NRCEC 2018

The Administration for Children and Families' National Research Conference on Early Childhood

June 25 - 27, 2018

**CRYSTAL GATEWAY MARRIOTT HOTEL
ARLINGTON, VA**

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:

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Tufts University
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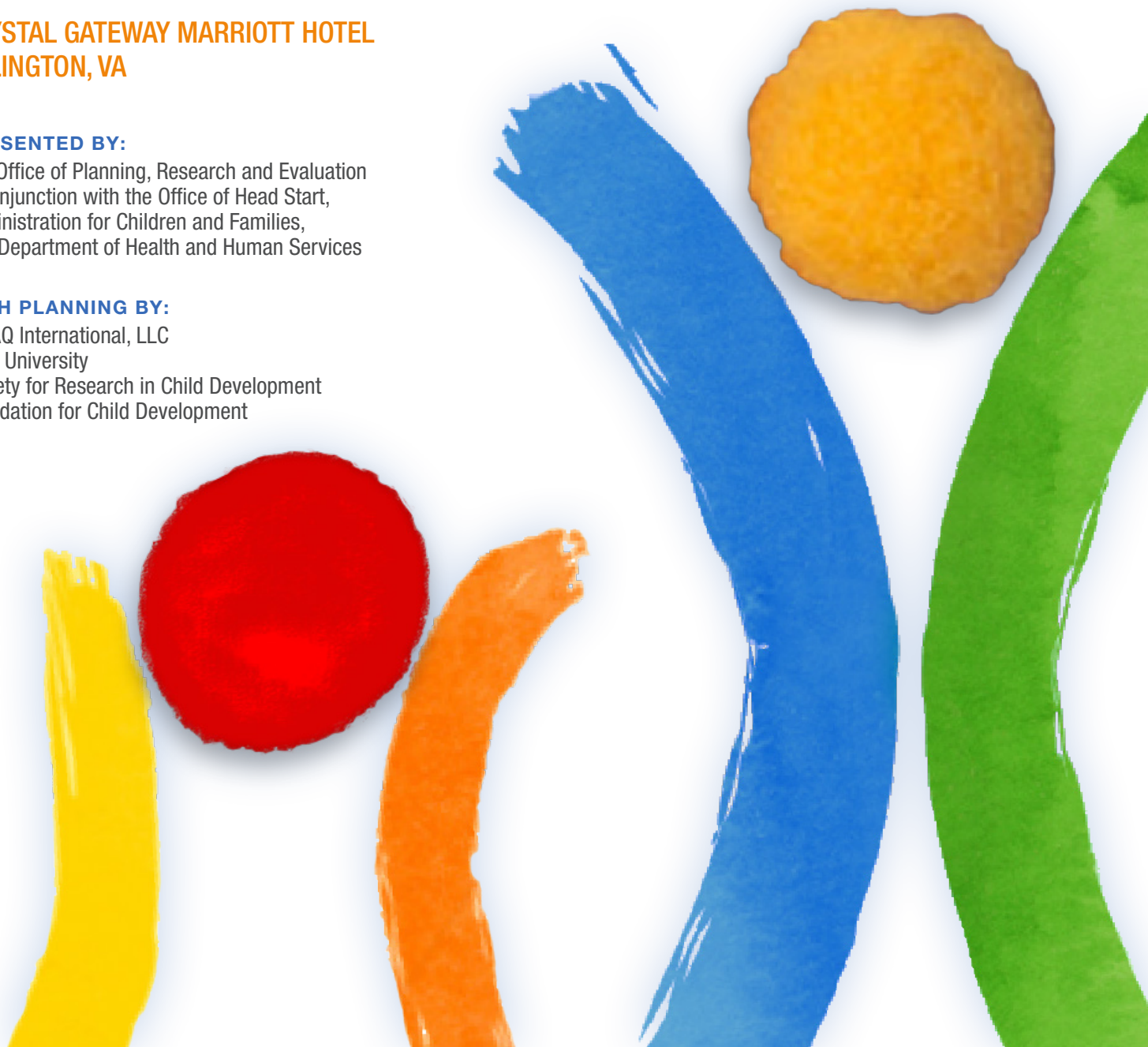
Hotel Information

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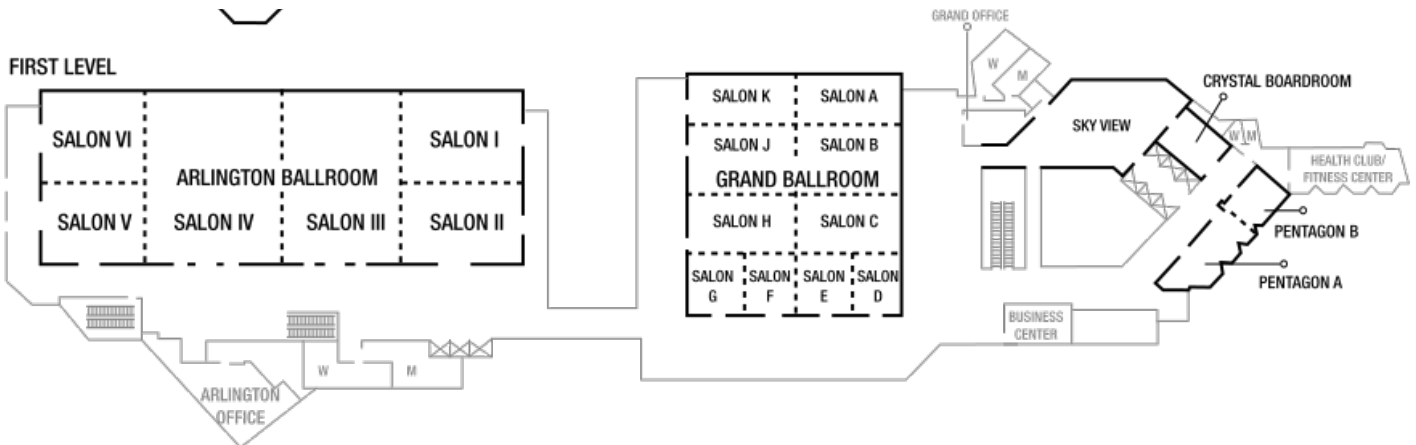
REGISTRATION/INFORMATION DESK

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

REGISTRATION/INFORMATION DESK HOURS

Sunday 5:00 p.m.– 7:00 p.m.
Monday 7:00 a.m. – 5:30 p.m.
Tuesday 7:30 a.m.– 5:30 p.m.
Wednesday 7:30 a.m.– 4:30 p.m.

RESOURCE TABLES

Resource tables can be found on the 1st level.

SECOND LEVEL

MCLEAN
FAIRFAX BOARD ROOM
MANASSAS
MT. VERNON
ALEXANDRIA

FIRST LEVEL

SALON VI
SALON I
ARLINGTON BALLROOM
SALON V   SALON IV   SALON III   SALON II
ARLINGTON REGISTRATION
ARLINGTON OFFICE

SALON K   SALON A
SALON J   SALON B
GRAND BALLROOM
SALON H   SALON C
SALON G   SALON F   SALON E   SALON D
GRAND OFFICE   SKY VIEW   CRYSTAL BOARD ROOM
HEALTH CLUB / FITNESS CENTER
PENTAGON B
PENTAGON A
BUSINESS CENTER

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ROSSLYN II   I
HERTZ DESK
FRONT DESK
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CONCIERGE
BELL STAND
ENTRANCE
LEE   JEFFERSON
JACKSON   MADISON
15TH & EADS
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M CLUB LOUNGE

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Cooperating Organizations and Resource Tables

Cooperating Organizations

We wish to thank the Cooperating Organizations for their efforts to support the Conference by contributing names of peer reviewers, advertising the Call for Presentations and the Conference on their websites, and providing information and materials to the Conference.

American Psychological Association

American Speech-Language-Hearing Association

▼▼ CCDF Policies Database

▼▼ Child Welfare Information Gateway

▼▼ Childcare and Early Education Research Connections

▼▼ Early Childhood Resources from OPRE's Self-Regulation and Toxic Stress Series

Global Alliance for Behavioral Health and Social Justice

▼▼ Institute of Education Sciences

▼▼ James Bell Associates, Inc.

▼▼ Mathematica Policy Research

▼▼ National Association of Education for Young Children

▼▼ National Center for Children in Poverty

National Center for Learning Disabilities

▼▼ National Center for Early Childhood Development, Teaching and Learning

▼▼ National Center on Afterschool and Summer Enrichment

▼▼ National Center on Early Childhood Health & Wellness

▼▼ National Center on Parent, Family, and Community Engagement

▼▼ National Center on Program Management and Fiscal Operations

▼▼ National Head Start Association

▼▼ National Research Center on Hispanic Children and Families

▼▼ Office of the Assistant Secretary for Planning and Evaluation

▼▼ Prevent Child Abuse America

▼▼ Office of Planning, Research and Evaluation

▼▼ Society for Research in Child Development

▼▼ Tribal Evaluation Institute

▼▼ Zero to Three

▼▼ Organizations with resource tables at the conference.

Cooperating Organizations

American Psychological Association

M50 Mathematica Policy Research

American Speech-Language-Hearing Association

NCCP National Center for Children in Poverty
Columbia University • Mailman School of Public Health
Department of Health Policy & Management

CCDF Policies Database

National Center for Learning Disabilities

Child Welfare Information Gateway
PROTECTING CHILDREN ■ STRENGTHENING FAMILIES

Early Childhood National Centers

Child Care & Early Education RESEARCH CONNECTIONS

NHSA NATIONAL HEAD START ASSOCIATION

GLOBAL ALLIANCE for Behavioral Health and Social Justice

Prevent Child Abuse America®

ies INSTITUTE OF EDUCATION SCIENCES

SRCD Society for Research in Child Development

Cooperating organization logos provided as of production date.

Peer Reviewers

PEER REVIEWERS

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

Craig Bailey	Kristie Chandler	Jennifer Francois	Laura Hoard
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Laura Nabors	Elizabeth Ricks	Amy Tate	Elif Dede Yildirim

MONDAY, JUNE 25, 2018

8:30 A.M.—10:00 A.M.: OPENING PLENARY SESSION SALONS 4-6

Greetings

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

101 **LIVE** *Family Engagement: State of the Concept and Evidence Base*

CHAIR
Wendy DeCourcey, Administration for Children and Families

PRESENTER
Catherine Ayoub, Harvard Medical School, Brazelton Touchpoints Center

10:15 A.M.—12:00 P.M.: BREAKOUT SESSIONS

12:00 P.M.—1:15 P.M.: LUNCH (CONFERENCE ATTENDEES ON THEIR OWN)

1:30 P.M. — 3:15 P.M.: BREAKOUT SESSIONS

3:30 P.M. — 5:30 P.M.: POSTER SESSION SALONS 1-3

TUESDAY, JUNE 26, 2018

8:30 A.M. — 10:00 A.M.: PLENARY SESSION SALONS 4-6

201 **LIVE** *Evidence-Based Preschool Curricula: Closing the Gap between Research and Reality*

CHAIR
Jennifer Brooks, Bill and Melinda Gates Foundation

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

DISCUSSANT
Jennifer Brooks, Bill and Melinda Gates Foundation

10:15 A.M. — 12:00 P.M.: BREAKOUT SESSIONS

12:00 P.M. — 1:15 P.M.: LUNCH (CONFERENCE ATTENDEES ON THEIR OWN)

Sessions labelled as **LIVE** will be live streamed. Go to www.nrcec.net at the correct time for the session to register and view.

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1:30 P.M. — 3:00 P.M.: PLENARY SESSION SALONS 4-6

212 **LIVE** *Challenged Childhoods: Adverse Circumstances and Children's Early Development*

CHAIR
Sacha Klein, Michigan State University

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

DISCUSSANT
Sacha Klein, Michigan State University

3:15 P.M.—5:00 P.M.: BREAKOUT SESSIONS

5:00 P.M.—7:00 P.M.: POSTER SESSION SALONS 1-3

5:30 P.M. – 7:15 P.M.: FELLOWSHIP PANEL AND RECEPTION PENTAGON AB

WEDNESDAY, JUNE 27, 2018

8:30 A.M. — 10:00 A.M.: PLENARY SESSION SALONS 4-6

301 **LIVE** *Measuring Cost of Quality Early Childhood Programs*

CHAIR
Emily Schmitt, Administration for Children and Families

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

DISCUSSANT
Lynn Karoly, RAND

10:15 A.M.— 12:00 P.M.: BREAKOUT SESSIONS

12:00 P.M.— 1:15 P.M.: LUNCH (CONFERENCE ATTENDEES ON THEIR OWN)

1:30 P.M.— 3:15 P.M.: BREAKOUT SESSIONS

3:30 P.M. — 4:30 P.M.: CLOSING PLENARY SESSION SALONS 4-6

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

CHAIR
Sara Vecchiotti, Foundation for Child Development

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

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Conference Agenda

MONDAY, JUNE 25, 2018

8:30 A.M.—10:00 A.M.: OPENING PLENARY SESSION

SALONS 4-6

Greetings

Laura Namy, Executive Director, Society for Research in Child Development

Naomi Goldstein, Deputy Assistant Secretary for Planning, Research and Evaluation, Administration for Children and Families

Ellen Wheatley, Deputy Director, Office of Child Care, Administration for Children and Families

Deborah Bergeron, Director, Office of Head Start, Administration for Children and Families

101

LIVE *Family Engagement: State of the Concept and Evidence Base*

CHAIR

Wendy DeCourcey, Administration for Children and Families

PRESENTER

Catherine Ayoub, Harvard Medical School, Brazelton Touchpoints Center

ABSTRACT

The construct of family engagement has grown in importance across the early care and education field over the last 10 years. Family engagement involves building goal-directed relationships that result in ongoing partnerships with families to address their visions and goals for themselves and their children. The impact of a child care program on family health and well-being and development of the child is mediated by the program's role in engaging and partnering with families. Catherine Ayoub will highlight recent conceptual, practice, and research advances in the family engagement field, describe some cutting edge projects, as well as identify the remaining gaps in both research and practice related to engaging families across early childhood settings.

PLENARY PRESENTER BIOGRAPHY

Catherine Ayoub

Catherine Ayoub, an Associate Professor at Harvard Medical School, is a psychologist and nurse practitioner with more than 40 years of experience as both a practitioner and a researcher. She holds a doctorate in Counseling and Consulting Psychology from Harvard University, a masters in psychiatric-mental health nursing from Emory University, and an undergraduate degree from Duke University. Her practice and research interests focus on the consequences of early trauma and resilience on child and adult development, and on the design, implementation, and evaluation of prevention and intervention systems to reduce risk and promote resilience. Dr. Ayoub is currently Director of Research and Evaluation and a Founder and Executive Director of the Family Connections Mental Health Consultation Project at the Brazelton Touchpoints Center at Boston Children's Hospital. She also is a Co-Principal Investigator for the Office of Head Start/Office of Child Care National Center on Parent, Family, Community Engagement, an arm of ACF's national technical assistance centers. Through her work with the center, Dr. Ayoub informs and supports substantial efforts to build intentional and effective partnerships between early education programs and the families and communities they serve.

Sessions labelled as **LIVE** will be live streamed. Go to www.nrcec.net at the correct time for the session to register and view.

10:15 A.M.—12:00 P.M.: BREAKOUT SESSIONS

102
SALON C

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

CHAIR
Ann Rivera, Administration for Children and Families

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

DISCUSSANT
Amaya Garcia, New America

ABSTRACT

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

From Capacity to Competence: Variability in the Language Experiences and Development of Young Dual Language Learners
Catherine Tamis-LeMonda, Kelly Escobar

Promising Practices for Dual Language Learners Birth to Age 5
Linda Espinosa

103
PENTAGON AB

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

CHAIR
Heidi Rosenberg, Education Development Center

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

DISCUSSANT
Kimberly Brenneman, Heising-Simons Foundation

ABSTRACT

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

Developing Storybooks to Support Math Language: An Empirically Informed Process
David Purpura, Sara Schmitt, Jennifer Dobbs-Oates

Cooking and Learning Math Together: Exploring the Potential of a Math-focused Cookbook to Promote Parent-child Math Talk
Eric Dearing, Ariadne Nelson, Lindsey Clements

Beyond the Classroom: Exploring the Benefits of a Combined Classroom and Family Engagement Intervention for Children's Math Learning and Parental Attitudes toward Math
Heidi Rosenberg, Jessica Young, Kristen Reed

105
SALONS 4-6

LIVE *"Readiness for Change" in Early Learning: What is It? How Do We Measure It? And What Are We Learning?*

CHAIR
Kelly Maxwell, Child Trends

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

ABSTRACT

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

An Overview and Discussion of Readiness
Kelly Maxwell

Psychological Safety as an Element of Readiness to Implement
Shannon Wanless

Assessing Change and Understanding Readiness in Instructional Leadership Development in Cross-Sector Preschool Contexts
Debra Pacchiano

Sessions labelled as **LIVE** will be live streamed. Go to www.nrcec.net at the correct time for the session to register and view.

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Conceptualizing and Measuring Readiness in the Variations in Implementation of Quality Interventions (VIQI) Project
JoAnn Hsueh, Michelle Maier

Measuring Readiness in the Culture of Continuous Learning (CCL) Project
Tamara Halle

106
SALON H

Learning to be Well: Educator Resilience and Well-being in Early Childhood

CHAIR
Claudia Mincemoyer, Pennsylvania State University

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

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

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SALON B

Early Childhood Home-Based Interventions with Rural Low-Income Families

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

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

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

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

Home Visiting Communities of Practice in Remote Areas: Challenges Addressed and Lessons Learned
Mark Innocenti, Gina Cooke, Lori Roggman, Angela Ward

Initial Results of an Evaluation of a Home-Based Language/Pre-Literacy Intervention for Rural Young Children and Families
Helen Raikes, Rachel Chazan Cohen, Brenda Jones-Harden

Parent Engagement and Children's Learning: Effects of a Parent-Educator Partnership Intervention
Lisa Knoche, Susan Sheridan, Kat Cheng, Courtney Boise, Amanda Moen

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108
SALON K

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

CHAIR
Sara Vecchiotti, Foundation for Child Development

PRESENTERS
Veronica Benavides, Bank Street College of Education
Sherryl Browne Graves, Hunter College
Elise Cappella, New York University
Kirsten Cole, Borough of Manhattan Community College
Travis Cramer, New York University
Xanthe Jory, New York City Department of Education
Faith Lamb-Parker, Bank Street College of Education
Samantha Melvin, National Center for Children and Families at Teachers College, Columbia University
Lacey Peters, Hunter College
Mindi Reich-Shapiro, Borough of Manhattan Community College
Jeanne Reid, National Center for Children and Families at Teachers College, Columbia University
Sheila Smith, National Center for Children in Poverty
Kate Tarrant, New York Early Childhood Professional Development Institute
Sara Vecchiotti, Foundation for Child Development
Jean Yves-Plaisir, Borough of Manhattan Community College

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

The NYC Early Childhood Research Network: Investigating and Improving the Implementation of Pre-K for All
Kate Tarrant, Sara Vecchiotti, Xanthe Jory

Who are They and What do They Need? Characterizing and Supporting the Early Childhood Assistant Teacher Workforce in a Large Urban District
Travis Cramer, Elise Cappella

When You Say Teacher, They Think Female: Reconceptualizing the Gendered Early Childhood Workforce
Mindi Reich-Shapiro, Kirsten Cole, Jean Yves-Plaisir

Pre-K Teachers' Perspectives on Authentic Assessment Systems: Implications for Training and Professional Learning
Lacey Peters, Eva Liang, Sherryl Browne Graves

How Preschool Program Education Directors and Instructional Leaders Support Teachers' Use of Effective Practice
Sheila Smith, Uyen (Sophie) Nguyen, Maribel Granja

Developing the UPK Workforce: Differentiating Supports across Settings and Auspices
Samantha Melvin, Jeanne Reid, Sharon Lynn Kagan

109
SALONS DE

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

CHAIR
Jenessa Malin, Administration for Children and Families

PRESENTERS
Rekha Balu, MDRC
Ben York, Stanford University

DISCUSSANT
Emily Schmitt, Administration for Children and Families

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

110
SALONS FG

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

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

DISCUSSANT
Rachel Schumacher, Pritzker Children's Initiative

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

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SALON A

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

CHAIR

Lauren Supplee, Child Trends

PRESENTERS

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

DISCUSSANT

Jennifer Brooks, Bill and Melinda Gates Foundation

ABSTRACT

While evidence on the effectiveness of home visiting overall exists, the effects on average are small to moderate and often do not provide information on what works best for which families. Precision home visiting aims to improve the efficiency and effectiveness of home visiting programs to tailor programs and service provision to different sub-populations of families. This symposium brings together new concepts and research methods with the aim of moving toward precision home visiting. Dr. Korfmacher will share an overview of a newly funded research and development center with the explicit purpose of advancing research towards precision home visiting, including sharing funding, technical assistance, and a network of over 800 local home visiting programs interested in conducting research. Mr. Poes will discuss how concepts from precision medicine and precision public health can be borrowed as a starting point but given the unique nature of the services and service context of home visiting, the presentation will discuss proposed definitions of concepts such as active ingredients and precision home visiting. This presentation also will present some of the innovative research study designs and analysis that will be necessary in order to conduct research related to precision home visiting. Dr. Duggan will share work to improve family engagement through family goal planning with Maryland and New Jersey using the principles of precision home visiting to guide the study design. Finally, Dr. Brooks will share how the concepts of precision home visiting could be applied in early care and education research to improve the efficiency and effectiveness of early childhood programs and potential challenges the field may face moving in this direction.

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SALON J

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

CHAIR

Sarah Blankenship, Administration for Children and Families

PRESENTERS

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

DISCUSSANT

Doug Kershner, Association of State and Territorial Health Officials

ABSTRACT

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

12:00 P.M.—1:15 P.M.: LUNCH (CONFERENCE ATTENDEES ON THEIR OWN)

1:30 P.M. — 3:15 P.M.: BREAKOUT SESSIONS

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PENTAGON AB

Establishing Healthy Weight Trajectories in Early Childhood

CHAIR
Jane Lanigan, Washington State University

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

DISCUSSANT
Jane Clary Loveless , Division of Nutrition Institute of Food Safety and Nutrition, National Institute of Food and Agriculture

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

Preliminary Results from a Childhood Obesity Family-Based Prevention Program
Jane Lanigan, Sheryl Hughes, Thomas Power, Louise Parker, Susan Johnson, AnaMaria Martinez, Drew Betz

Outcomes of an Obesity Prevention Intervention in the Childcare Setting
Ruby Natale

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SALONS 4-6

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

CHAIR
Christine McWayne, Tufts University

PRESENTERS
John Fantuzzo, University of Pennsylvania

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

Sessions labelled as LIVE will be live streamed. Go to www.nrcec.net at the correct time for the session to register and view.

The Administration for Children and Families' National Research Conference on Early Childhood June 25 - 27, 2018   18

MASTER LECTURER BIOGRAPHY

John Fantuzzo

John Fantuzzo, Ph.D., is the Albert M. Greenfield Professor of Human Relations at the University of Pennsylvania, a primary faculty member in the Graduate School of Education, and a secondary faculty member of the School of Social Policy and Practice at the University of Pennsylvania. He is the Founder and Director of the Penn Child Research Center and co-director of Actionable Intelligence for Social Policy (AISP). AISP is a growing national network of state and local Integrated Data Systems (IDS) used within government for policy research, evaluation, and planning. AISP currently represents over 53% of the U.S. population through sites in its network and learning communities. Dr. Fantuzzo is a national leader in school-based, early childhood education research and using IDS to enhance the wellbeing of children from low-income households living segregated and disadvantaged in large urban centers. His work includes building and using scientifically-validated capacities at the macro- and micro-system levels for vulnerable children. He serves on the editorial boards of major research journals in education and early childhood. He has received both the Martin Luther King, Jr., Community Involvement Award and the National Head Start Research Mentor Award.

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SALON A

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

CHAIR
Susan Sonnenschein, University of Maryland, Baltimore County

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

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

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

Promoting Language and Early Literacy in the NICU
Rebecca Dowling, Lisa Shanty, Susan Sonnenschein

Successes and Challenges of Extending an Effective Classroom-Based Math Board Game Intervention to the Home
Shari Metzger, Brittany Gay, Susan Sonnenschein

Promoting Parent Engagement via an Evidence-Based Parenting Intervention as a Supplement to Early Head Start
Brenda Jones-Harden, Lisa Berlin, Elizabeth Aparicio

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SALON B

Measurement of Inequitable Experiences in the Classroom

CHAIR

Jason Downer, University of Virginia

PRESENTERS

Stephanie Curenton, Boston University
Walter Gilliam, Yale University

DISCUSSANT

Michael Strambler, School of Medicine, Yale University

ABSTRACT

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

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SALON C

Enhancing the Impact of Coaching: Lessons from the Field

CHAIR

Jason Hustedt, University of Delaware

PRESENTERS

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

DISCUSSANT

Jason Hustedt, University of Delaware

ABSTRACT

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

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SALON H

Innovative Directions for Early Vocabulary Interventions

CHAIR

Laura Justice, The Ohio State University

PRESENTERS

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

DISCUSSANT

Dorthe Bleses, Aarhus University, Denmark

ABSTRACT

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

Unpacking an Effective Vocabulary Intervention: Examining Teachers' Language Use on Child Outcomes
Barbara Wasik, Annemarie Hindman, Kate Anderson

Thinking Outside the Book to Support Vocabulary: Bookreading + Play
Molly Collins, Kim Nesbitt, David Dickinson, Tamara Toub, Brenna Hassinger-Das

Paying Parents to Read and Other Strategies for Increasing Vocabulary Exposure
Laura Justice, Jessica Logan, Sherine Tambyraja, Johana Chaparro Moreno

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SALON K

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

CHAIR

Annemarie Hindman, Temple University

PRESENTERS

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

DISCUSSANT

Susanne Denham, George Mason University

ABSTRACT

Teacher stress and depression are pervasive in the field of early childhood education. Although research suggests both stress and depression have a negative impact on teacher and child outcomes, these factors are often overlooked in professional development and quality improvement approaches. This poster symposium combines the latest evidence in teacher wellbeing —how it relates to teacher performance,

attitudes, perceived supports, and child outcomes—making a strong case for an increased focus on teacher mental health.

An Ecological Approach to Understanding Teachers' Depression across Early Childhood Settings
Amy Roberts, Kathleen Gallagher, Alexandra Daro, Iheoma Iruka, Susan Sarver

Teacher Depression in Head Start: Pervasiveness, Predictors, and Related Outcomes
Annemarie Hindman, Andres Bustamante

Psychological Safety as a Support for Depression
Shannon Wanless, Pam Zimmerman, Jan Sapotichne, Paige Strasbaugh, Junlei Li, Dana Winters, Mallary Swartz, Cecily Davis, Ashley Shafer, Katie Gullone

Occupational Stress and Commitment among U.S. Kindergarten Teachers
Richard Lambert, Lauren Boyle, Paul Fitchett, Christopher McCarthy

Utilizing Social-emotional Learning Supports to Address Teacher Stress and Preschool Expulsion
Katherine Zinsser, H. Callie Silver, Courtney Zulauf, Vinoadharen Nair Das

Social Emotional Learning for Teachers: An Online Intervention to Increase Child Care Teachers' Resilience
Sarah Lang, Lieny Jeon, Cynthia Buettner

Associations between Professional Support and Responsiveness to Children in Family Child Care: A Moderating Role of Family Child Care Providers' Perceived Stress
Lieny Jeon, Kyong-Ah Kwon, Ji Young Choi

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SALONS DE

Understanding Home Visit Quality: Findings from Three Studies

CHAIR
Erika Gaylor, SRI International

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

DISCUSSANT
Jon Korfmacher, Erikson Institute

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

Measuring Home Visit Quality: The Revised Home Visit Rating Scales
Lori Roggman, Tasha Olson, Mark Innocenti, Gina Cook

Triadic Interactions in Home Visiting: Setting the Stage for Quality
Kere Hughes-Belding, Carla Peterson, Neil Rowe, Melissa Clucas, Leslie Dooley, Liuran Fan, Janelle Blanco-Carlson

What Happens on Home Visits? Unpacking the Black Box of Home Visits
Erika Gaylor, Abby Schachner, Wei-Bing Chen, Laura Hudson

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SALONS FG

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

CHAIR

Kathleen Dwyer, Administration for Children and Families

PRESENTERS

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

ABSTRACT

Since its inception, Head Start has been considered a two-generation program, providing children with enriched learning environments and helping families to access the services that will enable them to support their children's development, e.g., parenting education, social services, and health and mental health services. Yet, there has been little empirical evidence to guide programs' decisions regarding the specific approaches and implementation supports most likely to result in improved parental wellbeing and, ultimately, positive child outcomes. In 2013, ACF's Office of Planning, Research and Evaluation funded a research consortium to study innovative approaches to promoting family wellbeing, e.g., parent mental health, family economic security, and children's school readiness in Head Start programs. Four grantees from the University of Alabama, Northwestern University, University of Oregon, and University of Southern California will present strategies used to align and coordinate child and parent programming in Head Start, share key lessons learned from the implementation of these strategies, and present preliminary findings from their longitudinal experiments.

Broader Implementation and Assessment of a Successful Two-Generation Intervention Targeting Attention and Self-regulation
Eric Pakulak, Melissa Gomsrud, Theodore Bell, Ryan Giuliano, Christina Karns, Lauren O'Neil, Seth Petersen, Helen Neville

Power PATH: Integrated Two-Generation Intervention for Head Start Children and Families
Ansley Gilpin, Caroline Boxmeyer, Jason DeCaro, John Lochman

Latino Immigrant Parents' Progress and Perspectives in a Two-Generation English as a Second Language (ESL) Program
Teresa Eckrich Sommer, Celia J. Gomez, Hirokazu Yoshikawa, Terri Sabol, Elise Chor, Amy Sanchez, P. Lindsay Chase-Lansdale, Jeanne Brooks-Gunn

Healthy Moms Healthy Kids: Reducing Maternal Depression for Better Outcomes in Head Start Children
Ferol E. Mennen, Bill Monro, Adam James, Abigail Palmer Molina

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Salon J

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

CHAIR

Julia Mendez, University of North Carolina at Greensboro

PRESENTERS

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

DISCUSSANT

Colleen Vesely, George Mason University

ABSTRACT

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

Looking at Hispanic Families' Access through Multiple Dimensions: What Have We Learned?
Lina Guzman

How and Why Low-Income Hispanic Families with Young Children Search for Early Care and Education
Julia Mendez, Danielle Crosby

Children of Immigrants and Variations in Child Care Use
Heather Sandstrom, Julia Gelatt

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3:30 P.M. — 5:30 P.M.: POSTER SESSION
SALONS 1-3

MONDAY POSTER SESSION

ECE Program Models/Partnerships

M001 *Using Early Childhood Design Principles To Improve Learning and Instruction: A Multidisciplinary Collaboration*

—Emily Aragon, Richard Cottrell

PRESENTERS

Emily Aragon, Richard Cottrell

Classroom design principles required for early childhood classrooms are being adopted by primary and secondary classrooms. This collaborative work between an early childhood educator and an architect discusses the importance of intentionally designed classroom spaces and the effects on learning for students of all abilities and grade levels.

M002 *Longitudinal Impacts of an Integrated Student Support Intervention on Academic School Readiness*

—Amy Heberle, Caroline Vuilleumier, Erin Sibley, Claire Foley, Mary Walsh

PRESENTERS

Amy Heberle, Caroline Vuilleumier

Low-income children enter preschool with lower cognitive and academic skills than their economically advantaged peers. Although preschool programs reduce the school readiness gap, such programs have been unable to fully close this gap. We examined whether high-quality integrated student support enhanced school readiness among a high-poverty sample of urban preschool students. We found that students attending preschools with integrated student support experience significantly greater improvements in their school readiness than students in comparison preschools.

M003 *Initial Lessons Learned from Expanding Early Learning Opportunities for Infants and Toddlers Through Early Head Start Child Care Partnerships*

—Heather Horsley, Karen Fong

PRESENTER

Heather Horsley

The poster presentation reports initial findings from the implementation of an Early Head Start Child Care Partnership grant in a Midwestern city. The evaluation study focuses on the implementation of the grant and the grantee's ongoing work supporting delegates and partners in meeting Head Start Program Performance Standards. Lessons learned about partnership formation and enrollment strategies are discussed.

M004 *Using Network Analysis to Build Community Partnerships in an Early Childhood System of Care*

—Tiffany Martoccio, Margo Candelaria, Kate Wasserman

PRESENTERS

Tiffany Martoccio, Margo Candelaria, Kate Wasserman

This presentation will focus on the use of network analyses to inform local Continuous Quality Improvement process analyses in an early childhood system of care project over time. The presentation will include review of network analysis data collection, analyses, and outcomes with early childhood service providers, as well as how it reflects community level growth and changes and how the information is shared with community partners to inform growing collaborations between early childhood systems.

M005 *The Role of Homeless Shelters in Connecting Families to Community Resources*

—Ann Matthews, Erin Hamel

PRESENTERS

Ann Matthews, Erin Hamel

The purpose of this study was to investigate how parents caring for young children in a homeless shelter connect to community resources. We collected interview data from shelter staff and parents, observations of young children, and completed an environmental assessment to analyze how families link to community resources. Our results indicate that connecting parents and young children to vital community services is a complex process that could be strengthened by collaborations among existing service providers.

Social and Emotional Development

M006 *Building a Statewide Pyramid Model System Including a Cadre of Expert Trainers and Coaches Community of Practice to Promote Social Emotional Wellbeing of Young Children*

—Resa Hanna, Kate Wasserman, Margo Candelaria, Tiffany Martoccio

PRESENTERS

Resa Hanna, Kate Wasserman, Margo Candelaria

This presentation will review a statewide Pyramid Model implementation effort, focusing on the recent development of a community of practice to support a cadre of expert trainers and coaches. Contents will include review of funding mechanisms, training procedures and outcomes, and community of practice for coaches delivering Pyramid Model support in a range of settings. Content will detail implementation processes and outcomes in an online data system of the community of practice.

M007 *Relationships Between Prekindergarten Teachers' Emotional Support Consistency and Children's Academic and Social-Emotional Development*

—Amy Cordier

PRESENTER

Amy Cordier

This poster explores relationships between prekindergarten teachers' emotional support consistency across the school year and children's development of academic and social-emotional skills, after accounting for child and family characteristics and teachers' mean level of emotional support. Emotional support consistency was found to predict development of children's receptive vocabulary, emergent literacy, and social-emotional adjustment. A significant interaction was found between children's English Language Learner status and teachers' Emotional Support consistency in predicting development of definitional vocabulary.

M008 *A System-Wide Program to Support Social and Emotional Wellness of Young Children in Head Start*

—Andrea Sobel, Marie Celest

PRESENTERS

Andrea Sobel, Marie Celeste

This poster describes a systematic approach designed to affect change for classroom staff and leaders with the long term goal of social and emotional wellness for all children. This approach was comprised of four integrated components: (1) A classroom observation tool; (2) Classroom observations; (3) Ongoing professional development for management team and partners; (4) System-wide professional development. Through this collaborative model, classroom and systemic needs were identified and a process for program enhancement was proposed.

M009 *Teacher-Delivered Targeted Support Program Improves Early Childhood Students' Social Emotional Competence*

—Karen Thierry, Christina Wise, Rhonda Vincent, Tara Becker, Lori Thomas

PRESENTERS

Karen Thierry, Christina Wise

Prekindergarten and kindergarten teachers were trained to deliver a targeted support program to students with challenging behaviors. Students who received lessons targeting specific social skills were more likely to improve from below-average social skill levels to average social skill levels by the end of the school year than students in control schools. Students in the intervention schools also showed greater improvements on an executive functioning task than students in the control schools.

M010 *B.A.S.E. BabyWatching: An Attachment-Based Intervention for the Classroom*

—Margareth Lafontant, Janice Bloomfield, Naima Baptiste, Karen Joseph

PRESENTERS

Margareth Lafontant, Janice Bloomfield, Naima Baptiste, Karen Joseph

B.A.S.E. is a low-cost program designed to build empathetic and other pro-social dispositions in young children by the ongoing observation of a caregiver/infant dyad that visits the classroom on a weekly basis for several months. This poster will provide a practical and research-based background on the program, from its widespread implementation in Europe to newly erected programs in the United States.

M011 *Examining the Implementation of Tools of the Mind for Preschool Children's Learning*

—Priscilla Goble, Cambrain Nauman

PRESENTERS

Priscilla Goble, Cambrain Nauman

Researchers hypothesize that inconsistencies in the impact of the Tools of the Mind enhancement are due to variability in teacher characteristics and/or the level of implementation. Utilizing classrooms/teachers assigned

to the Tools of the Mind enhancement program in Head Start CARES, the study will determine if variability in participating teachers' characteristics (e.g., teaching experience) and intervention implementation (e.g., fidelity) are related to one another and to children's gains in social and pre-academic outcomes.

M012 *Implementation of a Universal Social Skills Program in the Early Grades: Findings from an Efficacy Trial*

—Susan Hart, James DiPerna, Puiwa Lei, Weiyi Cheng

PRESENTER

Susan Hart

This poster summarizes results from a multi-year, multi-site cluster-randomized trial investigating the efficacy of the Social Skills Improvement System Classwide Intervention Program (SSIS-CIP; Elliott & Gresham, 2007) in the early grades. In addition to reporting the program's impact on proximal, medial, and distal student outcomes from a sample of first and second grade classrooms (n = 98), findings are presented regarding practical considerations for implementation and scaling up of universal social-emotional learning programs in early elementary settings (i.e., social validity, cost-effectiveness).

M013 *Preschool Children's Emotion Knowledge: Storybooks as a Learning Tool*

—Lisa Shanty, David Schultz

PRESENTERS

Lisa Shanty, David Schultz

To fill a gap in early childhood intervention research, this study explored the effect of dialogic reading of emotion-focused storybooks on preschool children's understanding of basic emotions. A randomized control, pre-post test design revealed that children in the experimental condition, relative to an active control group, did not improve significantly in their understanding of emotions post-intervention. Possible explanations for this finding and relevance to intervention implementation and classroom practice will be discussed.

M014 *A Proposed Assessment Protocol For Teacher Socialization of Children's Negative Emotions in Early Education Classrooms*

—Pearl Lee, Kaley Curtis, Megan Chung, Aya Williams, Qing Zhou

PRESENTER

Pearl Lee

Research on how parents respond to children's emotions shows socialization of emotion is an opportunity for children to develop strong socio-emotional skills. Existing research on teacher socialization of children's negative emotions is limited. Thus, this study aims to do the following: (1) develop and validate a questionnaire assessing teacher socialization of children's negative emotions;(2) develop a classroom observation protocol for assessing teachers' responses to negative emotions; and (3) examine the internal reliabilities and agreement between the two.

M015 *Teachers' and Preschoolers' Expression of and Talk about Emotions across Different Types of Preschool Curriculum/Approaches*

—Alexa Roth, Pamela Garner, Elizabeth Holt

PRESENTERS

Alexa Roth, Pamela Garner

Teachers' and preschoolers' emotion-related behavior during classroom interactions were examined in association with teachers' social emotional guidance practices. Teachers and children in Creative Curriculum classrooms displayed more negative expressions than their counterparts in classrooms adopting the Responsive Classroom approach. Teachers' negative expressions were more likely when children also expressed negative emotions and both teachers' and children's negative expressions were less likely when teachers reported a higher use of social emotional guidance practices.

M016 *Instability in Young Children's Environments and Early Self-Regulatory Skills: The Moderating Effect of Teacher-Child Interactions*

—Jaclyn Russo, Amanda Williford

PRESENTERS

Jaclyn Russo, Amanda Williford

Self-regulation skills are foundational for children's success in school and life. Early experiences outside of school (in homes and neighborhoods) are influential in the development of these skills. Further, once of school age, young children's interactions with their teachers also can impact the development of early self-regulatory abilities. This study explores aspects of children's homes and neighborhoods that influence growth in self-regulation skills during preschool and how children's individual interactions with teachers moderate this relationship.

M017 *HealthyCHILD: Prevention Mentoring Model to Promote Teacher & Parent Practices and Child Social-Emotional Competencies in Early Childhood Intervention Programs*

—Stephen Bagnato, Tracy Larson

PRESENTERS

Stephen Bagnato, Tracy Larson

Response-to-Intervention (RTI) models are justified by federal regulations (OSEP, 2004). Tiered or pyramid support models for young children are developmentally-appropriate and include evidence-based mentoring elements for effective teaching and parenting. This applied research explored the elements and impact of the the *HealthyCHILD* prevention-intervention mentoring model for high-risk preschoolers, parents, and Head Start and Pre-K teachers. The results demonstrate "on-the-ground effects" of the *HealthyCHILD* Model in inclusive preschools to promote effective practices and child progress in social-behavioral competencies.

M018 *Early Childhood Teachers as Socializers of Young Children's Emotional Competence*

—Susanne Denham, Hideko Bassett

PRESENTER

Susanne Denham

Social-emotional competence is crucial for social relationships and school success. Adults' emotions and contingent reactions to young children's specific emotions help them become socially and emotionally competent. Preschool teachers engage in emotion socialization like parents but there is scant research to corroborate its importance. In this study, teachers' emotional expressiveness, as well as supportive, unsupportive, and positively emotionally responsive reactions, contributed to change in social-emotional competence with important moderation by socioeconomic risk. Implications for professional development will be pursued.

M019 *The Differential Impacts of Incredible Years — Teacher Classroom Management Based on Young Children's Risk Profiles*

—Sarah Neal, Mary Haskett

PRESENTER

Sarah Neal

The purpose of this study is to determine whether there are systematic differences in the patterns of risk factors among children attending Head Start and to determine whether children characterized by different patterns of risk factors will respond differently to the Incredible Years- Teacher Classroom Management Program (IY-TCM). This study uses data from the Head Start CARES study.

Challenging Classroom Behavior

M020 Creating Emotionally Supportive Preschool Head Start Classrooms: The Importance of Classroom Management

—Margaret A. Holland, Kate E. Norwalk

PRESENTERS

Margaret A. Holland, Kate E. Norwalk

The study seeks to explore the impact of classroom management strategies on the relationship between social-emotional instructional practices and emotional support in at-risk preschool classrooms. The sample includes 307 Head Start Classrooms and teachers from the Head Start CARES demonstration. It is hypothesized that classroom management strategies will moderate the relationship between social-emotional instructional practices and classroom emotional support. Data will be analyzed before the conference.

M021 Observed Quality of Classroom Peer Interactions in a Sample of Preschoolers Displaying Disruptive Behaviors

—Michelle Yoder, Amanda Williford, Virginia Vitiello

PRESENTER

Michelle Yoder

Observed positive and negative peer engagement patterns were examined in a sample of 453 preschoolers. Though reported to display disruptive behaviors, this sample did not engage in significant conflict with peers. In addition, children exhibited significant variability in their patterns of growth in peer engagement quality across the year. Lastly, association between disruptive behavior and peer engagement quality depended on disruptive behavior type. Findings have implications for the understanding and management of the preschool classroom.

M022 Examining the Role of Preschool Classrooms' Behavioral Composition on Children's Experiences in the Classroom

—Ann Partee, Bridget Hamre, Amanda Williford

PRESENTER

Ann Partee

Despite a growing interest in understanding the effects of peers' behaviors on children's development, current approaches for conceptualizing variation in externalizing behaviors at the classroom level are limited. Typically, the classroom mean of externalizing behaviors is used. However, other distributional properties may be important markers of the classroom environment, as well. This study presents findings on the extent to which different aspects of the behavioral composition of preschool classrooms influence children's experiences in the classroom.

M023 Unpacking Early Caregivers' Ability to Notice Classroom Behaviors

—Francisca Romo-Escudero, Jennifer LoCasale-Crouch

PRESENTERS

Francisca Romo-Escudero, Jennifer LoCasale-Crouch

Growing evidence points to the quality of teacher-child interactions as a critical ingredient of children's development. However, little research has identified teacher attributes related to effective classroom behaviors. The ability to notice effective interactions holds promise in predicting behavior. Study results indicated this skill was low in early caregivers but the ability to notice effective interactions was related to caregivers' effective behaviors. Findings provide guidance in where to focus improvement efforts.

M024 *The Role of the Parent-Child Relationship in Mediating Stressful Life Events and Children's Aggression in Families in Poverty*

—Darcy B. Mitchell

PRESENTER

Darcy B. Mitchell

Families in poverty experience greater stress than other families and this stress can result in more behavior problems in children. After controlling for child and family characteristics, more parent stress predicted greater behavior problems in kindergarten-aged children in very low income homes. The parent-child relationship acted as a mediator of this relation. The findings support the need for continued parenting education and support to reduce conflict between parents and children living in poverty.

M025 *Understanding Teachers' Banking Time Implementation in a Sample of Preschool Children who Display Early Disruptive Behaviors*

—Pilar Alamos, Amanda P. Williford, Jennifer LoCasale-Crouch

PRESENTER

Pilar Alamos

Banking Time is a dyadic, short-term intervention to improve the quality of teacher-child interactions. We examined *Banking Time* implementation in a sample of diverse preschool teachers randomly selected to participate in the intervention. Results indicate three patterns of *Banking Time* implementation, which were linked to changes in quality of teacher-child interactions. Implementation findings from this study can inform interventions and teaching practices to improve the quality of teacher-child interactions for children who display early disruptive behaviors.

M026 *Improving Quality of Behavioral Services in Low-income High-risk Children in a Head Start Setting*

—Kayla Tucker, Reena Patel

PRESENTERS

Kayla Tucker, Reena Patel

This pilot study examines whether a multi-level classroom intervention leads to reduced behavior problems and improved classroom environment in Head Start. Methods include pre- and post-collection of teacher-reports and direct observations of child behavior, and administration of the CLASS. Preliminary results indicate that the intervention reduced child behavior problems and improved emotional support and classroom organization. Findings inform the delivery of positive behavioral interventions in early education settings.

Approaches to Learning/Child Engagement

M027 *Preschoolers' Competency Beliefs and the Influence of Teachers' Perceptions of Children's Skills*

—Rebekah Myers, Adina Schick

PRESENTER

Rebekah Myers

Children's self-competence is critical for their motivation and academic success. However, little is known about low-income preschoolers' self-competency, or the extent to which teachers' perceptions influence these competency beliefs. This study explored the cognitive and physical self-competence of low-income pre-kindergarteners. Results showed that the children had high self-competency beliefs but that their beliefs were correlated with their true abilities. Moreover, teachers' perceptions of children's physical skills predicted children's physical self-competence, beyond children's actual skills.

M028 The Classroom Engagement Scale: Validation of an Assessment for District-Wide Use in Kindergarten

—Cassandra Henderson, Katherine Barghaus, Whitney LeBoeuf, John Fantuzzo, Benjamin Brumley, Kristen Coe

PRESENTER

Cassandra Henderson

This study addressed the properties of a 14-item scale used to measure classroom engagement, an important social-emotional competency, of all kindergarten children in the School District of Philadelphia. The scale was found to be reliable and valid and captured two dimensions of classroom engagement–academic and social. These dimensions operated consistently across demographic subgroups and time allowing for crucial comparisons. Scores on the two dimensions were differentially predictive of important educational outcomes in both kindergarten and third grade.

M029 Family-Teacher Partnerships and Child Engagement in Early Care and Education

—Hillary Lewis, Shannon Lipscomb, Bridget Hatfield, Beth Green, Roberta Weber

PRESENTER

Hillary Lewis

This study examines the role of family engagement in children's engagement with teachers, peers, and tasks in early care and education. Children's engagement was observed in preschool classrooms, and parents reported three aspects of family-teacher partnership aligned with engagement. Preliminary results suggest high variation in engagement within classrooms, and a trend between family-teacher practices and children's positive engagement with a teacher. Additional analyses are underway to increase precision and examine additional aspects of engagement.

M030 Development and Preliminary Validation of an Observational Measure of Child Engagement

—Ashley Shafer, Shannon Wanless, Cecily Davis, Mallary Swartz, Dana Winters, Junlei Li, Paige Strasbaugh, Jan Sapotichne, Pam Zimmerman, Katie Gullone

PRESENTERS

Ashley Shafer, Shannon Wanless

The existing study discusses preliminary development and psychometric evaluation of an observational rating system of child engagement. This measure assesses individual children's engagement across activity settings in preschool. Engagement was observed in 88 classrooms for 5 children per classroom (n= 450 children). A feasibility study yielded high inter-rater reliability and found children were rated as highly engaged during small groups, one-on-one, and free-choice. We now aim to evaluate the reliability and validity of our measure.

Adverse Circumstances for Child Development

M031 Childhood Maltreatment and Early Developmental Consequences: Type, Timing and Long-term Effects

—Catherine Kuhns, Carlo Panlilio, Casey Mullins

PRESENTERS

Catherine Kuhns

Research has documented the effects of child maltreatment on middle childhood and adolescent development but less is known about early childhood. This study investigates the associations between child maltreatment in early childhood, academic indicators at age 6, and reading scores at age 12. Findings will demonstrate whether children who experience early maltreatment face an increased risk of poor developmental outcomes prior to adolescence and whether type and timing of maltreatment experienced plays a role.

M032 *Identifying Profiles of Ecological Risk Associated with Maltreatment from ECLS-B Study Using a Person-Centered Approach*

—Jennifer Mortensen, Hyun-Joo Jeon

PRESENTERS

Jennifer Mortensen, Hyun-Joo Jeon

We utilized data from ECLS-B to examine profiles of ecological risk associated with maltreatment in mothers and infants. We identified 22 risk variables among child biological factors, maternal factors, parent-child relationship factors, and socio-environmental factors, and used latent profile analysis to estimate person-centered profiles of risk. Results thus far indicate three distinct profiles, one indicating particularly high risk. Results have implications for early education programs that target at-risk parents for services related to infant/toddler caregiving.

M033 *Improving Trauma Informed Care in Early Childhood Systems: Evaluation Results from the Implementation of Trauma Smart*

—Ann Stacks, Noreen Dinwieddie, Chelsie Dryer, Carla Barron, Carolyn Dayton

PRESENTERS

Ann Stacks, Noreen Dinwieddie

We present evaluation results from the implementation of Trauma Smart within several early childhood programs at a family services agency. The program consists of an integrated system-wide training program designed to support a trauma-informed agency culture and trauma-informed practices within early childhood programs. Results of the mixed methods analysis suggest improvements in staff members' use of trauma-informed practices, increases in the trauma-informed culture of the agency, overall satisfaction with the model, and suggestions for further improvement.

M034 *Exploring the Relationships Between Maternal Trauma Exposure and Hostile Parenting: The Mediating Roles of Parenting Stress and Depressive Symptoms, and the Moderating Role of Maternal Applied Cognition*

—Abigail Palmer Molina, Ferol E. Mennen, Bill Monro

PRESENTERS

Abigail Palmer Molina, Ferol E. Mennen

Poor maternal mental health can negatively impact parenting and the parent-child relationship essential for children's healthy functioning. This study examined the impact of cumulative maternal trauma exposure on parenting in a sample of low-income mothers. Regression results showed that maternal trauma exposure and applied cognition interact in predicting parental hostility. Preliminary analyses also revealed that maternal depressive symptoms and parenting stress appear to mediate the relationship between maternal trauma exposure and hostile parenting.

M035 *Understanding the Relationship between Maltreatment, Disability, and Likelihood of Service Referral of Young Children*

—Catherine Corr, Carlomagno Panlilio

PRESENTER

Catherine Corr

This study examined extant data using LONGSCAN, a consortium of studies that employed common measurement and interview protocols located across five different regions of the United States. The preliminary analysis employed 226 children as the study sample. Maltreatment was measured from ages 0 – 3 using the Modified Maltreatment Classification System (Barnett, 1993). For this study, maltreatment was measured by counting the comorbid types across occurrences resulting in a score between 1 (single type) and 5 (multiple types). Developmental status was measured using the Battelle Developmental Screener at age 4. The Vineland Screener at age 6 was used to assess daily living skills. A single question item assessed children's disability at age 6. The primary outcome variable was a question (dichotomous) asking if a student

was referred to services, which included special education. These preliminary results indicate the importance of improving daily living skills and learning by the time children transition to kindergarten. Improving early access to services prior to kindergarten is important in further mitigating these risk factors by kindergarten. This highlights the important role of early care and education in promoting wellbeing for this vulnerable group of children.

M036 Early Life Harshness & Unpredictability: Adaptively Shaping Young Children's Effortful Control

—Shannon Warren, Melissa Barnett

PRESENTER
Shannon Warren
Investigation linking early harshness and unpredictability to the development of self-regulation could facilitate a more nuanced understanding of early environmental effects on development. The current study investigates early harshness and unpredictability as unique predictors for a self-regulation construct, effortful control (EC). Results indicate measures of harshness, but not unpredictability, significantly negatively predict EC. These results suggest that early experiences with harsh environments and unpredictable environments do not have uniform impacts on the development of EC.

M037 Sad and Mad: The Co-Development of Internalizing and Externalizing Behavior Problems in Child-Welfare Involved Young Children

—Erin Tebben, Susan Yoon, Dalhee Yoon, Fei Pei, Xiafei Wang, Guijin Lee

PRESENTER
Erin Tebben
With parallel-process latent growth curve modeling, the present study explores the developmental trajectory of internalizing and externalizing behavior problems among children ages 2-5 who are involved in the child welfare system. The results suggest a need for comprehensive screening of young children who present with externalizing behavior problems, as well as implications for prevention and intervention practices among child welfare, mental health, and parenting support providers.

Family Engagement

M038 The Stability of the Home Learning Environment

—Ellen Litkowski, Amy Napoli, Joyce Lin, Katrina Schmerold,
Sara Schmitt, Jim Elicker, David Purpura

PRESENTER
Ellen Litkowski
The current study investigated whether parents (n = 90) of preschool-age children reported change in their home literacy environment (HLE) and home numeracy environment (HNE) between two time points. Although the HLE remained stable over time, scores on the HNE were significantly greater at Time 2. Forthcoming work will examine whether the change in the HNE significantly and uniquely contributes to children's math and literacy outcomes in the fall of their kindergarten year.

M039 Parent Engagement in a State-Funded Pilot Pre-Kindergarten Program

—Katrina Schmerold, Adassa Budrevich, Ellen Litkowski, Joyce Lin,
Lindsey Bryant, David Purpura, Sara Schmitt, Jim Elicker

PRESENTERS
Katrina Schmerold, Adassa Budrevich
The Indiana State Legislature recently funded a pilot public pre-kindergarten (pre-k) program intended to provide high-quality pre-k experiences for 4-year-old children from families with low income. In order to examine the effectiveness of the family engagement component of the program, research assistants

administered phone surveys to parents of children attending pre-k or comparison child care programs during the preschool year. Reported family benefits and teacher utilization of communication strategies in fostering family engagement were assessed.

M086 *The Effects of Individualized Practices on Parent Involvement in an Early Head Start Program*

—Diamond Carr, Patricia Manz

PRESENTERS

Diamond Carr, Patricia Manz

This poster presents findings regarding parent involvement and individualized practices of an early literacy intervention in an Early Head Start Program. The intervention was conducted over three iterations including 54 participants. Individualized practices of the intervention will be measured in terms of sequence and pace. The relationship between individualization and parent involvement will be studied through a regression analysis. Findings and implications for individualization in intervention and Early Head Start will be discussed.

M040 *The Impact of Family and School Engagement on Social Emotional Development and Mathematics Achievement*

—Elizabeth Ricks, Benjamin Bazzi

PRESENTERS

Elizabeth Ricks, Benjamin Bazzi

The home and school environment are important factors within the microsystem that affect socio-emotional development and mathematics achievement. The purpose of this study is to examine the unique contribution of family engagement and school engagement on socio-emotional development and mathematics achievement in kindergarten children. This study will use data from the Early Childhood Longitudinal Study Kindergarten Class of 2010-2011 to investigate these relationships. Implications for parent and teacher education programs are discussed.

M041 *Parent Involvement and Home Learning Activities: Links to English Language Arts Achievement in Low-Income Children*

—Jenny Arevalo, Catilin Canfield, Alan Mendelsohn, Adriana Weisleder, Carolyn Cates, Anne Seery, Erin Roby, Benard Dreyer

PRESENTERS

Jenny Arevalo, Catilin Canfield, Alan Mendelsohn

Previous research indicates that parent involvement is an important predictor of children's academic achievement. Connections between parent involvement in school vs. home and achievement in low-income, immigrant populations remain unclear. The current study examined the association between parent involvement and English Language Arts (ELA) achievement. We found that home learning activities, including child independent reading and parent attitudes about homework but not school involvement predicted ELA performance. Implications for childhood education and parent interventions will be discussed.

M042 *Teacher Support for Parent Understanding of Child Development Associated with Home Learning Environments*

—Joyce Lin, Ellen Litkowski, Katrina Schmerold, James Elicker, Sara Schmitt, David Purpura

PRESENTER

Joyce Lin

Home learning environments are important for children's school readiness outcomes but little is known about how teachers' support in helping parents understand their children's development may play a role in shaping these home environments. In this study, we address this relationship and find that teacher support is significantly related to children's home numeracy and home literacy environments, as well as specific learning activities that comprise these environments.

M043 *Father Involvement in Preschool Classrooms*

—Sinsery Gardner

PRESENTER

Sinsery Gardner

Father involvement plays an important role in early childhood education. Early father involvement has been shown to positively contributed to children's long term academic success in school. The poster presents a qualitative study conducted to explore preschool teachers' perceptions of father involvement with their children in classrooms. Online survey questions were distributed to preschools teachers in a Midwest school. Results showed that teachers valued father involvement in the classrooms.

M044 *Effects of Support Resources on Parent Educational Investments*

—Maritza Morales-Gracia, Caitlin Canfield, Alan Mendelsohn, Adriana Weisleder, Carolyn Cates, Anne Seery, Erin Roby, Catherine Workman, Benard Dryer

PRESENTERS

Maritza Morales-Gracia, Caitlin Canfield, Alan Mendelsohn

Previous studies have documented the challenges faced by low-income families in covering basic needs, allowing for much lower investment in educational activities for their children. Nutritional assistance programs and other social services in healthcare and the community have a broad reach among low-income households. The present study investigates the impact of supplemental nutritional programs, healthcare resources, and literacy resources on parents' educational investments, while considering intervention-prevention programming implications.

M044A *The Effects of Individualized Practices on Parent Involvement in an Early Head Start Program*

PRESENTERS

Diamond Carr, Patricia Manz

This poster presents findings regarding parent involvement and individualized practices of an early literacy intervention in an Early Head Start Program. The intervention was conducted over 3 iterations including 54 participants. Individualized practices of the intervention will be measured in terms of sequence and pace. The relationship between individualization and parent involvement will be studied through a regression analysis. Findings and implications for individualization in intervention and Early Head Start will be discussed.

Parent-Child Relationship

M045 *Tailoring Interventions for Families At-Risk: A Systematic Research Synthesis*

—Alana Schnitz, Judith Carta

PRESENTER

Alana Schnitz

Children living in poverty often experience the 30-million-word gap and subsequent academic challenges. We need to understand how risk factors affect implementation of language promoting interventions by families. This systematic review synthesized 35 intervention studies to examine how risk factors affect intervention implementation and strategies to tailor interventions for at-risk families to increase intervention effectiveness. Results describe interventions for risk factors associated with poverty, parenting teenagers, parental substance abuse, and parents with an intellectual disability.

M046 *Socioeconomic Status, Parent Stress, Home Chaos, and Infant Language Trajectories*

—Carina Gupta, Natalie H. Brito, Ana Leon-Santos, Kimberly G. Noble

PRESENTER

Carina Gupta

We hypothesized that higher caregiver stress would be associated with reduced child-directed speech, as well as with lower infant receptive and expressive language skills. Measures of the home language environment were highly correlated with socioeconomic factors. Higher caregiver stress levels were not associated with differences in the home language environment. Caregiver stress did not predict infant language scores, and there was no moderation by socioeconomic status. Longitudinal data collection in this sample is ongoing.

M047 *Parent-Infant Interactions Predict Early Language Development*

—Leslie Dooley, Melissa Clucas Walter, Janelle Carlson, Kere Hughes-Belding, Carla Peterson

PRESENTERS

Leslie Dooley, Melissa Clucas Walter, Janelle Carlson

This study examined relationships between mother-child interactions and language skills among young children at-risk for poor developmental outcomes. Parental warmth, responsiveness, encouragement, and teaching during interactions with the child were observed and related to children's language skills at age two. The quality of parenting interactions during infancy significantly predict future language development. Practitioners can use this information to promote positive parenting interactions in everyday activities and routines to support children's learning and language development.

M048 *Parenting Processes Among Unrelated and Kinship Foster Caregivers*

—Rebecca Watkins, Brenda Jones-Harden

PRESENTER

Rebecca Watkins

There is sparse literature on the parenting of foster caregivers of preschool children. We compared kinship to unrelated foster caregivers on a variety of parenting processes. Kinship parents had fewer family resources, greater levels of general parenting distress, and lower quality home environments. No differences were found between unrelated and kinship caregivers regarding parenting attitudes and observed emotional availability. The implications of these findings for family intervention are explored.

M049 *The Protective role of Sensitive and Non-Hostile Maternal Parenting on Young Children's Socioemotional Competence among Homeless Families*

—Lauren Stargel, Ann Easterbooks

PRESENTER

Lauren Stargel

This study examined the role that maternal parenting plays in homeless children's socioemotional competence through a risk and resilience framework by examining whether the cumulative risks of homelessness and maternal histories of adverse experiences were associated with children's socioemotional functioning. Results showed that maternal emotional availability buffered children's dysregulation and that mothers' adverse childhood experiences potentiated children's risk. Supporting homeless mothers' parenting quality is an important pathway to fostering their children's socioemotional resilience.

Math, Science, Engineering

M050 *Can Social Problem-Solving Skills at Preschool Entry Predict Early Math Skill Trajectories? An Exploratory Analysis of Preschool Children from Low-Income Families*

—Bonnie Mackintosh

PRESENTER

Bonnie Mackintosh

Low-income children often enter kindergarten behind higher-income peers on multiple indicators of school readiness, fueling debate about which skills matter for promoting early math skills. Using longitudinal growth modeling, this study asks, "Do social skills at preschool entry moderate math trajectories across a preschool year? Children beginning preschool with more social skills have, on average, steeper math trajectories than peers with fewer social skills at baseline. Results can guide curricula in preschools serving low-income children.

M051 *More Than Just IQ: Exploring the Links Between Patterning and Individual Math Skills*

—Erica Zippert, Kelsey Clayback, Bethany Rittle-Johnson

PRESENTERS

Erica Zippert, Kelsey Clayback

Early math skills are critical for later academic achievement. Thus, we must identify skills that support young children's math development. This study explored how repeating patterning skills contribute to mathematics development in preschool. Correlations showed that patterning skills were significantly related to math skills (i.e., magnitude comparison, verbal arithmetic) after controlling for general cognitive skills including general and spatial intelligence. These findings suggest that patterning should be included in early math standards.

M052 *Engineering Play: Exploring Associations with Executive Function, Mathematical Ability, and Spatial Ability in Preschool*

—Zachary Gold, James Elicker, Sara Schmitt, David Purpura, Sharon Christ, Sean Brophy, Ashleigh Kellerman, Carly Evich, Abigail Frauhiger, Aura Mishra

PRESENTER

Zachary Gold

Preschoolers' (n= 110) dyadic play with blocks was coded for frequency of engagement in engineering play, a new framework for understanding constructive play as an engineering design process (Bairaktarova et al., 2011). Associations between engineering play and executive function, math ability, spatial skills, and planning were explored. Engineering play was significantly associated with spatial horizontal rotational ability, supporting future examination of direct employment of spatial reasoning and geometry skills during constructive play.

M053 *Preschool Science Talk in Action and Reflection (PreSTAR)*

—Soo-Young Hong, Gisela Wajskop, Erin Hamel, Patricia Pastorella, Anna Burton

PRESENTERS

Soo-Young Hong, Gisela Wajskop, Erin Hamel, Patricia Pastorella, Anna Burton

This study aims to investigate preschool teachers' ideas about incorporating science concepts and practice in their classroom practices, change in their science talk as they observe and reflect on children's interactions with science materials and their interactions with children, and change in children's responses to teachers' use of science talk. We will share preliminary data collected in the US and Brazil focused on professional development strategies promoting reflective practice in science teaching and learning.

M054 *Attitudes and Beliefs Towards Science: Perspectives from Infant, Toddler and Preschool Teachers*

—Elica Sharifnia, Alexandra Alexander, Silvia Niño, Brooke Rumper, Daryl Greenfield

PRESENTERS

Elica Sharifnia, Alexandra Alexander, Silvia Niño, Brooke Rumper, Daryl Greenfield

Although science is an important learning domain in early childhood education, science achievement gaps are present at kindergarten entry for children from low-income families. Teachers' attitudes and beliefs towards science is one critical factor to examine in understanding how to support high-quality science learning in early childhood. This study extends prior work and examines Early Head Start and Head Start teachers' attitudes and beliefs towards science.

Language and Literacy

M055 *Keeping It "Real": What It Takes to Translate Best Practices in Literacy and Put It into Practice*

—Michelle A. Duda, Suruchi Keenheel, Deborah Lynam

PRESENTERS

Michelle A. Duda, Suruchi Keenheel, Deborah Lynam

This case example highlights two urban schools and the journey of program developers to help teachers implement a multi-component integrated literacy model. Building on each school's unique strengths, customized coaching plans were created to empower teachers, principals, and literacy leaders. A cutting edge feature of this session is the application of Implementation Science to build internal capacity to ensure that the literacy model is implemented as intended and is likely to sustain.

M056 *The Effects of Classwide Extensions of Vocabulary Intervention on Preschoolers' Word Learning*

—Yagmur Seven, Katharine Hull, Keri Madsen, Howard Goldstein

PRESENTERS

Yagmur Seven, Katharine Hull, Keri Madsen, Howard Goldstein

Preschool classrooms in low income communities are less likely to offer explicit vocabulary instruction. Children in these classrooms benefit from systematic, explicit vocabulary instruction and abundant opportunities to review and practice target words throughout the school day. *Story Friends* is a supplemental Tier 2 vocabulary and comprehension curriculum targeting preschoolers at-risk for language difficulties. This poster summarizes two studies of the effects of *Story Friends* combined with teacher-led classwide extension activities on children's vocabulary learning.

M057 *Moving Forward 4 Words at a Time: The Effects of a Tier 2 Preschool Vocabulary Intervention*

—Lindsey Peters-Sanders, Howard Goldstein, Katharine Hull

PRESENTERS

Lindsey Peters-Sanders, Howard Goldstein, Katharine Hull

Vocabulary knowledge is essential for reading success. Preschoolers who enter kindergarten with smaller vocabularies are at greater risk for developing future reading disabilities. Early instruction in preschool is key to reducing this risk. Story Friends, a supplemental vocabulary program, demonstrates improved word learning for at-risk preschoolers. This study investigated the feasibility of increasing the number of words taught in these storybooks. Outcomes indicate embedding four challenging, academic words per story is effective and feasible.

M058 *Read Alouds + Vocabulary Instruction: Supporting Teachers with Easy-to-Use Preschool Strategies*

—Felicia Truong, Kelly Trygstad

PRESENTERS

Felicia Truong, Kelly Trygstad

Providing targeted, systematic vocabulary instruction, particularly during contextual learning such as during read alouds, can support at-risk children in making necessary vocabulary acquisition growth, critical to school and reading comprehension readiness. This poster describes a preschool vocabulary intervention used with more than 1,000 students in the 2015-2016 school year, including charter and Head Start classrooms. Results indicate that children using a five-step process during and after read alouds support word identification growth.

M059 *Contributions of Book Reading and Playful Activities to Learning Different Word Types*

—Kaitlin Herbert, Jessica Lawson, Molly Fuller Collins, Emily Hopkins, Jacob Schatz, Molly Scott, Rebecca Dore, Marcia Shirilla, David Dickinson, Kathy Hirsch-Pasek, Roberta Golinkoff

PRESENTER

Kaitlin Herbert

This poster examines the effects of instructional condition and word type (verb, concrete noun, abstract noun) on children's expressive and receptive vocabulary learning. The data was taken from a vocabulary intervention designed to promote preschoolers language-learning through shared book reading and various play activities. Results indicated significant differences between instructional condition and word type on expressive and receptive vocabulary growth.

M060 *The Association between Chronic Absenteeism and Children's Literacy Gains in Public Preschool*

—Kirby Chow, Shari Golan, Tejaswini Tiruke, Dominique Tunzi, Erika Gaylor, Xin Wei

PRESENTERS

Kirby Chow, Shari Golan, Tejaswini Tiruke, Dominique Tunzi

The current study examines the prevalence and correlations of chronic absenteeism among a sample of 1,588 children in a public pre-kindergarten program. Results from descriptive analyses and hierarchical linear models found that 26% of children were chronically absent, and children in poor/fair health had particularly high rates of chronic absence. Children who were chronically absent made fewer gains in literacy across the year compared to children with satisfactory attendance.

M061 *Tell Me the Story: What Wordless Picture Books Can Tell Us about Preschool Children's Developing Comprehension Skills*

—Laura DeWyngaert, Linda Baker, Megan Mellon, Jessica Sprando, Janiqua Dunn, Yvonne Williams, Lyndsie Walker, Wouhib Tamrat

PRESENTER

Laura DeWyngaert

Wordless picture books provide an opportunity for children to demonstrate their developing narrative comprehension skills without the need to decode print. This study examined how preschoolers would perform on the narrative comprehension assessment developed by Paris and Paris (2003) for older children. Results revealed strengths in the picture walk and in prompted comprehension among 59 children attending Head Start and private preschools. The assessment tool is feasible for use with pre-kindergartners from diverse home backgrounds.

M062 *The Accumulating Word Gap as a Function of Variations in Home-Reading Frequency: A Simulation*

—Laura Justice, Johana Chaparro Moreno, Jessica Logan, Melike Güneş

PRESENTER
Laura Justice

Young children's exposure to words within storybooks provides an important avenue for vocabulary development. For instance, children who are read to several times each day may be exposed to hundreds of new words via this activity. However, about one-fifth of children are never read to. Using word counts from highly circulated children's books, we simulate the word gap in printed word exposure for children based on varying home-reading frequencies from birth to five years.

M063 *Early Literacy and School Readiness Skills in Head Start Children*

—Lin Moore, David Brown, Sandra Morales, Ronniesha Bivens, Katherine McCartney

PRESENTERS
Lin Moore, David Brown, Sandra Morales, Ronniesha Bivens

The study measured the effectiveness of a Pre-K Early Reading Program as a supplemental internet-based curriculum for children enrolled at two Head Start Centers. Measurements included the Test of Early Reading Ability-3rd Edition, Istation Indicators of Progress, and the Learning Assessment Profile-3rd Edition. Although teachers faced challenges in implementing the online program, children made significant gains in early literacy and school readiness skills from fall to spring.

M064 *Poster Presentation of Sociocultural Early Literacy Practices in the School and Home Context: The Role of a Digital Library*

—Wendy O'Connor

PRESENTER
Wendy O'Connor

This study explored TK-2 students' literacy repertoires in school and home regarding a digital library. Survey and interview responses about the students' daily practices revealed variations in literacy and technology practices. The variations were in part explained by a nested structure in which the classroom teacher had the largest effect on the digital library usage. This study can open a dialogue regarding technology integration in the 21st century literacy practices of young children.

M066 *Moving Vocabulary Instruction from Books to E-books*

—Keri Madsen, Yagmur Seven, John McCardle

PRESENTERS
Keri Madsen, Yagmur Seven, John McCardle

This project aimed to move audio-recorded books with embedded vocabulary instruction to an e-book medium. E-books promise greater opportunity for children to receive contingent feedback, allowing for more individualized learning. Preliminary findings from field testing informed the iterative process of moving a storybook curriculum to a tablet version. The development process will be described and findings of the field test will be shared. Instructional features made possible through the e-book medium will be highlighted.

M067 *An Examination of the Validity of a Classroom Conversation Screening Tool for Preschool Teachers*

—Stephanie Curenton, Shana Rochester

PRESENTERS
Stephanie Curenton, Shana Rochester

The current study examined the factor structure of a classroom conversational skills screener in a sample of preschool children (n_= 242) and tested the convergent and predictive validity of the screening tool and the

CELF-4 (Semel, Wiig, and Secord, 2004). Factor analyses revealed a 4-factor solution, which was moderately-to strongly-correlated with the CELF-4. All four screener subscales were predictive of CELF-4 total scales, controlling for child age, gender, and dual language learner status.

M068 A Cost Analysis of An Early Reading Intervention that Mobilizes Community Service: A Simulation-Based Approach

—Maya Escueta, Brooks Bowden, Atsuko Muroga, Viviana Rodriguez

PRESENTERS

Maya Escueta, Brooks Bowden, Atsuko Muroga, Viviana Rodriguez

The purpose of this study is to estimate the economic costs of providing the Minnesota Reading Corps (MRC) Pre-K program that are associated with the impacts (i.e., increased reading skills) measured by the 2013-2014 evaluation. In addition to estimating the average costs per site and per student, this cost study also will assess cost distribution with a specific focus on the portion of costs borne by the schools. Overall, the costs of MRC are $1.5 million per year to serve 1,261 students across twenty-five schools, or $1,210 per pupil on average. Costs were found to vary substantially by site, by ingredient category, and by who bears the burden of the costs across the 25 sites evaluated. Our analysis showed that schools only bear about 26% of the total cost, indicating that the program offers a low-cost approach for schools relative to the additional resources being added to the classroom.

School Readiness

M069 Low-Income Children's Readiness for Group-Based Learning At Age 3 and Prekindergarten Outcomes at Age 5

—Hannah Mudrick, JoAnn Robinson, Holly Brophy-Herb

PRESENTER

Hannah Mudrick

Although 3-year-olds attend prekindergarten, few investigations focus on the relationship between socioemotional foundations of classroom learning at age 3 and later achievement. The relationship between age 3 readiness for group-based learning, modeled as the latent constructs effortful control and social communication, and age 5 classroom adjustment and pre-academic outcomes was examined (n = 797). Children's effortful control predicted classroom adjustment and their social communication predicted pre-academic outcomes. Implications for parents and educators are emphasized.

M070 Residential Mobility, Head Start, and Young Children's Early School Achievement

—Julius Anastasio, Tama Leventhal, Sara Anderson

PRESENTERS

Julius Anastasio, Tama Leventhal, Sara Anderson

This poster examines associations among residential mobility, Head Start participation, and low-income children's school readiness. Using data from the Head Start Impact Study 2002-2006 (n = 2,449), a representative, randomized trial, preliminary results of multilevel models suggest Head Start had significant benefits for highly mobile children's early school achievement after covarying for background factors, and that higher center quality attenuated achievement gaps between highly mobile children and their more stable peers.

M071 *Early Childhood Experiences of Native American Children: An Investigation of School Readiness in a Multiple Risk Context*

—Quentin Riser, Heather Rouse, Ji-Young Choi

PRESENTERS

Quentin Riser, Heather Rouse, Ji-Young Choi

Native American (NA) children experience some of the worst educational and wellbeing outcomes of any group of US children. Although these disparities are not fully understood, research underscores the significance of historical policies that have contributed to persistent isolation and intergenerational poverty. Using a dataset, which deliberately oversampled NA children, this study investigated the relationships among multiple risks associated with persistent isolation and intergenerational poverty and school readiness.

M072 *Measurement Properties of Two Preschool Assessments: An Item Response Theory (IRT) Approach*

—J. Reba Troxler

PRESENTER

J. Reba Troxler

This study uses an Item Response Theory framework to evaluate the measurement properties of two measures of preschool academic achievement: one assessing math skills and one assessing language and literacy. To assess the difficulty and discrimination parameters of items on the measures, multiple Two Parameter Logistic (2PL) models were run using R Statistical Software. Assessments were evaluated for the amounts of information they give and the spread of items across ability levels. Groups of similarly functioning items were identified. Recommendations will be made for item refinement and removal to optimize the functioning of the measures.

M073 *COR for Kindergarten: Validation of a Kindergarten Entry Assessment and Ongoing Kindergarten Assessment*

—Jeffrey Beal

PRESENTER

Jeffrey Beal

COR for Kindergarten comprises two assessments that provide valid and reliable results: the Kindergarten Entry Record that is aligned with early childhood standards, and the Ongoing Record that is aligned with national kindergarten standards. This poster sessions describes how the assessment was developed for and by teachers to make it easy to administer and to use the results to inform instruction. The validation study results are described, as well.

M074 *Is Dosage important? Examining the Influence of the Amount of Service Hours on Children's School Readiness in a Title I and Head Start program.*

—Sheila Anderson, Teresa Oster

PRESENTERS

Sheila Anderson, Teresa Oster

This study examined how the amount of service hours in Title I and Head Start programs administered by the same school district influenced child school readiness outcomes. Children in the Head Start classrooms had access to twice as many service hours, and gain scores that were similar to, or higher than, children in Title I classrooms. Participation in Head Start classrooms also predicted higher social emotional domain gain scores after controlling for child demographic influences.

M075 *Effect of California's Transitional Kindergarten Program on Students' Kindergarten Outcomes*

—Karen Manship, Aleksandra Holod, Heather Quick

PRESENTER

Karen Manship

This poster will present findings from a large-scale study of California's new transitional kindergarten (TK) program, a pre-kindergarten program for young five-year-old children taught by teachers with certificates. The study takes advantage of the program's birth date cutoff date, using a regression discontinuity design to estimate the impact of TK on students' academic and social-emotional outcomes at the beginning and end of the kindergarten year. Impacts on subgroups of students will be included.

M076 *Examining the Impact of Pre-K and Kindergarten Classroom Alignment on School Readiness Outcomes*

—Meg Franko

PRESENTER

Meg Franko

This poster will present research that explores the question: Does the alignment of children's learning experiences between prekindergarten and kindergarten impact school readiness outcomes? This study used cluster analysis and hierarchical linear modeling to analyze data from over 1,300 children in the 2009 Head Start Family and Child Experiences Survey. The poster will present results that show how children's Pre-K-Kindergarten experiences align and which factors of alignment predict kindergarten literacy and math outcomes.

Dual Language Learners

M077 *Understanding Heterogeneity among Latinos in Head Start: A Within-Group Analysis of School Readiness from Immigration and Language Perspectives*

—Lisa White, Zahra Nagi, Christine Li-Grining, Cybele Raver

PRESENTERS

Lisa White, Zahra Nagi, Christine Li-Grining

More research is needed to examine the factors influencing school readiness among diverse populations. This study uses multiple unique indicators of immigration and dual language learner (DLL) status to examine school readiness across academic, cognitive, and socioemotional domains among Latinos in Head Start. Preliminary findings reveal differences in school readiness based on immigrant and language status, mostly favoring non-immigrant and bilingual Latinos, respectively, with the lowest performance evident among Spanish-dominant DLLs.

M077A *Assessing Classroom Quality for Culturally and Linguistically Diverse Populations: Existing Gaps and Promising Solutions*

—Lisa White, Veronica Fernandez

PRESENTERS

Lisa White, Veronica Fernandez

The increased number of Dual Language Learners (DLLs) in early childhood classrooms has led to a recent focus on understanding classroom quality from both global and culturally/linguistically sensitive perspectives. This poster presents data from a study using two classroom quality observation tools (one DLL-specific and global measure) to examine relations with DLL children's school readiness. Results demonstrate significant correlations between the tools, and a range of associations with child outcomes across cognitive and academic domains.

M078 Preschool Classroom Quality, Approaches to Learning, and School Readiness of Dual Language Learners

—Marcela Galicia, Lisa Lopez

PRESENTERS

Marcela Galicia, Lisa Lopez

The current study examines the relationship between classroom quality, approaches to learning, and school readiness of 204 Latino dual language learners (DLLs) enrolled in Head Start programs. The extent to which the DLL students' approaches to learning moderates their early numeracy and early literacy skills in Head Start classrooms of varying quality was analyzed. Findings indicate approaches to learning moderate DLL preschool students' Spanish math and English literacy skills when taking into account classroom quality.

M079 Receptive Vocabulary, Behavioral Self-Regulation and Early Achievement: The Role of Language Dominance

—Mauricio Dominguez, Bonnie Brett, Brenda Jones-Harden

PRESENTER

Mauricio Dominguez

Relations between receptive vocabulary (RV) and behavioral self-regulation (BSR), and their influence on early achievement were examined. Analyses revealed no association between RV and BSR for Spanish-dominant dual language learners, and a positive association for English monolinguals. Furthermore, RV predicted language-literacy achievement, while RV and BSR both predicted mathematics achievement. Future analyses will examine preschool RV's influence on kindergarten BSR and the influence of preschool RV and BSR children achievement.

M080 The Power of the Word: Validation of Spanish and English Common Words List for Preschoolers

—Adina Schick, Cassie Wuest, Lauren Scarola, Gigliana Melzi,
Keimarisse Colón, Lui Miguel Rodríuez Ríos

PRESENTERS

Adina Schick, Cassie Wuest, Lauren Scarola

Low-income U.S. Latino preschoolers have low rates of school readiness and school success compared to their non-Latino peers. Past research has suggested that children's vocabulary sophistication (i.e., knowledge and use of rare words) is a critical precursor to academic language and academic achievement. Thus, the authors of the present study developed a common-words lists in Spanish and English for preschoolers to capture children's vocabulary sophistication. The current study validated these word lists with 450 Latino 4-year-olds.

M081 Learning Words through Sounds: Using Nonverbal Sounds to Support the English Word Knowledge of English Language Learners

—Jessica Lawson, David Dickinson, Kaitlin Herbert, Molly Fuller Collins, Emily Hopkins, Jacob Schatz,
Molly Scott, Rebecca Dore, Marcia Shirilla, Kathy Hirsh-Pasek, Robert Golinkoff

PRESENTERS

Jessica Lawson, David Dickinson

Word definitions and nonverbal visual supports may assist non-native English speakers in learning English vocabulary. While these strategies may promote English word learning for non-native English speakers, little research has considered the effectiveness of using nonverbal sound supports to teach English words. This poster examines the effectiveness of using nonverbal musical sound effects during a shared book reading event known as a sound story on the English word learning of English language learners.

M082 *The Bilingual Assessment of Phonological Sensitivity: Test Design and Initial Findings*

—Carol Scheffner Hammer, Shelley Scarpino, Bethany Keffala,
Joanna Hokenson, Sarah Goodwin, Ryan Bowles

PRESENTERS

Carol Scheffner Hammer, Shelley Scarpino, Bethany Keffala, Joanna Hokenson

Currently, no comprehensive tests of phonological sensitivity are available in Spanish and English that are standardized on dual language learners. To address this need, the Bilingual Assessment of Phonological Sensitivity is being developed for use with Latino preschoolers and kindergarteners who are learning to speak Spanish and English. The purpose of this poster is to describe the design of the BAPS and to present initial findings on the relative difficulty of subtests in each language.

M083 *Early Childhood Classroom Quality Assessment for Dual Language Learners: Implications for Improving Teaching Practices*

—Carola Oliva-Olson, Veronica Fernandez

PRESENTERS

Carola Oliva-Olson, Veronica Fernandez

The research focuses on studying the appropriateness of two classroom quality instruments in Head Start and Migrant Head Start preschool classrooms with Spanish-speaking dual language learners (n=1,000). The study will analyze the relative significance of the Classroom Assessment Scoring System (CLASS) and the Classroom Assessment of Supports for Emergent Bilingual Acquisition (CASEBA), two classroom language models, and initial language performance in predicting language outcomes for young dual language learners (DLLs). The study will help clarify the degree to which practices included in one or both models of classroom quality increase the ability of early childhood educators to support the language development of Spanish-speaking DLLs. The finding about whether the instruments assess for inclusion of effective DLL supports in the classroom also will inform policy on assessment instruments.

Culture and Diversity

M084 *Gender Equality in Educational Television for Preschoolers: We're Not There Yet but There's a Simple Solution*

—Ashley Biddle

PRESENTER

Ashley Biddle

Where are we after an explosion of new educational television for preschoolers and a cultural shift towards gender equality? My content analysis of 22 popular television shows indicates that, overall, male characters still have more screen time and speak more often and that shows remain of gender stereotypes. Analyses by main character gender suggest simple ways to make preschool television more equitable with the potential to influence children's beliefs.

M085 *Beliefs, Values, and Practices on Early Language Learning in the Homes of Mexican Toddlers*

—Lauren Cycyk, Carol Scheffner Hammer

PRESENTERS

Lauren Cycyk, Carol Scheffner Hammer

Head Start providers are increasingly serving young children from Latino homes, particularly those who are of Mexican origin and are exposed to Spanish. Although Head Start performance standards specify promoting children's language development in ways that emphasize their home language and culture, there is little information currently available on the beliefs, values, and practices of Mexican families that might inform approaches towards early language and learning. This qualitative study reports on the perspectives and practices towards language and learning of 35 mothers of toddlers from Mexican immigrant background. This

information was gathered through semi-structured interviews that addressed five components of toddlers' everyday language learning experiences (Gallimore et al., 1993) including the following: (1) cultural values and beliefs underlying child rearing, child development, language learning, and bilingualism; (2) activity types for language learning; (3) activity participants; (4) activity goals; and, (5) language provided in activities. Implications will be discussed.

M086 School Readiness Beliefs and Practices of Latino and Chinese Immigrant Parents

—Susan Sonnenschein, Peggy Kong, Brook Sawyer, Cassandra Simons, Xinwei Zhang, Xiaoran Yu, Sophia Goodfellow

PRESENTERS

Susan Sonnenschein, Peggy Kong, Brook Sawyer

Findings from a mixed-methods study of Latino and Chinese immigrant families' school readiness beliefs and practices will be presented. Immigrant families reported on their beliefs and practices related to preparing their children for kindergarten. Findings highlight the beliefs and practices that are most and least frequently endorsed, the alignment between beliefs and practices, as well as similarities and differences between these three immigrant groups.

M087 Applying an Ecological and Socio-Cultural Lens to Family Friend and Neighbor (FFN) Care to Inform Quality Improvement Efforts in States and Communities

—Ana Katrina Aquino, Kelly Lavin, Deborah F. Perry, Neal M. Horen, Lan Le, Eva Marie Shivers

PRESENTERS

Ana Katrina Aquino, Kelly Lavin, Deborah F. Perry, Neal M. Horen

Family, friend, and neighbor (FFN) care is a common child care arrangement for young children, especially among low-income and families of color. The current study applied an ecological and socio-cultural lens to understanding the FFN care context for young children. Results indicated that quality improvement efforts that used culturally responsive strategies were more successful at engaging FFN providers. Policy makers can use these findings to aid innovative strategies to support children in FFN care.

M088 Associations of Classroom Ecological Factors with Children's Racial Understanding and Attitudes in Early Childhood

—Kyong-Ah Kwon, Hyun-Joo Jeon, Chaehyun Lim, Francheska Starks, Valeria Benadballah

PRESENTERS

Kyong-Ah Kwon, Hyun-Joo Jeon, Chaehyun Lim, Francheska Starks, Valeria Benadballah

Child care and preschools may provide opportunities to experience and appreciate diversity as a social context for children's first exposure. However, little is known about whether social contexts in which children's understanding of self and others are embedded matter for development of racial understanding and attitudes. Therefore, this study examined the role of child characteristics and classroom factors (teacher-child racial match, classroom diversity) in children's racial understanding of and attitudes toward self and others in early childhood educational settings. One hundred and twenty-five preschool children were interviewed on their racial understanding and attitudes toward self and others. Teachers completed a questionnaire on their background and classroom information. We found that children's racial understanding of and attitudes are predicted from multiple ecological and personal factors. In particular, classroom racial make-up is consistently associated with children's racial understanding and attitudes. We will discuss contributing classroom ecological factors of preschool children's racial understanding and attitudes and practical implications in the early childhood education settings.

M089 *A Synthesis of Research on Refugee Children in Early Childhood Education in the United States*

—Rebecca John

PRESENTER

Rebecca John

This is an integrative literature review of the literature and research on refugee children and families in early childhood education services within the United States. This study provides the following: (1) a systematic review of the literature; (2) a critique of the methodologies and frameworks utilized in those studies; (3) gaps in our knowledge of the field; and (4) implications for practice from the research.

Executive Function

M090 *Development of the Home Executive Function Environment (HEFE) Scale: Assessing Its Relation to Preschoolers' Executive Function (EF)*

—Irem Korucu, Emily Rolan, Amy Napoli, Sara Schmitt, David Purpura

PRESENTER

Irem Korucu

This study investigated whether parents' EF-specific practices are related to children's EF over and above general parenting practices. We developed the scale and analyzed the predictive validity of the scale to children's EF. Factor analysis indicated that EF-specific activities form a distinguishable part of the home environment. Regression analyses indicated that the scale is related to a global measure of children's EF, but not to cognitive flexibility or inhibitory control.

M091 *Parental Support of Preschoolers' Executive Functioning During Math-Relevant Activities: An Exploratory Study*

—Jane Hutchison, Francesca Longo, Deborah Phillips

PRESENTER

Jane Hutchison

The Head Start Early Learning Outcomes Framework highlights the importance of executive functioning skills that enable children to engage in learning. This study explores parental support of these skills while playing with math materials. The findings demonstrate the capacity for parents to support children's emerging EF capacities during math play, and thus the value of exploring ways to foster EF-supportive interactions among Head Start parents and teachers in the service of school readiness.

M092 *The Role of Executive Function in Low-Income Latino Preschoolers' Academic Outcomes*

—Laura Jimenez Parra, Bonnie Brett, Brenda Jones-Harden

PRESENTER

Laura Jimenez Parra

This descriptive study observed the relationship between executive function and early academic outcome scores of low income Latino preschool children. After controlling for child's gender and classroom, results showed that executive function, as measured by the Head Toes Knees Shoulder task, significantly predicted early literacy and math scores in two subtests of the WJ4. Findings can extend knowledge of the role of executive function in children's early academic outcomes to improve Latino children's school readiness.

M093 *Gains in Executive Functions Support Sustained Intervention Effects in a Home-Based School Readiness Intervention*

—John Loughlin-Presnal, Karen Bierman

PRESENTER

John Loughlin-Presnal

A randomized controlled trial of a home and preschool-based school readiness intervention identified significant growth in children's self-regulatory functioning through 3rd grade. These effects were further found to mediate intervention effects on children's academic and social-emotional functioning at third grade.

M094 *Associations Between Attachment Representations and Executive Function in the Children of Adolescent Mothers*

—Meera Menon, Rachel Katz, Ann Easterbrooks

PRESENTERS

Meera Menon, Rachel Katz

This study investigated profiles of attachment representations and their connections to executive function (EF) skills (e.g., working memory, cognitive flexibility) among 6-year-old children of adolescent mothers. Using Latent Profile Analysis, we identified three groups: (1) "secure", (2) "insecure-avoidant", and (3) "insecure-disorganized". We explored differences on EF tasks across groups. Results depicted the "secure" group outperforming both groups, and significant differences between the "insecure-disorganized" and "insecure-avoidant" groups on working memory only. We discuss our findings in light of the associations between attachment classifications and EF skills.

M095 *Proximal Older Siblings: Potential Resources for Developing Kindergarten Working Memory and Cognitive Flexibility of Younger Siblings*

Tatiana Hill, Natalia Palacios

PRESENTER

Tatiana Hill

We use structural equation modeling to investigate how having (1) an older sibling, (2) an older sibling up to age 11, and (3) an older sister, brother, or both, are associated with children's kindergarten self-regulation in the Early Childhood Longitudinal Study—Kindergarten 2011 Cohort (n = 17,020). Having an older sibling, having a sibling up to age 11, and having an older sister are positively associated with cognitive flexibility and working memory at kindergarten entry.

Homevisiting

M096 *What Happened During Home Visits? Examining Family Engagement in the Perry Preschool Project*

—Tomoko Wakabayashi, Elizabeth Melton-Grace, Mary Delcamp, Jill Claxton, Sinserry Gardner

PRESENTERS

Tomoko Wakabayashi, Elizabeth Melton-Grace, Mary Delcamp, Jill Claxton

The Perry Preschool Project, which helped establish the evidence for high quality early childhood education, provided part-day center-based care and weekly home visits to 58 low-income preschoolers and families in Ypsilanti, Michigan. The poster focuses on Perry's home visits. We coded teachers' home visit logs, and report on what happened during home visits and preliminary results showing that children of engaged parents may have better sustained academic/cognitive growth experienced in preschool.

M097 Profiles of Early Educators' Strategy Use During Home Visits: Predicting Parent Engagement

—Courtney Boise, Lisa Knoche, Katherine Cheng, Christine Marvin

PRESENTERS

Courtney Boise, Lisa Knoche, Katherine Cheng, Christine Marvin

The purpose of the present study is to evaluate the following: (1) profiles of early educators' use of parent engagement strategies; and (2) how profiles relate to parent engagement in the parent-educator partnership and parent-child relationship. Latent profile analysis will create profiles based on strategy use. Regression analysis will examine how profiles predict parent engagement. Through a better understanding of the specific quantitative relationship between strategies and parent engagement, supports can be individualized for educators and families.

M098 Applied Research and Quality Improvement in Home Visiting: A Partnership in Data Use

—Heather Rouse, Cassandra Dorius, Melissa Denlinger, Carla Peterson, Julie Tchoumkeu, Amberly Ehret

PRESENTERS

Heather Rouse, Cassandra Dorius, Melissa Denlinger

This presentation will discuss a University-government partnership that focuses on using administrative data collected from over 200 home visiting programs statewide to support quality improvement. This features one of the only states that collects data from both federal and non-federal programs in one system offering a unique capacity to understand how family supports are working across disparate models, geographies, and populations. Additionally, enhanced graduate student training in applied research through this partnership will be discussed.

M099 A National Look at the Home Visiting Workforce: An Overview of the Home Visiting Career Trajectories Project

—Heather Sandstrom, Sarah Benatar, Rebecca Waters, Devon Genua

PRESENTERS

Heather Sandstrom, Sarah Benatar, Rebecca Waters, Devon Genua

The Home Visiting Career Trajectories project is the first national study to examine the home visiting workforce across all evidence-based models. Study methods include surveying staff in local agencies receiving funding from the MIECHV Program, case studies in eight states, and key informant interviews with professional development leaders. Results will capture the characteristics of home visitors and supervisors, their career pathways, and training needs. The poster will describe the study design, research questions, and expected timeline.

M100 Workforce Retention from the Home Visitor Perspective

—Lauren Rabinovitz, Sarah Kaye, Deborah Perry, Ana Katrina Aquino

PRESENTERS

Lauren Rabinovitz, Sarah Kaye, Deborah Perry, Ana Katrina Aquino

Retention of the home visiting workforce has limited available research. Home visitors in the program were interviewed to learn more about factors and circumstances influencing their retention. Qualitative analysis of interview data revealed there were no set of characteristics or circumstances consistently associated with home visitor retention. Instead, there was a complex interaction between home visitor characteristics, job responsibilities defined by the program model, and the larger organizational context.

Caregiver Well-being

M101 *Caregiver Wellness and Children's Socioemotional Development: Does Exposure in Multiple Contexts Matter?*

—Avery Hennigar, Nathasha Cabrera, Jerry West

PRESENTER
Avery Hennigar
An important predictor of children's positive interactions with their caregivers is their mental health because depressed caregivers tend to be less sensitive. However, no studies have examined the combined effects of children's exposure to depression from their mothers and child care provider. We address this gap using data drawn from the program, a representative sample of toddlers enrolled in Early Head Start. These data have implications for programs around improving the wellness of both mothers and teachers.

M102 *Relationships Between Early Childhood Education Teachers' Psychological and Professional Well-being and Beliefs About Teaching Practice*

—Hyun-Joo Jeon, Christina (Nina) McCartney, Sara Jo Johnson, Sierra Montana, Victor Richard, Kolbie Lewis

PRESENTERS
Hyun-Joo Jeon, Christina (Nina) McCartney, Sara Jo Johnson, Sierra Montana, Victor Richard, Kolbie Lewis
The current study investigates the relationships between early childhood education (ECE) teachers' psychological (depression and coping skills) and professional wellbeing (job-related burnout and commitment), their beliefs about children and teaching practice, and their self-efficacy in teaching. Teachers who had higher scores of depression were more likely to have greater burnout and less likely to commit to their job. Their job commitment was positively correlated with their self-efficacy in teaching.

M103 *Occupational Health Risks for Toddler Teachers: Associations with Classroom Quality*

—Jessica Henry, Bridget Hatfield

PRESENTER
Jessica Henry
Early childhood educators have unique occupational health risks warranting consideration including infectious disease exposure, musculoskeletal strain, and psychosocial job stress, and depression. These risks may limit classroom quality, which is linked to short- and long-term trajectories of children's health and school readiness skills. Preliminary results suggest toddler teachers experience a range of occupational health risks. Those reporting higher levels of psychosocial stress (i.e., job-role ambiguity) were observed to show lower (trend) levels of Engaged Support for Learning.

M104 *Early Head Start Teacher's Depressive Symptoms, Classroom Quality, and Children's Developmental Outcomes at Age 3*

—Sherri Castle, Kyong-Ah Kwon, Shinyoung Jeon

PRESENTERS
Sherri Castle, Kyong-Ah Kwon, Shinyoung Jeon
Using data from a Head Start program in the Central US, we examined associations among infant toddler teachers' depressive symptoms, observed interactions with children, and children's social-emotional, social-cognitive, and language outcomes at age 3. Findings indicate that teachers' depressive symptoms are linked to observed Emotional and Behavioral Support and in turn associated with child outcomes. Teachers' depressive symptoms are not associated with Engaged Support for Learning (ESL). ESL is associated with some child outcomes.

M105 *A Grounded Theory Analysis of Self-Care and Stress Management among Family Child Care Providers*

—Elena Paredes, Irma Razo, Holli Tonyan

PRESENTERS

Elena Paredes, Irma Razo, Holli Tonyan

Understanding what leads family child care (FCC) providers to remain in the field can help to sustain an early care and education workforce. Eight FCC providers were selected for qualitative analysis of in-depth interviews based on their responses to the Child Care Worker Job Stress Inventory (Curbow et al., 2000). Resulting findings point to ways to better support FCC providers' mental health.

Family/Child Health

M106 *Arts and Cortisol for Children Growing Up in Poverty: Does More Arts Matter?*

—Jessica Malatesta, Eleanor Brown, Mallory Garnett, Kate Anderson, Jean-Phillipe Laurenceau

PRESENTER

Jessica Malatesta

This experimental study involved 315 children attending an arts-integrated Head Start. Prior research demonstrated lower child cortisol after a single arts class. In the present study, children were randomly assigned to participate in different numbers of music, dance, visual arts, and homeroom classes on different days. Cortisol was tested via salivary assay. Results suggested incremental cortisol benefits associated with multiple arts classes ($p < .10$). Implications concern alleviating the impact of poverty on stress physiology.

M107 *Disentangling Community and Family Effects on Head Start Parent and Family Outcomes*

—Alexandra Nancarrow, Ansley Gilpin, Rachel Thibodeau, Caroline Boxmeyer, Jason DeCaro, John Lochman

PRESENTER

Alexandra Nancarrow

Parents of Head Start students often endure chronic stress and mental health deficits due to factors such as financial insecurity (i.e., poverty and instability in the home). However, it is unclear whether community or family variables are more salient predictors of Head Start parent well-being. The purpose of this study is to investigate the unique and interactive effects of community and family variables as predictors of parent well-being in an at-risk sample.

M108 *Parental Well-Being, Efficacy, and Social Support among Latino families Participating in Different Types of Child Care through a Mixed Methods Lens*

—Doré LaForett, Adriana Rojas, Dina Castro, Adis Liy

PRESENTERS

Doré LaForett, Adriana Rojas, Dina Castro, Adis Liy

This poster examined variations in parental efficacy, depression symptoms, and social support among immigrant Latino families to better understand patterns of child care utilization beyond costs, financial assistance, and provider language match. Quantitative and qualitative data illustrate variability in the challenges and strengths of Latino parents, some of which directly reflected their immigration experiences. Results are discussed regarding implications for understanding these experiences and how to support immigrant Latino families.

M109 *Parenting Stress and Parent Engagement among Low-Income, Ethnic Minority Parents*

—Jennifer Acosta, Kelsey Garcia, LaRen Morton, Natasha Cabrera

PRESENTERS

Jennifer Acosta, Kelsey Garcia, LaRen Morton

Parenting stress can negatively affect parents' engagement with their children, which can adversely impact children's social and emotional development. The current study seeks to test a compensatory hypothesis by exploring the effects of low-income, ethnic minority parents' parenting stress on their engagement. Our findings will help inform interventions by clarifying the relationship between parenting stress and engagement in a diverse, low-income sample and how this relationship may differ for mothers and fathers.

M110 *Evaluating the Effectiveness of a Multi-Year Combined Project to Improve Nutrition and Physical Activity and Reduce Childhood Obesity Risk in ECE*

—Diane Bales, Caree Cotwright, Jung Sun Lee, Joanna Akin

PRESENTER

Diane Bales

The poster highlights evaluation outcomes from a project to reduce obesity risk in early childhood education (ECE) and to provide nutrition education to young children. The project combines a policy, systems, and environment (PSE) approach with developmentally appropriate nutrition education curriculum. During the project, teachers increased their knowledge of and confidence in teaching nutrition to children, and 4-year-olds demonstrated improvements in their identification and acceptance of fruits and vegetables.

M112 *Child Care Providers' Use of Role Modeling to Promote Heathy Eating*

—Katherine Speirs

PRESENTER

Katherine Speirs

This study explores child care providers' role modeling of healthy eating. Survey (n = 343) and in-depth interview data (n = 50) suggest that most providers avoid consuming unhealthy foods in front of children and understand that eating the same foods as children is an important component of role modeling. However, providers struggle to consume the same foods as the children and to enthusiastically express a preference for healthy foods, which are important components of effective role modeling.

M113 *The Moderating Role of ADHD Symptoms on the Association Between Physical Activity Behavior and Early Language Ability among At-Risk Preschoolers*

—Caroline Martin, Betzy Hoza, Allison Krasner, Marissa Dennis, Erin Shoulberg, Lori Meyer, Connie Tompkins

PRESENTERS

Caroline Martin, Betzy Hoza, Allison Krasner, Marissa Dennis

Research documents the positive impact of physical activity (PA) on the cognitive functioning of children with ADHD. The current study seeks to extend this work by examining the moderating effect of Attention Deficit Hyperactivity Disorder symptoms on the association between PA and early language ability in an at-risk preschool sample. Findings highlight the possibility that PA may serve an important role in early language development, particularly among children with ADHD. Implications for intervention are discussed.

Intervention/Program Improvement

M114 Using a Typical Hearing Peer to Enhance Social Inclusion in a Preschooler with Hearing Impairment

—Amal A. Aldawoud, Sharon Raver-Lampman

PRESENTER

Amal A. Aldawoud

This case study used components of this method (English, Shafer, Goldstein, & Kaczmarek, 1997) to train one preschool-aged child with typical hearing to initiate and sustain communication and play skills in a classmate with a profound hearing impairment (HI) in an inclusion preschool class. Results indicated that the child with HI decreased parallel play and increased child-initiated motor play and child-initiated verbal communication.

M115 Preparing Child Care Providers to Make Adaptations and Modifications to Support Inclusion

—Heather Googe, Herman Knopf

PRESENTERS

Heather Googe, Herman Knopf

This poster will provide a description of the development and implementation of a professional development framework applied to child care providers to use CARA's Kit ã in their classrooms as a tool for selecting adaptations and modifications to meet the individual needs of children in their care. Presenters will report on findings yielded during the implementation of this intervention, including measures of fidelity in the training and technical assistance model, as well as teacher perceptions of the experience.

M116 Parents Plus: An Examination of Feasibility, Usability and Fidelity

—Brook Sawyer, Carol Scheffner Hammer, Julie Santoro, Julie Smith

PRESENTERS

Brook Sawyer, Carol Scheffner Hammer, Julie Santoro, Julie Smith

Parents Plus is a dual-focus approach for educating parents to use language facilitation strategies with their preschool children with language impairment. Parents learn strategies via training modules on an app and receive individualized coaching from a certified speech-language pathologist. Findings will be presented on a pilot study of the approach, including parents' perspectives of usability and feasibility, as well as the degree to which parents are able to implement language strategies with fidelity.

M117 What does Inclusion of Children with Special Needs Look Like in Philadelphia Child Care Programs?

—Philippa Campbell, Laura Sosinsky

PRESENTERS

Philippa Campbell, Laura Sosinsky

Directors and teachers in child care programs were surveyed about children who attend programs, supports provided to teachers and children, and activities to help programs support children's participation. The survey included 22 questions. A total of 75% of the programs reported attendance of children with special needs. Results provided information about effective strategies, program needs, and action-based take home messages to ensure inclusion for all children.

M118 *Understanding Early Intervention Home Visitors Facilitation of Parent-Child Interactions through the PIWI Model*

—Zachary Price, Angel Fettig, Rachel Chazan Cohen, Stephanie Silva, Noah Feldman

PRESENTERS

Zachary Price, Angel Fettig, Rachel Chazan Cohen, Stephanie Silva, Noah Feldman

Although it is widely recognized that the parent-child relationship is a critical foundation for later development, often Early Intervention (EI) practice does not reflect this knowledge. Many EI providers work directly with children, sometimes even without the parent present. It has been recognized that family-centered practice is essential in ensuring children continue to receive guidance and support for their development throughout their daily routines (e.g., Kahn, Stemler, & Berchin-Weiss, 2009). For this reason, a northeastern state initiated a statewide implementation of the Parents Interacting with Infants (PIWI) model. The PIWI model provides clear strategies for how EI providers can support parents in learning strategies to continue to support their child's development outside of the early intervention session.

Access to Quality

M119 *Maps, Gaps, and Inequities: Using Maps to Examine Gaps in Child Care Supply/Demand and to Explore Issues of Racial/Ethnic Equity in Access*

—Danielle Crosby, Dionne Dobbins, Erin Hardy, Jess Tercha, Maggie Norton

PRESENTERS

Dionne Dobbins, Erin Hardy

The poster utilizes mapping and spatial analysis to examine the geographic distribution of early care and education supply and demand across communities, with these goals: (1) identifying areas of unmet need, and (2) examining racial/ethnic differences in the local availability of child care. Particular attention is paid to the local availability of infant/toddler care, subsidized/CCDF child care, and nontraditional hours care. Patterns of local subsidized child care utilization also are explored.

M120 *Using Data for Continuous Quality Improvement of Publicly Funded Preschool Programs: Possible But Not Easy*

—Erika Gaylor, Bridget Hamre, Shari Golan, Laura Kassner, Ann L'Hospital, Pamela Morris

PRESENTERS

Erika Gaylor, Bridget Hamre, Shari Golan, Laura Kassner, Ann L'Hospital

Data use is a key lever in state's efforts to increase access and improve the quality of state-funded preschool. This poster will describe the ways in which we supported a state's use of child outcome data to support continuous improvement. We will share a framework that guided our support regarding the ways offices could best use child outcome data and summarize key learnings from the first two years of this project.

M121 *Childcare Decision Making Among Rural Low-Income Working Women: How Their Beliefs and Needs for Care Change Over Time*

—Holly Hatton-Bowers, Soo-Young Hong, Kara Cruickshank, Sarah Roberts, Turen Huynh, Hyerim Shin, Yao Yao, LaDonna Werth, Vonderohe Ruth, Jackie Guzman, Lee Sherry, Sarah Paulos

PRESENTERS

Holly Hatton-Bowers, Soo-Young Hong, Kara Cruickshank, Sarah Roberts, Turen Huynh, Hyerim Shin, Yao Yao, LaDonna Werth, Vonderohe Ruth, Jackie Guzman, Lee Sherry

Little is known about the actual and perceived needs, resources, and barriers that low-income working women experience in identifying quality child care for infants in rural communities. Using a mixed methods convergent design, we present data collected from rural low-income working women to explore their decisions about child care and how their beliefs about and needs for care may change over time in relation to demographic, familial, and contextual factors.

M122 *Capacity for Early Care and Education in Urban and Rural Communities: Implications of Community Characteristics on Head Start, Child Care, and Universal Prekindergarten Program Trends*

—Peter Fiduccia

PRESENTER

Peter Fiduccia

This research examines how early care and education capacity patterns in New York State (NYS) vary by program type (i.e., Head Start, Early Head Start, Universal Prekindergarten, and child care programs) and community factors over time. Using a unique, relational NYS data set that combines information about 20,000 registered child care programs, enrollment in NYS Head Start/EHS, and enrollment data from nearly 700 school districts, multi-level regression modeling explores trends over time. Additional conceptual and methodological considerations are given to the usage of geospatial visualization and spatial statistics, respectively, in an effort to advance researchers' abilities to provide nuanced policy prescriptions. By utilizing spatial techniques, a new perspective is gained both by the researcher and for the communities studied. Findings suggest that the capacity for early care and education varies in individual communities by factors such as urbanicity, community wealth, school district demographics, and presence of local uptake of Universal Prekindergarten. Implications for policies that support development of systems that adequately meet the needs of all families, while also contributing to "Community-Aware Social Policy" are discussed.

M123 *Using Integrated Data to Understand Early Childhood Risks and Access to High-Quality Infant and Toddler Care*

—Kristen Coe, Cassandra Henderson, Katherine Barghaus, Whitney LeBoeuf, John Fantuzzo

PRESENTER

Kristen Coe

Using an integrated data system in a large city, this study examines the geographic distribution of children under age three with multiple early childhood risks. By combining risk data with information on high-quality child care centers serving infants and toddlers, researchers identified neighborhoods with both above average early childhood risk prevalence (demand) and below average childcare availability (supply). Results showed a widespread lack of high-quality infant/toddler care and geographic clustering. Practical implications for policymaking are discussed.

Quality and Quality Measurement

M124 *Unpacking Braided Funding and Program Quality in ECCE Centers*

—Jennifer Duer, Jade Jenkins

PRESENTERS

Jennifer Duer, Jade Jenkins

The present study examines the role of braided funding for early child care centers using the National Survey of Early Care and Education (NSECE). We are interested in exploring braided funding streams in three main ways: (1) which funding streams are commonly blended together; (2) the prevalence of blended funding streams; and (3) the total number of funding streams a center uses. The research aims to respond to the lack of awareness of how center directors commonly use multiple funding mechanisms to cover the expenses at child care centers rather than homogenous programs like full Head Start or Pre-K programs. To determine the relation between blended funding and center quality, we conducted state-level analyses on two states using Quality Rating Improvement System (QRIS) scores. Taken together, the present study answers questions regarding the relation between blended funding, program quality, and the patchwork system in ECE. Given the widespread use of blended funding models, a deeper understanding of the potential benefits and drawbacks is essential to improving policy.

M125 Child Care Provider Perspectives on the Intersection of Subsidy and Quality

—Amelia Coffey, Heather Sandstrom, Julia Henly, Teresa Derrick-Mills,
Erica Greenberg, Juliet Bromer

PRESENTERS

Amelia Coffey, Heather Sandstrom

Increasing child care access and improving care quality are critical goals of CCDF subsidies. This makes it imperative to understand how policy and contextual factors interact to determine access to quality care among subsidy families. This study adds to the knowledge base on the subsidy-quality intersection through in-depth interviews with a diverse range of child care providers in several states on their experiences with the subsidy system and quality improvement efforts.

M126 Predicting Child Outcomes from Process Quality Domains and Indiana's QRIS

—Adassa Budrevich, Katrina Schmerold, Sara Schmitt,
David Purpura, Lindsey Bryant, James Elicker

PRESENTERS

Adassa Budrevich, Katrina Schmerold

The current study compared two conceptualizations of classroom quality (CLASS process quality and QRIS ratings) to predict children's outcomes. The sample consisted of teachers (n = 136) and preschoolers (n = 558) enrolled in state-funded pre-kindergartens. Early numeracy, literacy, social skills, and executive function were predicted from CLASS and QRIS using hierarchical regressions. Results show that CLASS domains significantly predicted outcomes. QRIS significantly correlated with early numeracy and social skills.

M127 A Comparative Analysis of the ECERS-R and ECERS-3

—Diane Early, Jennifer Neitzel, Chelsea Nehler, Doré LaForrett, John Sideris

PRESENTERS

Diane Early, Jennifer Neitzel, Chelsea Nehler, Doré LaForrett

The Early Childhood Environment Rating Scales, including the Early Childhood Environment Rating Scale-Revised and the Early Childhood Environment Rating Scale, Third Edition, are the most widely used observational assessments in early childhood learning environments. In the current study, we explore the relationship between the two scales, including the correlations between the ECERS-R and ECERS-3, as well as the differences between the overall scores and the factor structure of the two scales.

M128 From Compliance to Quality: Using and Integrating Administrative Data to Support Head Start Grantees' Reflection and Analysis

—Laura Louison, Darlene Taylor, Allison Metz, Caryn Ward, Oscar Fleming, Lama Haidar, Ann Spangler,
Amanda DeBerg, Katie Ingham, Melissa Chindamo, Gretchen Rauch-Herron

PRESENTERS

Laura Louison, Darlene Taylor, Allison Metz

An Implementation Team of federal and technical assistance (TA) contractor staff within Office of Head Start (OHS) have developed a Grantee Growth Instrument to use within their Grantee Assessment Process (GAP). The instrument strengthens their GAP to help federal and TA staff to better support OHS grantees' effective use of data to improve practice and child school readiness outcomes. The poster will share how the tool was developed including feasibility testing and improvements to the GAP.

EC Workforce

M129 Moving Down: Elementary School Teachers' Experiences in a Pre-K for All Setting

—Lindsey Desmond

PRESENTER

Lindsey Desmond

This ethnographic study examines the experiences of three out-of-field pre-kindergarten teachers as they shift from upper elementary teaching positions to early-childhood settings. Specifically, the teachers discuss the challenges they have experienced as they interpret and enact curriculum and policy mandates in their classrooms. Findings showcase the teacher's beliefs that despite being highly trained educators, they are unprepared for the demands of early-childhood classrooms and feel disconnected from their educational organization. The teachers demonstrate that they are provide instructional techniques that are not best suited to early-childhood education. Implications are presented to highlight the complex reality schools create when placing teachers out-of-field. Recommendations are made to help support such teachers as they instruct their students.

M130 Classroom Collaborations: Exploring Quality Co-teaching Interactions in Preschool Classrooms

—Swati Mehta, Elizabeth Brown, Colleen Vesely

PRESENTERS

Swati Mehta, Elizabeth Brown, Colleen Vesely

Co-teaching relationships within ECE settings contribute to students' growth. Despite the specific roles of lead and assistant teachers, there is limited understanding about how these co-teachers support each other in their shared responsibilities for young children. Using in-depth interviews from lead and assistant teachers (n = 28) from publicly funded early childhood programs, we found how important it is to nurture and understand the co-teaching partnerships.

M131 Impact of Teacher Characteristics on the Relation between Coaching and Implementation Fidelity of Social-Emotional Curricula

—Stephanie Brunner

PRESENTER

Stephanie Brunner

This poster presentation will discuss a study that used data from the Head Start CARES demonstration to explore characteristics of Head Start lead teachers and the degree to which these characteristics moderated the relationship between participation in weekly coaching and implementation fidelity of the Incredible Years Teacher Classroom Management program. This study has implications for how Head Start programs can tailor coaching efforts in response to teachers' characteristics and better support teachers' implementation of social-emotional curricula.

M132 A Nuanced Look at Head Start Teachers: Examining Relations among Teacher Characteristics and Teaching Practices with a Person-Centered Approach

—Michelle Taylor, Manuela Jimenez, Megan Pratt

PRESENTERS

Michelle Taylor, Manuela Jimenez

The present study utilizes a person-centered approach to identifying profiles of Head Start teachers who share common regulable (e.g., education level, wages) and psychological (e.g., satisfaction, depressive symptoms) characteristics. The study also examines how these teacher profiles relate to observed teacher practices that support children's school readiness. Finally, the study explores if teacher race/ethnicity differentially predicts profile membership. Results have implications for addressing inequity in the Head Start workforce and targeting professional development efforts.

M133 *Using Data to Drive Early Childhood Instruction: A Closer Look at Early Childhood Educators' Data Use Practices, Confidence Levels, and Professional Development*

—Jessica deMonsabert, Missy Coffey, Kathy Thornburg

PRESENTERS

Jessica deMonsabert, Missy Coffey

This poster presents findings from a survey of over 1,200 early childhood education professionals across multiple program types in 13 states and their efforts to collect and use data for instructional planning. The authors present information about the types of data early childhood educators collect, how frequently they use data for instructional planning, their confidence levels related to data use, and the professional development they receive to support their efforts.

M134 *Characteristics of Head Start Teaching Teams: Associations Among Classroom Quality and Child Outcomes*

—Emisha Young, Sherri Castle

PRESENTERS

Emisha Young, Sherri Castle

Through secondary analysis, this study examined associations among Head Start teaching teams' characteristics, classroom quality, and child outcomes. Data included 43 lead and assistant teacher pairs and approximately 174 children. The examination of teaching teams' perceptions, consistency, and classroom quality showed that the lead teachers' perceptions negatively associated with dimensions of classroom quality. Multi-leveling modeling examined the associations between teaching teams' perceptions, consistency, and child outcomes. Results illustrated that teachers' perceptions predicted children's social-emotional development.

M135 *Teachers as Emotion Socializers: Profiles of 5 Pre-service Teachers*

—E. Danielle Roberts

PRESENTER

E. Danielle Roberts

An examination of pre-service teachers' knowledge of developing emotional competence in young children with an emphasis on emotion socialization practices in the classroom. Profiles of five participants from a mixed-methods study of 130 undergraduate students in a teacher preparation program at a major urban university in the northeast using survey and interview questions suggests differences in pre-service teachers' emotion socialization knowledge and practices. This highlights the importance of policy and practice in teacher education programs.

M136 *Home-Based Child Care Providers' Motivations for Providing Care*

—Alison Hooper, Danielle Riser, Rena Hallam

PRESENTERS

Alison Hooper, Danielle Riser, Rena Hallam

This study explores the reasons home-based child care providers report for providing child care. Many providers reported that they began providing care to stay home with their own children and often continued because they enjoyed the work and wanted to help children and families. There also were differences in the reasons for continuing to provide care by providers' licensing status and subsidy receipt. The poster will explore implications for engaging providers in quality improvement initiatives based on these findings.

M137 *Exploring Teacher-Child Interactions around Academic Errors in Preschool and Kindergarten Science Classrooms*

—Annemarie Hindman, Carly Champagne

PRESENTERS

Annemarie Hindman, Carly Champagne

The way children perceive errors can critically impact their learning, motivation, and psychological well-being (Dweck and Leggett, 1988). Error perceptions often develop from interactions in the classroom (Ames, 1992; Turner and Patrick, 2004), but little is known about how young children develop these error perceptions. Through observations of preschool/kindergarten science centers, we examined teacher-child interactions around errors. Important findings and implications for researchers and teachers are discussed regarding the utility of errors as instructional tools.

M138 *What Learning Activities do Pre-Service Teachers Believe to be Most Important in Early Childhood Education?*

—Beverly Alford, Kayla Rollins, Danielle Brown

PRESENTER

Beverly Alford

The study ascertained attitudes regarding early childhood education—as held by undergraduate students— prior to admission into an educator preparation program. Participants gave the highest rating (70%) to planning activities based on a variety of experiences (e.g., dramatic play, construction, art). Findings are of particular interest when viewed along with prior classroom observational research conducted by the author, which showed that the types of classroom activities in which young children were engaged was startlingly uniform.

M139 *Understanding the Contexts of Early Care and Education Teachers' Lives*

—Colleen Vesely, Elizabeth Brown, Swati Mehta

PRESENTERS

Colleen Vesely, Elizabeth Brown, Swati Mehta

Using qualitative in-depth interviews with 16 lead teachers and 11 assistant teachers in early care and education (ECE), we sought to answer the following research question: What are the contexts of ECE teachers' lives, particularly their teaching history, as well as home and work contexts, which may shape ECE teachers' interactions with young children? Our findings reflect the ecosystemic complexity of ECE teachers' lives and how these shape their interactions with young children.

M140 *A Mixed-Methods Exploration of Family Child Care Providers' Use of Curriculum*

—Danielle Riser, Alison Hooper, Rena Hallam

PRESENTERS

Danielle Riser, Alison Hooper, Rena Hallam

This study presents a mixed-methods analysis of family child care providers' curriculum use. Results from a survey and follow-up interview are analyzed and integrated to reveal a complex picture of curriculum use. The majority of providers responding to the survey reported using a curriculum. Interviews revealed that those providers often are using a purchased curriculum. Integrated results show that survey and interview reports of curriculum usage may disagree. Implications for policy and research are discussed.

M140A *Ways of Knowing and Doing: Frameworks of Practice in Family Child Care*

—Sonja Crum Knight

PRESENTER

Sonja Crum Knight

This basic qualitative study explored the practices of four family child care providers to gain greater understanding of the frameworks of practice that undergird their work with children and families. Utilizing the

conceptual framework of developmentally appropriate practice developed by the National Association for the Education of Young Children (NAEYC), participants' ways of knowing were revealed in interviews and ways of doing were captured through Family Child Care Environmental Rating Scale (FCCERS-R) observational data.

OPRE's Early Care and Education Scholars

M141 Understanding Expulsion and Suspension Practices in Early Childhood Programs

—Zhe An, Eva Horn

PRESENTERS

Zhe An, Eva Horn

Existing research shows that expulsion and suspension practices occur at high rates in early childhood, especially child care programs that are outside of state pre-kindergartens. This poster will present preliminary findings from a descriptive dissertation study funded by Department of Health and Human Services. The specific aim is to facilitate thinking and discussion around the current status of exclusionary discipline practices in early care and education settings and potential strategies for reducing the occurrence of preschool expulsion and suspension.

M142 Examining the Role of Varying Levels of Classroom Quality for Toddlers in Early Head Start and Subsidized Child Care Programs: Understanding Threshold Effects

—Krystal Bichay, Rebecca Bulotsky-Shearer

PRESENTERS

Krystal Bichay, Rebecca Bulotsky-Shearer

With funding from the Office of Planning, Research, and Evaluation (OPRE) through the Child Care Research Scholars grant, the proposed dissertation project will validate the Classroom Assessment Scoring System-Toddler (CLASS-T) in a sample of children attending Early Head Start and subsidized child care programs. The linear relationship between classroom quality and toddler outcomes will be examined. Additionally, thresholds in the relationship between classroom quality and toddler outcomes will be examined to understand whether there is a level of quality that is most beneficial for child outcomes in a sample of low-income toddlers.

M143 Exploring the Relationship between Positive Behavior Support and Language Learning Opportunities in Preschool Classrooms

—Jennifer E. Cuningham, Ann P. Kaiser, Kelsey M. Dillehay, Alexis A. Tutor, Victoria A. Henry

PRESENTERS

Jennifer E. Cuningham, Ann P. Kaiser, Kelsey M. Dillehay, Alexis A. Tutor, Victoria A. Henry

This poster will present findings from an observational study examining the relationship between positive behavior support (PBS) and the quality of language interactions between teachers and children in preschool classrooms. Measures of language support (Language Support Subscale of the CLASS; Pianta, LaParo, Hamre, & Mashburn, 2007) and PBS (Teaching Pyramid Observation Tool; Fox, Hemmeter, & Snyder, 2014) were collected in 40 classrooms. Samples of teacher language input during center time were collected and transcribed in a subset of the participating classrooms (n = 25). Correlations between the measures of PBS and language support will be presented. Findings may increase our understanding of what features of the classroom environment may support high quality language-learning opportunities for young children.

M144 Baseline Self-Regulation Moderates Treatment Effects of a Preschool Intervention

—M. Paula Daneri, Clancy Blair, Carol Scheffner-Hammer, Lisa Lopez

PRESENTER

M. Paula Daneri

Dual language learners (DLLs) enter kindergarten with lower math and reading ability than their peers. In the current study, we examined the impact of a preschool curriculum designed to support self-regulation skills

on DLLs' school readiness abilities. We found that the curriculum yielded positive effects for DLLs with low self-regulation at baseline. Specifically, in treatment classrooms children with low baseline self-regulation scored similarly to their better self-regulated peers on spring school readiness measures, whereas in control classrooms, children with low baseline self-regulation scored below their better-regulated peers. These findings suggest that DLLs who enter preschool with low self-regulation skills may benefit from instruction that explicitly supports the development of self-regulation.

M145 *Head Start and Elementary Schools: A Look at Coordination Across Systems in a National Sample*

—Kyle DeMeo Cook, Rebekah Levine Coley

PRESENTERS

Kyle DeMeo Cook, Rebekah Levine Coley

This study analyzed data from the nationally representative Head Start FACES 2009 cohort to gain a descriptive picture of the practices Head Start directors report engaging in with the elementary schools their children are entering and their relations to child outcomes in kindergarten. Regression models found that reports of more coordination practices were related to higher language and math scores in kindergarten for children entering elementary schools engaging in less transition practices. In addition, Head Start directors' reports of meeting with kindergarten teachers at school were related to higher language scores for children in kindergarten.

M146 *The Professional Development Landscape Regarding Mealtimes for Early Childhood Educators*

—Meghan C. Fisher, Brent A. McBride

PRESENTERS

Meghan C. Fisher, Brent A. McBride

As new standards and regulations are established regarding early childhood educators' nutrition and feeding practices, the demands placed on these individuals increase. This presentation provides an overview from a national sample of 575 teachers' reported topics and formats of professional development they have received in this domain, comparing those employed at Head Start vs. Non-Head Start centers. Additionally, it covers reported needs and challenges that teachers face during mealtimes, and how these are related or not related to the professional development trainings they receive. This project provides valuable information that can guide professional development efforts for early childhood educators.

M147 *Observing Self-Regulation in Context in Head Start Classrooms and Dual Language Learners School Readiness*

—Elizabeth Frechette, Daryl B. Greenfield

PRESENTERS

Elizabeth Frechette, Daryl B. Greenfield

Given the growing number of Dual Language Learners (DLLs) enrolled in Head Start, it is important to examine how to support skills that contribute to academic achievement. Self-regulation skills are critical for academic achievement but little research has investigated DLLs' self-regulation skills. The current study examines the association between self-regulation measures, explores which context of the preschool classroom promotes self-regulation skills, and investigates the transactional relationship between self-regulation skills, the classroom context, and academic achievement.

M148 *Describing Latent Classes of Spanish-English Dual Language Learning Students in Head Start*

—Audrey C. Juhasz, Lisa K. Boyce

PRESENTERS

Audrey C. Juhasz, Lisa K. Boyce

Dual language learning children enrolled in Head Start often exit the program with varying proficiency in their home language and English. Building from previous research identifying four patterns of Spanish-English dual language development, the current research investigated if the same groups were present using receptive language scores. Spanish-English dual language learning children in the 3-year-old cohort of the 2009 FACES dataset were selected for analyses. A parallel-process growth mixture model identified a three-group model best fit the data. Descriptive information about groups will be presented.

M149 *Nonstandard Work Schedules, Maternal Parenting Stress, and the Moderating Role of Child Care*

—Abby Lane

PRESENTER

Abby Lane

Mothers who work nonstandard schedules may experience lower levels of well¬being due to the strain these schedules place on the balance between work and family. This study uses Fragile Families and Child Wellbeing Study data to explore the extent to which there is an association between nonstandard work schedules and maternal parenting stress. Particular attention is paid to variation in the strength of this association by: type of work schedule, mother's relationship status, and family income, as well as moderation by type of primary child care arrangement. Preliminary results of weighted complete case regression models do not suggest evidence of an association between nonstandard work schedules and maternal parenting stress, evidence of variation by measures of interest, or moderation by child care arrangement.

M150 *Skill-Specific Preschool Curriculum Interventions: Examining Treatment Effect Heterogeneity with Distributional Methods*

—Tutrang Nguyen

PRESENTER

Tutrang Nguyen

This study uses data from the Preschool Curriculum Evaluation Research Initiative to examine the effect of skill-specific literacy curricula on the distribution of children's achievement in preschool. Quasi-experimental methods were used to explicitly test five different hypotheses of treatment effect heterogeneity in academic skill-specific curriculum interventions based on educational, developmental, and economic theory. Skill-specific literacy curricula have differential effects at various points across the distribution of children's literacy and language skills depending on the developmental outcome. This study aims to familiarize researchers with distributional analytic techniques as a way to understand treatment effect heterogeneity in early childhood interventions.

M151 *Pretend-Play as a Protective Factor for Developing Emotion Regulation, Physiological Reactivity, and Executive Functions: A Mixed-Method Study in Head Start Preschools*

—Rachel B. Thibodeau, Ansley T. Gilpin, Jason A. DeCaro,
John E. Lochman, Caroline L. Boxmeyer

PRESENTERS

Rachel B. Thibodeau, Ansley T. Gilpin, Jason A. DeCaro, John E. Lochman, Caroline L. Boxmeyer

Executive functions (EFs) are important for optimal development, especially among low-income children. Current EF interventions are often expensive with poor evidence of feasibility and sustainability. Therefore, it is important to identify cost-effective mechanisms of normative development. Engaging in pretend-play, which typically involves cooperation, support, and shared affect, likely provides a positive context to scaffold development. The current study investigated whether a propensity towards imagination and pretend-play

served as a protective factor against negative EF outcomes in a low-income, Head Start population (n = 343 children ages 4-5). Results revealed that pretend-play and imagination served as protective factors for children with poor emotion regulation and low physiological arousal.

M152 *Addressing the Needs of Infants and Toddlers Exposed to Maltreatment: Examining the Impact of an Integrated Early Head Start & Children and Youth Services Program*

—Laura E. Wallace, Patricia Manz

PRESENTERS

Laura E. Wallace, Patricia Manz

In 2015, approximately 4 million abuse referrals were made to Child Protective Services involving 7.2 million children; 58.2% of these reports were substantiated (USDHHS, ACYF, 2017). Given the uniqueness and demonstrated need for integrated services systems for maltreated children, it is crucial to evaluate programs that have been established and maintained. This poster will present a plan to analyze the Safe Start model of integrated services regarding outcomes based on the timing of services, pre-enrollment risk factors, and transitions. Additionally, it will present the process underlying the development of the community-based research partnership with SafeStart (Fantuzzo, McWayne, & Bulotsky, 2003; McKinney, Fitzgerald, Winn, & Babcock, 2017).

M153 *Validating the Family and Provider/Teacher Relationship Quality (FPTRQ) Family and Teacher Questionnaires for Toddler Programs*

—Johayra Bouza, Veronica Fernandez, Dorothy Sanchez, Claudia Perez, Santiago Garcia, Rebecca Shearer, and Daryl Greenfield

PRESENTERS

Johayra Bouza, Veronica Fernandez, Santiago Garcia

Building positive family-teacher relationships is a cornerstone of Early Head Start. Theoretical models such as Belsky's determinants of parenting model and Bronfenbrenner's Ecological Systems as well as teacher's anecdotal evidence suggest that the quality of family-teacher relationships are crucial to the success of early intervention. The purpose of this study was three-fold: (1) to confirm the psychometric structure of the family and teacher version of the FPTRQ questionnaire in another sample, (2) to examine the relationship between FPTRQ and another measure of family-teacher relationship and (3) to investigate the association between family-teacher relationship and child outcomes.

TUESDAY, JUNE 26, 2018

8:30 A.M. — 10:00 A.M.: PLENARY SESSION

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SALONS 4-6

LIVE *Evidence-Based Preschool Curricula: Closing the Gap between Research and Reality*

CHAIR

Jennifer Brooks, Bill and Melinda Gates Foundation

PRESENTERS

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

DISCUSSANT

Jennifer Brooks, Bill and Melinda Gates Foundation

ABSTRACT

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

PLENARY PRESENTER BIOGRAPHIES

Bridget Hamre

Bridget Hamre, Ph.D., is an Associate Research Professor and Associate Director of the University of Virginia's Center for Advanced Study of Teaching and Learning (CASTL). Dr. Hamre's areas of expertise include student-teacher relationships and classroom processes that promote positive academic and social development for young children. She has authored numerous peer-reviewed manuscripts on these topics that document how early teacher-child relationships and teachers' social and instructional interactions with children both support children's development and learning and may help to close the achievement gap for students at risk of school failure. Dr. Hamre works closely with federal, state, and local early childhood leaders to help bridge the research-to-practice divide. Currently, she is working with the Virginia Department of Education and 13 school divisions in their implementation of preschool expansion in Virginia. Dr. Hamre received her bachelor's degree from the University of California, Berkeley, and her masters and doctorate degrees in clinical and school psychology from the University of Virginia.

Joann Hsueh

Joann Hsueh, Ph.D., is the Deputy Director of the Families and Children's Development and Well-Being Policy Area at MDRC. Dr. Hsueh has spent her career conducting research and evaluations at the intersection of social, economic, and educational policies and practices aiming to improve outcomes for low-income adults, families, and children. Her research has focused on the following: providing evidence to strengthen evidence-based policy and practice decision-making in the areas of early care and education and preschool programming; two-generational approaches with the dual focus of enhancing children's outcomes and

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parental employment, educational, and economic self-sufficiency outcomes; family-focused and parenting interventions aimed at strengthening the nature of family interactions among mothers, fathers, and their children; and employment-based anti-poverty and welfare programming. She currently is the director and principal investigator of several complementary projects addressing the following three fundamental questions central to delivering effective early care and education and preschool programming at scale: 1) What are effective combinations of curricula, professional development, and other supports in early care and education and preschool settings that strengthen quality and maximize improvements for child outcomes? 2) How do we sustain positive outcomes for children as they transition from early care and education and preschool to elementary grades and beyond? and 3) For whom and under what circumstances are different strategies and supports in early care and education more or less effective for supporting children's gains? Dr. Hsueh received her doctorate in developmental and community psychology from New York University.

Jason Sachs

Jason Sachs, Ph.D., is the Executive Director of the Office of Early Learning for the Boston Public Schools. Under this capacity Dr. Sachs oversees Professional Development, curriculum design, and administrative support to preK and elementary schools as they implement preK-2nd grade instruction and family supports.

Mindy Zapata

Mindy Zapata is the Director of Southwest Human Development Early Head Start-Child Care Partnership/Quality Initiatives. She holds a Masters Degree in Early Childhood Education/Educational Leadership. Mindy has worked in early care and education settings for over 30 years. Her leadership experience includes direct services to children and families, as well as innovative program development. These experiences have provided her with valuable insight into translating policies and regulations into applied real life solutions for enhanced quality improvements for children, families, and professionals.

Jennifer Brooks

Jennifer Brooks is a senior program officer at the Bill and Melinda Gates Foundation, where she works with states on improving the quality of teaching in the public Pre-K programs. Prior to joining the foundation, Dr. Brooks directed the human services, workforce, and economic development portfolio at the National Governors Association Center for Best Practice. She also served as the lead for the Head Start research portfolio in the federal government.

10:15 A.M. — 12:00 P.M.: BREAKOUT SESSIONS

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SALONS 4-6

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

CHAIR

Ann Easterbrooks, Tufts University

PRESENTER

Lynne Katz, University of Miami

DISCUSSANT

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

ABSTRACT

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

MASTER LECTURER BIOGRAPHY

Lynne Katz

Lynne Katz, Ph.D., is a Research Associate Professor in the Department of Psychology with secondary faculty appointments in both the Teaching and Learning and Pediatrics Departments of the University of Miami. Dr. Katz is the Director of the University's Linda Ray Intervention a center for high risk children ages 0-3 who were born prenatally drug exposed and/or were victims of child maltreatment. Since 1993, she has coordinated the program's comprehensive early intervention services for over 1,000 infants and toddlers and their families. As a result of her work with the Juvenile Court, she was elected to the Wall of Honor of the Miami Juvenile Court. She has been a recipient of the Eleventh Judicial Circuit Leadership Award and the Regional Child Welfare Outstanding Community Partner Award for leadership in early childhood and parenting program collaborations and research with the Juvenile Court. She also is the Director of the Florida Diagnostic and Learning Resources System—University of Miami Multidisciplinary Educational Services Center. She has been an advocate of evidence-based services for families for over two decades and has researched quality early education programs, early intervention outcomes, and parenting services. She serves as a peer reviewer for the Bureau of Justice Programs and is a member of the National Advisory Board for the Children and Family Futures' Prevention and Family Recovery project. Dr. Katz is co-author of the book *Child-Centered Practices for the Courtroom and Community: A Guide to Working Effectively with Young Children and their Families in the Child Welfare System*.

Sessions labelled as **LIVE** will be live streamed. Go to www.nrcec.net at the correct time for the session to register and view.

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SALON A

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

CHAIR
Christina Weiland, University of Michigan

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

DISCUSSANT
Christina Weiland, University of Michigan

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

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SALON B

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

CHAIR
Faith Lamb-Parker, Bank Street College of Education

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

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

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

205
SALON C

Early Childhood Programs Improving Mother's Human Capital

CHAIR
Anna Johnson, Georgetown University

PRESENTERS
Teri Sabol, Northwestern University
Owen Schochet, Georgetown University

DISCUSSANT
Cindy Decker, Community Action Program Tulsa

ABSTRACT

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

The Effects of a Two-Generation Human Capital Program on Parents of Young Children in Head Start
Terri Sabol, P. Lindsay Chase-Lansdale, Teresa Eckrich Sommer, Elise Chor, Jeanne Brooks-Gunn, Hirokazu Yoshikawa, Christopher King

Examining the Two-Generation Impact of Child Care Subsidies on Maternal Education and Children's Kindergarten Skills
Owen Schochet, Anna Johnson

206
SALON H

Methods for Measuring Parent, Family, and Community Engagement

CHAIR
Victoria Jones, National Head Start Association

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

DISCUSSANT
Catherine Ayoub, Harvard Medical School, Brazelton Touchpoints Center

ABSTRACT

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

207
SALON J

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

CHAIR
Rena Hallam, University of Delaware

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

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

> *Developing a Tool for Examining Data to Inform Teaching*
> **Shannon Monahan, Sally Atkins-Burnett, Barbara Wasik, Lauren Akers, Felicia Hurwitz, Judith Carta**

> *Assessing Patterns of Pre-K Teachers' Use of an Ongoing Curriculum and Assessment Process*
> **Sarah Daily, Danielle Hegseth, Claire Lowe, Weilin Li, Jennifer Wenner, Kathryn Tout**

208
SALON K

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

PRESENTERS
Rachel Chazan Cohen, Tufts University
Gina Cook, California State University, Stanislaus
Maria Fusaro, San Jose State University
Jean Ispa, University of Missouri
Carla Peterson, Iowa State University
Lori Roggman, Utah State University
Claire Vallotton, Michigan State University

DISCUSSANT
Carla Peterson, Iowa State University

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

> *The Collaborative for Understanding the Pedagogy of Infant/Toddler Development (CUPID): A Scholarship of Teaching and Learning Effort to Enhance Preparation of the Infant/Toddler Workforce*
> **Claire Vallotton, Gina Cook, Rachel Chazan Cohen, Kalli Decker**

Comprehensive Competencies for the Infant/Toddler Workforce: Knowledge, Dispositions, and Skills for Working with Infants, Toddlers, and their Families across Roles and Settings

Carla Peterson, Gina Cook, Claire Vallotton, Rachel Chazan Cohen, Jean Ispa, Holly Brophy-Herb

Applying Infant/Toddler Workforce Competencies to the Home Visiting Context: Using the Scholarship of Teaching and Learning to Develop Programs and Modify Pedagogy

Lori Roggman, Carla Peterson, Jean Ispa, Rachel Chazan Cohen, Gina Cook, Kere Hughes-Belding, Clair Vallotton, Kalli Decker

Measuring Competencies: Assessing Knowledge, Dispositions, and Skills for Work with Infants, Toddlers, and Families

Jean Ispa, Gina Cook

Developing Caregiving Vignettes as a Tool for Competence Measurement, Pedagogy, and Practice

Gina Cook, Maria Fusaro, Mallary Swartz, Marjorie Beeghly, Sandra Plata-Potter, Meenal Rana, Claire Vallotton

Undergraduates' Prior Formal and Informal Caregiving Experiences Predict Their Beliefs and Attitudes Regarding Infant and Toddler Caregiving

Maria Fusaro, Christine Lippard, Kalli Decker

Student Characteristics that Help or Hinder Learning about Infants and Toddlers

Rachel Chazan Cohen, Claire Vallotton, Jean Ispa, Christine Lippard, Lori Roggman, Gina Cook, Maria Fusaro, Kalli Decker, Holly Brophy-Herb

209

SALONS DE

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

CHAIRS

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

PRESENTERS

Anne Douglas, University of Massachusetts Boston
Stacey Ehrlich, NORC at the University of Chicago
Rebecca Herman, RAND
Kathryn Tout, Child Trends

DISCUSSANT

David Jones, Administration for Children and Families

ABSTRACT

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

Leadership Constructs in ECE Quality Improvement: Looking Back, Looking Ahead
Kathryn Tout, Anne Douglass

How the Early Ed Essentials Can Help Us Measure and Understand Leadership in Early Education Settings
Stacy B. Ehrlich, Debra M. Pacchiano, Amanda G. Stein

Leadership in Education: Learning from K-12
Rebecca Herman, Monica Mean

210
SALONS FG

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

CHAIR
Laura Hawkinson, School Readiness Consulting

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

DISCUSSANT
Florence Kreisman, Quality Improvement Network (Early Head Start-Child Care Partnership Hub)
Jana Martella, Center on Enhancing Early Childhood Outcomes

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

Implementation of Mixed Delivery Grants to Support Public Preschool Slots in Private Program Settings
BreAnna Davis, Laura Hawkinson, Lindsey Allard Agnamba, Dori Mornan, Grace Wagner

Early Care and Education Collaboration: Characteristics of Collaborating Providers and Predictors of Collaboration Success
Diane Schilder, Ashley Leavell

Child Care Collaborations with Early Head Start, Head Start, and Pre-kindergarten: Survey Research Findings
Heidi Rosenberg, Ashley Leavell, Meghan Broadstone

211
PENTAGON AB

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

CHAIR
Aleta Lynn Meyer, Administration for Children and Families

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

ABSTRACT

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

12:00 P.M. — 1:15 P.M.: LUNCH (CONFERENCE ATTENDEES ON THEIR OWN)

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

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SALONS 4-6

LIVE *Challenged Childhoods: Adverse Circumstances and Children's Early Development*

CHAIR
Sacha Klein, Michigan State University

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

DISCUSSANT
Sacha Klein, Michigan State University

ABSTRACT

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

#FlintWaterCrisis: Journey for Justice – Building Health Equity in an Unequal World
Mona Hanna-Attisha

Plans of Safe Care: Supporting Children and Families Affected by Opioid Use Disorders
Nancy Young

Just Beginning: The Challenge of Parenting Young Children while Incarcerated
Rachel Barr

Sessions labelled as **LIVE** will be live streamed. Go to www.nrcec.net at the correct time for the session to register and view.

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PLENARY PRESENTER BIOGRAPHIES

Rachel Barr

Rachel Barr, Ph.D., is Professor of Psychology at Georgetown University and Director of the Georgetown Early Learning Project. Dr. Barr was trained as a clinical and a developmental psychologist at the University of Otago, New Zealand, and has studied parent-child interactions and parenting in non-clinical populations for over a decade. Over the past 7 years she has co-developed and evaluated the Just Beginnings "Baby Elmo" Program, a psychoeducational intervention for low-income incarcerated fathers designed to enhance father-child interactions and the quality of the father-child relationship. These evaluations have been published in peer-reviewed journals. She also is interested in how children bridge the gap between what they learn from media and how they apply that information in the real world. She began a series of studies investigating the effects of content and context of media on early learning. She has 80 scholarly publications and is a recipient of the 2016-2017 James McKeen Cattell Fund Fellowship. She has focused on dissemination of research findings to parents in coordination with the organization ZERO TO THREE where she had earlier held a leadership fellowship.

Mona Hanna-Attisha

Mona Hanna-Attisha, MD, MPH, is associate professor of pediatrics at Michigan State University College of Human Medicine and director of the pediatric residency program at Hurley Children's Hospital in Flint, Michigan. Dr. Hanna-Attisha received her bachelor's and Master of Public Health degrees from the University of Michigan and her medical degree from Michigan State University College of Human Medicine. She completed her residency at Children's Hospital of Michigan in Detroit, where she was chief resident. In 2015, Dr. Hanna-Attisha was heralded internationally for her study that exposed elevated lead blood levels in Flint children. Today, Dr. Hanna-Attisha directs the Michigan State University and Hurley Children's Hospital Pediatric Public Health Initiative, an innovative and model public health program to research, monitor and mitigate the impact of the Flint Water Crisis and help Flint children grow up healthy and strong.

Nancy Young

Nancy K. Young, Ph.D., is the Executive Director of Children and Family Futures (CFF), a California-based research and policy institute. Its mission is to improve safety, permanency, well-being and recovery outcomes for children, parents and families affected by trauma, substance use and mental disorders. CFF operates a number of evaluation and technical assistance programs. Other positions include: Director of the federally-funded National Center on Substance Abuse; Child Welfare and the Director of the Administration for Children and Families' technical assistance program for the Regional Partnership Grants; Director of the Office of Juvenile Justice and Delinquency Prevention's technical assistance program for Family Drug Courts; leader of effort to create the foundation-funded Prevention and Family Recovery Program to implement evidence-based parenting and children's intervention in family drug courts. In addition, Dr. Young has been involved in numerous projects related to public policy analysis, strategic planning and program evaluation through her work with these programs and serving as a consultant to various states, counties, tribes, communities and foundations on behalf of the children, parents and families affected by substance use and mental disorders involved in the child welfare and judicial systems. Dr. Young is a graduate of California State University Fullerton and received her M.S.W. and her doctorate from the University of Southern California, School of Social Work.

3:15 P.M.—5:00 P.M.: BREAKOUT SESSIONS

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SALONS DE

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

CHAIR

Kathryn Tout, Child Trends

PRESENTERS

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

ABSTRACT

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

Measuring and Comparing Access to ECE: Testing a Multidimensional Framework
Liz Davis

How Do Children's Early Care and Education Hours and Types of Care Vary by Household Income and Urbanicity?
A. Rupa Datta, Carolina Milesi

Linking State CCDF Policies to Child Care Use and Quality
Rebecca Madill

Are Diverse Families Using Care from Diverse Providers?
Katie Paschall

214

SALON A

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

CHAIR

Catherine Ayoub, Harvard Medical School, Brazelton Touchpoints Center

PRESENTERS

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

DISCUSSANT

Deborah Daro, Chapin Hall at the University of Chicago

ABSTRACT

This symposium consists of three papers that present significant policy and practice implications for early care and child welfare organizations both individually and as a group. The first two papers extend the

knowledge about complex relationships between the two-generational early education and child welfare/foster care system. The third paper explores young children's resilience to neglect related to social-emotional and cognitive/pre-academic competence and whether neglected children have different risk/protective ecologies than non-maltreated children.

Results from a 15-year Study of Early Head Start Impacts on Child Maltreatment: Short Term Effects on Family Functioning Can Influence Long-term Impacts of Early Head Start on Child Maltreatment
Beth Green, Catherine Ayoub, Carrie Furrer, Jessica Bartlett, Rachel Chazan Cohen, Adam VonEnde, Katherine Buttitta

Early Care and Education Arrangements and Young Children's Risk of Foster Placement: Findings from a National Child Welfare Sample
Sacha Klein

Social, Emotional, and Cognitive Resilience to Child Neglect in Early Head Start Prior to Kindergarten Entry
Jessica Dym Bartlett, Andrew Koepp, Carrie Furrer, Katherine Buttitta, Eric Reglabuto, Jordan Manchester

215

SALON B

Improving School Readiness among Latino DLLs in the Preschool Classroom: Identifying Quality Indicators and Classroom Contexts that Make a Difference

CHAIR
Lisa Lopez, University of South Florida

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

ABSTRACT
This symposium focuses on applied research conducted inside preschool classrooms serving predominantly Latino DLL children in both rural and urban areas. Together the three papers report on classroom observations (i.e., CASEBA, CLASS, LISn, and ELLCO-DLL) used to identify the classroom quality indicators, classroom contexts, and language interactions that best support the development of bilingual language skills, early numeracy, and executive functioning among a growing population of children (Latino DLLs) being served within Early Childhood programs.

The Unique Development of Executive Functioning among Latino Dual Language Learners in Head Start: Influences of Bilingualism and Classroom Context
Lisa White

Classroom Context Matters: Teacher-Child Language Interactions within Head Start Classrooms Serving DLLs
Lisa Lopez, Rica Ramirez, Marcela A. Galicia, Olivia Hernandez Gonzalez

English and Spanish Gains of Dual Language Learners Attending Pre-Kindergarten Classrooms in Rural North Carolina
Ximena Franco, Ellen Peisner-Feinberg, Margaret Burchinal

216
Salon C

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

CHAIR

Christina Weiland, University of Michigan

PRESENTERS

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

DISCUSSANT

Martha Zaslow, Society for Research in Child Development

ABSTRACT

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

217
SALON H

Getting Real with Racial Equity: Reconstructing School Climate

CHAIR

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

PRESENTERS

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

DISCUSSANT

Iheoma Iruka, HighScope Educational Research Foundation

ABSTRACT

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

218
SALON J

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

CHAIR

Sandra Barrueco, The Catholic University of America

PRESENTERS

Jessica Barnes-Najor, Michigan State University

Sandra Barrueco, The Catholic University of America

Joyce King, Georgia State University

Linda Tillman, University of North Carolina

Takiema Bunche-Smith, Bank Street College of Education

ABSTRACT

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

219
SALON K

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

CHAIR

Kathleen Dwyer, Administration for Children and Families

PRESENTERS

Veronica Fernandez, University of Miami

Ursula Johnson, University of Texas Health Science Center at Houston, McGovern Medical School

Lisa Knoche, University of Nebraska-Lincoln

Ann Stacks, Wayne State University

DISCUSSANT

Sarah Merrill, Administration for Children and Families

ABSTRACT

There is consensus among researchers and policymakers about the important role of early experiences in establishing the foundation of young children's readiness to succeed in the early years of school. Early experiences with caregivers and the quality of adult-child interactions, in particular, contribute to children's outcomes. Despite efforts in traditional professional development, there has been little improvement in classroom quality. Further, programs are more likely to have the greatest impact on children when they combine high quality child-focused experiences with explicit attention to caregiver-child interactions. Four

research teams that comprise the Early Head Start (EHS) Parent-Teacher Intervention Consortium will examine the strengths and needs of the EHS workforce, highlighting both similarities and differences across research projects. In addition, each team will describe how their intervention targets both families, primary caregivers, and EHS center-based teachers to support sensitive and responsive caregiving practices across home and school contexts as a means of achieving child development goals. A discussant from the Office of Head Start will share implications for policy and practice.

Early Head Start Caregiver Characteristics and Interaction Quality within Coaching UP: An Inquiry-Based Responsive Coaching Intervention
Veronica Fernandez, Johayra Bouza, Daryl Greenfield

Professional Development and Teacher Practices: Exploring a Parent-Teacher Partnership Intervention for Infants/Toddlers in Center-Based Early Head Start Programs
Lisa Knoche, Susan Sheridan, Courtney Boise, Tammi Hechtner-Galvin, Christine Martin

Contextual Factors that Affect Implementation of an Online Teacher Training Program
Ursula Y. Johnson, Bethanie S. Van Horne, Janelle Montroy

Recognizing Strengths and Reducing Risks: An Attachment-Based Program of Professional Development to Support Reflection and Responsiveness in Infant/Toddler Teachers
Ann Stacks, Claire Vallotton, Maria Muzik, Holly Brophy-Herb, Katherine Rosenblum

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SALONS 4-6

LIVE *Home is Where the Heart Is: Supporting Relationship-Based Approaches to Work with Families and Caregivers*

CHAIR
Toni Porter, Early Care and Education Consulting

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

DISCUSSANT
Nina Johnson, National Center on Early Childhood Quality Assurance

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

Building Relationships to Support Children: Family Child Care Provider and Agency Staff Experiences with Quality Improvement Support
Juliet Bromer, Toni Porter, Jon Korfmacher

Assessing Infant Early Childhood Mental Health Consultation in Family, Friend, and Neighbor Care Settings
Neal Horen, Deborah Perry, Lan Le, Eva Marie Shivers, Anika Aquino, Kelly Lavin

Assessing Home Visitors' Communication and Relationship with Parents During Home Visits
Jon Korfmacher, Jill Filene, Anne Duggan

Sessions labelled as **LIVE** will be live streamed. Go to www.nrcec.net at the correct time for the session to register and view.

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Tuesday

BREAKOUT SESSIONS
3:15 P.M.—5:00 P.M.
FELLOWSHIP PANEL RECPTION
5:30 P.M.—7:15 P.M.

SALONS FG

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

CHAIR

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

PRESENTERS

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

DISCUSSANT

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

ABSTRACT

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

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5:00 P.M.—7:00 P.M.: POSTER SESSION

SALONS 1-3
Poster session details begin on the following page.

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5:30 P.M. – 7:15 P.M.: FELLOWSHIP PANEL AND RECEPTION

PENTAGON AB

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

CHAIR

Mayra Parada, George Mason University

PRESENTERS

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

Ellen Peisner-Feinberg, University of North Carolina at Chapel Hill
Adam Winsler, George Mason University

DISCUSSANT
Ruth Friedman, Child and Family Policy Consultant

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

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

TUESDAY POSTER SESSION

Program Models/Partnerships

T001 *The Early Learning Social Emotional Engagement Project: Collaborating for Continuous Learning and Improvement*

—Kimberly Boller, Christine Sciarrino, Melinda Waller

PRESENTER
Christine Sciarrino
This presentation describes how partners developed and used the tools necessary to structure the collaboration and learning process. This includes everything from the development of a driver diagram and identification of the adult behavior change, classroom quality, and outcome measures, to the use of a weekly "Quick Check" form teachers use to track Pyramid strategies. The presentation will include a summary of the challenges faced in the development of both the collaborative relationships necessary to support learning among stakeholders and for the adaptation of the Pyramid model and innovation necessary to use it for continuous learning in this context. We will discuss the implications of the work for scaling of this approach for similar professional development models. The contributions of the practitioners on the team, administrators, teachers, researchers, funders, and the third-party evaluators will be mapped and discussed.

T002 *A Longitudinal Evaluation of One State's Prekindergarten Program*

—Sara Schmitt, Robert Duncan, David Purpura, Jim Elicker

PRESENTERS

Sara Schmitt, Robert Duncan, David Purpura, Jim Elicker

The current study is an evaluation of one state's prekindergarten (Pre-K) program, which is designed to increase access to high-quality Pre-K and promote school readiness for children from low-income families. The primary research aim was to examine whether children who participated in Pre-K experienced greater gains on several school readiness domains from fall of Pre-K through kindergarten relative to a comparison group using a quasi-experimental design. The sample included 558 children from two cohorts (cohort 1: n = 371; cohort 2: n = 187). Children were assessed on a variety of school readiness outcomes across 4 time points in prekindergarten and kindergarten. Multi-level models revealed that at the end of Pre-K, the children participating in Pre-K demonstrated significantly greater gains on language and literacy outcomes, and these gains were maintained through kindergarten. There were no significant differences between the groups on math, executive function, or social-emotional skills.

T003 *Exploring the Value of Universal Prevention for Children's Language Development*

—Constance Beecher

PRESENTER

Constance Beecher

Parents who have fewer resources and parents of children with developmental delays may have challenges providing engaging interactions for their children. Universal prevention programs can help parents better understand their role in their children's development and success. This universal service should benefit a broad segment of the population and serve as foundation for those who may need more intensive services. This poster presents results of a universal parenting program on child language development.

T004 *Improving Parenting to Promote School Readiness: A Preliminary Evaluation of an Interactive Parent-Child Public Library Program*

—Michelle Taylor, Megan Pratt, Larissa Gaias, Lauren van Huisstede, Diana Gal

PRESENTER

Michelle Taylor

Associations between attending a public library enhanced Storytime program and improved parenting knowledge, efficacy, and book reading practices were examined. A library-based interactive parent-child program was developed to teach parents important child development information and strategies for supporting children's social-emotional learning. Parents (n = 119) completed questionnaires pre- and post-program participation. Multi-level general linear models compared responses to survey items pre- and post-programming, indicating significant improvement in parent knowledge, attitudes, and reading behavior.

T005 *Highlighting Centers of Excellence: Case Studies of High Performing Programs from a Citywide Pre-K Quality Evaluation*

—Sherylls Valladares Kahn, Laura Hawkinson, Dori Mornan, Lindsey Agnamba

PRESENTERS

Sherylls Valladares Kahn, Laura Hawkinson, Dori Mornan

Growing evidence points to a positive relationship between Pre-K program quality and child developmental outcomes. In response, Pre-K systems have placed an increased focus on quality. This poster presents findings of a qualitative case study examining processes that promote high quality care and education in six "centers of excellence." These programs received high scores on all domains of the Classroom Assessment Scoring System over two years using data from a citywide Pre-K evaluation.

T006 *University-based Childcare: Student-Mothers Academic Success, Reduction in Stress, and Improvements in Parenting and Child Outcomes*

—Tracey Dewart, Colleen Goddard, Maryann Moran, Karen McFadden, Mark Lauterbach, Jacqueline Shannon, Daniel Debonis

PRESENTER

Tracey Dewart, Colleen Goddard, Maryann Moran, Karen McFadden, Mark Lauterbach, Jacqueline Shannon

This 6-year, two-generation program model included 145 ethnically/racially diverse low-income student-mothers and their children (4- to 60-months) who attended a university-based childcare. We investigated program impacts on parent education (Grade Point Average, study habits, credits, graduation), parenting (quantity and quality), parenting stress, and child outcomes using surveys, college records, and child assessments administered at intake and program completion. Preliminary findings indicate positive effects on several parent outcomes: increased academic success, reduction in parent stress, and improved parenting.

T007 *Public Libraries - a Valuable Anchor in Early Childhood: Supporting Early Learning for Families Who Need It Most*

—Kathleen Campana, J. Elizabeth Mills, Michelle H. Martin

PRESENTER

Kathleen Campana

To offer early childhood support for children and caregivers in underserved communities, public libraries are cultivating partnerships with community organizations and offering programs and services in community locations to reach and serve their communities. This poster presents findings from Project LOCAL, an Institute of Museum and Library Services grant, including types of partnerships and programs that libraries are designing and offering outside of their libraries and broader implications for early childhood services.

T008 *Distribution of Activity Settings and Routine Times within Early Head Start-Child Care Partnership Classrooms*

—Dorothy Sanchez, Veronica Fernandez, Johayra Bouza, Angelica Previero, Claudia Perez, Santiago Garcia, Daryl Greenfield

PRESENTER

Dorothy Sanchez

In 2016, $635 million was allocated for Early Head Start Expansion and Early Head Start-Child Care Partnership (EHS-CCP) grants (Office of Head Start, 2016). Despite the immense investment, there is a lack of research dedicated to understanding how children spend their time in EHS-CCP classrooms. Current descriptive research documenting children's activity settings and routines is limited to studies within preschool samples (Fuligni, Howes, Huang, Hong, & Lara-Cinisomo, 2011). The purpose of this study is to describe the distribution of activity settings and routines within EHS-CCP programs. The results provide initial insight into the daily experiences of infants and toddlers in EHS-CCP classrooms. Given that routines make up a third of toddlers' time in the classroom, on average, programs should ensure they are embedding learning experiences during these interactions.

T009 *Activity Setting Profiles in Head Start Classrooms Across a Decade*

—Ji Young Choi, Christine Lippard, Melissa Clucas Walter

PRESENTER

Melissa Clucas Walter

Using data from the Head Start Family and Child Experiences Survey (FACES) 2001, 2003, 2006, and 2009 cohorts, this study explored classroom profiles of the proportion of time spent in four types of activity settings, and the distribution of classrooms among profiles by FACES cohorts. Latent profile analysis indicated three profiles: High Child Selected (HCS), High Whole Group, and Small Group/Balanced. Multinomial logistic regressions indicated a general decreasing proportion of HCS classrooms over time.

Transitions

T010 *Promoting Gains in Academic Skills for Low-Income Children through a Kindergarten Readiness Camp*

—Kylie Beztek, Tiffany Foster, Margaret Burchinal

PRESENTER

Kylie Beztek

Focusing on kindergarten readiness skills promotes child success throughout school and beyond. Here we present an evaluation of a kindergarten readiness camp. The first goal was to provide evidence that the camp curriculum increased children's academic skills. The second goal was to use the results to inform teachers how the curriculum could be improved in the following year. Results from two years of the evaluation demonstrate the importance of partnerships between academic programs and researchers.

T010A *Understanding Policies and Practices that Support Successful Transitions to Kindergarten*

—Kelly Purtell, Anne Valauri, Anna Rhoad-Drogalis, Laura Justice, Tzu-Jung Liu, Jessica Logan

PRESENTERS

Kelly Purtell, Anne Valauri, Anna Rhoad-Drogalis, Laura Justice, Tzu-Jung Liu, Jessica Logan

Children's transitions to kindergarten have important consequences for their later school success. Despite its importance, many children struggle during the transition, as they are experiencing dramatic shifts in both environmental experiences and expectations (Rimm-Kaufman & Pianta, 2000). In light of this, schools engage in a number of transition activities designed to ease the children's start to schooling, such as holding orientations or having children start on a staggered schedule so they can adjust to the classroom with a smaller set of peers (Little et al., 2016). However, we still know relatively little about the variety of transition practices implemented. The goal of this study was to better understand the formal and informal transition practices employed across school districts. We conducted interviews with over 60 teachers, principals, and administrators across over 10 districts to document the policies and practices district implement to support the transition. We found that there is wide variability in transition kindergarten practices across school districts, many of the practices are informal in nature, and schools face a number of barriers when trying to support successful transitions.

T010B *Transitioning Across Systems: Head Start Directors' Views of Coordination Efforts with Elementary Schools to Enhance Low-Income Children's Success in Kindergarten*

—Kyle DeMeo Cook, Rebekah Levine Corey, Kathryn Zimmerman

PRESENTERS

Kyle DeMeo Cook, Rebekah Levine Corey, Kathryn Zimmerman

This study used qualitative interviews with Head Start directors (n=16) to understand how systems coordinate to serve children during their transition to kindergarten. Directors described coordination efforts, benefits, and challenges. Results showed multiple ways they coordinate with elementary schools to share information about children or program practices, and how they connect families to schools. Findings suggest information sharing may benefit children through improved practices by Head Start and elementary schools, and through increased parental readiness.

T010C *Providing for Providers: Teachers Perspectives on Transitions from Birth to Three Programs*

—Laura Wallace, Patricia Manz

PRESENTERS

Laura Wallace, Patricia Manz

There are many factors involved in a child's transition from a birth to three early education program. Teachers and their mental health and wellbeing are a crucial part of this process. Teachers in a program serving

children from ages birth to three were surveyed on their experiences around the transition process. Results revealed that teachers feel that children and families are unprepared for this transition process. Discussion will focus on how to improve this process for teachers, children, and families.

Homevisiting

T011 *Building a National R&D Platform for Precision Home Visiting*

—Anne Duggan, Mary Catherine Arbour, Sarah Crowne, Deb Daro, Jill Fielene, Jon Korfmacher, Cynthia Minkovitz, Lauren Supplee

PRESENTERS

Anne Duggan, Mary Catherine Arbour, Sarah Crowne, Deb Daro, Jill Fielene, Jon Korfmacher, Cynthia Minkovitz, Lauren Supplee

In 2010, the U.S. launched unprecedented investment in the scale up of evidence-based early home visiting to improve family functioning and parenting in families facing adversity. In 2012, HARC – the Home Visiting Applied Research Collaborative – was established to carry out trans-model research to strengthen the impact of home visiting. In 2017, HARC launched a 5-year plan to use innovative research methods to promote precision home visiting and to integrate research results into current practice.

T012 *Tools to Support Researchers Designing Home Visiting Effectiveness Studies*

—Lauren Akers, Sarah Avellar, Emily Sama-Miller

PRESENTERS

Lauren Akers, Sarah Avellar, Emily Sama-Miller

The Home Visiting Evidence of Effectiveness (HomVEE) project is a federally-funded systematic review of research on home visiting programs. HomVEE developed two tools to respond to the needs of researchers. The first illustrates how HomVEE criteria are applied when examining evidence. The second is a reporting guide for authors that details the types of information HomVEE examines. The poster will display both tools.

T013 The Quality of Home Visiting Across Evidence-Based Models

—Leslie Dooley, Janelle Carlson, Kere Hughes-Belding, Carla Peterson

PRESENTERS

Leslie Dooley, Janelle Carlson, Kere Hughes-Belding, Carla Peterson

High quality home visiting program implementation supports positive family functioning and child development. This study compared domains of quality including responsiveness, relationship, facilitation of parent-child interactions and collaboration across 3 program models. In addition, time spent in a variety of content, activity and interactions partners were examined across models. Overall, time spend in triadic interactions around child related content where the home visitor coached parent-child interactions was related to quality ratings. Practice implications are discussed.

T014 *Communication as a Core Element of Home Visiting: Program and Visitor Expectations and Observed Skills in Addressing Sensitive Topics*

—Allison West, Amanda Gatewood, Susan Higman, Anne Duggan

PRESENTERS

Allison West, Amanda Gatewood, Susan Higman, Anne Duggan

Strong communication skills are essential for effective home visiting. This presentation will do the following: 1) describes expectations and supports for communicating about maternal depression and substance use; 2) describes how visitors talk with mothers about these topics in simulated visits; and 3) examines factors associated with communication strategies. Despite expectations to address sensitive issues with families, visitors' attitudes and skills vary. Visitors' personal characteristics and attitudes were associated with use of specific strategies. Implications for workforce development will be discussed.

T015 *Using Program Evaluation Data to Inform Home Visitor Professional Development and Enhance Practices*

—Carla Peterson, Kere Hughes-Belding, Janelle Carlson, Leslie Dooley,
Neil Rowe, Liuran Fan, Melissa Walter, Rotem Arieli

PRESENTERS

**Carla Peterson, Kere Hughes-Belding, Janelle Carlson, Leslie Dooley,
Neil Rowe, Liuran Fan, Melissa Walter, Rotem Arieli**

Evaluation of the Maternal, Infant, and Early Childhood Home Visiting Programs revealed average ratings for home visits, overall, with home visitors engaging in responsive and respectful relationships with families but struggling to engage parents and children in triadic interactions. Communities of Practice, virtual and in-person, have been implemented to support home visitors' professional development with a focus on skills and practices that will increase use of triadic interactions and coaching support for parents during their interactions with their children.

T016 *Who Gets What? Describing the Training and Technical Assistance Supports Received by Home Visiting Staff and their Relationship with Turnover*

—Erika Gaylor, Wei-Bing Chen, Abby Schachner, Laura Hudson

PRESENTERS

Erika Gaylor, Wei-Bing Chen

This study advances knowledge of how best to support home visiting staff and promote more positive workforce outcomes by the following: (1) describing the current state of training and technical assistance (TA) in the field (e.g., who is receiving what) *outside of standard supervision and staff meetings,* and (2) examining the relationship between TA received and staff turnover. Results indicate the TA that staff received varied significantly by characteristics such as staff role, program size, and model. However, there was no relationship between TA and retention.

T017 *Impact of a Curriculum-Based Home Visiting Program on Maternal Depression*

—Dominique Levert, Marisa Sole, Yin Cai, Patricia Manz

PRESENTERS

Dominique Levert, Marisa Sole, Yin Cai, Patricia Manz

Home visiting programs are scientifically-supported interventions that promote healthy parent-child interactions and child development. However, the high prevalence rate of maternal depression in new mothers threatens the effectiveness of these programs, because it leaves a negative impact both on parenting and early childhood development. Therefore, researchers need to recognize the existence of maternal depression and develop methods to enrich home visiting programs to foster healthy parent-child interactions when maternal depression is present.

Family Risk Factors

T018 *Intimate Partner Violence and Home Visiting: What the Evidence Says*

—Marykate Zukiewicz, Emily Sama-Miller, Lauren Akers

PRESENTERS

Marykate Zukiewicz, Emily Sama-Miller, Lauren Akers

Home visiting interventions that target pregnant women and families with young children offer an opportunity to support mothers at risk for intimate partner violence (IPV). While research has demonstrated home visiting's effectiveness in areas such as child and maternal health, less is known about its effectiveness in reducing IPV. To help practitioners and stakeholders, the federally-funded Home Visiting Evidence of Effectiveness (HomVEE) project systematically reviewed studies about the effect of home visiting on IPV. The poster will present the review's key findings, based on the best quality research HomVEE identified.

T019 *Touchpoints for Addressing Substance Use in Home Visiting*

—Patricia Del Grosso, Lareina La Flair, Sarah Osborn, Ron Prinz,
Darius Tandon, Norma Finkelstein, Nicole Denmark

PRESENTERS

Patricia Del Grosso, Lareina La Flair, Sarah Osborn, Ron Prinz, Darius Tandon, Norma Finkelstein, Nicole Denmark

The Touchpoints for Addressing Substance Use Issues in Home Visiting project will generate knowledge about how home visiting programs engage and support families around prevention, treatment, and recovery from substance use issues. The project will identify evidence-informed practices for working with families, supporting frontline staff, and building collaborations with referral sources, as well as identify gaps in knowledge in preventing or addressing substance use issues in the context of home visiting. This poster will highlight the project's development of an overarching conceptual model and a series of detailed conceptual models that reflect the pathways ("touchpoints") through which home visiting programs can address substance use issues among families.

T020 *Characterizing Profiles of Family Risk and Protective Factors in Head Start: Associations with Children's Skill Development*

—Shannon Reilly, Jason Downer

PRESENTER

Shannon Reilly

Using a nationally representative Head Start sample, this exploratory study seeks to identify profiles of family risk and protective factors and how those profiles are associated with children's development of school readiness skills longitudinally. Preliminary results identified four classes of family risk: high resource, low risk; low resource, low risk; low resource, food insecure; and low resource, psychologically stressed. Next steps include incorporating protective factors and formally exploring associations with skill trajectories.

T021 *Father Involvement, Health Behaviors, Trauma, and Prenatal Depression in Low-Income African American Mothers: Implications for Early Head Start Programs*

—Shelby Brown

PRESENTER

Shelby Brown

Using regression analyses, we examined whether prenatal father involvement influenced the effects of trauma and depression on prenatal health behaviors. For the group of mothers who reported high involvement of the fathers prenatally, the number of traumatic events and depression predicted high-risk health practices ($R2 = .39$, $p = .001$). Trauma was only moderately predictive ($ß = -.32$, $p = .05$), whereas depression was a strong predictor ($ß = -.47$, $p = .008$).

T022 *Household Chaos, Emotional Self-Regulation, and Internalizing Problems during Early Childhood*

—Chris Trentacosta, Laura Crespo, Ini Udo-Inyang, Laura Northerner,
Alexis Williams, Kiren Chaudhry

PRESENTER

Chris Trentacosta

Children living in chaotic households are often vulnerable to behavioral, cognitive, and emotional difficulties, but relatively little empirical research has specifically focused on household chaos and internalizing problems during early childhood. In a study of low-income families from a large city ($n = 100$), children from more chaotic households were vulnerable to internalizing problems when they had poorer self-regulation, but this association was not supported among children with greater emotional self-regulation.

T023 *Early Neglect and the Development of Aggression in Toddlerhood: The Role of Working Memory*

—Elizabeth Demeusy, Elizabeth Handley, Fred Rogosch, Dante Cicchetti, Sheree Toth

PRESENTER

Elizabeth Demeusy

Previous research has provided evidence for the robust relation between child maltreatment and the development of externalizing behavior, including aggression. Less empirical attention has been given to the specific role of neglect. The current study examined the role of working memory in the longitudinal association between early neglect and aggression in toddlerhood. Results indicated that working memory mediated the relation between neglect and aggression, suggesting that this may be a promising target for intervention.

T024 *Exploring Early Childhood Homelessness in the United States: Prevalence and Need for Early Childhood Services*

—Madelyn Gardner, Abigail Cohen, Jennifer McDowell

PRESENTERS

Madelyn Gardner, Abigail Cohen

Early childhood homelessness is a pressing social concern. Data on the issue remain scarce, making it difficult to gauge the extent to which the needs of these young children are met. This poster provides recent estimates on the extent of early childhood homelessness and participation in federal early care and education (ECE) services for children experiencing homelessness to inform policy efforts to expand access to ECE and end family homelessness in the United States.

PARENTING

T025 *Child Well-Being and Involvement During Diapering Routines*

—Deborah Laurin, Shannon Guss, Diane Horm

PRESENTERS

Deborah Laurin, Shannon Guss, Diane Horm

Caregiver interactions during diapering are a regular but often rushed experience of young children. We examined child wellbeing and involvement in the context of caregiver interactions during diapering. We found that more positive caregiver interactions during diapering predicted child well-being, with indirect effects through child involvement. We observed 226 diapering routines of 113 teacher-child dyads. We examined relationships in a multilevel mixed effects model, nesting observations within child and children within classrooms.

T026 *Variations in Maternal Regulatory Attempts, Maternal Mind-Mindedness and Toddlers' Regulatory Strategies in Early Head Start Delay of Gratification Task*

—Neda Senehi, Holly Brophy-Herb

PRESENTERS

Neda Senehi, Holly Brophy-Herb

The socializing role of the family context, in particular, parental reactions to children's expressions of negative emotions, have been conceptualized as influential mechanisms in the development of self-regulation (Eisenberg et al., 1998). Maternal Regulatory Attempts (MRAs) refer to parent-initiated regulatory strategies that attempt to regulate children's behaviors and emotional expressions in response to stressors (Calkins & Johnson, 1998). Additionally, maternal Mind-Mindedness (MM) (i.e., tendency to comment on infants' internal states as explanations of behavior) has recently been associated with more regulatory competence (Bernier, Carlson, & Whipple, 2010) and fewer behavioral problems in children from low-income families (Brophy-Herb et al., 2015). Furthermore, toddlers use a variety of caregiver-independent and caregiver-dependent strategies to regulate their own emotions and behaviors (TRS). The aim of this study is to identify and describe types and frequency of MRAs, MM, and TRS displayed by 134 low-income mother-toddler pairs during a 2-minute

frustrating task (67 girls; M_{age} = 25.77 months, SD_{age} = 1.60). All study variables were coded observationally using the delay of gratification task designed to elicit toddlers' frustration. Results of this study provide evidence for occurrence of a range of maternal behaviors that facilitate toddlers' regulation. These results may be used to inform content of caregiver education curriculum designed to facilitate self-regulation in toddlers from at risk families. Additionally, these results offer novel caregiver facilitative strategies, such as mind-mindedness, that extends the focus of traditional caregiver education programs beyond warmth and sensitivity.

T027 The Role of Pregnancy Intendedness Convergence in Maternal and Paternal Parenting Behaviors of First-Time Parents

—Diletta Mittone

PRESENTER
Diletta Mittone
Unintended pregnancy is associated with negative parenting outcomes, such as low co-parental supportiveness and less parental engagement. This study aims to explore the effects of pregnancy intention convergence on both maternal and paternal parenting behaviors of first-time mothers and fathers, specifically in the domains of co-parenting, relationship quality, and parent engagement. These results offer insight for pregnancy interventions working directly with first-time parents to establish healthy relationships and parenting practices as early as possible.

T028 Understanding the Role of Improvements in Maternal Education on Parenting and Children's Development

—Emily Ross

PRESENTER
Emily Ross
This study examines how improvements in maternal education level when children are between 3 and 9 years-old relate to parenting (responsivity, harshness, cognitive stimulation) and children's development among a predominantly low-income sample of families in the Fragile Families and Child Wellbeing Study (n= 3,090). Individual fixed effect regressions are used to address selection into education. Findings will contribute evidence about supporting parents' educational pursuits as a policy approach to reduce socioeconomic disparities in children's outcomes.

T029 The Emergence and Development of Goal-Corrected Partnerships in Childhood

—Hannah Mudrick, JoAnn Robinson

PRESENTER
Hannah Mudrick
Despite a theoretical literature on goal-corrected partnerships (GCP), the attachment-based negotiation process between parents and children, empirical evidence for individual differences in the characteristics, or timing of GCP's emergence and development is limited. The current study assessed dimensions of GCP from the viewpoint of socioeconomically and ethnically-racially diverse children, age 5 to 7. Preliminary findings with a low-income sample indicated significant effects of age, gender, and relational and skill development factors.

T030 Mothers' & Fathers' Parenting Knowledge and Practices in a Diverse, Low-Income Sample

—Kelsey Garcia, Avery Hennigar, Dilette Mittone, Natasha Cabrera

PRESENTERS
Kelsey Garcia, Avery Hennigar, Dilette Mittone, Natasha Cabrera
Parents' knowledge of child development informs their parenting practices, yet little is known about how parenting knowledge may differ between mothers and fathers in the same family. This study seeks to

examine mothers' and fathers' knowledge of child development and how it relates to parenting practices that are known to promote child development in a diverse, low-income sample. Findings from this study have implications for program and intervention development.

T031 Parenting Moderates the Association between Perinatal Risk Factors and Developmental Outcomes in Toddlerhood

—Catherine Kuhns, Lindsay Zajac, Sarah Prendergast, Bridget Cho

PRESENTERS

Catherine Kuhns, Lindsay Zajac, Sarah Prendergast

The present study analyzed secondary data collected through the EHS Research and Evaluation Project. Parents enrolled in EHS did not differ from those not enrolled on the perinatal risk composite or child MDI scores. Parents enrolled in EHS were found to be more supportive ($p < .05$) and less detached ($p < .05$) in interactions with their 14-month-olds compared to parents not enrolled in EHS. African American parents showed less supportiveness ($p < .001$), more detachment ($p < .001$), more intrusiveness ($p < .001$), and more negative regard ($p < .001$) than non-African American parents. Family income was related to supportiveness ($p < .01$) and intrusiveness ($p < .01$). Findings highlight the importance of studying the mechanisms underlying associations between perinatal risk and neurodevelopmental outcomes and suggest that intervening to enhance parenting quality for children who experienced perinatal risk may be effective for promoting development. This intervention might be implemented into programs like EHS through a perinatal risk screener and targeted support for parents during home visits.

FAMILY ENGAGEMENT

T032 The Role of Head Start Parent Engagement and Classroom Quality in Promoting Positive Parent-Child Interactions

—Christina Padilla

PRESENTER

Christina Padilla

One of the goals of Head Start is to help low-income parents foster their children's development, but little is known about program features that might facilitate parenting practices known to promote healthy development. Using the Head Start Impact Study, the present study quantifies variation in program impacts on parents' cognitive stimulation and disciplinary practices with children and investigates whether programs higher in parent engagement and classroom quality improve parenting practices more effectively. I find that programs vary significantly in their effects on parents, and that some of this variation may be explained by program quality and parent engagement efforts.

T033 Immigrant Parents' Involvement in Their Children's Schooling: Transnational Strategies of Engagement

—Gina Arnone, Rebecca S. New

PRESENTERS

Gina Arnone, Rebecca S. New

Moving beyond traditional ideas of home-school relationships, this work draws attention to different strategies that immigrant parents use to actively engage in the education of their children. Whereas previous research has centered primarily on parental engagement at home and school, this paper focuses on transnational strategies that parents use to support their children's early learning. We argue that schools should recognize and affirm immigrant parents as knowledgeable actors and facilitate their contributions to the learning community.

T034 *Building Family Partnerships: Family Engagement Efforts in Head Start Programs*

—Nikki Aikens, Kiersten Beigel, Elizabeth Cavadel, Emily Knas, Jacob Hartog, Felicia Hurwtiz

PRESENTER

Nikki Aikens

This paper uses nationally representative data from Head Start parents, teachers, and family services staff participating in the Head Start Family and Child Experiences Survey (FACES 2014). It describes current family engagement practices in Head Start, their alignment with the Head Start Parent, Family, and Community Engagement Framework and targeted family outcomes, and program areas of strength and challenge. It describes findings in the context of recent efforts by the Office of Head Start.

T035 *What Do You Need and What is in the Way? Early Head Start Needs Assessment for Designing an Integrated Parent/Teacher Intervention*

—Rena Menke, Anike Adekoya, Britta K. Shine, Carla Barron, Holly Brophy-Herb, Claire Vallotton, Ann Stacks, Maria Muzik

PRESENTER

Rena Menke

The current project aims to understand families' needs and wants for EHS programs supporting healthy relationships within the intergenerational approach. This information will be used to further develop an integrated intervention for parents and teachers.

T036 *Enhancing Parent Engagement, One Word at a Time: The Iterative Development of a Home Extension Program to Promote At-Risk Preschoolers' Vocabulary*

—Xigrid Soto, Yagmur Seven, Meaghan McKenna, Howard Goldstein

PRESENTERS

Xigrid Soto, Yagmur Seven, Meaghan McKenna, Howard Goldstein

A home extension vocabulary program was developed iteratively over four studies. Children were given recruitment materials (e.g., stickers saying, "Ask me what *brave* means?") to prompt parents to review the words practiced at school. In-person trainings, video modeling, and daily text reminders increased parent engagement and buy-in over time. The findings from these studies highlight effective, feasible parent engagement strategies that can bridge vocabulary instruction between the school and home.

T037 *Parkopolis: The Life Size Playful Learning Board Game*

—Andres Bustamante, Catherine Hirsch-Pasek

PRESENTER

Andres Bustamante

On average, children spend only 20% of their waking hours in school. If we intend to narrow longstanding achievement gaps we must leverage the other 80% of children's time to provide valuable learning opportunities. Parkopolis is an evidence-based life-size playful learning board game that fosters STEM, reasoning skills, and mastery motivation. Derived from cutting-edge research in the science of learning, Parkopolis is designed for installation in public spaces with the intent of promoting engagement and learning dialog between parents, children (ages 2-14), and peers. During Parkopolis, children roll dice and advance through the board's spaces doing different activities each turn. We are installing a larger version of Parkopolis (April 2017) in West Philadelphia and will report observational data on parent child interactions, and language around STEM, reasoning, and approaches to learning. Results and future directions will be discussed, as well as Parkopolis' potential to foster STEM, reasoning, and approaches to learning in children from low-income families through a playful learning approach in the United States and around the world.

T037A *Surveying Parents on Organizational Conditions in Early Education Settings: Challenges, Strategies, and Lessons Learned*

—Maureen R. Wagner, Debra M. Pacchiano

PRESENTERS

Maureen R. Wagner, Debra M. Pacchiano

Parents are key stakeholders in education; they provide a unique perspective on the ways schools or programs are, and are not, structured to support their child's learning and development. Yet, systematically garnering parents' perspectives and input is not a common practice and can be methodologically challenging. This poster describes the authors' approach to developing a parent survey measuring organizational conditions. With a focus on early education (EE), a time when families are most involved in their child's education, we share challenges encountered and strategies implemented to improve the functionality and reliability of the survey. Authors show how quantitative and qualitative evidence from a recent validation study inform ongoing survey iteration and improvements.

T037B *Associations of Teaching Experience and Family Engagement Efforts with Preschool Suspensions and Expulsions*

PRESENTERS

Shari Golan, Erika Gaylor, Xin Wei, Dominique Tunzi

The study examines the prevalence and predictors of disciplinary actions (i.e., suspensions and expulsions) among a sample of 100 public pre-kindergarten classrooms and teachers. One-third of program teachers engaged in such disciplinary actions. Results from a multi-level model analysis found that experienced preschool teachers were 76% less likely to suspend/expel preschool students, and teachers who engaged most of their families in outreach activities were 70% less likely to use these disciplinary actions.

Social and Emotional Development

T038 *Young Children's Social and Emotional Resilience: Associations with Profiles of Cognitive and School Readiness Skills*

—Doré LaForett, Chelsea Nehler, Diane Early, Jennifer Neitzel, John Sideris

PRESENTERS

Doré LaForett, Chelsea Nehler, Diane Early, Jennifer Neitzel, John Sideris

This poster identified profiles of children's cognitive and academic readiness skills based on executive function, expressive vocabulary, early literacy, and early math skills at the beginning of the school year. A high executive function/average school readiness profile showed stronger social-emotional resilience as rated by teachers. Results are discussed regarding implications for leveraging social and emotional interventions to support children with profiles characterized by lower executive function and school readiness skills.

T039 *Peer Effects on Self-Regulation Development in the Preschool Classroom*

—Renee Gallo, Jason Downer, Amanda Williford

PRESENTERS

Renee Gallo, Jason Downer, Amanda Williford

Using a diverse and low-income sample of 354 children from Head Start and state-funded preschool programs, we examined whether peers directly assessed self-regulation at the classroom level predicts growth in preschool children's self-regulation and language/literacy over one year. We attempted to first replicate and then extend the work of Montroy, Bowles, and Skibbe (2016) by introducing additional assessments of self-regulation and approaching the peer modeling hypothesis in a novel way.

T040 *Why So Different? Parent and Preschool Teacher Perceptions of the Social Skills and Behavior Problems of Black and Latino Boys*

—Angelique Williams, Courtney Ricciardi, Adam Winsler

PRESENTERS

Angelique Williams, Courtney Ricciardi, Adam Winsler

We examined parent and teacher reports of the social and behavioral skills of predominantly low-income Black and Latino preschool boys (n = 13,448) on the Devereux Early Childhood Assessment (DECA). Agreement between parents and teachers was low, and parents consistently perceived there to be more behavior problems and poorer social skills than did teachers, especially for Black children. Implications for educational and assessment practices in primarily minority spaces are discussed.

T041 *Relationship Between Teacher-Child Race Matches and Trajectories of Disruptive Behavior in Preschool*

—Sarah Wymer, Amanda Williford

PRESENTER

Sarah Wymer

Minority students are disproportionately disciplined in school, placing them at risk for a host of negative outcomes. Teachers may perceive and respond differently to children displaying high levels of disruptive behavior, who are at high risk for exclusionary discipline, depending on the race of the teacher and the child. In this study, we examine whether teacher-child race match is related to trajectories of disruptive behavior over the preschool year and teachers' disciplinary strategy use.

T042 *Relations of Teacher Well-Being and Inclusive Practice to Preschoolers' Social-Emotional Outcomes: A Sequential Mixed-Methods Study*

—Sarika S. Gupta

PRESENTER

Sarika S. Gupta

The impact of early responsive parental caregiving on children's outcomes is well-established. Less understood is the impact of preschool teachers' responsive care. This poster will present the design for a sequential mixed-methods study that will examine relations between teacher well-being, teachers' implementation of inclusive practice, and change in preschool children's social emotional outcomes in inclusive classrooms.

T043 *Maternal Depression and Preschoolers' Prosocial Comforting: The Role of Secure Attachment*

—Bonnie Brett, Jackie Gross, Jessica Stern, Jacquelyn Gross, Jude Cassidy

PRESENTER

Bonnie Brett, Jackie Gross, Jessica Stern

This study examined whether the relation between maternal depression and children's later comforting behavior was moderated by children's attachment security. Maternal depressive symptoms were not associated with comforting behavior. However, when children's attachment security with the mother was entered as a moderator, significant moderating effects emerged. Specifically, high-secure children of mothers with relatively higher depressive symptoms (higher-depressive) were more comforting than both high-secure children of mothers with lower depressive symptoms (lower-depressive) and low-secure children.

T044 *The Moderating Role of Teacher-Child Interaction Quality on the Association between Early Problem Behavior and Science Achievement*

—Veronica A. Fernandez, Johayra Bouza

PRESENTER

Veronica A. Fernandez

We addressed two research questions, within a culturally and linguistically diverse Head Start sample: 1) What is the association between problem behavior (underactive and overactive) and children's science achievement? 2) Does teacher-child interaction quality moderate the association between problem behavior and science achievement? Results suggest that children with underactive problem behaviors, who are often underreported and may go unnoticed in preschool classrooms (Fantuzzo, Bulotsky, McDermott, Mosca, & Lutz, 2003), may be particularly at risk for lower science ability. Results also suggest that classrooms in which teachers are warm and sensitive or that are well-organized, with clear expectations and consistent routines, may be particularly important for children who are shy or socially reticent. Findings emphasize the need for preschool programs to use measures for early intervention that distinguish between underactive and overactive problem behavior of children displaying problem behavior. Findings can be used to inform and tailor interventions to meet children's unique behavioral needs.

T045 *Examining the Quality of Teacher-Child Interactions for Early Head Start-Child Care Infant/Toddler Classrooms: Does Quality of Interactions Vary by Activity Setting?*

—Johayra Bouza, Veronica Fernandez, Dorothy Sanchez, Claudia Perez,
Angelica Previero, Santiago Garcia, Daryl Greenfield

PRESENTERS

Johayra Bouza, Veronica Fernandez, Dorothy Sanchez, Claudia Perez

Empirical evidence has documented a positive impact of high-quality teacher-child interactions on children's social-emotional and cognitive development. High-quality teacher-child interactions are important in early childhood classrooms within low-income communities, because they may buffer the negative effects of poverty. This study will provide an understanding of the quality of teacher-child interactions within the context of EHS-CCPs, which is critical, given the national investment in EHS-CCPs and the impact of teacher-child interactions in child outcomes. This study also will be the first to compare quality of teacher-child interactions within the context of infant/toddler classrooms. If teacher-child interactions vary depending on activity settings, this will provide potential avenues for targeted professional development opportunities for quality improvement efforts.

T046 *Relation of Family and Classroom Factors to Preschool Children's Social-Emotional Functioning*

—Anyela Jacome Ceron, Tanya Tavassolie, Brenda Jones-Harden

PRESENTERS

Anyela Jacome Ceron, Tanya Tavassolie

There is increased attention in the early childhood field to the social-emotional functioning of preschool children, particularly their behavior problems. This study examined the relation of preschool children's social emotional functioning to family and classroom factors. Initiative was related to the number of books in home and to neighborhood support. Attendance was related to change in protective factors and in attachment. Level of child behavior concerns was related to the Classroom Assessment Scoring System (CLASS) behavior management subscale.

T046A *Teachers' Satisfaction and Experience with a School-Based Intervention for Young Children's Social and Emotional Development*

—Jennifer Kurian, Dore' LaForett, Desiree Murray

PRESENTERS

Jennifer Kurian, Dore' LaForett, Desiree Murray

Teachers of young children who are receiving targeted social and emotional interventions at school may also need support to maximize potential intervention benefits for children. This poster examined early elementary school teachers' intervention satisfaction and its associations with changes in child behavior. Results suggest potential benefits of 1:1 consultation and in-service opportunities to build teacher skills that may better support children's skill development and application.

School Readiness

T047 *Home Learning Environments and School Readiness of Head Start Children from Immigrant Families*

—Andrew Rasmussen, Sonia Roubeni

PRESENTERS

Andrew Rasmussen, Sonia Roubeni

Baseline data from the 2009 Head Start FACES study, a nationally representative sample of 3- and 4-year old Head Start children and their families (n= 3,349), were used to examine children's home learning environments and school readiness by parental region of origin. Structural equation modeling was performed to test associations and the types of activities that uniquely contribute to cognitive and social-emotional skills were explored.

T048 *Examining Dosage: Comparisons of a High-Quality Program's Impact on Vocabulary and Social-Emotional Characteristics Between One- and Two-Year Cohorts*

—Joseph Byrd, Helen Raikes

PRESENTERS

Joseph Byrd, Helen Raikes

This study investigated the effects of high-quality early childhood program dosage by measuring its associations with low-income children's vocabulary and social-emotional characteristics. The purpose of this study was to explore program impact at two levels of dosage per measure for three- and four-year-old children. Results included significant increases in fall-to-spring Peabody Picture Vocabulary Test-IV scores for children in the two-year dosage cohort and The Devereux Early Childhood Assessment Preschool Program-2 Total Protective Factor scores for 48-month-olds in the two-year-dosage cohort.

T049 *Examining Classroom Quality, Child Outcomes, Nutritional Status, and Family and Teacher Factors in a Low-Income Country: Findings from a Pilot Study on Location*

—Anna Burton, Dawn Davis, Abbie Rikes, Orphee Tamba

PRESENTERS

Anna Burton, Dawn Davis, Abbie Rikes, Orphee Tamba

Findings from a study using adapted measures of child outcomes and classroom quality in a low-income country will show differences in children's abilities and classroom quality across regions and program models and how malnutrition and other teacher and family factors are associated with child outcomes. We discuss challenges, lessons learned, and the need for culturally relevant measures and addressing the need for increasing access to and quality in early childhood programs in low-income countries.

T050 *Home Learning Environment for Preschoolers' Math and Literacy Skills: Associations Within and Across Domains*

—Amber Beisly, Kyong-Ah Kwon, Adrien Malek

PRESENTERS

Amber Beisly, Kyong-Ah Kwon, Adrien Malek

Home environments, which include parental attitudes, knowledge, experience, and physical resources can contribute to children's early literacy and math development. Although it is clear children's literacy and numeracy development are related, less is known about how the home numeracy and literacy environments are related. Using structural equation modeling, this study explored the relationship between math, vocabulary, and a distinct set of indicators for a home numeracy and literacy environment, with an emphasis on cross-domain relations.

T051 *The Relationship between Classroom Age Composition and Children's School Readiness Outcomes*

—Tiffany Foster, Margaret Burchinal

PRESENTER

Tiffany Foster

Preschool-age children are commonly placed in mixed age classrooms. This practice is widely supported by professional organizations and federally-funded programs. However, both theory and empirical evidence conflict over whether mixed age classrooms are the best environment for developing children. The present study uses a large sample of low-income children to examine the potential effects being in a mixed age or same age classroom has on child outcomes for both younger and older children.

Language and Literacy

T052 *Systematic Review of Language Intervention Research: Methodology, Technology, and Interventions*

—Alana Schnitz, Charles Greenwood

PRESENTER

Alana Schnitz

To accelerate progress in bridging the Word Gap, we conducted a systematic review of intervention research that include low socio-economic status children/adults. The focus of the review was on gaps in the quality of this research in 140 intervention studies based on research quality indicators. Results characterized the experimental designs, methods of intervention delivery, measures, statistics, and digital technology features including reported limitations and recommendations. Implications for improving the trustworthiness of future intervention research are discussed.

T053 *Effectiveness of Preschool and Kindergarten in Promoting and Maintaining Early Literacy Skills*

—Ruth Kaminski, Mary Abbott, Roland Good, Rachael Latimer

PRESENTERS

Ruth Kaminski, Mary Abbott

In this study, a group of children (n = 604) in 9 preschool programs were assessed three times during their preschool year and three times during their Kindergarten year. Hierarchical linear modeling and multiple regression analyses were used to investigate programmatic differences in growth in children's literacy skills across the preschool and Kindergarten year, as well as the linkage between preschool and Kindergarten outcomes. Implications for early identification and intervention are discussed.

T054 An Exploration of Electronic Media Use and Expressive and Receptive Language Skills for Preschoolers from Low-Income Families

—Khara Turnbull, Pilar Alamos, Kerry Garrett

PRESENTERS

Khara Turnbull, Pilar Alamos, Kerry Garrett

The present study employs a comprehensive view of electronic media (e-media) to characterize the e-media use of low-income preschoolers and explore linkages between aspects of e-media use (e.g., content, age of exposure, frequency of use) and language development (receptive vocabulary, expressive vocabulary, and narrative language). Participants included 380 low-income preschool-age children part of a multi-cohort longitudinal observational study of school readiness. Multi-level regression models will be conducted to explore linkages between e-media and language development.

T055 Teacher-Child Positive Verbal Interactions from 6–36 Months and Moderation by Type, Quantity, and Instability of Child Care in Relation to Kindergarten–Third Grade Language and Literacy Outcomes

—Mary Bratsch-Hines, Lynne Vernon-Feagans

PRESENTER

Mary Bratsch-Hines

For children living in rural high-poverty areas, little is known about how language interactions with their child care teachers are associated with long-term outcomes. The current study used data from a unique rural sample of 1,292 families and found that a higher level of teacher-child verbal interactions from 6–36 months was associated with higher values on language and literacy standardized measures from Kindergarten through third grade.

T056 Teacher Knowledge of Narrative Comprehension and Expressive Language

—Felicia Truong, Ruth Ebisuzaki, Abby Carlson

PRESENTERS

Felicia Truong, Ruth Ebisuzaki, Abby Carlson

Early childhood classrooms are brimming with books and stories. However, reading to children does not guarantee narrative comprehension skills will develop. A more nuanced understanding of instructional practices is needed to support early learning of narrative comprehension. This poster will explore instructional knowledge for narrative comprehension and expressive language during book read aloud components.

T057 How Do Differing Stakeholders Perceive Instances of Literacy Instruction in Early Childhood Classrooms?

—Ann Matthews, Rachel Schachter, Shayne Piasta

PRESENTER

Ann Matthews

This study compared 12 preschool teachers' perspectives on their enacted literacy instruction to observers' perspectives of the same instruction. The observers were two master teachers and two researchers. We found alignment among participants' perspectives of instruction but we also found interesting variations by participant type. Our results highlight the complexity of classroom processes, the value of teachers' knowledge, and the multiple perspectives that emerge when observing the same instance of instruction.

T058 *Bidirectional Relationship between Language Skills and Behavior Problems in Head Start Preschoolers*

—Krystal Bichay, Cathy Huaqing Qi, Rebecca Bulotsky-Shearer, Judith Carta

PRESENTERS

Krystal Bichay, Cathy Huaqing Qi, Rebecca Bulotsky-Shearer, Judith Carta

The bi-directional relationship between language skills and behavior problems in a sample of 240 Head Start preschoolers was examined. Results showed that lower language skills early in the year predicted higher ratings of behavior problems at the end of the year. However, early behavior problems did not predict later language skills. Findings did not support a bidirectional relationship but did support a unidirectional relationship between language skills and behavior problems in this sample of Head Start preschoolers.

T059 *Expressive Language, Executive Function, and Narrative Skills in Monolingual and Bilingual Preschoolers*

—Elysha Clark-Whitney, Gigliana Melzi

PRESENTER

Elysha Clark-Whitney

Preschoolers' developing narrative abilities are an important predictor of later academic success. Research shows that executive function partially mediates the relation between expressive language skills and narrative production in monolinguals. In light of findings that bilingualism augments young children's Executive Function (EF) skills, this relation might be different for bilinguals. Thus, the present study examined the relation between expressive language, EF and narrative skills, and whether this relation differed for monolingual and bilingual preschoolers.

T060 *Promoting Core Practices of Early Writing Instruction through Morning Meeting Routine*

—Chenyi Zhang, Gary Bingham

PRESENTERS

Chenyi Zhang, Gary Bingham

A fundamental challenge in early childhood professional development (PD) of early literacy instruction is improving the quality of teachers' instructional practices in ways that positively impact children's development. Different from comprehensive approaches that include intensive workshops and/or coaching for teachers aimed at implementing a full range of evidence-based literacy instruction of multiple, this study describes an early writing PD intervention instruction developed within the framework of high-leverage teaching practices (HLTP; Ball et al., 2009; Grossman, Hammerness, & McDonald, 2009). Fourteen universal Pre-K program teachers and 112 children from their classrooms participated in this intervention study. Intervention group teachers' effectiveness of writing instruction significantly improved. Intervention group children made significantly more gain in writing and literacy skills than did control group children. The high fidelity of teachers' implementation suggests that morning routine activities are meaningful activity contexts for promoting teachers' literacy instruction.

T061 *Testing the Impact of a Series of Socially and Culturally Situated Literacy-based Workshops for African American Families*

—Shana Rochester

PRESENTER

Shana Rochester

This study investigated the impact of literacy workshops on African American caregivers' home engagement and children's literacy development. Ninety-two families were randomly assigned to participate in workshops designed to embed literacy learning within authentic activities. Impacts were found on self-efficacy in providing literacy support for caregivers who participated in the series. Children who attended three or more sessions had improved literacy attitudes. The study provides empirical support for culturally sensitive family interventions.

T062 *Effects of a Relationship-Based Early Literacy Professional Development Intervention for Preschool Teachers on Their Practice and Student's Academic Growth*

—Anne Cunningham, Mary Requa

PRESENTER

Anne Cunningham

This poster concerns fostering professional development opportunities for Pre-K teachers and site directors in emergent literacy and language for their 3-5-year-old students. Oral language, vocabulary, and early literacy was emphasized in teacher study groups through discussion and teamwork activities. Bi-weekly meetings enacted over three years in large multi-lingual urban setting demonstrate the effectiveness of this approach. Learn about implementation of formative assessment and differentiated instruction through our year-long series of 14 modules.

T063 *Iterative Development of a Supplemental, Academic Vocabulary Intervention for At-Risk Preschoolers*

—Elizabeth Kelley, Howard Goldstein

PRESENTERS

Elizabeth Kelley, Howard Goldstein

Studies of vocabulary intervention have identified characteristics of effective instruction including explicit teaching and interactive instruction. However, high fidelity implementation of these approaches in preschool classrooms remains a challenge. This poster will focus on the iterative development process of the Story Friends intervention program, designed to address the concern of implementation. Findings from sequential development studies conducted over the last 6 years will be presented to explain the improvement and scale-up process. We will share the results of a cluster-randomized trial of the program conducted in 32 classrooms with 195 children over the course of a school year. This project provides a unique and rare insight into the iterative process necessary for the development of effective interventions.

T064 *The Influence of the Story-Related Interactivity of Storybook Apps on Children's Story Recall: A Preliminary Investigation*

—Seung-Hee Claire Son, Lauren Liang, Kristen Butcher, Eric Poitras

PRESENTERS

Seung-Hee Claire Son, Lauren Liang, Kristen Butcher, Eric Poitras

This study examined the influence of interactive features of storybook mobile apps on comprehension of Kindergartners and second graders (n = 91). Children were randomly assigned to read either the interactive or static version of each of the four storybook apps with a varying number of explicitly story-related interactions. Analysis of co-variants showed that children in the interactive condition showed higher recall scores than those in the static condition, especially for the apps with high-frequency, explicitly story-related interactions.

Math, Science, Engineering

T065 *Integrating Mathematical Thinking into Family Engagement Programs*

—Claire Smither Wulsin, Nikki Aikens, Barbara Harris, Dana Petersen

PRESENTER

Claire Smither Wulsin

Exposing young children to early math concepts is important to develop their math skills. Five family engagement programs developed, tested, and integrated innovative approaches to early math learning into their usual activities to support early math skills development while leveraging a caregiver's power to engage children in the learning process. Based on findings from a process evaluation, this poster offers guidance for others who are interested in integrating early math into their family engagement programs.

T066 *Differences and Similarities in the Science-learning Beliefs and Media Practices of Parents of Preschool-aged Children by Family Income: Findings from a Nationally Representative Survey*

—Todd Grindal, Megan Silander, Elisa Garcia

PRESENTERS

Todd Grindal, Megan Silander, Elisa Garcia

We examined the science-learning beliefs and practices of a nationally representative sample of parents of three to six-year-old children. Low-income parents were less likely to report being very confident in their ability to help their children learn science than did non-low-income parents. By contrast, there were no differences between low-income and non-low-income parents' confidence in supporting their children's mathematics, literacy, or skills. Parent reports of children's usage of science-learning media activities and rates of active parental engagement with science media (viewing science learning media alongside their children, talking about media content, and connecting the content to daily experiences) also did differ significantly by family income.

T067 *The Relation Between Parents' Spatial Anxiety and Preschoolers' Mental Rotation: a South Korean Sample*

—Daniel Suh, Catherine Tamis-Lamonda

PRESENTER

Daniel Suh

U.S. children's early spatial skills are related to later school STEM performance and predict STEM career entry and achievement. Multiple factors (e.g., spatial language, gestures, interactions around spatial toys, household socio-economic status; Verdin, Golinkoff, Hirsh-Pasek, & Newcombe, 2017) are associated with individual differences in U.S. children's spatial skills. However, these relations have largely been unexamined in populations outside of the United States. Therefore, we aimed to investigate whether associations between children's spatial language, frequency of parent-child spatial activities, mother's education (a proxy for household socio-economic status), and children's spatial skill would replicate in a South Korean sample. Another research aim was to address the lack of research on whether parents' spatial anxiety and spatial skill relate to children's spatial skill. We hypothesized that children's spatial language, frequency of parent-child spatial activities, and mother's education would predict children's spatial skill in a South Korean sample, just as in U.S. samples. We further hypothesized that parents' spatial anxiety and skill would predict children's spatial skill.

T068 *Teacher Perspectives on Adaptations Made in a Math and Science Curricular Intervention*

—Christina Mulcahy, Emily Barton, Jessica Whittaker, Mable Kinzie

PRESENTERS

Christina Mulcahy, Emily Barton

Adaptation, or curricular modification, is an under-researched aspect of curricular fidelity of implementation. The present study seeks to explore the frequency and type of adaptations teachers report making during implementation of a preschool math and science curricular intervention. We coded focus group transcripts and teacher notes to classify reported adaptations based on the cause, focus, and beneficiary of the adaptation. Preliminary results suggest dominant types of adaptation in each classification category.

T069 *Creating Sustainable Excellence in Mathematics: Evaluating the Fidelity and Impact of an Early Childhood Center-Based Mathematics Professional Development Program*

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

PRESENTERS

Erin Reid, Jennifer McCray, Erika Gaylor, Ximena Dominguez

In a cluster-Randomized Control Trial, 14 Head Start centers participated in center-based Professional Development (PD) targeting instructional leaders' and teachers' attitudes, knowledge, and practice regarding

math instruction. PD consisted of six month-long cycles of learning labs for all participants, leadership academies and consultation for instructional leaders, and coaching for classroom teaching teams. This poster examines program implementation, the impact of PD on children's learning, and how to strengthen the relationship between PD for teaching staff and children's learning.

T070 Next Generation Preschool Science (NGPS): Findings from a Field Study to Examine Implementation and Outcomes of an Preschool Science Program Integrating Hands-on Investigations with Innovative Technology

—Ximena Dominguez, Marion Goldstein, Ashley Lewis-Presser, Danae Kamdar, Regan Vidiksis

PRESENTERS

Ximena Dominguez, Marion Goldstein, Ashley Lewis-Presser, Danae Kamdar, Regan Vidiksis

The goal of the NGPS project was to design and evaluate a research-based science curricular supplement that can be feasibly adopted in preschool classrooms and be powerful enough to yield improvements in science learning. It integrates science investigations and innovative technology. Results from a Randomized Control Trial in 20 preschool classrooms indicate that children whose teachers implemented the supplement mad65e significantly more improvements on a standardized science assessment relative to children in control classrooms.

T071 Effects of a Preschool Professional Development Model on Teacher Science and Math Knowledge

—Irena Nayfeld, Alissa Lange, Hagit Mano

PRESENTERS

Irena Nayfeld, Alissa Lange, Hagit Mano

Research overwhelming identifies science, technology, engineering, and mathematics (STEM) domains as vital to young children's later school achievement (Duncan et al., 2007; Grissmer et al., 2010; Morgan, Farkas, Hillemeier, & Maczuga 2016; Watts et al. 2014). However, preschool teachers rarely receive in-depth training in math and science, and culturally and linguistically diverse students from low-income backgrounds are particularly at risk for lower academic outcomes in these domains (Brenneman, Boyd & Frede, 2009; Barnett, 2008; Cognitive Development & Beyond Project, 2009). The ScMath-Dll Instrument for Teacher Learning (SMILE) assessment tool was developed to measure teacher's knowledge. Items relevant to each workshop assess the following: (1) content knowledge; (2) understanding of the developmental learning trajectory of the concept covered; and (3) application of the content and developmental trajectory to classroom practice (pedagogical content knowledge: PCK). Further information about the intervention and the SMILE assessment, as well as implications and future directions, will be discussed.

T072 Evaluation of a Preschool Teacher Training Program to Foster Engineering Play Behaviors in Young Children

—Zachary Gold, James Elicker, Barbara Beaulieu, Lisa Cangany, Kelsie Muller, Monica Nagele, Jane Horner

PRESENTER

Zachary Gold

This project field tested a preschool teacher training program designed to train teachers to identify and facilitate children's engineering behaviors during constructive play. Previous research suggests that understanding constructive play as an engineering design process could benefit children's development and increase early interest in STEM (Gold et al., 2015). Results demonstrated preliminary evidence that teachers' participation in this cost-effective, efficient training enriched preschoolers' play and increased opportunities to engage in early engineering/STEM-thinking in classroom contexts.

Health and Health Promotion

T073 Access to Healthy Foods is Associated with Language Skills in Early Childhood

—Lindsey Bryant, Sara Schmitt, Irem Korucu

PRESENTERS

Lindsey Bryant, Sara Schmitt, Irem Korucu

This study was focused on examining the relation between access to healthy foods and preschool children's receptive language skills. Parents of 102 preschool children were asked about access to healthy foods and their children were assessed on receptive vocabulary. Results indicated that access to healthy food was significantly related to receptive language. Further research on food access policies for young children should be conducted to better understand the relation between food access and cognitive development.

T074 Columbia Public Schools Title I Preschool Program (Gables Program): PreK Garden Program Pilot Evaluation

—Sara Gable

PRESENTER

Sara Gable

Children eat about half of the recommended amount of vegetables. Influencing their willingness to taste vegetables and eventually like them requires repeated multi-sensory exposure and adult caregivers who role model vegetable intake and create pleasant mealtimes. This pilot study evaluates Gables Program, a preschool vegetable garden program. We will present pre- and post-assessments of children's favorite meals and healthy meals (created by children using 3D food models) and parent reports of children's eating habits.

T075 Examination of the Associations Among Physical Activity, Processing Speed, and Behavioral Adjustment in a Predominantly Head Start Sample

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

PRESENTERS

Betsy Hoza, Caroline Martin, Marissa Dennis, Allison Krasner

The goal of this study was to consider, in a predominantly Head Start sample, associations among varying intensities of physical activity (PA), cognitive processing speed, oppositional behavior, and peer problems. Specifically, we examined whether the association between processing speed and behavioral outcomes varied as a function of intensity of PA performed during the school day. Results support the importance of vigorous PA for cognitive development and highlight the associations among PA, processing speed, and adjustment.

T076 Messages About Desirable Foods Presented in Books for Young Children: Are We Promoting Healthy Food Choices?

—Jane Goldman, Lara Descartes

PRESENTER

Jane Goldman

The study investigated the extent to which 100 picture books widely available in preschool/kindergarten classrooms promote the Let's Move! Child Care goal of nurturing healthy eaters. Results indicated more depictions of nutrient-dense foods than nutrient-poor foods. However, compared to nutrient-dense foods, nutrient-poor foods were more often associated with affection and rewards. Recommendations are made of ways to use picture books to increase the desirability of nutrient-dense foods and to nurture health eaters.

T077 *SEEDS Preschool Eating Curriculum Development and Evaluation*

—Jane Lanigan, Sheryl Huges, Thomas Power, Louise Parker, Susan Johnson, AnaMaria Martinez, Ashley Beck

PRESENERS

Jane Lanigan, Sheryl Huges, Thomas Power, Louise Parker

This poster describes the preschool curriculum developed for the Strategies for Effective Eating Development (SEEDS) intervention, a family-based, intergenerational nutrition and feeding program for Hispanic and Latino families with children ages 3-5. Objectives of the literacy-based, developmentally appropriate preschool curriculum are to increase preschool children's awareness of and communication about internal cues related to hungar and satiety and willingness to try unfamiliar foods. Lesson content and preliminary evaluation results will be shared.

T078 *Undercover Mother: An Intervention to Improve the Nutritional Environment of Preschool-Aged Children in Low-Income Households*

—Jennifer Burke Lefever, Julie Braungart-Rieker, Elizabeth Moore, Kathy Guajardo

PRESENTER

Jennifer Burke Lefever

Obesity rates in the U.S. for both children and adults are alarmingly high, particularly for those in low-income households. We evaluated a two-visit home-based intervention aimed at reducing obesogenic home environments of Head Start children. Fifty families were randomly assigned to either an intervention or a comparison group. Knowledge of child nutrition increased for families in the intervention condition but not feeding strategies or nutritional value of food available in the home.

T079 *The Development of an Online Training Program for Preschool Teachers to Promote Physically Active Play Among Children*

—Jessica Hoffman, Ellyn Schmidt, Tessa Hamilton, Mara Eyllon

PRESENTERS

Jessica Hoffman, Ellyn Schmidt

"WE PLAY" (Wellness Enhancing Physical Activity for Young Children) is an online professional development system designed to help preschool teachers promote physical activity with children. "WE PLAY" includes interactive online training, a video library of active games, and a system for self-assessment and administrator support. This poster describes the process of developing this intervention, including its grounding in multiple theories, the content and purpose of each intervention component, and the participant learning objectives.

Mental Health

T080 *The Role of Consultative Alliance in Early Childhood Mental Health Consultation (ECMHC) Outcomes for Teachers and Students*

—Anna Davis, Sandra Barrueco, Deborah Perry, Karyn Hartz-Mandell

PRESENTERS

Anna Davis, Sandra Barrueco, Deborah Perry

Early Childhood Mental Health Consultation (ECMHC) is a capacity-building approach to support educators to manage challenging child behaviors and enhance social-emotional development (SAMHSA, 2014). The "consultative alliance" (CA) between teachers and consultants is theorized to moderate its positive impacts. Using a longitudinal dataset, this study created a latent variable for CA and used multilevel modeling to quantify its association with improved child attachment, self-control, teacher-child closeness, and classroom climate.

T081 *Improving Teacher-Child Relationships: The Impact of Early Childhood Mental Health Consultation and the Experience of the Mental Health Consultant*

—Catherine Ayoub, Andrew Koepp, Adam VonEnde, William Beardslee

PRESENTER

Catherine Ayoub

This poster compares teacher-child relationships over time in Head Start centers receiving a system-wide program of Mental Health Consultation. Mental health consultants had three sets of formal education and experience - backgrounds in mental health, in early childhood, or in both disciplines. Mental Health Consultants reduced teacher-child conflict over time only when the professional delivering services had formal graduate-level training in mental health and experience in early childhood settings.

T082 *Early Childhood Mental Health Consultation: Outcomes from a Quasi-Experimental Evaluation in 3-5-Year-Old Classrooms in Low-Income Neighborhoods*

—Erin T. Mathis, Karyn Hartz-Mandell, Celene Domitrovich, Matthew Biel

PRESENTERS

Erin T. Mathis, Karyn Hartz-Mandell, Celene Domitrovich, Matthew Biel

This study investigated effects of early childhood mental health consultation (ECMHC) in schools with high-risk populations. A quasi-experimental evaluation of Georgetown's ECMHC model was conducted in public charter preschools in a large city. Results indicate positive effects for end-of-year child functioning, classroom practices, and teacher perceptions by intervention condition and intervention dosage. Our findings add to the growing literature demonstrating ECMHC's positive outcomes in promoting quality early learning environments, as well as children's social, emotional, and behavioral wellbeing.

T083 *Family, Friend & Neighbor Care and Child Outcomes: The Importance of Identifying Mental Health Needs*

—Kelly Lavin, Ana Katrina Aquino, Deborah Perry, Neal M. Horen, Lan Le, Eva Marie Shivers

PRESENTERS

Kelly Lavin, Ana Katrina Aquino, Deborah Perry, Neal M. Horen

Due to the high prevalence of mental health needs of children and providers and concerns regarding how best to ensure high quality of child care, there is a need for research on the mental health needs of children and providers in Family Friend and Neighbor (FFN) child care. Results from this qualitative analysis revealed mental health themes in line with the family stress model and attachment frameworks. These findings can inform state and federal quality improvement system's efforts to promote children's positive socioemotional development.

Children with Disabilities

T084 *Social Networks of Children with Language Impairment in Inclusive Preschool Special Education Classrooms*

—Jing Chen, Anna Drogalis, Laura Justice, Brook Sawyer

PRESENTER

Laura Justice

Preschoolers with language impairment (LI) often experience difficulties interacting with peers in social contexts. It is unclear whether these difficulties affect their peer social networks in inclusive settings. We examined the classroom-based social networks of children with LI (n = 124) compared to typical peers (n = 247). Children with LI had significantly smaller networks than peers (d = 1.22) and were more likely to be isolates in the classroom. Interaction-promoting strategies are discussed.

T085 *Synthesizing the Empirical Evidence in Support of the Division for Early Childhood (DEC) Recommended Practices*

—Patricia Snyder, Brian Riekhow, Lori Meyer

PRESENTER

Patricia Snyder, Brian Riechow, Lori Meyer

This poster focuses on the systematic, iterative, and rigorous processes and tools developed to locate, appraise and synthesize empirical evidence in support of the *Division for Early Childhood (DEC) Recommended Practices in Early Intervention/Early Childhood Special Education* (DEC, 2014). Recommended practices are not static.Developing systems to maintain rigorous high-quality syntheses of empirical evidence that relate to the recommended practices is essential as systematic reviews and other types of evidence syntheses become more frequently used to inform policy, practice, and research. The presenters will engage participants in interactive discussion about both the processes associated with conducting a synthesis and how the syntheses will be useful for early intervention and early care and education practitioners, families, personnel preparation specialists, and researchers.

T087 *Head Start Teachers' Attitudes and Perceived Competence Toward Inclusion of Students with Disabilities*

—SeonYeong Yu

PRESENTER

SeonYeong Yu

The presenter will share findings about teachers' attitudes and perceived competence toward inclusion based on data gathered from 41 instructional professionals in 18 Head Start classrooms using surveys and interviews. Results showed that all of the participating teachers agreed with the general concepts of inclusion but their positive beliefs about inclusion do not always match their abilities to implement inclusive practices. Suggestions for research and implications for practices will be discussed.

T088 *Enhancing Leadership Capacity to Support Inclusion in Child Care*

—Heather Googe, Herman Knopf

PRESENTERS

Heather Googe, Herman Knopf

Presenters will describe a summer graduate course intended to support state system-level professionals to develop a deeper understanding of inclusion in early childhood settings. Through online experiences as well as in person meetings and dialogue with experts from different institutions, students were able to engage with content and issues surrounding early childhood inclusion. Findings from measures of student attitudes, beliefs, and knowledge of inclusion practices revealed that meaningful change occurred from pre-test to post-test.

T089 *Identifying Head Start Children for Higher Tiers of Language and Literacy Instruction within a Response to Intervention (Rti) Framework*

—Kizzy Albritton, Adrienne Stuckey, Nicole Patton Terry

PRESENTERS

Kizzy Albritton, Adrienne Stuckey

The application of Response to Intervention (Rti) Framework to early childhood settings presents many opportunities and challenges. However, it remains unclear how best to implement this framework in settings in which children at-risk for academic difficulty are over-represented, like Head Start. One of the first steps in implementing any Rti process is the effective and efficient identification of children who are in need of additional instructional support (e.g., Tier 2 or Tier 3). This process is critical as it directly impacts the amount of resources needed to support children appropriately – a factor that is particularly concerning for programs that primarily serve children who are at-risk for social, emotional, or academic failure difficulties. The purpose of this study was to investigate the proportion of at-risk children that may be in need of additional instructional support when screening and norm-referenced measures are administered at the beginning of the year.

Additionally, we examined the proportion of at-risk children who continued to need additional support after receiving approximately 6 months of Tier 1 instruction.

T090 Reduction of Screen Media Viewing and Increase in Socially Oriented Activities in Young Children with Autism Spectrum Disorder

—Karen Frankel Heffler, Lori R. Frome, Brigid Garvin, James E. Connell, Jr., Dominic F. Gullo

PRESENTERS

Karen Frankel Heffler, Lori R. Frome

Higher levels of exposure to TV, video and other screen media in children in the first 3 years of life has been associated with developmental delays. Many children with autism spectrum disorder (ASD) view high amounts of screen media. We evaluated the effects of a parental education program and in-home weekly support, on screen viewing habits and developmental progress of children 18-months-old to 42-months-old with a diagnosis of ASD.

T091 Music Counts: A Specialized Treatment Program for Children with Autism

—Nurit Sheinberg

PRESENTER

Nurit Sheinberg

This poster presents the results of a study assessing the impact of the implementation of a music program in a specialized preschool program for children with Autistic Spectrum Disorder (ASD). The study utilized both a group and single subject design; 100 children participated in the study. The results suggest that the inclusion of a school-based music program appears to have a positive impact on children diagnosed with ASD's behaviors and readiness skills.

T092 This Is Us: Maternal Experiences Raising Children with Autism Spectrum Disorder

—Melissa Duchene-Kelly, Brenda Jones-Harden, Laura Gutermuth Anthony

PRESENTER

Melissa Duchene-Kelly

Despite the increased prevalence rates of autism spectrum disorders (ASD) over the last two decades, little is known about the parenting of children with ASD. Interviews and observations of mother-child interactions were conducted. Eleven themes emerged during the coding process. The results shed light on factors that contribute to the everyday realities and experiences of parents who have children with ASD, thereby allowing for a more accurate understanding of their parenting approaches and behaviors.

T093 Fathers and Mothers of Young Children with Disabilities: A Theoretical Thematic Analysis of Stress, Appraisal, and Coping

—Teri Henke, Juli Sams, Emily Rimmasch

PRESENTERS

Teri Henke, Juli Sams, Emily Rimmasch

The purpose of this qualitative research was to gain insights regarding how parents of young children with disabilities appraise and cope with stressors associated with providing for the unique needs of their children. A theoretical thematic analysis was employed based on a transactional model of stress. Coding themes included appraisal, problem-focused, emotion-focused, and meaning-focused coping. Findings indicated that fathers and mothers used overlapping approaches for coping with stress relative to parenting a child with disabilities.

T094 *The Developmental Support of Parenting Behaviors and Practices for Infants with Disabilities at 36 Months*

—Tasha Olson, Lori Roggman

PRESENTER

Tasha Olson

Infants with disabilities may be sensitive to parent-infant interactions and home environments supportiveness. This project aims to explore effects positive parent-infant interaction and the quality of home environment throughout infancy have on development at 36 months for infants with disabilities. Results indicate that parent-infant interactions and the home environment can positively affect child development outcomes for first- and later-born infants.

T095 *Supporting and Engaging Families Who Do Not Speak English through Language Interpretation Services in Early Intervention /Early Childhood Special Education Settings*

—Sunyoung Ahn, Nayoung Kong, Gregory Cheatham

PRESENTER

Sunyoung Ahn

In this poster session, the presenters will introduce recent research on spoken language interpretation services for families who do not speak English in Early Intervention/Early Childhood Special Education settings. Participants will have opportunities to review existing policies related to supporting families who do not speak English. They will discuss the roles of spoken language interpreters, current practices and challenges in language interpretation, and future directions for quality language interpretation in special education settings.

T096 *Are we Listening? Integrating the Early Intervention Experiences of Spanish-Speaking Families into Services*

—Lauren Cycyk, Lillian Durán, Ruby Batz

PRESENTERS

Lauren Cycyk, Lillian Durán, Ruby Batz

Ten percent of children enrolled in Head Start are identified with disabilities, and about 30% are exposed to Spanish at home (ACF, 2013). Families who speak languages other than English report feeling disconnected from special education services (Wolfe and Durán, 2013). However, the underlying causes have not been fully explored. This research presents a mixed-methods approach to describing Latino families' experiences with early childhood special education. Thirty-nine Spanish-speaking caregivers participated in a focus group to share their perspectives and also completed a survey about their satisfaction with special education evaluation, eligibility, and service provision. The information families provided inform Head Start practices and policies related to serving children from Spanish-speaking homes who have disabilities.

Culture and Culturally Responsive Research and Practice

T097 *Cultural Factors and Parental Utilization of Emotion-Related Socialization Behaviors*

—Jamie Sato, Kate Norwalk

PRESENTERS

Jamie Sato, Kate Norwalk

Emotion-related socialization behaviors (ERSB) are the behaviors and beliefs about emotions that parents impart to their children to help develop their children's social-emotional competence. Previous studies have shown that parents in poverty have additional risk factors (e.g., additional financial stressors) that can hinder their ability to socialize behaviors in their children. In this study, we will be looking at how the parents' ethnicity plays a role in their utilization of ERSBs.

T098 A Mixed Methods Explanatory Sequential Study of Unpacking Chinese Cultural Views about Children's Social Development with Head Start Chinese Immigrant Parents

—Sunah Hyun, Christine McWayne

PRESENTER

Sunah Hyun

This project aims to increase our understanding of Head Start Chinese immigrant parents' beliefs about children's social development through play by learning parents' cultural perceptions of children's social behaviors using mixed methods explanatory sequential approach. The quantitative results suggested that positive and challenging play behaviors may be defined differently by Chinese immigrant parents and revealed patterns that contrast with those of preschool teachers. The presentation will include the overall procedural mixed methods design and results of each phases of the design.

T099 Cultural Identity Project: Culturally Responsive and Reflective Practice in the Racially Diverse Preschool Setting

—Kyong-Ah Kwon, Yali Zhao, Francheska Starks, Adrian Malek, Rukia Rogers

PRESENTERS

Kyong-Ah Kwon, Yali Zhao, Francheska Starks, Adrian Malek

Given recent increases in racial diversity in schools and societies, teachers at all levels should support the development of children's racial understanding through culturally responsive practices. However, there are limited empirical studies on how teachers perceive, reflect, collaborate, and implement culturally responsive practices in early childhood education programs that serve children from racially diverse backgrounds. This mixed method research aims to examine six preschool teachers' reflections on the cultural identity project as a culturally responsive practice and its potential associations with children's racial understanding and attitudes. Researchers also interviewed children who participated in the project in the preschool A about their racial understanding of and attitudes toward self and others and compared to responses of children in a comparison preschool B. Preliminary analysis shows the cultural identity project driven by children's interests and questions about racial diversity benefited children, families, and teachers in promoting their understanding of other cultures and people. Analysis of child interviews revealed that children in school A showed greater racial awareness than did children in school B. This research has significant implications for teachers' intentional practice on how to support the development of children's racial and cultural understanding of and positive attitudes toward self and others in early childhood.

T100 Understanding Teachers' Beliefs and Classroom Practices Related to Students' Heritage Language and Culture

—Liuran Fan, Gayle Luze, Carla Peterson

PRESENTERS

Liuran Fan, Gayle Luze, Carla Peterson

This poster explored elementary teacher's beliefs and classroom practices in supporting heritage language speakers' (HLSs) heritage language and culture. Findings showed that teachers believed it was important to maintain the heritage language of HLSs. However, schools and teachers all faced challenges in meeting the needs of HLSs. Factors that contribute to teachers' beliefs and classroom practices toward maintaining their students' heritage language and culture also were investigated.

T101 Examining Determinants of Positive Parenting in a Shared Family Context among Black Caregivers of Head Start Children

—Lok-Wah Li, Christine McWayne, Jacqueline Mattis

PRESENTERS

Lok-Wah Li, Christine McWayne, Jacqueline Mattis

This study examined the relations between family demographics and caregivers' conceptualizations of positive parenting using a recently developed, culturally-derived measure. Participants included 100 Black, Head Start caregivers reporting on 50 preschool-aged children, with two caregivers reporting on the same

child. Multi-level analyses were employed to account for influences within a shared family context. Results demonstrated within-group variation in these relations among African-American and African-Caribbean families, which offered implications for future research, practice and policy.

T102 Engaging the Community to Identify Research Priorities for the Head Start/Early Head Start Program in the US Virgin Islands

—Noreen Michael, Janis Valmond, Deborah Brown, Gloria Callwood

PRESENTERS

Noreen Michael, Janis Valmond, Deborah Brown, Gloria Callwood

This poster presentation will highlight the establishment of the Human Services Research Partnership-US Virgin Islands, the work in which the Partnership engaged, and the processes used by the Partnership to identify research priorities for the Territory's Head Start/Early Head Start Program. The foundation of the Partnership's work was the completion of an environmental scan of the Territory's Head Start/Early Head Start Program. Partners engaged in an iterative process of reviewing findings to identify priority research foci.

T103 Early Care Profiles and School Readiness: An Exploratory Investigation of Risk and Resilience in Native American Children

—Heather Rouse, Seulki Ku, Quentin Riser, Constance Beecher, Ji-Young Choi

PRESENTERS

Heather Rouse, Seulki Ku, Quentin Riser, Constance Beecher

Native American children experience some of the worst educational outcomes of all public school children in the US, starting as early as kindergarten entry. This study examined relations among multiple early risk experiences associated with poverty, non-parental care experiences, the family literacy environment, and school readiness in reading, mathematics, and socio-emotional skills. It documented unique profiles of care experiences prior to kindergarten and disproportionate care types for Native American children that relate to outcomes.

T104 A Participatory Mixed-Methods Approach for Understanding Home Visiting in Tribal Communities

—Nancy Whitesell, Aleta Meyer

PRESENTERS

Nancy Whitesell, Aleta Meyer

The Multi-site Implementation Study of Tribal Home Visiting (MUSE) will systematically explore home visiting implementation across the Tribal Maternal, Infant and Early Childhood Home Visiting initiative. The MUSE Team has integrated multiple theoretical approaches to increase study relevance and rigor, capitalize on the strengths of both qualitative and quantitative designs, and enhance our ability to conduct a study that is responsive to stakeholders.

Tribal Early Childhood Research Center

T105 The Tribal Early Childhood Culture & Language Community of Learning: Examining Culture and Language in the Tribal Early Childhood Care and Education Context

—Jessica Barnes-Najor, Jennifer Amaya-Thompson, Catherine Ayoub, Angie Godfrey, Carol Kaufman, Aleta Meyer, Michelle Sarche, Christine Sims

PRESENTERS

Jessica Barnes-Najor, Jennifer Amaya-Thompson, Catherine Ayoub, Angie Godfrey, Carol Kaufman, Aleta Meyer, Michelle Sarche, Christine Sims

This poster will share work of the Tribal Early Childhood Research Center's (TRC) Culture and Language Community of Learning (CoL). The TRC Culture and Language CoL is a virtual forum for tribal early childhood

researchers and program staff to identify priorities and create products that explore tribal culture and language in tribal early childhood practice and in tribal children's early development. Information about the CoL's structure, process, emphasis, and emerging products will be shared.

T106 The Tribal Early Childhood Research Center: Engaging Diverse Voices to Grow the Field of Tribal Early Childhood Research

—Michelle Sarche

PRESENTER

Michelle Sarche

The Tribal Early Childhood Research Center (TRC) is funded by the Administration for Children and Families to grow the field of tribal early childhood research through pilot research, measure development, and training and professional development. Engagement between tribal early childhood researchers and tribal early childhood program staff is foundational, manifesting in a Community of Learning (CoL) approach. This poster will describe TRC partnerships, areas of emphasis, and key TRC activities.

T107 The Tribal Early Childhood Tribal PEDS Community of Learning: Piloting the Exploration of Development Screeners in American Indian and Alaska Native Tribal Contexts

—Nancy Whitesell, Nancy Asdigian, Caitlin Trucksess, Michelle Sarche

PRESENTERS

Nancy Whitesell, Nancy Asdigian, Caitlin Trucksess, Michelle Sarche

The Tribal Early Childhood Research Center (TRC) Tribal PEDS Community of Learning (CoL) brings early childhood program and research partners together to engage in collaborative research to inform practice. This poster reports on work to design a pilot study for exploring the validity of developmental screening measures and processes in diverse American Indian and Alaska Native tribal contexts. The CoL's conceptual framework, research questions, study design, and next steps will be described.

Dual Language Learners

T108 Examining the Relationship between Self-Regulation and School Readiness in Dual Language Learner Preschoolers

—Elizabeth Frechette, Silvia Niño, Elica Sharifnia, Lisa White

PRESENTERS

Elizabeth Frechette, Silvia Niño, Elica Sharifnia, Lisa White

Self-regulation is a critical skill needed for a successful transition to kindergarten and has shown to have important implications for children's later achievement. Despite the importance of supporting the development of early self-regulation skills, little research has focused on understanding the relationship between self-regulation and achievement in Latino Dual Language Learning (DLL) children.

T109 Associations between Language Instruction in Kindergarten and English Language Learners' Reading Growth: Are ESL Services Beneficial for Children's Literacy Skills?

—Karen McFadden, Kate Pace Miles, Mark Lauterbach, Lulu Song, Katharine Miles

PRESENTERS

Karen McFadden, Kate Pace Miles, Mark Lauterbach, Lulu Song

Teacher language and instruction format for Kindergarten language minority children (LMs) were examined in association with children's reading performance at the end of Kindergarten and first grade in a nationally representative dataset (Early Childhood Longitudinal Study-K). Teachers' use of child home language during instructional time and whether the students received pull out or push-in English as a Second Language (ESL) instruction were examined. Findings suggest that while home language instruction may be beneficial, no associations were demonstrated between ESL services and reading growth.

T110 Heterogeneity in Latino Children's Dual-Language Experiences and Growth from Infancy to Preschool

—Rufan Luo, Kelly Escobar, Catherine Tamis-LeMonda

PRESENTERS

Rufan Luo, Kelly Escobar

We examined English and Spanish use in Latino mothers and children (n = 113) when children were 2, 3, 4, and 5 years old. Using a person-oriented approach, we identified multiple dual-language trajectories that varied in the types of language mothers and children used, the quantity of language use within time, and the rate of language growth. The variability was associated with mothers' immigration, socio-economic status and linguistic backgrounds, the presence of older siblings, and school language environment.

T111 Home Literacy Environment Conversations with Parents of Young Dual Language Learners

—Kandia Lewis

PRESENTER

Kandia Lewis

The home literacy environment of dual language learners (DLLs) from Spanish-speaking homes are not well understood and often described as insufficient (Jiménez, 2003). The purpose of this study was to determine whether a home literacy measure was relevant for Spanish-speaking parents of young DLLs. Six parents participated in focus group sessions, and shared their literacy and language experiences, practices, and beliefs. The discussions captured the richness and diversity of their home literacy environment.

T112 Latino Mothers' Responsiveness and Bilingual Language Development in Young Children from 24 Months to 36 Months

—Rica Ramirez, Lisa Lopez

PRESENTERS

Rica Ramirez, Lisa Lopez

This longitudinal study examined the role maternal responsiveness had on shaping Spanish and English language development in bilingual two-year-old children. Eight Latino mother-child dyads (Time 1: M = 23.25 months) were observed and assessed at three time points. Regression and multilevel modeling was used in order to assess which maternal responsive behaviors impacted Spanish and English language outcomes. Results indicated joint topic focus as having being overwhelming impact across Times 2 and Times 3 in both languages. Prohibition negatively influenced English outcomes at Times 2 and Times 3. Interestingly, focus shift had a positive impact on English outcomes at Time 2. This work sheds light on the similarities and differences between cultures and the need for further research surrounding this population.

T113 Using Guided Drawing to Support Vocabulary and Concept Development in Dual Language Learners

—Christina Cassano

PRESENTER

Christina Cassano

This poster presents a classroom-based research study on guided drawing as part of a science-literacy intervention with dual language learners (DLLs) in Head Start. The results suggest that children's drawing provides a "snapshot" of preschoolers developing vocabulary and conceptual knowledge, particularly when guided by an adult. Guided drawing also provides information about children's misunderstandings of science-related concepts and vocabulary knowledge. In addition, it elicits conversation about topics that are interesting to children.

T114 Peer Effects on Low-Income Dual Language Learner's (DLL) Children's English and Spanish Vocabulary

—Gary Bingham, Noreen Yazejian, Meghan Dean, Sandra Hong, Laura Kuhn, Margaret Burchinal

PRESENTERS

Gary Bingham, Noreen Yazejian, Meghan Dean, Sandra Hong

Early childhood settings may present DLL children with their first formal exposure to learning English (Figueras-Daniel & Barnett, 2013), as well as a consistent group of mostly English-speaking peers with whom they spend many hours a day. Despite an emerging body of evidence documenting *peer effects*—the effects of peers' skills on children's development (Bulotsky-Shearer et al., 2012; Henry & Rickman, 2007; Justice et al., 2011; Weiland & Yoshikawa, 2014; Yudron et al., 2014), relatively little is known about peer effects for DLLs. A total of 542 children in 53 classrooms across 12 Head Start sites were included in this sample. We examined associations of spring Spanish receptive, Spanish expressive, and English receptive language scores with peer language skills in English and in Spanish, while controlling for covariates and language of classroom instruction (i.e., whether teachers used only English, predominantly English, or a combination of English and Spanish (>20%)). Peer Spanish language skills were positively related to children's spring Spanish receptive and expressive language skills. No association between peer language skill and children's English language skills was found. Teacher language was not associated with children's Spanish skills over and above peer Spanish abilities.

T115 Dual Language Learning for Dual Language Learners: The Protective Benefit of Spanish Vocabulary Development on English Language Skills in the Transition between Head Start and Kindergarten

—Dahyung Ryu, Shinyoung Jeon, Ji-Young Choi, Heather L. Rouse, Constance Beecher

PRESENTER

Dahyung Ryu

This study examined whether Spanish-English dual language learners (DLLs) in Head Start gained Spanish vocabulary skills over 1.5 years after entering Head Start and whether this growth in Spanish vocabulary predicted Kindergarten English vocabulary skills. Findings showed that DLLs significantly gained Spanish vocabulary during the period. The development of Spanish vocabulary skills (i.e., initial level and growth) was associated with English skills in Kindergarten, controlling for English skills at Head Start entry.

T116 Development of the Lexical-Grammatical Association in Latino Dual Language Learners

—Lucía I. Méndez, Gabriela Simon-Cereijido

PRESENTERS

Lucía I. Méndez, Gabriela Simon-Cereijido

In this poster presentation we discuss the relation between lexical and grammatical abilities within and across languages using language-specific and conceptual measures in Latino preschoolers. Sixty-one typically developing Head Start Latino preschoolers participated in the study. Hierarchical regressions were used to analyze cross-sectional data. Results revealed that a large percentage of the variance in the grammatical ability of these Latino preschoolers in both Spanish and English was explained by lexical variables in the same language. Clinical and educational implications of the study findings will be discussed

T117 Dual Language Learners' Language Development from Head Start to Kindergarten: Differences between Children Demonstrating English Proficiency and Limited English Proficiency at Head Start Entry

—Shinyoung Jeon, Ji-Young Choi, Diane Horm, Sherri Castle

PRESENTER

Shinyoung Jeon

This study compared dual language learners (DLLs) who entered Head Start with English proficiency and those who did not. Across two cohorts, the results showed that the two groups continued to differ

significantly through Kindergarten, with no "catching-up" in English skills. Differences in family characteristics and home environments also were found between the two groups at Head Start entry. Further research is needed to address causality and better understand these differences and the English proficiency of DLLs.

T118 Spanish Vocabulary and Word and Letters Identification Mutual Influences: How Poverty Moderates its Relationship among Preschool Children in State Pre-K

—Fernando Andrade Adaniya, Iheoma U. Iruka, Sandra Soliday Hong, Tomoko Wakabayashi, Jill Claxton, Beth Hardin, Mary Delcamp

PRESENTERS

Fernando Andrade Adaniya, Iheoma U. Iruka

Dual language learners (DLLs) face many challenges in a predominately monolingual English-speaking US educational system, including structural inequalities such as poverty, attending low resource schools and having limited English proficiency. The majority of DLLs in the United States are Spanish-speakers who acquire and develop their two languages in different contexts--Spanish at home and English at school. This study explores how the mutual influences between Spanish vocabulary and words and letters identification vary depending on family poverty levels (low poverty and extreme poverty). The findings mainly suggest that enriching Spanish vocabulary could improve early literacy skills in English during preschool especially for children living in extreme poverty. Moreover, it seems that the improvement of early literacy skills in English during Pre-K could also lead to the enrichment of Spanish vocabulary skills. These influences seemed to be substantially weaker between the end of preschool and the beginning of kindergarten suggesting that Spanish-English dual language learners who live in extreme poverty benefit most and suggests it may be important to continue to develop both Spanish and English literacy throughout the whole year in partnership with families.

Measurement/Measurement Development

T119 Examination of Concurrent Validity for Infant/Toddler Individual Growth and Development Indicators

—Gayle Luze, Kere Hughes-Belding, Ji Young Choi

PRESENTERS

Gayle Luze, Kere Hughes-Belding, Ji Young Choi

Infant/Toddler Individual Growth and Development Indicators (IGDIs) are brief, reliable, and engaging tools sensitive to growth over short time periods. The current study examined the concurrent criterion-related validity of the IGDIs that measure communication, movement, and cognitive development. Results support their concurrent validity with established standardized measures. Growth trajectory patterns for total scores and key skill elements are described. Implications for research and use with children who have disabilities or are at-risk are discussed.

T120 Development of and Initial Results from the EMOTERS Scale

—J. Reba Troxler, Alexa Roth, H. Callie Silver, Xiaozhu An, Ernesto D. Ponce, Rachel Gordon, Katherine M. Zinsser, Timothy W. Curby

PRESENTERS

J. Reba Troxler, Alexa Roth

This study presents preliminary results from the EMOTERS scale, currently being developed as an observational measure of emotion teaching. EMOTERS contains four constructs that contribute to children's emotional competence: modeling, instructing, reacting, and relating. The current version was used to code 100 preschool classroom videos, and initial analyses were conducted on frequency of response option use and coder agreeability. Results show both how the measure is functioning and in which behaviors preschool teachers are engaging.

T121 Home Language Assessment for Chinese-English Bilingual Pre-schoolers

—Jennifer Chard Hamano

PRESENTER

Jennifer Chard Hamano

This study describes the process of curating appropriate linguistic structures for assessments in Mandarin and English, emphasizing developmental milestones and linguistic complexity. The bilingual language assessment for Mandarin-speaking four-year-old children is based on developmental milestones in Mandarin and English. We present the results of 24 pre-school participants and discuss strategies for developing multi-lingual assessments.

T122 Pre-K Teachers' Perspectives on Authentic Assessment Systems: Implications for Training and Professional Learning

—Lacey Peters, Eva Liang, Sherryl Browne Graves, Sanae Akaba

PRESENTERS

Lacey Peters, Eva Liang, Sherryl Browne Graves

Online assessment tools are more widely used in Pre-Kindergarten programs. This study presents qualitative data intended to foreground Pre-Kindergarten teachers' perspectives on using authentic assessment systems. Interviews with 15 teachers illustrate what they know about assessment and how they use approaches to make meaning of children's learning and development with these tools. Findings suggest many teachers are focused on collecting and inputting data but have little time to analyze the data to inform their instruction.

T123 Building Conceptual Frameworks for National Studies of Early Head Start and Head Start: Baby FACES and FACES

—Yange Xue, Lizabeth Malone, Cheri Vogel, Kimberly Boller, Jessica F. Harding, Nikki Aikens, Louisa Tarullo, Emily Moiduddin, Sara Bernstein

PRESENTERS

Yange Xue, Lizabeth Malone

This poster illustrates the frameworks that describe Head Start and Early Head Start (EHS) programs and guide current research on them. Both frameworks identify pathways of how program processes influence child and family outcomes, with the Head Start framework focusing on classroom quality for preschoolers and the EHS framework focusing on responsive relationships for infants and toddlers. The poster suggests implications for research priorities on policy-relevant data on Head Start and families and children ages 0-5.

T124 Validity of Kindergarten Social and Emotional Development Measurement in National Studies: An Analysis of the Early Childhood Longitudinal Study, Birth Cohort (ECLS-B)

—Quentin Riser, Heather Rouse, Constance Beecher

PRESENTERS

Quentin Riser, Heather Rouse, Constance Beecher

Social and emotional development during early childhood set the foundation for children's development in school and beyond. However, despite the growing body of literature dedicated to understanding this foundational, multi-dimensional school readiness competency, measuring the construct during early childhood remains problematic. By using a unique, nationally representative study, the purpose of the present study is to explore social development items measured in kindergarten to examine the underlying constructs. Results revealed reliable and valid underlying dimensions.

Quality and Access to Quality

T125 Design-Based Implementation Research to Improve Pre-K Quality: Using Data to Increase Social-Learning Interaction

—Kimberly Nesbitt, Dale Farran, Caroline Christopher

PRESENTERS

Kimberly Nesbitt, Dale Farran, Caroline Christopher

From 2014 to 2016, a school system partnered with developmental researchers in a venture to provide high-quality early learning for pre-kindergartners in 26 classrooms. Using observation data about specific teacher and child behaviors, school staff identified goals for changing classrooms. Recurrent observations enabled monitoring of progress and coaching, including increasing children's engagement in social-learning. This paper examined if the partnership's approach was associated with increased social-learning and explored relations with children's academics and self-regulation gains.

T126 State Systemic Improvement: Progress and Lessons Learned from Early Intervention

—Grace Kelley, Kathleen Hebbeler, Abby Schachner

PRESENTERS

Grace Kelley, Kathleen Hebbeler

As part of national efforts to improve state systems, practices, and outcomes for children and families with special needs, all state early intervention programs are implementing State Systemic Improvement Plans. This poster shares data based on an analysis of all state and territory progress reports. Dialogue will be prompted about issues in implementing and evaluating systemic improvement and ways that participants can support systemic improvement across the early childhood system.

T127 How Parental Preferences, Family Characteristics, and Local Care Markets Shape Immigrant Families' Child Care Choices

—Heather Sandstrom, Julia Gelatt

PRESENTERS

Heather Sandstrom, Julia Gelatt

Prior qualitative work suggests children of immigrants use center-based early education less than other children. We test this trend using the National Survey of Early Care and Education and explore the roles of parental preferences, family characteristics, parents' work and school, community demographics, and child care markets in shaping families' use of care. We find that children of immigrants use nonparental care less than other children, but among those in care, use center-based care at similar rates.

T128 Access to Quality School-Age Child Care: Trends and Variations across State Policies and Enrollment Statistics for School-age Children Served through the Federal Child Care and Development Fund Subsidies

—Heidi Rosenberg

PRESENTER

Heidi Rosenberg

This poster presents a national snapshot of states' and territories' implementation of the federal Child Care and Development Fund grant program through policies that impact young school-age children's access to quality afterschool and summer child care. The poster includes findings from a descriptive analysis of data related to school-age child care and highlights trends and variations across states and territories.

T129 *A Comparison of Classroom Quality in New Jersey's Public and Private Preschool Programs*

—Jessica Francis

PRESENTER

Andrea Kent, Charlie Whitman

Over 50 districts in New Jersey provide free high quality preschool programs for children. The cost of care in surrounding districts averages $10-12K per year for full-time preschool and the quality of the programs is less transparent. This study sought to examine differences in quality between public and private programs. Results from a random sample of 200 classrooms showed that public programs have significantly higher quality classrooms than private programs.

T130 *The Influence of Elementary School Quality on Long-Term Effects of Preschool Programs in Fifth Grade*

—Kaitlyn Mumma, Adam Winsler

PRESENTERS

Kaitlyn Mumma, Adam Winsler

We examined elementary school quality as a moderator of preschool fadeout in fifth grade for 11,762 students who attended Title-1 public school Pre-K or center-based childcare on subsidies at age 4. Although prior work in 3rd grade showed Pre-K children outperformed those in center-based care with gaps bigger at better schools, by 5th grade, there was complete convergence on GPA, but for math and reading, center-based care students outperformed Pre-K students with gaps greater at better schools.

T131 *How do Parents with Low Incomes Search for and Choose Child Care? Implications for CCDF Consumer Education Policy and Practice*

—Katie Watts, Elisa Klein

PRESENTER

Katie Watts, Elisa Klein

This study examined child care decision making in families with low incomes. A subsample of 1,120 parents from the National Survey of Early Care and Education were asked about their child care searches, including information about child care providers considered, search methods, and the outcome of the search. Analyses revealed that certain family and community factors – including subsidy receipt, parental immigration status, and residing in rural locations – were related to child care decisions.

T132 *Detroit Parents' Priorities When Making Child Care Decisions*

—Leah Awkward-Rich

PRESENTER

Leah Awkward-Rich

Research on how low-income parents choose child care differentiates low-income parents by whether or not they qualify for no-cost childcare (Johnson, Martin, and Brooks-Gunn, 2011; Sandstrom and Chaudry, 2012), focusing on parents choosing center-based rather than home-based care (Zellman, Perlman, Le, and Setodji, 2008). This study compared parents' priorities when selecting home- and center-based childcare in a Detroit neighborhood. Survey responses show home-choosing parents had higher socioeconomic statuses and used research to make decisions.

Quality and Measurement

T133 *Evidence of Classroom Change Using the Classroom Assessment of Supports for Emergent Bilingual Acquisition (CASEBA) in a Study of Bilingual Staffing Patterns and Professional Development*

—Alexandra Figueras-Daniel

PRESENTER

Alexandra Figueras-Daniel

This poster will present a look at classroom quality for Dual Language Learners(DLLs) using an instrument specifically designed to measure practices that are supportive of home language maintenance and English acquisition for DLLs, (*Classroom Assessment of Supports for Emergent Bilingual Acquisition*, CASEBA; Freedson, Figueras-Daniel, & Frede, 2009). The CASEBA was used along with the *Early Childhood Environmental Rating Scale - Revised* (ECERS-R; Harms, Clifford and Cryer, 2005) to additionally provide a global measure of preschool classroom quality. While no differences were found on the ECERS-R after an intervention or by staff language groups, differences in classroom practice were captured by the CASEBA, which appears to highlight specific aspects of classroom practice that would go unnoticed in commonly used measures of "global" quality. This study presents important implications for examining elements of classroom quality for young DLLs specifically, and how findings could inform efforts for professional development, as well as for policy related to QRIS, teacher training, recruitment and certification.

T134 *Variability in Classroom Interaction Quality and Approaches to Learning in Head Start Children*

—Claudia Perez, Veronica A. Fernandez, Johayra Bouza, Dorothy M. Sanchez, Santiago Garcia, Daryl Greenfield

PRESENTER

Claudia Perez

Many children lack the necessary "learning behaviors" necessary for academic success. Fortunately, high quality teacher-child interactions (typically quantified by cycle score means) are positively associated with approaches to learning. Means, however, do not capture fluctuations in quality children may experience. Here, we examined the association between teacher-child interaction quality variability and approaches to learning, within a Head Start sample. Emotional support variability was negatively correlated with approaches to learning. Classroom organization and instructional support variability was positively correlated approaches to learning.

T135 *Early Childhood Environment Rating Scale – Third Edition (ECERS-3): Factor Structure and Predictive Validity*

—Diane Early, John Sideris, Jennifer Neitzel, Doré LaForett, Chelsea Nehler

PRESENTERS

Diane Early, John Sideris, Jennifer Neitzel, Doré LaForett

The Early Childhood Environment Rating Scale – Third Edition (ECERS-3) is the latest version of one of the most widely used observational tools for assessing the quality of classrooms serving preschool-aged children. This study was the first assessment of its factor structure and validity, an important step given its widespread use. An ECERS-3 observation was conducted in 1,063 preschool classrooms in three states. In a subset of those classrooms (n = 119), Classroom Assessment Scoring System – Pre-K (CLASS Pre-K) and child assessment data were also collected. The results suggested that a single factor does not adequately capture item variability. Of the solutions tested, the four-factor (Learning Opportunities, Gross Motor, Teacher Interactions, and Math Activities) provided the best combination of statistical support and theoretical utility. In general, the ECERS-3 Total Score and the four factors were moderately correlated with the three domains of the CLASS Pre-K. ECERS-3 Total Score, Learning Opportunities, and Teacher Interactions were positively related to growth in executive function, as were all three domains of the CLASS Pre-K. However, all significant associations were small, and most tested associations between ECERS-3 scores and children's growth, and between CLASS Pre-K and children's growth, were not significant.

T136 HighScope's Comprehensive Assessment of Preschool Classroom Quality Validation Study

—Jeffrey Beal, Jill Claxton

PRESENTERS

Jeffrey Beal, Jill Claxton

HighScope's® Preschool Quality Assessment (PQA)-Revised provides preschool classrooms with an assessment of both structure and process quality. It assesses classroom quality in five key areas: Classroom Environment, Daily Routine, Adult Child Interactions, Curriculum and Planning and Assessing, and Family Engagement. This poster describes the PQA-Revised Validation Study which included an initial pilot phase, revised pilot phase, and implementation study phase.

T137 The Early Childhood Organizational Equity Assessment: YMCA of the USA's Development, Validation, and Implementation of a Tool to Promote Equity in Early Childhood

—Jennifer Mortensen, Sonja Crum Knight, Gail Vessels

PRESENTERS

Jennifer Mortensen, Sonja Crum Knight

YMCA of the USA developed the Early Childhood Organizational Equity Assessment (OEA) for YMCAs to self-assess current practices and policies within local YMCAs as they relate to promoting equitable access to high quality early childhood programs. YMCA of the USA engaged the McCormick Center for Early Childhood Leadership to conduct a validation study of the OEA. This poster will present data from the validation study and our work with local YMCAs to improve organizational practices.

T138 A Tale Between Two Preschool Program Quality Assessments (PQA): PQA and Classroom Assessment Scoring System (CLASS)

—Noel Kelty, Tomoko Wakabayashi

PRESENTERS

Noel Kelty, Tomoko Wakabayashi

The purpose of this study was to develop a crosswalk between the Preschool Program Quality Assessment (PQA) and the Pre-Kindergarten version of the Classroom Assessment Scoring System (CLASS), that is, two program assessment tools approved for use in Michigan. PQA and CLASS scores were obtained from the same classrooms (n = 388) to examine similarities and differences between the two tools. Results yielded a moderately significant correlation and several implications for implementation and program staff training.

Workforce Development

T139 Family Child Care Provider Perspectives about Engaging with Quality Improvement Initiatives

—Rena Hallam, Alison Hooper, Danielle Riser

PRESENTERS

Rena Hallam, Alison Hooper, Danielle Riser

This poster presents qualitative interview data from 26 family child care providers in one state about their experiences and interests related to working with quality improvement initiatives. Findings indicate that many providers are interested in initiatives that allow them to network and receive additional training. Most providers believe that quality improvement initiatives benefit them professionally and personally. However, they experience barriers to participation, including a lack of time, no knowledge of opportunities, and previous negative experiences.

T140 *Impact and Lessons from Five Years' Experience Integrating Continuous Quality Improvement and Other Dissemination Methods in Public Preschools*

—Mary Catherine Arbour, Hirokazu Yoshikawa, Francis Romina, Duran Mellado, Karen Zeribi, Marcela Marzolo, Ernesto Trevino Villareal, Andrea Rolla, Catherine Snow

PRESENTER

Mary Catherine Arbour

This paper will report on five years of experience integrating Continuous Quality Improvement (CQI) methods into the program's coaching-based professional development model for preschool teachers. We will report results from two cohorts—a feasibility and quasi-experimental impact study of the first Break Through Series (BTS) collaborative (2011-2012), and a quasi-experimental impact study of the 2014-2015 cohort—that show progressively larger impacts on a greater number of socioemotional and language outcomes. We also will present the following: a) illustrations of application of CQI methods and rapid-cycle learning by preschool teachers and aides; b) adaptations made to the traditional BTS approach to ensure success; c) refinement of the program's professional development model informed by CQI learning; d) scale-up of the project in a series of 'waves' to more than 80 schools, through a blend of dissemination strategies (BTS, extension agents, development of local teacher mentors, integration into municipal professional development networks, etc.); e) key challenges and solutions used to overcome them; and f) lessons learned and key considerations in applying CQI in early education settings.

T141 *Identifying High Quality Science Media Resources*

—Regan Vidiksis, Cindy Hoisington, Claire Christensen, Naomi Hupert, Phil Vahey, Megan Silander, Kea Anderson

PRESENTERS

Regan Vidiksis, Cindy Hoisington, Claire Christensen

Researchers from Education Development Center and SRI International developed a set of criteria to identify high quality early science learning media resources based on evidence of media features that lead to children's early science learning. We share this set of nine criteria, and the accompanying rating system, and provide a rationale for encouraging its use by teachers and other program coordinators, as well as parents and other caregivers, to foster the highest potential for learning when using science resources.

T142 *Individualization in Early Childhood: Using Data to Inform Teaching Practices*

—Jessica deMonsabert, Missy Coffey, Sheila Brookes

PRESENTERS

Jessica deMonsabert, Missy Coffey

This poster bridges research and practice, addressing why and how early childhood educators can use various types of data to support individualization of teaching practices. The authors draw on related research and policy to provide information about the importance of using data to individualize instruction in early childhood education, examples of evidence-based strategies used to implement data-informed instruction, and the factors that may impact the use of data in early childhood educational settings.

T143 *Supporting Community-based Child Care Providers' Implementation of a Self-Regulation Intervention through Coaching*

—Laura Scharphorn, Iheoma U. Iruka

PRESENTERS

Laura Scharphorn, Iheoma U. Iruka

Preschoolers from low-socioeconomic backgrounds tend to display lower levels of self-regulation. Fortunately, self-regulation skills are responsive to classroom-based interventions. In this study, community-based child care providers in Detroit participated in coaching in a self-regulation intervention. Coaching was associated with greater change in implementation quality of the self-regulation-promoting practice. In-program coaching may offer an effective approach for supporting home- and center-based child care providers, particularly those who lack access to other resources to improve quality.

T144 *A Professional Development System to Improve Caregiver-Child Interactions for Infants and Toddlers*

—Sally Atkins-Burnett, Shannon Monahan, Louisa Tarullo

PRESENTERS

Sally Atkins-Burnett, Shannon Monahan, Louisa Tarullo

This poster presentation will describe the development of the We Grow Together system for infant-toddler caregivers in centers and family child care homes. We Grow Together uses the evidence-based principles and best practices in the Q-CCIIT measure as the basis of professional development (PD) content, combined with the best available evidence about supporting adult change. We Grow Together PD strategies draw from different fields including adult learning principles, behavioral psychology, motivation theories, organizational psychology, process consultation, and developmental evaluation. Using the We Grow Together system, infant and toddler caregivers work with local PD providers using web-based resources, including presentations, handouts, step-by-step guides, checklists, self-reflection exercises, and a variety of other supports. A field test in 300 classrooms is planned for 2018-2019. The poster will highlight lessons learned in developing the We Grow Together system and include implications for supporting infant/toddler caregivers through PD initiatives.

T145 *Predictors of Implementation Quality of an Evidence-Based Program in Childcare Centers*

—Benjamin Bayly, Karen Bierman, Janet Welsh, Claudia Mincemoyer

PRESENTERS

Karen Bierman, Janet Welsh, Claudia Mincemoyer, Leah J. Hunter

Evidenced-based preschool programs have been effective in increasing the school readiness skills of children from low-socioeconomic families but these programs are rarely delivered in childcare centers. Correspondingly, little is known about the factors that affect evidence-based program delivery in child care centers. The current study examines how the combination of child care center and teacher characteristics predict the implementation of an evidenced-based program designed to promote school readiness.

T146 *Implementation Fidelity of a Professional Development Model for Early Childhood Leaders in Cross Sector Preschool Contexts*

—Heather Horsley, Maia Connors, Debra Pacchiano, Lainey Manos, Jaime Vasquez

PRESENTERS

Heather Horsley, Maia Connors, Debra Pacchiano, Lainey Manos

Little is understood about the kind of professional development early childhood education leaders require to support staff development. The present study reports findings from the implementation study within a three-year evaluation of an ambitious, job-embedded professional development model for instructional leaders within cross-sector preschool contexts, funded through the federal grant program.

T147 *A Mixed Methods Approach to Evaluating Participant Engagement and Feasibility in an Online Professional Development Course*

—Hillary Lewis, Kelly Longway, Chat Bulosan, Bridget Hatfield, Shannon Lipscomb

PRESENTERS

Hillary Lewis, Kelly Longway

A new online professional development program is currently being implemented for early childhood teachers working with children impacted by trauma. This study applies a mixed method approach to understanding feasibility and engagement in the online course component of this program. Preliminary results indicate the course is feasible, and that teachers vary in the ways in which they engage to reach the course objectives.

T148 *Examining the Implementation of Remote Video-Based Coaching*

—Emiko Goka-Dubose

PRESENTERS

Emiko Goka-Dubose

This poster examines fidelity of implementation and participant responsiveness for continuous improvement of a new, web-based coaching program. The Roots of Resilience program includes web-based coaching for early childhood teachers in home- and center-based programs to support resilience in children impacted by trauma. Data indicate that fidelity increased over time and supported participant responsiveness. The benefit of evaluating these data in real-time throughout the coaching process is currently being examined.

T149 *Engaging Practitioners in the Development of Innovative Online Teacher Professional Development for Writing*

—Hope Gerde, Gary Bingham, Xiao Zhang, Kyla McRoy

PRESENTERS

Hope Gerde, Gary Bingham, Xiao Zhang, Kyla McRoy

The innovation of teacher professional development (PD) to enhance literacy through writing is warranted (Gerde, Bingham, & Pendergast, 2015; NELP, 2008). Engaging teachers in the development process is central to designing PD that is relevant and functional for teachers. Using an iterative process, three phases of research including 11 teachers in Think Aloud interviews, 18 teachers in an initial feasibility/usage study, and 47 teachers in an RCT pilot study, engaged Head Start teachers in evaluating the program for feasibility, usability, and effectiveness. The iWRITE PD was created by partnering with Head Start teachers to enhance the relevance, feasibility, and impact of the PD.

WEDNESDAY, JUNE 27, 2018

8:30 A.M. — 10:00 A.M.: PLENARY SESSION

301
SALONS 4-6

LIVE *Measuring Cost of Quality Early Childhood Programs*

CHAIR

Emily Schmitt, Administration for Children and Families

PRESENTERS

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

DISCUSSANT

Lynn Karoly, RAND

ABSTRACT

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

PLENARY PRESENTER BIOGRAPHIES

Kimberly Boller

Kimberly Boller, a Mathematica Policy Research Senior Fellow and Senior Advisor for Learning and Innovation at the Early Learning Lab, has studied early childhood services and systems in more than 10 countries, including the effects of child care and early education, parenting programs, and policy on children and families. She contributes to the evidence base by studying the impact and implementation of programs designed to improve parent well-being, early childhood education professional development systems, family self-sufficiency, and child outcomes from infancy through early elementary school. Kim's recent research in the United States includes measuring the cost of high quality early childhood education programs; describing Early Head Start and the children and families it serves; documenting home-based child care provider networks; and assessing supports for implementing home visiting to prevent child maltreatment. Kim served as a committee member for the National Academies of Sciences, Engineering, and Medicine—Supporting the Parents of Young Children Consensus Study. She serves on a number of ACF working groups including INQUIRE and early care and implementation.

She holds a Ph.D. in developmental and cognitive psychology from Rutgers University.

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Emily Gustafsson-Wright

Emily Gustafsson-Wright, Ph.D., is a fellow in the Center for Universal Education at the Brookings Institution and Senior Researcher with the Amsterdam Institute for International Development . She specializes in applied microeconomic research within the fields of education and health with regional foci in Africa and Latin America and the Caribbean. Currently, her work focuses on the challenges to scaling up early childhood development (ECD), education, and health interventions in developing countries and on innovative financing mechanisms such as public-private partnerships and impact investing. Most recently, she has focused on the costs of ECD including developing and piloting a standardized global costing tool. Her previous professional experience includes consulting at the World Bank and the UNICEF Innocenti Research Center. She holds a Ph.D. in Economics from the Tinbergen Institute at the University of Amsterdam, and Masters of Science in Applied Economics and Finance and Bachelor of Arts in Economics from the University of California at Santa Cruz.

Rachel Herzfeldt-Kamprath

Rachel Herzfeldt-Kamprath is a social science analyst with the Division of Home Visiting and Early Childhood Systems, at the Health Resources and Services Administration (HRSA), U.S. Department of Health and Human Services. At HRSA, her work focuses on national evaluations and research of early childhood home visiting programs. She also conducts research and analysis to inform program policy making. Prior to joining HRSA, she worked as a policy analyst for the Early Childhood Policy team at American Progress where she conducted policy research and data analysis. She has produced reports examining MIECHV implementation in states and tribes, analyzing racial pay gaps among the early education workforce, and assessing alignment of programs for infants and toddlers. She holds a master's of science in public policy and management from the Heinz College of Carnegie Mellon University in Pittsburgh, Pennsylvania.

Lynn Karoly

Lynn Karoly, Ph.D., is a senior economist at the RAND Corporation and a professor at the Pardee RAND Graduate School. She has conducted national and international research on human capital investments, social welfare policy, child and family wellbeing, and U.S. labor markets. In the area of child policy, much of her research has focused on early childhood programs with studies on the use and quality of early care and education (ECE) programs; the system of publicly subsidized ECE programs; professional development for the ECE workforce; ECE quality rating and improvement systems; and ECE program costs and financing. In related work, she has examined the costs, benefits, and economic returns of early childhood interventions. She also has employed benefit-cost analysis more generally to evaluate social programs. Her other research has examined issues pertaining to poverty, inequality, immigration, welfare reform, self-employment, and retirement. Dr. Karoly received her doctorate in economics from Yale University.

10:15 A.M.— 12:00 P.M.: BREAKOUT SESSIONS

302
SALONS 4-6

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

CHAIR
Sarah Blankenship, Administration for Children and Families

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

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

ABSTRACT

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

303
SALON A

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

CHAIR
Ann Easterbrooks, Tufts University

PRESENTERS
Debbie Chang, Nemours
Christina Economos, Tufts University

DISCUSSANT
Erika Pijai, USDA Food and Nutrition Service

ABSTRACT

Increasing numbers of young children are entering school with challenges to their health and well-being, including obesity and unhealthy eating habits. These challenges threaten optimal development in several domains, including executive function, social skills, and motor skills. To address this growing concern, community initiatives and federal nutritional policies are working to ensure wellness and good health during

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childhood. Dr. Christina Economos will present research on the outcomes of whole-community approaches to obesity intervention grounded in applying systems science to result in policy and practice changes leading to better health for young children and their families. From a prevention perspective, Dr. Debbie Chang will discuss a learning collaborative community model that does the following: fosters practice improvement and supports state systems level change in early care and education programs to encourage children's healthy eating and physical activity, and shows how to utilize Medicaid as a coordinating lever to prevent obesity. Finally, Erika Pijai will highlight changes within the Child and Adult Care Food Program focused on meal patterns and will discuss training tools and resources for both schools and early care and education providers.

Catalyzing Communities to Prevent Childhood Obesity: A Systems Approach
Christina Economos

Improving Child Health by Focusing on Early Care and Education Settings, Practice, and Systems
Debbie Chang

Growing Healthy Children: Supporting Healthy Child Care Environments with USDA's Team Nutrition Resources
Erika Pijai

304
SALON B

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

CHAIR
Lisa Berlin, University of Maryland

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

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

Descriptive Information about EHS participants in Promoting First Relationships
Jason Hustedt, Rena Hallam, Myae Han, Jennifer Vu

Parental Life Stress, Parent-Child Relationship Quality, and Child Outcomes in a Tribal EHS Program
Michelle Sarche, Hannah Saunders, Zeynep Biringen, Calvin Croy, Robert Emde, Brady Garrett, TK Kominsky, Mark Laudenslager, Brad Morse, Caitlin Trucksess

Supplementing EHS with Play and Learning Strategies (PALS)
Jill Gandhi, Clancy Blair, Cybele Raver

Supplementing EHS with Attachment and Biobehavioral Catch Up (ABC)
Lisa Berlin, Brenda Jones-Harden, Tiffany Martoccio

Supplementing EHS with Filming Interactions to Nurture Development (FIND)
Amy Dominguez, Sarah Enos Watamura, Phil Fisher, Amanda Moreno

305
SALON C

Engaging Teachers Serving Children Under Three in Professional Development

CHAIR
Bridget Hamre, University of Virginia

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

DISCUSSANT
Jason Downer, University of Virginia

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

Understanding Early Childhood Professionals' Interest in Receiving Coaching to Support Children's Early Language Development
Nicole Gardner-Neblett

Coaching Early Educators to Implement Evidence-Based Social Emotional Teaching Practices with Fidelity
Mary Louise Hemmeter, Kathryn Bigelow, Judith Carta

The Effective Classroom Interactions Course for Early Care Teachers: Preliminary Results from a Randomized Control Trial
Bridget Hamre, Jennifer LoCasale-Crouch, Fran Romo, Jessica Whittaker

306
SALON H

Using Global Research to Inform United States ECE Practice

CHAIR
Kimber Bogard, New York Academy of Medicine

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

ABSTRACT
This panel will include presentations and discussions of recent initiatives focused on supporting young children's development globally. Many low and middle-income countries are taking innovative approaches to

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

307
SALON J

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

CHAIR

Nina Philipsen Hetzner, Administration for Children and Families

PRESENTERS

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

DISCUSSANT

Jen Agosti, JRA Consulting, Ltd.

ABSTRACT

Improving the quality of early childhood programs requires sustained changes in practices that support children and families. Continuous Quality Improvement (CQI) approaches can assist programs in systematically and rapidly testing actions that lead to measurable improvement in everyday program processes and impact overall outcomes. This panel will present experiences from three distinct projects that are using CQI methods to improve outcomes for children and families: 1) the Culture of Continuous Learning (CCL) project, which is implementing a Breakthrough Series Collaborative to support social and emotional learning practice in Head Start programs and child care centers; 2) Un Buen Comienzo (UBC, A Good Start), a professional development intervention for preschool teachers in Chile; and 3) the Home Visiting Collaborative for Improvement and Innovation Network (HV CoINN), which is testing and scaling interventions within federal home visiting to improve maternal and child outcomes related to maternal depression, development, and breastfeeding. Presenters will discuss illustrative examples, results, and lessons learned from implementing these CQI approaches within early childhood programs.

308
SALON DE

Active Research-Policy Collaborations in Early Childhood Education

CHAIR

Amanda Williford, University of Virginia

PRESENTERS

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

DISCUSSANT

Shannon Lipscomb, Oregon State University–Cascades

ABSTRACT

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

Alignment of Early Childhood Policy and Classroom Processes and Practices in a Large, Diverse, Public School District
Jessica Whittaker, Robert Pianta, Virginia Vitiello, Erik Ruzek, Arya Ansari

Are Early Childhood Programs Improving under QRIS? Evidence from a Southern State
Anne Markowitz, Daphna Bassok, Preston Magouirk, Katharine Sadowski

The Broadening of a Statewide Early Assessment and Intervention System: Data on the Process and Impact of Change
Anita McGinty, Amanda Williford, Marcia Invernizzi, Jason Downer

309

SALONS FG

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

CHAIR
Leslie Babinski, Duke University

PRESENTERS
Clara Muschkin, Duke University
Beth Gifford, Duke University
Michael Little, University of North Carolina at Chapel Hill

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

ABSTRACT

Early learning interventions in North Carolina emphasize a formative approach with the goal of iterative improvement in literacy skills. This symposium explores program implementation processes, as well as early impacts of the continuum of statewide K-3 formative assessment interventions. The goal is to provide evidence of actual and potential benefits of these formative assessment programs for all students, particularly those students who may be at risk of falling behind in the early grades.

Statewide Implementation of the State's Kindergarten Entry Formative Assessment: Impact on Student Outcomes in the Early Grades
Elizabeth Glennie, Clara Muschkin, Jean Lennon

Identifying Reading Trajectories for Primary Grade Students: What Factors Influence Improvement in Reading Skills over Time?
Leslie Babinski, Elizabeth Gifford

From Policy to Practice: Implementation of the State's Kindergarten Entry Assessment
Michael Little

12:00 P.M.— 1:15 P.M.: LUNCH (CONFERENCE ATTENDEES ON THEIR OWN)

1:30 P.M.— 3:15 P.M.: BREAKOUT SESSIONS

310
SALON B

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

CHAIR
Jason Hustedt, University of Delaware

PRESENTER
Pamela Davis-Kean, University of Michigan

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

MASTER LECTURER BIOGRAPHY
Pamela Davis-Kean

Pamela Davis-Kean, Ph.D., is a Professor of Psychology at the University of Michigan where her research focuses on the various pathways that the socio-economic status (SES) of parents relates to the cognitive/achievement outcomes of their children. Her primary focus is on parental educational attainment and how it can influence the development of the home environment throughout childhood, adolescence, and the transition to adulthood. She also is a Research Professor at the Institute for Social Research where she is the Program Director of the Population, Neurodevelopment, and Genetics (PNG) program. This collaboration examines the complex transactions of brain, biology, and behavior as children and families develop across time. She is interested in how both the micro (brain and biology) and macro (family and socio-economic conditions) aspects of development relate to cognitive changes in children across the lifespan.

311
SALON A

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

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

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

DISCUSSANT

Angie Godfrey, Administration for Children and Families

ABSTRACT

The American Indian and Alaska Native Head Start Family and Child Experiences Survey (AI/AN FACES 2015) was the first national study of children served by Region XI (AI/AN) Head Start programs. This session will highlight the collaborative design process and key study features. Presenters will present findings on children's classroom experiences, including classroom quality, culture, and tribal languages. Region XI Head Start program staff will offer their perspective on implications of the study processes and findings for local as well as national Region XI Head Start efforts.

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SALONS 4-6

LIVE *Developing and Evaluating Interventions to Address Early Childhood Trauma*

CHAIR

Shannon Lipscomb, Oregon State University–Cascades

PRESENTERS

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

ABSTRACT

Promoting resilience for young children who experience trauma is paramount to our efforts to improve opportunities and outcomes for children and families facing adversity. Trauma has lasting negative impacts on children's health, learning, and wellbeing. This session will describe the development and evaluation of new interventions to address early childhood trauma in early learning and family contexts.

Christy Tirrell-Corbin will present findings from a national needs assessment that has informed the design of a trauma-sensitive pedagogy for pre-kindergarten. Shannon Lipscomb will present the development and evaluation of Roots of Resilience, a new professional development program to support early childhood teachers and providers caring for children impacted by trauma. Sandra Graham-Bermann will share longitudinal findings from evaluations of interventions for mothers and preschoolers exposed to family violence: Kids Club and Moms Empowerment. Panelists will discuss how diversity of children, families, and/or early learning teachers and providers factor into their research and program design.

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SALON C

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

CHAIR

Rachel Chazan Cohen, Tufts University

PRESENTERS

Rachel Chazan Cohen, Tufts University
Tamara Halle, Child Trends
Brenda Jones-Harden, University of Maryland, College Park

DISCUSSANT

Christine Fortunato, Administration for Children and Families

ABSTRACT

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

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Descriptive Study of EHS-CC Partnerships. Implications for practice and policy will be woven through each presentation.

Expanding Comprehensive Services for Infants and Toddlers: Implementation Approaches and Lessons Learned from Six Early Head Start-Child Care Partnerships
Tamara Halle, Patti Banghart Gottesman, Zakia Redd

Improving the Quality of Infant-Toddler Center-based and Family Child Care in an Urban, Multi-ethnic Area
Brenda Jones-Harden

Learnings from the Evaluation of Early Head Start-Child Care Partnerships Across a National Network of Head Start Programs
Rachel Chazan Cohen, Helen Raikes, Ellen Kisker

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SALON H

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

CHAIR
Toni Porter, Early Care and Education Consulting

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

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

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SALON J

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

CHAIR
Susan Sheridan, University of Nebraska–Lincoln

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

DISCUSSANT

Sara Vecchiotti, Foundation for Child Development

ABSTRACT

The Early Learning Network grants were funded to examine educational practices and policies as predictors of academic and social development of low-income children from pre-kindergarten to grade 3. This symposium presents results from four sites that examine the quality of teacher-child interactions, frequency and quality of instruction in content areas, teacher-child verbal exchanges, and peer interactions as predictors of children's acquisition of language, academic skills, executive function, and social skills during the pre-kindergarten year. These sites measured features and nuances of quality that go behind those included in most studies.

Boston and North Carolina Pre-kindergarten Programs: Educational Practices and Child Outcomes

JoAnn Hseuh, Meghan McCormick, Michelle Maier, Christina Weiland, Margaret Burchinal, Irina Mokrova, Mary Bratsch-Hines, Ellen Peisner-Feinberg

Classroom Quality and Classroom Network Structure Predicting Student Outcomes

Jessica Logan, Kelly Purtell, Tzu-Jung Lin, Laura Justice

Understanding the Effects of Classroom Processes on Child Outcomes in Pre-Kindergarten

Robert Pianta, Virginia Vitiello, Erik Ruzek

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SALONS DE

Nuances of Preschool Classroom Interactions and Links to Academic and Social Development

CHAIR

Robert Carr, University of North Carolina–Chapel Hill

PRESENTERS

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

DISCUSSANT

Martha Zaslow, Society for Research in Child Development

ABSTRACT

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

Teacher Language Interactions, Learning Settings, and Children's Engagement in Instructional Activities in Relation to Rural Pre-K Children's Language and Literacy Growth

Mary Bratsch-Hines, Margaret Burchinal

The Contribution of Classroom Friendships to Children's Early Academic and Social Behavioral Development

Tzu-Jung Lin, Jing Cheng, Kelly Purtell, Laura Justice, Jessica Logan, Hui Jiang, , Anna Rhoad-Drogalis, Jennifer Bostic

Family Income Moderates the Association between Preschool Classroom Quality and Children's Early Literacy Skills

Robert Carr, Lynne Vernon-Feagans, Mary Bratsch-Hines

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SALONS FG

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

CHAIR

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

PRESENTERS

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

DISCUSSANT

Kimberly Boller, Mathematica Policy Institute

ABSTRACT

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

High-Quality Early Education for Low-Income Toddlers and their Outcomes in Preschool: Propensity Score Analysis Results
Sandra Soliday-Hong, Noreen Yazejian, Donna Bryant, Margaret Burchinal

Examining the Impacts of Dosage on Executive Function Development of Preschool Children
Dawn Davis, Helen Raikes, Aileen Garcia

Relationship between Disability and Profiles of Entry, Exit, and Vocabulary Growth among Children Attending Hghly-Resourced Early Head Start/Head Start Programs
Alan Cobo-Lewis, Susan Spieker, Diane Horm, Brian Mangus, Miriam Hirschstein, Amanda Stein, Dawn Greer, Mary Sweet-Darter, Sandra Soliday Hong, Noreen Yazejian, Shinyoung Jeon, Gabriela Guerrero, Dale Walker, Donna Bryant, Jeanne Wilcox

3:30 P.M. — 4:30 P.M.: CLOSING PLENARY SESSION

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SALONS 4-6

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

CHAIR

Sara Vecchiotti, Foundation for Child Development

PRESENTERS

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

ABSTRACT

Four decades ago, Dr. Marcy Whitebook began conducting research and proposing policy solutions aimed at improving how our nation prepares, supports, and rewards the early care and education workforce. She was motivated by the low status, poor pay, and deplorable conditions that she and her fellow teachers

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faced. Unlivable wages and economic insecurity persist today, as documented in the 2018 Early Childhood Workforce Index. In addition to earnings, the Index assesses state early childhood workforce and family and income support policies as stalled, edging forward, or making progress, noting changes since 2016. Following reflections about the potential and challenges of research in shaping policy, Dr. Whitebook will be joined by colleague Dr. Marisa Schlieber, to engage in a cross-generational exchange about why they chose to be policy researchers, highlighting their excitement and frustrations. They will discuss how questions researchers ask or ignore can help to maintain the status quo or contribute to the conditions necessary to transform our early care and education system to one that is fair and equitable for all children, families, and teachers, and families of teachers. In closing, Dr. Whitebook will share her hopes and concerns for the early childhood field.

PLENARY PRESENTER BIOGRAPHIES

Marisa Schlieber

Marisa Schlieber, Ph.D., focuses on early childhood development and ensuring that all children have access to high quality early education. Her education and professional experiences have highlighted the influential role of teachers on children's learning and development.She is particularly interested in translating research into actionable policy solutions. She has co-authored papers examining factors that influence early learning including characteristics of early child care programs. Prior to joining the Center for the Study of Child Care Employment in 2017, Marisa was an Assistant Professor of Psychology at Southern Utah University. Marisa holds a Ph.D. in Educational Psychology from the University of Georgia.

Marcy Whitebook

When Marcy Whitebook began her career as an infant/toddler teacher, she learned that improving child care jobs can be the key to ensuring children receive high-quality early care and education. In 1977, she worked with other teachers who shared her understanding of the link between child and adult wellbeing to found the Child Care Employee Project (CCEP). In 1989, CCEP conducted the National Child Care Staffing Study, which first brought to public attention the low wages and high turnover of child care teachers and the impact on child outcomes. At CCEP, which later became the Center for the Child Care Workforce, Marcy initiated the national Worthy Wage Campaign spearheaded by CCEP. She now serves as the co-director of the Center for the Study of Child Care Employment (CSCCE) at the University of California at Berkeley. Her recent works include the *Early Childhood Workforce Index*, and *Worthy Work, STILL Unlivable Wages: The Early Care and Education Workforce 25 Years after the National Child Care Staffing Study*. These products document the current status of the workforce and analyze how workforce policies support and/or undermine effective teaching, can contribute to inequitable services for children and families, and often pose risks to the wellbeing of the child care workforce.

Presenter Directory

Mary Abbott
Dynamic Measurement Group
mabbott@dibels.org

Meera Acker
Tufts University
meera.menon@tufts.edu

Jennifer Acosta
University of Maryland-College Park
ja192@umd.edu

Jen Agosti
JRA Consulting, Ltd.
jen@jraconsultingltd.com

Zulfiqar Ahmed Bhutta
The Hospital for Sick Children
zulfiqar.bhutta@sickkids.ca

Sunyoung Ahn
Georgetown University
sa1442@georgetown.edu

Nikki Aikens
Mathematica Policy Research
naikens@mathematica-mpr.com

Kizzy Albritton
Kent State University
kalbritt@kent.edu

Amal Aldawoud
Old Dominion University
aalda006@odu.edu

Beverly Alford
University of Houston-Downtown
alfordb@uhd.edu

Mark Allan
Virginia Department of Education
mark.allan@doe.virginia.gov

Ambyr Amen-Ra
ICPSR
ambyrb@umich.edu

Zhe An
University of Kansas
zhe.an.gigi@ku.edu

Robert Julius Anastasio
Tufts University
julius.anastasio@tufts.edu

Sheila Anderson
Weber State University
sanderson@weber.edu

Fernando Andrade
HighScope Educational Research Foundation
fadaniya@hihgscope.org

Ana Katrina Aquino
Georgetown University Center for Child & Human Development
aka83@georgetown.edu

Emily Aragon
Presbyterian Medical Services/Children's Services
emily.aragon1@pmsnm.org

Mary Catherine Arbour
Harvard Medical School
cataarbour@gmail.com

Jenny Arevalo
New York University School of Medicine
Jenny.arevalo@nyumc.org

Sally Atkins-Burnett
Mathematica Policy Research
satkins-burnett@mathematica-mpr.com

Catherine Ayoub
Harvard Medical School, Brazelton Touchpoints Center
Catherine.Ayoub@childrens.harvard.edu

Leslie Babinski
Duke University
Lb107@duke.edu

Linda Baker
UMBC
baker@umbc.edu

Diane Bales
University of Georgia
dbales@uga.edu

Rekha Balu
MDRC
rekha.balu@mdrc.org

Jessica Barnes-Najor
Michigan State University
barnes33@msu.edu

Meryl Barofsky
Office of Planning, Research and Evaluation
Meryl.Barofsky@acf.hhs.gov

Rachel Barr
Georgetown University
rfb5@georgetown.edu

Sandra Barrueco
The Catholic University of America
barrueco@cua.edu

Jessica Bartlett
Child Trends
jbartlett@childtrends.org

Benjamin Bazzi
Howard University
benjamin.bazzi@bison.howard.edu

Presenter Directory

Jeffrey Beal
HighScope Educational Research Foundation
jbeal@highscope.org

Amber Beisly
University of Oklahoma
ahbeisly@ou.edu

Deborah Bergeron
Office of Head Start, Administration for Children and Families
deborah.bergeron@acf.hhs.gov

Lisa Berlin
University of Maryland
lberlin@ssw.umaryland.edu

Sara Bernstein
Mathematica Policy Research
sbernstein@mathematica-mpr.com

Eric Bethel
Turner Elementary School, DC
eric.bethel@dc.gov

Kylie Bezdek
UNC Chapel Hill
klgarber@live.unc.edu

Krystal Bichay
University of Miami
kbichay@gmail.com

Ashley Biddle
University of Hawaii - Leeward Community College
ammorris@hawaii.edu

Gary Bingham
Georgia State University
gbingham@gsu.edu

Ronniesha Bivens
Texas Woman's University
Rbivens@twu.edu

Sarah Blankenship
Administration for Children and Families
sarah.blankenship@acf.hhs.gov

Dorthe Bleses
Aarhus University, Denmark
bleses@econ.au.dk

Kimber Bogard
The New York Academy of Medicine
kbogard@nyam.org

Courtney Boise
University of Nebraska-Lincoln
cboise@huskers.unl.edu

Kimberly Boller
Mathematica Policy Research
kboller@mathematica-mpr.com

Johayra Bouza
University of Miami
j.bouza1@umiami.edu

Mary Bratsch-Hines
UNC-Chapel Hill / FPG
bratsch@email.unc.edu

Kimberly Brenneman
Heising-Simons Foundation
kbrenneman@hsfoundation.org

Juliet Bromer
Erikson Institute
jbromer@erikson.edu

Jennifer Brooks
Bill and Melinda Gates Foundation
jennifer.brooks@gatesfouundation.org

David Brown
Texas A&M University-Commerce
david.brown@tamuc.edu

Deborah Brown
Caribbean Exploratory Research Center- University of the Virgin Islands
deborah.brown@uvi.edu

Shelby Brown
University of Maryland College Park
sbrown15@umd.edu

Sheryl Browne Graves
Hunter College
sgraves@hunter.cuny.edu

Stephanie Brunner
University of Minnesota
brunn155@umn.edu

Lindsey Bryant
Purdue University
bryant77@purdue.edu

Adassa Budrevich
Purdue University
abudrevi@purdue.edu

Rebecca Bulotsky Shearer
University of Miami
rshearer@miami.edu

Takiema Bunche-Smith
Center on Culture, Race and Equity at Bank Street College of Education
tbunchesmith@bankstreet.edu

Anna Burton
University of Nebraska-Lincoln
anna.burton@huskers.unl.edu

Andres Bustamante
Temple University
andres.bustamante5@gmail.com

Presenter Directory

Joseph Byrd
University Of Nebraska-Lincoln
joseph.byrd@huskers.unl.edu

Yin Cai
Lehigh University
yic717@lehigh.edu

Gloria Callwood
Caribbean Exploartory Research Center- University of the Virgin Islands
gcallwo@uvi.edu

Kathleen Campana
Kent State University
kcampan2@kent.edu

Margo Candelaria
University of Maryland, School of Social Work
mcandelaria@ssw.umaryland.edu

Erin Cannon
ACF/OPRE
erin.cannon@acf.hhs.gov

Elise Cappella
New York University
elise.cappella@nyu.edu

Janelle Carlson
Iowa State University
jbcarlsn@iastate.edu

Robert Carr
UNC-Chapel Hill
rc@unc.edu

Diamond Carr
Lehigh University (School Psychology)
dic316@lehigh.edu

Anna Carter
NC Division of Child Development and Early Education
anna.carter@dhhs.nc.gov

Christina Cassano
Salem State University
ccassano@salemstate.edu

Sherri Castle
University of Oklahoma-Tulsa
sherri.castle@ou.edu

Marie Celeste
Marie J. Celeste, LLC
mariejceleste@gmail.com

Rosemary Chalk
Self-employed
rosemary.chalk@gmail.com

Kelvin Chan
Robin Hood Foundation
kchan@robinhood.org

Debbie Chang
Nemours Children's Health System
dchang@nemours.org

Jennifer Chard Hamano
Second Language Acquisition Laboratory at The Graduate Center, CUNY
jhamano@gradcenter.cuny.edu

Rachel Chazan Cohen
Tufts University
rachelcc@gmail.com

Kirby Chow
SRI International
kirby.chow@sri.com

Claire Christensen
SRI International
claire.christensen@sri.com

Jill Claxton
HighScope Educational Research Foundation
jclaxton@highscope.org

Kelsey Clayback
Vanderbilt University
kelsey.clayback@vanderbilt.edu

Melissa Clucas
Northern Illinois University
mclucas@iastate.edu

Alan Cobo-Lewis
University of Maine
alanc@maine.edu

Kristen Coe
University of Pennsylvania
kcoe@gse.upenn.edu

Amelia Coffey
Urban Institute
acoffey@urban.org

Missy Coffey
AEM Corp
missy.coffey@aemcorp.com

Abigail Cohen
Data Quality Campaign
acohen@dataqualitycampaign.org

Kirsten Cole
Borough of Manhattan Community College
kcole@bmcc.cuny.edu

Molly Collins
Vanderbilt University
molly.collins@vanderbilt.edu

Michael Conn-Powers
Indiana University
mipower@indiana.edu

Presenter Directory

Gina Cook
California State University Stanislaus
gcook2@csustan.edu

Kyle DeMeo Cook
Education Development Center
kdemeo@edc.org

Travis Cramer
New York University
travis.cramer@nyu.edu

Jennifer Cunningham
Vanderbilt University
jennifer.e.cunningham@vanderbilt.edu

Stephanie Curenton-Jolly
Boston University
curenton@bu.edu

Lauren Cycyk
University of Oregon
lcycyk@uoregon.edu

Sarah Daily
Child Trends
sdaily@childtrends.org

Paula Daneri
New York University
paula.daneri@nyu.edu

Alexandra Daniel
Teachers College, Columbia University
aef2122@tc.columbia.edu

Deborah Daro
Chapin Hall Center for Children
ddaro@chapinhall.org

A. Rupa Datta
NORC at the University of Chicago
datta-rupa@norc.org

Dawn Davis
University of Nebraska - Lincoln
ddavis6@unl.edu

Liz Davis
University of Minnesota
edavis@umn.edu

Anna Davis
The Catholic University of America
56davisa@cua.edu

Pamela Davis-Kean
University of Michigan
pdakean@umich.edu

Eric Dearing
Boston College
dearinge@bc.edu

Cindy Decker
CAP Tulsa
cdecker@captulsa.org

Wendy DeCourcey
Administration for Children and Families
wendy.decourcey@acf.hhs.gov

Patricia Del Grosso
Mathematica Policy Research
pdelgrosso@mathematica-mpr.com

Mary Delcamp
HighScope Foundation
mdelcamp@highscope.org

Elizabeth Demeusy
University of Rochester, Mt. Hope Family Center
elizabeth.demeusy@rochester.edu

Rachel Demma
Administration for Children and Families
rachel.demma@acf.hhs.gov

Jessica deMonsabert
AEM Corporation
jessica.demonsabert@aemcorp.com

Susanne Denham
George Mason University
sdenham@gmu.edu

Nicole Denmark
Administration for Children and Families
nicole.denmark@acf.hhs.gov

Marissa Dennis
University of Vermont
mmdennis@uvm.edu

Laura DeWyngaert
University of Maryland, Baltimore County
umlaura1@umbc.edu

David Dickinson
Vanderbilt University
david.dickinson@vanderbilt.edu

Amy Dominguez
University of Denver
Amy.Dominguez@du.edu

Mauricio Dominguez
Prevention & Early Adversity Lab
mdoming1@umd.edu

Celene Domitrovich
Georgetown University
cd1029@georgetown.edu

Leslie Dooley
Iowa State University
ljdooley@iastate.edu

Presenter Directory

Anne Douglass
University of Massachusetts Boston
anne.douglass@umb.edu

Rebecca Dowling
UMBC
rebe7@umbc.edu

Jason Downer
University of Virginia
jd2fe@virginia.edu

Melissa Duchene-Kelly
Howard University
melissa_duchene@yahoo.com

Michelle Duda
Implementation Scientists, LLC
behaviorhappens@gmail.com

Anne Duggan
Johns Hopkins University
aduggan@jhu.edu

Kathleen Dwyer
Administration for Children and Families
kathleen.dwyer@acf.hhs.gov

Diane Early
University of North Carolina at Chapel Hill
diane_early@unc.edu

M. Ann Easterbrooks
Tufts University
ann.easterbrooks@tufts.edu

Ruth Ebisuzaki
AppleTree Institute
ruth.ebisuzaki@appletreeinstitute.org

Christina Economos
Tufts University, Friedman School of Nutrition
christina.economos@tufts.edu

Stacy Ehrlich
NORC at the University of Chicago
ehrlich-stacy@norc.org

Ikechi Ekpendu
Babcock University
ekpenduii@babcock.edu.ng

Linda Espinosa
U of MO-Columbia
espinosal@missouri.edu

Liuran Fan
Iowa State University
rcey431@iastate.edu

John Fantuzzo
University of Pennsylvania
johnf@upenn.edu

Veronica Fernandez
University of Miami
vfernandez17@gmail.com

Peter Fiduccia
Cornell University
pcf42@cornell.edu

Alexandra Figueras-Daniel
Teachers College, Columbia University
aef2122@tc.columbia.edu

Meghan Fisher
University of Illinois at Urbana-Champaign
mfisher2@illinois.edu

Christine Fortunato
Administration for Children and Families
Christine.Fortunato@acf.hhs.gov

Tiffany Foster
University of North Carolina at Chapel Hill
fostertj@live.unc.edu

Jessica Francis
University of Delaware
jltf@udel.edu

Ximena Franco
FPG Child Development Institute
ximena.franco@unc.edu

Meg Franko
Butler Institute for Families, University of Denver
meg.franko@du.edu

Elizabeth Frechette
University of Miami
efrechet@gmail.com

Ruth Friedman
SRCD
ruth.friedman@gmail.com

Lori Frome
INVO
lfrome@me.com

Maria Fusaro
San Jose State University
maria.fusaro@sjsu.edu

Sara Gable
University of Missouri, Columbia
gables@missouri.edu

Kathleen Gallagher
Buffett Early Childhood Institute
kgallagher@nebraska.edu

Renee Gallo
University of Virginia
rg2kz@virginia.edu

Presenter Directory

Jill Gandhi
New York University
jill.gandhi@nyu.edu

Amaya Garcia Garcia
New America
garciaa@newamerica.org

Kelsey Garcia
University of Maryland
kmgarcia@umd.edu

Madelyn Gardner
Learning Policy Institute
mgardner@learningpolicyinstitute.org

Sinsery Gardner
Oakland University
sinserys@hotmail.com

Nicole Gardner-Neblett
Frank Porter Graham Child Development Institute
University of North Carolina
ngn@unc.edu

Pamela Garner
George Mason University
pgarner1@gmu.edu

Erika Gaylor
SRI International
erika.gaylor@sri.com

Hope Gerde
Michigan State University
hgerde@msu.edu

Elizabeth Gifford
Duke University
beth.gifford@duke.edu

Walter Gilliam
Yale University
walter.gilliam@yale.edu

Ansley Gilpin
University of Alabama
agilpin@ua.edu

Elizabeth Glennie
RTI International
eglennie@rti.org

Priscilla Goble
Texas State University
goble@txstate.edu

Angie Godfrey
Administration for Children and Families
angie.godfrey@acf.hhs.gov

Emiko Goka-Dubose
OSU-Cascades
emiko.goka-dubose@osucascades.edu

Shari Golan
SRI International
shari.golan@sri.com

Zachary Gold
Concordia University
zachary.s.gold@gmail.com

Jane Goldman
University of Connecticut
jane.goldman@uconn.edu

Naomi Goldstein
Administration for Children and Families
naomi.goldstein@acf.hhs.gov

Howard Goldstein
University of South Florida
hgoldstein@usf.edu

Heather Googe
University of South Carolina
googe@mailbox.sc.edu

Rachel Gooze
Child Trends
rgooze@childtrends.org

Lisa Gordon
Bank Street College
lgordon@bankstreet.edu

Sandra Graham-Bermann
University of Michigan
sandragb@umich.edu

Maribel Granja
National Center for Children in Poverty
mrg2193@cumc.columbia.edu

Beth Green
Portland State University
beth.green@pdx.edu

Daryl Greenfield
University of Miami
DGREENFIELD@MIAMI.EDU

Todd Grindal
SRI Education
todd.grindal@sri.com

Carina Gupta
Neurocognition, Early Experience, and Development (NEED) Lab
ctg2132@barnard.edu

Sarika Gupta
The George Washington University
ssgupta.phd@gmail.com

Shannon Guss
University of Oklahoma-Tulsa
shannon.s.guss@ou.edu

Presenter Directory

Emily Gustafsson-Wright
Center for Universal Education, The Brookings Institution
egustafssonwright@brookings.edu

Lina Guzman
Child Trends
lguzman@childtrends.org

john Hagen
University of Michigan
jwhagen@umich.edu

Rena Hallam
University of Delaware
rhallam@udel.edu

Tamara Halle
Child Trends
thalle@childtrends.org

Erin Hamel
University of Nebraska - Lincoln
ehamel2@unl.edu

Carol Scheffner Hammer
Teachers College, Columbia University
carol.hammer@tc.columbia.edu

Bridget Hamre
University of Virginia
hamre@virginia.edu

Tresa Hanna
MSDE
tresa.hanna@maryland.gov

Mona Hanna-Attisha
Michigan State University College of Human Medicine
mhanna1@hurleymc.com

Erin Hardy
Brandeis University
ehardy@brandeis.edu

Susan Hart
The Pennsylvania State University
src238@psu.edu

Holly Hatton-Bowers
University of Nebraska-Lincoln
hattonb@unl.edu

Laura Hawkinson
School Readiness Consulting
hawkinson@schoolreadinessconsulting.com

Amy Heberle
Boston College
heberlea@bc.edu

Susan Hedges
National Association for the Education of Young Children
shedges@naeyc.org

Karen Heffler, MD
Drexel University College of Medicine
kfh37@drexel.edu

Cassandra Henderson
University of Pennsylvania, Graduate School of Education
chende@gse.upenn.edu

Teresa Henke
Weber State University
terihenke@weber.edu

Avery Hennigar
University of Maryland, College Park
averyh@umd.edu

Adrienne Henry
Oregon State University
henryje@oregonstate.edu

Kaitlin Herbert
Vanderbilt University
kaitlin.herbert@vanderbilt.edu

Becki Herman
RAND
bherman@rand.org

Marc Hernandez
NORC at the University of Chicago
hernandez-marc@norc.org

Rachel Herzfeldt-Kamprath
Health Resources Services Administration
rherzfeldt-kamprath@hrsa.gov

Tatiana Hill
Curry School of Education University of Virginia
tyh3vd@virginia.edu

Annemarie Hindman
Temple University
ahindman@temple.edu

Laura Hoard
Office of Planning, Research and Evaluation
laura.hoard@acf.hhs.gov

Cindy Hoisington
Education Development Center Inc.
choisington@edc.org

Joanna Hokenson
Teachers College
jh3620@tc.columbia.edu

Margaret Holland
North Carolina State University
maholla4@ncsu.edu

Soo-Young Hong
University of Nebraska-Lincoln
shong5@unl.edu

Presenter Directory

Neal Horen
Georgetown University
horenn@georgetown.edu

Diane Horm
University of Oklahoma-Tulsa
dhorm@ou.edu

Heather Horsley
California State University, Fresno
hhorsley@mail.fresnostate.edu

Betsy Hoza
University of Vermont
bhoza@uvm.edu

JoAnn Hsueh
MDRC
joann.hsueh@mdrc.org

Kere Hughes-Belding
Iowa State University
kereh@iastate.edu

Jason Hustedt
University of Delaware
jhustedt@udel.edu

Sunah Hyun
Tufts University
Sunah.Hyun@tufts.edu

Mark Innocenti
Utah State University
mark.innocenti@usu.edu

Jean Ispa
University of Missouri
ispaj@missouri.edu

Jade Jenkins
University of California, Irvine
jvjenkin@uci.edu

Lieny Jeon
Johns Hopkins University
lieny.jeon@jhu.edu

Hyun-Joo Jeon
University of Nevada, Reno
hyunjooj@unr.edu

Shinyoung Jeon
Early Childhood Education Institute at OU-Tulsa
syjeon@ou.edu

Manuela Jimenez
Arizona State University
manuela.jimenez@asu.edu

Laura Jimenez Parra
University of Maryland
ljimene1@umd.edu

Erica Johnson
City of Seattle Department of Education & Early Learning
erica.johnson@seattle.gov

Nina Johnson
National Center on Early Childhood Quality Assurance
nina.johnson@icf.com

Ursula Johnson
University of Texas Health Science Center at Houston
ursula.y.johnson@uth.tmc.edu

Sara Jo Johnson
College of Education, HDFS Dept, University of Nevada, Reno
sarajo73@nevada.unr.edu

David Jones
Administration for Children and Families
david.jones@acf.hhs.gov

Victoria Jones
National Head Start Association
vjones@nhsa.org

Brenda Jones-Harden
University of Maryland
bjharden@umd.edu

Xanthe Jory
New York City Department of Education
XJory@schools.nyc.gov

Audrey Juhasz
Utah State University
audrey.juhasz@usu.edu

Laura Justice
The Ohio State University
justice.57@osu.edu

Ann Kaiser
Vanderbilt University
madeline.hinson@vanderbilt.edu

Ruth Kaminski
Dynamic Measurement Group
rkamin@dibels.org

Lynn Karoly
RAND Corporation
karoly@rand.org

Laura Kassner
Virginia Dept of Education
laura.kassner@doe.virginia.gov

Lynne Katz
University of Miami
lkatz@miami.edu

Rachel Katz
Society for Research in Child Development
rachelckatz@gmail.com

Presenter Directory

Hannah Katzen
NCPMFO
hkatzen@donahue.umassp.edu

Sarah Kaye
Kaye Implementation & Evaluation, LLC
sarah@kayeimplementation.com

Suruchi Keenheel
AIM Institute for Learning and Research
skeenheel@aimpa.org

Elizabeth Kelley
University of Missouri - Columbia
kelleyej@health.missouri.edu

Grace Kelley
SRI International
grace.kelley@sri.com

Noel Kelty
Michigan Department of Education and Oakland University
keltyn@michigan.gov

Andrea Kent
NIEER
akent@nieer.org

Joyce King
Georgia State University
jking@gsu.edu

Sacha Klein
Michigan State University School of Social Work
sachaklein@gmail.com

Elisa Klein
University of Maryland
elklein@umd.edu

Sonja Crum Knight
One Hope United
sonjacrumknight@gmail.com

Lisa Knoche
University of Nebraska-Lincoln
lknoche2@unl.edu

Herman Knopf
UF Anita Zucker Center for Excellence in Early Childhood Studies
hknopf@ufl.edu

Peggy Kong
Lehigh University
pkong@lehigh.edu

Jon Korfmacher
Erikson Institute
jkorfmacher@erikson.edu

Irem Korucu
Purdue University
iremkorucu@gmail.com

Allison Krasner
University of Vermont
akrasner@uvm.edu

Florence Kreisman
Mary's Center
fkreisman@maryscenter.org

Catherine Kuhns
University of Maryland
catherinekuhns@gmail.com

Margareth Lafontant
Medgar Evers College
mlafontant@mec.cuny.edu

Dore LaForett
University of North Carolina at Chapel Hill
laforett@unc.edu

Richard Lambert
UNC Charlotte
rglamber@uncc.edu

Faith Lamb-Parker
Bank Street College of Education
flambparker@bankstreet.edu

Sarah Lang
Ohio State University, Virtual Lab School
lang.279@osu.edu

Jane Lanigan
Washington State University Vancouver
jlanigan@wsu.edu

Tracy Larson
University of Pittsburgh
tkl7@pitt.edu

Kelly Lavin
Center for Child and Human Development, Georgetown University
kl875@georgetown.edu

Jessica Lawson
Vanderbilt University
jessica.r.lawson@vanderbilt.edu

Pearl Lee
University of California, Berkeley
pearllee0211@berkeley.edu

Jennifer Lefever
University of Notre Dame Shaw Center for Children & Families
jburke2@nd.edu

Dominique Levert
Lehigh University
dol217@lehigh.edu

Hillary Lewis
Oregon State University
lewishi@oregonstate.edu

Presenter Directory

Kandia Lewis
Nemours Children's Health System
kandia.lewis@nemours.org

Lok-Wah Li
Tufts University
lok-wah.li@tufts.edu

Joan Lieber
University of Maryland - College Park
jlieber@umd.edu

Tzu-Jung Lin
Ohio State University
lin.1653@osu.edu

Joyce Lin
Purdue University
lin947@purdue.edu

Shannon Lipscomb
Oregon State University-Cascades
shannon.lipscomb@osucascades.edu

Ellen Litkowski
Purdue University
elitkows@purdue.edu

Michael Little
University of North Carolina at Chapel Hill
mhlittle@email.unc.edu

Jessica Logan
Ohio State University
Logan.251@osu.edu

Lisa Lopez
University of South Florida
lmlopez@usf.edu

John Loughlin-Presnal
The Pennsylvania State University
jel276@psu.edu

Laura Louison
National Implementation Research Network, Frank Porter Graham
Child Development Institute, UNC Chapel Hill
laura_louison@unc.edu

Joan Luby
Washington University School of Medicine, St. Louis
lubyj@wustl.edu

Rufan Luo
Rutgers University - Camden
rufan.luo@rutgers.edu

Gayle Luze
Iowa State University
gluze@iastate.edu

Deborah Lynam
AIM Institute for Learning & Research
dlynam@aimpa.org

Bonnie Mackintosh
University of Nebraska-Lincoln
bmackintosh2@unl.edu

Mary Mackrain
Education Development Center
mmackrain@edc.org

Rebecca Madill
Child Trends
rmadill@childtrends.org

Keri Madsen
University of South Florida
kmadsen@usf.edu

Michelle Maier
MDRC
michelle.maier@mdrc.org

Fran Majestic
Administration for Children and Families
Frances.Majestic@acf.hhs.gov

Jessa Malatesta
West Chester University
jm612177@wcupa.edu

Jenessa Malin
ACF/OPRE
jenessa.malin@acf.hhs.gov

Lizabeth Malone
Mathematica Policy Research
lmalone@mathematica-mpr.com

Patricia Manz
Lehigh University
phm3@lehigh.edu

Mary Martin
Child Care Services Association
marym@childcareservices.org

Caroline Martin
University of Vermont
caroline.martin@uvm.edu

Tiffany Martoccio
University of Maryland School of Social Work
tmartoccio@ssw.umaryland.edu

Erin Mathis
Georgetown University
erin.t.mathis@gmail.com

Ann Matthews
University of Nebraska at Lincoln
amatthews@neb.rr.com

Kelly Maxwell
Child Trends
kmaxwell@childtrends.org

Presenter Directory

Lisa McCabe
Cornell University
lam4@cornell.edu

Christina McCartney
University of Nevada, Reno
cmccartney@unr.edu

Karen McFadden
Brooklyn College, CUNY
karenemcfadden@gmail.com

Anita McGinty
University of Virginia
as2g@virginia.edu

Meaghan McKenna
Hillsborough County Public Schools
mamckenna@mail.usf.edu

Christine McWayne
Tufts University
Christine.McWayne@tufts.edu

Monica Mean
RAND Corporation
mmean@rand.org

Swati Mehta
George Mason University
smehta3@gmu.edu

Elizabeth Melton-Grace
George Washington University
elizabethgra@gmail.com

Samantha Melvin
Teachers College, Columbia University
sam2322@tc.columbia.edu

Gigliana Melzi
New York University
gigliana.melzi@nyu.edu

Lucia Mendez
East Carolina University
mendezl@ecu.edu

Julia Mendez Smith
University of North Carolina at Greensboro
jlmendez@uncg.edu

Rena Menke
University of Michigan
renaam@med.umich.edu

Ferol Mennen
University of Southern California
fm@impaqint.com

Shari Metzger
University Of Maryland, Baltimore County
smetz2@umbc.edu

Aleta Meyer
Office of Planning Research and Evaluation
aleta.meyer@acf.hhs.gov

Lori Meyer
University of Vermont
lori.meyer@uvm.edu

Noreen Michael
Caribbean Exploratory Research Center- University of the Virgin Islands
nmichae@uvi.edu

Claudia Mincemoyer
Penn State Extension Better Kid Care Program
cxm324@psu.edu

Darcy Mitchell
Colby-Sawyer College
darcy.b.mitchell@colby-sawyer.edu

Diletta Mittone
University of Maryland - College Park
dmittone@umd.edu

Shannon Monahan
Mathematica Policy Research
smonahan@mathematica-mpr.com

Lin Moore
Texas Woman's University
lmoore@twu.edu

Sandra Morales
DISD
sandramorale@gmail.com

Maritza Morales-Gracia
NYULMC
maritza.moragra@gmail.com

Dori Mornan
School Readiness Consulting
mornan@schoolreadinessconsulting.com

Pamela Morris
NYU Steinhardt
pamela.morris@nyu.edu

Jennifer Mortensen
University of Nevada, Reno
Mortensen@unr.edu

Jennifer Mortensen
YMCA of the USA
jennifer.mortensen@ymca.net

LaRen Morton
University of Maryland Baby Books 2 Project
lmorton3@terpmail.umd.edu

Hannah Mudrick
Pennsylvania State University- Harrisburg
hxm99@psu.edu

Presenter Directory

Christina Mulcahy
University of Virginia
cm9bg@virginia.edu

Kaitlyn Mumma
George Mason University
kmumma@gmu.edu

Atsuko Muroga
Teachers College, Columbia University
am3994@tc.columbia.edu

Clara Muschkin
Duke University/RTI International
muschkin@duke.edu

Rebekah Myers
University of South Carolina
rem464@nyu.edu

Laura Namy
Society for Research in Child Development
lnamy@srcd.org

Alexandra Nancarrow
The University of Alabama
afnancarrow@crimson.ua.edu

Ruby Natale
University of Miami School of Medicine
rnatale@med.miami.edu

Irena Nayfeld
East Tennessee State University
inayfeld@gmail.com

Kimberly Nesbitt
University of New Hampshire
kimberly.nesbitt@unh.edu

Uyen (Sophie) Nguyen
National Center for Children in Poverty
un2120@cumc.columbia.edu

Tutrang Nguyen
University of California, Irvine
tutrann@uci.edu

Silvia Nino
University of Miami
smnino22@gmail.com

Kimberly Noble
Teachers College, Columbia University
kgn2106@tc.columbia.edu

Carola Oliva-Olson
California State University Channel Islands
carola.olivaolson@csuci.edu

Tasha Olson
Utah State University
tasha.olson@aggiemail.usu.edu

Kortney Ondayko
Starfish Family Services
kondayko@sfish.org

Teresa Oster
Davis School District
toster@dsdmail.net

Debra Pacchiano
Ounce of Prevention Fund
dpacchiano@ounceofprevention.org

Christina Padilla
Georgetown University
cp762@georgetown.edu

Eric Pakulak
University of Oregon
pak@uoregon.edu

Abby Palmer Molina
USC Suzanne Dworak-Peck School of Social Work
acpalmer@usc.edu

Carlomagno Panlilio Panlilio
The Pennsylvania State University
panlilio@psu.edu

Mayra Parada
Society for Research in Child Development
mparada2@gmu.edu

Elena Paredes
California State University, Northridge
elena.paredes@csun.edu

Howard Parette
Illinois State University
hpparet@ilstu.edu

Ann Partee
University of Virginia
amp9as@virginia.edu

Katherine Paschall
Child Trends
kpaschall@childtrends.org

Diane Paulsell
Mathematica Policy Research
dpaulsell@mathematica-mpr.com

Ellen Peisner-Feinberg
FPG Child Development Institute, UNC-CH
epeisner.feinberg@unc.edu

Claudia Perez
University of Miami
c.perez39@umiami.edu

Deborah Perry
Georgetown University
deborah.perry@georgetown.edu

Presenter Directory

Lacey Peters
Hunter College, CUNY
lacey.peters@hunter.cuny.edu

Carla Peterson
Iowa State University
carlapet@iastate.edu

Lindsey Peters-Sanders
University of South Florida
lapeters@mail.usf.edu

Nina Philipsen Hetzner
OPRE ACF HHS
nina.hetzner@acf.hhs.gov

Robert Pianta
University of Virginia
pianta@virginia.edu

Erika Pijai
USDA Food and Nutrition Service
erika.pijai@fns.usda.gov

Jean-Yves Plaisir
Borough of Manhattan Community College
jplaisir@bmcc.cuny.edu

Matthew Poes
James Bell Associates
poes@jbassoc.com

Bentley Ponder
GA Department of Early Care and Learning
bentley.ponder@decal.ga.gov

Toni Porter
Early Care and Education Consulting
tonibporter@gmail.com

Sarah Prendergast
Colorado State University
sprender@rams.colostate.edu

John Pruette
NC Department of Public Instruction
john.pruette@dpi.nc.gov

David Purpura
Purdue University
purpura@purdue.edu

Kelly Purtell
The Ohio State University
purtell.15@osu.edu

(Cathy) Huaqing Qi
University of New Mexico
hqi@unm.edu

Lauren Rabinovitz
Georgetown University Center for Child and Human Development
lar99@georgetown.edu

Helen Raikes
University of Nebraska
hraikes2@unl.edu

Rica Ramirez
University of Texas at San Antonio
rica.ramirez@utsa.edu

Sharon Raver-Lampman
Old Dominion University
sraverla@odu.edu

Irma Razo
California State University Northridge
irma.razo.907@my.csun.edu

Mindi Reich-Shapiro
Borough of Manhattan Community College
mreichshapiro@gmail.com

Jeanne Reid
National Center for Children and Families, Teachers College
jlr39@tc.columbia.edu

Erin Reid
Erikson Institute
ereid@erikson.edu

Courtney Ricciardi
George Mason University
cricciar@gmu.edu

Elizabeth Ricks
Howard University
elizabeth.d.ricks@howard.edu

Danielle Riser
University of Delaware
driser@udel.edu

Quentin Riser
Iowa State University
qriser@iastate.edu

Ann Rivera
Administration for Children and Families
ann.rivera@acf.hhs.gov

Amy Roberts
Buffett Early Childhood Institute
aroberts@nebraska.edu

Danielle Roberts
Montclair State University
e.danielle.roberts@gmail.com

Hillary Robertson
Georgetown University
har36@georgetown.edu

Shana Rochester
University of Michigan
shanroch@umich.edu

Presenter Directory

Lori Roggman
Utah State University
LoriRoggman@gmail.com

Rebecca Roji John
Old Dominion University
Rroji001@odu.edu

Francisca Romo-Escudero
University of Virginia
fran.romo@virginia.edu

Heidi Rosenberg
Education Development Center
hrosenberg@edc.org

Emily Ross
Northwestern University
emily-ross@northwestern.edu

Alexa Roth
George Mason University
aroth7@masonlive.gmu.edu

Heather Rouse
Human Devevlopment and Family Studies, Iowa State University
hlrouse@iastate.edu

Brooke Rumper
University of Miami
brooke.rumper@gmail.com

Jaclyn Russo
University of Virginia
jr4ym@virginia.edu

Dahyung Ryu
Iowa State University
dhryu@iastate.edu

Terri Sabol
Northwestern University
terri.sabol@northwestern.edu

Jason Sachs
Boston Public Schools
jsachs@bostonpublicschools.org

Juli Sams
University of Tennessee, Knoxville
julisams@utk.edu

Dorothy Sanchez
University of Miami
d.sanchez17@umiami.edu

Heather Sandstrom
Urban Institute
hsandstrom@urban.org

Julie Santoro
Lehigh University
jksantoro@gmail.com

Michelle Sarche
University of Colorado, Colorado School of Public Health
michelle.sarche@ucdenver.edu

Jamie Sato
North Carolina State University
jksato@ncsu.edu

Brook Sawyer
Lehigh University
brooksawyer@lehigh.edu

Lauren Scarola
New York University
lauren.scarola@nyu.edu

Shelley Scarpino
Bloomsburg University of Pennsylvania
sscarpin@bloomu.edu

Laura Scharphorn
Center for Early Education Research and Evaluation (CEERE),
HighScope Educational Research Foundation
LScharphorn@highscope.org

Adina Schick
New York University
adina.schick@nyu.edu

Diane Schilder
Education Development Center, Inc.
dschilder@edc.org

Marisa Schlieber
Center for the Study of Child Care Employment, UC Berkeley
marisa.schlieber@berkeley.edu

Katrina Schmerold
Purdue University
kschmero@alumni.nd.edu

Ellyn Schmidt
Northeastern University
schmidt.el@husky.neu.edu

Emily Schmitt
Office of Planning, Research, and Evaluation
emily.schmitt@acf.hhs.gov

Sara Schmitt
Purdue University
saraschmitt@purdue.edu

Alana Schnitz
Juniper Gardens Children's Project
Aschnitz@ku.edu

Owen Schochet
Georgetown University
os188@georgetown.edu

Chris Sciarrino
Early Learning Lab
csciarrino@earlylearninglab.org

Neda Senehi
Michigan State University
senehine@msu.edu

Ashley Shafer
University of Pittsburgh
fruitbat91@icloud.com

Ashley Shafer
University of Pittsburgh
aes100@pitt.edu

Lisa Shanty
University of Maryland, Baltimore County
lshanty1@umbc.edu

Elica Sharifnia
University of Miami
elica.sharifnia@gmail.com

Nurit Sheinberg
Nova Southeastern University
nurit@nova.edu

Susan Sheridan
University of Nebraska-Lincoln
ssheridan2@unl.edu

Stephanie Silva
University of Massachusetts Boston
stephanie.silva003@umb.edu

Callie Silver
University of Illinois at Chicago
hsilve2@uic.edu

Cassandra Simons
UMBC
csimons1@umbc.edu

Sheila Smith
National Center for Children in Poverty
sheila.smith@nccp.org

Claire Smither Wulsin
Mathematica Policy Research
csmitherwulsin@mathematica-mpr.com

Andrea Sobel
Education Consultant
andreasobel1@gmail.com

Marisa Sole
Lehigh University
marisa_sole@yahoo.com

Sandra Soliday Hong
UNC Chapel Hill, FPG Child Development Institute
sandy.hong@unc.edu

Teresa Sommer
Northwestern University
t-sommer@northwestern.edu

Claire Seung-Hee Son
University of Utah
s.claire.son@utah.edu

Susan Sonnenschein
UMBC
sonnensc@umbc.edu

Laura Sosinsky
Public Health Management Corporation
lsosinsky@phmc.org

Xigrid Soto
University of South Florida
xsoto@mail.usf.edu

Katherine Speirs
University of Arizona
kspeirs@email.arizona.edu

Ann Stacks
Merrill Palmer Skillman Institute, Wayne State University
amstacks@wayne.edu

Lauren Stargel
Tufts University
Lauren.Stargel@tufts.edu

Francheska Starks
Georgia State University
fstarks1@student.gsu.edu

Jessica Stern
University of Maryland
jastern@umd.edu

Michael Strambler
Yale School of Medicine
michael.strambler@yale.edu

Adrienne Stuckey
Western Carolina University
aastuckey@wcu.edu

Daniel Suh
New York University
dan.suh@nyu.edu

Lauren Supplee
Child Trends
lsupplee@childtrends.org

Mallary Swartz
Ounce of Prevention Fund
Mallaryswartz@yahoo.com

Catherine Tamis-LeMonda
New York University
catherine.tamis-lemonda@nyu.edu

Kate Tarrant
New York Early Childhood Institute
kate.tarrant@cuny.edu

Presenter Directory

Erin Tebben
The Ohio State University
tebben.18@buckeyemail.osu.edu

Rachel Thibodeau
University of Missouri
thibodeaur@missouri.edu

Karen Thierry
Momentous Institute
kthierry@momentousinstitute.org

Jaime Thomas
Mathematica Policy Research
jthomas@mathematica-mpr.com

Linda Tillman
University of North Carolina-Chapel Hill
ltillman@email.unc.edu

Christy Tirrell-Corbin
University of Maryland
ctc@umd.edu

Holli Tonyan
CSUN
holli.tonyan@csun.edu

Kathryn Tout
Child Trends
ktout@childtrends.org

Christopher Trentacosta
Wayne State University
chris.trentacosta@wayne.edu

Jillian Troxler
George Mason University
jtroxler@gmu.edu

Felicia Truong
AppleTree Institute
ftruong@appletreeinstitute.org

Khara Turnbull
University of Virginia
kp8c@virginia.edu

Claire Vallotton
Michigan State University
vallotto@msu.edu

Janis Valmond
Caribbean Exploratory Research Center- University of the Virgin Islands
janis.valmond@uvi.edu

Bethanie Van Horne
Baylor College of Medicine
bethanie.vanhorne@bcm.edu

Craig Van Pay
Iowa State University
cvanpay@iastate.edu

Sara Vecchiotti
Foundation for Child Development
sara@fcd-us.org

Colleen Vesely
George Mason University
cvesely@gmu.edu

Regan Vidiksis
Education Development Center's Center for Children and Technology
rvidiksis@edc.org

Ginny Vitiello
University of Virginia
vev9m@virginia.edu

Maureen Wagner
Ounce of Prevention Fund
mwagner@ounceofprevention.org

Tomoko Wakabayashi
Oakland University
twakabayashi@oakland.edu

Laura Wallace
Lehigh University
LES312@lehigh.edu

Josh Wallack
New York City Department of Education
JWallack@schools.nyc.gov

Shannon Wanless
University of Pittsburgh
swanless@pitt.edu

Shannon Warren
The University of Arizona, Norton School, FSHD
swarren6@email.arizona.edu

Barbara Wasik
Temple University
bwasik@temple.edu

Kate Wasserman
Institute for Innovation & Implementation, University of Maryland School of Social Work
kate.wasserman@ssw.umaryland.edu

Rebecca Watkins
University of Maryland, College Park
rudofia@terpmail.umd.edu

Katie Watts
University of Maryland, College Park
kwatts@wrma.com

Christina Weiland
University of Michigan
weilandc@umich.edu

Presenter Directory

Allison West
Johns Hopkins Bloomberg School of Public Health
west_a@verizon.net

LaDawn White
Focus: HOPE
whitel@focushope.edu

Lisa White
Child Care Aware of America
ljw209@gmail.com

Marcy Whitebook
Center for the Study of Child Care Employment,
University of California Berkeley
mwhbk@berkeley.edu

Nancy Whitesell
University of Colorado Anschutz Medical Campus
nancy.whitesell@ucdenver.edu

Jessica Whittaker
CASTL, UVA
jwhittaker@virginia.edu

Angelique Williams
George Mason University
awilli93@masonlive.gmu.edu

Amanda Williford
University of Virginia
apw2c@virginia.edu

Adam Winsler
George Mason University
awinsler@gmu.edu

Christina Wise
Momentous Institute
cwise@momentousinstitute.org

Cassie Wuest
New York University
cassie.wuest@nyu.edu

Sarah Wymer
University of Virginia
scw2wf@virginia.edu

Yange Xue
Mathematica Policy Research
yxue@mathematica-mpr.com

Noreen Yazejian
University of North Carolina at Chapel Hill
noreen.yazejian@unc.edu

Michelle Yoder
University of Virginia
mly4pe@virginia.edu

Benjamin York
ParentPowered PBC
ben.york@parentpowered.com

Nancy Young
Children and Family Futures
esvoboda@cffutures.org

Emisha Young
Tulsa Educare
emishay1980@gmail.com

SeonYeong Yu
University of Massachusetts Amherst
seonyeon@educ.umass.edu

Mindy Zapata
Southwest Human Development
mzapata@swhd.org

Martha Zaslow
Society for Research in Child Development
mzaslow@srcd.org

Chenyi Zhang
Georgia State University
czhang15@gsu.edu

Xiaoli Zhang
UC Berkeley
zhangxl1992@berkeley.edu

Kathryn Zimmermann
Boston College
zimmerkd@bc.edu

Erica Zippert
Vanderbilt University
erica.l.zippert@vanderbilt.edu