2023 CCEEPRC

Child Care and Early Education Policy Research Consortium Meeting
June 28-29, 2023 · Hilton Washington DC National Mall The Wharf

Agenda
Wednesday, June 28, 2023

Pre-Meeting Event: **Research Mentoring and Networking Breakfast**
8:00 a.m. – 9:00 a.m. | *Gallery IV*
Separate Registration Required

The National Research Center on Hispanic Children & Families, in partnership with the National African American Child and Family Research Center, hosts this free event designed to facilitate relationships between mentees (Child Care and Early Education Policy Research Consortium 2023 attendees who identify as emerging scholars, including students, recent graduates, and junior staff and faculty) and mentors (senior researchers and leaders in the field) who study child care and early education programs and policies, including the experiences of diverse populations and racial and ethnic equity in human services. Mentors and mentees select among various discussion topics, including those related to studying Hispanic and African American populations, equity issues in early care and education studies, and career development more broadly. Participants will be assigned to groups based on topical interest and will have ample opportunity to engage in informal discussions with both their peers and mentors. If you are interested in participating as a mentor or mentee, sign up here.

Welcome
9:00 a.m. – 9:30 a.m. | *L'Enfant Ballroom ABCD (Livestreamed)*

Attendees will be welcomed to the Child Care and Early Education Policy Research Consortium (CCEEPRC) 2023 Meeting with a brief overview of the goals and agenda for the meeting from the CCEEPRC leadership team and the new Deputy Assistant Secretary for Planning, Research and Evaluation.

Presenters
- **Tracy Carter Clopêt,** Office of Planning, Research and Evaluation (OPRE)
- **Ann Rivera,** OPRE
- **Lauren Supplee,** Deputy Assistant Secretary for Planning, Research and Evaluation, Administration for Children and Families

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Understanding the Costs of Early Care Education: Key Developments and Next Steps for the Field
Plenary Session 1
9:30 a.m. – 10:30 a.m. | *L'Enfant Ballroom ABCD (Livestreamed)*

High-quality child care and early education is important for child development and for supporting working families. Ensuring the availability and accessibility of quality care requires public investment. To promote funding levels that support access to high-quality early care education (ECE), we must continue to improve the understanding of the true costs of quality in ECE. This understanding has grown considerably over the past decade due to better tools, more data collection efforts, and the increased use of cost models. Policy changes, including requirements to consider cost information when setting subsidy payment rates, have also spurred activity and innovation. In this session, we will provide an overview of key developments in understanding the costs of child care and early education. Presentations will describe (1) state efforts to conduct narrow cost

analyses, what they have found, and some challenges; (2) a cost modeling tool (the Provider Cost of Quality Calculator) that has helped in understanding the potential costs of quality improvements and policy changes; and (3) new ways of measuring costs that can improve the understanding of how costs and the allocation of resources vary among providers. We will end with a discussion of next steps for the field.

Presenters
- **Pia Caronongan,** Mathematica
- **Owen Schochet,** Mathematica
- **Nina Johnson,** ICF
- **Francesca Wolf,** Office of Child Care

Break | 10:30 a.m. – 10:45 a.m.

Breakout Sessions A1–A6 | 10:45 a.m. – 12:00 p.m.

A1: *What Do We Know About Leadership in Early Care and Education?*
Gallery I

Leadership and leadership development are essential components of a thriving, high-quality, and equitable early care and education (ECE) sector, yet too little attention has been paid to ECE leadership in research, policy, and practice. What is ECE leadership, who can lead, how can leadership be developed, and how does leadership influence outcomes for children, families, staff, and program quality? This session explores these questions and shares findings from the latest research on ECE leadership, how to define and measure it in equitable and inclusive ways, and how to grow a thriving and equitable leadership development ecosystem for early educators, family child care providers, and program administrators in the ECE sector.

Presenters

- **Anne Douglass,** Institute for Early Education Leadership and Innovation, University of Massachusetts Boston
- **Timothy Ford,** University of Oklahoma
- **Kyong-Ah Kwon,** University of Oklahoma
- **Yujin Lee,** University of Massachusetts Boston
- **Songtian Zeng,** University of Massachusetts Boston
- **Lizabeth Malone,** Mathematica
- **Juliet Bromer,** Erikson Institute

A2: *Measuring Child Care Access: Taking Stock and Ideating for the Future*
Archives

Understanding whether families have access to child care that meets their needs is a complex issue. There remain gaps in our understanding of access to early care and education (ECE), including how families' needs and preferences for child care interact with the availability of care. Additionally, barriers to access, such as cost, may vary by family or neighborhood characteristics. This session will provide reflections on what we know about critical family needs that impact access to ECE and share new strategies for supporting, measuring, and evaluating equitable access to ECE from a family-centered perspective.

Recently, research teams that have studied access in different states (South Carolina, Minnesota, and Florida) have developed different methods and frameworks (Child Care and Early Education Policy and Research Analysis, Child Trends) for measuring and characterizing the adequacy of the supply of child care. Through this session, attendees will discuss these different approaches, their suitability for answering different policy questions, and identify other ways to measure access and the data needed to feed them. The presenters and the audience will engage in discussion around possible improvements to access measures and data collection needed to support these improvements.

Presenters
- **Herman Knopf,** University of Florida, Anita Zucker Center for Excellence in Early Childhood Studies
- **Patti Banghart,** Child Trends
- **Vasanthi Rao,** University of South Carolina
- **Dana Bell,** University of New Mexico
- **Ashley Hirilall,** Child Trends

A3: *Adaptations and Innovations in Research Methods During the COVID-19 Pandemic*
Mt Vernon

The COVID-19 pandemic dramatically changed the context for research projects that focused on child care and early education (CCEE) programs, the workforce, and the families and children they serve. Research projects shifted their strategies to address new questions (that were more relevant for the pandemic context) and use new or revised methods to accommodate the needs of CCEE programs. These changes may have implications for those who participated, the quality of the data collected, and the findings that were generated by the projects. This session poses questions to specific projects and to the broader CCEEPRC research community to learn about the changes that were made, analyze the impact of the changes, and consider the extent to which changes should be incorporated into new projects going forward. This discussion is intended to support capacity building and shared knowledge about best practices and research strategies in the CCEE field.

Panelists
- **Kathryn Tout,** Child Trends
- **Zipi Diamond,** Child Trends
- **JoAnn Hsueh,** MDRC
- **Michelle Maier,** MDRC
- **Gretchen Kirby,** Mathematica
- **Sara Bernstein,** Mathematica
- **Kyle DeMeo Cook,** Boston University
- **Elizabeth Cavadel,** Mathematica
- **Margaret Gillis,** SRI
- **Hailey Heinz,** University of New Mexico

A4: *Structuring Child Care Funding to Equitably Support Quality at Scale: Resource Access, Accountability Tradeoffs, and Necessary Supports*
L'Enfant Ballroom ABCD (Livestreamed)

The appropriate design and delivery system for public investments to support equitable access to high-quality early education and care is undergoing considerable discussion. There is ongoing attention to simplifying resource access to be more equitable and to encourage provider innovation and discretion, while at the same time maintaining some accountability requirements to support efficiency and quality returns on investment. Both COVID-19 relief and Preschool Development Grant Birth through Five resources have provided opportunities to experiment with simplified and/or supported access to resources. In the case of stabilization funding, resources came with relatively less focus on accountability for their specific use. Moving forward, states have an opportunity to learn from recent experiences to improve resource access and understand what accountability measures most efficiently ensure that funding achieves its intended impact, as well as what intermediary supports may best facilitate access to adequate resources. Several states have partnerships with researchers to study these new and ongoing efforts to address resource simplification, supported access, and accountability levers in their funding mechanisms.

Presenters
- **Theresa Hawley,** Center for Early Learning Funding Equity, Northern Illinois University
- **Kathryn Kigera, Office of the State Superintendent of Education, Washington, D.C.**
- **Liz Davis,** University of Minnesota
- **Amy Checkoway,** Massachusetts Department of Early Education and Care
- **Gina Adams,** Urban Institute
- **Caroline Danielson,** Public Policy Institute of California

A5: *Partnering with States to Address Licensing Research Questions*
Gallery II

States and territories are responsible for regulating facilities that care for young children, including issuing licenses. Thus, licensing affects a broad array of child care and early education providers. In 2019, the Office of Planning, Research and Evaluation launched a 5-year research project—The Role of Licensing in Early Care and Education (TRLECE)—to synthesize the literature, provide a conceptual framework, analyze existing data, and collect new data to address gaps and priorities.

Session presenters will briefly provide an overview of the project and then discuss TRLECE's analysis of licensing administrative data, including licensing data gathered using a web-scraping technique. The team's work highlights the importance of partnering with state leaders when conducting licensing research. A state child care licensing leader also will provide his perspectives on working with researchers on licensing research.

The session will address questions such as the following: What are the possibilities and challenges in using a web-scraping technique on licensing or consumer education websites to gather licensing data for research? How can researchers partner with state leaders? What are the possibilities and challenges in using licensing administrative data to address similar research questions across multiple states? What kinds of research questions can be addressed with licensing data?

Presenters
- **Brenda Miranda,** Child Trends
- **Tracy Gebhart,** Child Trends
- **Diane Early,** Child Trends
- **Nina Johnson,** ICF
- **Dawn Jeffrey,** Arkansas Division of Child Care and Early Childhood Education
- **Simon Bolivar,** Child Care Licensing, Utah Department of Health and Human Services

A6: *Cost Studies in Child Care and Early Education: Existing Guidance, Best Practices, and Resources Needed*
Potomac

This presentation will focus on understanding the needs in the field to employ best practices for conducting cost analyses for child care and early education, including child care subsidy rate determinations, narrow cost analyses, and child care evaluation studies. This session will establish a baseline understanding for participants of the current guidance around narrow cost studies and other cost study guidance available in the field. Participants and presenters will discuss the important nuances and challenges of collecting data in the child care and early education spaces, along with potential data systems and processes that could be leveraged to gather the needed data. Additionally, discussions will uncover the ways in which states are using narrow cost analyses and cost studies to inform policy decisions. This session will conclude with an exploration of what resources are needed in the field to marry the federal guidance around narrow cost analysis and other cost study guidance in the field to inform rigorous research around the costs of child care and early education.

Presenters
- **Amanda Danks,** American Institutes for Research
- **Karen Manship,** American Institutes for Research
- **Pia Caronongan,** Mathematica
- **Francesca Wolf,** Office of Child Care

Lunch (on your own) | 12:00 p.m. – 1:15 p.m.

National Survey of Early Care and Education (NSECE) Office Hours: Members of the NSECE team will be available at this time to support data users. | *Archives*

What We Can Learn from Providers About Equitable Access to Child Care and Early Education
Plenary Session 2
1:15p.m. – 2:15 p.m. | *L'Enfant Ballroom ABCD (Livestreamed)*

Recent policy discussions of equitable access to high-quality child care and early education (CCEE) recognize the need to ensure that supply-building strategies go beyond opening new buildings and expanding slots. Increasing both CCEE equity and access requires that providers take strengths-based approaches to tailoring services and meeting the diverse needs of children. It is likely that these efforts will need to improve both structural and process quality factors and will depend on expanded provider capacity and funding. What are providers' perspectives on improving equitable access and quality care? What are their ideas and what resources do they need to implement them? This session includes studies from four state Child Care Policy Research Partnerships (Minnesota, Maryland, Massachusetts, and California) that all use mixed methods (e.g., secondary analyses of administrative data, surveys, focus groups/interviews, data walks) to ensure that we get the depth and breadth of providers' perspectives into current discussions of equitable access to quality care. While this session shares state-specific findings, lessons can be drawn across states for relevant subpopulations of interest, such as families with low incomes, children with disabilities, and children in the child welfare system.

Presenters
- **Tamara Halle,** Child Trends
- **Elizabeth Villegas,** Child Trends
- **Bonnie Solomon,** Child Trends
- **Pamela Joshi,** Brandeis University
- **Margaret Gillis,** SRI International

Break |2:15 p.m. – 2:30 p.m.

Breakout Sessions B1–B6 | 2:30 p.m. – 3:45 p.m.

B1: *The Child Care and Early Education Workforce: A Descriptive Portrait*
Archives

The child care and early education (CCEE) workforce works in a variety of settings and their characteristics mirror the diversity of the United States. This session will present national estimates of home-based, center-based, and Head Start workers, including where they work, their demographic composition, the use of professional supports, and compensation. Findings also will highlight the compensation (including wages and health insurance) of the workforce by key covariates. Importantly, two presentations will provide within-population estimates for the CCEE workforce serving high numbers of Hispanic/Latino children, including the

demographic and professional characteristics of teachers and caregivers serving young children from birth to age 5 in center- and home-based settings, highlighting ethnic and linguistic diversity, education and training, work experience, and the professional development of early childhood teachers and caregivers in high Hispanic-serving settings, where Hispanic children make up 25 percent or more of total enrollment, compared with those in low Hispanic-serving settings, where Hispanic enrollment is below 25 percent, as well as data on the American Indian and Alaska Native Head Start workforce. The five presentations will provide a holistic and comprehensive portrait of the workforce prior to COVID-19. The findings will serve as a key baseline as the field continues to rebuild post-COVID.

Presenters
- **Owen Schochet,** Mathematica
- **Claudia Zapata-Gietl,** NORC at the University of Chicago
- **Sara Amadon,** Child Trends
- **Danielle Crosby,** University of North Carolina at Greensboro
- **Julia Mendez Smith,** University of North Carolina at Greensboro
- **Sara Bernstein,** Mathematica

B2: *Defining and Aligning Workforce Development and Quality Improvement Efforts: Supporting Equitable Child Care and Early Education Workforce Outcomes*
Potomac

Workforce development (WD) and *quality improvement* (QI) are words we see and hear everywhere. WD is multifaceted, referring to various activities supporting worker knowledge, skills, competencies, and career advancement. QI is applied to various activities that support and strengthen the early childhood system, workforce, and services provided to children and families. But how do WD and QI work together? How can we strengthen the coordination and alignment of WD and QI activities to support more equitable workforce outcomes? And what factors support and constrain our WD and QI efforts? In this two-part session, we will share a framework that unpacks and sharpens our definition of QI as a workforce development strategy. Then, we will dive into interactive feedback and discuss applying QI in research, policy, and practice. This session is part of a series focused on supporting equitable outcomes for the child care and early education workforce. Participants are welcome to engage in a single session in the series (Session 1 of 3).

Presenters
- **April Crawford,** Children's Learning Institute
- **Wendy Robeson,** Wellesley Centers for Women
- **Kathryn Tout,** Child Trends

B3: *Unpacking Parent Demand and Quality Priorities for Nontraditional Hour Child Care: Fostering Economic and Cultural Equity*
L'Enfant Ballroom ABCD (Livestreamed)

Equitable access to high-quality child care includes responsiveness to families' work schedules and resource needs and children's developmental needs. Significant proportions of families with low incomes work nontraditional hours (NTH), yet the early childhood field has focused almost exclusively on child care provision during daytime hours during the workweek, with limited attention paid to quality, supply, and workforce experiences during NTH. Understanding NTH child care is an equity issue, given that NTH care is both provided and used disproportionately by low-income populations of color.

This session focuses on families' needs for NTH child care from the demand and quality perspectives. We will explore the national context for parents' use of NTH child care, with attention to variation by timing, setting, child age, race, ethnicity, and family income. A framework and review on NTH child care quality will address questions about practices that are most important to families, children, and providers, including cultural practices valued by families and providers. Qualitative analysis of parents' perspectives on NTH child care will further answer questions about parental preferences. We will conclude with a discussion of the implications of

these findings for policy and practice across the range of child care policies and systems, as well as future research directions.

Presenters
- **Juliet Bromer,** Erikson Institute
- **Sarah Jiyoon Kwon,** University of Chicago
- **Diane Schilder,** Urban Institute
- **Gina Adams,** Urban Institute

B4: *Considerations for Building a Universal Early Childhood Application System: Where We've Been and Where We're Going*
Mt Vernon

This interactive session will focus on discussing a universal application system as an innovative way of improving data coordination and the integrated early childhood data system in the state, tribes, and localities. This session will present an overview and a framework for understanding the benefits of a universal application system and share examples from each type of grantee regarding their experiences with challenges and success in creating a system. The audience will be involved in creating a "checklist" for considering and creating a universal application system and will brainstorm how a universal application system can be used in research to build evidence.

Presenters
- **Julius Anastasio,** Mathematica
- **Ellen Litkowski,** Mathematica
- **Lieny Jeon,** University of Virginia
- **Barb Fabre,** All Nations Rise
- **Vasanthi Rao,** University of South Carolina
- **Michelle Bowers,** South Carolina Department of Social Services

B5: *Parents' Experiences Accessing Child Care and Early Education and Subsidies in the Wake of the Pandemic*
Gallery I

Grantees from four states (District of Columbia, Minnesota, Maryland, and New Mexico) will present findings from data collected from families seeking child care or child care assistance in 2021–2022 in the wake of the COVID-19 pandemic.

The District of Columbia team will describe findings from a telephone survey and focus groups that describe the sources of information parents used to look for care, their use of D.C.'s child care search website, and their thoughts on the supply of child care in D.C. The Minnesota team will summarize the results from a survey that describes how receiving child care assistance has impacted families' care options, the extent to which financial assistance covers care costs, what it has meant to families to receive assistance, and factors prioritized during care searches. The Maryland team will discuss findings from a survey and follow-up focus groups describing families' experiences with applying for child care subsidies and how having subsidies helps with regard to their search for care. Findings from New Mexico will describe new data from a family survey with follow-up interviews that sampled families who lost their subsidy benefits at a recertification point, as well as those who successfully recertified. The findings explore the challenges that led to losing the benefits. Recommendations will be provided.

Presenters
- **Heather Sandstrom,** Urban Institute
- **Kara Ulmen,** Child Trends
- **Holly Keaton,** Child Trends
- **Hailey Heinz,** Cradle to Career Policy Institute, University of New Mexico

B6: *Aligning Early Care and Education Policy and Practice: Considerations for Infant to Preschool Care*
Gallery II

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.

Presenters
- **Anamarie Whitaker,** University of Delaware
- **Martha Buell,** University of Delaware
- **Rena Hallam,** University of Delaware
- **Rachel Chazan Cohen,** University of Connecticut
- **Tamara Halle,** Child Trends

Break | 3:45 p.m. – 4:00 p.m.

Breakout Sessions C1–C6 | 4:00 p.m. – 5:15 p.m.

C1: *Uplifting the Well-Being of the Child Care and Early Education Workforce: Conceptual Framework, Evidence, and Strategies*
Archives

The early care and education (ECE) workforce experiences health disparities and concerning levels of stress and depression, which affect their well-being and contribute to a critical shortage in this essential workforce. Efforts to support educators entering and remaining in the ECE field and strengthening ECE quality would benefit from targeting the well-being of the workforce more comprehensively. This session assembles several research projects highlighting a more expansive focus on the well-being of early educators. First, we will introduce a comprehensive conceptual model of ECE educator well-being and a review of existing research validating the model. Second, an analysis of the 2019 National Survey of Early Care and Education will describe staff-level and community predictors of stress and depression among center-based educators. Third, a scan of current strategies in the United States to build and sustain the workforce will present the range of support efforts underway, where educators' psychological well-being and workplace demands or supports are the least common targets. Finally, we will describe the unique challenges of supporting the well-being of family child care (FCC) educators, including a pilot initiative focused on FCC embedded within a state system.

Presenters

- **Alexandra Bernardi,** MDRC
- **Tiffany Burkhardt,** Chapin Hall at the University of Chicago
- **Rena Hallam,** University of Delaware
- **JoAnn Hsueh,** MDRC
- **Lieny Jeon,** University of Virginia
- **Kyong-Ah Kwon,** University of Oklahoma
- **Laura Lessard,** University of Delaware

C2: *Partnering Policies in Pre-Kindergarten: Geographic Trends in the Mixed Delivery of Universal Pre-K in New York State (2007–2016)*
Mt Vernon

Mixed-delivery models for pre-kindergarten implementation are common in most states as they aim to efficiently utilize existing infrastructure to increase access to high-quality programs for families. However, little research has examined these cross-sector partnerships in which school districts and early care and education programs collaborate to implement pre-kindergarten. To better understand cross-sector partnering, this study first examines partnering rates over time (2007–2016) across all of New York State. We find a reduction in the levels of partnering, especially in rural districts, during this pre-COVID-19 timeframe. Then, using child care capacity measures at the school district level, we explore how cross-sector partnering relates to community capacity for child care. The results indicate that partnering is linked to reduced community capacity for infant and toddler care. We next examine how partnering rates have changed post-COVID (data from 2016 and 2022). The discussion will focus on understanding how schools and communities can work together to form more effective community partnerships that better provide equitable access to child care for all children under age 5. Potential policy recommendations also will be explored.

Presenters

- **John Sipple,** Cornell University
- **Lisa McCabe,** Cornell University
- **Hope Casto,** Skidmore College

C3: *State Early Childhood Integrated Data System: System Building and Utilization*
Gallery I

This interactive session will discuss challenges and successes related to creating a state early childhood integrated data system, focusing particularly on data governance, collaborating with agencies and researchers in system building, and the utilization of data, including community and user voices in developing the data system and current and future directions that states are taking to improve their integrated data system (e.g., making longitudinal data). At the end of this session, we will compile lessons learned when building and utilizing an integrated data system.

Presenters

- **Susan Jekielek,** University of Michigan
- **Van-Kim Lin,** Child Trends
- **Bentley Ponder,** Georgia Department of Early Care and Learning
- **Herman Knopf,** Anita Zucker Center for Excellence in Early Childhood Studies, University of Florida
- **Rebecca Bulotsky-Shearer,** University of Miami
- **Elizabeth Howe,** University of Miami

C4: *Collaboratively Constructing a Multidimensional Model for Considering Quality*
Potomac

The early care and education (ECE) landscape is composed of diverse settings and stakeholders. Individuals and groups may vary in how they define what makes a high-quality ECE program. One step toward equitable access and participation in the conversation about quality is ensuring that the voices of diverse stakeholders, including families, ECE professionals, and communities are elevated and heard when in the conversation. A theoretical model can be a useful tool for shaping these shared conversations. In this session, we will share a working theoretical model, currently known as the "cube of quality" that emerged in conversations of the Access and Equity Research Collaborative. We initially developed this model to support shared conversation and decision making about gaps in research, reflection on policy, and enhancing supports for responsive practices within ECE programs. We invite our CCEEPRC colleagues to join in focused "think tank" conversations to refine this model around its three primary axes: (1) quality for whom, (2) quality in what setting, and (3) quality according to whom.

Presenters
- **Rebecca Swartz,** Southern Illinois University Edwardsville
- **Erin Tebben,** The Ohio State University
- **Samantha Melvin**, Erikson Institute

C5: *Approaches to Incorporating Parent and Provider Perspectives in Child Care and Development Fund Policy Research*
Gallery II

This roundtable is designed as an interactive working session where presenters and attendees will learn from each other's approaches to incorporating parent and child care provider perspectives in research examining Child Care and Development Fund (CCDF) policies. We hope to hear perspectives from researchers who have already included these perspectives in their work, as well as those who are starting to explore how to be inclusive of parent and provider perspectives. A panel of presenters from six Office of Planning, Research and Evaluation-funded projects, including Planning Research on Subsidy Payment Rates (PROSPR) grantees, will provide brief opening remarks highlighting key aspects of their projects' approaches to including these perspectives in their research designs. Presenters will then divide into groups to facilitate roundtable discussions with attendees, during which presenters will share more details about their own work and attendees can share how they have, or plan to, include such perspectives in their own research projects. Each roundtable will include presenters from multiple projects involving research organizations and CCDF state and tribal lead agencies. The discussions will include the challenges faced and the approaches taken to involve provider and parent voices in the development of measures and the overall design of research plans.

Presenters
- **Heidi Rosenberg,** Education Development Center
- **Kate Giapponi Schneider,** Brandeis University
- **Joanne Roberts,** Boston Children's Hospital
- **Liz Davis,** University of Minnesota
- **Diane Schilder,** Urban Institute
- **Gina Adams,** Urban Institute

C6: *Applying Evidence-Based Quality Improvement Approaches to More Equitably Strengthen the Knowledge and Skills of the Child Care and Early Education Workforce*
L'Enfant Ballroom ABCD (Livestreamed)

From preservice training to Quality Rating Improvement Systems, efforts and investments often focus on strengthening workforce knowledge and skills. In this session, we will explore the application of competency-based frameworks, coaching support, and the continuous quality improvement (CQI) methodology to unpack

the active intervention ingredients used in these promising approaches. Hear from panelists representing three recent Office of Planning, Research and Evaluation projects. The first project is the Infant and Toddler Teacher and Caregiver Competencies project, which conducted a multi-case study to provide a comprehensive picture of its implementation in five states. Then we will hear about the Culture of Continuous Learning project, which implements a CQI methodology, called the Breakthrough Series Collaborative, to promote evidence-based practices in child care and Head Start. Finally, attendees will learn about the Mechanisms for Strengthening Early Childhood Education (ECE) Program Quality and Workforce Competency project and how it examines the implementation and outcomes of the mentor-supported Continuous Quality Improvement Plan in the Texas Rising Star quality rating and improvement system. We will discuss the next steps for maturing the application and study of these approaches from research, policy, and practice perspectives. This session is part of a series focused on supporting equitable outcomes for the ECE workforce. Participants are welcome to engage in a single session in the series (Session 2 of 3).

Presenters
- **April Crawford,** Children's Learning Institute
- **Kathryn Tout,** Child Trends
- **Pia Caronongan,** Mathematica

Adjourn for the Day | 5:15 p.m.

Optional Happy Hour

5:30 p.m. – 6:30 p.m. | L'Enfant Grill (Hilton Hotel)