B6: *Aligning Early Care and Education Policy and Practice: Considerations for Infant to Preschool Care*
Wednesday, June 28, 2023
2:30 p.m. – 3:45 p.m. | *Gallery I*

1. Descriptive Information

B6: Aligning Early Care and Education Policy and Practice: Considerations for Infant to Preschool Care	Presenters
The early care and education (ECE) system is diverse and funded, in part or in whole, by an assortment of federal agencies. Within each state system, there exists unique regulations regarding home-based and center-based licensing, pre-kindergarten, Quality Rating Improvement Systems (QRIS), and child care subsidies. This session will highlight the ways that alignment and integration across policies and programs can build equity and inclusivity across settings and services. For example, as home-based settings engage in state systems, the states are developing policies regarding curriculum implementation, with some state systems tailoring policies to licensed family child care settings, while others do not. Likewise, as programs invest in professional development, such as coaching, the various ECE systems are not aligned across systems in terms of what defines coaching and how it is delivered. In some cases, the alignment is unbalanced, such as the focus of state pre-kindergarten and child care licensing on exclusionary discipline with a relative lack of attention to this element of practice in QRIS systems, or recognition of larger contexts, such as expanding and better understanding family needs in the face of societal changes in work and the workforce. We will explore these themes and have a robust discussion about ECE policy alignment for the workforce.	**Anamarie Whitaker,** University of Delaware **Martha Buell,** University of Delaware **Rena Hallam,** University of Delaware **Alison Hooper,** University of Alabama **Rachel Chazan Cohen,** University of Connecticut **Tamara Halle**, Child Trends **Scribe** **Hannah Reutter** **Number of Attendees: 27**

2. Documents/Presentations Shared (Please list any electronic documents, PowerPoint presentations, or web links used during the session.) *Collect presenter PowerPoints or other documents on the flash drive provided.*

- CCEEPRC_2023_June 22PEASPAC_Presentation
- Coaching_presentation061623
- FCC Gap in PreK and QRIS – 6.27.23 (1)
- Rachel_CCEEPRC

3. Brief Summary of Presentations

Summary of Presentation #1: Preventing Expulsion And Suspension through Policy Alignment and Cohesion (PEASPAC): Alignment between Federal Guidance, State CCDF plans, State Child Care Licensing, State QRIS, and State Pre-K Policies – Martha Buell and Rena Hallam – University of Delaware

- Child Care and Development Block Grant (CDBG) Act of 2104 Plain Language Summary
    - Included a new section:

- 2.4.6 Describe the Lead Agency's policies to prevent the suspension and expulsion of children from birth to age 5 in child care and other early childhood programs receiving CCDF funds (98.16(ee)), including how those policies are shared with families, providers, and the general public.
- For the 2019-2021 cycle, section 2.4.6 was added to the CCDF template, asking states to share their policies and strategies for mitigating suspension and expulsion, and other forms of exclusionary discipline in early childhood programs. In addition to section 2.4.6, the 2019-2021 CCDF template asked states to include information on how their state meets training needs designed to eliminate expulsion as a part of section 7.3.1.
  - We focused on the three state level systems where federal funding could flow
- Research Question 1
  - *Vertical Alignment federal to state*. How is the <u>federal policy guidance</u> (Policy Statement on Expulsion and Suspension Policies in Early Childhood Settings) and CCDF requirements for a suspension and expulsion policy reflected in the state's CCDF plan?
- Research Question 2
  - *Vertical Alignment State Plan to State Agency*. How is the <u>federal CCDF plan requirement </u>regarding suspension and expulsion reflected in the state's ECE subsystems of Licensing, QRIS and pre-K?
- Presence of Expulsion Policies across Agency Documents
  - 33 states/territories require expulsion policies in their center based childcare licensing regulations: AK, AZ, CA, CO, CT, DC, DE, FL, IL, IN, IA, ME, MA, MI, MN, MO, NE, NH, NJ, NM, NY, OH, OK, RI, SD, TN, TX, VT, VA, WA, WV, WI, WY
  - 28 states have pre-K policies/documents that address suspension and expulsion AL, AZ, AR, CO, DC, DE, FL, GA, IL, KY, ME, MD, MI, MS, MT, NV, NC, NM, OH, OK, RI, SC, TN, TX, VT, VA, WA, WV
  - 9 states mention suspension and/or expulsion in their center based QRIS standards or policy documents AK, AZ, IA, NV, PA, SC, TN, TX, WA (3 other states mention it in home based IN, MI, OK)
- Research Question 3
  - In addition to the vertical alignment, *Horizontal Integration* – How are policies regarding suspension and expulsion integrated across state's ECE subsystems of Licensing, QRIS and pre-K?
- Settings can each have a distinct policy context with the CCDF funding flowing or not depending on the child/family circumstances.
- Alignment Issues
  - Data
  - Definitions
  - Stakeholders
  - Research to Practice
- Opportunities to Embed and Strengthen Suspension and Expulsion Prevention Practices in the 2022-2024 CCDF Plan
  - In the 2022-2024 CCDF template, the content of 2.4.6 remains, but now is numbered 2.4.5, and the content of 7.3.1 is now 6.3.1. In addition, the 2022-2024 CCDF plan requests that states describe strategies to mitigate suspension and expulsion in 6.2.1: *Describe how the state/territory incorporates into training and professional development opportunities: and social-emotional/behavioral and mental health of young children intervention models, which can include positive behavior intervention and support models that reduce the likelihood of **suspension and expulsion** of children.*

Summary of Presentation #2: Individualizing Professional Development: Coaching as a Component of States' Early Care and Education Policies – Ana Whitaker and Martha Buell – University of Delaware
- Preventing Expulsion and Suspension Through Policy Alignment and Cohesion
- Childcare and Development Block Grant Act of 2014
  - Included a new section:
- Macro-system and exo-system
  - Looked at how this showed up in state QRS
  - Research question
- Expulsion and Suspension in CCDF Plans
  - Some states do expulsions, some recommend that they do it, and a few states have a suspension policy as well
- Research question 2
- Presence of Expulsion

- Expulsion/Suspension mentioned
  - The preschool system is drive by the K-12 system
  - I'm confused as to what is going on
- This is important because there can be children that is in multiple settings and expulsion and suspension can be excluded in multiple ways.
- Alignment Issues:
  - Data, definitions, stakeholders, research to practice
- Opportunities to Embed Strengthen Suspension and Expulsion prevention

Summary of Presentation #3: Family Child Care Curriculum: Policy and Practice Alignment – Rena A. Hallam and Alison Hooper - University of Delaware and University of Alabama
- Family Child Care Curriculum: Policy and Practice Alignment
- Introduction
  - FCC is a unique context
  - Decline in FCC educator's participation in state system
  - Most ECE state systems and policies are designed for center-based programs
- FCC and State Systems
- Engaging FCC in State Systems
  - Gap between policy and practice
- Conceptual Framework of Quality - home based child care quality. The things in and around the house impact the quality
- QRIS Curriculum Standards
  - 17state and local QRIS have an approved curriculum list
- Examples of Alignment Challenges
  - No curriculum options have an evidence base for improving child outcomes
  - FCC often have to implement more than one curriculum to meet the standard—cost and implementation challenges
  - Requirements to write lesson plans for each age group
  - Some Q(R)IS require training on the selected curriculum; not all approved FCC curricula have training available
  - Most curricula available only in English
- Head Start ECLKC
- Public pre-K
- Insights from pre-K Administrators
  - Most states that allow PreK in FCC require the use of a curriculum
  - PreK systems typically do not include curriculum options specific to FCC.
  - Most PreK curriculum options do not address mixed-age groups or cultural representativeness.
  - Variation in implementation and supports for FCC were reported in focus groups.
- Summary
  - Issues with policy alignment for FCC
    Limited curriculum options
  - Decrease burden on educators

Summary of Presentation #4: Integrating Comprehensive Services in Early Education Programs: A State Example - Rachel Chazan Cohen - University of Connecticut
- The Early Head Start
- The reductions were in childhood aggressions
- Then looked at mediations
- Parenting and child development knowledge
  - Child social/emotional, cognitive, and language
  - Positive parenting and support for learning
- Early intervention
  - Child language, and cognitive development

- Hours of childcare
- Summary
  - The comprehensive services provided by or referred to by EHS
- Connecticut Start Early Demonstration Project
  - Bring family consultants with home visiting experience to early childhood programs to support working families with infants and toddlers

4. **Brief Summary of Discussion**
   - Delaware has many fewer entities. We need more research attention on whose burden is it? Whatever question you ask, we are hearing about burden. It is not really fair to have it be the programs burden
   - There are disconnects between the federal government and the people that do these programs
   - Human centered design methods involve getting the information from the people who are going to be using the system. It offers insights to identify leverage points that are actionable.
   - It is useful to think about the misalignment because we are all in our research silos. Talking about it helps us make siloed decisions.

5. **Summary of Key issues raised** (facilitators are encouraged to spend the last 3-5 minutes of sessions summarizing the key issues raised during the session; bullets below are prompts for capturing the kinds of issues we're looking for)

   - Coverage of coaching, curriculum,
   - Discussion of alignment policy to policy
   - Had a look at policy to practice alignment
   - Policies change over time and the data you have now, may be old data. Lots of states are changing how they do their QRIS data
   - Think about should we expect policies to be aligned at the federal and state level
   - How can research support providers when policies are misaligned?