and Needs of Early Educators in the District of Columbia During the COVID-19 Pandemic

–Heather Sandstrom, Erica Greenberg, Diane Schilder, Cary Lou, Fernando Hernandez, Peter Willenborg, Michelle Casas

PRESENTER

Heather Sandstrom

A 2021 survey of early educators in the District of Columbia (N = 417) shows most have high job satisfaction and would take their jobs again, but more than 40 percent have recently looked for a new or second job. This poster describes survey findings, including reasons for turnover intentions and quality of working conditions. Qualitative analysis of open-ended survey responses provides insights into early educators' experiences and highlights opportunities to support the workforce.

A36

Why Are They Leaving? Understanding Associations Between Early Childhood Program Policies and Teacher Turnover Rates

–Rachel Hur, Katherine Ardeleanu, Tonya Satchell, Lieny Jeon, Christopher Swanson

PRESENTER

Rachel Hur

Teacher turnover can negatively impact the teacher-child relationship, which is critical for children's early social and emotional development. This study tested the hypothesis that programs providing strong policies around teacher wage,



benefits, and working conditions may better retain teachers. Data from 354 early childhood programs in Fragile Families and Child Wellbeing Study showed that early childhood programs had generally lower turnover rates of lead and assistant teachers when they had policies available.

A37

Conceptualizing Increases in ECE Professional Development After the Onset of the COVID-19 Pandemic

–Julia Gest, Benjamin Bayly

PRESENTER

Julia Gest

This study identified subgroups of early childhood education (ECE) educators driving the increase in online professional development (PD) during the onset of the COVID-19 pandemic. Results indicated the increase stemmed from more educated and experienced educators pursuing online PD. Additional analyses suggested that educators were primarily interested in PD around self-care. These findings are important as they raise questions about a further imbalanced ECE workforce and the deteriorating well-being of educators resulting from the pandemic.

A38

Approaches to Supporting DLLs in the Early Childhood Classroom and Relationships with DLL Children's Learning Outcomes: Findings from a Statewide Study of DLLs in Early Learning and Care Programs

–Iliana Brodziak De Los Reyes, Deborah Holtzman, Lisa White, Maryan Carbuccion

PRESENTER

Iliana Brodziak De Los Reyes

Early learning programs draw on a variety of instructional practices to support DLLs in terms of the use of English and home language, and the use of general DLL strategies that are not language specific. This paper investigates how particular instructional practices relate to child outcomes in English and in Spanish.

A39

Impacting Teacher-Child Interaction Quality: Coaching RCT Findings

–Veronica Fernandez, Johayra Bouza, Dorothy Sanchez, Claudia Perez, Silvia Niño, Daryl Greenfield

PRESENTER

Veronica Fernandez

Here, we present RCT findings for CoachingUP—a responsive coaching intervention, in which coaches use inquiry with teachers and families to set intentional goals focused on children's engagement, learning, and development. RCT findings suggest that CoachingUP positively improved teacher-child interaction quality.

A40

Building Coaching Capacity: Using Implementation Science to Scale an Integrated Tiered Coaching Model

–Kathleen Artman Meeker, Carol Ann Davis, Elizabeth Kelly, Jennifer Cunningham, Angel Fetting

PRESENTER

Kathleen Artman Meeker

Project Building Coaching Capacity uses a tiered approach that matches coaching tools and methods to the unique needs and preferences of teachers as they support the behavior and social-emotional development of young children.



This poster presents the results of an iterative design cycle with two preschool programs. Quantitative changes in teachers' classroom practices, teacher-coach alliance, and child behavior are presented alongside qualitative analyses of implementation, organizational features, and feedback on the model.

A41
Do Curriculum and Coaching Supports in Head Start Classrooms Predict Classroom and Child Outcomes?

–Cara Kelly, Anamarie Whitaker

PRESENTER

Cara Kelly

We descriptively analyzed whether professional development supports for in-service teachers, specifically curriculum and coaching supports, were associated with observed classroom quality and self-reported teacher practices ($n = 592$), and children's development ($n = 1,709$) at the end of the preschool year using a nationally representative sample of Head Start classrooms. Our descriptive results suggest there is limited evidence of an association between the professional development supports examined and classroom and children's outcomes.

A42
Promoting Children's Social–Emotional Development Through Developmental-Relational Informed Practice and Family Engagement in Head Start and Early Head Start

–Elisa Vele-Tabaddor, Catherine Ayoub, Adam Von Ende, Nick Wechsler

PRESENTER

Elisa Vele-Tabaddor

This poster examines the impacts of a developmental-relational practice model (DRM) for early care and education (ECE) professionals on children's social-emotional development and protective factors. Results show children who interacted with DRM-trained providers showed more initiative, stronger attachment relationships with adults, and more protective factors compared to children who did not interact with trained providers. Findings have implications for workforce development and family engagement practices in ECE settings.

A43
Supporting Young Dual Language Learners with an Evidence-Based Curricular Approach

–Rebecca Bergey, Diane August, Coleen Carlson

PRESENTER

Rebecca Bergey

Research indicates that young children have the capacity to learn more than one language and that developing bilingualism has linguistic, academic and cognitive benefits (NASEM, 2017). This session will give an overview of a dual language (Spanish/English) curricular approach to developing preschool language and literacy, including a description of the instructional practices and reporting on findings from a study conducted of the intervention with three-year-old DLLs.



A44

Early Childhood Teacher Motivators and Challenges to Working in the Field

–Erin Hamel, Pearl Avari, Holly Hatton-Bowers, Rachel E. Schachter

PRESENTER**Erin Hamel**

Early childhood teacher stress, burnout, and turnover are problematic to children receiving quality early care. We interviewed 31 teachers about their motivation and challenges to stay in the field and their perspectives on compensation, wellness, and workplace supports. Teachers were motivated by children and families as well as center-level supports. Teachers conceptualized wellness as multi-faceted and were supported through a variety of approaches. Further research should examine effectiveness of such supports.

A46

How Are We Measuring Early Childhood Educators' Well-Being?

–Loria Kim, Claire Vallotton, Holly Brophy-Herb

PRESENTER**Loria Kim**

Early childhood education teachers' well-being plays a critical role in providing the best care and education for our children. It is imperative to gain a deeper understanding of how their well-being is currently measured. A methodological review was conducted to map out the current measures used to assess specific aspects of well-being, identify gaps and limitations, and implications for future measurement development, especially for infant/toddler teachers as we know least about their well-being.

A47

The Role of Motivation and Grit in Family Child Care Early Educators' Outside System Supports and Resources Participation

–Adrienne Henry, Bridget Hatfield, Carissa DuBois

PRESENTER**Adrienne Henry**

A mixed methods approach was used to explore how home-based child care (HBCC) providers' personal and professional motivations and grit are related to engagement with outside system resources. Qualitative findings reveal that providers are personally and professionally motivated to pursue resources to enhance the well-being of children and families and meet learning goals they individualize for children. Conflicting goals and demands suggest that for HBCC providers, grittiness may be more related to subjective task value.



A48

Factors Related to Family Child Care Decline: Using Integrated Statewide Data to Explore Community Level Trends in New York State

–Hope Casto, Lisa McCabe, John W. Sipple

PRESENTER**Hope Casto**

Recent evidence has documented a decline in family child care (FCC) settings (Datta et al., 2021; NCECQA 2020). Competition from public pre-kindergarten and low subsidy payments may contribute to closure of FCC care homes (Bromer et al., 2021; California Child Care Resource Center, 2017). This study builds on previous work by examining FCC decline within one geographically (e.g. rural/urban) and economically (e.g. low-/high-income) diverse state with local level variation in subsidy generosity and pre-kindergarten policy.

A49

Amount and Use of Planning Time Among Early Childhood Teachers

–Erin Hamel

PRESENTER**Erin Hamel**

Planning time is a support that is largely unexplored and unregulated despite its importance to providing quality instruction. Directors and teachers at NAEYC accredited early childhood programs (N=210) were surveyed regarding their amount and use of planning time. Results indicated that planning time varied widely and that teachers used it for planning and additional purposes. Teachers described strategies for coping with lack of planning time. Findings can inform policies to support early childhood teachers.

A50

Service Learning in Early Childhood Teacher Education: A Systematic Review of the Literature

–Jonghee Shim, Shelly Landreth

PRESENTER**Jonghee Shim**

This study is to offer a systematic literature review of service learning in early childhood teacher education. Employing a rigorous systematic literature review approach, this study examines the use, alignment with NAEYC professional standards and competencies, and benefits and challenges of service learning. Of 510 relevant peer-reviewed articles, 45 articles were selected for inclusion in the study. The results show four major findings. Limitations and implications for future research will be discussed.

A51

The Role of Sense of Community, Diversity Climate, and Family Support in Early Childhood Teachers' Safety

–Briana Bostic, Huilin Li, Katherine Ardeleanu, Lieny Jeon

PRESENTER**Briana Bostic**

This study examines the associations between two aspects of teachers' sense of community (i.e., collegiality and involvement) and their perception of physical safety. We also investigated the moderating roles of support from families and diversity climate. Our findings indicate that in order to support teachers' safety in the workplace, it is important to understand whether teachers have preferred supports, and allocate resources and investments to their preferred supports in order to foster their overall well-being.



A52***Teacher Burnout and Ratings of Children's Socioemotional Behaviors as Measured by the DECA***

–Amy Encinger, Jolene Johnson

PRESENTER**Amy Encinger**

Burnout among early childhood teachers has been a persistent problem in the U.S. which has been exacerbated by the pandemic. This research examines teacher burnout during the spring of 2021 and whether teacher burnout influenced children's socioemotional behaviors. Descriptive analysis revealed that 72% of the teachers were experiencing high emotional exhaustion, but emotional exhaustion was not found to significantly predict children's socioemotional scores. However, teacher depersonalization and personal accomplishment were predictive of children's socioemotional scores.

A53***Associations Between Early Childhood Program Level Characteristics and Teachers' Perceptions of Job Satisfaction and Teaching Efficacy***

–Joanna Skourletos, Luz Torres-Rendón, Katherine Zinsser, Timothy Curby, Catherine Main, Natalie Vesga

PRESENTER**Joanna Skourletos**

Few studies have examined the association between school characteristics and teacher psychological well-being. This study addresses this critical gap. Data was collected from early childhood administrators and teachers through online surveys. Findings indicate that administrators' years of experience in their current role and in leadership/administration are associated with teacher's perceptions of job satisfaction and feelings of classroom efficacy. Findings also suggest that perceptions of organizational climate are associated with teachers' perceptions of classroom efficacy.

A54***The Association Between Early Childhood Teachers' School Operation during COVID-19 Pandemic and Depression: Mediation of Secondary Traumatic Stress (STS)***

–Sun Geun Kim, Kyong-Ah Kwon, Francisca Kim

PRESENTER**Sun Geun Kim**

The present study was conducted with mediation analysis to examine the impact on teachers' depression as mediated by secondary trauma stress (STS) due to school operation during COVID-19. It was hypothesized that change in working conditions will predict higher depression in early childhood teachers and that STS will induce this relationship. The findings provide evidence that unprecedented challenges and pandemics like COVID-19 will make teachers, who are experiencing STS, more vulnerable to experience depression.

A55***Increasing the Cultural Competency and Responsiveness of Early Childhood Education Professionals through Professional Development: An Exploratory Study***

–Lydia DeFlorio, Melissa Burnham, Amber Marshowsky, Tiffany Young

PRESENTER**Lydia DeFlorio**

This study examines the potential impact of a year-long professional development and coaching program on early childhood professionals' cultural proficiency and culturally-responsive practices. Currently in progress, results will show whether and the extent to which professional growth occurs after participating in a longitudinal professional learning series developed specifically for early childhood professionals. The explicit focus on enhancing equity and embracing diversity will have implications for the field and a positive impact on early learning professionals.



A56***The Well-Being of Early Educators During COVID-19***

–Marisa Schlieber, Abby Copeman Petig, Tobi Adejumo, Jenna Knight

PRESENTER**Marisa Schlieber**

COVID-19 disrupted the ECE industry and exposed a variety of policies that have threatened the well-being of early educators. This poster will present analysis of preliminary data on the well-being of the center-based ECE workforce during the pandemic. The following topics will be addressed: demographics and characteristics of the workforce, the current status of early educator financial well-being; assessments of emotional and mental well-being; and program operations.

A57***Center-Based Program Auspices and Approaches to Staffing: Pandemic Response as a Case***

–Yoonjeon Kim, Elena Montoya

PRESENTER**Yoonjeon Kim**

We examine how center-based programs' responses to the pandemic, especially their approaches to staffing, differ by program auspice, using a statewide survey in California. Overall, for-profit centers experienced the highest level of instability in terms of staffing, followed by nonprofits and centers run by public agencies. We discuss the findings and their implications regarding expansion of existing programs as well as introduction of new players, especially for-profit businesses, in the ECE field.

A58***The Impact of Child Care Shortages on Caregivers of Young Children and Childcare Providers During the COVID-19 Pandemic***

–Sihong Liu, Joan Lombardi, Natalie Renew, Philip Fisher

PRESENTER**Sihong Liu****A59*****Strengthening Teacher-Child Interaction Programs: A Study Examining Teachers' Emotional Support Model***

–Anran Ouyang, Gail Joseph

PRESENTER**Anran Ouyang**

Teachers' emotional support of children is important in cultivating positive classroom climate. This study analyzes pre-K teachers' emotional support skills in the Teaching Through Interaction (TTI) program. Results indicate that higher self-efficacy correlated with higher positive climate and teacher sensitivity in teachers' emotional support of children. Structural equation models (SEM) analysis between the teacher stress, self-efficacy, school climate, emotional competence and teachers' emotional support for children suggests that this model is a valid model.

A60***Shifting Head Start Center Leaders' Confidence in Early Math Instructional Leadership Through Targeted Professional Development***

–Erin Reid, Joanna Skourletos



PRESENTER**Erin Reid**

The purpose of this study was to evaluate the impact of a center-based, early math-focused professional development (PD) program on Head Start Center Leaders' confidence, positive math attitudes, and early math pedagogical content knowledge. We found that the PD program had a significant and positive effect on Center Leaders' confidence in teaching math to young children. Our work demonstrates the importance of providing PD opportunities in early math instructional leadership to Head Start Center Leaders.

A61

Individual and Workplace Characteristics Associated with Evidence-Based Program Implementation in Childcare Centers

–Leah Hunter, Benjamin Bayly, Karen Bierman

PRESENTER**Leah Hunter**

Targeted curricular interventions can increase preschool program quality and boost children's school readiness, but varying organizational infrastructure across community-based childcare centers may impact the effective implementation of these programs. The current mixed methods study addressed this issue by exploring teacher and workplace factors associated with the quality of implementation of an evidence-based school readiness program (the Research-based Developmentally Informed [REDI] program) in community-based childcare classrooms.

Gallery B: Early Childhood Policies and Systems

Topics include: Federal, State, and Local Policy; Policy Impacts; System-level Coordination and Collaboration; System-Level Data Integration; System-level Pandemic Impacts or Disruptions; and Federal, State, or Local-level Programs, Services, or Efforts

B01

Identifying Predictive Indicators: The State of Washington Foster Care Home Study

–Sonya Stevens, Richard Fiene, Daniel Blevins, Amber Salzer

PRESENTER**Sonya Stevens**

When a family wants to become a foster home, they are required to meet state requirements ensuring a child is safe and well cared for. Foster care licensing requirements are designed to reduce predictable risks to the health, safety, and well-being of children placed in foster homes. Including predictive indicators may reduce subjective decision making and identify inconsistencies. This session explores one case study laying the groundwork to identify meaningful indicators within any home study.

B02

Cross-Sector Investigation of Inclusion of Preschoolers with Disabilities in Subsidized Early Learning and Care: Themes, Challenges, and Opportunities

–Margaret Gillis, Nicholas Ortiz, Kathleen Hebbeler, Mary Lee Porterfield

PRESENTER**Margaret Gillis**

Preschoolers with disabilities participating in early learning and care settings are served by multiple sectors, and cross-sector collaboration and information-sharing varies, creating unique challenges and opportunities for administrators and researchers. We will share findings from analyses of data on subsidized care and special education and interviews with



leaders in both sectors about facilitators of and barriers to inclusion and engage participants in discussion about challenges, opportunities, and implications for policy and practice.

B03

Using Data to Support Systems Building Activities: An Evaluation of PDG B-5 Grantee Activities and the Impact of COVID-19 on Grant Activities

–Missy Coffey, Phil Sirinides

PRESENTER**Missy Coffey**

A growing call in the United States for public agencies to meet the complex needs of children, families, and communities has prompted efforts to leverage administrative data to inform policy. This poster will provide the results of an evaluation of all 28 PDG B-5 Renewal Grantees data system activities and conducted a series of semi-structured interviews with state leaders to understand the proposed data system activities and explored the implications of COVID-19 on national progress.

B04

Centers That Call for Help and Centers That Do Not: Community and Program Characteristics Associated with Early Childhood Expulsion Prevention Programming Referrals

–Erin Tebben

PRESENTER**Erin Tebben**

Early childhood expulsions limit children's access to the benefits of early care and education (ECE). Expulsion prevention programming can help, but not all ECE programs access such supports. The current work uses multilevel logistic modeling to explore differences in program and community characteristics between programs that request expulsion prevention support and those that do not, with the ultimate aims of improving our understanding of how expulsions occur and how to best target prevention efforts.

B05

The Dual Impact of the COVID-19 Pandemic and a Quality Improvement Mandate on Child Care Availability in Ohio

–Erin Tebben, Sarah Lang

PRESENTER**Erin Tebben**

Ohio's 2020 mandate that programs providing publicly-funded child care enter the state's QRIS coincided with the COVID 19 pandemic, potentially negatively impacting the availability of child care. Combining inferential statistics and GIS mapping, we assess the dual impact of these stressors on the quality and availability of care, particularly for low-income families. Results highlight the need to specifically monitor and improve families' access to care after potential supply-impacting events.

B06

The Structure of U.S. Public Pre-Kindergarten Programs and Its Relation to the Use of Exclusionary Discipline

–Richard Fabes, Matthew Quick, Evandra Catherine, Holly O'Rourke



PRESENTER**Richard Fabes**

Each year, thousands of students are exposed to exclusionary discipline (suspension or expulsion) in public pre-K schools in the U.S. In this research, we delineated the rates of exclusionary discipline in terms of whether the Pre-K was a stand-alone school or one that also enrolled older students. Stand-alone pre-K schools were significantly less likely to use exclusionary discipline, although disparities remained. Findings have important implications for how public pre-K programs are structured and organized.

B07***The Expulsion Policy Landscape in State ECE Documents: Review of CCDF Plans, Childcare Licensing, Pre-K and QRIS***

–Martha Buell, Jason Hustedt, Rachel Fidel, Rena Hallam, Stephanie Kuntz

PRESENTER**Martha Buell**

The promise of ECE rests on equitable access. Unfortunately, children are disproportionately excluded based on gender, race and ability. This poster presents information related to state-level suspension/expulsion policy. We ask 1) Do policies addressing removing a child from a program appear within the policy documents across state CCDF plans, center based childcare licensing, pre-K and center-based QRIS? 2) Are there patterns in the presence of suspension and expulsion policies across state-level policy documents?

B08***Predictors of Family Child Care Closure During the COVID-19 Pandemic***

–Alison Hooper, Claire Schweiker

PRESENTER**Alison Hooper**

This poster highlights the decline of licensed family child care programs in one state during the COVID-19 pandemic. We examine predictors of family child care closure from April 2020 through July 2021 using state administrative data related to child care licensing and subsidy. Results identify possible protective factors against closure and point to policy and practice interventions to support home-based providers.

B09***Protecting America's Children: Paid Family Leave's Effect on Infant Abuse & Neglect***

–Jennifer Tanis, Sacha Klein

PRESENTER**Jennifer Tanis**

U.S. HHS categorizes child abuse and neglect (CAN) as one of the country's most serious concerns. Paid family leave (PFL) policy is a promising, but untested, mechanism for reducing early CAN. This study explores the effect of state sponsored PFL policy on early CAN rates. Analyses support PFL as a protective mechanism for infants (0-2 years). This study provides evidence for the value of PFL to support the safety and well-being of children and families.

B10***Tracking I/ECMHC Utilization and Understanding Following the Illinois Expulsion Ban 2017 to 2021***

–Elyse Shenberger, Katherine Zinsser, Callie Silver, Lori Orr, Allie Lowe-Fotos, Maria Estlund



PRESENTER**Elyse Shenberger**

Since the 2017 passage of the Illinois legislative ban on the use of expulsion in programs serving children under 5, a research-policy coalition has evaluated the law's implementation. This presentation will share new findings related to formal and informal expulsion rates and disparities and program's use of and understanding of Infant/Early Childhood Mental Health Consultation, an often-highlighted expulsion prevention strategy.

B11***How Did the Reauthorization of the Child Care Aand Development Fund Block Grant Affect the Landscape of Child Care Providers?***

–Tiffany Wu, Jade Jenkins, Anamarie Whitaker

PRESENTER**Tiffany Wu**

The Child Care Development Fund (CCDF) funds states to subsidize child care for low-income families. Historically, CCDF parents have faced challenges with the quality and supply of providers, which the 2014 CCDF reauthorization legislation aimed to address. Leveraging nationally representative provider data linked to state CCDF policies, we investigate how state policy changes post reauthorization affected the characteristics of CCDF providers. Preliminary findings show increased supply, but no changes in quality.

B12***Patterns and Predictors of Concurrent Care Experiences Among Head Start Children***

–Laura Betancur, Ji Young Choi, Heather Rouse

PRESENTER**Laura Betancur**

As more publicly-funded childcare services are available, Head Start (HS) families increasingly use other public childcare services. Using Iowa's administrative data, we examined patterns and predictors of HS children's multiple, concurrent care utilization in state pre-Kindergarten and childcare subsidy the year before kindergarten. Results showed that 61% of HS children additionally attended other programs and that race, urbanicity, poverty, and mother marital and educational status were salient predictors of childcare selection patterns.

B13***Building Equitable, High-Quality Pre-K Systems***

–Beza Beza Semu, Gail Joseph, Rebecca Klein, Albert Wa, Maria Cristina Limlingan

PRESENTER**Beza Beza Semu**

The Partnership for Pre-K Improvement (PPI) Toolkit was developed to help state leaders, researchers, and advocates implement and sustain high-quality, equitable pre-kindergarten (pre-K) programs that produce positive early learning opportunities for every child. Extensive research, systematic literature reviews, and the experience and expertise of pre-K systems leaders in Oregon, Tennessee, and Washington shaped the PPI Toolkit, resulting in a set of practical tools and resources that can be used widely across various early childhood systems.

B14***Systems Coordination with and for BIPOC Communities: Minnesota's Solutions to Improve Child and Family Outcomes with Preschool Development Grant B-5 Resources***

–Angelica Montoya-Avila, Soumya Bhat, BreAnna Davis Tribble, Sherylls Valladares Kahn



PRESENTER

Angelica Montoya-Avila

This study examines the implementation of two community-driven, state-funded efforts for the healthy development of Black, Indigenous, and People of Color (BIPOC) children and their families. The poster identifies three key factors—bottom-up policymaking approach, a racial equity foundation, and ongoing grantee training—that have increased the programs' effectiveness. The study findings have direct implications for state-level governments seeking to reduce fragmentation and leverage community assets to support the well-being of BIPOC children.

B15***Preschool Participation Trends From 2001 to 2019: Implications for Public Policy***

–Zijia Li, W. Steven Barnett

PRESENTER

Zijia Li

Social and demographic changes in the past two decades may have altered the distribution of early learning opportunities. We studied preschool program participation and its determinants over the past two decades based on the National Household Education Survey (NHES) Program from 2001 to 2019. Some modest increases of preschool participation from 2001 to 2019 for children at age 3 and 4. Inequalities were also found for economically and socially disadvantaged children.

B16***Effects of Reauthorization of the Child Care and Development Fund on Parental Choices***

–Irma Arteaga, Judy Temple, Sangyoo Lee

PRESENTER

Irma Arteaga

Using the 2012 and 2019 National Study of Early Care and Education data and a difference-in-difference approach, we examine the effects of the reauthorization of the Child Care and Development Fund (CCDF) in 2014 on childcare arrangement choices for children 0-5 years by age group (infants, toddlers, preschool-age) and ethnicity. CCDF provides federal money to states and territories to subsidize the cost of childcare for low-income families.

B17***Child Care Subsidy Policies, Quality Rating System, and Professional Compensation Among Family Home Child Care Providers***

–Christine Lippard, Danxun Li, Laura Wallace

PRESENTER

Christine Lippard

In Iowa, 15% of child care slots are in registered child development homes; which play a crucial role in caring for Iowa's children. Among the 234 home providers who responded to the 2020 narrow cost analysis, approximately 85% accept child care subsidy but only 40% participate in QRS. Acceptance of subsidy, paying self a higher salary, paying self time off were associated with QRS participation. Discussion emphasizes subsidy acceptance as an on-ramp to professionalism.

B18***The Impact of COVID-19 of Childcare and the Importance of the Child Care Subsidy***

–Laura Wallace, Faith Molthen, Christine Lippard

PRESENTER

Laura Wallace

Before COVID, the lack of high-quality affordable child care was particularly evident in rural areas. This study was conducted as part of a larger effort to understand costs of care in Iowa. COVID significantly impacted enrollment with fewer children being enrolled in centers, yet most centers reported an increase in expenses. Results reveal the impact and importance of the child care assistance reimbursement and its contribution to keeping centers open and operational during the pandemic.

B19***Family and Provider Perceptions of Tele-Intervention Services in Kentucky During the COVID-19 Pandemic***

–Kathryn Chapman, Beth Rous, Jaime Grove, Corrine Williams

PRESENTER**Kathryn Chapman**

Until March 2020, early intervention (EI) providers delivered services face-to-face in Kentucky. As a result of COVID-19, services either ceased or shifted to remote service delivery (i.e., tele-intervention). The purpose of this study was to explore changes in EI services and better understand the experiences of EI providers and families during COVID-19. Family and service provider perceptions of how the transition to tele-intervention influenced EI services and affected the developmental progress of children were examined.

B20***Family Child Care Educators' Experiences of (Dis)Engagement in Quality Rating and Improvement Systems: Stories from Three States***

–Samantha Melvin

PRESENTER**Samantha Melvin**

Many states struggle to engage licensed family child care educators (FCCEs) in quality rating and improvement systems (QRIS), particularly at higher rating levels, yet the inclusion of this sector in early childhood systems is crucial to achieving equity for children, families, and educators. This poster shares stories of QRIS (dis)engagement from FCCEs in three states. Their experiences of misaligned quality priorities and high costs with insufficient benefits highlight inequities and unintended consequences in QRIS design.

B21***Using Maps to Communicate Variation in Child Care Supply Adequacy and Community Characteristics to Inform State Supply-Building Efforts***

–Megan Pratt, Michaella Sektnan, Roberta Weber, Shannon Caplan, Laurie L. Houston

PRESENTER**Megan Pratt**

A state agency-university partnership effort, this study investigates community-level variation in child care supply and demand across the state of Oregon. The study uses administrative supply and American Community Survey (ACS) data to examine how community characteristics, geography, and public-funding is associated with child care desert status. The resulting maps and tables served as a tool to foster dialogue among researchers and state policymakers with a shared interest in addressing barriers to child care access.



B22***Hope Starts Here Community Framework For A Brighter Future: Measuring Impact and Prioritization of Detroit's Children and Families***

–Leila Sammänder, Katina Kearney-Edwards, Sherylls Valladares Kahn, Nicole Sharpe

PRESENTER**Leila Sammänder**

Hope Starts Here (HSH) is a community-driven initiative working to transform Detroit's early childhood landscape. HSH and School Readiness Consulting conducted a validation study to examine whether HSH efforts and metrics aligned with the needs of children and families. This mixed-methods study used an equity lens to analyze data from focus groups, interviews, and impact dashboards. This poster highlights stakeholders' perceptions of HSH measurement and impact on access, quality, and affordability of early childhood services.

B23***Where's the Equity? Examining the Alignment Between State Early Childhood System Goals and Actions via Document Review***

–Aisha Pittman Fields, Ponny White, BreAnna Davis Tribble, Sherylls Valladares Kahn

PRESENTER**Aisha Pittman Fields**

Minnesota aims to create a coordinated system that enables families with young children, who are experiencing inequities to thrive. This study examines the extent to which equity is being discussed within grant activities, which are intended to make it easier for these families to access the services and supports they need. This study also examines whether inequities experienced by families are being addressed via grant activities. Policy implications are noted.

B24***Nine2Thrive: A Qualitative Look at a Prenatal Coordinated Intake***

–Luke Huber, Kere Hughes-Belding

PRESENTER**Luke Huber**

The Nine2Thrive coordinated intake program supports pregnant mothers and families by identifying stressors in pregnancy, referring them to resources and supports that assist the specified need, and having a specialist follow the mother throughout pregnancy. Administrative, program implementer, and medical provider interview data will be analyzed to understand the successes of the programming, as well as how the program can improve its implementation and how best to support pregnant mothers throughout their pregnancy.

B25***Developing Cross-Sector Referral Networks to Address Social Determinants of Health in Southeast Kansas***

–Natasha Welsh, Katherine Cantu Anguiano, Teri Garstka

PRESENTER**Natasha Welsh**

Since 2017, providers in the Southeast Kansas region have utilized a shared referral tool, the Integrated Referral and Intake System (IRIS), to connect families to a variety of services. Through building a network of cross-sector partners, successful connections are being made to address gaps in Social Determinants of Health (SDoH) exposed by the COVID-19 pandemic. This poster highlights community-level collaborative approaches to improve access to care through coordinated referrals.



B26***Head Start Graduates: Who is More Likely to Complete The Academic Year at Head Start?***

–Denise Vega Ruvalcaba, Shinyoung Jeon, Lisa Eshenour, Sherri Castle

PRESENTER**Denise Vega Ruvalcaba****B27*****Segregation at an Early Age: A National Scan of Demographic Trends in Public Pre-School Enrollment***

–Peter Piazza, Erica Frankenberg

PRESENTER**Peter Piazza**

This report uses 2015-16 data from the Civil Right Data Collection (CRDC) database, which includes public preschool enrollment disaggregated according to race. We found that racial segregation in public preschool remains troublingly high, despite a small recent decrease. In addition to segregation of white students from Black and Latinx students, we find evidence that Black and Latinx students are segregated from each other.

B28***The Child Care Licensing Benchmarking Project: Engaging Stakeholders in Developing the Tools and Process***

–Johayra Bouza, Dionne Dobbins, Veronica Fernandez

PRESENTER**Johayra Bouza**

We will share the iterative measurement development process we underwent with stakeholders to develop research-based benchmarks for licensing regulations as well as a collaborative process to support states in conducting a self-study on their own regulations. We will also share trends of the currently participating states demonstrating what licensing regulation topics that states are best supporting and those that states need more support in addressing.

B29***IDEAS Consortium for Children: Using IDS Partnerships to Improve Early Learning in Miami-Dade***

–Rebecca Bulotsky Shearer, Jhonelle Bailey, Ebony Leon, Jenna Futterer, Rayne Blosser

PRESENTER**Rebecca Bulotsky Shearer****B30*****Policy Effects on New York City's Early Childhood Education Centers: Ecological Case Studies***

–Maria Mavrides-Calderon

PRESENTER**Maria Mavrides-Calderon**

This poster will present the findings of a study investigating the impact of compensation policies surrounding the Universal PreK expansion in New York City on the experiences of directors, teachers, and parents affiliated with Head Starts, Community Based Organizations, and independent child care centers. Using discourse analysis, interviews, and focus groups, this study centered the voices of families and those working on the ground in the context of sustainable policymaking.



B31***Early Intervention and Early Childhood Special Education State Data Systems: Current Status and Changes Between 2013 and 2021***

–Nancy Perez, Kathleen Hebbeler, Grace Kelley, Cornelia Taylor

PRESENTER**Nancy Perez**

In this poster, we present data from a national survey study about the characteristics of state early intervention and early childhood special education data systems. In the study, we reviewed 11 indicators of a high-quality data system and the changes that occurred between 2013 and 2021. 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.

B32***A Review of PDG B-5 Renewal Grantees' Coordinated Eligibility and Enrollment Activities***

–Wei-Bing Chen, Maria Carolina Zamora, Ryan Grimm

PRESENTER**Wei-Bing Chen**

Using a framework of six defining features, we conducted an analysis of the coordinated eligibility and enrollment (CEE) activities proposed by states awarded PDG B-5 renewal grants in 2019. Our results represent a “state of the states” that will help early childhood stakeholders understand the ongoing implementation and impact of CEE as a policy initiative that is not new in concept but is in the relatively early stages of adoption at the state level.

B33***Assessing Models of Coordinated Services for Low-income Children and Their Families (Amcs): Understanding Approaches To Coordinating Early Care and Education with Other Health and Human Services at the State and Local Levels***

–Elizabeth Cavadel, Scott Baumgartner, Jessica Harding, Nickie Fung, Katherine Allison-Clark

PRESENTER**Elizabeth Cavadel**

To support their children and optimize well-being, parents need access to high-quality early care and education services and support for broader family needs, such as home visiting, parenting skills, or employment. In this poster, we describe the results of a national scan and qualitative data collection with state and local coordinated services approaches with the goal of helping the field better understand how coordinated services operate and serve families.

B34***Supporting Cross-Sector, Cross-Racial Early Childhood System Teams through a Cohort Racial Equity Learning Experience***

–Katina Kearney-Edwards, Annie Watson, Jennifer Caldwell

PRESENTER**Katina Kearney-Edwards**

The early learning field is overdue for a cohesive, cross-sector, sustained movement at the intersection of early childhood and racial equity that dismantles the systemic roots of racial injustice and poverty. During a cohort professional learning experience focused on racial equity for early childhood system leaders, participants gained knowledge, began to challenge structures of power and privilege, and gained the capacity as early childhood system leaders to pursue justice and action within their organizations.



B35***Vegetable Serving Practices in Rural Family Childcare Home Settings and Its' Influence on Preschool Children's Vegetable Consumption***

–Saima Hasnin, Dipti A. Dev

PRESENTER**Saima Hasnin**

About 93% U.S. children do not eat enough vegetables, increasing risk for obesity. This study aims to– identify factors related to family childcare home providers' perceived difficulty to meet recommendations for vegetables; identify relationship between providers' vegetable serving practices and children's consumption; and review the reliability and validity of an objective assessment to measure children's vegetable consumption. This study focuses on low-income rural children and providers, who are affected with heightened risk of health disparities.

B36***Early Learning Centers' Participation in the Subsidy System: A Mixed Methods Examination using Statewide and Nationally Representative Data***

–Gerilyn Slicker

PRESENTER**Gerilyn Slicker**

This poster is an overview of a three-phase mixed methods study examining early learning centers' subsidy system participation, with a specific focus on factors amenable to policy intervention. Phase I is a mixed methods statewide study, while Phases II and III use nationwide data to examine the predictive utility of a series of characteristics of centers, their communities, and state subsidy policies on centers' subsidy system participation. Implications for incentivizing centers' subsidy participation are discussed.

3:30 P.M. – 3:45 P.M.: BREAK**3:45 P.M. – 5:15 P.M.: BREAKOUT SESSIONS (Sessions 108-113)****108*****Examining the Impact of COVID-19 and Pandemic-Related Policies on Child Care Providers (Poster Symposium)*****CHAIR****Nathan Burroughs**, Public Policy Associates**PRESENTERS****Nathan Burroughs**, Public Policy Associates**Bonnie Solomon**, Child Trends**Yoonsook Ha**, Boston University School of Social Work**Maribel Granja**, National Center for Children in Poverty**Mallory Warner**, Child Trends

DISCUSSANT

Sarah Blankenship, ACF's Office of Planning, Research, and Evaluation

ABSTRACT

This poster symposium employs administrative, survey, interview, and focus group data to examine in multiple states the impact of pandemic-related policies on child care providers participating in the subsidy program. With studies based in Arkansas, Michigan, Massachusetts, Minnesota, and Maryland, these posters present evidence in a broad variety of contexts and on multiple outcomes, including teacher practices, financial and organizational capacity, and persistence in the subsidy program.

The Stability of the Child Care Provider Marketplace During COVID-19: The Case of Michigan

Nathan Burroughs, Colleen Graber

Child Care Providers' Experiences with Pandemic Assistance Programs: Findings from Maryland

Bonnie Solomon, Rebecca Madill, Tamara Halle, James Fuller, Kristen Darling, Isabel Griffith, Kara Ulmen, Maggie Haa

Subsidized Child Care Providers' Experiences During COVID-19: Challenges, Adaptive Responses, and Silver Linings

Yoonsook Ha, Wendy Wei, Pamela Joshi, Kate Giapponi Schneider

Early Childhood Education Throughout the COVID-19 Pandemic: The Experiences of Educators

Maribel Granja, Jennifer Nakamura, Todd Grindal, Sheila Smith, Nancy Perez

Effects of Early Financial Support for Minnesota Early Care and Education Providers

Mallory Warner, Kara Ulmen, Holly Keaton

109***Strengths-Based and Culturally Responsive Approaches to Parenting: The Impact of Co-Developed Interventions*****CHAIR**

Kelly Escobar, Robin Hood Foundation

PRESENTERS

Lillian Masek, New York University

Shannon Peake, University of Oregon

Kerry Sesil, Arab-American Family Support Center

DISCUSSANT

Kelly Escobar, Robin Hood Foundation

ABSTRACT

As part of Robin Hood's Fund for Early Learning, this symposium will bring together three different parenting interventions that were co-developed and culturally adapted with the cultural communities in which they were delivered. These interventions focus on optimizing child outcomes for infants and toddlers living in poverty; specifically focused on



early language, attachment, and socioemotional skills. Findings will be discussed through a strengths-based lens and highlight the diversity of parenting approaches informed by cultural groups.

The Routine Language Intervention: Rich Vocabulary Through Everyday Activities

Lillian Masek, Alexandra Mendelsohn, Kelly Escobar, Catherine Tamis-LeMonda

Cultural Adaptation of a Parenting Support Program for Muslim Families Living in the United States

Shannon Peake, Kyndal Yada, Philip Fisher

Arab-American Family Support Center Caregiver-Child Bonding Circles

Kerry Sesil

110 ***MIECHV Learning Agenda and Findings from Select MIECHV-Funded Data, Continuous Quality Improvement, and Evaluation Projects***

PRESENTERS

Nancy Geyelin Margie, ACF's Office of Planning, Research, and Evaluation

Laura Nerenberg, ACF's Office of Planning, Research, and Evaluation

Aleta Meyer, ACF's Office of Planning, Research, and Evaluation

Kyle Peplinski, Maternal and Child Health Bureau, Health Resources and Services Administration

Farha Marfani, Tribal Home Visiting Program, Administration for Children and Families

Nicole Denmark, ACF's Office of Planning, Research, and Evaluation

ABSTRACT

Since its inception in 2010, the Maternal, Infant, and Early Childhood Home Visiting (MIECHV) Program has been engaged in a broad portfolio of research, evaluation, continuous quality improvement, and performance measurement. This portfolio approach has promoted a culture of learning. Our culture of learning is represented by the MIECHV Learning Agenda, which federal staff are using to better understand and communicate how we are learning about the MIECHV Program and to guide our future work.

This presentation will share an overview of the current Learning Agenda and discuss the multiple ways the MIECHV Program gathers and uses data to inform current and future activities, build on past and current projects, and guide future learning. To highlight these points, we will share information about, and findings, from a selection of current MIECHV-funded projects, including:

- The Mother and Infant Home Visiting Program Evaluation (MIHOPE)
- The Multi-site Implementation Evaluation of MIECHV Home Visiting in AIAN Communities (MUSE-THV and MUSE-STC)
- MIECHV COVID and Health Equity project
- Tribal Home Visiting CQI Collaboratives

Each project will share how it builds on previous work, contributes to the Learning Agenda, and informs the MIECHV Program. We will close with time for audience Q&A and discussion.



111

Increasing ECE Compensation: Policies Promoting ECE Workforce Well-Being and the Continuity and Quality of ECE**CHAIR****Sara Vecchiotti**, Foundation for Child Development**PRESENTERS*****Lea J.E. Austin**, Center for the Study of Child Care Employment, University of California, Berkeley**Daphna Bassok**, University of Virginia; EdPolicyWorks**Elizabeth Groginsky**, New Mexico Cabinet Secretary for Early Childhood Education**Lea Austin's research was presented by Caitlin McLean, Center for The Study of Child Care Employment, University of California, Berkeley***DISCUSSANTS****Michele Miller Cox**, First Presbyterian Day School; Durham Technical Community College; North Carolina A&T State University**ABSTRACT**

While the early care and education (ECE) workforce plays a central role in the development of young children, many members are not paid professional level salaries and benefits. Research supports that nationally ECE professionals, the majority of whom are women and 40% are people of color, are among the lowest-paid workers and many must rely on public assistance. Black/African-American and Hispanic/Latino ECE professionals experience further inequity by being paid less than their White peers. Such stark disparities were exacerbated and gained national attention during the COVID-19 pandemic as the public viewed ECE as essential and as the voices of early educators/leaders were magnified. Research demonstrates that sustained increases to ECE compensation, both salary and benefits, has positive effects on teacher well-being, reducing turnover, and improving recruitment and retention, thereby promoting the quality and continuity of care for young children. At federal, state, and local levels, current efforts are financing, shaping, and implementing policies to increase ECE compensation and address structural racial and gender gaps. This session will focus on research on racial and gender disparities and the benefits of increased compensation, as well as highlight policy opportunities to increase salaries and benefits for ECE professionals.

112

Early Head Start Unpacked: What's the Latest on How It Works?**CHAIR****Cynthia Osborne**, Peabody College at Vanderbilt University**PRESENTERS****Noreen M. Yazejian**, Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill**Diane M. Horm**, University of Oklahoma, Tulsa**Caitlin Lombardi**, University of Connecticut**Rachel Chazan Cohen**, University of Connecticut**DISCUSSANTS****Joan Lombardi**, Early Opportunities**Brenda Jones Harden**, University of Maryland

ABSTRACT

The recent expansion of federal funding for early childhood brings both urgency and a unique window of opportunity to provide information to states to guide their spending. This session represents the efforts of a consortium working to expand what we know about the components of comprehensive Early Head Start (EHS) services. Different perspectives and methods are used to understand who gets what services in EHS and to identify the impacts that result from specific comprehensive services.

Literature Review of Specific Comprehensive Services in the Context of Intervention Programs

Helen Raikes

Unpacking Comprehensive Services in Early Head Start

Caitlin Lombardi

Understanding How Comprehensive Services Lead to Impacts for Children and Families

Rachel Chazan Cohen

113

Economic and Psychosocial Costs of ECE Instability for Low-Income Latine Families

CHAIR

Julia Mendez Smith, University of North Carolina at Greensboro

PRESENTERS

Kevin Ferreira van Leer, California State University, Sacramento

Julia Mendez Smith, University of North Carolina at Greensboro

Danielle Crosby, University of North Carolina at Greensboro

DISCUSSANT

Heather Sandstrom, Urban Institute

ABSTRACT

Drawing on national data from child care providers and households, collected before and during the pandemic, this set of papers examines multiple constraints on ECE access for low-income Hispanic families and the instability that can occur when parents must navigate challenging work-care dynamics. Findings will be discussed in terms of the psychosocial and economic costs to families, and potential policy and practice strategies to support more equitable access to high-quality care for Latine children.

An Examination of Prevalence and Consequences of Care-Work Disruptions for Latino Families Before and During COVID

Kevin Ferreira van Leer, Yiyu Chen

Child Care Affordability is Out of Reach for Many Low-Income Hispanic Households

Julia Mendez, Kaitlin Quick, Shivani Raina



The Prevalence of ECE Access-Promoting Features Among Center- and Home-Based Providers Serving Hispanic Children: National Insights from 2012 and 2019

Danielle Crosby, Christina Stephens

Tuesday, June 28, 2022

11:00 A.M. – 12:30 P.M.: BREAKOUT SESSIONS (Sessions 201-206)

201

Stability of Subsidized Child Care: Influential Policies and Factors (Poster Symposium)

CHAIR

Laurie L. Houston, Oregon State University

PRESENTERS

Laurie L. Houston, Oregon State University

Robert Goerge, Chapin Hall at the University of Chicago

Elizabeth Davis, University of Minnesota

Andrew Breidenbach, University of New Mexico Cradle to Career Policy Institute

DISCUSSANT

Jocelyn Bowne, Massachusetts Department of Early Education and Care

ABSTRACT

Recent changes to federal and state policies have been implemented to promote more stable participation in child care subsidy programs. In this session, researchers from four states along with a policy discussant, evaluate the impact of subsidy policy changes on the stability of program participation given different state contexts. These studies employ longitudinal designs with administrative data to explore how policy, practice, and other factors influence subsidy continuity for children, families, and providers.

Did The 2014 Child Care and Development Block Grant Act Increase Childcare Stability for Subsidy Families in Oregon

Laurie L. Houston, Megan Pratt, Roberta Weber

Examining Provider Participation in the Illinois Child Care Assistance Program

Robert Goerge, Leah Gjertson, Aida Pacheco, Aya Liu

Do Higher Provider Payment Rates Increase the Stability of Subsidy Participation and Continuity of Arrangements?

Elizabeth Davis, Jonathan Borowsky



Implementation of 12-month Recertification in New Mexico and Family Continuity in Subsidized Child Care
Andrew Breidenbach, Hailey Heinz

202

The Role of Family Services and Program Experience in Early Head Start and Head Start

CHAIR

Eleanor Fisk, University of Connecticut

PRESENTERS

Russell Carleton, Georgia State University

Doré LaForett, Child Trends

Caitlin Lombardi, University of Connecticut

DISCUSSANT

Kiersten Beigel, ACF's Office of Head Start

ABSTRACT

This symposium will feature three research teams that seek to better understand how Early Head Start and Head Start (EHS/HS) programs support families and children through family support services and children's program experiences. Each research team will examine these questions within nationally representative samples of EHS/HS programs. Findings are intended to inform EHS/HS programs in their efforts to support families and promote child development. Attention will be paid to implications for policy and practice.

Factors Associated with Referrals and Service Uptake Among Families Enrolled in Early Head Start

Russell Carleton, Ann DiGirolamo, Lisa McGarrie, Ani Whitmore, Annelise Gilmer

Can Head Start's Family Support Services Interrupt Associations between Poverty and Child and Family Outcomes?

Doré LaForett, Dana Thomson, Jessica Warren

Early Experiences of Ecological Resources and Risks: Understanding the Moderating Role of Early Head Start on Children and Families

Caitlin Lombardi, Kyle DeMeo Cook, Eleanor Fisk

203

The Pitfalls, Potential, and Promise of Continuous Quality Improvement in Early Care and Education (State of the Field Synthesis Session)

CHAIR

Kelly R. Fisher, Society for Research in Child Development



PRESENTER

Anne Douglass, Institute for Early Education Leadership and Innovation, University of Massachusetts Boston

DISCUSSANT

Kathryn Tout, Child Trends

ABSTRACT

High quality early care and education promotes the healthy development of young children. Yet research suggests that early childhood program quality varies widely and in ways that may perpetuate inequities. Additionally, not all early childhood programs have consistent access to the resources needed to achieve and sustain high quality. In this state of the field session, Dr. Douglass will chart the evolution and emergence of continuous quality improvement (CQI) research, theory, and practice in early care and education. She will describe the potential of CQI to promote more meaningful and lasting change in the sector than that of current approaches, while also noting the pitfalls. She will offer a new vision for CQI and its potential to build a culture of continuous learning and distributed leadership in early childhood settings and systems. As discussant, Dr. Tout will elevate key themes from the research, practice and vision shared by Dr. Douglass and engage the audience with questions and discussion. Through conversation and real-life examples, they will support application of the concepts and suggest next steps for researchers, policymakers, and practitioners.

STATE OF THE FIELD SYNTHESIS PRESENTER BIOGRAPHIES**Anne Douglass**

Anne Douglass, Ph.D., is professor of early childhood leadership and policy, 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 is a leading national expert on early education quality improvement, leadership, and equity. She designs, implements, and studies practices, policies, and systems that increase the capacity of the racially and linguistically diverse early care and education (ECE) workforce to lead change, improvement, and innovation. Her research is conducted in partnership with professional, community, government, and philanthropic entities that share a vision to dramatically transform quality improvement in ECE. She is the author of the 2017 book *Leading for Change in Early Care and Education: Cultivating Leadership from Within*,

and 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. All of Dr. Douglass's academic research, writing, speaking, and teaching is informed by a prior twenty-year career in urban ECE as a teacher, administrator, family child care owner and educator, and quality improvement coach and mentor to programs serving children and families in Boston's most underserved neighborhoods. There, she saw firsthand that quality improvement in ECE cannot be imposed from the outside but must be built, designed, and nurtured by those closest to the work, all in the context of supportive systems and policies. Dr. Douglass is a Pahrara-Aspen Institute Leadership Fellow. She earned a Ph.D. in social policy at the Heller School at Brandeis University, a master's degree at Harvard Graduate School of Education, and a bachelor's degree in political science from Wellesley College.

**Kathryn Tout**

Kathryn Tout is a developmental scientist who focuses on how policies, practices, and innovations can promote effective early childhood systems, program quality, and the well-being of young children and their families. She conducts research and evaluation to understand and identify best practices in early childhood system-building, program quality improvement, and professional development for early childhood educators. She provides technical assistance to build capacity in the early childhood field for continuous improvement and monitoring of progress toward equitable experiences and outcomes for young children and their families. At the federal level, Kathryn co-directs Child Trends' Child Care and Early Education Policy and Research Analysis contract with the Office of Planning, Research, and Evaluation. Under this contract, she directs the production of research briefs and secondary data analyses on critical

topics, including the Child Care and Development Block Grant, access to early care and education, and Quality Rating and Improvement Systems. Kathryn also is the principal investigator on a study to assess the feasibility of using an innovative quality improvement method to support practice and organizational change in child care and Head Start programs. Kathryn is passionate about using data to spark conversations about equity and new ideas for improving children's lives.

204

Building a Diverse, Skilled, and Stable Early Care and Education Workforce through Apprenticeship Programs

CHAIR

Jenessa Malin, ACF's Office of Planning, Research, and Evaluation

PRESENTERS

Abby Copeman Petig, Center for the Study of Child Care Employment, University of California, Berkeley

Hanna Melnick, Learning Policy Institute

Teresa Collins, District 1199C Training & Upgrading Fund

ABSTRACT

Early care and education (ECE) apprenticeship programs offer promise as a novel approach to prepare a diverse cadre of teachers and caregivers. Broadly, ECE apprenticeship programs allow employees to remain employed while participating in on-the-job training or coursework to build the competencies essential to their practice. These programs are often designed to address common barriers to pursuing higher education or credentials, such as a lack of time or financial resources that conflict with the realities of most ECE practitioners' lives, and which are often not responsive to the diversity of educators or children served. This session will highlight the opportunities and challenges of existing apprenticeship programs implemented at state- and local-levels, discuss approaches to be responsive to children and educators of color, and discuss how public policies and resources may be utilized to support feasible and effective ECE career pathways across the Birth-to-Five continuum and close critical research gaps.

205

Neighborhood Resources and Race/Ethnicity: Unpacking Critical Mechanisms Associated with Children's School Readiness Skills**CHAIR**

Jennifer LoCasale-Crouch, Center for Advanced Study of Teaching and Learning (CASTL), University of Virginia

PRESENTERS

Robert Ressler, Brandeis University

Tekalign Lenahan, CASTL, University of Virginia

DISCUSSANT

Iheoma Iruka, Equity Action Research Coalition; Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill

ABSTRACT

Given that inequities emerge before children enter school, neighborhoods represent a potentially impactful feature of what shapes children's early development that remains underexplored. Further, neighborhoods and the experiences and resources within them are often also segregated along racial/ethnic lines. This symposium brings together two synergistic efforts to understand how neighborhood resources intersect with race/ethnicity to deepen our understanding of, and contributors to, children's early development, particularly their school readiness skills.

Neighborhoods, Child Opportunity, and Race/Ethnicity: Exploring Variation in the Pathway between Ecological Context and Healthy Child Development

Robert Ressler, Michelle Weiner, Clemens Noelke, Dolores Acevedo-Garcia

Examining the Differential Relationship between Child Opportunity and School Readiness Across Low & Highly Segregated Schools

Tekalign Lenahan, Jennifer LoCasale-Crouch, Caroline Chamberlain, Amanda Williford, Jason Downer, Jessica Whittaker, Luke Miller

206

Costs and Funding in Child Care and Early Education**CHAIR**

Shannon Warren, ACF's Office of Planning, Research, and Evaluation

PRESENTERS

A. Rupa Datta, NORC at the University of Chicago

Claudia Zapata-Gietl, NORC at the University of Chicago

Pia Caronongan, Mathematica

DISCUSSANT

Andrew Williams, ACF's Office of Child Care



ABSTRACT

This session presents work investigating the complexities of child care and early education (CCEE) costs and funding. The National Survey of Early Care and Education (NSECE) 2019 project presents on the mix of public and private funding for center-based CCEE in 2019, changes in percentages of centers receiving different types of public funding from 2012 to 2019, and how public funding fits into funding sources across centers. Then, the Assessing the Implementation and Cost of High Quality Early Care and Education (ICHQ) project presents three measures describing the costs to CCEE center-based programs: cost per child care hour (total cost to provide care for one child for one hour), cost allocations by resource category (percentage of total cost spent across eight resource categories), and cost allocations by key function (percentage of total cost spent across five key functions). Finally, the NSECE 2019 project describes CCEE costs and cost burden across households of different types (by income, community poverty density, and presence of nearby family members available to provide care), as well as child, household, and neighborhood characteristics associated with high CCEE cost burdens. The discussion includes how this new information can be used to inform future policy and funding decisions.

12:30 P.M. – 12:45 P.M.: BREAK**12:45 P.M. – 1:45 P.M.: POSTER SESSION**

Have research questions or ideas for poster presenters? Want to discuss how the presented information applies to practice or policy?

To Interact with Poster Presenters:

- Attend the poster galleries during the scheduled times to interact with poster presenters. During the scheduled time, click on a poster of interest and then click “Chat” or “Video Session” at the bottom of the poster, depending on how the poster author has opted to present.
- If you visit a poster outside of the scheduled times for the gallery, you can send an email to the poster presenter by clicking “Contact Author.”

Gallery C: Children's Outcomes and Development

Topics include: School Readiness; Social-emotional Skills/Challenging Behaviors; Mental Health, STEM Skills, Cognitive Development/Executive Functioning; Language and Literacy Skills; Kindergarten Entry and Transitions; Measurement and Assessment of Children's Outcomes and Development; and Interventions to Support Children's Outcomes and Development

C01**School Readiness Profiles of Head Start Children: Preliminary Results of the Prediction of Outcomes and Stability to Kindergarten**

–Cara Cuccuini-Harmon

PRESENTER**Cara Cuccuini-Harmon**

Research indicates variations in school readiness outcomes for Head Start children. This project will provide preliminary results in examining how school readiness skills combine in unique ways within young children, and how these impact



their later academic achievement and development. Using the Head Start CARES data, latent profile analysis will be conducted to estimate school readiness profiles to examine their association with end of pre-kindergarten outcomes and assess their stability through kindergarten.

C02***School Administrators' Roles, Perceptions, and Knowledge Pertaining to Teachers' Practices Used to Support Children with Disabilities During the Transition to Kindergarten***

–Michelle Sands

PRESENTER**Michelle Sands**

To ensure children with disabilities (CWD) have a successful transition to kindergarten, teachers have been encouraged to use individualized transition practices. Lack of administrator support has been cited as a barrier to transition practice use, yet there exists little research regarding principals' perceptions of transition practice use for CWD. The purpose of this mixed methods study was to understand how principals' perceptions relate to the reported use of transition practices by teachers to support CWD.

C03***Examining Approaches to Learning in a Pre-K Classroom Using Latent Profile Analysis***

–Amber Beisly, Sherri Castle

PRESENTER**Amber Beisly**

Approaches to Learning (AtL) is a school readiness construct that helps young children interact with people and materials in their environment to support learning. This study used a person-centered approach to study Approaches to Learning in a sample of Head Start Children. Five different profiles of children emerged, including those who had low, medium, and high AtL and two unique profiles. Further analysis revealed differences among the profiles in gender, executive function, and academic achievement.

C04***Examination of Response to Intervention in the Emergent Writing Skills of Head Start Preschoolers***

–Lara-Jeane Costa, Stephen Hooper, Edmund Fernandez

PRESENTER**Lara-Jeane Costa**

The primary purpose of this project is to establish a stronger scientific foundation for educational practice within emergent literacy. We tested the impact of an established evidence-based intervention (Phonological Awareness+Letter Knowledge) in a Tier 2 model on the writing skills in preschool children at-risk for emergent literacy difficulties. We will present outcomes for both in-person and virtual models to address outreach needs with evidence-based programs to low socioeconomic strata minority preschool children.

C05***Transactional Relations Between Self-Regulation and Language in Preschoolers: Evidence from a Low-Income Sample***

–Pilar Alamos, Khara Turnbull, Amanda Williford, Jason Downer

PRESENTER**Pilar Alamos**

We examine bidirectional associations between two components of self-regulation (emotional and behavioral) and two components of language (narrative and expressive vocabulary) in a large, racially/ethnically diverse sample of preschool children from low-income households. Preliminary findings show cross-domain associations between: (1) emotion regulation and narrative language and (2) behavior regulation and expressive vocabulary. Findings have implications for informing how to best support preschool children's joint development of self-regulation and language skills.

C06

Theory of Change for Infant and Early Childhood Mental Health Consultation: Evaluating the Evidence and Identifying Future Directions

–Kaela Tidus, Annie Davis, Deborah Perry

PRESENTER**Kaela Tidus**

A new Theory of Change (ToC) for Infant and Early Childhood Mental Health Consultation identifies the mechanisms of change for this service. A review of the scholarly literature and selected grey literature was undertaken, resulting in an analysis of the strength of the evidence associated with each construct in the ToC. This work both summarizes the current state of the evidence and guides future research to address gaps in knowledge.

C07

Child, Parent, and Contextual Determinants of Kindergarten Readiness Among Children with Low Birthweight

–Genevieve Guyol, Erika Cordova Ramos, Timothy Heeren, Jonathan Litt, Margaret Parker

PRESENTER**Genevieve Guyol**

We explore determinants of school readiness among children ages 3-5 years with low birthweight captured in the 2016-2019 National Survey of Children's Health. Medical (complex healthcare needs) and social (lower parental education, poorer parental mental health, Spanish language) factors; community supports (receipt of EI or special education, no outside childcare); and parenting factors (inconsistent routines, decreased family resilience, more daily screen time) were associated with decreased odds of being "on-track" for kindergarten readiness.

C08

Executive Functioning as a Mediator of the Association Between Preschool ADHD Behaviors and Social Functioning

–Allison Krasner, Erin Shoulberg, Marissa Dennis, Hannah Scott, Betsy Hoza

PRESENTER**Allison Krasner**

Attention-Deficit/Hyperactivity Disorder (ADHD) and executive functioning (EF) are linked with preschoolers' social functioning (DuPaul et al., 2001; Moriguchi, 2014), and EF deficits are associated with ADHD (Sjöwall & Thorell, 2019). To understand their joint associations, we investigated whether EF mediates the association between ADHD behaviors and social functioning. EF skills fully mediated the association between ADHD behaviors and social-emotional school readiness and partially mediated the association with peer problems. Specific indirect effects varied by model.

C09

Early Math Skills in Preschool and Kindergarten Predicted by Social-Emotional Competence

–Tracy Zehner, Tanya Paes, Brianna Devlin, Elyssa Geer, Germán Posada, Robert Duncan, David Purpura, Sara Schmitt



PRESENTER**Tracy Zehner**

Researchers and educators alike understand the importance of social-emotional competence (SEC) for children. SEC has been associated with academic success, yet there is little research on how SEC is related to math learning. We examined whether SEC (social skills and problem behaviors) in preschool predicted math skills that same year and the fall of kindergarten. Results indicated a significant association between social skills and math at both timepoints. No significant associations emerged with problem behaviors.

C10***Self-Regulation in Dual Language Learners: Exploring the Difference Between Teacher-Report and Direct Measure Scores***

–Amara Bradetich, Megan McClelland

PRESENTER**Amara Bradetich**

Language is important for children's self-regulation, but few studies compare direct measures and teacher-ratings of self-regulation between Dual Language Learner (DLL) and English-speaking (ES) children. This study examined differences between a direct measure (HTKS) and teacher-report (CBRS) of self-regulation for DLL and ES children in Head Start, and investigated how DLL status relates to preschool and kindergarten self-regulation. DLLs scored lower on the direct measure, but similarly on the teacher-report compared to ES children.

C11***Do Executive Functioning Skills Underlie the Links Between Children's Language Abilities and ADHD Behaviors?***

–Marissa Dennis, Allison Krasner, Erin Shoulberg, Hannah Scott, Betsy Hoza

PRESENTER**Marissa Dennis**

We examined whether different executive functioning skills mediated the associations between children's language abilities (receptive and expressive) and attention-deficit/hyperactivity disorder (ADHD) behavior levels. We examined mediation models utilizing data from a sample of 52 preschoolers recruited from Head Start-affiliated classrooms. When receptive language was the focal predictor, we observed significant indirect effects on ADHD behavior levels through children's working memory and planning/organization skills. No indirect effects were detected when expressive language was the focal predictor.

C12***Code-Switching in Head Start Majority DLL Classrooms***

–Gina Calise Martinez, Brooke Rumper, Elizabeth Frechette, Kathy Hirsh-Pasek, Daryl Greenfield

PRESENTER**Gina Calise Martinez**

Supporting DLL children's language development is essential because of the benefits it has on various academic outcomes (Prevo et al., 2016). Code-switching is an integral aspect of bilingualism, yet its impact in DLL classrooms remains unexplored. The current study examines 1) the code-switching environment in majority Spanish-English DLL Head Start classrooms, and 2) whether teacher's code-switching has an influence on children's executive functioning.



C13***Does Neighborhood Opportunity Mitigate Family Risk to Preschool Children's Executive Function Growth?***

–Mayaris Cubides Mateus, Jennifer LoCasale-Crouch, Khara Turnbull

PRESENTER**Mayaris Cubides Mateus**

We use three-level growth curve modeling to identify patterns of EF growth trajectories and examine their associations with cumulative family risk, overall and domains z-scores of the COI, and the interaction term between these variables. The present study makes a unique contribution to the literature by examining the independent and compounded relationship of variables that account for resources at family and neighborhood level may have on children's EF growth during pre-K.

C14***The Effects of Family Risks on School Readiness in Head Start: Examining Indirect Effects Through Approaches to Learning***

–Dahyung Ryu, Ji Young Choi

PRESENTER**Dahyung Ryu**

Using the Head Start Family and Child Experiences Survey dataset, this study examined associations between family risks and Head Start children's school readiness skills and whether such associations are mediated through children's approaches to learning (ATL). Two family risk characteristics (i.e., caregiver depression and single parent) were found to be associated with ATL, which in turn was significantly related to all school readiness skills examined (i.e., English vocabulary, math, and problem behaviors).

C15***Patterns and Predictors of Dual Language Development***

–Ji Young Choi, Shinyoung Jeon, Craig Van Pay, Fattaneh Arabzadehjafari

PRESENTER**Ji Young Choi**

We examined patterns and predictors of dual language development in Head Start and Kindergarten. We found three groups of children presenting different dual language learning patterns: (a) Bilinguals with high English and Spanish skills; (b) Spanish-functioning dual language learners (DLLs) with high Spanish but low English skills; and (c) Lower-functioning DLLs whose average English skills were below the sample mean and showed the lowest Spanish skills. Group differences were found in their characteristics and experiences.

C16***Longitudinal Relations Between Science and Other School Readiness Domains During Preschool and Kindergarten***

–Lauren Westerberg, Sara Schmitt, Robert Duncan, David Purpura

PRESENTER**Lauren Westerberg**

This study examined the relations of science core knowledge and vocabulary, literacy, math, math language, and executive functioning across the preschool year and during the transition to kindergarten. Participants included 113 children who participated in a state-funded prekindergarten evaluation project. Examining relations between science and multiple academic and cognitive domains longitudinally has implications for understanding the acquisition of science knowledge and how this knowledge can be supported by learning in other domains.



C17***Impact of a Dialogic Reading Intervention on the Effectiveness of an Adaptive Magnitudes eBook***

–Patrick Ehrman, Mary Fuhs, Marissa Brown

PRESENTER**Patrick Ehrman**

We propose that a DR intervention used with an adaptive eBook will improve children's magnitude comparison skills and general math ability compared to control groups. Preschooler-parent dyads (N=75) were randomly assigned to one of three conditions: adaptive magnitude comparison eBooks reading with dialogic reading training, adaptive magnitude comparison eBooks reading without dialogic reading training, or literacy eBook reading. Participants were assessed virtually on their numerical and spatial magnitude comparison skills and their general math ability.

C18***Elucidating Linkages Between Executive Functioning and School Readiness Skill Development: The Mediating Role of Classroom Behavioral Engagement***

–Khara Turnbull, Jamie DeCoster, Jason Downer, Amanda Williford, Kevin Grimm

PRESENTER**Khara Turnbull**

We explored connections between executive functioning (EF) and school readiness (SR) skill development during pre-Kindergarten (PreK) and explored the mediating role of classroom behavioral engagement. EF was positively related to outcomes for all SR domains we examined. Behavioral engagement characterized by conflict significantly mediated the effects of EF on reading, social-emotional-behavioral skills, and approaches to learning. We describe implications for promoting children's ability to learn and thrive in PreK contexts through behavioral engagement.

C19***Enhancing Early Developmental Screening of American Indian and Alaska Native Children Through Community Engagement in Research***

–Nancy Asdigian, Nancy Whitesell, Carrie Clifford, Neda Senehi, Michelle Sarche, Caitlin Howley

PRESENTER**Caitlin Howley**

Early developmental screening can help communities ensure that children reach their full potential. Despite this, American Indian and Alaska Native (AIAN) children are often frequently undiagnosed and untreated compared to other populations. This study explored families' and professionals' perceptions of screening systems and processes in AIAN communities. Questions explored broadly screening processes, including the ultimate value of screening for improving developmental outcomes for children. Our findings offer recommendations to improve screening in AIAN communities.

C20***Exploring the Bi-Directional Relation Between Language and Problem Behaviors for Spanish-English Dual Language Learning Children in Head Start***

– Audrey Juhasz, Lisa Boyce

PRESENTER**Lisa Boyce**

This exploratory study examines the longitudinal, bi-directional relations between Spanish and English language and behavior problems in a sample of 97 children from Spanish-speaking, low-income homes, enrolled in the Head Start. Results indicate early receptive Spanish, predicted later internalizing behavior problems. These findings highlight the



critical importance of ensuring adequate classroom support for home languages for children who are dual language learners.

C21

Social-Emotional Learning in Early Head Start Classrooms

–Savannah Bayer

PRESENTER

Savannah Bayer

Early Head Start programs are a vital resource for low-income families as infants/toddlers who attend are at-risk for delays in social-emotional (SE) learning as well as the development of maladaptive behaviors. Limited work has examined teacher/classroom-level influences on SE development among infants and toddlers. Using nationally representative data from the Early Head Start Family and Child Experiences study, relationships between teacher/classroom-level variables (ex.: classroom climate) and child outcomes will be examined using multi-level modeling.

C22

Musical Activities in Kindergarten and Children's Prosocial and Executive Function Skills

–Beatriz Ilari

PRESENTER

Beatriz Ilari

This study used a pretest-posttest design to examine the impact of a 5-week music program on prosocial and executive function skills of Kindergarten children (N=103) from two Title-I schools in California, who were randomly assigned to a music or control group. Multilevel analyses suggested that the music program impacted children's cognitive flexibility, but not working memory/inhibition control nor prosocial skills. Access to quality music education may play a significant role in children's development.

C23

A Rhythm and Movement for Self-Regulation (RAMSR) Intervention in Disadvantaged Preschools: RCT with Follow-up Shows Effectiveness for Self-regulation, Executive Function, and School Readiness

–Kate Williams, Laura Bentley, Sally Savage, Rebecca Eager, Cathy Nielson

PRESENTER

Kate Williams

This poster presents the findings of a 12 month RCT of a rhythm-based intervention effective for preschool self-regulation, executive function, and school readiness. The RAMSR intervention was designed by music therapists and early childhood music and general educators. Activities target beat synchronisation, complex coordinated movement, self-regulation and the executive functions, and were delivered by generalist preschool teachers with training and coaching provided by the researchers.

C24

Participation in an Early Childhood Music Program and Socioemotional Development: A Meta-Analysis

–Aimée Gaudette-Leblanc, Hélène Boucher, Jessica Pearson, Flavie Bédard-Bruyère,
Jonathan Bolduc, George M. Tarabulsy

PRESENTER**Aimée Gaudette-Leblanc**

The goal of this meta-analysis was to examine the impact of participating in an early childhood music programme on indices of socioemotional development in children under 6 years of age. The overall result showed a moderate effect size ($N = 681$, $k = 11$, $d = 0.57$, $p < 0.001$). Moderation analyses revealed that the type of assessment significantly influenced effect size ($Q' = 25.26$, $p < 0.001$). No other moderation analysis was significant.

C25

Profiles of Kindergarten Experiences and Associations to Kindergarten Outcomes for Preschool Attenders and Non-Attenders

–Lisa L. Knoche, Amanda A. Prokasky, Courtney E. Boise

PRESENTER**Lisa L. Knoche**

Recent research describes a “fade out” of pre-academic and social skills for children who attend preschool programming relative to their peers who have not attended preschool. This study explores the profiles of kindergarten experiences for 264 preschool attenders and non-attenders from rural and urban communities in a midwestern state using a person-centered analytic approach and investigates relationships of the kindergarten experience profiles to children’s academic and social outcomes at the end of kindergarten.

C26

Bilinguals are Not Two Monolinguals in One Body: Using Latent Class Analysis to Model Dual Language Constellations in a Head Start Population

–Audrey Juhasz, Lisa Boyce, Aryn Dotterer

PRESENTER**Audrey Juhasz**

Three latent subgroups of dual language learning children (Balanced Low, Balanced Average, and Spanish Dominance) were identified using their Spanish and English receptive vocabulary at both entrance and exit to the Head Start program. The proportion of children in each group varied across timepoints. Children in groups characterized by average scores in English or Spanish performed better on an executive functioning task than those with low vocabulary scores in both languages.

C27

The Benefits of Dual-Language Programs for Supporting Kindergarteners’ Skills

–Cassie Wuest, Adina Schick, Nathalia Sanchez, Gigliana Melzi

PRESENTER**Cassie Wuest**

While researchers and policymakers have begun to realize the importance of dual-language programs for supporting young children’s school success, few studies have focused on the effect of dual-language programs on children’s skills during the early school years. The current study explored the extent to which kindergarteners enrolled in dual-language programs differed from their peers in monolingual classrooms on measures of language, emergent literacy, and self-regulation skills. Findings have important implications for expanding dual-language classroom programs.

C28

Developing a Conceptual Model: Exploring the Effects of Early Childhood Maltreatment on Executive Function and Emerging Literacy Using Two Independent Systematic Reviews

–A. Lilyan Falcon, Charles Alvarado, Carlomagno Panlilio



PRESENTER**A. Lilyan Falcon**

To understand the impact of early childhood maltreatment (ECM) on later academic achievement through emerging literacy (e.g., oral language) and executive function (EF), two systematic reviews were conducted to propose a conceptual model that can serve as a framework for subsequent empirical testing. Preliminary findings showed a negative relationship between ECM, oral language skills, and EF, respectively. The proposed conceptual model may frame the development of interventions to support trauma informed practices and academic readiness.

C29***A Case Study of a Peer-Mediated Intervention and a Socially Isolated Child's Peer Interactions in the Preschool Classroom***

–Tiffany Foster, Nan Xiao, Logan Pelfrey, Laura Justice

PRESENTER**Tiffany Foster**

The present pilot case study illustrates how a peer-mediated intervention is associated with potential changes in social experiences for a socially isolated, preschool-age child. Intensive moment-to-moment data on a target children's peer interactions prior to, during, and after the three-week intervention were collected using traditional observations and sensing technologies (e.g., location tracking and voice recorders). Patterns of change over time will be examined for possible evidence of an intervention effect, which will inform future scaling-up.

C30***Community Risk, Developmental Resilience and Equity for Young Children of Color***

–Rebecca Bulotsky Shearer, Imelda Moise, Jhonelle Bailey, Astrid Pena, Rayne Blosser, Ebony Leon, Ruby Natale, Robin Bachin

PRESENTER**Rebecca Bulotsky Shearer**

In a population-based analysis, the geographic distribution of neighborhood risks and child developmental skills were examined. Census tracts with higher risk were associated with lower developmental skills at kindergarten; although variability was found where children performed better than expected given the level of neighborhood risk present. Black children were disproportionately more likely to experience higher concentrated risks and developmental vulnerabilities. Assets such as access to quality early childhood programs were associated with more resilience.

C31***A Secondary Data Analysis of Head Start to Kindergarten Transition Practices in the 2017 Migrant and Seasonal Head Start Study***

–Van-Kim Lin, Marta Alvira-Hammond, Kyle Cook, Stacy Ehrlich, Mitchell Barrows, Tamara Halle

PRESENTER**Van-Kim Lin**

This poster presents secondary analyses of Migrant and Seasonal Head Start (MSHS) Study data to understand approaches to supporting kindergarten transitions. The authors explored whether the number and types of transition practices differed by center characteristics, including race/ethnicity and Spanish language use of center staff. This work is the first to describe transition practices within a representative sample of MSHS centers, which can be compared to nationally representative studies of Head Start.



C32***Indigenous Children in Canada: Language and Literacy in Kindergarten.***

–Julia O'Sullivan, Vaughan Stoyka, Maggie Dunlop, Steve Styers

PRESENTER**Julia O'Sullivan**

Little is known about literacy development for Indigenous children. Literacy skills of 809 First Nations children in Canada were measured in Kindergarten and related to their reading achievement. Findings include 1) oral vocabulary is strong relative to print knowledge and phonemic awareness, 2) children's print knowledge predicts their reading achievement in Kindergarten, through to grade 2. Findings highlight the importance of exposing First Nations children to activities that promote literacy skills before they begin school.

C33***From Head Start to Kindergarten: Measuring Systems-Level Approaches, Strategies, and Coordination in Service of Smooth Kindergarten Transitions***

–Kristie Kauerz, Eileen Graf, Tamara Halle, Mitchell Barrows, Stacy Ehrlich, Kyle Cook, Sara Amadon, Marc Hernandez, Sara Her, Andrew Schaper

PRESENTER**Kristie Kauerz**

This poster presents a theory of change (TOC) and description of the development of surveys aimed at illuminating under-studied, systems-level approaches to ensuring smooth transitions from Head Start to kindergarten. The TOC exhibits a framework of “4Ps”—perspectives, policies, professional supports, and practices—posited as primary mechanisms through which systems can promote systematic alignment and coordination. Surveys are designed for administrators to capture the 4Ps and the degree and quality of shared transition strategies.

C34***Does Being Bilingual Make the Transition to Kindergarten More Difficult?***

–Jing Sun, Laura Justice

PRESENTER**Jing Sun**

This study examined the difficulties bilingual children experienced during the kindergarten transition compared to their monolingual English-speaking peers in five areas: making friends, following a schedule, adjusting to academic demands, working with groups, and being organized. Although bilingual children had lower academic skills than monolinguals at the beginning of kindergarten, they demonstrated higher social skills and experienced fewer difficulties transitioning to kindergarten in all areas. Being bilingual was not a significant predictor of transition difficulties.

C35***COVID Impacts on Head Start Children's Development: Comparison of Two Cohorts***

–Sherri Castle, Anabel Castillo, Shinyoung Jeon, Kyong-Ah Kwon, Denise Vega Ruvalcaba, Diane Horm

PRESENTER**Sherri Castle**

This study examines the academic and social development of children ages 2-5 enrolled in a EHS/HS program in the central US and compares a cohort of children in 2021-22 ("post" COVID) with a cohort enrolled in 2018-2019 (pre-COVID). Differences in children's development will be highlighted, including variation in fall scores, growth over time, and classroom experiences that support optimal development.



C36***Learning-Related Behaviors, Social Relationships, and Achievements in Kindergarten***

–Jing Sun, Laura Justice, Hui Jiang, Tzu-Jung Lin, Kelly Purtell, Arya Ansari, Monica Lu

PRESENTER**Monica Lu**

Children’s learning-related behaviors and social skills are considered essential prerequisites by teachers for school readiness and key factors that predict academic achievements (McClelland et al., 2006; Rimm-Kaufman et al., 2000). This study examines the mechanism whereby children’s kindergarten achievements influenced by learning-related behaviors and social relationships with peers and teacher in the kindergarten classroom. Our findings indicated that learning-related behaviors predicted math and reading outcomes at the end of kindergarten, regardless of social relationships.

C37***Using a Person-Centered Approach To Understanding Preschool Students’ Social-Emotional and Self-Regulation Skills***

–Dominique Tunzi, Erika Gaylor, Elisa Garcia, Madeline Cincebeaux

PRESENTER**Dominique Tunzi**

Preschool children have a wide range of social-emotional and self-regulation skills. Teachers work hard to support students in developing these skills individually, and in community. Using Latent Profile Analysis, we will identify the profiles of social-emotional and self-regulation skills to describe how four distinct skills—self-regulation, social skills, and problem behaviors—fit together. Understanding these patterns can inform both supports for students’ development and strategies for teachers to use.

C38***Constructing Identity: Language Use of Emergent Bilingual Learner Preschool Children During Play***

–Lorennny Diaz, Antonio Pelaez, Valentina Duron, Nina Crawford, Dismell Gabin, Natalia Rojas

PRESENTER**Lorennny Diaz**

This study seeks to explore how Spanish-speaking emergent bilingual preschool children (n = 25) use language to construct their identity and that of others at two timepoints (Fall and Winter) during play. We also examine the role of gender in relation to a child’s language use in constructing identity. Results from this study could demonstrate the importance of play and a child’s agency in forming identity and showcase the need to support bilingual education.

C39***Social Determinants of Health and Child Socioemotional Functioning in Migrant and Seasonal Farmworker Children***

–Haregnesh Haile, Elizabeth Villegas, Sofia Gilkeson, Noé Erazo, Sandra Barrueco, Michael López

PRESENTER**Haregnesh Haile**

Migrant and Seasonal Head Start (MSHS) provides early childhood services to children of migrant and seasonal farmworkers. The current examination explores the association between social determinants of health and child socioemotional functioning using a nationally representative sample of MSHS children. Results indicated that child socioemotional functioning was significantly correlated with housing insecurity, economic insecurity, job insecurity, food insecurity, and health insurance coverage.



C40***Investigating the Validity of Narrative Language Sampling for Assessing Young Spanish-English Bilingual Children's Bilingual Proficiency***

–Rica Ramírez, Becky Huang

PRESENTER**Rica Ramírez**

Narrative-language sampling (NLS) may offer a valid alternative to norm-referenced language measures as it provides a richer and in-depth picture of a child's use of language in real world situations, especially for bilingual children. Criterion validity was examined of NLS via exploring the relationship between NLS and norm-referenced language measures among 107 1st- and 3rd- grade Spanish-English DLLs. Findings: Using NLS is a reliable way to assess the oral language development of young bilingual children.

C41***Attending Head Start During the COVID-19 Pandemic: Toddlers' Executive and Emotional Functioning***

–Anabel Castillo, Sherri Castle, Lukas Lopez, Elizabeth Frechette, Shinyoung Jeon, Kyong-Ah Kwon, Diane Horm

PRESENTER**Anabel Castillo**

It remains unclear how younger children in poverty were impacted by the COVID-19 pandemic and the role that continued attendance in Head Start played in children's development. We examined how attending Head Start programs during COVID-19 relates to toddlers' emotional and executive functioning. Findings highlight the importance of sustaining Early Head Start services even in times of public health or other crises. Implications for programs functioning during crises and needed support for children are discussed.

C42***Examining the Acceptability, Feasibility, and Initial Efficacy of a Brief School Readiness Intervention for Children Transitioning From Early Head Start to Head Start During the COVID-19 Pandemic***

–Katherine A. Zambrana, Isabel Guaragna, Akira Gutierrez, Katie C. Hart

PRESENTER**Katherine A. Zambrana**

The transition into the early school years is a salient developmental milestone, laying the groundwork for later school success. Yet, as early as preschool, a number of children display significant behavioral and academic difficulties. Due to COVID-19, increased schooling demands were placed on parents, highlighting the need to support families in their transition back to school. Using a randomized design, we examined the acceptability, feasibility, and initial efficacy of a brief telehealth school readiness intervention.

Gallery D: Early Childhood Programming and Service Delivery

Topics include: Quality and Effectiveness; Program Experiences; Improvement Efforts; Implementation; Teaching or Staff Practices; Culturally-responsive Practice; and Assessment and Measurement Approaches



D01***A Validation Study of the Assessing Classroom Sociocultural Equity Scale (ACSES) in Pre-K to Third Grade Classrooms***

–Molly J. Goldberg, Dalhia D. Lloyd, Greg W. Welch, Gullnar Syed, Stephanie M. Curenton

PRESENTER**Molly J. Goldberg**

Despite calls for racial equity in early childhood (EC), the field lacks observational measures of equitable classroom practices. We examined the psychometric properties of the Assessing Classroom Sociocultural Equity Scale (ACSES) in pre-K through third grade classrooms (n = 348 videos). ACSES showed strong structural and convergent validity. Higher levels of Inequitable Discipline predicted higher levels of CLASS Negative Climate and lower scores across all other CLASS dimensions. Implications for research and practice are discussed.

D02***A Conceptual Framework for Quality in Home-Based Child Care***

–Juliet Bromer, Marina Ragonese-Barnes, Sally Atkins-Burnett, Patricia Del Grosso, Toni Porter

PRESENTER**Juliet Bromer**

The conceptual framework for quality in home-based child care (HBCC) highlights potential quality features in HBCC settings as well as contextual factors and influences, and hypothesized outcomes expected in HBCC settings. The framework uses an equity lens to acknowledge how structural inequalities (e.g., systemic racism, rurality) may shape the ways HBCC providers implement quality for children and families. The framework aims to guide efforts to support HBCC quality and future research.

D03***Infant-Toddler Teachers Simplify Speech When Responding To Infant Babbling***

–Rachel Albert, Morgan Ernst, Reagan Little, Claire Vallotton

PRESENTER**Rachel Albert**

Prelinguistic vocalizations create learning opportunities for infants in childcare settings by eliciting simplified linguistic information during teacher-infant interactions. We transcribed infant teachers' contingent and non-contingent speech to infants to demonstrate that teachers simplify the mean length of utterance in words, the number of unique words spoken, and the proportion of single-word utterances when contingently responding to infant vocalizations. Further, we explore sources of individual differences of this simplification of speech effect.

D04***Which Approach Facilitates Greater Emotion-focused Teaching in Preschool Classrooms: SEL Book Readings or SEL Lessons?***

–Monica Estrada, Velisha Jackson, Sarah Moberg, Timothy Curby, Rachel Gordon

PRESENTER**Monica Estrada**

Emotion-focused teaching (EFT) in early childhood promotes children's early academic and social-emotional development and can occur through structured or informal classroom interactions. This poster examines whether emotion-focused teaching will be greater during proscribed SEL activities compared to teaching as usual and; which types of SEL activities are associated with higher observed levels of EFT--scripted lessons or book readings. Textual analysis of teaching interactions provides insight into how teachers can optimally engage in SEL activities.



D05***Impact of Anti-Bias Materials on Teaching Practices***

–Monica Molgaard, Alison Wishard Guerra, Thandeka Chapman

PRESENTER**Monica Molgaard**

The purpose of this study was to explore the inclusion of anti-bias materials within a child care program and the impact they have on educators' teaching practices. Anti-bias teacher factors, such as experiences with diversity, self-awareness, and comfort, were associated with the impact of diversity materials. Teachers' who had more anti-bias factors were more comfortable with diversity materials, however, some teachers' lack of confidence led them to interact with these materials only in implicit ways.

D06***Teachers' Implementation of the Project Approach in Head Start Preschool Classrooms***

–Karrie Snider, Jacob Marszalek, Carol Bolz

PRESENTER**Karrie Snider**

Very few research studies have explored relationships between the Project Approach (curriculum), teacher-child interactions (instruction) and children's outcomes (developmental learning) (Snider & Vartuli, 2020). Multilevel modeling was used to examine Head Start teachers' (n=17) curriculum fidelity, interactions and children's outcomes (n=56) while engaged in the Project Approach. Mixed results suggest that project work positively supported children's development but further research is needed to fully understand relationships among important process quality outcomes.

D07***Science and Language Instruction Practices That Support Latino/a Dual Language Learners in Head Start***

–Lucía Méndez, Karen La Paro, Tammy Lee, Virginia Stage

PRESENTER**Lucía Méndez**

Young children engaged in observation, experimentation, exploration, and conversations about their natural world can synergistically develop science and language skills. In this poster presentation we discuss the iterative development and results from the initial pilot of Bilingualtek's instructional approach. This project integrates cultural-linguistically-responsive science-language instruction designed for classroom implementation by monolingual Head Start preschool teachers of Latino/a dual-language-learners. Considerations for developing phenomena driven and integrated science-language instruction for Latino/a DLLs are also discussed.

D08***How Does the Quality of Early Childhood Programs in an Elementary School's Neighborhood Relate to Children's School Readiness Skills?***

–Caroline Chamberlain, Tekalign Lenahan, Jennifer LoCasale-Crouch, Amanda Williford, Jason Downer, Jessica Whittaker

PRESENTER**Caroline Chamberlain**

This study analyzed the relationships between access to early childhood programs, quality of early childhood programs, and school readiness by elementary school attendance boundary zones in Virginia. GIS mapping was used to evaluate patterns of inequitable access and quality of early childhood programs across the state. Implications of using geospatial analysis techniques to ensure that children have high quality experiences prior to kindergarten will be discussed.



D09

Implementing Early Relational Health to Improve Early Childhood Screening, Discussion, Referral, and Follow-Up

–Megan Heavrin, Eileen Reilly

PRESENTER**Megan Heavrin**

Early childhood adversity absent of protective factors creates risk of lifelong health challenges. By routinely assessing child development including family and community contexts, pediatricians can reduce poor health outcomes. Yet, time, technology, and payment barriers persist. A pediatric primary care learning collaborative aimed to improve rates of screening, discussion, referral, and follow up at 90% of well child checks for family strengths/protective factors, perinatal depression, social drivers of health, and social-emotional development.

D10

Using Mental Health Consultants to Better Support Head Start Children's Social and Emotional Outcomes

–Patrick O'Leary, Theresa Boano, Shelly Burns, Judith Miller

PRESENTER**Patrick O'Leary**

Head Start children (n = 628) were assessed on their various social and emotional strengths and needs after one month in school. Children identified as needing support received special assistance from a licensed Early Childhood Mental Health Consultant (ECMHC) plus services typically available in classrooms. The ECMHC helped with observations, assessments, documentation, planning, modeling, and referrals. Post data showed that teachers, children, and families benefited from a policy that offered the multi-tiered approach.

D11

“How do you do 50/50?” Student Engagement in Two-Way Immersion Early Childhood Classrooms Depends on the Language Model Used and Children's Home Language–Adam Winsler, Gabriele Norvell, Ximena Franco, M. Taylor Simpson,
Ashley Beauchamp, Rosario Villa, Doré LaForett**PRESENTER****Adam Winsler**

We examined whether language model, home language, and language of instruction mattered for engagement (on- and off-task behavior) for 176 K-3rd grade students attending Spanish-English two-way immersion (TWI) dual language programs. Student engagement during English instruction was always high. During Spanish instruction, language model mattered for students the more they spoke English at home. In 50/50 self-contained, and especially 50/50 alternate programs, on-task behavior was lower for students who speak English at home.

D12

The Relationship Between the Amount of Time Spent in the Block Center and Gender Differences in Preschool Children's Spatial Performance

–Narges Sareh, Alissa Lange

PRESENTER**Narges Sareh**

This correlational study investigated gender differences in block play and spatial skills of preschool children. Results from 75 preschoolers in eight Head Start classrooms in the southeastern United States found no gender differences in



spatial skills; that boys played more than girls in the block center; that spatial skills and time in the block center were correlated; and that time in the block center might impact spatial skills more for girls than for boys.

D13

Culturally Responsive Teaching Practices, Teacher-Parent Partnerships, and Academic and Social Growth in Black and Latine Children

–Nathan Jorgensen, Iheoma Iruka, Adis Lij, Susan Sheridan

PRESENTER**Nathan Jorgensen**

This study investigates the influence of culturally responsive teaching practices and teacher-parent partnerships in promoting academic and social success in racially and ethnically minoritized children. This study is particularly important given its large and diverse sample of children and teachers and its holistic approach to assessing culturally responsive classroom practices. Results from this study will offer straightforward and feasible methods for implementation and improvement in classroom practices for REM children.

D14

The Role of Bilingual Supports in Dual Language Learners' Development in Preschool and Early Elementary School

–Anne Partika

PRESENTER**Anne Partika**

Dual language learners (DLLs) are learning and developing in two languages at once, yet our policy guidance and research on how to support their specific developmental needs as bilinguals is limited. Focusing on a sample of Spanish-speaking DLLs in Tulsa, OK, this study explores the prevalence of bilingual supports in preschool and kindergarten and their association with 1st grade outcomes. Results have implications for how to best support DLLs throughout preschool and into elementary school.

D15

Teachers' Perceptions of Children's Behavior as Problematic: The Role of Teacher-Child Race Match

–Kyra Parker, Pilar Alamos, Amanda Williford

PRESENTER**Kyra Parker**

Preschool children can display behaviors that teachers find challenging and that put them at risk for suspension and expulsion. Black children are disproportionately expelled compared to their peers. Teachers may hold implicit biases that can lead to teachers perceiving behaviors as more or less problematic based on the child's race. We examine the relationship between teacher-child race match and teacher perceptions of children's behavior as problematic after controlling for behavior frequency.

D16

Differences in the Everyday Preschool Language Experiences of Dual Language Learners and English Monolinguals

– Ji Young Choi, Craig Van Pay, Constance Beecher

PRESENTER**Craig Van Pay**

Using the Language Environment Analysis system, this study explored the quantitative language experiences of dual language learners (DLLs) and English monolinguals (EM) in preschool classrooms where English is the primary language of instruction. We found that DLLs spoke as much as EMs but heard less adult talk during a typical preschool day and during child-initiated conversations. Such findings support exploring ways for preschool experiences to offer an equitable and stimulating linguistic environment for DLLs.

D17***Associations Between Teaching and Feeding Practices and Children's Behavior During the Early Care and Education Mealtime***

–Adrien Malek-Lasater, Kyong-Ah Kwon, Timothy Ford, Dipti Dev, Sun Geun Kim

PRESENTER**Adrien Malek-Lasater**

This study involved mealtime observations of 29 early care and education (ECE) teachers and 75 children (2-5 years old). Associations between high-quality teaching and feeding practices, and children's mealtime behaviors were examined. Key findings include teachers who provided emotional/behavioral, and instructional support were more often role modeling healthy eating. Children were engaged in mealtime sensory exploration and interactions but were frequently waiting and wandering. Improving practices during mealtime can better support children's learning and health.

D18***Culturally Responsive Teaching Practices and the Impact of Family Engagement in Early Head Start Classrooms***

–Tonya Thomas

PRESENTER**Tonya Thomas**

Early childhood education (ECE) programs have seen demographic changes in racial, ethnic, cultural, and linguistic characteristics. It is imperative to address the static, monocultural instructional practices of many Early Head Start (EHS) teachers because of the increased number of culturally diverse families of infants and toddlers in EHS classrooms. The purpose of this study is to examine EHS teachers' beliefs about CRP implementation and how culturally diverse families perceive their experiences in these classrooms.

D19***Preschool Intervention for Embodied Storytelling (PIES): Supporting Oral Narrative Skills Through Drama-Based Instruction***

–Melissa Pierce, Maria Adelaida Restrepo

PRESENTER**Melissa Pierce**

The Preschool Intervention for Embodied Storytelling (PIES) project uses drama-based, embodied instruction during story time to improve students' narrative recall and comprehension skills. Children take on the identity of the main story character and act out the events and emotions that the character experiences. We predict this style of instruction yields improved story recall and comprehension for preschoolers which are critical for later success in reading comprehension (Dickinson & Porche, 2011; Miller et al., 2006).



D20***The Role of the Classroom Emotional Climate in Preschoolers' Approaches to Learning Skills***

–Brooke Rumper, Chin Reyes

PRESENTER**Brooke Rumper**

The current study included children exhibiting challenging behaviors and their randomly-selected peers to examine the relation between healthy classroom environment and children's approaches to learning outcomes. Using the Climate of Healthy Interactions for Learning and Development (CHILD) tool results demonstrate that several aspects of healthy classroom climate, including Attunement, Staff Affect, Staff Awareness, Staff-Child Interactions, Staff Cooperation, and Warmth predicted children's approaches to learning, namely attention/persistence and competence motivation.

D21***Peer Effects in the Pre-K Classroom and the Role of Child Initial Skill Level***

–Tiffany Foster

PRESENTER**Tiffany Foster**

The present study explores whether the relation between peer skill and child outcomes in pre-K depends on a child's skill level at entry to pre-K. Using a sample of 357 pre-K children, results suggested the relation between peer skill and children's language and literacy outcomes depended on child initial skill level. For language, children with lower skills appeared to benefit more from their peers, but for literacy, children with higher skills benefited more.

D22***Exploring Teachers' Use of Sophisticated Words for Supporting Young Children's Language and Literacy Skills***

–Cassie Wuest, Adina Schick, Nathalia Sanchez, Gigliana Melzi

PRESENTER**Cassie Wuest**

Past research has suggested that children's knowledge of and exposure to sophisticated words is a critical precursor to academic language and academic achievement. To date, though, most research has focused on caregiver-child talk, overlooking critical teacher-child interactions that occur in early childhood classrooms. Thus, the current study explored early childhood teachers' use of sophisticated language when sharing a wordless picture book and the relation between teachers' sophisticated language and children's language outcomes.

D23***Early Childhood Teachers' Storytelling Strategies During Wordless Picture Book Sharing Across the School Year***

–Nathalia Sanchez, Cassie Wuest, Adina Schick, Gigliana Melzi

PRESENTER**Nathalia Sanchez**

This study examines how early childhood teachers' use of storytelling strategies and narrative complexity during wordless book sharing differs across the school year. Fifteen preschool teachers in New York City were video-recorded as they shared a wordless book in early fall and late spring. Videos were coded for teachers' use of storytelling strategies, and video transcripts were analyzed for various indices of narrative complexity such as vocabulary diversity, mean length utterance, types, and tokens.



D24***Preschool Language Environments and Children's School Readiness Skills***

–Kirsten Anderson, Robert Duncan, Yemimah King, Jennifer Finders, David Purpura, Sara Schmitt

PRESENTER**Kirsten Anderson**

This study examines to what extent preschool language environments (i.e., conversational turns and adult words heard) relate to children's literacy, mathematics, and executive function skills above and beyond vocabulary abilities. Associations were observed between language environments and mathematics and literacy only. These associations were substantially attenuated when vocabulary abilities were included in the models. Language environments may contribute to school readiness skills, although this is likely partially due to their effects on children's vocabulary skills.

D25***Prevalence and Outcomes of Head Start Children's Enrollment in State Pre-Kindergarten***

– Ji Young Choi, Laura Betancur, Heather Rouse

PRESENTER**Laura Betancur****D26*****Is Children's Head Start and Public Pre-K Attendance Related to Long-Term School Attendance?***

–Lieny Jeon, Margaret Burchinal

PRESENTER**Lieny Jeon****D27*****Keiki Steps, a Two-Generation Interactive Learning Preschool, and Child Outcomes: A Longitudinal Study of Outcomes for Children From Low-income Families and Native Hawaiian Backgrounds***

–Joanne Roberts, Christina F. Mondì, Katherine Buttitta, Kalehua Caceres, Puhala Kamalamalama, LeReen Carr, Catherine Ayoub, Courtney Lincoln

PRESENTER**Joanne Roberts**

Keiki Steps is a Hawaiian culture-based family-child interactive learning preschool designed to promote family well-being and prepare children for kindergarten. The poster presents a longitudinal study that evaluating changes in children's early literacy skills throughout their participation in the Keiki Steps program, with an emphasis on children from Native Hawaiian descent and children who are living in poverty.

D28***High Quality Childcare for Children Living in Poverty and Children's Long-Term School Achievement***

–Katherine Buttitta, Marcela Clark, Courtney Lincoln, Joanne Roberts, Mindy Rosengarten, Catherine Ayoub

PRESENTER**Katherine Buttitta**

The following study examined the quality of United Way of Greater Houston Bright Beginnings (UWBB) childcare programs in meeting the needs of families living in poverty and school outcomes of children. UWBB programs demonstrate significant growth in teacher-child interaction quality over time. Despite significant economic disadvantage, children who participate in UWBB programs demonstrate more positive school outcomes than their peers. Lessons learned from UWBB can inform programs on building high quality, relationship-focused systems of care.

D29

The Role of Teacher-Child Interaction Quality in Individual Children's Classroom Engagement

–Jenna Futterer, Rebecca Bulotsky Shearer, Astrid Pena, Andjela Vulovic

PRESENTER

Jenna Futterer

The current study aims to examine whether teacher-child interaction quality strengthens children's engagement with tasks from fall to spring. Multilevel models were estimated using data from a sample of ethnically and racially diverse urban Head Start children (N = 189 across 34 classrooms). Findings suggest higher instructional support quality promotes gains in observed task engagement. Early childhood policy and practice should implement strategies to improve instructional support levels to promote children's task engagement and learning.

D30

Key Factors Related to the Implementation of a Small-Group Early Literacy Intervention

–Alida Hudson, Cynthia Zettler-Greeley, Laura Baillet, Kandia Lewis

PRESENTER

Alida Hudson

The success of any intervention's immediate or longer-term learning gains depends in part on its effective implementation, which is multi-dimensional. This study examined how instructors implemented a small-group emergent literacy intervention in authentic preschool classrooms. We found considerable variability among small groups across most implementation measures, including adherence, dosage, and quality. Further, we found children's behavioral engagement directly predicted some literacy skill gains. These findings argue for better supporting these aspects of implementation.

D31

Scaling Up Implementation of a Social Emotional Curriculum in Preschool Classrooms: Preliminary Findings Among Preschool Students in a Rural District

–Elisa Garcia, Erika Gaylor, Dominique Tunzi, Madeline Cincebeaux

PRESENTER

Elisa Garcia

D32

Child Care Providers' Reflections on Quality Improvement in the District of Columbia: Child Care Policy Research Partnership Study Findings

–Diane Schilder, Heather Sandstrom, Eleanor Lauderback, Catherine Kuhns, Erica Greenberg

PRESENTER

Diane Schilder

The District of Columbia launched a new QRIS, called Capital Quality in 2018. Capital Quality was designed to support child care centers and licensed home providers by offering professional development, giving them access to funding, offering incentives through tiered subsidy reimbursement rates, and range of other supports. Our mixed-methods study



found that participating 36 child care providers reported benefits of Capital Quality ranging from improvements in the physical learning environment to enhanced instruction.

D33

What Drives Early Childhood Providers to Increase Quality? Using Expectancy-Value Theory to Understand Providers' Motivations and Challenges in Quality Rating and Improvement System

–Beth Boyle, Rachel Hur, Katherine Ardeleanu, Lieny Jeon

PRESENTER**Beth Boyle**

Success of a Quality Rating and Improvement Systems (QRIS) depends on early childhood providers' motivation to increase quality. This study used Expectancy Value Theory to explain early childhood providers' motivation, perceived benefits, and challenges to participate and to increase quality in one state's QRIS. Qualitative analyses of 45 telephone interviews with early childhood providers revealed that they have intrinsic and extrinsic motivators and perceived cost to increasing quality in a QRIS.

D34

Psychometric Evaluation of the Native Culture & Language in the Classroom Observation: An Analysis of Data from the American Indian and Alaska Native Head Start Family and Child Experiences Survey

–Jessica Barnes-Najor, KyungSook Lee, Neda Senehi, Monica Tsethlikai, Ann Cameron, Jessica Saucedo, Michelle Sarche

PRESENTER**Jessica Barnes-Najor**

We examined the psychometric properties of the Native Language and Culture in the Classroom Observation (NCLCO), developed for the Region XI AIAN-Head Start Family and Child Experiences Survey (AIAN FACES). This tool was developed to document the Native language experiences that children have in Native Head Start programs. Results suggest that the NCLCO provides a reliable, unidimensional scale that contains items that differentially discriminate the level of Native language and culture inclusion in AIAN classrooms.

D35

Informing Effective Technology-Use in Early Childhood Education Contexts: Perspectives from Pre-K Staff During the COVID-19 Pandemic

–Jessica Young, Jessica Siegel, JiSoo Kim, Rachel Abenavoli, Pamela Morris, Elise Cappella

PRESENTER**Jessica Young**

This study leverages qualitative data from conversations with pre-kindergarten staff across 176 programs in the NYC pre-K for All school system to provide a descriptive look at how early childhood educators were using technology during COVID-19. Understanding the challenges – and successes – of using educational technology during this challenging year can inform the more effective use of technology in early childhood education contexts beyond the pandemic.

D36

Preschool Mealtimes Are Underutilized Opportunities to Support Emotional Development Through Emotion-Focused Teaching

–Emma Casey, Timothy Curby, Katherine Zinsser, Sarah Moberg, Rachel Gordon, Karla Castillo, Nicole Koeplin



PRESENTER**Emma Casey**

Substantial amounts of time in the preschool day are dedicated to mealtimes but are not commonly leveraged as teaching opportunities. Using video observations of teachers during mealtimes and the Emotion Teaching Rating Scale (EMOTERS), this study finds that emotion-focused teaching quality is low during mealtimes, and identifies six opportunities for improvement.

D37***Teacher Language Proficiency Ratings, Disability Coordination, and Their Relation to Language and Literacy Outcomes in Migrant and Seasonal Head Start***

–Sarah Pedonti, Kathryn Leech, Sandra Soliday Hong

PRESENTER**Sarah Pedonti**

This study explored links between teacher language ratings, children's outcomes and the structure of disability coordination in Migrant and Seasonal Head Start (MSHS). Data came from the MSHS Study, a cross-sectional sample of 873 children in MSHS during 2017. Teacher ratings were associated with Spanish vocabulary for toddlers, and with preschooler's Spanish receptive language and alphabet knowledge only. Disability coordination survey items were factor analyzed and found to have good fit to hypothesized dimensions.

D38***Are Teacher-Family Communication Quality and Head Start Children's English Language Skills Associated with their Classroom Engagement?***

–Wendy Ochoa, Lok-Wah Li, Christine McWayne

PRESENTER**Wendy Ochoa**

This study found that Head Start teacher's perception of communication quality with children's families was associated with a higher rating of children's classroom engagement as rated by the teacher and independent observers. Additionally, children who passed the preLAS (English language screener) were also rated by their teacher as being significantly more engaged than children who did not pass. However, this was not significantly associated with children's engagement as observed by independent researchers.

D39***Teacher-Child Closeness Affects Classroom Participation in Preschool Dual Language Learners***

–Krissia Vasquez, Natalia Rojas

PRESENTER**Krissia Vasquez**

This study seeks to explore how teacher-child closeness is related to how preschool Dual language learners (DLLs) participate in the classroom and whether this relationship varies by the language spoken (i.e., English, Spanish, mix) and child gender. Our findings indicated teacher-child closeness does affect DLLs participation in class across both male and female DLL students.

D40***Profile Analysis of Teachers' Engagement in Emotion-Focused Teaching Practices and Classroom Quality***

–Negar Fatahi, Timothy Curby, Haoyu Lin, Katherine Zinsser, Catherine Main



PRESENTER

Negar Fatahi

D41***Outcomes Related to Disparities in the Preschool Language Experiences of English Monolinguals and Dual Language Learners in Head Start***

–Craig K. Van Pay, Ji Young Choi, Constance C. Beecher

PRESENTER**Craig K. Van Pay**

ECE classrooms are an important context for children's early development. For dual language learners (DLL), ECE experiences are particularly relevant for learning English. In this study, the quantitative linguistic experiences of 36 English monolingual and DLL preschoolers in Head Start were estimated, compared, and used to predict outcomes at the end of the program year. Differences in opportunities to practice and learn English with teachers and peers may account for disparate growth in relevant domains.

D42***Ensuring Young Children Have a Head Start: Transition Practices that Link Early Childhood Education Settings***

–Dominique Levert, Patricia Manz

PRESENTER**Dominique Levert**

Transition practices are mandated to help support the transition from Early Head Start into Head Start, yet no evaluative measurement tool exists. The current study developed a new measurement tool to bridge this gap in practice. Exploratory Factor Analysis and Rasch Modeling suggested a unidimensional measure of 15 items. Additional analyses examined how the use of practices differs across roles. Results suggest this new measure may be a valuable tool for supporting early childhood transitions.

D43***Science in Head Start Classrooms: Exploring Teachers' Attitudes and Beliefs and Classroom Practice***

–Elica B. Sharifnia, Daryl B. Greenfield

PRESENTER**Elica B. Sharifnia**

Despite growing attention to the importance of science for children, there is still little research focused on promoting science learning in early childhood. Teachers' attitudes and beliefs toward science play a critical role in supporting high-quality science education. Limited research has focused on understanding how preschool teachers' attitudes and beliefs towards science may impact their practice, which the current study examines. Results are discussed in terms of implications for professional development around early science education.

1:45 P.M. – 2:00 P.M.: BREAK



2:00 P.M. – 3:30 P.M.: BREAKOUT SESSIONS (Sessions 207-212)

207
Conceptualizing and Supporting the Well-Being of the Early Childhood Education Workforce: Head Start University Partnership Research (Poster Symposium)**PRESENTERS**

Lieny Jeon, Johns Hopkins University School of Education
Celene Domitrovich, Georgetown University
Jini Puma, University of Colorado-Anschutz Medical Campus
Holly Hatton-Bowers, University of Nebraska, Lincoln
Kyong-Ah Kwon, University of Oklahoma
Yoonkyung Oh, University of Texas Health Science Center at Houston

DISCUSSANT

Sangeeta Parikshak, ACF's Office of Head Start

ABSTRACT

Educators play a central role in the quality of early care and education experiences children receive. One factor that is known to support the implementation of quality practices in the classroom and the development of positive teacher-child relationships is the well-being of early childhood educators. Yet, our understanding of early childhood educator well-being, including key features that define the construct and the factors that support or hinder it, is limited. Prior research is largely correlational, leaving unanswered questions about the role that interventions could play in supporting early childhood educator well-being in Head Start contexts. This symposium will introduce a novel conceptual model of early childhood educator well-being co-developed by six research teams. Each team will then present their unique intervention approaches that aim to improve the individual and organizational factors that influence the well-being of those working within Head Start settings. All six approaches share the goal of ultimately supporting educator practices, skills, and behaviors, workforce quality and retention, and child and family well-being. Presentations will highlight both similarities and differences across the intervention approaches, which, in combination, will allow researchers to test hypothesized relations described in the conceptual model. A discussant from the Office of Head Start will share implications for policy and practice.

Introducing a Conceptual Model of Early Childhood Educator Well-Being

Lieny Jeon, Kyong-Ah Kwon, Holly Hatton-Bowers, Yoonkyung Oh, Charlotte Farewell, Celene Domitrovich, Dominique Charlot-Swilley, Amy Roberts

Georgetown University

Celene Domitrovich, Dominique Charlot-Swilley, Arrealia Gavins, Sabrina Zuskov, Latisha Curtis

Johns Hopkins University

Lieny Jeon, Amy Roberts, Sooyeon Byun

University of Colorado, Denver

Jini Puma, Charlotte Farewell



University of Nebraska-Lincoln

Holly Hatton-Bowers, Carrie Clark, Lisa Knoche, Lorey Wheeler, Sue Sheridan, Kathleen (Kate) Gallagher, Jaci Foged

University of Oklahoma

Kyong-Ah Kwon, Tim Ford, Sherri Castle

University of Texas Health Science Center at Houston

Yoonkyung Oh, April Crawford

208

Supporting Children and Families through a Pandemic: Head Start's Response to the Challenges of COVID-19

CHAIR

Sarah Blankenship, ACF's Office of Planning Research and Evaluation

PRESENTERS

Sara Shaw, Child Trends

Marissa Strassberger, MDRC

Katie Gonzalez, Mathematica

DISCUSSANT

Katherine Troy Rau, ACF's Office of Head Start

ABSTRACT

Like many child care and early education (CCEE) settings, Head Start was affected by the large number of program closures during the COVID-19 pandemic. This symposium brings together three federally-funded studies on how Head Start programs pivoted in response to the pandemic and the extent to which programs continued providing critical services and supports to families. The discussion will highlight the implications of this research for the Head Start community and CCEE field.

Head Start's Response to the COVID-19 Pandemic

Sara Shaw

How the COVID-19 Pandemic Affected Early Care and Education Programs and the Families they Support

Marissa Strassberger

Supporting Head Start Families: Centers' Early Responses to the COVID-19 Pandemic

Katie Gonzalez

209

Implementation of At-Scale Professional Development in ECE



CHAIR**JoAnn Hsueh**, MDRC**PRESENTERS****Michelle Maier**, MDRC**Bridget Hatfield**, Oregon State University**Virginia Vitiello**, University of Virginia**DISCUSSANT****Michael Connor**, Oregon Early Learning Division**ABSTRACT**

Job-embedded professional development (JEPD; e.g., curriculum supports, coaching) for the early care and education (ECE) workforce is a key lever for supporting quality learning environments. Research that unpacks the context (e.g., program, policy) of implementation is needed in order to identify ways to implement at scale. Examination of three separate JEPD programs in various states identifies contextual barriers to implementation, and findings will be discussed from a state-level JEPD specialist.

Professional Development Supports for Implementation of Two Curricula in Early Care and Education Centers

Michelle Maier, Amy Taub, JoAnn Hsueh

A Portrait of Coaching Activities Across a State: Differences in Access

Bridget Hatfield, Hillary Lewis, Katherine Pears, Michael Connor, Beth Green, Maya Hansen-Tilkens

Implementing a New Curriculum: The Problem of Turnover Before and During COVID-19

Virginia Vitiello, Marissa Bivona, Amanda Williford

211***Infant and Early Childhood Mental Health Consultation: Advancing the Evidence Base*****CHAIR****Deborah Perry**, Georgetown University**PRESENTERS****Fatima Kadik**, NYC Department of Health and Mental Hygiene**Nicola Edge**, University of Arkansas for Medical Sciences**Allison Boothe Trigg**, Tulane University**DISCUSSANT****Angelica Brown**, DC Department of Behavioral Health**ABSTRACT**

This symposium will present new research from three Infant and Early Childhood Mental Health Consultation (IECMHC) programs across the country. Presenters will share new findings regarding the mechanisms and moderators of consultation's impact that align with pathways in a new Theory of Change for IECMHC. By unpacking "what works for



whom,” insights can be used to enhance precision in service delivery and equitable outcomes. A mental health consultation supervisor will address implications for practice.

Improved Classroom and Child Outcomes in New York City Early Care and Education Programs through Mental Health Consultation

Fatima Kadik

Exploring the Role of Teacher Engagement on Child Focused Consultation Outcomes

Nicola Edge

Mental Health Consultation, Teacher Stress, and Risk for Expulsion in Child Care

Allison Boothe Trigg

212

New Insights on the Decline of Family Child Care

CHAIR

Patti Banghart, Child Trends

PRESENTERS

Elizabeth Davis, University of Minnesota

Juliet Bromer, Erikson Institute

Emily Maxfield, Child Trends

DISCUSSANT

Steven Hicks, Maryland State Department of Education

ABSTRACT

There has been a steep decrease in the number of regulated family child care (FCC) programs operating in the United States over the last two decades. This paper symposium provides new insights on the reasons for the decline of FCC using mixed methods across two state studies and one multi-state study. Panelists will offer policy and practice implications based on their findings; the discussant will provide a state policymaker perspective on the state-level findings.

Competition, Regulation and Preferences: Explaining the Decline in Family Child Care

Elizabeth Davis, Caitlyn Keo

Stories of Exit: An Exploration of the Work Trajectories of Former Family Child Care Educators

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

Understanding the Decline in Family Child Care in Maryland

Emily Maxfield, Nadia Orfali Hall, Patti Banghart, Bonnie Solomon, Sara Amadon, Rebecca Madill, Tamara Halle



3:30 P.M. – 4:00 P.M.: BREAK**4:00 P.M. – 5:30 P.M.: BREAKOUT SESSIONS (Sessions 213-218)****213**
Scaling Quality and Equity in Mixed Delivery Public Preschool Systems: What We Know When Rubber Hits the Road (State of the Field Synthesis Session)**CHAIR****Kelly R. Fisher**, Society for Research in Child Development**PRESENTER****Christina J. Weiland**, University of Michigan**DISCUSSANT****Miriam Calderon**, ZERO TO THREE**ABSTRACT**

Expansion of publicly funded 0-5 early care and education (ECE) is a hot policy topic at the national level and in many states and cities. Nearly all states with public ECE programs use mixed-delivery systems, with ECE classrooms in both public schools and community-based settings. However, some experts have long raised concerns about systematic inequities by setting in these public systems. New, emerging lines of research have begun to explore the differences in programs and children's experiences by setting. In this session, Dr. Christina Weiland will present what is known about how to scale up high-quality ECE across different delivery systems, what we need to know next, and implications for policy and practice. She will be joined by Miriam Calderon, an ECE policy and practice expert with experience at the local, state, and federal levels. Miriam will help connect researcher findings and recommendations with the realities on the ground, particularly within the context of the COVID-19 crisis and its many stressors on ECE systems.

STATE OF THE FIELD SYNTHESIS PRESENTER BIOGRAPHIES**Christina J. Weiland**

Christina Weiland is an associate professor at the University of Michigan's School of Education and Ford School of Public Policy, where she is affiliated with the Educational Studies department, the Combined Program in Psychology and Education program, and the Education Policy Initiative. She co-directs the Education Policy Initiative; directs the University of Michigan's IES Predoctoral Training Program; and serves as core faculty for the Postdoctoral Training Program in Causal Inference in Education Policy Research. Dr. Weiland's research focuses on the effects of early childhood interventions and public policies on children's development, especially on children from families with low incomes. She is particularly interested in the active ingredients that drive children's gains in successful, at-scale public preschool programs. She also is interested in quantitative research methods, educational measurement, and developmental processes research. Her work is characterized by strong, long-standing research collaborations with practitioners, particularly the Boston Public Schools Department of Early Childhood. Her work has been generously funded by the U.S. Department of Education Institute of Education Sciences, the U.S. Department of

Health and Human Services, the Smith-Richardson Foundation, the Heising-Simons Foundation, the Foundation for Child Development, Chile's Ministry of Education, and the University of Michigan. She holds an EdD (quantitative policy analysis in education) and a MA from the Harvard Graduate School of Education, and a BA from Dartmouth College.



Miriam Calderon

Miriam Calderón is the Chief Policy Officer at ZERO TO THREE and leads the development and implementation of ZERO TO THREE's policy agenda, priorities, and strategies; oversees the Policy Center, which includes federal and state policy and advocacy; and serves as the principal spokesperson for the organization on public policy matters. Calderón joined ZERO TO THREE after serving as a Presidential appointee in the Biden Administration in the role of deputy assistant secretary for early learning at the U.S. Department of Education. She also served as a political appointee in the Obama Administration, where she advised the White House on early learning policy at the Domestic Policy Council and at the Department of Health and Human Services. Calderón was appointed by Governor Kate Brown in 2017 to serve as the early learning system director for the state of Oregon, where she oversaw

implementation of the largest expansion of early childhood investments for young children and families in the state's history. Prior to Oregon, she served as the senior director of early learning at the Bainum Family Foundation, was a senior fellow with the BUILD Initiative, and served as director of early childhood education at District of Columbia Public Schools. Calderón also served as associate director of education policy at the UnidosUS (formerly National Council of La Raza), a Hispanic civil rights organization. She began her career in early childhood as a mental health consultant in Head Start programs in Portland, Oregon. Calderón holds a Bachelor of Arts degree in Sociology from the University of Delaware and a Master of Social Work degree from Portland State University.

214

Reaching Families: Connecting Research and Technical Assistance to Strengthen Outreach and Engagement of Families in Early Childhood and Home Visiting Programs (Roundtable Discussion)

PRESENTERS

Nikki Aikens, Mathematica

Patricia Del Grosso, Mathematica

Brandi Black Thacker, National Center on Parent, Family, and Community Engagement

Nicole Holman-Alexander, National Center on Program Management and Fiscal Operations

Catherine Ayoub, Brazelton Touchpoints Center

ABSTRACT

This roundtable will feature knowledge development from two early-stage research projects, Head Start REACH and Home Visiting REACH, with practice insights from two OHS/OCC National Technical Assistance (TA) Centers supporting Head Start programs' operations and work with families. Across these initiatives, a common goal is understanding how best to strengthen approaches to recruit and engage families who would benefit the most from services; what the literature says about these families and the types of challenges they face; and how programs/systems have tried to overcome the individual and systemic barriers to engagement. Head Start REACH focuses on strengthening recruitment and engagement of families facing adversities, including poverty, homelessness, foster care, and substance use issues. We will share insights from a literature synthesis and conceptual framework, including gaps in research and contributions from practice literature. Home Visiting REACH aims to understand the individual, home visitor, program, neighborhood, and systems-level influences on engaging families in home visiting. We will share findings from a literature synthesis and environmental scan of strategies for engaging families, including gaps for practice and research to



address. Attendees will have the opportunity to hear the priorities of the TA Centers and engage in a discussion about facilitating meaningful connections between TA and research.

215

Insights and Innovations: How Lessons from the Pandemic Can Strengthen Home Visiting

CHAIR

Meghan McCormick, MDRC

PRESENTERS

Jon Korfmacher, Chapin Hall at University of Chicago

Sarah Crowne, Child Trends

Mervett Hefyan, MDRC

DISCUSSANT

Jill H. Filene, James Bell Associates

ABSTRACT

Home visiting programs aim to support the health and well-being of families and children by providing in-person services. The pandemic has created unprecedented implementation challenges that have forced these programs to adapt in multiple ways. This symposium reports on how programs across the country have made successful adaptations that can inform future implementation. It then presents evidence on the extent to which these innovations have continued to support positive outcomes for children and families.

Transition to Virtual Home Visits during the COVID Pandemic: Results from a National Study Across Home Visiting Program Models

Jon Korfmacher, Mary Freese, Patricia Molloy, Lina Rinko

Findings from the First 5 California Home Visiting Workforce Study

Sarah Crowne, Danielle Hegseth, Rachel Chazan Cohen, Yuko Ekyalongo, Erin Bultinck

Impacts of Home Visiting During the Pandemic: Evidence from a Randomized Trial of Child First

Mervett Hefyan, Samantha Xia, Meghan McCormick, Sharon Huang

216

Classroom Supports for Diverse Dual Language Learners

CHAIR

Brooke Rumper, Yale University

PRESENTERS

Maria Cristina Limlingan, University of Washington

Brooke Rumper, Yale University

Elizabeth Frechette, University of Oklahoma, Tulsa



DISCUSSANT**Carrie Gillispie**, Education Trust**ABSTRACT**

Early care and There has been a growing call to support ethnically and linguistically diverse populations in early educational settings. Research demonstrates that these settings narrow achievement gaps between dual language learners (DLLs) and their monolingual peers. While research has predominantly focused on DLLs as a whole, little is known about support for heterogeneous populations of DLLs (e.g., differing levels of language, non-Spanish-English DLLs). This symposium sheds light on teacher support for diverse populations of DLLs.

Not Talking my Language: Examining Classroom Linguistic Diversity, Teacher and Peer Interactions, and DLLs' Language Outcomes

Maria Cristina Limlingan, Chin Reyes

Classroom Characteristics and Teacher Practices to Support Dual Language Learning Children's Development

Brooke Rumper, Daryl Greenfield

Supporting Subgroups of Dual Language Learners: How Preschool Executive Functions and Teacher Support for Language Predict Kindergarten Peer Play Skills

Elizabeth Frechette, Anabel Castillo, Sherri Castle**217****State Efforts to Support the Competencies of the Infant and Toddler Workforce****CHAIR****Kathleen Dwyer**, ACF's Office of Planning, Research, and Evaluation**PRESENTERS****Pia Caronongon**, Mathematica**April Crawford**, University of Texas Health Science Center at Houston**DISCUSSANT****Alexa Watkins**, Child Care State Capacity Building Center**ABSTRACT**

State efforts to improve the competencies of infant and toddler teachers and caregivers may be central to building and maintaining a supply of high-quality care options for families. This session will describe recent state-based education and training efforts to build the competencies of infant and toddler teachers and caregivers. The first presentation from the Infant and Toddler Teacher and Caregiver Competencies (ITTCC) project will describe findings from in-depth case studies of five states that have developed and implemented competency frameworks targeted to infant and toddler teachers and caregivers. The second presentation on the CIRCLE Infant-Toddler Teacher Training (CIRCLE IT), a competency-centered early educational professional development model, will share findings from a study of the impact of CIRCLE IT on child care providers' instructional quality and interactions with children, and on child outcomes. The discussion will include key lessons learned related to the implementation of competency frameworks and considerations for groups and individuals interested in strengthening alignment and integration of competencies within professional development and teacher recognition systems.



The Role of State Systems in Implementing Workforce Supports: Case Studies of Infant/Toddler Teacher and Caregiver Competency Frameworks

Pia Caronongan, Andrea Mraz Esposito

CIRCLE Infant-Toddler Teacher Training: Using Remote Coaching to Facilitate Competency-based Learning

April Crawford, Cheryl Varghese

218

Child Care Access for Parents with Nontraditional Work Schedules

CHAIR

Clare Waterman, EDC

PRESENTERS

Heidi Rosenberg, EDC

Diane Schilder, Urban Institute

Kristina Haynie, Child Care Aware of America

DISCUSSANT

Gina Adams, Urban Institute

ABSTRACT

Child care is a critical facilitator of parents' workforce participation, yet many low-income parents work nontraditional hours (NTH) and have difficulty accessing adequate child care coverage. This symposium features three research studies exploring issues of supply and demand related to NTH and how NTH schedules affect parents' ability to secure child care that meets their families' needs.

Child Care Coverage and Parents' Work Schedule Alignment: How Do Parents Address Gaps?

Heidi Rosenberg, Clare Waterman

Parents' Demand for and Use of Nontraditional Hours Child Care

Diane Schilder, Cary Lou

Child Care for Low-Income Families During Nonstandard Hours: Characteristics of Supply and Demand

Kristina Haynie, Kristina Haynie



Wednesday, June 29, 2022

11:00 A.M. – 12:30 P.M.: BREAKOUT SESSIONS (Sessions 301-306)

301

Early Childhood Exclusionary Discipline: Definitions, Impact, and Seeking Solutions (Poster Symposium)

CHAIR

Katherine Zinsser, University of Illinois at Chicago

PRESENTERS

Pilar Alamos, University of Virginia

Kirby Chow, SRI International

Maria Accavitti, University of Virginia

Sarai Coba Rodriguez, University of Illinois at Chicago

Alysse Loomis, University of Utah

Qaswa Hussaini, University of Illinois at Chicago

Kelsey Clayback, University of Virginia

DISCUSSANT

Sheila Smith, National Center for Children in Poverty

ABSTRACT

In this poster symposium, early career scholars from across the country share timely findings from seven studies of early childhood exclusionary discipline. Thousands of children are expelled, suspended, or pushed out of early childhood programs each year, missing out on critical opportunities to learn and grow. As a symposium, these studies enhance our understanding of how exclusions happen, their impact on children, families, and teachers, and potential opportunities for intervention and prevention at multiple levels.

Who's Left Out of Learning? Racial Disparities in Teachers' Reports of Exclusionary Discipline Strategies Beyond Suspensions and Expulsions

Pilar Alamos, Kyra Parker, Alita Robinson, Amanda Williford, Jessica Whittaker, Maria Accavitti

Exclusionary Practices in Early Care and Education Settings During the COVID-19 Pandemic

Kirby Chow, Maribel Granja, Maria Carolina Zamora, Jennifer Nakamura, Sheila Smith, Todd Grindal

Soft Exclusionary Discipline in the Early Years of School: A Mixed Method Exploration of Educators' Strategy Use and Associations with Child Outcomes

Maria Accavitti, Amanda Williford

"They Didn't Know How to Handle a Kid That Didn't Fit Their Mold": A Mixed-Method Study on Families' Experiences of Exclusionary Discipline in Early Childhood Education

Sarai Coba Rodriguez, Katherine Zinsser, Jasmine Brown, Velisha Jackson



Trauma-Informed Teacher Training and Preschool Expulsion Risk: Does Training Content Matter?

Alysse Loomis, Maureen Gomez, Erica Murdoch

Speaking with Compassion: Linguistic Analysis of Teachers' Descriptions of Preschoolers' Challenging Behaviors as a Predictor of Expulsion

Qaswa Hussaini, Katherine Zinsser

Examining Program-level Behavior Policies and Use of Exclusionary Discipline in Early Childhood

Kelsey Clayback, Hsiu-Wen Yang, Maddisen Domingo, Erin Barton, Mary Louise Hemmeter

302

Children's Utilization of Early Care and Education and Kindergarten Outcomes: For Whom? In What Settings?

CHAIR

Yoonsook Ha, Boston University School of Social Work

PRESENTERS

Juliann Nicholson, Boston University School of Social Work

Wendy Wei, Harvard University

DISCUSSANT

Jocelyn Bowne, Massachusetts Department of Early Education and Care

ABSTRACT

Children's utilization of high-quality early care and education (ECE) can promote their school readiness skills and attendance outcomes. This symposium pushes this body of literature by focusing particularly on two underserved and understudied populations of children (i.e., very low-income children receiving childcare subsidies and children exposed to violence) across different types of ECE settings. Results from this session can inform policy and practice (e.g., childcare subsidy policy, trauma-informed practices) to promote children's developmental outcomes.

Child Care and Developmental Outcomes for Children Exposed to Intimate Partner Violence

Juliann Nicholson, Yoonsook Ha

Absenteeism Across the Transition to Kindergarten for Children Receiving Child Care Subsidies

Wendy Wei, Yoonsook Ha, Pamela Joshi, Kate Giapponi Schneider

303

Exploring Variation in Treatment Effects of Early Care and Education Interventions: Moving Beyond the Main "Impact"



CHAIR**Jessica Harding**, Mathematica**PRESENTERS****Terri Sabol**, Northwestern University**Shira Mattera**, MDRC**Owen Schochet**, Mathematica**DISCUSSANT****Drew Bailey**, University of California, Irvine**ABSTRACT**

This panel illustrates analytic approaches for investigating heterogeneity in the impacts of ECE interventions that are administered to families with lower-incomes at multiple program sites. We will explain cross-site treatment effect variation both in terms of what different sites do or provide and according to conditions in the counterfactual. Understanding for whom, in what contexts, and through which processes ECE programs work has important implications for tailoring and targeting limited resources to promote effective investment.

Contextual Characteristics Inside and Outside of School Walls as Predictors of Differential Effectiveness in Teacher Professional Development

Terri Sabol, Dana McCoy, Katie Gonzalez, Emily Hanno, Andrea Busby, Wendy Wei, Jason Downer

Different Settings, Different Patterns of Impacts: Effects of a PreK Math Intervention in a Mixed-Delivery System

Shira Mattera, Meghan McCormick, Michelle Maier, Samantha Xia, Robin Jacob, Pamela Morris

Child Care as a Parenting Intervention: The Effects of Head Start on Parenting Compared to Alternative Care Arrangements

Owen Schochet, Jessica Harding, Christina Padilla

304

Addressing the Early Care and Education Workforce Crisis: What Do We Know About Sustaining the Workforce?

PRESENTERS**Christopher Jones**, Mathematica**Michelle Maier**, MDRC**Josh Borton**, NORC at the University of Chicago**Sara Amadon**, Child Trends**Christina Padilla**, Child Trends**DISCUSSANT****Abby Copeman Petig**, Center for the Study of Child Care Employment, University of California, Berkeley

ABSTRACT

The early care and education (ECE) workforce plays an essential role in caring for and educating young children, yet turnover has been a significant issue which has been exacerbated and brought to greater attention by the COVID-19 pandemic. This session will highlight new research on workforce turnover, recruitment, retention, and job satisfaction. It will highlight contributing factors to the workforce crisis, how the characteristics of the ECE workforce have changed after the start of the COVID-19 pandemic, and strategies aimed at recruiting and retaining the ECE workforce. Presenters will discuss national findings on the center-based workforce in community-based and Early Head Start settings using data from the National Survey of Early Care and Education (NSECE), and the Early Head Start Family and Child Experiences Survey (Baby FACES 2018). Presenters also will share findings from a comprehensive literature review and environmental scan focused on sustaining the broader ECE workforce.

305
Promoting Children's Social and Emotional Development – The Time is Now (State of the Field Synthesis Session)**CHAIR**

Martha Zaslow, Society for Research in Child Development; Child Trends

PRESENTER

Mary Louise Hemmeter, Vanderbilt University

DISCUSSANT

Rosemarie Allen, Center for Equity & Excellence; Institute for Racial Equity & Excellence

ABSTRACT

The COVID-19 pandemic has had a tremendous impact on young children's social and emotional development and the programs, caregivers, and early childhood educators who support them. While COVID-19 is perhaps the most recent event, it only serves to highlight the many factors that affect young children: racism, natural disasters, the Opioid crisis, political unrest, and other traumatic events in the lives of young children and their families. From an educational perspective, the growing concerns around exclusionary discipline practices, the balance between focusing on social and emotional development and early academics, the mental health needs of early childhood educators, and the lack of supports in our early childhood systems further highlight the need to focus on young children's social and emotional development. In this presentation, Dr. Hemmeter will provide background information and context; information about what we know works and what supports are needed; and will discuss the limits of what we know. She then will guide a conversation with Dr. Allen about how to ensure appropriate practices are implemented in programs serving young children.



STATE OF THE FIELD SYNTHESIS PRESENTER BIOGRAPHIES

**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 been a PI or Co-PI on numerous projects funded by the US 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 the development of 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 currently leading projects focused on examining the efficacy of the Pyramid Model in infant toddler, pre-k and kindergarten settings. She is a co-author on the Connect4Learning

Pre-K Curriculum. She was a co-editor of the Journal of Early Intervention and President of the Council for Exceptional Children's Division for Early Childhood. She received the Mary McEvoy Service to the Field Award and Merle B. Karnes Service to the Division Award from the Division for Early Childhood of the Council for Exceptional Children.

**Rosemarie Allen**

Rosemarie Allen has served as a leader in early childhood education for nearly 40 years. Her life's work is centered on ensuring children have access to high-quality early childhood programs that are developmentally and culturally appropriate. She is currently an Associate Professor in the School of Education at the Metropolitan State University of Denver. Her classes are focused on ensuring teachers are aware of how issues of equity, privilege, and power impact teaching practices. Rosemarie has served in directorship roles with the Colorado Department of Human Services where she was responsible for the State's child care licensing program, the federal child care assistance program, the redesign of the State's quality rating and improvement system, the implementation of the State's professional development plan, and assisted in the creation of Colorado's early learning guidelines. Rosemarie is a

respected keynote speaker and has the distinct honor of being appointed as a "Global Leader" to represent the United States at World Conferences across the globe. Dr. Allen's non-profit Institute for Racial Equity & Excellence (IREE) serves as the lead agency for ensuring equity in educational practices throughout the nation. IREE monitors and licenses child care centers using a model she created, "Culturally Responsive Community-Based Licensing". Rosemarie also served on President Obama's "My Brother's Keeper" (MBK) initiative, Early Childhood Task Force. In that role, she was the national expert on implicit bias and culturally responsive practices, speaking at conferences across the country. She also serves as a contractor for the National Center for Pyramid Model Innovations focusing on equity, implicit bias, and culturally responsive practices in the Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children. Rosemarie earned her B. A. from California State University, Master of Education from Lesley University, and a Doctorate Degree in Leadership for Equity in Education from the University of Colorado, Denver.

306

Opportunities for Equitable Early Learning: Measures for Early Success**CHAIR**

Caroline Ebanks, Institute of Education Sciences



PRESENTERS

Dana McCoy, Harvard Graduate School of Education
JoAnn Hsueh, MDRC
Jill de Villiers, Smith College

DISCUSSANT

Sara Neville-Morgan, California Department of Education

ABSTRACT

Critical to the future of effective and equitable Pre-K programming for all early learners is the routine collection of reliable and valid data about children’s early learning experiences, skills, and competencies. Yet, unlocking the power of data requires challenging White-normative assumptions and limitations of existing measurement tools. This symposium explores opportunities to re-imagine existing tools used to measure children’s early learning environments and skills with an equity-centered, culturally responsive framework from multiple stakeholder perspectives.

Combatting the Streetlight Effect in Early Childhood Research: Shining Light on Under-represented Skills of Human Development

Dana McCoy

Understanding Where All Kids Are: Elevating Voices of Teachers and Families to Inform Equitable Pre-K Measures for Early Learning

JoAnn Hsueh, Meghan McCormick

Thinking about Preschool Assessment: The Big Picture for Little People

Roberta M. Golinkoff, Kathy Hirsh-Pasek

12:30 P.M. – 12:45 P.M.: BREAK

12:45 P.M. – 1:45 P.M.: POSTER SESSION

Have research questions or ideas for poster presenters? Want to discuss how the presented information applies to practice or policy?

To Interact with Poster Presenters:

- Attend the poster galleries during the scheduled times to interact with poster presenters. During the scheduled time, click on a poster of interest and then click “Chat” or “Video Session” at the bottom of the poster, depending on how the poster author has opted to present.
- If you visit a poster outside of the scheduled times for the gallery, you can send an email to the poster presenter by clicking “Contact Author.”



Gallery E: Parents and Families

Topics include: Family Well-being and Self-sufficiency; Parenting and Parent-Child Relationships; Home Visiting; Family Access; Utilization and Participation in Early Childhood Programs; Family Engagement in and Experiences with Early Childhood Programs; and Supports and Interventions for Parents and Families

E01

Vicarious Racism: Examining the Relationship Between Black Caregivers' Experiences of Racial Discrimination and their Mental Wellbeing on Children's Externalizing and Internalizing Behaviors

–Nneka Ibekwe-Okafor, Jacqueline Sims, Sihong Liu, Stephanie Curenton, Kaeleigh Hernandez

PRESENTER**Kaeleigh Hernandez**

Given that racism operates across multiple ecological systems, we must assess the relationship between caregiver's experiences of racial discrimination and children's development. The study (N = 300 Black caregivers) utilizes structural equation modeling to assess the predictive power of caregiver reported experiences of racial discrimination on caregivers' emotional distress and children's behavioral outcomes. Findings suggest that caregivers' own experiences of racial discrimination were positively associated with their own emotional distress and children's behavioral outcomes.

E02

Black Families' Voices: Resilience in the Face of the Two Pandemics—COVID-19 and Racism

–Nicole Telfer, Iheoma Iruka, Amber Sansbury, Nneka Ibekwe-Okafor, Jacqueline Sims, Stephanie Curenton

PRESENTER**Nicole Telfer**

Researchers Investigating Sociocultural Equity and Race Network (RISER), proposes a poster session that will cover the first national report exploring how Black families are experiencing COVID-19, while battling the legacy of structural racism and discrimination. It will shine a spotlight on the compounded factors that contribute to the widespread devastation and racial trauma experienced by Black families during the pandemic. This report is a groundbreaking study that examines the historical racism that Black families have experienced.

E03

Parent Perspectives of Children's Media Technology Use During the Shelter-in-Place Period of COVID-19 and the Transition To Virtual Learning

–Jes Cardenas, Rebecca Densley, Rebecca Densley, Willow Sauermilch

PRESENTER**Rebecca Densley**

This interdisciplinary study of early childhood education, communication, media, and human development presents the perspective of parents (n = 858) with young children (0-8 years) during the shelter-in-place period of COVID-19. Findings highlight parent reports of their child(ren)'s use of various media technology (screen time) while at home and transitioning to online learning. Correlational analyses examined the relationship between parent well-being, parenting stress, and family decisions concerning their child(ren)'s media use during this period.

E04

"Whoa! It has a lot of benefits" The Early Care and Education Perceptions and Preferences of Refugee Mothers

–Amanda Eastern, Danielle Crosby, Rachel Boit



PRESENTER**Amanda Eastern**

Using the accommodations model of child care decision-making and the community cultural wealth theoretical perspective, this qualitative study sought to centralize the voices of four refugee mothers with preschool-aged children and provide a nuanced understanding of their early care and education (ECE) perceptions and preferences. Data collected via semi-structured interviews found that mothers perceived ECE as beneficial for their families' development and preferred affordable public care and caring teachers in culturally and linguistically responsive environments.

E05***Maternal Well-Being During Initial Transition to Childcare: Impact of Providers***

–Jes Cardenas, Jennifer Chapman, Malinda Colwell

PRESENTER**Jes Cardenas**

The study examines the association between the mother-caregiver relationship and the psychological well-being of 533 mothers who currently have (or had) a child in a licensed childcare center for the first time. Maternal well-being, social support, and the control variable of parenting stress were assessed. Findings suggest social support from a caregiver is a significant factor in maternal well-being. Discussion highlights mothers utilizing nonfamilial care for the first time as a special population for consideration.

E06***Patterns of Child Care Accessibility Within the Center-Based Early Care and Education Supply***

–Christina Stephens

PRESENTER**Christina Stephens**

Given an overall low supply and significant variation of center-based early care and education providers in the U.S., the current study will employ latent class analysis to examine patterns of program accessibility along four key dimensions (availability, affordability, child development, meets family needs). Findings of this study will offer specific recommendations for center programmatic efforts to improve access within this type of ECE.

E07***Approaches to Mapping Child Care Access for Subsidized Children in Alabama***

–Alison Hooper, Claire Schweiker, Bryan Mann

PRESENTER**Alison Hooper**

This poster uses Alabama administrative data from child care licensing and child care subsidy to create five unique maps, maximizing available data to inform policy and practice solutions for subsidized child care access. We present results from two maps—1) subsidy recipients compared to child population and 2) difference between subsidy eligibility and receipt (eligibility-subsidy rate difference; ESD)—and a data story for one metropolitan area to show how maps can inform access solutions.

E08***Nationally Representative Evidence on the Association Between Preschool and School-Based Parental Involvement in Elementary School***

–Michael Little, Austin Gragson



PRESENTER**Michael Little**

Parental involvement has become a key component to many center-based early childhood education programs in the United States. Some research exists that links center-based preschool attendance with later parental involvement in school, but the evidence is sparse. The purpose of this paper is to advance this work by examining the association between center-based preschool attendance and school-based parental involvement from a national perspective.

E09

The Effect of an Unconditional Cash Gift on Intimate Partner Violence for Low-Income Families with Infants and Toddlers: Evidence from the Baby's First Years Study

–Maya Escueta

PRESENTER**Maya Escueta**

Using data from the Baby's First Years study, this paper estimates the effect of an unconditional cash gift on a mother's exposure to intimate partner violence (IPV) before her child's second birthday and how these effects interact with the mother's relationship status. These results will inform decision-makers about how unconditional cash might impact IPV for a racially and ethnically diverse sample of low-income households with very young children in the U.S. **(At the request of the author, this poster was removed from the virtual poster gallery at the conclusion of the conference.)*

E10

Intergenerational Transmission of Punishment Among Black, Low-Income Mothers: The Mediating Role of Negative Emotional Reactivity

–Justin K. Scott, Kerry A. Lee, Brenda Jones-Harden

PRESENTER**Justin K. Scott**

The Head Start Parent, Family and Community Engagement Framework identifies family well-being as a critical programmatic outcome. We addressed family well-being by examining the intergenerational transmission of punishment and emotional well-being in a sample of Black, low-income mothers and their children. Above and beyond depressive symptoms, stress, and observed sensitivity and harshness, mothers' childhood experiences of punishment were related to more children's behavior problems indirectly through negative emotional reactivity and use of punishment in parenthood.

E11

Assessing Ethnic-Racial Cultural Socialization Interactions During Parent-Child Book Readings: Development of the Culturally Affirming and Responsive Experiences (CARE) Measure

–Brianna Jaworski, Jennifer LoCasale-Crouch, Etomgi Okezie, Dheepthi Ravikumar, Aubrey Hill, Kirsty Thompson, Khara Turnbull, Mayaris Cubides Mateus

PRESENTER**Brianna Jaworski**

This study presents preliminary psychometric data on a new mother-child observational measure assessing responsive and ethnic-racial socialization interactions in early childhood: Culturally Affirming and Responsive Experiences (CARE). Initial results indicate there is variability in these interactions and the CARE measure can be reliably applied (80.1%) by observers to a structured task.



E12***Sustaining Benefits of Preschool on Kindergarten Achievement: Understanding the Role of Family Engagement***

–Danielle Mead, Jeremy Walters, Maria Fusaro, Andrea Golloher, Emily Slusser

PRESENTER**Danielle Mead**

This study employs a multi-dimensional framing of family engagement to examine kindergarten academic achievement using the ECLS-K 2011 dataset. Structural (e.g., school event attendance) and relational (e.g., bi-directional communication) family engagement significantly predicts higher reading and math scores in kindergarten, after controlling for several demographic variables. Family engagement also moderates the effect of children's previous enrollment in center-based preschool. Findings highlight the need to support non-instructional kindergarten practices that effectively engage diverse families.

E13***A Statewide Mixed Methods Study of Provider Subsidy System Participation***

–Gerilyn Slicker, Jason Hustedt, Melissa Stoffers

PRESENTER**Gerilyn Slicker**

The number of centers that accept child care subsidies has declined, limiting access to child care for children and families from low-income backgrounds. This statewide mixed methods study explores how centers make decisions about subsidy system participation. Quantitative results suggest the importance of provider and community characteristics while qualitative results help to enhance our understanding of the decision-making process by emphasizing the importance of a center's overall funding structure and state subsidy policies.

E14***Home Visiting in a Pandemic: Impacts on Early Head Start Families and Home Visitors***

–Ashley Shafer, Tammy Thomas, Chris Dunkerley, Thistle Elias

PRESENTER**Ashley Shafer**

The present study was conducted to explore Early Head Start (EHS) families' and home visitors' (HV) experiences during the COVID-19 pandemic. This study explored HV perspectives on how families with young children have been impacted by the pandemic and the dynamics of remote services across six sites serving dozens of communities in one county. Additionally, we explored the challenges HVs face as they worked remotely, and the supports they need to do this work.

E15***The Impact of a Monthly, Unconditional Cash Transfer on Housing Conditions of Low-income Mothers with Young Children: Evidence From Baby's First Years***–Laura Stilwell, Lisa Gennetian, Katherine Magnuson, Kimberly Noble, Greg Duncan,
Nathan Fox, Hirokazu Yoshikawa, Sarah Halpern-Meekin**PRESENTER****Laura Stilwell**

Housing unaffordability and instability threaten over 16 million U.S. children, negatively impacting their health and development. A stronger understanding of the housing circumstances faced by young children from racially diverse, low-income families and the impact of financial supports on these conditions is needed. Using data from the Baby's First



Years randomized control trial, I estimate the impact of a monthly, unconditional cash transfer to low-income mothers with young children on housing affordability, stability, and membership. **(At the request of the author, this poster was removed from the virtual poster gallery at the conclusion of the conference.)*

E16

Close to Home: Spatial Analysis of Equitable Access to Early Care and Education

–Barbara DeBaryshe, Javzandulam Azuma, Ivette Stern, Seongah Im

PRESENTER

Barbara DeBaryshe

Equitable deployment of ECE resources requires accurate data on where needs are greatest. Access within a 5-mile driving distance of a family home was measured for one state, using a combination of nearby seats (children per ECE seat), affordability (cost relative to family income), and quality (seats in accredited or public preK classrooms). Access was associated with community characteristics. In some cases, strategic allocation of ECE resources resulted in high access in historically under-served areas.

E17

Using Childcare Provider Price and Quality to Measure Childcare Access in Sarasota County

–Maya Schreiber, Herman Knopf, Jing Huang, Anita Zucker

PRESENTER

Maya Schreiber

This collaborative community based research project was designed to inform local policymaking to support reasonable access to quality childcare for vulnerable children and families in Sarasota County. The research team conducted analyses using geospatial and statistical methods to determine the extent to which families have access to affordable quality childcare. Findings indicated that families living in areas with higher poverty rates were also in areas that have the highest priced childcare in the area.

E18

Exploring Impacts of the Healthy Families America Home Visiting Program on Birth Outcomes

–Kanna Lewis, Lorraine McKelvey

PRESENTER

Kanna Lewis

Healthy Families America (HFA) is an evidence-based home visiting program that provides parenting education and supports. This study assessed whether HFA impacts birth outcomes for individuals receiving at least 3 months of services during pregnancy. HFA infants had significantly lower odds of being born preterm and low birthweight and higher odds of being breastfed compared to a propensity score matched control group. HFA provides benefits in pregnancy that improve birth outcomes and support healthy development.

E19

Behavior Problems among Preschool Children from Low-Income Families: Longitudinal Effects of Language Skills and Maternal Depression Symptoms

–Cathy Qi, Lee van Horn, Rebecca Bulotsky Shearer, Alexandra Davis, Almut Zieher, Judy Carta

PRESENTER

Cathy Qi

This longitudinal study aimed to examine the association between language skills and behavior problems, and the extent to which the association was moderated by maternal depressive symptoms. Participants included 239 children and their mothers in Head Start. Results suggested that children's expressive language skills and elevated maternal depressive



symptoms uniquely predicted initial mean levels of child internalizing and externalizing behavior problems. Maternal depressive symptoms did not moderate the relationship between language skills and behavior problems.

E20

Examining the Health and Healthcare Use of Infants in the Healthy Families America Home Visiting Program

–Kanna Lewis, Lorraine McKelvey

PRESENTER**Kanna Lewis**

Healthy Families America (HFA) is an evidence-based home visiting program that provides parenting education and supports. This evaluation assessed whether HFA impacts the health and health care use of children. Infants in HFA had significantly more use of the health care system and received significantly more medical visits administering immunizations than propensity score matched infants not enrolled in HFA (non-HFA). The findings suggest that HFA provides children benefits that improve their health and development.

E21

Increasing Maternal Health Care Utilization through Home Visiting: A Quasi-Experimental Study of Healthy Family America

–Lorraine McKelvey, Kanna Lewis

PRESENTER**Lorraine McKelvey**

Healthy Families America (HFA) is an evidence-based home visiting program that provides parenting education and supports. This study assessed the impacts of HFA on maternal health care use. Mothers in HFA had significantly greater health care system use than the control group, including visits where mood and substance-related disorders were documented. Our findings suggest that the screening and referral is supporting mothers in HFA to discuss their mental health needs within the health care system.

E22

The Impact of COVID-19 on the Social-Emotional Well-Being of Children and Families in Flint, Michigan: Stories of Strength from Two High-Quality Head Start Sites (Educare Flint and Cummings Great Expectations)

–Lisa White, Stephanie D'Souza, Ann-Marie Faria, Jill Claxton, Beth Hardin, Jodi Ramos, Michelle Townsend, Ja'Nel Jamerson, Katie Hyland, Cecilia Zhang

PRESENTER**Lisa White**

This poster provides a mixed-methods account of the impact of the COVID-19 pandemic on children and families of color attending two high-quality early childhood programs in Flint, Michigan. Despite challenges related to income and employment, children and families demonstrated strengths in social-emotional well-being and family relationships, and felt supported by their early education sites, which may have buffered against the disproportionate effects of the pandemic on children and families of color.

E23

Variations in Implementation Outcomes by User Characteristics: Identifying What Works for Whom for iLookOut, a Web-based Child Abuse Identification and Training Program

–Whitney Barnett, Carlomagno Panlilio, Casey Mullins, Benjamin Levi, Kathryn Humphreys



PRESENTER**Whitney Barnett**

iLookOut, an online child abuse identification and training program for early childhood professionals (ECPs), has been shown to improve knowledge and attitudes of ECPs. Importantly, this evidence is at the aggregate level, and given the potential for variability in effectiveness by different demographic groups, we explored associations among user characteristics, implementation outcomes, and indicators of training success to better understand “what works for whom” to guide differentiation for all users.

E24***Can Built-In Dialogic Reading Prompting Sustainably Promote Caregiver-Preschooler Spatial Talk During eBook Reading?***

–Gabriella Noreen, Erica Zippert, Zachary Stuckelman, Gabrielle Strouse, Georgene Troseth

PRESENTER**Gabriella Noreen**

Parent-preschooler dyads read a spatially relevant eBook twice that was either basic or enhanced (including consistent and reduced/optional dialogic prompting for the first and second readings, respectively). We coded spatial talk and found that caregivers reading the enhanced eBook produced more spatial talk across readings, and children showed this advantage by the second reading. Caregivers and preschoolers need only limited/general prompting along with relevant reading material to achieve stable improvements in their spatial language use.

E25***Engaging California’s Dual Language Learner Families in Their Children’s Early Education***

–Lisa Hsin, Lisa White, Jennifer Anthony, Iliana Brodziak de los Reyes, Deborah Holtzman, Alejandra Martin, Karen Manship, Heather Quick

PRESENTER**Lisa Hsin**

A majority of young children in California’s early learning and care programs are dual language learners (DLLs). This study used a parent survey to explore how those programs support linguistically diverse DLLs’ families, how families foster their child’s early learning and development, and how parents’ actions and beliefs relate to program activities. Programs’ communication efforts were associated with developmentally supportive practices at home, highlighting the positive role programs can play when they engage families.

E26***Family-Teacher Relationship Quality in Head Start: Key Dimensions of Partnerships and Engagement Quality***

–Melissa A. Barnett, Katherine Paschall, Ann Mastergeorge

PRESENTER**Melissa A. Barnett**

Family engagement, including collaborative family-school partnerships, is increasingly the focus of ECE policy, professional development, and quality improvement systems. This study examines the structure of parent-reported family-teacher relationship quality and its child, family, teacher and center correlates among a subsample (N=483) of families participating in Head Start FACES 2014. The findings point to core components of family-teacher relationship quality that carry clear implications for efforts to bolster this quality.



E27***The Relation Between Parent–Educator Communication, the Home Environment, and Children’s Outcomes in Preschool***

–Tanya Paes, Joyce Lin, Robert Duncan, David Purpura, Sara Schmitt

PRESENTER**Tanya Paes**

This study examines the relations between parent–educator communication and preschoolers’ (51.33% female, $M = 57.52$ months, $SD = 3.62$) numeracy, literacy, and executive function. Analyses revealed a significant relation only between parent–educator communication and numeracy skills in the spring of preschool ($\beta = -.14$, $p = .002$). The findings suggest that it may be beneficial for educators to engage with families early in the academic year to support children’s numeracy skill development.

E29***Expansion of the Home Executive Function Environment Scale (HEFE) and Evaluating Its Associations with Directly Assessed and Parent-Rated Executive Function***

–Irem Korucu, Brianna Devlin, Tanya Paes, Elyssa Geer, David Purpura, Sara Schmitt

PRESENTER**Irem Korucu**

Executive Function (EF), an important predictor of school readiness, is malleable and can be improved with interventions. The home environment is essential for EF development. Yet, there is limited research on targeted EF activities with parents. The goals of this study are to 1)expand the previously validated HEFE scale with additional 12 items to capture additional parent-child activities that may contribute to EF and 2)examine its associations with children’s EF through directly-assessed and parent-rated measures.

E30***Working Families’ Infant Care Decisions: A Longitudinal Study***

–Soo-Young Hong, Holly Hatton-Bowers, Qingyu Jiang, HyeonJin Yoon, Yao Yao, LaDonna Werth, Jackie Guzman

PRESENTER**Soo-Young Hong**

We explored how working women made decisions about infant care and how their needs for child care changed over time in relation to familial and contextual factors. Using a mixed methods convergent design, we collected both qualitative and quantitative data from 47 working mothers living in Nebraska at three different times from pregnancy to when their baby turned one year old. Findings provide implications for policies related to accessibility of child care for working families.

E32***Introducing the Raising Helpful Toddlers Training: A Feasibility Study***

–Luc Fairchild, Larissa Duncan

PRESENTER**Luc Fairchild**

The current study introduces a novel parent training, Raising Helpful Toddlers (RHT), designed to encourage child helping, provides mixed-method evidence for its feasibility, and indicates potential beneficial effects. RHT is drawn from cross-cultural literature, and encourages caregivers to collaborate with toddlers toward adult goals via work around the house. Average Parenting Self-efficacy increased with a large effect size 2 weeks after the training, and parents reported an array of benefits.



E33***Potential vs. Actual Access to Subsidized Childcare in Hillsborough County, FL***

–Jing Huang, Phillip Sherlock, Herman Knopf

PRESENTER**Jing Huang**

Since the 2014 CCDBG re-authorization, researchers and policy makers have been interested in measuring whether children and families have reasonable access to high-quality childcare services. Recent research has attempted to describe accessibility by either using estimates of demand drawn from census (i.e., potential access) or available administrative data from agencies administering CCDBG programs (i.e., actual access). In this study, we investigate the difference between potential and actual access.

E36***Home Visiting and COVID-19: A Virtual Services Survey Informing Policy and Post Pandemic Services***

Laura Wallace, Rebecca Luttinen, Marjie Mogul

PRESENTER**Laura Wallace**

The COVID-19 pandemic required that all home visiting programs transition to virtual delivery unexpectedly. A virtual services survey administered in 2020 and 2021 to clients and home visitors revealed changes in connectedness from pre- to post-pandemic and challenges associated with virtual visits. Going forward most clients and advocates would prefer a virtual or hybrid home visiting service delivery post-pandemic. Results can inform home visiting policy and program requirements.

E37***Which Home Visiting Strategies Increase Family Engagement During In-Home Sessions?***

– Annie Davis, Paula Cortés Campos, Deborah Perry

PRESENTER**Paula Cortés Campos**

A current cohort of MIECHV evaluators is working to operationalize family engagement in evidence-based home visiting. Using data from the HOVRS and HVOF coded from recorded home visits, we examined predictors of families' level of engagement during the sessions. Time spent coaching positively predicted family engagement, while total time engaged in triadic interactions did not. These findings extend the conclusions from Peterson et al. (2018) with a primarily Black sample of families.



E38***Child Care Providers' Experiences with Parents Using Oregon's Childcare Subsidy Program***

–Isabella Ozenbaugh, Megan Pratt, Kelly Chandler, Amara Bradetich

PRESENTER**Isabella Ozenbaugh**

Parent-provider relationships are important for children's learning and may be especially important for children in low-income households. Utilizing child care subsidies may alleviate or increase stress for parents and child care providers, potentially influencing the parent-provider relationship. This study used semi-structured qualitative interviews with child care providers (N=16) to understand their experiences with parents using Oregon's employment-related day care subsidy system and if these experiences differed by type of childcare program (center-based, home, family).

E39***Toward Understanding Family Economic Well-being Within the Culture and Context of American Indian and Alaska Native Early Childhood Programs and Settings***

–Chelsea Wesner, Michelle Sarche

PRESENTER**Chelsea Wesner**

Family economic well-being (FEW) within American Indian and Alaska Native (AIAN) early childhood settings is inadequately captured by existing conceptualizations and measures. We aim to understand what FEW means in AIAN communities and how FEW relates to outcomes in tribal early childhood programs through a scoping review and qualitative interviews. Our findings will offer a more culturally and contextually aligned conceptualization of FEW with implications for measure development and tribal early childhood policy and practice.

E40***Toward Understanding and Measuring Early Relational Health in American Indian and Alaska Native Communities Through a Community of Learning: A Strengths-Based Approach To Advancing Equity and Prioritizing Relationships in Early Childhood Programs***

–Chelsea Wesner, Nancy Asdigian, Jessica Barnes-Najor, Nancy Whitesell

PRESENTER**Nancy Whitesell**

Early relational health (ERH) within American Indian and Alaska Native (AIAN) communities and early childhood settings is inadequately captured by existing Western frameworks and measures. With a Community of Learning, we aim to conceptualize ERH in AIAN communities and develop a new measure of ERH for use in tribal early childhood programs. Our approach will provide a culturally and contextually aligned understanding of ERH with implications for tribal early childhood research, programs, policies, and practices.



E41***“Because if Nina does well in kindergarten, then she is going to do well in the first, second, third grade, and so on”: Latina Mothers’ Perspectives and Practices on School Readiness and Involvement***

–Rabia Zahid, Sarai Coba Rodriguez

PRESENTER**Rabia Zahid**

While the topic of parents' perception of school readiness has received attention in recent research, perspectives of parents from racially and linguistically diverse backgrounds remain an untapped resource. This qualitative study investigates Head Start Latina mothers' perceptions of kindergarten entry, their conceptualization of involvement, and the type of school-based involvement they engage in through a family resilience framework. Findings suggest that Latina mothers value school readiness and school-based involvement yet engage more in home-based involvement.

E42***The Effects of Virtual Family-Focused Programming on Latinx Families' Educational Involvement and Children's Development***

–Andrew Gadaire, Susana Jerez, Jazmin Jaramillo-Piedra, Michael Guerrero, Maliyah Paynter

PRESENTER**Andrew Gadaire**

Charlotte Bilingual Preschool offered multiple virtual programs to support Latinx families, guide educational involvement outside of school, and continue children's education during the COVID-19 pandemic. These programs targeted social-emotional learning, early literacy, and family well-being. This poster demonstrates the positive outcomes of these programs for children and families, suggesting that replication or inclusion of these programs in more traditional early childhood programs could enhance efforts to prepare Latinx children and families for positive educational outcomes.

E43***Secondary Analysis of Web-Scraped Data to Examine Effects of the Changing Child Care Market on Parents' Access to Child Care***

–Audrey Franchett, Yuko Ekyalongo, Weilin Li

PRESENTER**Audrey Franchett**

Between 2005 and 2017, while the number of licensed child care centers increased by two percent, the number of licensed home-based child care (HBCC) providers dropped by 44 percent. The purpose of this study is to examine changes in families' perceptions of ECE access corresponding to the changing child care market, measured by the decline of HBCC. Secondary data used in this study include U.S. Census data and web-scraped data from Google, Yelp, and Care.com.



E44***Advancing Connectivity for Families During the COVID-19 Pandemic: Evaluation of Iowa's Phones for Families Program***

–Jessica Bruning, Heather Rouse, Darien Bahe, Laura Wallace, Cassandra Dorius, Anne Plagge, Kristy Roosa

PRESENTER**Kristy Roosa**

The intensification of issues like social isolation, health problems, and barriers to resources and services due to the COVID-19 pandemic have been shown to disproportionately affect vulnerable families such as those served by home visiting programs. The Phones for Families program was designed to provide smartphones to families during the pandemic in order to connect with needed supports and services. This poster presents the evaluative effort to determine family and provider views of the program.

E45***Prenatal Enrollment in Home Visiting Programs for Families with Multiple Risks***

–Jessica Bruning, Heather Rouse, William Abraham

PRESENTER**Jessica Bruning**

Childhood stressors can negatively impact early brain development, where the accumulation of risk factors and cumulative density of risks exacerbate developmental challenges. Home visiting programs are designed to support mothers with young children who may be more likely to experience early risks such as low maternal education or inadequate prenatal care. This evaluation analyzes who benefits most from prenatal home visiting enrollment and explores differences in outcomes for prenatal versus postnatal enrollment.

E46***CCDF Subsidy Access for Low-Income Latinx Families in North Carolina: Insight from Community Resource Brokers***

–Kevin Ferreira van Leer, Julia Mendez, Maricela Porras Velazquez, Yasmin Torres

PRESENTER**Kevin Ferreira van Leer**

Child care and development fund (CCDF) subsidies provide access to ECE for low-income families through financial assistance yet Latinx families are disproportionately under-enrolled in CCDF programs. In North Carolina, while 16% of CCDF-eligible children are Latinx, only 5% are enrolled. We conducted semi-structured interviews with Latinx community-based NC organizations. Findings reveal that CBOs in NC act as important resource brokers for Latinx families; however, they often were unfamiliar or did not encourage subsidy application.



E47***The Factor Structure of Parents' Math-Related Talk and Its Relation to Children's Early Academic Skills***

–Yemimah King, Sarah Eason, David Purpura, Robert Duncan, Arielle Borovsky

PRESENTER

Yemimah King

The present study examines if parents' math language use (e.g., “fewer”), number talk (e.g., “five”), and general talk are distinct factors related to children's early academic skills. We hypothesize a three-factor model for parents' talk with parent math language use positively related to children's math language knowledge and numeracy skills, while number talk will be uniquely related to children's numeracy skills and parent general talk will be uniquely related to children's general vocabulary.

E48***Something Had to Give During Shutdown, and It Was Schoolwork***

–Martinique Sealy, Jentry Barrett, Jungwon Eum, Emily Wilson, Yuenjung Joo

PRESENTER

Martinique Sealy

E49***Urban and Rural Parent and Teacher Experiences During Initial Pandemic-Related School Closures and Transition to Remote Learning***

–Courtney E. Boise, Amanda Witte, Susan Sheridan

PRESENTER

Courtney E. Boise

This study's purpose was to document parent and teacher experiences during the spring of 2020. Results revealed parents' primary source of stress was their child's education. Teacher stress significantly increased following the transition to remote instruction. This study may inform policy and practices for maintaining positive student trajectories and for supporting parents and teachers during crises. Study results have implications for early childhood workforce development, pandemic-related teacher support, home-school partnerships development, and parent services.

E50***Teacher-Family Partnerships Matter!: The Association Between the Quality of Teacher-Family Relationships and Toddler's Developmental Skills***

–Johayra Bouza

PRESENTER

Johayra Bouza



E51***Early Pandemic Experiences of Families and Staff From an Urban Two-Generation Program***

–Jolene Johnson, Amy Encinge

PRESENTER**Jolene Johnson**

During the COVID-19 pandemic, an urban mid-western, two-generation program partnered with families and their communities to mitigate negative impact. The pandemic necessitated a change in service delivery while meeting the needs of families and providing supports for young children and students whose school instruction changed dramatically. The qualitative study examines how the programs shifted to meet the needs of families and the impact of the pandemic on both program staff and families.

E52***Mapping Early Ethnic-Racial Awareness, Preferences, and Socialization Among Infants and Toddlers: A Scoping Review***

–Anissa Eddie, Claire Vallotton, Holly Brophy-Herb, Loria Kim, Carin Graves, Danielle Merckling

PRESENTER**Anissa Eddie**

The current study utilizes a scoping review to systematically identify and analyze the existing literature on the early ethnic-racial awareness, preference, and socialization of infants and toddlers. The purpose of this study is to summarize what is known about: 1) the emergence of ethnic-racial awareness, and preferences among infants and toddlers 2) the ethnic-racial socialization of infants and toddlers, and 3) how the factors that impact the development of ethnic-racial bias are identified and studied.

E53***The Intersubjective Space: Examining Experiences of Race, Power and Self-Efficacy in Cross-Racial Reflective Dyads***

–Danielle Rice

PRESENTER**Danielle Rice**

Reflective supervision is competency driven, professional development used in infant mental health. Reflective supervision sets the tone for the other relationships that the IMH specialist is tasked with holding, reflective supervision can directly impact the relationships the IMH specialist has with the parent and their infant. When a supervisor acknowledges the specialists' experience of race and power, the IMH specialist can then work with caregivers to explore how race and power impact the family's well-being.

E54***Mothers' and Fathers' Playfulness as a Promotive Factor for Children's Social Development***

–Rachel Ghosh, S. Alexa McDorman, Natasha Cabrera, Stephanie Reich

PRESENTER**Rachel Ghosh**

Using a sample of ethnically and economically diverse families participating in a parenting intervention, we examine how the quality of mothers' and fathers' playfulness (i.e., the creative and fun manner by which parents play with their child) changes from 9 to 18 to 24 months. We also examine how parents' playfulness with their 9-month old infant is associated with children's social competence and problem behaviors at 21 months.



E55***Understanding the School Readiness Beliefs of Chinese Immigrant Parents***

–Peggy Kong, Xiaoran Yu, Susan Sonnenschein, Brook Sawyer

PRESENTER**Peggy Kong**

The transition to kindergarten is a critical milestone in a child's life. Parental school readiness beliefs may influence the school readiness skills children possess (Han, 2008). There are few studies that focus on Chinese parents' school readiness beliefs (Kim, 2005). The present study explores how Chinese immigrant parents living in a small metropolitan area understand and prepare their children for kindergarten in the United States.

E56***Engaging Families with Virtual Home Visiting During the COVID-19 Pandemic: Innovations in Supporting Home Visitors and Building Relationships with Families***–Jennifer Henk, Claire McEnery, Angela Rau, Allison Kemner, Dorian Traube, Alison Erickson,
Mia Talbot, Lauren O'Rourke**PRESENTER****Jennifer Henk**

The current home visiting services aren't filling the needs of families that could benefit from home visiting but who cannot be reached for a range of reasons, such as the health crisis presented by the COVID-19 pandemic. The Connect Texas project sought to provide another solution to improve family engagement, parenting outcomes and participation in the Parents as Teachers model through supporting parent educators to provide virtual home visits.

E57***Navigating the COVID-19 Pandemic: Economic Experiences of Families Participating in the Mother and Infant Home Visiting Program Evaluation (MIHOPE)***

–Jennifer Yeaton, Marissa Strassberger, Mallory Undestad, Jennifer Yeaton, Kelly Saunders, Kristen Faucetta

PRESENTER**Jennifer Yeaton**

Families with young children and low incomes were disproportionately affected by the COVID-19 pandemic and its repercussions. Based on qualitative interviews with mothers who participated in the Mother and Infant Home Visiting Program Evaluation (MIHOPE), this poster describes how the first year of the pandemic affected the economic circumstances of families with lower incomes through job loss and decreased earnings, and the types of assistance families sought in response to the pandemic.

E58***Impact of COVID-19 on Service Delivery and Service Utilization Among Expecting and Pregnant Youth***

–Jenny Afkinich, Corey Shdaimah, Margo Candelaria, Yan Zhu

PRESENTER**Jenny Afkinich**

Expectant and parenting youth (EPY) deserve effective support. Map to Success Project expanded EPY services, which changed dramatically due to the COVID-19 pandemic. We explored provider and parent perspectives on the pandemic's impact on service engagement through qualitative interviews. Three themes emerged: creativity and adaptation, new and ongoing networks, and communication. Under-resourced environments require creativity in the face of scarcity, and COVID-19 required that respondents draw on their existing strengths to cope with new challenges.



E59***“What Works for Whom” in Family Support Programming for Families with High Stress***

–Elly Miles, Julia Dmitrieva, Teri Haymond, Sarah Watamura

PRESENTER**Elly Miles**

This comparative evaluation of family support programs in one state examines equity in family development outcomes for families who experience the highest levels of stress (e.g. homelessness, domestic violence, child welfare involvement, substance abuse). Nine outcomes are examined in more than 8,000 families enrolled in 5 programs, finding unique patterns of change in program by family stress interactions. Increased attention to “what works for whom” may increase the equity with which families benefit from FSPs.

E60***Efficacy of Infant Achievements, a Parent Coaching Intervention, for Infants with Social Communication Delays and Preparation for Community Adoption***

–Rebecca Landa, Ebony Holliday, Rachel Reetzke, Christine Hess, Danika Pfeiffer, Dana Herman

PRESENTER**Rebecca Landa**

A parent-mediated coaching intervention, Infant Achievements, was developed to promote the development of infants with social communication delays. Within a randomized controlled trial (RCT), quantitative data from parents and their social communication-delayed infants demonstrated initial efficacy of the intervention; qualitative data demonstrated promise of the intervention’s social validity. Implementation science principles were used to begin translating the intervention into a culturally appropriate and scalable community-based program for racial/ethnic minority families living in under-resourced urban neighborhoods.

E61***The Association Among Teachers’ Support, Parental Stress and Home Activities During COVID-19 Physical Distancing Time***

–Chenyi Zhang, Rui Tian, Wei Qiu

PRESENTER**Chenyi Zhang**

212 preschoolers' parents were recruited and completed an online survey in May 2020 when national physical-distancing mandate was issued. The questionnaire consists parents' demographic backgrounds, exposure to COVID-19, frequencies of different home activities, and parental stress. SEM analyses showed that minority parents reported much higher parental stress. Teachers' support was associated with higher parental stress among minority parents. Increased parental stress was associated with less frequent learning-focused home activities.

E62***How Migrant and Seasonal Head Start Agricultural Families Feed the United States***

–Noé Erazo, Michael López, Sandra Barrueco, Cleofas Rodriguez, Sofia Gilkeson, Ilda Martinez, Natalia Rojas

PRESENTER**Noé Erazo**

Food supply chain disruptions have highlighted essential workers, their working conditions, and their role in bringing food to our tables. Agricultural work is extremely hazardous, but little is known about the immigrant majority workers that feed our nation. Using multivariate analyses, we will describe how Migrant and Seasonal Head Start families contributed to the agricultural industry. Consideration of socially responsive practices may improve future health outcomes.



E63***Childcare and Family Processes: Bi-Directional Relations Between Childcare Quality, Home Environment, and Maternal Depression***

–Emma Hart, Deborah Vandell, Anamarie Whitaker, Tyler Watts

PRESENTER**Emma Hart**

The current study examined whether changes in childcare quality and quantity predicted subsequent changes in home environment quality and maternal depression among 1,134 families with children ages 6- to 54-months. Using a modeling approach that disaggregates between- and within-child variation, we found that within-child increases in childcare quality, but not quantity, predicted modest increases in the quality of the home environment. Increases in quality also predicted small, statistically insignificant reductions in maternal depressive symptoms.

E64***Observing Parenting in the First Year: Validation of PICCOLO with Infants 3-9 Months***

–Lori Roggman, Krista Gurko, Tasha Olson, SuJung Park, Mark Innocenti

PRESENTER**Lori Roggman**

The PICCOLO measure of parent-child interaction (PCI) was validated on a large sample (over 2,000 families) from the Early Head Start Research and Evaluation Project, which observed PCI at multiple times beginning at 14 months, and a local sample observed at 10 months. PCI begins early so we have observed PCI with infants 3-9 months in relation to developmental outcomes and established reliability and predictive validity. Psychometrics and specific guidelines for infants will be shared.

E65***Observing and Identifying Young Children's Developmental Support of Toddler Siblings During Play***

–Tasha Olson

PRESENTER**Tasha Olson**

Sibling interactions are largely overlooked as a resource for potential developmental support. This project identifies developmentally supportive interaction behaviors from the Parenting Interactions with Children: Checklist of Observations Linked to Outcomes (PICCOLO) that older children aged 3 to 8 years use with their toddler younger siblings during play. We also identify the child factors that affect the developmentally supportive interaction behaviors.

E66***Harkening to Their Voice and Lived Experiences of Black Families to Concretely Reshape Access and Utilization in Early Intervention Programs***

–Erika Aziegbe

PRESENTER**Erika Aziegbe**

This study explored the perceived barriers preventing Black families from accessing (completing the intake process) and utilizing (following through with the support) EI services. Parental, medical, and educational professionals' perceptions of barriers were measured and supported with interviews to capture the lived experiences of families. The findings unearth how monolithic efforts support or not our energies in reshaping program access to underserved and marginalized black communities.



E67

Sharing Experiences of Pre-k Programs in New York City in the Wake of COVID-19 Pandemic: How Pre-K Program Staff, Families, and Children Are Faring?

–JiSoo Kim, Jessica Siegel, Jessica Young, Rachel Abenavoli, Pamela Morris, Elise Cappella

PRESENTER

JiSoo Kim

This descriptive study poster leverages qualitative data collected through brief, open-ended call conversations with 176 pre-K programs in New York City to understand their experiences during COVID-19 and inform our district partners of their planning and support for pre-K programs. To provide support for early childhood educators and pre-K families and children during the COVID-19 pandemic and future public health and climate disasters, we must understand the variability of experiences on the ground.

E68

Chinese Heritage Families’ Childrearing Beliefs and Practices for Learning in a Shared Caregiving Context

–Lok-Wah Li (Lok), Christine McWayne

PRESENTER

Lok-Wah Li (Lok)

This study explored shared caregiving practices and culturally salient decisions Chinese heritage, low-income families have in nurturing preschool children’s home learning routines. Pairs of primary caregivers caring for the same child from 15 families were interviewed. From a strength-based perspective, findings elucidated the way Chinese immigrants modified their childrearing beliefs and practices as a family in order to overcome the new and unexpected challenges caused by the COVID-19 pandemic and rising anti-Asian racism.

E69

Tribal Home Visiting Continuous Quality Improvement Collaborative (CQIC) Process Study Approach and Methods

–Connie Park, Brandie Buckless, Julia Morales

PRESENTER

Connie Park

This poster session provides an overview of the evaluation design and analytical approach for the Tribal Home Visiting (THV) Continuous Quality Improvement Collaboratives (CQIC) Process Study. The mixed method study will document how the THV CQIC, an adapted version of the Institute for Healthcare Improvement’s Breakthrough Series Collaborative Model, is implemented within the context of the tribal home visiting programs. The study is also examining the feasibility and appropriateness of the THV CQIC approach for tribal grant programs.

1:45 P.M. – 2:00 P.M.: BREAK



2:00 P.M. – 3:30 P.M.: BREAKOUT SESSIONS (Sessions 307-312)**307*****Long-term Effects of North Carolina Pre-K in Context: Exploring Interrelationships with ECE, School, and District Environments*****CHAIR****Ellen Peisner-Feinberg**, University of North Carolina at Chapel Hill**PRESENTERS****Clara Muschkin**, Duke University**Jade Jenkins**, University of California, Irvine**Robert Carr**, Duke University**DISCUSSANT****Ariel Ford**, North Carolina Department of Health and Human Services**ABSTRACT**

Studies of North Carolina's statewide prekindergarten (Pre-K) program for low income children yield evidence of immediate and long-term educational benefits. This symposium explores environmental factors measured during and after the Pre-K year that may influence the level of program effects as children progress through elementary school. The goal is to identify mechanisms through which Pre-K can provide the most positive and enduring impact, thereby strengthening the case for funding of high quality statewide Pre-K programs.

Effects of North Carolina's Pre-K Enrollments in Elementary Schools on Teacher Satisfaction and Retention

Clara Muschkin, Helen Ladd, Maria Sauval

Are Early Childhood Education Programs Complements or Substitutes? Evidence in the Context of North Carolina's Pre-K Program

Jade Jenkins

Do the Long-term Effects of North Carolina's Pre-K Program Depend on the Quality of Educational Opportunity During School?

Robert Carr

308***Coordinated Services to Support Children and Families*****CHAIRS****Sarah Blankenship**, ACF's Office of Planning, Research and Evaluation**Paula Daneri**, ACF's Office of Planning, Research and Evaluation

PRESENTERS

Kathleen Dwyer, ACF's Office of Planning, Research and Evaluation
Laura Hoard, ACF's Office of Planning, Research and Evaluation
Tracy Carter Clopet, ACF's Office of Planning, Research and Evaluation
Marissa Strassberger, MDRC
Duane Yoder, Garrett County Community Action Agency

ABSTRACT

The families that ACF serves face complex, interdependent challenges that may be supported by a variety of specialized services. It is theorized that coordination among these services may reduce barriers to access and improve child and family outcomes. This session will introduce OPRE's portfolio on coordinated services, explore coordinated service approaches at various levels, and discuss the promise of coordinated services in meeting families' goals. The first presentation will feature an overview of OPRE's Coordinated Services Research and Evaluation Portfolio. We will review OPRE's efforts to support cross-project learning and present a common working definition of coordinated services. The second presentation will review findings from the Assessing Models of Coordinated Services for Low-Income Children and Their Families project. We will discuss coordinated services approaches and their key features. The third presentation will delve into Head Start's process for coordinating family support services. The Head Start Connects team will review findings from case studies completed in Fall 2020. The session will close with reflections from Duane Yoder, President of Garrett County Community Action Agency. He will share perspectives on service coordination, the observed value for families, implementation challenges, and key considerations for continued work in this space

OPRE's Coordinated Services Research and Evaluation Portfolio

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

Assessing Models of Coordinated Services

Laura Hoard, ACF's Office of Planning, Research and Evaluation
Tracy Carter Clopet, ACF's Office of Planning, Research and Evaluation

Head Start Connects

Marissa Strassberger, MDRC

Garrett County Community Action Agency

Duane Yoder, Garrett County Community Action Agency

309**Data Deep Dive: Engage with Experts about Child and Family Data Archive Datasets****PRESENTERS**

Christine Fortunato, ACF's Office of Planning, Research, and Evaluation
Sandra Tang, Inter-University Consortium for Political and Social Research
Anne Warren, MDRC
Ashley Kopack Klein, Mathematica
Nikki Aikens, Mathematica
Sara Bernstein, Mathematica
Jessica Barnes-Najor, Michigan State University; Tribal Early Childhood Research Center
Josh Borton, NORC at the University of Chicago



ABSTRACT

This session provides a discussion of datasets from ACF's Office of Planning, Research, and Evaluation (OPRE) available for secondary analysis through the [Child and Family Data Archive](#). It features an overview of the archive, available datasets, and how to access [archived data](#). Next, attendees will participate in one of four interactive breakout rooms to engage in in-depth discussions of recently released datasets:

- Mother and Infant Home Visiting Program Evaluation (MIHOPE) and MIHOPE-Strong Start (see [webpage](#));
- Head Start Family and Child Experiences Survey 2019 (FACES 2019) (see [webinar](#) and [webpage](#));
- American Indian and Alaska Native (AIAN) FACES 2019 (see [webinar](#) and [webpage](#)); and
- National Survey for Early Care and Education (NSECE) (see [webpage](#)).

The breakout sessions will be particularly informative if you are currently analyzing or have invested time to learn about these datasets in preparation for their use. However, all prospective data users are welcome. Please bring your questions about the specific dataset of interest! Experts will answer your questions, discuss example analyses, and provide technical assistance. This is a unique opportunity to get answers to your questions about accessing and using these datasets, discuss the research questions you would like to answer through secondary analyses, and brainstorm novel ideas or approaches to analyzing the data.

Overview Presentation: Child and Family Data Archive

Christine Fortunato, Sandra Tang

Mother and Infant Home Visiting Program Evaluation (MIHOPE) and MIHOPE-Strong Start Datasets

Anne Warren

Head Start Family and Child Experiences Survey 2019 (FACES 2019) Datasets

Ashley Kopack Klein, Nikki Aikens

American Indian and Alaska Native (AIAN) FACES 2019 Dataset

Sara Bernstein, Jessica Barnes-Najor

National Survey for Early Care and Education (NSECE) Dataset

Josh Borton

310 **Competency-Focused Virtual Professional Development and Lessons Learned from COVID-19**

CHAIR

Sarah N. Lang, Virtual Lab School/VLS Momentum Project, Ohio State University

PRESENTERS

Sarah N. Lang, Virtual Lab School/VLS Momentum Project, Ohio State University

Erin Tebben, Virtual Lab School/VLS Momentum Project, Ohio State University

Kristen Knight, Virtual Lab School/VLS Momentum Project, Ohio State University

Alllyson Dean, EarlyEdU Alliance/Coaching Companion/Cultivate Learning, University of Washington

Gail Joseph, EarlyEdU Alliance/Coaching Companion/Cultivate Learning, University of Washington



DISCUSSANT

Shayna Cook, ACF's Office of Early Childhood Development

ABSTRACT

Emerging evidence demonstrates an increase in the use of virtual professional development during the pandemic. This session will examine competency-focused virtual or hybrid models of professional development and explore modifications made during the COVID-19 pandemic, with an emphasis on models supporting in-field professionals. Invited speakers and audience attendees will reflect on what are useful adaptations to maintain post-pandemic in support of the broad ECE workforce, with attention to issues of equity around the systems, delivery, and flexibility necessary to grow, maintain, and sufficiently support a well-trained and diverse workforce.

311***New Perspectives on Leadership in Early Care and Education*****CHAIR**

Anne Douglass, Institute for Early Education Leadership and Innovation, University of Massachusetts Boston

PRESENTERS

Anne Douglass, Institute for Early Education Leadership and Innovation, University of Massachusetts Boston

Yange Xue, Mathematica

DISCUSSANT

Theresa Loch, University of Florida Lastinger Center

ABSTRACT

Leadership is a driver of quality improvement in early care and education (ECE) settings. This session features findings from three federally-funded studies of leadership and quality improvement in center-based ECE settings. In complementary ways, these papers contribute new knowledge on distributed leadership, what leaders do to promote quality, and how to develop the capacity of leaders to affect change. Discussion will address implications for leadership development and assessing leadership in ECE research, policy, and practice.

An Exploration of Distributed Leadership in Center-Based ECE Settings

Anne Douglass, Tamara Halle

What do Formal Leadership Structures Look Like in Center-Based ECE Settings?

Yange Xue, Gretchen Kirby, Lizabeth Malone

312***Understanding Workforce Well-Being During the COVID-19 Pandemic: Confronting Trauma and Racism in Early Care and Education*****CHAIR**

Sara Vecchiotti, Foundation for Child Development



PRESENTERS

Mark Nagasawa, Straus Center for Young Children & Families, Bank Street College

Ayse Cobanoglu, Yale University

Vanessa Rodriguez, New York University School of Medicine

DISCUSSANT

Fanny Roman, New York City Public School 244

ABSTRACT

The COVID-19 pandemic drew attention to, and exacerbated, challenges faced by the early care and education (ECE) workforce. During the pandemic, the ECE workforce continued to support children’s learning within an environmental context of racism, sexism, and trauma. This session explores the emotional, psychological, and social well-being of the workforce, particularly for early educators of color, in the pandemic. Policy and practice implications regarding how to better support the ECE workforce will be discussed.

“Nadie nos han preguntado...”: Towards a More Equitable Post-Pandemic ECE System in New York City

Mark Nagasawa

Double Pandemic: Exposure to Racial Aggression and Well-Being of Early Child Care Providers

Ayse Cobanoglu, Walter Gilliam

Silent and Forgotten: An Exploration of Women Pre-Kindergarten Teachers’ Mental Health and Wellness during COVID-19 and Beyond

Vanessa Rodriguez

3:30 P.M. – 3:45 P.M.: BREAK

3:45 P.M. – 5:15 P.M.: CLOSING PLENARY SESSION

313

Creating a System of Care for Infants and Toddlers – A Discussion with State Leaders

CHAIR

Cynthia Osborne, Peabody College at Vanderbilt University

PRESENTERS

Cynthia Osborne, Peabody College at Vanderbilt University

Beth Bye, Connecticut Office of Early Childhood

Jenna Conway, Virginia Department of Education

Karen Powell, Louisiana Department of Education



ABSTRACT

The science is clear that the prenatal to age three period is the most rapid and sensitive period of development. Warm, nurturing, stable environments create the conditions in which children thrive from the start and are associated with lifelong health and well-being. Early trauma and chronic adversity, by contrast, can damage children's developing physiological, neurological, and psychological systems. The pandemic has exposed how crucial policies are to support families with young children, and states currently have an unprecedented level of resources to invest in the earliest years.

This plenary session explores what the most rigorous evidence to date says are the most effective state level policies that create the conditions in which children thrive and that create equitable systems of care. Key takeaways from the plenary session include: (1) To create an effective and equitable early childhood system requires a combination of broad based economic and family supports combined with targeted interventions that address families' specific needs – there is no one magic bullet; (2) State policy choices can have a substantial impact on improving the well-being of infants and toddlers and their parents – we know what works; (3) Currently there is a patchwork of benefits and services available to families across the country – where you live determines what you have access to; (4) Implementation of policies is the key to success, and should include the voices of communities and families to better promote equity; and (5) Adequate data systems are key to accountability and strategic planning.

PLENARY PRESENTER BIOGRAPHIES**Cynthia Osborne**

Cynthia Osborne, PhD is a Professor of Early Childhood Education and Policy in the Department of Leadership, Policy, and Organizations at the Peabody College of Education and Human Development. She is also the founder and executive director of the national Prenatal-to-3 Policy Impact Center, an academic research center that translates the science of the developing child into state level policies with the strongest evidence base of effectiveness. She was an appointed member of the National Academies of Sciences, Engineering, and Medicine's Committee On Building An Agenda To Reduce The Number Of Children In Poverty By Half In 10 Years and is currently serving on another NASEM committee, Exploring the Opportunity Gap for Young Children Birth to Age 8. Osborne holds a Ph.D. in demography and public affairs from Princeton University, a Master in Public Policy degree from Harvard University's Kennedy School of Government, and a Master of Arts in education from Claremont Graduate University

**Beth Bye**

Beth Bye was appointed as Commissioner for the Connecticut Office of Early Childhood (OEC) by Governor Ned Lamont in January 2019. Bye, who served in the Senate from 2011 to 2019 and in the House from 2007 through 2010, leads an office created in 2013 to coordinate and enhance various early childhood development programs and create a cohesive early care system. In 2013, Senator Bye led the effort to create OEC, one of the first such offices in the country. Her work as champion for the creation of the office is informed by her own long-term experience since 1980 as an early childhood professional. Beth's experience includes more than 35 years working in early childhood education. She has held leadership positions at Auerfarm/Wintonbury Early Childhood Magnet School, Great by 8, and the Capitol Region Education Council, where she helped to open 2 public early childhood magnet schools. Beth was the director at both the Trinity College Community Child Center and the University of St. Joseph School for Young Children, named the State of Connecticut model preschool.



She was also an infant and toddler teacher for more than 10 years. Commissioner Bye received her BA and MA in Child Development from the University of New Hampshire. She received a certificate from the Harvard Kennedy School in State and Local Government and is currently a Salzburg Global Seminar Fellow in the Education Policymakers cohort. She has 4 adult children and she and her wife were the first gay couple married in CT after marriage was legalized in 2008.



Jenna Conway

Jenna leads the Virginia Department of Education's efforts to ensure all Virginia children have the opportunity to enter kindergarten ready. For more than a decade, Jenna has led transformative efforts in different states to change how we see, fund and manage our birth-to-five, public-private early childhood care and education systems with a keen focus on increasing access and parent choice, improving classroom quality and better engaging families. Results show year over year improvement in teacher-child interactions, leading to more children ready for school. She holds degrees from Yale University, the Stanford University Graduate School of Business and the Broad Education Residency.



Karen Powell

Karen Powell is the Deputy Assistant Superintendent for Early Childhood Strategy at the Louisiana Department of Education, where she directs policy development and program implementation. Prior to joining the Department, Karen served as the Regional Director of Partnerships in Child Care, a Child Care Resource & Referral agency and teacher preparation program at Volunteers of America; the Director of Education Initiatives at Capital Area United Way; and a faculty member and administrator at Louisiana State University. Karen is dedicated to ensuring that children from birth through age five and their caregivers are supported so that our littlest learners achieve happy, health, successful futures in school and beyond.



NRCEC 2022

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We look forward to seeing you at NRCEC 2024.

