



Child Care and Early Education Policy Research Consortium Annual Meeting

April 17–18, 2019 • Grand Hyatt Hotel • Washington, DC

Agenda

Wednesday, April 17, 2019 (9:00 a.m. – 5:15 p.m.)

Welcome

9:00 a.m. – 9:15 a.m. | *Constitution CDE*

The CCEEPRC 2019 Annual Meeting will begin with a welcome to all Consortium members, including a brief overview of the goals and agenda for the meeting.

Naomi Goldstein, Deputy Assistant Secretary for Planning, Research and Evaluation, Administration for Children and Families (ACF), will provide opening remarks.

Plenary Session 1

9:15 a.m. – 10:30 a.m. | *Constitution CDE*

Complexities of Nontraditional Hour Care: Closing Knowledge Gaps to Better Serve Families and Providers

There is growing recognition of the need for increased child care options for families who work or are in school during nontraditional hours. This is not a fringe group: over half of all children have parents who work some hours outside of daytime hours and the number is even higher if irregular, part-time, or fluctuating hours are included. These families face child care challenges as most center-based programs are only open during standard daytime, weekday hours and provide limited programming to accommodate fluctuating care needs. The majority of care during nontraditional hours is provided therefore by home-based providers, especially informal family, friend, and neighbor caregivers. Caring for children who need care during evening and weekend hours, overnight, or early morning may require different activities than care for children during daytime hours only. For example, providers may have dinner, bathing, and bedtime responsibilities, and there may be less focus on cognitive, school-readiness curricula. Providers may be reluctant to extend care to these families due to (perceived or real) concerns about insufficient demand, increased cost or licensing requirements, or because they are disinterested in working during nontraditional hours. This panel will consider the complexities of providing high-quality child care options to families needing nontraditional hour care with attention to how research from parent and provider perspectives can inform policy responses. Four presenters will share findings from studies of providers and parents, and a home-based child care provider and researcher will comment and facilitate discussion.

Facilitator

- **Julia Henly**, University of Chicago

Panelists

- **Julia Henly**, University of Chicago | *What We Know and Don't Know Regarding the Complexities of Nontraditional Hour Care*
- **Abby Lane**, University of Texas at Austin | *Child Care Preferences and Choices for Parents Working Nonstandard Schedules*

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- **David Alexander**, Illinois Action for Children | *What Administrative Data on FFN Care Tell Us about Training and Monitoring Providers*
 - **Erica Greenburg**, Urban Institute and **Elizabeth Gronginsky**, District of Columbia Office of the State Superintendent of Education | *Experiences of Licensed Providers with Extending Care During Nontraditional Hours: The Case of Washington, DC*

Discussants

- **Yolanda Deane**, Kreative Kids Daycare LLC
- **Chrishana Lloyd**, Child Trends

Break | 10:30 a.m. – 10:45 a.m.

Breakout Sessions A1-A4 | 10:45 a.m. – 12:00 p.m.

A1: Engaging and Supporting License-Exempt Providers in Monitoring, Quality Improvement, and Research Initiatives

10:45 a.m. – 12:00 p.m. | Penn Quarter A

License-exempt providers account for the majority of caregivers in the United States and are a very diverse group (National Survey of Early Care and Education Project Team, 2016). They may be caring for a grandchild or neighbor on a limited basis or providing full-time, paid child care to a few unrelated children. Because licensing regulations vary by state, a provider who is required to be licensed in one state may be license-exempt in another. Aside from those who are paid through the subsidy system, license-exempt providers typically do not participate in any formal early childhood system. As a result, reaching license-exempt providers for monitoring, quality improvement, and research has been historically difficult. This session tackles the topics of both engaging and supporting license-exempt providers through these initiatives. The objective for the session is to bring together stakeholders (both researchers and administrators) who are working with license-exempt providers to discuss challenges and successes in different quality improvement and research initiatives. The first presentation will set the stage by sharing information about monitoring requirements for license-exempt providers under the revised CCDBG regulations. The second presentation will highlight the state of California and current efforts to engage license-exempt providers in the state's QRIS. The third presentation will share findings from a recent literature review on evaluations of home-based providers, with an emphasis on engaging providers in evaluation efforts. The fourth presentation will discuss a research study and collaborative, continuous quality improvement process focused on programs serving family, friend, and neighbor caregivers in Detroit.

Facilitators

- **Mallory Warner-Richter**, Child Trends
- **Amy Blasberg**, Child Trends

Panelists

- **Nina Johnson**, National Center on Early Childhood Quality Assurance | *The Changing Landscape of License-Exempt Care*
 - **Sarah Neville-Morgan**, California Department of Education | *Engaging License-Exempt Providers in California's Quality Rating and Improvement System*
 - **Julia Isaacs**, The Urban Institute | *Evaluating Training and Professional Development for Home-Based Child Care Providers*
 - **Jaime Thomas**, Mathematica Policy Research | *Testing a Community-Based Strategy to Enhance the Quality of Informal Child Care in Detroit*
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A2: Children with Disabilities in Child Care Settings - A Discussion of Data Discoveries and Dilemmas

10:45 a.m. – 12:00 p.m. | Penn Quarter B

Providing access to early care and education programs for young children with disabilities and coordination between early care and special education services can foster not only positive child outcomes across all domains of development but also support family outcomes and provide families with more choices to meet their families' childcare needs. This session discusses children with disabilities in the context of early care and education settings and focuses on gaining a better understanding of the children with disabilities, developmental delays, and those at-risk by examining the definition of disability and types of data currently collected around disability and how these impact practice and policy. First, presenters will share different definitions of disability used across systems and consider how different definitions affect administrative data collected by those systems and services provided and program outcomes. Next, presenters will share information from national data from the Individuals with Disabilities Act (IDEA) and Head Start Program Information Report to examine current data availability. Finally, staff from the U.S. Department of Education, Office of Special Education Programs (OSEP) will share the collaborative work they are engaged in with other agencies and offices to support the inclusion of children with disabilities in all early care and education settings. Discussion during this session will consider the benefits and challenges of integrating data systems and gaps in data in order to inform future work in research, policy, and practice related to children with disabilities.

Facilitator

- **Jenna Weglarz-Ward**, University of Nevada, Las Vegas

Panelists

- **Kathleen Hebbeler**, SRI | *What Do We Need to Better Understand Special Populations from a National Perspective?*
- **Cornelia Taylor**, SRI | *Recent Data on the Inclusion of Children with Disabilities in Early Care and Education Settings*
- **Christy Kavulic**, U.S. Department of Education | *Federal Resources to Support the Inclusion of Young Children with Disabilities*

Discussant

- **Beth Rous**, Department of Educational Leadership Studies, University of Kentucky

A3: Coordination and Collaboration across Early Childhood Education and Elementary Schools: Multiple Perspectives, Multiple Challenges

10:45 a.m. – 12:00 p.m. | Latrobe

This session will focus on understanding how early care and education (ECE) settings and elementary schools coordinate and collaborate as children transition from ECE to elementary school. The session will highlight views from both ECE and elementary school teachers and administrators. In particular, current practices and pressing challenges to coordination will be emphasized. Additionally, the importance of coordination and collaboration to create environments that are beneficial to children's development will be discussed. The first presentation will focus on how Head Start programs partner with elementary schools. The second presentation will focus on how elementary schools connect to and collaborate with ECE settings to improve children's transition into kindergarten. The third presentation introduces the idea of sustaining environments, their impacts on children, and how collaboration between ECE settings and K-12 systems can enhance this idea. Lastly, our discussant will examine these topics from the perspective of a Technical Assistance provider. Discussion will focus on how to support collaboration from a systems perspective.

Facilitator

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

Panelists

- **Kyle DeMeo Cook**, Education Development Center | *Examining the Benefits of Head Start Programs' Efforts to Coordinate with Elementary Schools around the Transition to Kindergarten*
- **Kelly Purtell**, The Ohio State University | *Understanding Policies and Practices that Support Successful Transitions to Kindergarten: Opportunities for Connection and Collaboration*
- **Jade Jenkins**, University of California – Irvine | *Do High Quality Elementary School Environments Mitigate Preschool Fadeout? A Review of Evidence on the Sustaining Environments Hypothesis*

Discussant

Karen Ruprecht, ICF

A4: Professional Development to Promote Relationship-Based Caregiving, and Social-Emotional Learning among Children Birth through Age Five

10:45 a.m. – 12:00 p.m. | Burnham

The purpose of this session is to share and discuss innovative professional development (PD) strategies to support the early care and education (ECE) workforce in promoting relationship-based caregiving and social-emotional learning (SEL) among children birth through age five. The first presentation shares a new public access infant-toddler program in Texas that has a heavy emphasis on SEL and warm and responsive caregiving. Tools developed to support infant-toddler teachers will be demonstrated and the design of a rigorous study of the coaching model supporting implementation of this program will be described. The second presentation describes how the Pyramid Model is being used as the content basis for a Breakthrough Series Collaborative with ECE programs in Boston to promote SEL through organizational culture change as part of the OPRE-funded Culture of Continuous Learning Project. The third presentation shares descriptive analyses from the OPRE-funded California Child Care Research Partnership that documents how family child care (FCC) providers form and use a cultural (mental) model of Close Relationships to support SEL, and FCC providers' perceptions of the quality improvement initiatives in which they have participated that seem to support SEL. The facilitator will moderate a general discussion on promising strategies for promoting relationship-based caregiving and social-emotional learning among children, considering the benefits of (and barriers to) individualized approaches, cohort approaches, and organization-wide PD approaches for both center-based and home-based settings.

Facilitator

- **Tamara Halle**, Child Trends

Panelists

- **April Crawford**, Children's Learning Institute | *The CIRCLE Infant & Toddler Teacher Training Program*
- **Stephanie Doyle**, Center for the Study of Social Policy | *The Breakthrough Series Collaborative: A CQI Approach to Implement the Pyramid Model in Early Education Centers*
- **Holli Tonyan**, California State University, Northridge | *Close Relationships - Family Child Care Providers' Support for Social and Emotional Learning in Their Everyday Lives*

Lunch (On Your Own) | 12:00 p.m. – 1:15 p.m.

Plenary Session 2

1:15 p.m. – 2:15 p.m. | *Constitution CDE*

Building on Strengths and Aligning Programs for Children and Families

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, health and mental health services). Yet, there has been little empirical evidence to guide programs’ decisions regarding the specific approaches and implementation supports that are most likely to result in improved parental well-being and, ultimately, positive child outcomes. In 2013, four Head Start-University Partnership grantees investigated innovative approaches to promoting both family well-being (e.g., parent mental health, family economic security) and children’s school readiness in Head Start programs. Researchers from the University of Alabama, Northwestern University, 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 among program participants from their longitudinal experiments. These will include measures of parent psychological well-being and English language acquisition and children’s cognitive and socio-emotional development.

Facilitator

- Kathleen Dwyer, OPRE/ ACF

Panelists

- Teresa Eckrich Sommer, Northwestern University | *Head Start, Two-Generation ESL Services, and Parent Engagement*
- Ansley Gilpin, University of Alabama | *Power PATH: Aligned Two-Generation Intervention for Head Start Children and Families*
- Ferol E. Mennen and Abigail Palmer Molina, University of Southern California | *Healthy Moms Healthy Kids: Reducing Maternal Depression for Better Outcomes in Head Start Children*

Break | 2:15 p.m. – 2:30 p.m.

Breakout Sessions B1-B5 | 2:30 p.m. – 3:45 p.m.

B1: Decline in the Supply of Family Child Care: What Does Research Tell Us? What Are the Gaps in Research? How Do We Fill Them?

2:30 p.m. – 3:45 p.m. | *Penn Quarter A*

In the past decade, the supply of family child care (FCC) has declined dramatically: a 46% drop in licensed FCC programs was observed between 2008 and 2017. Some studies suggest that a broad range of factors may contribute to the decline, including licensing, subsidy and QRIS requirements; the availability of public pre-kindergarten programs; a shift in state policy focus; parent demand for center care; and the economics of FCC. Yet we lack systematic research on these factors and their inter-relationship. This panel will discuss how future research can shed light on the reasons for changes in the FCC supply and how to alleviate the factors contributing to the decline. The discussion will begin with brief presentations on national and state-level trends in FCC licensing and subsidy participation and policies, followed by findings from a state-level analysis of FCC supply across rural and urban areas as well as in the broader ECE landscape. The two other presentations will focus on “front-line” perspectives: findings from the National Study of Family Child Care Network interviews with FCC staffed family child care network directors on FCC providers’ systems engagement; and national conversations with FCC providers. Because the session is intended to stimulate participant engagement in consideration of a research agenda to unpack the decline in FCC, it will use a

conversational format to encourage discussion among presenters and participants about key questions for research on this issue.

Facilitator

- **Toni Porter**, Early Care and Education Consulting

Panelists

- **Nina Johnson**, National Center on Early Childhood Quality Assurance | *National Perspective on the Decrease of Family Child Care Providers in the United States*
- **Toni Porter**, Early Care and Education Consulting | *Network Director Perspectives on FCC Engagement: Engaging FCC Providers: Opportunities and Challenges: Findings from the National Study of Family Child Care*
- **Bill Hudson**, National Association for Family Child Care | *Perspectives from the Field: FCC Provider Challenges: What Providers Say*

B2: Building Workforce Capacity to Meaningfully Include Children with Special Needs in Child Care Settings

2:30 p.m. – 3:45 p.m. | Penn Quarter B

Supporting the knowledge and application of strategies to support children with disabilities and their families and collaboration among childcare and special education services is essential for successful inclusion. This session will highlight professional development programs that specifically target topics related to children with disabilities for professionals across settings. Additionally, we will discuss relationships between current practical recommendations and policies with state policy, procedures, and practices. Three presentations will present current research and activities across different states to stimulate discussion on how state activities, particularly related to Quality Rating and Improvement Systems (QRIS) and state-wide professional development systems, can support or hinder inclusive programming. First, researchers across three states (i.e., Delaware, Kentucky, South Carolina) will share their work on the examination of the alignment of Division for Early Childhood Recommended Practices (2014) with state QRIS standards. Second, two states will share how they have approached professional development related to inclusion. The Early Intervention Training Program at the University of Illinois will share its collaboration with state child care professional development system to deliver multidisciplinary training opportunities. Georgia’s Department of Early Care and Learning will share their use of inclusion specialists and intensive professional development to support center’s inclusive practices. Interactive discussion with presenters and attendees will include successes and challenges to supporting the early care and education workforce on issues related to children with disabilities, inclusive practices, and collaboration across early care and special education. Considerations will be discussed in relation to state and program policies, QRIS systems, and directions for future work.

Facilitator

- **Jenna Weglarz-Ward**, University of Nevada, Las Vegas

Panelists

- **Lynn Barts**, Early Intervention Training Program at the University of Illinois | *Supporting Quality Care for Young Children with Special Needs Through Collaboration and Professional Development*
- **Beth Rous**, University of Kentucky | *Alignment of QRIS Standards and DEC Recommended Practices in Three States*
- **Bentley Ponder**, Georgia Department of Early Care and Learning | *Increasing Access to High Quality, Inclusive Early Learning Opportunities for Children with Disabilities through Targeted Professional Development*

B3: Improving the Accuracy and Feasibility of Infant and Toddler Assessment in Applied Settings

2:30 p.m. – 3:45 p.m. | Latrobe

This session will be structured as a series of facilitated discussions with content bursts for framing. The facilitated discussions will build upon each other covering the current use of infant assessment in applied settings, the key outcomes, the available tools, and the innovation needed to increase the accuracy and reduce burden. The session will include time for the audience to share their experiences and solutions and learn from each other. Outcomes measurement for infants and toddlers is a time consuming and expensive endeavor which can produce inaccurate results. The challenges associated with assessment are magnified in applied contexts like Head Start and Child Care where providers may lack the time and resources necessary to invest in purchasing the tools and acquiring the appropriate training. This session will focus on generating innovative solutions for measuring the most important outcomes in applied settings. The session will begin by setting the context for infant toddler assessment in a landscape of increased use of assessment for accountability and program improvement. Next will be discussion about infant toddler outcomes and theories of change that tie those outcomes to program activities. The next presentation will focus on the tools currently used to measure infant and toddler outcomes in applied settings. The final presentation will be focused on needed innovation to improve the accuracy and feasibility of infant toddler assessment.

Facilitator

- **Cornelia Taylor, SRI**

Panelists

- **Judi Stevenson-Garcia**, National Center on Development Teaching and Learning, Zero to Three | *Current Landscape of Infant Toddler Assessment in Applied Settings*
- **Diane Horm**, University of Oklahoma at Tulsa | *Key Infant Toddler Outcomes and Relationships to Theories of Change*
- **Sally Adkins-Burnett**, Mathematica Policy Research | *The Use of Infant Toddler Assessment Tools in Applied Contexts*
- **Todd Grindal**, SRI | *Leveraging New Technologies to Support More Cost-Effective Actionable Assessments*

B4: States' Experiences Setting Subsidy Payment Rates: Current Practices and Directions for Future Research

2:30 p.m. – 3:45 p.m. | Burnham

Under the 2014 reauthorization of the Child Care and Development Block Grant (CCDBG), State and Territory Lead Agencies are required to demonstrate that subsidy-receiving children have access to high-quality care. States and Territories have taken different approaches to setting their subsidy payment rates to meet this requirement, and researchers need to know what is happening “on the ground” so that they can support States and Territories. The objectives of this session are (1) to understand how several States are currently setting their subsidy payment rates, and (2) identify directions for future research.

The session will open with an overview of relevant findings from the 2018 OPRE and Child Trends report, Market Rate Surveys and Alternative Methods of Data Collection and Analysis to Inform Subsidy Payment Rates. Next, a panel discussion will include representatives from Georgia, Massachusetts, and Arkansas; the selected panelists are currently supporting their States' efforts surrounding subsidy payment rates. A moderated discussion will address questions, such as:

- How do States set subsidy payment rates?
 - What information are they using?
 - Are States using cost modeling? Market rate surveys? If both, in what ways will each be used?
 - How are States setting tiered reimbursement rates for quality?

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- What challenges have States come across in cost modeling?
 - Any issues related to modeling costs when programs have blended/braided funding? High infant/toddler costs?
 - What research questions do States have?

A representative from the Office of Child Care will serve as the discussant.

Facilitator

- **Rebecca Madill**, Child Trends

Panelists

- **Elizabeth Davis**, University of Minnesota | *Market Rate Surveys and Alternative Methods of Data Collection and Analysis to Inform Subsidy Payment Rates*
- **Jocelyn Bowne**, Massachusetts Department of Early Education and Care
- **Woody Dover**, Enterprise Project Management Director, Georgia Department of Early Care and Learning
- **Lorraine McKelvey**, University of Arkansas Medical School

Discussant

- **Rachel Demma**, Office of Child Care

B5: Moving to a More Aligned System: Working across Sectors to Improve Early Care and Education

2:30 p.m. – 3:45 p.m. | *Constitution CDE*

Multiple programs make up the early care and education landscape across the country. The last decade has seen numerous efforts to build stronger connections across these programs at the state and local level. Examples of these efforts include creating a governance structure that houses multiple ECE programs within one agency at the state level, joint professional development, and building integrated data systems that allow states or communities to examine how many children are served by more than one program. This session will explore some ways in which ECE programs can work together including a look at alignment in content focus (i.e., standards, curriculum, assessment), a mechanism for promoting collaboration (using a common data platform to provide cross-program professional development on evidence-based practices), and an in depth look at how one program (Head Start) is integrated within state ECE systems. The session will begin with a brief overview and framework for thinking about coordination across ECE programs and include a facilitated discussion of supports, barriers, intended outcomes, and what is known about how building more aligned, integrated ECE systems improves outcomes for children and families. The objectives for the session are to increase knowledge of current issues in systems alignment and to contribute to the development of a research agenda on this topic in early care and education.

Facilitators

- **Kathleen Hebbeler**, SRI
- **Kathryn Tout**, Child Trends

Panelists

- **Kathleen Hebbeler**, SRI | *Thinking about Alignment in Early Care and Education: Definitions and Overview*
- **Jade Marcus Jenkins**, University of California, Irvine | *Standards, Curriculum, and Assessment in Early Childhood Education: Examining Coordination across Multiple State Systems*
- **April Crawford**, Children's Learning Institute at The University of Texas Health Science Center | *Integrating and Scaling Early Childhood Platforms to Build Quality and Improve Efficiency*
- **Kelly Maxwell**, Child Trends | *What Existing Data Tell Us About the Connections Between Head Start and Other Early Care and Education Programs*

Breakout Sessions C1-C4 | 4:00 p.m. – 5:15 p.m.

C1: Capacity Building in Research-Policy Partnerships: Lessons from the Field

4:00 p.m. – 5:15 p.m. | Penn Quarter A

The delivery of high-quality early care and education (ECE) services requires coordination across many sectors. Effective partnerships between researchers and policymakers is one strategy that has shown promise in facilitating systemic support for ECE services that promote children’s developmental potential. Panelists for this session have been selected based on their ability to provide diverse perspectives on the topic at hand. The first presentation will frame the conversation by highlighting various dimensions of a research/policy capacity building tool that can help lay the groundwork for research/policy partnerships. Subsequent presentations will highlight ongoing projects in New York City, Vermont and Massachusetts to: define capacity-building; share examples of capacity-building partnerships; provide an overview of partnership successes and challenges; and explore future directions in the field. Presentations vary in ways, including but not limited to, funding mechanisms, target populations, geography, area of expertise/experience (i.e. researcher or policymaker) and ECE setting type.

Facilitator

- **Chrishana Lloyd**, Child Trends

Panelists

- **Teresa Derrick-Mills**, Urban Institute | *Dimensions of Research Capacity-Building*
- **Kate Tarrant**, New York Early Childhood Professional Development Institute | *Dimensions of Research Capacity-Building*
- **Kyle DeMeo Cook**, Education Development Center | *Building Vermont’s Universal Prekindergarten Research Partnership*
- **Erin Bumgarner**, Abt Associates | *Capacity Building in Massachusetts: A Partnership Story to Promote the Quality Rating and Improvement System*

C2: Early Care and Education Coordination: Descriptive Research Findings and Policy Implications

4:00 p.m. – 5:15 p.m. | Penn Quarter B

In the past year, new research findings present a more complete picture of who is engaged in early care and education collaborations, why they are collaborating, and what features of collaboration predict success. The session will build on the "Coordinated Services for Children and their Families: Research Approaches, Benefits, and Challenges" at CCEEPRC 2018 and will begin with an overview of new research findings in a forthcoming Special Issue of Early Education and Development focused on Early Care and Education Collaboration. The next presentation will discuss findings from the national descriptive study of Early Head Start-Child Care Partnerships. The third presentation will share findings from a study on coordination of early care and education with family economic security and/or other health and human services. The final presentation will describe emerging findings and methodological challenges of conducting a needs assessment that focuses on coordination of services for children birth to age five. Presenters will draw implications and discuss policy questions in light of the newly funded Preschool Development Grant Birth through Five. Each presenter will briefly discuss definitions of collaboration/coordination, methods employed, and the unique contribution of the research to our understanding of the issues of coordination/collaboration. Although each presenter’s research is on a similar topic, the perspectives are unique with regard to the reasons why providers are collaborating, the collaborating partners, and the populations engaged in the studies.

Facilitator

- **Diane Schilder**, Education Development Center (EDC)

Panelists

- **Diane Schilder**, Education Development Center (EDC) | *Early Care and Education Collaboration: Overview of Definitions, Methods, Emerging Findings and Implications*
- **Patricia Del Grosso**, Mathematica Policy Research | *Approaches to Developing and Maintaining Relationships and Coordinating Services in Early Head Start-Child Care Partnerships*
- **Scott Baumgartner** and **Jessica Harding**, Mathematica Policy Research | *Early Findings about Models of Coordinated Services for Low-Income Families with Young Children*
- **Noreen Michael**, University of the Virgin Islands | *The Early Childhood Care Mixed Delivery System In the US Virgin Islands: Preliminary Findings of a Needs Assessment*

C3: System-Level Innovations and Measurements for Infant and Toddler Early Childhood Education**4:00 p.m. – 5:15 p.m. | Latrobe**

Over the past several years there has been great emphasis on raising early care and education (ECE) quality for infants and toddlers. This includes recognizing the importance of adopting a “system-level” approach aligned with other ECE programs and supports and aimed at making comprehensive impacts. This session includes four presentations that demonstrate innovations in applying a system level approach to improving infant and toddler ECE with details around design, implementation, measurement, and sustainability. The first two presentations will detail statewide programs aimed at improving responsive caregiving in infant and toddler classrooms in Georgia and Texas. Each presentation will include an overview, key aspects of the program, initial evaluation results, and sustainability considerations. For Georgia, this entails using administrative and evaluation data for on-site coaching, professional learning communities, and professional development. For Texas, this includes courses, curriculum, and developmental checklists disseminated in coordination with the state’s CCDF and QRIS administrator. The third and fourth presentations will showcase new initiatives designed to improve and measure system-level work. The third will highlight the Early Child Technical Assistance Center (ECTA) System Framework designed to guide state early intervention and preschool special education leaders in evaluating and improving their systems and services. The fourth will highlight the National Collaborative for Infants and Toddlers’ Outcomes Framework, which has identified system, program, family, and child outcomes and indicators related to infant and toddler wellbeing. Both will detail the development, implementation, and sustainability of their work and how each can be individualized for states, communities, families and children.

Facilitator

- **Bentley Ponder**, Georgia Department of Early Care and Learning

Panelists

- **Bentley Ponder**, Georgia Department of Early Care and Learning | *Using Data for System Level Infant and Toddler Supports: Georgia’s Approach*
- **April Crawford**, University of Texas Health Science Center at Houston | *Statewide Efforts to Increase Quality of Infant and Toddler Caregiving*
- **Christina M. Kasprzak**, Early Childhood TA Center (ECTA) | *Building and Sustaining High-Quality Early Intervention Systems using the ECTA System Framework*
- **Dale Epstein**, Child Trends | *Developing a System Level Outcomes Framework to Support Infant and Toddlers*

C4: New Approaches to Quality Improvement in Early Care and Education Programs

4:00 p.m. – 5:15 p.m. | Burnham

Achieving and maintaining high quality in early care and education programs are central goals of state and local early childhood systems. The purpose of this session is to raise awareness of innovative quality improvement methods being tested in early care and education settings. The presenters will each share insights about a particular method of quality improvement including a Rapid Cycle Evaluation Coach and the Breakthrough Series Collaborative being used in different types of setting (Head Start, child care centers and family child care networks). The facilitator will then pose questions to the presenters to help identify similarities and contrasts among the QI approaches. The work presented in this session is quite different than the typical quality improvement approach, so the facilitator will aim to spark discussion about the potential of these new methods to provide better and more effective support in the quality improvement process.

Facilitators

- **Michelle Adkins**, Child Care Aware of America
- **Kathryn Tout**, Child Trends

Panelists

- **Nina Philipsen Hetzner**, OPRE | *An Overview of New Approaches for Quality Improvement*
- **Anne Douglass**, University of Massachusetts, Boston | *A Theory of Change for the Culture of Continuous Learning Project*
- **Juliet Bromer**, Erikson Institute | *Using Learning Collaboratives in Family Child Care Networks*
- **Kaitlyn Newel**, CAP | *Supporting Decision-Making with the Rapid Cycle Evaluation Coach*

CCEEPRC 2019 Meet-and-Greet

5:15 p.m. – 7:00 p.m. | Cabinet

Connect with old friends and meet some new! All meeting attendees are invited to attend. A cash bar will be available.