

2018 QRIS NATIONAL MEETING

Sparking Solutions and Sharing Systems Strategies



Build
INITIATIVE
Strong Foundations For
Our Youngest Children

QRIS 
National Learning Network

July 16-18, 2018

The Sheraton San Diego Hotel and Marina
San Diego, California



WELCOME



Dear Colleagues,

Welcome to San Diego and the 2018 QRIS National Meeting!

This year's meeting, "Sparkling Solutions and Sharing Systems Strategies," is a tribute to the passion, dedication, and ingenuity of all of you who are working so hard to increase quality and access to high-quality early learning opportunities for young children and their families. If we have done our job well, this conference will provide you with the opportunity to learn from each other and spark solutions that can enhance your work.

We are proud of the 148 sessions that comprise our curriculum for the next few days – they represent the best current thinking about Quality Rating and Improvement Systems (QRISs) and also include many other sessions that focus more broadly on early childhood systems. Most of the sessions were created through an RFP process; we are grateful that each year national, state, and local leaders give us more great ideas than we can fit in the agenda. Whether you are leading a session or engaged as a participant, your voice is critical to the discussions that will take place during this conference. Peer learning is the heartbeat of this convening. We hope you will take advantage of both the formal networking opportunities and the informal opportunities to engage with colleagues, learn from each other, and make new friends, professional contacts, and allies.

We offer our heartfelt thanks to our sponsors and foundation supporters. We are welcoming new champions to the fold as well as celebrating the return of sponsors who have been with us for a long time. Your generosity is critical to the success of this meeting. We could not do it without you.

Our QRIS mantra is Continuous Quality Improvement, a goal that is, by definition, unending. When you return home, the BUILD Initiative, through the QRIS National Learning Network, will continue to offer the technical assistance opportunities and resources that will help you and your colleagues reach your goals to create work that has positive impact in communities. While you are here, we hope you will make the most of this rare opportunity to step out of the daily routine and engage with all the other talented leaders who have gathered here. Let's work together to build momentum for the mission we share – creating high-quality, equitable, culturally competent, affordable, and accessible early learning opportunities for each and every young child.

Have a great meeting and enjoy this beautiful city!

Sincerely,

Susan G. Hibbard

Susan Hibbard
Executive Director
BUILD Initiative

Deborah S. Mathias

Deborah Mathias
Director, QRIS National Learning Network
BUILD Initiative

TABLE OF CONTENTS

NOTE:
Click on any TOC
listing to be taken
directly to that page.

Monday, July 16th

8:30 AM – 12:00 PM	Pre-Conference Sessions (Pre-registration required)	1
1:00 PM – 3:15 PM	Opening Plenary Session	5
3:15 PM – 3:30 PM	Break	5
3:30 PM – 5:00 PM	Breakout Sessions	5
5:15 PM – 7:30 PM	Sponsors' Reception	9

Tuesday, July 17th

7:00 AM – 8:00 AM	Continental Breakfast	10
7:00 AM – 5:00 PM	Sponsors' Exhibition	10
8:00 PM – 10:00 AM	Breakout Sessions	10
10:00 AM – 10:30 AM	Break	15
10:30 AM – 12:00 PM	Breakout Sessions	15
12:00 PM – 1:30 PM	Lunch and Role Alike/Hot Topic Discussions	20
1:30 PM – 3:00 PM	Plenary Session	21
3:00 PM – 3:15 PM	Break	22
3:15 PM – 4:15 PM	Hot Topic Sessions	22
3:15 PM – 5:00 PM	Poster Sessions	26
4:30 PM – 5:30 PM	State Team Time	27
5:00 PM	Sponsors' Exhibition Closes	

Wednesday, July 18th

7:00 AM – 8:30 AM	Continental Breakfast	28
8:30 AM – 10:00 AM	Breakout Sessions	28
10:00 AM – 10:30 AM	Break	33
10:30 AM – 12:00 PM	Featured Plenary Sessions	33
12:00 PM	Meeting concludes	
Speaker Biographies		34
Content Areas/Tracks		38
Sponsors		50
Hotel Map		52
Certificate of Attendance		53



Access handouts and
presentations at:

QRIS Website:

[https://www.qrisnetwork.org/
conference/2018-qris-national-
meeting/program-agenda](https://www.qrisnetwork.org/conference/2018-qris-national-meeting/program-agenda)

App Website:

<http://1kufwq.m.attendify.com/>

Download App Link:

[https://attendify.com/
app/1kufwq/](https://attendify.com/app/1kufwq/)



Connect with us on:



Twitter <https://twitter.com/BUILDInitiative>

Use **#2018QRIS** to keep up with conference conversation.



Facebook <https://www.facebook.com/TheBuildInitiative/>



LinkedIn <http://bit.ly/BUILDLinkedIn>



PROGRAM AGENDA



Sunday, July 15th



3:00 – 5:00 PM

Beat the crowd and register early for the QRIS National Meeting!

Location: Grande Ballroom Foyer



Monday, July 16th



7:30 AM

Conference registration opens for the day.

Location: Grande Ballroom Foyer



**8:30 AM –
12:00 PM**

Pre-Conference Sessions

The pre-conference sessions below required advance registration.

Only those already registered for these sessions will be admitted.

202. Maximizing CCDF Impact for Infants and Toddlers

(Pre-Conference sessions require advance registration.)

Your plans are well underway. You have new money with three years to spend it. Come work with other child care and infant/toddler leaders to share your ideas and explore how best to implement (or amend) your plan to increase high-quality programs for infants and toddlers, improve child care assistance and QRIS, weave other vital services into infant/toddler quality child care, and help infant and toddler teachers improve their qualifications, practice, and compensation.

This session made possible through the generous support of the JB & MK Pritzker Family Foundation Children's Initiative.

Presenters: Jeanna Capito and Harriet Dichter, *BUILD Initiative*; Katie Hamm, *Center for American Progress*; Cemeré James, *National Black Child Development Institute*; Christine Johnson Staub, *CLASP*; Joan Lombardi, *Early Opportunities*; Yvette Sanchez Fuentes, *Child Care Aware of America*
Infants and Toddlers

Location: Harbor Island 1

209. Not All Directors Are the Same: What Research Indicates about Developmental Stages, How to Individualize Technical Assistance, and the Impact on QRIS

(Pre-Conference sessions require advance registration.)

Leadership matters for sustaining quality practices in the classroom, yet many QRISs do not address measures of leadership. This session explores new research on the developmental stages of directors (novice, capable, and master), addresses methods for individualizing supports, and considers implications for QRISs. Through rich discussion and interactive exercises, participants will learn how to embed these new findings into state systems and work with administrators.

Presenters: Michael Abel and Jill Bella, *McCormick Center for Early Childhood Leadership*; Nicole Parks, *A-State Childhood Services*

Evaluation and Research; Continuous Quality Improvement and Technical Assistance

Location: Seabreeze



210. Successfully Utilizing e-Learning in Early Childhood Quality Improvement

(Pre-Conference sessions require advance registration.)

E-Learning is everywhere! Yet, as with in-person professional development, quality and outcomes vary greatly. Come explore lessons learned in utilizing e-learning across state systems. Develop your own e-learning program that will take your QRIS to the next level of quality, while involving all early education providers, including hard-to-reach populations. The facilitators of this session have worked with e-learning systems and courseware for many years in diverse early education settings and look forward to working with you to strategize effective practices that will work across all our states.

Presenters: *Nikki Darling-Kuria and Jodi Whiteman, ZERO TO THREE; Kim-Tai DeMars and Gillian Gansler, Quality Assist; Kara Lehnhardt, North Carolina Partnership for Children; Pilar Torres, Fathum, Inc.*

Workforce/Professional Development/Training

Location: Marina 6

236. Shaping a More Unifying and Sustainable QRIS: A QRIS Hackathon with NAEYC and QRIS Experts

(Pre-Conference sessions require advance registration.)

The QRIS validation studies and evaluations are telling the field that if we want to achieve our goals, we have to change our work, specifically, our measures, monitoring, and incentives. But with limited public funding, layering on these changes to the existing model falls somewhere between tough and impossible. Knowing how important it is for our field to get this right, NAEYC has been in “hackathon” mode. We think that, working together, we can collaboratively develop and implement a new, unifying QRIS that could respond to the past and shape the future. We invite you to preview, hack, and guide this more unifying, sustainable, and incentivizing QRIS.

Presenters: *Lauren Hogan and Marica Mitchell, National Association for the Education of Young Children; Anne Mitchell, Early Childhood Policy Research*

QRIS 101 and Revisioning; Cross-SYSTEM Systems-Building

Location: Nautilus 4

247. EarlyEdU Alliance and QRIS: Alliance State Strategies to Support Quality and Pathways to Degrees

(Pre-Conference sessions require advance registration.)

In this session, participants will learn about the free early childhood workforce development resources available to states and institutions of higher education through the EarlyEdU Alliance. A panel discussion with representatives from Utah, Arizona,

California, and Louisiana will outline how they are leveraging these resources to support their QRIS. The discussion will reflect a variety of different initiatives and entry points into improving their QRISs (e.g., collaboration with Higher Education, inclusion of Head Start, coaching, and strategies toward integrating credit and credentialing efforts). The session will include small group work on strategic planning in your own system.

Presenters: *Erin Carroll, Louisiana Department of Education; Shayna Cook, New America; Katie Emerson-Hoss, University of Washington; June Millovich, California Early Childhood Education Curriculum Alignment Project; Nicol Russell, Arizona Department of Education and Head Start Collaboration Office*

Workforce/Professional Development/Training; Continuous Quality Improvement and Technical Assistance

Location: Marina 3

264. QRIS 101: Everything You Wanted to Know About QRIS but Were Afraid to Ask

(Pre-Conference sessions require advance registration.)

This interactive, introductory session is for anyone interested in learning more about QRIS, including new state leaders, implementation partners, Head Start grantees and staff, and others! Discussion will focus on emerging research and trends; standards and frameworks; and implementation considerations like monitoring and supporting diverse populations. Opportunities will be offered to connect at different points of the conference to share information, ask questions, and make connections.

Presenters: *Zelda Boyd, Char Goodreau, Nina Johnson and Pattie Ryan, National Center on Early Childhood Quality Assurance*

QRIS 101 and Revisioning

Location: Spinnaker



316. Think of This as a Mini-Retreat to Ignite (or Re-ignite) Your SPARK as a Leader!

(Pre-Conference sessions require advance registration.)

Leadership is energizing...and leadership is exhausting! Feeling the need for a renewed mindset? Wishing you could bring out the best in yourself and others? Wondering how you could better manage your energy to make it through the challenging times ahead? Learn a leadership framework called SPARK. Take time to reflect on choices you can make now, and engage in meaningful dialogue to step into new, refreshing practices.

Presenters: *Maggie McGlynn, McGlynn Leadership*

Leadership Development; Workforce/Professional Development/Training

Location: Nautilus 5

320. From Spark to Flame to Fireworks: Ignite Individual Insight, Collaborative Inquiry, and Strategic Action using Data as a Catalyst

(Pre-Conference sessions require advance registration.)

During this highly interactive session, University of Florida facilitators will share the structures and processes they have found most effective in promoting powerful, collaborative data analysis. They will model how to facilitate adult dialogue when examining multiple sources of data and explore how intentional collection, selection, and interrogation of data can drive both strategic planning and continuous quality improvement. Participants are encouraged to bring their own QRIS data and/or dilemmas of practice.

Presenters: *Valerie Mendez-Farinas, Lastinger Center for Learning*

Data; Continuous Quality Improvement and Technical Assistance

Location: Conference 1

341. Reframing Family Engagement in the Early Childhood Classroom, Program, and System

(Pre-Conference sessions require advance registration.)

Add your voice to a facilitated exploration of opportunities and challenges related to embedding family engagement requirements in QRIS. Participants will hear about promising practices, explore family engagement as an entry point to cultural competence, learn about opportunities to partner with families to meet children's learning and development goals, and discuss challenges related to documentation and measurement. Bring your expertise and questions and help us explore this topic together.

Presenters: *Beth Barrett, Indiana Office of Early Childhood and Out of School Learning; Iheoma Iruka, High Scope;*

Katrina Montañó-White, New Mexico Office of Child Care; Mary Lee Porterfield, University of North Carolina at Greensboro; Mallary Swartz, Ounce of Prevention Fund Family Engagement/Family Voice; Equity and Diversity of Race, Culture, Language, and Ability

Location: Conference 2

358. Marketing and Outreach: Strategies, Tactics, and Stunts that Increase Provider Participation and Family Awareness

(Pre-Conference sessions require advance registration.)

If you have a QRIS that has low provider participation or you want to reach more parents through smart marketing and outreach, this is your session. We will talk about marketing and outreach strategies that you can implement to improve parent awareness and increase provider participation in your QRIS program.

No matter what state or municipality your QRIS covers, there are many strategies, tactics, and stunts that you can use to make your program more visible and invaluable to parents and providers. Participants will leave with actionable plans to improve their marketing and outreach.

Presenters: *Brian Siatkowski, Johns Hopkins University Stakeholder Engagement and Communications; Family Engagement/Family Voice*

Location: Conference 3

379. Integrating a Cross-Sector Approach for Building Resiliency in Infants, Toddlers, and Caregivers

(Pre-Conference sessions require advance registration.)

Brain science and research has led to increased awareness of the impact of adverse experiences on the health and learning of young children. What about the adults in their lives? This interactive session will highlight a holistic approach to build resiliency in infants, toddlers, their families and the infant/toddler workforce. Participants will explore strategies that include reflective practice, relationship-based competencies, and shared resources for building a comprehensive system of support.

Presenters: *Ivory Daniels, Arkansas Department of Health and Human Services; Tina Jiminez, WestEd; Holly Wilcher, State Capacity Building*

Continuous Quality Improvement and Technical Assistance; Infants and Toddlers

Location: Marina 2



401. QRIS Research Roundup

(Pre-Conference sessions require advance registration.)

This session will highlight recent research and its implications for Quality Rating and Improvement Systems. The session will offer an opportunity for participants to learn about new research findings and discuss the implications of research for QRIS and other quality-related efforts.

Presenters: Anne Douglass, University of Massachusetts at Boston; Rena Hallam, University of Delaware; Kelly Maxwell, Brenda Miranda, and Kathryn Tout, Child Trends Evaluation and Research

Location: Nautilus 1

407. How Do We Know What's Working: Embracing Data and Assessment in State Expulsion Prevention Strategies

(Pre-Conference sessions require advance registration.)

This discussion will examine approaches to state policy and data that guide expulsion prevention efforts, exploring the question, "How will we know if our efforts are working?" Arkansas and Colorado will compare their approaches when supporting programs to foster children's development and respond to challenging behaviors. They will share how they gather data, determine staff needs, and use assessments in their technical assistance and early childhood mental health consultation efforts, and track outcomes that allow for looking at trends and influencing upstream strategies, e.g., professional development and quality improvement.

Presenters: Jordana Ash, Colorado Office of Early Childhood; Nicola Edge, University of Arkansas for Medical Sciences; Carey McCann, BUILD Initiative; Eva Shivers, Indigo Cultural Center Expulsion & Suspension

Location: Nautilus 2

410. Racial Equity and Early Childhood: Building Equitable Systems 101

(Pre-Conference sessions require advance registration.)

On almost every measure of child and family well-being, race and class are powerful factors associated with opportunity and outcome disparities. Our early childhood systems are not working for all children, families, and communities, and may exacerbate inequities. What can early childhood systems leaders do to intentionally build equitable early childhood systems that ensure equity? Join us during this interactive pre-conference session working together to apply key concepts, strategies, and tools supporting racial equity across state and community early childhood systems.

Presenters: Nakeshia Knight-Coyle, Oregon Early Learning Division; Aisha Ray and Michelle Stover-Wright, BUILD Initiative

Equity and Diversity of Race, Culture, Language, and Ability

Location: Nautilus 3

411. The Role of Technical Assistance in Supporting Movement from Compliance to a Culture of Improvement

(Pre-Conference sessions require advance registration.)

Engage with colleagues in thinking about technical assistance as a support for programs. This session is geared for state leaders and partners implementing technical assistance. What are the skills needed to engage with colleagues in thinking about technical assistance as a support for programs at the program, implementing partner, and state levels? What are the skills needed to engage with programs to embrace and sustain change? How do we support directors to create a climate able to respond to rapid cycle improvement, inquiry-based approaches, and reflective practices? How are coaches assisted in their own improvement work? Are there promising strategies to facilitate improvement with programs serving families and children from diverse cultures and language backgrounds? How are states knitting together a variety of options to support program-driven improvement and align technical assistance and initiatives within the state? Let's identify challenges and opportunities and co-create a vision of excellence for our technical assistance systems.

Presenters: Patricia Bowie, UCLA Center for Healthier Children; Brandi King, National Center on Early Childhood Development, Teaching & Learning; Debi Mathias, BUILD Initiative

Continuous Quality Improvement and Technical Assistance

Location: Harbor Island 3



1:00 – 3:15 PM



Plenary Session

Welcoming Remarks

Why are All the White People Sitting at the Policy Tables? –

Developing Racially/Ethnically Diverse Leadership in Early Childhood Systems

There is an old saying, “If you’re not at the table, you’re on the menu.” This adage captures uncomfortable truths in early childhood systems building, namely the absence of sufficient leadership of color in state systems work, growing racial/ethnic diversity in child and family populations, and growing inequality related to race, place, and social class. While early childhood system professionals may insist that diversity is a value, we have few state or federal examples of intentional efforts to support current leadership and/or develop leadership pipelines. How do we support, strengthen, and grow leadership of color in early childhood systems to better serve children, families, and communities? What are the opportunities and challenges we face? A panel of national experts will discuss the challenges to, benefits of, and opportunities for the development of racially, ethnically, and linguistically diverse leadership in early childhood systems. Leadership norms are socially constructed, tied to identity and experiences, and shape the content, topic, and nuances on which people lead. Yet leadership is often assumed to be identity-neutral. In the field of early care and education, where close to half of the direct service workforce are women of color, where are their identities, experiences, and social norms represented at tables of power? In what ways are the perspectives of teachers and leaders of color in the field obscured by their minority status? How can leaders of color in ECE, who represent just a fraction of the field’s leadership, foreground these voices in efforts to support workforce development? What are the opportunities, and why is it necessary to advance common and distinct goals among different racial and ethnic groups?

Speakers: *Lea J.E. Austin, Center for the Study of Child Care Employment UC-Berkeley; Cemeré James, National Black Child Development Institute; Aisha Ray, BUILD Initiative*

Continue the conversation: A companion interactive session – focused on discussion of these critical questions – will be offered as a featured plenary in the closing session on July 18, 10:30 am – noon.

Location: Grande Ballroom



3:15 – 3:30 PM



3:30 – 5:00 PM

Break

Breakout Sessions and Consultations

103. Building the Supply of Quality Infant/Toddler Child Care Programs

CCDF funding can increase the supply of services for infants and toddlers, which is a critical task since many programs have been forced to stop serving infants and toddlers due to cost of care and capacity issues. At the same time, we must increase the capacity and quality of these infant/toddler programs. Session participants will learn about Georgia’s strategies, which have included contracts and payment reforms with an intensive quality improvement process, and Alabama’s implementation of a statewide EHS Child Care Partnerships grant in diverse settings. Participants will explore how these strategies could be adapted and implemented in their own context.

This session made possible through the generous support of the JB & MK Pritzker Family Foundation Children’s Initiative.

Presenters: *Jennie Couture and Pam Stevens, Georgia Department of Early Care and Learning ; Nikki Edge, University of Arkansas for Medical Sciences; Jeanetta Green, Alabama Department of Human Resources*

Infants and Toddlers

Location: Harbor Island 2

228. Thinking Ahead: Engaging and Supporting Higher Education Faculty in Growing Quality

Are you interested in growing educators who can support children in culturally-responsive, inclusive settings? If yes, are you engaging and supporting faculty and instructors to help you? Learn how one state is reshaping higher education and professional development. You'll hear about the instructor survey, the syllabus review process, resources for addressing gaps in knowledge, and the Master Classes through which instructors are transforming how courses address equity, diversity, inclusion, and the priorities of the QRIS.

Presenters: *Camille Catlett, Frank Porter Graham Child Development Institute; Kate Rogers, Vermont Agency of Education; Florianna Thompson, Durham Technical Community College*

Workforce/Professional Development/Training; Equity and Diversity of Race, Culture, Language, and Ability

Location: Conference 1

240. Mapping the Gap: Exploring Infant/Toddler Child Care Supply and the Impact of Inaccessibility of Child Care on the Economy

How does child care supply and demand differ for children age 0-3? We will explore trends in child care supply and demand for infants and toddlers, using mapping and analyses in five states. Discussion will focus on the impact of child care deserts on families of young children and local businesses, and the long-term outcomes for young children without access to high-quality, licensed child care.

Presenters: *Dionne Dobbins and Maggie Norton, Child Care Aware of America*

Infants and Toddlers; Community-Based Approaches

Location: Nautilus 1

256. Early Learning as City Building: Developing a Local Early Learning System by Leveraging City Resources

Cities hold an amazing amount of resources for developing and executing early learning systems, but this promise is just being realized. Please join us as we share the evolution of Chattanooga's early learning system including how we leverage economic development and financing, public-private partnerships, and local-level leadership for change. As state and federal systems mature, the time is right to focus on a comprehensive local systems approach.

Presenters: *Charita Allen, Andy Berke and Ariel Ford, City of Chattanooga; Alana Eichner, National League of Cities; Donna McConnico, Signal Centers*

Community-Based Approaches; Financing

Location: Harbor Island 1

257. Mindsets and Myths About Second Language Learners

Participants will explore myths about language acquisition as they consider how to use a framework and coaching language to support shifts in teacher mindsets. By encouraging a strengths-based approach when assessing and responding to students' individual academic, social, and emotional needs, coaches can help teachers understand the impact of their actions and words on how a child develops a sense of self.

Presenters: *Betsy Fox and Melissa Luc, New Teacher Center Equity and Diversity of Race, Culture, Language, and Ability; Continuous Quality Improvement and Technical Assistance*

Location: Nautilus 4

259. The Neuroscience of Leadership: Practical Applications for Leading Change and Influencing Others to Build Early Childhood Systems.

The opportunities and challenges states face are cross-cutting and complex. They require leaders at all levels to achieve results by coordinating groups of people, resources, and policies—much of which is beyond their immediate control. Although formal position and authority inform leadership, many people are leading systems-change efforts from positions without it, and stand to benefit from this cutting-edge research.

Presenters: *Sangree Froelicher, State Capacity Building Center; Evette Jasper, Washington State Department of Early Learning; Christi Moore, Georgia Department of Early Care and Learning*

Leadership Development; Cross-SYSTEM Systems-Building

Location: Marina 3

310. Help Me Grow and QRIS: A Cross-Systems Approach to Strengthening Early Learning through Early Detection, Referral, and Linkage to Services

Learn how Orange County, California and Vermont have used Help Me Grow to develop innovative approaches to strengthen the integration of QRIS across sectors that promote health and development of young children, such as pediatric primary care. Both places have targeted their training and TA efforts to reach early learning settings that serve culturally and linguistically diverse families/communities, with a goal of increasing this population's rates of developmental surveillance, screening, and referral and linkage to services.

Presenters: *Lindsey Lockman Dougherty, Help Me Grow National Center; Rebecca Hernandez, Help Me Grow Orange County, California; Krista Murphy, Orange County Department of Education; Lauren Smith, Vermont Department of Health Cross-SYSTEM Systems-Building; Community-Based Approaches*

Location: Nautilus 5

322. Transforming the Financing of Early Care and Education

Following publication of the landmark study, Transforming the Workforce for Children Birth Through Age 8, the National Academies of Science, Engineering, and Medicine convened a committee to tackle financing a transformed workforce and early care and education system. The report, Transforming the Financing of Early Care and Education, released in February, provides strong, thoughtful recommendations, and provides an illustrative cost model. Learn about the findings and recommendations, and discuss how to move this critical work forward.

Presenters: *Celia Ayala, Los Angeles Universal Preschool/Child360 and Harriet Dichter, ICF, both members of the Committee on Financing Early Care and Education*
Financing; Workforce/Professional Development/Training; Evaluation and Research

Location: Harbor Island 3

324. Bridging the Gap between Data and Practice: Unpacking QRIS Classroom Observation Scores to Inform Professional Learning

Session facilitators will share approaches used in the District of Columbia and Pennsylvania to support providers and program administrators in making use of their QRIS classroom observation results. Come ready to engage in discussion about methods for sharing classroom score reports, conducting data sharing meetings, and helping programs and instructional leaders use scores and evidence to identify needs for staff professional development and program improvement. This approach bridges a gap between data and practice.

Presenters: *Mahlet Getachew, Division of Early Learning; Jill Kortright and Megan Showalter, Pennsylvania Key; Dori Mornan, School Readiness Consulting*
Continuous Quality Improvement and Technical Assistance; Data

Location: Marina 5

347. Inciting Change from Within: A Comprehensive Early Learning Leadership Framework as a Lever for Systems Change

During this interactive session, our design team will present the WHY, WHAT, and HOW of the developmental journey, structures, and processes behind the Lastinger Leadership Framework. This research-based and evidence-driven tool can be used to build internal and external capacity, align practice, and evaluate initiatives in early learning. This framework can also be a powerful lever for QRIS implementation, and examples of both internal and

external application will be provided. Participants will examine this framework through their own lenses and explore application in their contexts.

Presenters: *Raquel Diaz, Valerie Mendez-Fariñas, Alex Prinstein and Mary Kay Rodgers, University of Florida*
Leadership Development; Workforce/Professional Development/Training

Location: Nautilus 2

356. Creating Inclusive Child Care for ALL: Engaging Health, Early Intervention, Early Childhood Special Education, and Early Care and Education in Data-Driven Strategies

Creating equitable opportunities for children with special needs to access child care is a challenge for many states and requires partnership across systems. This session offers state exemplars and strategies and discusses the use of data, including GIS mapping of child care supply and demand, to drive community-led solutions. Participants will engage in facilitated discussion to explore state examples of QRIS and quality improvement efforts as barriers/facilitators to inclusion.

Presenters: *Karen Berman, Ounce of Prevention Fund; Peggy Kemp, Division for Early Childhood; Krista Scott, Child Care Aware of America*
Inclusion; Cross-SECTOR Systems Building

Location: Marina 2

377. Beyond Centers and Preschools: Increasing Quality and Supporting Children and Families across the Continuum of Early Learning Settings

Quality Counts California is a collaboration of multiple quality improvement efforts and investments to address the whole child, including family strengthening and child health, and is inclusive of a continuum of early learning settings. Join the conversation on how California has increased quality throughout the state, and how two California counties have chosen different approaches to serve children and families where they are, across the full spectrum of school readiness programs like family, friend, and neighbor care and public libraries.

This session made possible through the generous support of First 5 California.

Presenters: *Gloria Corral, First 5 San Diego; Malia Ramler, First 5 Alameda; Kristin Torres, First 5 California*
Cross-SYSTEM Systems-Building; Continuous Quality Improvement and Technical Assistance

Location: Marina 4

400. Using the Data You Have to Inform QRIS And Quality Improvement Initiatives

This session will describe how Delaware and Georgia have used state-level administrative data—data that they routinely collect as part of operating their programs—to inform their work in QRIS and Quality improvement initiatives. Each team will discuss its findings as well as lessons learned in using administrative data. Resources to help states and their research partners use administrative data will also be highlighted. Session presenters will engage participants in discussions about the data each of us has and how we might use it to inform quality initiatives.

Presenters: *Rena Hallam, University of Delaware; Kelly Maxwell and Nadia Orfali, Child Trends; and Bentley Ponder, Georgia Department of Early Care and Learning Evaluation and Research; Data*

Location: Seabreeze

403. Quality Improvement at Multiple Levels: Strategies for Zooming In and Out to Focus on Changes in Individuals, Programs, and Systems

Quality improvement in early care and education programs requires flexible and varied approaches. While state QRIS approaches typically focus on improvements teachers make in their interactions with children or on policies and procedures at the program level, recent research points to the need for an approach that can address both levels. This session will include a research update and examples of effective approaches to support multi-level quality improvements. Presenters will discuss options and strategies for making changes to existing systems. Participants will share their experiences with new quality improvement methods and recommendations for bringing innovations to scale in QRIS.

Presenters: *Anne Douglass, University of Massachusetts; Debra Pacchiano, Ounce of Prevention; Chris Sciarinno, Early Learning Lab; Kathryn Tout, Child Trends Evaluation and Research*

Location: Conference 3

408. Preventing Expulsion & Suspension, Promoting Equity, and the Relationship to Quality Improvement Strategies

Reducing and ultimately preventing expulsion and suspension in early childhood requires taking action at each level of the system. This session will highlight the research and use the following frames to understand what contributes to a context in which suspension/expulsion is the outcome: structural quality, bias, trauma, and limited knowledge of child development. We will explore state examples through an equity lens, and discuss common pitfalls and barriers, ways to work through those

challenges, and ways to organize a multifaceted state strategy. We will also examine the interconnections between expulsion prevention efforts and state quality improvement efforts.

Presenters: *Carey McCann, BUILD Initiative; Kim Means, State Capacity Building Center; and Eva Marie Shivers, Indigo Cultural Center*

Expulsion & Suspension

Location: Spinnaker

415. Capturing Curriculum and Assessment in QRIS Ratings: What Features are Most Important to Document?

A recent review of research highlights curricula as an important dimension of early care and education programs that is associated with children's development. Most QRISs include standards related to curriculum and assessment, but QRIS staff have questions about how effective current strategies are for capturing what is most important about implementation. This session will share recent research and examples of the strategies states are using to document curriculum and assessment. Panelists from research and practice perspectives will discuss the challenges and opportunities of using different approaches. Participants will share their experiences and insights and contribute to the development of recommendations for developing best practices.

Presenters: *Sarah Daily, Child Trends; Karen Enboden, Colorado Office of Early Childhood; Alejandra Rebolledo Rea, New Mexico Early Childhood Services; Katie Squibb, Virginia Quality; TBD, New Mexico FOCUS*

Evaluation and Research

Location: Marina 1

417. Technology Tools That Help Busy ECE Program Leaders Support Quality

Quality Improvement requires strong, site-based leadership. But all-too-often, busy ECE leaders are unable to focus on quality improvement because too much time is spent on administrative tasks: documenting compliance with QRIS, licensing, and other standards; and managing budgets, collections, purchasing, HR, and more. This workshop will explore a cost-effective technology platform that is currently shared by 29 states to help ECE leaders work smarter, not harder. Speakers will describe how this tool is used and highlight links to business training, family supports, and developmental screenings, English language learners, and more.

Presenters: *Sunindiya Bhalla, United Way of Massachusetts Bay; Tyrone Scott, Delaware Valley Association for the Education of Young Children; Denise Sayer, CCA for Social Good; Louise Stoney, Opportunities Exchange*

Financing; Continuous Quality Improvement and Technical Assistance

Location: Conference 2



424. Integrating Family Engagement into Early Childhood Systems: Lessons from States and Tribes

Family Engagement is an essential feature of high-quality early care and education. Participants in this session will learn about state and tribal administrators' efforts to integrate family engagement as a priority in their early childhood systems in order to achieve positive outcomes for children and families. Using facilitated peer-exchange, participants will also discuss their own potential opportunities for advancing family engagement through policy and systems change.

Presenters: *Beth Barrett, Indiana Office of Early Childhood and Out of School Times; Anna Lovejoy, Center for the Study of Social Policy; Jeffrey Van Deusen, Ohio Department of Job and Family Services*

Family Engagement/Family Voice

Location: Nautilus 3

435. How to Get Candidates to Do More than Kiss the Babies

There's a great deal of political capital in early childhood education. When leveraged in an election cycle, it can catapult an issue to the top of the policy agenda and pave the way for substantially larger public investments in high-quality ECE services. Learn from three experts how to turn your stakeholder passion for expanding high-quality ECE services into a potent political force that wins in elections and gets real results. These presenters will pull back the curtain on how to mount an effective non-partisan, non-profit election campaign for ECE, explore what's worked and what hasn't, share tactics for boosting candidate adherence to ECE causes, divulge insider knowledge on how to structure and fund an ECE-focused election-cycle campaign, and detail what it takes to get candidates who win with ECE platforms to really deliver. We will focus on doing this work within the context of what can be done by organizations that are 501(c)3-compliant.

Presenters: *Donna Cooper, Public Citizens for Children and Youth; Cesar Hernandez, Center for Community Change; Bill Jaeger, Colorado Children's Campaign*

Policy and Advocacy

Location: Conference 4



442. Consultation with TCC Software Solutions – Early Childhood Data Systems

(Advance sign-up required.)

The TCC team has 20 years of experience in the design, integration, and implementation of early childhood data systems. Our subject matter experts are available to consult with your state about your goals and challenges, as well as answer questions and share lessons learned.

Presenters: *Michelle Thomas, Dawn Downer, Michelle Spence, and Mike Boyle TCC Software Solutions*

Data

Location: Marina 6



5:15 – 7:30 PM

Sponsors' Reception

All registrants are invited to mix and mingle with their peers and our generous sponsors.

Location: Pavilion

Tuesday, July 17th

7:00 – 8:00 AM

Continental Breakfast*This breakfast made possible through the generous support of Branagh Information Group.***Location:** Pavilion

7:00 AM - 5:00 PM

Sponsors' Exhibition**Location:** Pavilion

8:00 – 10:00 AM

104. Supporting Quality for Infants and Toddlers: Making the Most of QRIS

Relationships, continuity, and curriculum are principal indicators of quality for infants and toddlers. As states continue to revise their QRIS, this is the time to develop and implement an infant-toddler focus in all aspects of the QRIS– not just on standards, but implementation supports and investments– and demonstrations of success. This session engages leaders from several states in a discussion of their infant- and-toddler-focused QRIS work. We will also discuss the unique developmental needs of infants and toddlers, their relationships, their caregivers and their families, and how to address these within the QRIS, moving from “what is” to “what should be.”

This session made possible through the generous support of the JB & MK Pritzker Family Foundation Children's Initiative.

Presenters: *Mayra Acevedo, Partnership for Community Action; Michelle Aguilar, Washington Educational Service District 112; Dan Reagan, Delaware Stars*

*Infants and Toddlers***Location:** Harbor Island 1**201. Make Data Meaningful: From Collection to Dissemination, Tell the Whole Data Story and Transform Information into Action**

Data is the most powerful tool for demonstrating the impact of quality endeavors. Yet how do you ensure data collected is of high quality without over-burdening early education programs? Most importantly, how do you obtain the greatest value out of the data collected? It is critical to create buy-in from all stakeholders by streamlining data collection and quality assurances. Next, disseminate the data in ways that are easy to understand and relatable to different audiences, from teachers to researchers to legislators. The key is to tie quantitative data to qualitative stories to explain the “why.” In this interactive session, we will discuss methods for streamlining the data collection and quality assurance and then demonstrate how to combine strong statistical analyses with qualitative stories to tell the whole data story.

This session made possible through the generous support of New World Now.

Presenters: *Patrick Aldrich and Lauren Peterson, The Research Institute at Western Oregon University; Nancy Baum and Juan Carlos Torres, San Diego County Office of Education Data; Continuous Quality Improvement and Technical Assistance; Stakeholder Engagement*

Location: Marina 5

208. Leading for Equity and Systems Building in the 21st Century

Early childhood professionals are experiencing rapid change and increasing interconnectedness, and there is a robust need to address the way we envision leadership. The changing demographics and onslaught of new science have sparked an urgency for us to transform how we build capacity of those under-represented in the early education profession. Join us to learn about our leadership development model that utilizes equity as a driver of that change. We look forward to hearing from you on these topics, and how we can all make these concepts more actionable for leadership in the 21st century!

Presenters: *Neva Bandelow and LaWanda Wesley, Alameda County Department of Education*
Equity and Diversity of Race, Culture, Language, and Ability; Leadership Development

Location: Marina 2

229. Is This Marriage Possible? Integrating Early Intervention, Early Childhood Special Education, and QRIS

Are early intervention, child care, and preschool too different to be part of the same QRIS? Can programs participating in QRIS provide high-quality inclusion for children with disabilities? Is your QRIS a barrier to or facilitator of preschool inclusion? These are some of the questions we'll be examining. Think of this session as a dating site. Swipe: Hear capsule examples from different states. Match: You decide which example you want to hear more about. Chat: Time will be provided to dig deeper with the example of your choice.

This session made possible through the generous support of Public Consulting Group.

Presenters: *Camille Catlett, Frank Porter Graham Child Development Institute; Andy Gomm, New Mexico Department of Health; Jenny Moses, Minnesota Department of Education; Kate Rogers, Vermont Agency of Education*
Inclusion; Cross-SECTOR Systems Building

Location: Marina 6

233. Rethinking Quality: Revising and Implementing ECERS-3 and ITERS-3, State Perspectives

This session will begin with an initial discussion of what participants think is necessary for high-quality early childhood programs, followed by an explanation of how the past and current editions of ECERS and ITERS are based on these ideas. The second focus of the session will be on implementation. After short presentations from a panel of state personnel involved in such implementation, we will solicit input from the participants on issues they see in their own states and questions they have for both the

authors and state personnel. We will discuss how use of the instruments affects different types of programs, including programs serving diverse populations of children and families, and issues related to the transition to the new editions of the scales. We will allot approximately equal time to presentations and open interaction with participants. During each of the two main presentation times, we will ask participants to be prepared to share their experiences and questions so that we can move smoothly into the discussion and interaction portions of the session. A very brief summary of the session will conclude the event.

This session made possible through the generous support of Teachers College Press.

Presenters: *Richard Clifford, FPG Child Development Institute, UNC-Chapel Hill; Debby Cryer, Environment Rating Scales Institute; Jennifer Metcalf, Illinois State Board of Education; DeEtta Simmons and Asha Warsame, University of Washington*

QRIS 101 and Revisioning; Evaluation and Research; Continuous Quality Improvement and Technical Assistance

Location: Nautilus 1

235. Advancing the ECE Profession: A QRIS Necessity

The most important indicator of high-quality early learning is often the most neglected. How do we advance an effective, compensated, and diverse ECE profession? What is the unifying strategy to get us there? Come and learn more about the Power to the Profession initiative and inform this ever-growing movement to advance the early childhood education profession. More than 6,000 experts and 50 national organizations have weighed in; we invite you to do the same.

Presenters: *Marica Cox Mitchell, National Association for the Education of Young Children; Bill Hudson, National Association for Family Child Care; Sarah LeMoine, Zero to Three*
Workforce/Professional Development/Training; Equity and Diversity of Race, Culture, Language, and Ability

Location: Harbor Island 2

270. Mixed-methods Evaluation of Quality Start LA: Provider Ratings of QRIS Processes, Analyses of Program-Wide Data, and Measures of Stakeholder Collaboration

Los Angeles stakeholders are building the county-wide Quality Start LA (QSLA) QRIS using multiple funding streams. In this session we will discuss the mixed-methods external evaluation for which provider (N=203) and stakeholder surveys and interviews were conducted, and program-wide data was reviewed. Providers viewed tier-rating and quality assessment processes less favorably than PD training, orientation, and incentives. Analyses of program-wide quality domain scores found differences

between tier levels and for provider types. A stakeholder survey revealed collaboration strengths and challenges.

Presenters: *Liz Guerra, Los Angeles County Office of Education; Kimberly Hall, First 5 LA; Octavio Pescador, Juarez and Associates; Gary Resnick, Evaluation Consultant Evaluation and Research; Cross-SYSTEM Systems-Building; Data*

Location: Marina 1

276. Quality Rating Systems and School-Age Programs - Understanding the Unique Challenges and Building Awareness of Quality Afterschool

Join national experts on afterschool for a discussion on the challenges of and opportunities for developing school-age quality systems. Participants will be introduced to the latest research, gain a broad understanding of the challenges of school-age compliance, and hear best-practice recommendations to strengthen quality of care, including development of School-Age QRIS. Georgia's work to create a School-Age Endorsement for rated childcare programs that also serve school-age children will be highlighted.

This session made possible through the generous support of the Mosaic Network.

Presenters: *Nichelle Harris, Ohio Afterschool Network; Katie Landes, Georgia Afterschool Statewide Network; Paul Morin, Alabama Afterschool Community Network; Michelle Radford, Georgia Department of Early Care and Learning; Kimo Richardson, Council on Accreditation; Tony Streit, NCASE Cross-SECTOR Systems Building; QRIS 101 and Revisioning; Evaluation and Research*

Location: Conference 3

284. Early Childhood Interrupted: The Effect of Disasters, Natural or Otherwise, on Vulnerable Children and Families

Disaster can strike with or without warning and comes in many forms: hurricanes, earthquakes, wildfires, mass shootings, toxic water, and much more. Young children and families in marginalized communities are particularly vulnerable to both pending disaster and its aftermath. Join the discussion and 'call to action' with diverse humanitarian response teams and federal/state/local child advocates who support preparation, recovery, and equitable outcomes for young children and families when disaster strikes.

Presenters: *Pamela Hollingsworth, Early Learning Coalition of Miami-Dade/Monroe; Byron Mason, US Department of Health and Human Services; Andrew Roszak, Child Care Aware of America; Sarah Thompson, Save the Children Equity and Diversity of Race, Culture, Language, and Ability; Cross-SYSTEM Systems-Building*

Location: Conference 2

293. Strategies to Support Family Child Care Programs in Providing High-Quality Infant & Toddler Care in Mixed-Age Group Settings

Providing high-quality care in a mixed-age group of infants, toddlers, and older children can be challenging! This interactive workshop will explore technical assistance strategies to support family child care providers in creating safe and enriching programs that meet the developmental needs of children from infancy through school age. Together, we will look at the unique needs of family child care providers and discuss technical assistance considerations. Participants will develop and share strategies for building the capacity of family child care providers to be responsive to the diversity of children's needs, abilities, culture, and language.

Presenters: *Tina Jiminez and Julie Weatherston, State Capacity Building Center*

Infants and Toddlers

Location: Marina 3

296. CLASS® Journeys: Innovative and Equitable Approaches to Building Sustainable, Continuous Quality Improvement through the Lens of Two Counties

This interactive workshop will allow participants to discuss and understand the benefits and challenges of implementing quality improvement resources that support the whole child. Two counties within California's regional approach will share their journeys that have supported children's social and academic gains in diverse programs such as Family Child Care and Center-Based Preschool. Participants will learn innovative approaches to spark their own solutions for implementing effective strategies that support an equitable QRIS.

Presenters: *Laura Demaree, First 5 Santa Clara; Melissa Kelley-Knutsen, Teachstone; Melissa Wheelahan, Orange County Department of Education*

Cross-SECTOR Systems Building; Leadership Development; Continuous Quality Improvement and Technical Assistance

Location: Nautilus 2



317. Bring Your Agenda Ideas and Make Meeting MAGIC!

Meetings.....can't live with them, can't live without them! Do you lead staff meetings, community gatherings, work groups, brainstorm sessions, committees, or boards? Learn a framework called MAGIC to help you think about, design, and create an agenda during the session. Discover ways to prompt multiple voices, align ideas, and foster agreements or conclusions. Leave the session with insights and a draft agenda for your next meeting!

Presenters: *Debi Mathias, BUILD Initiative; Maggie McGlynn, McGlynn Leadership*

Leadership Development; Stakeholder Engagement and Communications

Location: Nautilus 3

319. Reflections on Workforce Compensation: Data, Resources, and Promising Practices

Learn about and discuss progress toward better compensation for early childhood educators. Hear about new findings from the 2nd (2018) Early Childhood Workforce Index as well as additional resources and TA opportunities. Join us to reflect on promising practices with your peers in small and large group discussion, and discover new materials to be used for communication/advocacy.

Presenters: *Lea J.E. Austin, Bethany Edwards and Caitlin McLean, Center for the Study of Child Care Employment; Nancy Jost, West Central Initiative; Brandi King, NCECDTL Child Care Aware of America; Jani Kozlowski, Zero to Three; Jessica Roach, Children's Alliance*

Workforce/Professional Development/Training; Policy and Advocacy

Location: Marina 4

328. Engaging Families to Access High-Quality Programs: Lessons Learned from 3 Models of Supporting Parent Choice

In the complex world of multiple public early childhood programs, system leaders must work together to provide families with the necessary support and information about the options available to them. In this session, learn about models of family engagement and consumer education regarding QRIS in three localities: Louisiana, Minnesota, and North Carolina (Durham County). Through a conversation about collaboration across systems and programs at both the state and county level, participants will learn about strategies currently in place and envision future solutions to engage families as they make choices for the early learning experiences they select for their children.

Presenters: *Danielle Johnson, Durham's Partnership for Children; Sandy Myers, Minnesota Department of Education; Nasha Patel, Louisiana Department of Education; Nara*

Topp, Minnesota Department of Human Services

QRIS 101 and Revisioning; Family Engagement/Family Voice; Cross-SYSTEM Systems-Building

Location: Conference 4

353. "The Whole Teacher": Understanding the Impact of Work Environments on the Teacher and Strategies to Support Strengthened Early Learning Systems

The SEQUAL survey brings the voices of teachers into quality improvement efforts by documenting their assessments of their work environments. This session will address how inequities in work environments influence program quality and teacher well-being and practice. Examples of technical assistance strategies to help communities use SEQUAL study findings to meet the needs of the "whole child" across programs and settings will be included.

Presenters: *Aline Hankey and Marisa Schlieber, Center for the Study of Child Care Employment; George Philipp, Early Education Consultant*

Continuous Quality Improvement and Technical Assistance; Workforce/Professional Development/Training

Location: Nautilus 4

357. Financial Incentives Sharing Session

Financial incentives are one of the five common elements of a QRIS and can be a powerful motivator for program engagement. As states are building and revising QRIS models, this discussion will focus on how to incorporate financial incentives in a sustainable, effective way. Presenting perspectives will include a state revising its QRIS, a state in its QRIS pilot, and a state with an established QRIS financial structure.

Presenters: *Caitlin Gleason, Delaware Office of Early Learning; Jennifer Johnson, Connecticut Office of Early Childhood; Kristy Sheffler, University of Delaware; Michelle Heardon and Mary Sonnenberg, North Carolina Partnership for Children*

Financing; QRIS 101 and Revisioning

Location: Harbor Island 3

362. Early Education Essentials: Measuring and Strengthening Organizational Conditions To Drive Continuous Quality Improvement

This session explores: (1) validation study results examining whether survey measures of organizational conditions are related to site-level outcomes in early care and education settings; (2) findings from a qualitative study to elucidate the on-the-ground practices and experiences in settings categorized as having strong or weak conditions; (3) and lessons learned from

implementing a corresponding suite of tools to support professional learning and data use for improvement. Participants will problem-solve challenges and discuss implications.

Presenters: *Maribel Centeno and Debra Pacchiano, Ounce of Prevention Fund*

Evaluation and Research; Continuous Quality Improvement and Technical Assistance

Location: Nautilus 5

383. Ensuring All Children Reach Their Full Potential: The Early Childhood Equity Improvement Project

Through this learning experience, you will gain the knowledge and tools to: learn the current and historical context of inequities in early childhood equity; assess internal policies, practices and procedures, and external systemic barriers to develop an understanding of how to address early childhood inequities; and act by applying strategies for and best practices in developing and implementing equitable practices in your early childhood work and the communities you serve.

Presenters: *Gail Vessels, YMCA of the USA; Laurie Han and Kathy Isidoro, YMCA of San Diego County*

Equity and Diversity of Race, Culture, Language, and Ability; Continuous Quality Improvement and Technical Assistance

Location: Seabreeze

405. Supporting Family Child Care Providers in QRIS: Research, system, program, and provider perspectives on family child care networks as a promising quality improvement strategy

Most young children are cared for in home-based child care, yet engaging family child care providers in QRIS is challenging. This session will focus on promising strategies, network and provider experiences, and policy issues related to QRIS expectations for providers and organizational support. The National Study of Family Child Care Networks' findings about network support for providers including help with QRIS, one network's approach, and a broad state perspective will be presented.

Presenters: *Juliet Bromer, Erikson Institute; Sarah Neville-Morgan, California Department of Education Early Education and Support Division; Dawn Perry, Children's Council of San Francisco; Toni Porter, Early Care & Education Consulting; Sandra Siharath, Family Child Care Provider*

Community-Based Approaches; Cross-SECTOR Systems Building; Evaluation and Research

Location: Conference 1

427. Supporting Rigorous and Appropriate Kindergarten throughout the Early Learning System

As school districts partner with states to support early learning initiatives, educators are often caught in a world divided by academic rigor and developmentally appropriate practices. By addressing this divide, educators will be freed from the assumptions that result in a perpetual push-down of expectations, and be able to more effectively link the curricular and assessment practices supported in QRIS models and better prepare children to learn the skills and concepts that are necessary for the world of today.

Presenters: *Vincent Costanza, Teaching Strategies; Harriet Dichter, BUILD Initiative; Lissette Rodriguez, West New York School District; Megan Scott, Oklahoma Partnership for School Readiness*

Cross-SECTOR Systems Building; Policy and Advocacy

Location: Spinnaker

801. Consultation with Louise Stoney on Early Childhood Financing (Advance sign-up required.)

Talk with Louise Stoney on a range of issues related to early childhood financing and/or shared-services approaches.

Presenters: *Louise Stoney, Opportunities Exchange Financing*

Location: Pavilion Table 1

802. Consultation with Oregon Leaders on the Phases of QRIS Implementation (Advance sign-up required.)

Leaders from Oregon's QRIS will provide consultation on the development, implementation, and revisioning of a QRIS. Come join two colleagues who have thrived, and at times survived, through all phases of a QRIS. Learn from our success and challenges as we completed systems-building work to create a QRIS that is streamlined and sustainable, and prioritizes children and families furthest from opportunity.

Presenters: *Dana Bleakney-Huebsch and Robyn Lopez Melton, The Research Institute at Western Oregon University*
QRIS 101 and Revisioning; Cross-SECTOR Systems Building

Location: Pavilion Table 2

803. Consultation with the National Center on Afterschool and Summer Enrichment (Advance sign-up required.)

This consultation is for systems leaders who are interested in learning about successes and breakthrough strategies for engaging school-age programs in Quality Improvement Systems



10:00 - 10:30 AM

10:30 AM –
12:00 PM

and QRIS and discussing with NCASE staff how these might be implemented in your state, territory, or tribe.

Presenters: *Susan O'Connor and Kathy Schleyer, National Center on Afterschool and Summer Enrichment*

Cross-SECTOR Systems Building; Cross-SYSTEM Systems-Building

Location: Pavilion Table 3

804. Consultation with the National Center on Early Childhood Quality Assurance (Advance sign-up required.)

The National Center on Early Childhood Quality Assurance will be prepared to discuss and provide resources on topics such as increasing family child care participation in QRIS, QRIS coaching and TA delivery, QRIS quality assurance, monitoring, system integration and alignment, QRIS revision, stakeholder engagement, data-driven QRIS decision making, and more.

Presenters: *Zelda Boyd, Char Goodreau, Nina Johnson and Pattie Ryan, National Center on Early Childhood Quality Assurance*

Location: Pavilion Table 4

810. Consultation on Using CEELo's Cost of Preschool Quality and Revenue Calculator (Advance sign-up required.)

The Center on Enhancing Early Learning Outcomes (CEELO) developed the Cost of Preschool Quality and Revenue (CPQ&R) calculator, a free Excel-based tool, to help estimate the cost of implementing, and scaling up access to, high-quality early education programs. Consultation is available to help understand the tool, provide tips to get started, and answer any questions current users may be experiencing.

Presenters: *Lori Connors-Tadros and Georgenne Weisenfeld, Center on Enhancing Early Learning Outcomes*

Financing; Policy and Advocacy

Location: Pavilion Table 5

Break

Breakout Sessions and Consultations

102. Seize the Day for Babies! CCDBG and Its Opportunities for Infants, Toddlers, and the Providers Who Love Them

The federal Child Care and Development Block Grant is expanding substantially. Seventy percent of the CCDBG investment must be used by the states to support child care assistance (a.k.a. child care subsidy). We will dive into strategies in child care assistance to provide equitable access to quality infant and toddler child care, looking at child care assistance through two lenses: equitable access to quality for families with babies and toddlers, and supporting infant/toddler provider quality through strategies such as improved payments to providers serving babies and toddlers who are committed to advancing high quality. We will explore how state policies and practices can support this work.

This session made possible through the generous support of the JB & MK Pritzker Family Foundation Children's Initiative.

Presenters: *Christine Johnson Staub, CLASP; Harriet Dichter and Debi Mathias, BUILD Initiative; Yvette Sanchez Fuentes, Child Care Aware of America*

Infants and Toddlers

Location: Marina 3

106. Using Refundable Tax Credits to Improve Professional Development, Wages, and State QRIS

High-quality child care depends on a high-quality workforce. In many states, increased competencies and higher education are required within QRIS models. However, too often, wage increases are not linked. The Committee for Economic Development (CED) will offer a panel through the lens of business leaders, policy analysts, advocates, and providers to spur discussion about customizing tax credit strategies within current state frameworks to both incent professional development and raise wages.

Presenters: *Melanie Bronfin, Policy Institute for Children; Cindy Cisneros, Committee for Economic Development of the Conference Board; Anne Mitchell, Early Childhood Policy Research; Grace Reef, Committee for Economic Development Financing*

Location: Marina 4

215. Policies and Partnerships for Increasing Access to Child Care for Families Experiencing Homelessness

This session will focus on how to use cross-sector AND cross-system collaboration to increase access to child care for families experiencing homelessness. In this session, presenters will share information on child homelessness and relevant CCDF and Head Start policies, strategies for increasing access to child care for this population, and examples of how these strategies have been used in states to ensure children experiencing homelessness can access high-quality care.

Presenters: *Marsha Basloe, Child Care Services Association; Carie Bires, Ounce of Prevention Fund; Khari Garvin, Save the Children USA; Christi Jeffcoat, South Carolina Department of Social Services*

Policy and Advocacy; Cross-SYSTEM Systems-Building

Location: Conference 3

238. Fanning the Flame: Using Collaborative Reflection to Accelerate Leadership Impact in Effective Early Learning Systems

During this highly interactive session, leaders from Arizona's QRIS and Georgia's Department of Early Care and Learning (DECAL), in partnership with the UF Lastinger Center, will share inputs, experiences, and outcomes of a reflective, relationship-based structure of leadership development to accelerate cultural and organizational change and provide a mechanism for collaborative problem-solving within existing structures. Participants will interact with leadership members, examine inquiry examples from each context, review data artifacts, and critically explore these concepts within their own context.

Presenters: *Raquel Diaz, UF Lastinger Center for Learning; Gaye Lynn Fisher, Child & Family Resources; Christi Moore and Laura Reid, DECAL Georgia; Meghan Storms, Valley of the Sun United Way; Angela Zilch, Southwest Human Development*

Continuous Quality Improvement and Technical Assistance; Workforce/Professional Development/Training

Location: Nautilus 1

305. The Few and the Powerful: How are states simplifying QRIS standards or focusing on those most "powerful"?

As we get more experience operating QRISs, are we finding that certain standards are especially important for driving program quality? If states can focus monitoring and supports on those Few and Powerful standards, their QRISs will be easier for programs to navigate, more effective at raising quality, and more cost-efficient. Participants will discuss what their states have tried or are thinking about.

Presenters: *Tom Layman and Cynthia Tate; Illinois Governor's Office of Early Childhood Development*

Continuous Quality Improvement and Technical Assistance; Cross-SECTOR Systems Building; Financing

Location: Harbor Island 2

326. Building Internal Capacity: Targeting Site Leadership to Promote Reflective Continuous Quality Improvement

This session will focus on how to facilitate reflective practice through targeted support for center-based and family-child-care leadership. Featured projects from California, Florida, and Oregon include: Co-training QRIS and agency coaches, Director Leadership Consultants, Community of Practice models to develop SEFEL leadership practices, and a new state-wide collaboration to develop program leadership. These models develop site-based leadership, giving voice to a greater range of ECE professionals across age, ethnicity, and job titles.

This session made possible through the generous support of AdvancED.

Presenters: *Sloane Burt, Ventura County Office of Education; Stacey Francois and Hannah Goble, Early Learning Coalition of Hillsborough County; Robyn Lopez-Melton, Western Oregon University; Krista Murphy, Orange County Department of Education; Schellee Rocher, Child 360*

Leadership Development; Continuous Quality Improvement and Technical Assistance; Workforce/Professional Development/Training

Location: Marina 2

335. Strengthening Infant-Toddler Child Care System Policies and Practices

Please join us as we share several states' experiences using a new resource designed to assess, prioritize, plan, implement, and evaluate state/territory policies in order to strengthen the quality of child care services for infants, toddlers, and their families.

Presenters: *Kelley Perkins and Holly Wilcher, State Capacity Building Center*

Infants and Toddlers; Cross-SYSTEM Systems-Building

Location: Conference 2

352. Learning Spaces: Approaches to Equity, Family Partnership, and Early School Success

This session will present Learning Spaces - a family- and community-led partnership providing school readiness learning opportunities to families not connected to formal preschool or family support systems. Participants will also learn about and experience a mini community café, created in WA as a strategy for engaging diverse families as system planners, partners, and leaders. The session will also share how a family and community-led approach is promoting equity.

Presenters: *Charmaine Godley and Tanya Wallace, United Way of Greater Atlanta; Deborah Jones, Family Ambassador; Lisa Polk, Learning Spaces Facilitator; Nina Sazer O'Donnell Family Engagement/Family Voice; Community-Based Approaches; Equity and Diversity of Race, Culture, Language, and Ability*

Location: Conference 1

374. Using Data for Smart Resource Allocation and Outreach to Improve Access to and Availability of Quality Child Care

We describe data-driven mapping solutions to identify gaps in quality child care supply and demand, and to target resources to high-quality, or potential high-quality child care programs. We will lead a discussion on the processes we used to go from data tables to identifying potential gaps in child care slot availability, with a special focus on targeting capacity building based on quality and parent choice. We will share lessons learned, challenges, and successes.

Presenters: *Howard Bakalar and Hubert Cesar, ELC of Broward County; Maggie Norton and Jess Tercha, Child Care Aware of America*

Community-Based Approaches; Cross-SYSTEM Systems-Building; Workforce/Professional Development/Training

Location: Conference 4

386. Measuring the Quality of Inclusive Programs

How can programs measure the quality of their inclusive classrooms? This session will focus on the efforts of local communities to determine the quality of inclusive practices at QRIS sites using The Inclusive Classroom Profile (ICP). Participants will be provided an overview of the pilot projects used and resources for utilizing the ICP at their own sites.

Presenters: *Jennie Couture and Pam Stevens, Georgia Department of Early Care and Learning; Kathy Wahl, Inclusion Collaborative, Santa Clara County Office of Education*

Inclusion; Continuous Quality Improvement and Technical Assistance

Location: Marina 1

402. Licensing Data and Research: What is There and What Do We Need to Support Quality?

Licensing touches many early care and education programs (e.g., QRIS, pre-K, Head Start), and these programs rely on the success of a solid licensing system. However, little research has focused on licensing. For example, how does licensing data help inform our understanding of access to healthy and safe child care? Are higher quality programs more likely to have fewer licensing violations? This session makes the case for licensing research and the increased use of licensing data. Participants will learn about available national licensing data and discuss pressing research questions. The Child Care Licensing Database, recently released by Child Care Aware of America, will be one source of licensing data highlighted in this session. The database describes state child care regulations' alignment with Caring for our Children Basics, a nationally recognized guideline representing the minimum health and safety standards for child care. Participants will learn about the database and the work of a benchmarking group tasked with identifying key elements for providing states with a roadmap for regulation reform to ensure safe environments for children outside the home.

This session made possible through the generous support of Highscope.

Presenters: *Dionne Dobbins, Child Care Aware of America; Kelly Maxwell, Child Trends*

Policy and Advocacy; Data

Location: Nautilus 4

412. Early Childhood Systems, Racial Equity, and Measuring Success

Knowing if we are "making a difference" as we apply strategies, planning, and leadership to eradicate racial equity disparities across our early childhood systems can be a complex and daunting process. In this interactive session, we will: learn from the experiences of a state systems and

racial equity leaders; work together to examine best practices in evaluating change for racial equity in complex systems; discuss long-term outcomes and “small wins”; and investigate what these discussions can teach us about how our early childhood systems work and respond to change.

This session made possible through the generous support of The Kresge Foundation.

Presenters: *Nakeshia Knight-Coyle, Oregon Early Learning Division; Aisha Ray and Michelle Stover Wright, BUILD Initiative Equity and Diversity of Race, Culture, Language, and Ability; Cross-SYSTEM Systems-Building*

Location: Nautilus 5

419. Two Sides of the Coin: Costs and Financing High-Quality Early Learning

The session will facilitate a discussion about what the field is learning about using cost data to inform and drive policy decisions on financing high-quality early learning programs. Once you know costs, the flip side is to put the financing together to drive quality. The session will discuss tools you can use to help you determine full costs of quality, track revenue, and communicate the value of investments.

Presenters: *Lori Connors-Tadros and Georgenne Weisenfeld, Center on Enhancing Early Learning Outcomes*
Financing; Policy and Advocacy

Location: Spinnaker

425. Attributes of Quality Family Engagement: Incorporating Parent and State Administrator Perspectives in QRIS

QRIS has many and varied standards that promote family engagement. Highlighting the most recent research, as well as family and state leader perspectives, this working session will provide a forum for participants to identify and discuss ways to integrate and align attributes of high-quality family engagement into quality improvement systems.

Presenters: *Chrishana Lloyd and Manica Ramos, Child Trends*
Family Engagement/Family Voice

Location: Seabreeze

428. Understanding and Implementing Infant Early Childhood Mental Health Consultation: An Approach to Improve Your Early Care and Education System

Infant/early childhood mental health consultation (IECMHC) has been identified as an effective strategy for addressing young children’s challenging behaviors and for supporting their social-

emotional development. IECMHC helps early care and education systems better meet the needs of every child and family. In this session you will learn about effective strategies for designing mental health consultation services and resources for developing or sustaining an effective mental health consultation system.

Presenters: *Shana Bellows and Amy Hunter, Georgetown University Center for Child and Human Development*
Cross-SYSTEM Systems-Building; Community-Based Approaches; Infants and Toddlers

Location: Nautilus 3

439. QRIS Research Findings and Issues

This session will showcase emerging research on QRIS relevant to QRIS design, implementation, and evaluation. Topics include quality measurement, understanding different QRIS rating structures, effective approaches to quality improvement with child care centers in Philadelphia, and provider engagement and perceptions of QRIS.

Presenters: *Sarah Daily, Maggie Kane, Claire Lowe and Kathryn Tout, Child Trends; Rena Hallam, University of Delaware*
Evaluation and Research; QRIS 101 and Revisioning

Location: Marina 5



440. Putting CQI into Practice Using the Environment Rating Scales

Join us in a lively discussion to consider unique approaches to implementing CQI practices based on the comprehensive framework embodied within the Environment Rating Scales, including:

- Tools for measuring readiness-for-change at the program level.
- Online training for onboarding new assessors and technical assistance coaches.
- A new alternative to self-assessment: CQI training to onboard new teachers and program leaders.
- Tools to maximize assessor accuracy and consistency for achieving and maintaining inter-rater reliability in high-stakes assessments.

Presenters: *Ann Hentschel, Cody Carlton, Mark Branagh, and Tricia Sifford, Branagh Group*
Data

Location: Marina 6

444. Business Leadership: The Missing Piece in QRIS

While many QRIS efforts address the topic of program administration, these standards have focused primarily on the “inputs” – documents and practices of a well-run program. This session will explore the “outputs” of a well-run program, what business metrics we should be tracking, and what role this plays in supporting quality for children.

This session made possible through the generous support of CCA Global Partners.

Presenters: Sharon Easterling and Karen Murrell, Opportunities Exchange; Amy Friedlander, ECE Consultant Financing

Location: Harbor Island 1

805. Consultation with Nicola Edge on Strategies to Reduce Expulsion/Suspension (Advance sign-up required.)

Learn strategies from the State of Arkansas on reducing expulsion and suspension.

Presenters: Nicola Edge, University of Arkansas for Medical Sciences

Expulsion & Suspension

Location: Pavilion Table 1

806. Consultation with Phil Sirinides, University of Pennsylvania, on Leveraging Early Childhood Data for Better Decision Making (Advance sign-up required.)

Policymakers of all stripes want evidence that investments are used effectively, practitioners are adequately supported, and the quality of services is continuously improving. Data are not just useful for providing this evidence; they can help accomplish these things. This consultation will help leaders articulate policy and program priorities, explore obstacles to achieving them, and propose data solutions to increase organizational capacity to learn from data.

Presenters: Phil Sirinides, University of Pennsylvania Data; Continuous Quality Improvement and Technical Assistance

Location: Pavilion Table 2

807. Consultation with the University of Oregon team on an Innovative Video Coaching Program in Washington State (Advance sign-up required.)

Consult with a team from the University of Oregon on an innovative video coaching program being used in Washington State to improve the quality of early learning environments.

Presenters: Shannon Peake, University of Oregon Continuous Quality Improvement and Technical Assistance; Infants and Toddlers

Location: Pavilion Table 3

808. Consultation with Desiree Reddick-Head, State Capacity-Building Center, on The Capacity Building Self-Assessment Tool (Advance sign-up required.)

Consult with Desiree Reddick-Head on how you can best use the Capacity Building Self-Assessment Tool, a new tool focused on building capacity to support the improvement of an early childhood system.

Presenters: Desiree Reddick-Head, State Capacity Building Center

Cross-SYSTEM Systems-Building; Cross-SECTOR Systems Building

Location: Pavilion Table 4

809. Consultation with Lisa Sutherland, Early Learning Engagement Specialist (Advance sign-up required.)

This consultation session is for QRIS administrators and technical assistance providers interested in learning more about the challenges and examples of success in building the capacity of school leadership to sustain high-quality practices with minimal external support.

Presenters: Lisa Sutherland, AdvancED

Continuous Quality Improvement and Technical Assistance; Leadership Development

Location: Pavilion Table 5

105. Consultation with Rasheed Malik, Center for American Progress

Do you live and work in a child care desert? In this consulting session, find out how to measure child care supply in your state, region, city, or county. Experts, administrators, and providers frequently find that child care supply just cannot meet demand in many communities. Come talk with an expert in child-care-deserts research, and see how useful these analyses can be for advocacy and self-assessment.

Presenters: Rasheed Malik, Center for American Progress

Location: Pavilion Table 6





12:00 - 1:30 PM

Buffet lunch available for all registered participants.*This lunch made possible through the generous support of TCC Software Solutions.***Location:** Pavilion**Stop by and visit our Sponsors' Exhibition!**

12:00 - 1:30 PM

Lunch and role alike/hot topic sessions

Lunch Location: Pick up your lunch outside the Harbor Island Rooms and then join a discussion in one of the rooms below.

901. The Role of the Assessor in QRIS

If you are responsible for conducting high-stake assessments or overseeing a team of assessors, this session is for you! Let's gather and discuss the importance of this unique role and what it takes to do it well. The quality of our efforts can impact the integrity of QRIS. What lessons can we learn from one another on our path to assure a high level of accuracy and consistency in the assessment process?

Presenters: *Ann Hentschel, Branagh Group; Donna Wade, THREAD Alaska*

QRIS 101 and Revisioning; Data

Location: Seabreeze

902. System-Level Shared-Services Community of Practice

Join us for this annual gathering of state/territory/jurisdiction early childhood systems leaders to exchange ideas and practices. Shared amongst community members, this exchange can reduce duplication of efforts and promote operational cost-savings. Participants will benefit from lessons learned in providing impactful and sustainable high-quality early care and education initiatives. Current participants in the Community of Practice and interested new members are encouraged to attend.

Presenters: *Representatives from California, Florida and Maryland's Early Childhood Systems; Chris Swanson and Tonya Satchell, Johns Hopkins University*

QRIS 101 and Revisioning; Financing

Location: Marina 2

903. Building Buy-In and Increasing Engagement in Professional Development: Let's Brainstorm this Challenge Together

Often there is a chasm between our vision for the professional development that is offered to teachers, coaches, and leaders, and how that vision becomes a reality on the ground during implementation. There are many challenges that we face from a systems level. Let's come together to brainstorm our top three challenges and share ideas and insights regarding how we have started to address those challenges locally. Fifty heads are better than one, so join us in moving forward in our day-to-day professional development challenges.

Presenters: *Rebecca Berlin, Ounce of Prevention Fund*

Continuous Quality Improvement and Technical Assistance; Workforce/Professional Development/Training

Location: Spinnaker

904. Supporting Inclusion in QRIS across Systems

Supporting inclusion from policy to practice is critical to high quality, and this is reflected in funding requirements for most early childhood programs birth to five. This session for TA providers provides an opportunity to share struggles, successes, and strategies in supporting high-quality inclusion across all settings. Participants can share how to embed these policies and practices in QRIS so they become a



natural part of continuous quality improvement and a reflection of a quality rating system that promotes equity.

Presenters: *Melissa Crist, University of Idaho; Heather Googe, University of South Carolina; Ann Kremer and Emily Ropars, Early CHOICES; Kathy Whaley, ECTA*

Inclusion; Workforce/Professional Development/Training

Location: Marina 6

905. BUILD Technical Assistance Community of Practice (By Invitation Only)

Members of the Technical Assistance Community of Practice will meet to continue their previous discussions.

Presenters: *Zelda Boyd, National Center on Early Childhood Quality Assurance; Debi Mathias, BUILD Initiative*

Location: Marina 3

906. Creating Curricular and Assessment Coherence throughout the Early Learning System

During this lunchtime discussion, we will examine challenges and opportunities to bridge the curriculum and assessment divide, which is especially relevant to states that are looking to link QRIS with kindergarten transition practices. By addressing this divide, educators will more effectively link the curricular and assessment practices supported in QRIS models and better prepare children to learn the skills and concepts that are necessary for today's world. This discussion will result in a small working group that will develop a policy brief to inform colleagues throughout the country.

Presenters: *Vincent Costanza, Teaching Strategies*

Cross-SYSTEM Systems-Building

Location: Marina 4

907. Strengthening Quality Improvement Systems for Afterschool and Summer Programs

Do you want to explore ways to build a quality improvement system that is responsive to the unique needs of school-age programs? Join the National Center on Afterschool and Summer Enrichment (NCASE) in this lunchtime discussion session. Participants will shape the agenda to talk about promising practices and challenges in providing Continuous Quality Improvement, QRIS, and Technical Assistance supports for afterschool and summer programs.

Presenters: *Susan O'Connor and Kathy Schleyer, National Center on Afterschool and Summer Enrichment*

Location: Harbor Island 1



1:30 - 3:30 PM

Plenary Session

Liberating Frames for Early Childhood: On View, Voice, and Visibility

Sara Lawrence-Lightfoot, MacArthur Prize-winning sociologist, Harvard professor, storyteller, researcher, and author will share lessons learned while pursuing a lifelong mission to understand and improve education. Drawing from three of her books – *Respect*, *The Essential Conversation*, and *Growing Each Other Up: When Children Become Our Teachers* – Lawrence-Lightfoot will talk about creating a way of educating children that anticipates a life of learning. She will discuss the importance of critical elements of educational culture that will help us get the best possible outcomes – listening to families, documenting the needs and capacities of the communities we serve, giving voice to the voiceless, and illuminating the strengths and wisdom that inform good practice. The plenary will include a question and answer session.

Speaker: *Sara Lawrence-Lightfoot*

Location: Grande Ballroom



3:00 - 3:15 PM



3:15 - 4:15 PM

Break**211. You Designed a Terrific QRIS! Now Let's Address that Capacity Issue**

Across the nation we are hearing of troubling trends that are effecting our child care systems capacity. Child care centers can't find qualified staff to keep all of their classrooms open and large numbers of quality family child care homes are closing. This is leaving large gaps in care. Are you experiencing this in your community? Join us to discuss these critical issue with your peers.

Presenters: *Mindy Bennett and Liz Pettit, Child Care Aware of America; Crystal Givens, Early Learning Indiana*

Community-Based Approaches; Cross-SECTOR Systems Building

Location: Conference 1

231. Addressing Chronic Early Absence: A Critical Component of Realizing the Benefit of Quality Programs

Good attendance is critical to realizing the benefit of a high-quality program. Unfortunately, the focus on average attendance has caused programs to overlook high levels of chronic absence (missing 10% or more of preschool). This session will highlight how to use data to monitor chronic absence and partner with families to address attendance barriers and cultivate a habit of good attendance. Implications for quality improvement efforts will be discussed.

Presenters: *Hedy Chang, Attendance Works; Gayle Kelly, Minnesota Head Start Association Data; Continuous Quality Improvement and Technical Assistance*

Location: Marina 5

232. Miami-Dade Quality Counts Workforce: Education, Teacher-Child Interactions, and Earning Potential of a Bilingual Workforce

This session describes the workforce and the impacts of the quality improvement system in Miami-Dade County. The presentation summarizes a uniquely diverse, predominantly bilingual workforce and describes how education, professional development, and wage supplements impact educator compensation and teacher-child interactions. This session also highlights how workforce study findings inform policy and practice within the early learning and higher education systems.

This session made possible through the generous support of WELS Foundation.

Presenters: *Melissa Clements, Children's Forum; Zafreen Jaffery and Rachel Spector, The Children's Trust*

Workforce/Professional Development/Training; Evaluation and Research

Location: Seabreeze

246. Coaching for Credential, Credit, and Quality

How is coaching being used in a systemic way to improve the quality of the workforce? How can we capture what happens in coaching to be able to confer credentials and ratings? Is there a way coaching can be implemented with enough fidelity and rigor of content to be able to count toward credit? Bring your thinking on this topic to help address these emergent questions from the field.

Presenters: *Leslie Janes and Randi Shapiro, EarlyEdU*

Workforce/Professional Development/Training; Continuous Quality Improvement and Technical Assistance

Location: Harbor Island 3

250. Messaging and Advocacy: What Works in a Conservative Environment

Improving early care and education quality in conservative environments requires special considerations for conservative values ranging from parent choice to local control to keeping young children at home. “Conservative” can mean many things these days, and messaging is essential to making meaningful change. This interactive discussion will be facilitated by experts and advocates from Texas and other conservative states.

Presenters: *Kristin Bernhard, Georgia Department of Early Care and Learning; Shay Everitt, CHILDREN AT RISK; Katharine B. Stevens, AEI; Sandy Won, GMMB Stakeholder Engagement and Communications; Policy and Advocacy; Infants and Toddlers*

Location: Harbor Island 1

268. New Generation: Expanded Critical Competencies for Infant-Toddler Educators

Infant-toddler educators have the lowest levels of education and compensation in the early childhood workforce. Join this discussion and explore how we are addressing these professional inequalities. Provide input on ZERO TO THREE’s forthcoming Expanded Critical Competencies for Infant-Toddler Educators and how this workforce development strategic investment supports high-quality educator-child interactions that promote development and learning for all babies and toddlers, including those who are multi-language learners or from high-needs populations. Discuss your state’s successes and gaps in helping educators build and sustain these crucial competencies.

Presenters: *Kristen Greene and Sarah LeMoine, ZERO TO THREE Infants and Toddlers; Workforce/Professional Development/Training*

Location: Conference 4

269. Diversity in the Workforce: What Does Progress Look Like On the Ground?

The children in today’s early childhood programs come from an array of demographic and linguistic backgrounds. How should today’s teachers and caregivers be trained to ensure they are supporting these children? Some answers are emerging from three communities in California where early childhood leaders are making big investments to support adults in the community who work with young children.

Presenters: *Anna Aranbula, Fresno Unified School District; Lisa Guernsey and Sarah Jackson, New America; Angela Louie Howard, Lotus Bloom Family Resource Center Equity and Diversity of Race, Culture, Language, and Ability; Community-Based Approaches*

Location: Nautilus 1

271. School Readiness: Are We Defining It Appropriately and Measuring What We Intended?

How does your state define and assess school readiness? Are cross-sector elements of quality included (e.g., child wellness, access to health care)? Are the diverse communities and populations you serve reflected in your state’s definition and assessment of school readiness? Does the definition of school readiness limit your state’s QRIS standards, quality indicators, and program participation? Join us for a lively discussion as we try to answer these questions.

This session made possible through the generous support of Connect for Learning (C4L).

Presenters: *Ariel Ford, City of Chattanooga Office of Early Learning; Alan Guttman, Johns Hopkins University; Rebecca Kirkpatrick, MAAC Head Start*

Cross-SYSTEM Systems-Building; Equity and Diversity of Race, Culture, Language, and Ability

Location: Nautilus 2

277. Why are Asians, Asian Americans, and Pacific Islanders Missing in the Conversation about Racial Justice and Equity in the Early Childhood Field?

Asian Americans are often left out of conversations when issues of equity arise. This discussion will debate ways to engage Asian, Asian-American, and Pacific Islander families to have a voice in early childhood programs. We will discuss ways that “insignificant” numbers of Asian children and families need a system that is highly inclusive, promotes equity, and includes the needs of all young children and families.

Presenters: *Marsha Shigeyo Hawley, Ounce of Prevention Fund; Nucha Isarowong, Erikson Institute; Cindy La, Asian Human Services, Inc.; Choua Vue, Illinois Action for Children; Julia Zhu, Governor’s Office of Early Childhood Development Equity and Diversity of Race, Culture, Language, and Ability; Community-Based Approaches*

Location: Marina 3



286. Engaging Michigan's License-Exempt Providers and the Families for whom They Provide Care

Michigan is piloting a project called "Care Giving Conversations," particularly focused on Michigan's license-exempt providers (Family, Friend, and Neighbor Care). These cafés, designed for providers and the families for whom they provide care, teach about Strengthening Families Protective Factors and, ultimately, skills to work together for the benefit of the child. In this session, Michigan will share the experiences and techniques used in these cafés.

Presenters: *Desiree Hughes, Michigan Department of Education Office of Great Start; Holly Wingard, Early Childhood Investment Corporation*

Family Engagement/Family Voice; Community-Based Approaches

Location: Marina 2

313. Intention to Impact: Unpacking the Effects of QRIS

Is your QRIS doing what it was designed to do? Is your system addressing or perpetuating structural inequities? Has your system created barriers for programs using culturally and developmentally appropriate practices? Are we measuring what we treasure, or measuring what is quantifiable? Have political limitations impacted your ability to serve diverse populations? We invite QRIS systems leaders to join us for an introspective conversation and tackle difficult questions together.

Presenters: *Marica Cox Mitchell, National Association for the Education of Young Children; Robyn Lopez Melton, Western Oregon University; Krista Murphy, Orange County Department of Education; Diana Schaak, University of Colorado Denver*

Equity and Diversity of Race, Culture, Language, and Ability; QRIS 101 and Revisioning

Location: Nautilus 3

342. Seven Standards of Excellence for Engaging Parents and Families

Want a bull's-eye for your program in family and community engagement? This interactive session brings lessons learned from the Illinois QRIS Awards of Excellence in Family and Community Engagement. Learn the seven standards for excellence for family and community engagement that bear the hallmarks of a winning early learning program. Activities are designed to help participants dive into new ideas together.

Presenters: *Jill Bradley and Aminah Wyatt, Illinois Action for Children; Bryan Stokes, Illinois Action for Children*
Equity and Diversity of Race, Culture, Language, and Ability; Family Engagement/Family Voice

Location: Nautilus 4

349. New Jersey's 360-Degree Training Evaluation System

Join us in exploring the robust training evaluation system implemented through New Jersey's QRIS program. Examine the research-based satisfaction survey, post-training follow-up survey, and instructor feedback report. The training team will share how these tools measure and improve training experiences. Explore the approach to strengthening the quality of early learning by understanding how training knowledge is applied. This session will also look at how data can inform overall QRIS systems.

Presenters: *Theresa McCutcheon and Nutan Rubinson, Rutgers University*

Workforce/Professional Development/Training; Evaluation and Research

Location: Marina 1

370. Whole Leadership: A Cross-Sector Framework for Leading Early Care and Education Programs

What does every program leader need to know and be able to do? This session will explore the cross-sector leadership competencies needed to administer an effective early care and education program resulting in positive outcomes for children and families. A "whole leadership" framework will be shared that is relevant across sectors and settings and is inclusive of various administrative structures (e.g., multi-site agencies, Head Start/Early Head Start/child care partnerships, shared services).

This session made possible through the generous support of the McCormick Center for Early Childhood Leadership.

Presenters: *Teri Talan, McCormick Center for Early Childhood Leadership*

Leadership Development; Workforce/Professional Development/Training

Location: Nautilus 5

385. Coaching Teachers Struggling with Challenging Behaviors

In this session, we will provide coaches and leaders the opportunity to discuss coaching and supporting teachers of children with challenging behaviors. Participants will be encouraged to share challenges, then hold a discussion focused on strength-based solutions. Depending on the size of the group, discussion protocols may be introduced if the group so desires.

Presenters: *Betsy Fox and Melissa Luc, New Teacher Center*
Workforce/Professional Development/Training; Continuous Quality Improvement and Technical Assistance

Location: Marina 4

388. Moving Forward: Using Guiding Principles as a Strategy to Engage Our Workforce

The imperative to discover evidence-based solutions and approaches for early childhood systems is strong. Join us to explore how four Guiding Principles can be used as strategies to create highly inclusive cross-sector systems change and focus on respect for the workforce using an equity lens while building on strengths and emphasizing competencies. The discussion leaders will support thinking about and weaving these principles into local, regional, and state innovations.

Presenters: *Valora Washington, Council for Professional Recognition*

QRIS 101 and Revisioning; Workforce/Professional Development/Training

Location: Marina 6

390. Proactive System Strategies to Support High-Quality and Responsive Inclusion of All Children

Come discuss challenges and strategies for ensuring high-quality inclusive programs. We will explore key infrastructure components and supports needed by early care and education programs to effectively interact with families and provide individually appropriate services for children with diverse needs. Infrastructure components influencing program practices - such as personnel development, monitoring and accountability, cross-sector collaboration, quality standards and governance - will be highlighted along with topics raised by participants.

Presenters: *Ann Kremer, Early CHOICES; Jen Neitzel, Frank Porter Graham Child Development Institute; Kathy Whaley, Early Childhood Technical Assistance Center*

Inclusion; Cross-SECTOR Systems Building

Location: Spinnaker

393. Moving to Equitable Distribution of Limited State Resources in QRIS

Join this session with QRIS and Workforce administrators from Wisconsin, Oregon, and Massachusetts to discuss successes, challenges, and strategies used to prioritize limited resources to populations furthest from opportunity in their states.

Presenters: *Dana Bleakney-Huebsch, Western Oregon University; Erin Gernetzke, Wisconsin Department of Children and Families; Ola Friday and Amy Whitehead-Pleaux, Massachusetts Department of Early Education and Care; Nicole Lopez, Wisconsin Registry*

Equity and Diversity of Race, Culture, Language, and Ability; QRIS 101 and Revisioning

Location: Conference 3

436. Successful State Advocacy to Strengthen ECE Systems

Advocacy is an essential activity to get the services and systems we need for our communities, families, and children. Join us to get inspired and learn practical advocacy strategies to advance policies that improve access to high-quality child care and early learning programs. We'll discuss a successful and extraordinary effort to meaningfully engage parents as advocates for quality during Washington's state licensing revision process. We'll also discuss ongoing efforts in Rhode Island to meld the interests of state agency staff, advocates, and other early childhood stakeholders to improve the effectiveness of the BrightStars Quality Rating and Improvement System through both administrative and legislative advocacy and action.

Presenters: *LeAnne Barrett, Rhode Island Kids Count; Aliza Yair, Washington State Department of Early Learning Policy and Advocacy; Cross-SYSTEM Systems-Building*

Location: Harbor Island 2

438. Research-based Approach to Redesigning QRIS

Making decisions about when and how to embark on a QRIS redesign can be challenging. It is important to consider the goals of a redesign and a review of available data. The session will highlight a partnership between Arizona's First Things First and Child Trends to develop a data-based approach to redesign using a field test and data analysis from a validation study. Participants will be encouraged to ask questions and share their own experiences with effective approaches to QRIS redesign.

Presenters: *Dale Epstein and Danielle Hegseth, Child Trends; Roopa Iyer, Arizona First Things First; Char Goodreau, National Center on Early Childhood Quality Assurance*

Evaluation and Research; QRIS 101 and Revisioning

Location: Conference 2





3:15 - 5:00 PM

Poster Sessions – Stop by and visit our Sponsors' Exhibition in the Pavilion during this time as well!

701. Examining Systems-Level Impact Through the Lens of the Equity in Early Learning Initiative

Learn how state leaders can help early childhood systems and programs develop equity-focused best practices in leadership, teaching and learning, and family engagement. Participants will explore how leaders and educators in DC, Maryland, and Northern Virginia are using the Equity in Early Learning Initiative framework to strengthen systems and programs.

Presenters: *Janell Chery and Lindsey Allard Agnamba, School Readiness Consulting*
Equity and Diversity of Race, Culture, Language, and Ability; Family Engagement/Family Voice

Location: Pavilion Poster Session #1

702. Small State - Big Ideas: Transforming the Louisiana Birth-to-Five Care and Education System for At-Risk Children

In a five-year period, Louisiana has designed, piloted, and scaled a statewide system of early childhood community networks comprised of all publicly funded providers. A unified QRIS that is required for all publicly funded sites including public and non-public pre-K, Head Start, and child care has also been implemented. This session will demonstrate the timeline, major components, and activities for this unique undertaking that is transforming the state's birth-to-five care and education system for at-risk children.

Presenters: *Kaye Eichler and Nasha Patel, Louisiana Department of Education*
Cross-SECTOR Systems Building; Community-Based Approaches; QRIS 101 and Revisioning

Location: Pavilion Poster Session #2

703. Competency-Based Micro-Credentials: Do What You Do, Show What You Know

Early care and education providers need low-cost, highly engaging and effective job-embedded professional learning options. The Transformational Learning for Child Care (TLC) program links early care and education providers to a network of research-based learning resources where they discover, develop, and demonstrate key early care and education competencies. TLC participants receive individualized feedback, QRIS recognition, Continuing Education Units (CEUs) and earn competency-based micro-credentials that distinguish them as having achieved expert-level knowledge and skills in key areas of early care and education practice.

Presenters: *Christine Alexander and Nicholas Gillon, Johns Hopkins University*
Cross-SECTOR Systems Building

Location: Pavilion Poster Session #3

704. Increasing Awareness of the Legal and Moral Imperative to Promote Inclusion in South Carolina's Early Care and Education System

The Americans with Disabilities Act (ADA) protects the civil rights of people with disabilities to access public accommodations. Child care programs constitute public accommodations under this act. The presenter will share an innovative professional development approach to increasing awareness about the ADA for families, child care monitors, professional development providers, and child care providers.

Presenters: *Heather Googe, University of South Carolina*
Inclusion; Workforce/Professional Development/Training

Location: Pavilion Poster Session #4

705. Neighborhood Partnership Project: Engaging Libraries and Parks and Recreation in Neighborhood-Based Early Childhood Programming

First 5 Alameda County will share lessons learned from a 7.5 year partnership with 12 library and parks-and-recreation institutions to develop, deliver, and sustain family-centered early childhood kindergarten readiness programming in underserved neighborhoods with families who have young children not in licensed child care or preschool. Learn about the new role of these institutions in QRIS.

Presenters: *Margaret Jerene, First 5 Alameda County; Kelly Keefer, San Leandro Public Library*

Community-Based Approaches; QRIS 101 and Revisioning

Location: Pavilion Poster Session #5

706. Using Stakeholder Engagement to Improve the Cultural Responsiveness of Parent Aware, Minnesota's Quality Rating and Improvement System

This poster session will describe the unique approach to stakeholder engagement used by Minnesota's QRIS, Parent Aware, to make policy updates to address the needs of children of color and American Indian children. The poster will describe the approach used, highlight the aspects of the approach that were effective, and share the changes that were made as a result.

Presenters: *Michelle Lenhart, Minnesota Department of Human Services*

Stakeholder Engagement and Communications; Equity and Diversity of Race, Culture, Language, and Ability

Location: Pavilion Poster Session #6

707. Specialized Early Care Provider Consultation Services: Supporting the Whole Child in Michigan

Michigan is piloting a project to support early childhood providers who participate in the state's QRIS with social-emotional, physical-health, and family-engagement consultation services. Home-based providers are the primary target for these services, though licensed group homes and centers are eligible. In this poster session, learn about the overall philosophy, model, initial evaluation information, and successes and challenges after the project's first year of implementation.

Presenters: *Desiree Hughes, Michigan Department of Education; Kristin Nelson-Garcia, Michigan Public Health Institute; Meghan Schmelzer, Michigan Department of Health and Human Services*

Cross-SYSTEM Systems-Building; Community-Based Approaches

Location: Pavilion Poster Session #7

708. R-HOPE for Children and Families

This poster will describe the Responsive Healthy Outcomes Promotion and Engagement (R-HOPE) model developed by the Johns Hopkins Center for Technology in Education to connect families and professionals from parental and pediatric medical care, child care and education, and social services through a shared data and communication app and cross-systems training process.

Presenters: *Cecilia Leger, Tonya Satchell and Chris Swanson, Johns Hopkins University*

Cross-SYSTEM Systems-Building; Family Engagement/Family Voice

Location: Pavilion Poster Session #8

710. Quality in Home-Based Child Care

As states consider strategies for engaging home-based child care providers in QRIS, questions arise about how quality is defined and measured in home-based settings. A growing body of research suggests that home-based child care has distinctive characteristics that may not be captured by existing models or quality-rating standards. What opportunities exist to expand and improve our current conceptualizations of quality in family child care? To address this question, a small group of researchers specializing in home-based care convened with the support of the Office of Planning, Research & Evaluation (OPRE). The model they developed will be the focus of this interactive session. Presenters will engage participants in a discussion about the components of the model, implications for measuring quality in home-based care and opportunities to identify professional development aligned with the constructs in the model.

Presenters: *Juliet Bromer, Erikson Institute; Amy Blasberg, Child Trends*

Location: Pavilion Poster Session #10



4:30 - 5:30 PM.....State Team Time

State Teams will also be meeting from 4:30-5:30 pm today. Please look on the meeting app and the bulletin board in the registration area to confirm if your state team is meeting and the location of that meeting.



Wednesday, July 18th



7:00 – 8:30 AM

Continental Breakfast

This breakfast made possible through the generous support of Teachstone.

Location: Pavilion



8:30 – 10:00 AM

Breakout Sessions and Consultation Sessions

107. From Pilots to State System Change: Lessons from California

Each year, millions of dollars of unearned child care funding are returned by counties to the state. County Child Care Pilot Programs have worked to address local barriers with the goal of retaining child care dollars in their county and serving more families. So, what have we learned from the pilots? What is working and what policy changes can help serve more families across the state? After 2017, California jumped from four to thirteen counties with the county pilot authorization. This panel will be a discussion on how California can think beyond the individualized county pilot program, and what we can learn from the existing pilot programs to inform statewide solutions for the child care field.

This session made possible through the generous support of First 5 San Diego.

Presenters: *Nirmala Dillman, San Mateo County; Ruth Fernandez, First 5 Contra Costa; Margot Grant Gould, First 5 Association; Sarah Neville-Morgan, California Department of Education, Early Education and Support Division*

Location: Harbor Island 1

234. Elevating Pre-K Teaching: Five Innovative Models for Professional Learning

How often does professional development fail to meet the specific needs of pre-K teachers? New America identified promising local professional learning programs for pre-K teachers across five states. These programs address the needs of the whole child and strengthen educators' ability to work with culturally and linguistically diverse children across settings. Join us for a policy- and research-based discussion as we explore innovations and challenges in professional learning.

Presenters: *Shayna Cook and Abbie Lieberman, New America; Chris Sciarrino, Early Learning Lab*

Workforce/Professional Development/Training; Policy and Advocacy

Location: Harbor Island 3

249. Using Advocacy to Increase the Supply of and Demand for Quality Child Care

Quality child care - through QRIS or otherwise - doesn't exist in a vacuum. Ideally, it would have drivers to increase both the supply of and demand for quality care. Private, public, and nonprofit organizations can influence the supply/demand for quality care overall or among specific populations. We will share initiatives that drive supply/demand, how they work together, and how you can advocate to drive systems change.

Presenters: *Shana Bartley, DC Action for Children; Kenley Branscome, ICF; Shay Everitt, CHILDREN AT RISK; Christine Johnson-Staub, Center for Law and Social Policy; Rasheed Malik, Center for American Progress*

Policy and Advocacy; QRIS 101 and Revisioning

Location: Conference 1

272. The Early Care and Education Business**Collaboratory: How Twelve States Addressed the Business Needs of Child Care through Systems Change**

Does your state have a plan for using business approaches to increase access to child care? Is your state experiencing a trend of providers closing their businesses? In this session, you'll hear the results of 12 states that developed system solutions to support high-quality programs. We'll share the results of the Business Collaboratory and highlight states' innovative system approaches to support early care and education businesses.

Presenters: *Kristin Bernhard, Georgia Department of Early Care and Learning; Heidi Hagel Braid, First Children's Finance; Nicole Rose, Washington Department of Early Learning; Cindi Yang, Minnesota Department of Health and Human Services Financing; Cross-SYSTEM Systems-Building*

Location: Marina 4

274. Why QRIS leaders Need to Learn about and Work with State Boards of Education

There are always disconnections between state education policies and QRIS requirements due to the fragmented early childhood system. The National Association of State Boards of Education has been working with a cohort of four states to engage state board-of-education leaders in cross-sector efforts to strengthen the birth-to-eight teacher workforce and early education continuum. This session will provide basic knowledge on state education policymaking and how state board-of-education policies affect the QRIS system. Learn successful strategies from other states!

Presenters: *Sherry Cleary, New York Early Childhood Professional Development Institute; Winona Hao, National Association of State Boards of Education; Alison Lutton, Consultant*
Policy and Advocacy; Workforce/Professional Development/Training

Location: Marina 5

280. Making Meaning of High-Quality Early Learning with the Environment Rating Scales

Imagine QRIS as an avenue to foster opportunities for inquiry and investigation about best practices in early learning. Imagine those working with children feeling safe, comfortable, and eager to share insights, struggles, and goals about learning environments. As teachers and program leaders learn and grow, they become genuine agents of change. Together we will analyze and reflect on strategies to empower early childhood educators to understand what constitutes high-quality early learning.

Presenters: *Ann Hentschel, Branagh Group; Jenny Metcalf, Illinois Board of Education; Jill Kortright, PA Key; Nicole*

Johnson and Jennifer Sanders, Green Bay Early Childhood Center School District 187

Continuous Quality Improvement and Technical Assistance; Workforce/Professional Development/Training

Location: Nautilus 3

306. The Power of Peer Learning and Support in Building and Sustaining QRIS Systems

Communities of Practice (CoPs) are an important tool for Continuous Quality Improvement and sustainability of QRIS in Georgia and California. Georgia's Peer Support Network (PSN) engages community in the challenge of sustaining program quality, offering child care providers in QRIS an arena to share ideas, successes, and lessons learned. California's state, regional, and local leader CoPs help those in systems work strengthen partnerships, address challenges of practice, and cultivate collaborative working relationships as the state moves from a locally driven QRIS to one with a more sustainable statewide infrastructure. Session participants will examine GAs PSN evaluation data using CoP protocols, and apply lessons learned from both states to local contexts in thinking about how CoPs can strengthen and sustain participants' QRIS efforts.

Presenters: *Rachael Lee and Ani Whitmore, Bright from the Start, Georgia Department of Early Care and Learning; Debra Silverman, First 5 California*

Continuous Quality Improvement and Technical Assistance; Community-Based Approaches

Location: Nautilus 4

308. Building Healthy Professional Development Plans that Include Webinars and Asynchronous Online Learning

As a decision maker responsible for professional development, you think like a workforce nutritionist. You weigh cost, time, system-wide needs, and access and portion out "healthy professional development diets." This session will explore intentional professional development planning and how to incorporate e-learning and webinars into the overall mix. We will explore challenges and opportunities in online learning using data and observations so you can make informed decisions about e-learning.

Presenters: *Kara Lehnhardt, North Carolina Partnership for Children; TBD, Washington, DC Office of the State Superintendent of Education*

Workforce/Professional Development/Training; Continuous Quality Improvement and Technical Assistance

Location: Nautilus 1



346. Building the Pipeline of Early Childhood Advocates

The University of Maryland College Park has launched a multi-faceted program that focuses on a goal of increasing the cadre of people who are able to advocate for low-income, children, youth, and families whether they work directly with or in systems that support children and families, or as college students. The initiative is also focusing on increasing the racial and ethnic diversity of those who are engaged in policy advocacy. Explore in this session how to advance similar efforts in your own state or community with higher education partners and consider together what resources are needed for more advocacy teaching.

Presenters: *Adele Robinson, University of Maryland*
Leadership Development; Policy and Advocacy

Location: Nautilus 2

368. Quality is the Common Language: How China and the United States Approach Systemic Early Learning Quality Improvement

Leaders and experts from China and the U.S. will share their respective efforts to improve early childhood services in their countries, while also describing the commonalities between both systems, and identifying points of collaboration and application from one another's approaches that ensure all children, regardless of geography, have access to high-quality early learning that is culturally responsive and promotes strong developmental outcomes.

Presenters: *Liu Qian, Deputy Minister of Early Education, China; Chris Swanson, Johns Hopkins University; Zhiwen Tan, California Alternative Processing Payment Administration Advisory Board*
Policy and Advocacy; Cross-SYSTEM Systems-Building

Location: Marina 1

382. Making a Seismic Shift in the Leadership Development Landscape

Three states have developed innovative early childhood leadership development academies through intensive, cross-sector cohort models. Academies include a multi-faceted approach which include

face-to-face training over several months, mentor support, self-assessment with research based tools, and opportunities for application and reflection on lessons learned. Research indicates such models strongly impact program quality and career decisions. Interactive discussion will occur through questions/answers and dialogue on ensuring equity in leadership within programs.

Presenters: *Cara McKeown, Smart Start of Forsyth County, Inc.; Laura Newman, The Georgia Alliance for Quality Child Care; and Barbara Volpe, McCormick Center for Early Childhood Leadership*

Leadership Development; Workforce/
Professional Development/Training

Location: Spinnaker

395. Enhancing and Sustaining High-Quality Early Childhood Education Through Facility Improvements

Learn how the District of Columbia and other jurisdictions across the U.S. are building quality early learning programs by effectively addressing a critical component — facility improvement. Join our panel as we discuss the robust data that informed our approach and how we provide training and technical assistance, loans, and grants to best serve children, families, and communities.

This session made possible through the generous support of Community Playthings.

Presenters: *Terra Bonds Clark, Bainum Family Foundation; Bevin Parker-Cerkez, Reinvestment Fund; Natalie Renew, Public Health Management Corporation*

Financing; Continuous Quality Improvement and
Technical Assistance

Location: Marina 2

404. Looking at Access from Multiple Perspectives

Access to early care and education is a multi-dimensional construct that means more than just the availability and affordability of programs. From a family's perspective, access also needs to address whether options meet parents' needs, support children's development, and can be located without undue burden. State examples will be shared to highlight how access can be monitored and evaluated with multiple indicators and by creating different profiles. Participants will share ideas and examples for how to analyze access in a feasible and reliable way.

Presenters: *Jennifer Barshack and Nara Topp, Minnesota Department of Human Services; Carlise King, Child Trends; Bentley Ponder, Georgia Department of Early Care and Learning*
Evaluation and Research

Location: Conference 4

414. Money: How to Get It and How to Spend It!

Securing additional investments for your early childhood system and being ready to maximize QRIS participation is essential work. You have compelling data on the cost of providing quality child care. But what now? How do you use your data to communicate the need for increased investment? And if you've secured funding, how do you ensure it's targeted for the biggest impact? We'll hear how two Workforce Boards in Texas communicated the cost of providing quality care succinctly and meaningfully. And we'll hear about the marketing strategies Maryland used to increase provider participation in its QRIS. An interactive activity will facilitate a deeper understanding of the power of messaging.

This session made possible through the generous support of VIVA Strategy.

Presenters: *Nicole Allen, Workforce Solutions for Tarrant County; Nina Johnson, National Center on Early Childhood Quality Assurance; Rhonda Rakow, ChildCare Group; Brian Siatkowski, Johns Hopkins University, Maryland; Simon Workman, Center for American Progress*

Stakeholder Engagement and Communications; Family Engagement/Family Voice; Policy and Advocacy

Location: Conference 2

420. The Elementary and Secondary Schools Act (ESSA) and Early Learning: Plans and Opportunities for Implementation

This session will share what we are learning about how states and local communities are ensuring early learning is a priority in the implementation of the Every Student Succeeds Act (ESSA). The session will also discuss tools and resources that you can use to bring early learning to the forefront of accountability, school improvement, transition to kindergarten, supporting educators, and serving children experiencing homelessness and other issues.

Presenters: *Lori Connors-Tadros, Center on Enhancing Early Learning Outcomes; Nasha Patel, Louisiana Department of Education*

Policy and Advocacy

Location: Marina 3

422. Reaching Infants and Toddlers: Exploring Strategies to Increase the Quality of Family Child Care

Infants and toddlers are frequently cared for in family child care (FCC) settings. Given that FCC providers have a range of capacity, experience, and service quality, systems focused on increasing the quality of infant-toddler care must include robust and targeted strategies for FCC. This session explores multiple strategies linked to QRIS and directly impacting FCC participation

in QRIS, being used with diverse populations of providers and families across urban, rural, and suburban settings.

Presenters: *Nancy Huerta, Wu Yee Children's Services; Amy Whitehead-Pleaux, Massachusetts Department of Early Education and Care; Pamela Williams, Parent-Child Home Program*

This session made possible through the generous support of the JB & MK Pritzker Family Foundation Children's Initiative.

Infants and Toddlers

Location: Seabreeze

437. Using Local Hub Approaches to Build the Quality of Early Learning Statewide through QRIS

Hear from state and community leaders in North Carolina and Arizona on the approaches they have used to significantly improve the quality of early learning on a statewide basis through partnerships at the local level.

Presenters: *Karen Ponder, BUILD Initiative; Carolina Rodier, Buncombe County Partnership for Children; Danielle Johnson and Leslie Totten, Arizona First Things First; Donna White, North Carolina Partnership for Children*

Community-Based Approaches; Continuous Quality Improvement and Technical Assistance

Location: Nautilus 5

441. Bridging the Gap, Birth Through Age Eight: Percolating Up Early Learning Strategies

Looking for dynamic ways to supercharge learning? Frequently, K-12 standards, structures, and academics are pushed down into the preschool years. Think about the opposite model, percolating up ECE philosophies, structures, and methodologies. Join us for a lively discussion on:

- Aspects of ECE to percolate up: play-based learning, teacher-child interactions, planning for transitions, and family-focus.
- Why these models are successful.
- How ECE strategies can be implemented at the K-3 level with teachers and administrators.
- Why these changes will make a difference.
- Bridging the gap with funding, e.g., ESSA.

Presenters: *Francine Oliver and Amy Stephens Cubbage, Teachstone*

Continuous Quality Improvement and Technical Assistance

Location: Marina 6

5-STAR
SPONSOR
SESSION

443. What's the big vision for federal child care policy? Perspectives on the Child Care for Working Families Act

The last year has seen big changes in federal child care policy. In September 2017, Senator Patty Murray (D-WA) and Representative Bobby Scott (D-VA) introduced the Child Care for Working Families Act, the most expansive child care plan introduced in Congress in decades. If enacted, it would guarantee child care assistance to all low-income and middle-class families and limit family co-payments to seven percent of household income. The bill would make important quality improvements, using QRIS to help providers ensure that they are compensated at levels that reflect the cost of quality child care, and embedding self-sufficiency wages for early educators in quality standards. Come learn more about this legislation and the \$6 billion down payment that Congress made earlier this year to support expanded child care assistance in states. Participants will hear multiple perspectives on this child care vision from a policy expert, an early educator, and parents. This interactive session will include time for audience feedback and questions—and an opportunity to imagine the possibilities as you think about your big vision for child care!

This session made possible through the generous support of Kaplan Early Learning.

Presenters: *Jaya Chatterjee, SEIU; Katie Hamm, Center for American Progress; Lauren Hipp, Moms Rising; Susan Perry-Manning, North Carolina Department of Health and Human Services*

Policy and Advocacy

Location: Harbor Island 2

811. Consultation with EarlyEdU Alliance (Advance sign-up required.)

Learn more about the EarlyEdU Alliance and discuss how it can help you in transforming your workforce. We will review the free competency-based resources available to you and answer any questions about how your state can partner with us in this important work.

Presenters: *Katie Emerson-Hoss, EarlyEdU Alliance Workforce/Professional Development/Training; Continuous Quality Improvement and Technical Assistance*

Location: Pavilion Table 1

812. Consultation with Camille Catlett, Frank Porter Graham Child Development Institute

Looking for free, evidence-based and high-quality resources to support your professional development efforts? Don't pay to create what may already be available. Instead, join Camille Catlett to discuss where to find and how to use evidence-based practices (and free resources) that support culturally, linguistically, and individually diverse children and their families.

Presenters: *Camille Catlett, Frank Porter Graham Child Development Institute*

Inclusion

Location: Pavilion Table 2

813. Consultation with Carey McCann on State Policy Strategies related to Expulsion and Suspension (Advance sign-up required.)

Learn the latest on state policy efforts to reduce expulsion and suspension, how states are building multifaceted approaches, and the potential role of QRIS.

Presenters: *Carey McCann, BUILD Initiative Expulsion & Suspension*

Location: Pavilion Table 3

814. Consultation with Amy Hunter on Infant Early Childhood Mental Health Consultation (Advance sign-up required.)

Discuss with Amy Hunter and Shana Bellow effective strategies for designing mental health consultation services and resources for developing or sustaining an effective mental health consultation system.

Presenters: *Shana Bellow and Amy Hunter, Georgetown Center for Child and Human Development Cross-SYSTEM Systems-Building; Community-Based Approaches*

Location: Pavilion Table 4

815. Consultation with Maggie McGlynn on Meeting Facilitation (Advance sign-up required.)

Meetings...can't live with them, can't live without them. Need a breakthrough in the way you prepare for, lead or interact in a meeting? Could you benefit from a reframe so you can tap back into positive energy for your next gathering? Get ready for a little meeting magic!

Presenters: *Maggie McGlynn, McGlynn Leadership Leadership Development*

Location: Pavilion Table 5

816. Consultation with Anne Mitchell, Early Childhood Financing (Advance sign-up required.)

Anne Mitchell, a long-time expert on early childhood financing, is available to consult with you on such topics as "Cost of Quality" studies, state/local finance strategies, revenue generation focused on compensation, or any other financing topic you may be interested in discussing with her.

Presenters: *Anne Mitchell, Alliance for Early Childhood Finance Financing*

Location: Pavilion Table 6



10:00 – 10:30 AM Break



**10:30 AM – 12:00 PM
Featured Plenary Sessions**

001. Babies and Toddlers: The Science of the First 1,000 Days and How to Tell the Story for Impact

Every family knows that babies are amazing. In the blink of an eye, they learn to mimic a facial expression or voice a new sound. While we have all reveled in the magical way that babies learn, we have a lot more work to do to translate that knowledge into practice and policies that support infants and toddlers and their families. Research in the last two decades has underscored the importance of the first years of children's lives in setting the foundation for life and education success. Ellen Galinsky, chief science officer at the Bezos Family Foundation and executive director of Mind in the Making, will provide the science of a strong start, which propels our urgency for improving policies and practices that promote healthy development and learning. Sandy Won, Senior Vice President at GMMB, which specializes in cause-related communications, will share insights from opinion research with voters and policymakers on how best to communicate about the importance of policies and investments for young children and their families.

This session made possible through the generous support of the JB & MK Pritzker Family Foundation Children's Initiative and the Bezos Family Foundation.

Presenters: *Ellen Galinsky, Bezos Family Foundation; Sandy Won, GMMB*

Location: Grande Ballroom

002. Why are All the White People Sitting at the Policy Tables? – A Discussion About Developing Racially/Ethnically Diverse Leadership in Early Childhood Systems

As a follow-up to the opening plenary session, join the panelists in a discussion about this critical topic. What do you think? How do we support, strengthen and grow leadership of color in early childhood systems to better serve children, families, and communities? Dig deeper into the topics shared in Monday's session and share your thoughts and experiences about the leadership challenges you face in your work.

Presenters: *Lea J.E. Austin, Center for the Study of Child Care Employment UC -Berkeley; Cemeré James, National Black Child Development Institute; Maki Park, Migration and Policy Institute; Aisha Ray, BUILD Initiative*

Location: Harbor Island 2

003. Building Strong Family Engagement: Voices from Families and Program Leadership

Research, best practice, and child and family outcomes all reinforce the important role that family engagement can play in the development and implementation of early childhood programs. Not all family engagement strategies are created equal nor will they all have the same positive effects. When programs partner with parents and families using authentic strategies and when the teachers and leaders reaching out to families are representative of the children and families they serve, significant impact is realized. The panelists will share engagement strategies that have the potential to change and strengthen both programs and parents, support families in getting what they need from the program, and develop their capacity as advocates for their child and family.

Presenters: *Fernando Castel, Pathways for Parents; September Hill, Crystal Stairs; Andrew Krugly, Chicago Commons; Yenni Rivera, Community Voices Parent Advocate*

Location: Harbor Island 3

004. Local Leadership to Advance the Early Childhood Workforce

Increasingly, city leaders across the country are championing the importance of consistent, high-quality early care and education and are advancing efforts to improve outcomes for young children. These leaders recognize that early childhood workforce training and supports are key: they influence not only quality of early care and early education outcomes, but the ability of communities to thrive. Learn about promising initiatives around the country in which local leaders are elevating the profile of the early childhood workforce and initiating programs and policies to invest in the wages, pathways, and professional development of the early childhood workforce. Participants in this session will have an opportunity to explore effective next action steps to partnering with their local leaders to advance early childhood outcomes.

Presenters: *Alana Eichner, National League of Cities; Erica Johnson, Seattle Department of Education and Early Learning; Jovanna Rohs, Mid-America Regional Council (MARC); Ashley Williams, San Francisco Office of Early Learning*

Location: Harbor Island 1

Monday, July 16th at 1:00 PM: *Why Are All the White People Sitting At the Policy Tables? – Developing Racially/Ethically Diverse Leadership in Early Childhood Systems*

Wednesday, July 18th at 10:30AM: *002. Why Are All the White People Sitting At the Policy Tables? – A Companion Discussion Session*



Lea J.E. Austin, Ed.D., is Co-Director of the Center for the Study of Child Care Employment at UC Berkeley. She has 15 years of experience in the early childhood field, including extensive experience in the areas of workforce development, early childhood leadership competencies and curricula, and public policy and administration. Her interest in securing access and opportunities for early educators to leadership and decision-making roles in the field were spurred by her work with Mills College in Oakland, California and First 5 Alameda County (California), where she developed leadership programs in higher education and community settings and implemented a professional development initiative focused on attainment of college education. She is a co-author of *Leadership in Early Childhood: A Curriculum for Emerging and Established Agents of Change*, the *Early Childhood Workforce Index* and numerous other research and policy papers focused on the preparation, working conditions, and compensation of early educators. Lea earned a master's degree in Public Administration from California State University, Hayward, and an Ed.D. in Educational Leadership from Mills College. in Educational Leadership from Mills College.



Cemeré James is the Vice President of Policy at the National Black Child Development Institute (NBCDI). In this role, she leads advocacy work at the national level developing and implementing strategies to influence and shape government policies and raise public awareness on issues that impact Black children's education and overall health and wellbeing. Cemeré also provides technical assistance and training to NBCDI's National Affiliate Network in advocating for policy solutions at the state and local levels. Prior to joining NBCDI, Cemeré was a senior policy analyst at the Center for Law and Social Policy (CLASP). Cemeré was also Lead Operations Specialist at Illinois Department of Human Service and, from 2009-2011, an inaugural fellow in the Illinois Early Childhood Fellows Program. Ms. James holds an MPP degree from University of Chicago and a Master of Industrial Engineering and Management Science degree from Northwestern University, as well as a bachelor's degree in Industrial Engineering from Florida A&M University.



Aisha Ray, Distinguished Fellow, BUILD Initiative, is on the faculty of the Equity Leaders Action Network (ELAN) and co-leads the project with Sherri Killins Stewart. Her BUILD work focuses on racial equity, teaching and learning, and professional development. In addition, Aisha is part of the BUILD team working with the National Center on Early Childhood Quality Assurance. Aisha has taught at the Erikson Institute for 20+ years. She was named Senior Vice President for Academic Affairs and Dean of Faculty on July 1, 2009. Her areas of research include cultural and situational contexts of child development, early childhood professional development, father-child relationships in urban communities, and early childhood services for immigrant children and families. She is currently leading a project with Barbara T. Bowman to understand and improve teacher preparation to successfully educate children of diverse cultural, linguistic, and economic backgrounds. Dr. Ray also serves as a Senior Research Associate at the University of Pennsylvania's National Center on Fathers and Families.



Maki Park is Senior Policy Analyst for Early Education and Care at the Migration Policy Institute's National Center on Immigrant Integration Policy, where her work focuses on early childhood policies affecting children of immigrants and Dual Language Learners (DLLs) from birth to age 8 in the United States and internationally. Previously, Ms. Park worked as Director of Outreach and Program Manager at WorldTeach, based at Harvard's Center for International Development, where she oversaw recruiting and admissions operations and managed the organization's program in Guyana. She has also worked as an education consultant in Malawi and served as a Peace Corps Volunteer in Turkmenistan. Ms. Park holds a master's in international education policy from Harvard University's Graduate School of Education, and earned her bachelor's degree with a double major in French and government with a concentration in international relations from Cornell University.

Tuesday, July 17th at 1:30 PM: *Liberating Frames for Early Childhood: On View, Voice, and Visibility*



Sara Lawrence-Lightfoot, a MacArthur prize-winning sociologist, is the Emily Hargroves Fisher Professor of Education at Harvard University, where she has been on the faculty since 1972. Educator, researcher, author, and public intellectual, Lawrence-Lightfoot has written eleven books. Her latest book, *Growing Each Other Up: When Our Children Become Our Teachers*, was published in the Fall of 2016. Lawrence-Lightfoot pioneered the method of social science inquiry known as portraiture, an approach that bridges the realms of aesthetics and empiricism. In 1993, the Sara Lawrence-Lightfoot Chair, an endowed professorship, was established at Swarthmore College. In

1998, she was the recipient of the Emily Hargroves Fisher Endowed Chair at Harvard University which, upon her retirement, will become the Sara Lawrence-Lightfoot Endowed Chair, making her the first African-American woman in Harvard's history to have an endowed chair named in her honor. Lawrence-Lightfoot did her undergraduate work in psychology at Swarthmore College (1962-1966) and received her doctorate in the sociology of education at Harvard in 1972.

Wednesday, July 18th at 10:30 AM:

001. *Babies and Toddlers: The Science of the First 1,000 Days and How to Tell the Story for Impact*



Ellen Galinsky is the chief science officer at the Bezos Family Foundation where she also serves as executive director of Mind in the Making. She also remains president of Families and Work Institute. In early 2000, Ellen Galinsky became concerned that far too many young people were dropping out of learning and she turned to investigating how to keep the fire for learning burning brightly in children's eyes. The resulting research journey led to her best-selling book, *Mind in the Making: The Seven Essential Skills Every Child Needs*. In March 2016, Mind in the Making (MITM) became a program of the Bezos Family Foundation.

Its mission is to promote Life Skills that are based on and promote Executive Functions. Projects include Learning Modules, now in 20 states and communities, a library of videos, and Skill Building Moments—tip sheets that reframe discipline from managing “discipline problems” to giving children the skills they need to thrive. She is currently at work on a book about adolescence that extends the work of MITM into the adolescent years.



Sandy Won is Senior Vice President, Issue Communications at GMMB. Sandy brings more than 15 years of experience working with nonprofit organizations in strategic communications planning, message development, advocacy, web and social media strategy, marketing, and branding. At GMMB, Sandy specializes in health coverage, working with organizations, foundations, and government agencies. She leads work for the Centers for Medicare and Medicaid Services' Connecting Kids to Coverage Campaign, a national effort to enroll eligible families into Medicaid and the Children's Health Insurance Program. She also provides strategic counsel and manages health coverage

initiatives for the Robert Wood Johnson Foundation. Prior to GMMB, Sandy directed strategic communications for the International Center for Research on Women, a global development institute focused on ending global poverty among women and girls. Previously, she worked for the Alliance for Retired Americans, an affiliate of the AFL-CIO, where she helped position the organization's communications and advocacy efforts on Medicare and Social Security. She also worked for the Children's Defense Fund, managing communications activities to support the group's policy advocacy and outreach to grassroots organizations.

003. *Building Strong Family Engagement: Voices From Families and Program Leadership*



Fernando Castel is a participant in the “Pathways for Parents” program organized in partnership with Chicago Commons, UIC, Ounce of Prevention and City Colleges of Chicago. Fernando recently completed the Child Development pilot class. Mr. Castel is the father to an autistic son and is eager to learn how to better support his child. Mr. Castel is interested in pursuing a career that involves having a positive impact on the lives of children.

continued next page...

003. Building Strong Family Engagement: Voices From Families and Program Leadership



September Hill is the Community Engagement Associate for Crystal Stairs, Inc., a nonprofit child development organization, focused on strengthening families through child care services, research, and advocacy. In this role, she is responsible for providing training to parents, providers, and community members to support them in advocating with skill for access to quality child care and early education, through workshops, community organizing, advocacy events, and legislative activities. Previously, she was a nonprofit advocacy consultant with a track record in effectively creating and leading advocacy efforts on a variety of social issues, including arts education, literacy, maternal mental health care, human trafficking, and homelessness. She conducted grassroots advocacy efforts on behalf of 2020 Mom, Junior League of Los Angeles, Junior Leagues of California State Public Affairs Committee (SPAC), and Arts for LA. September earned a B.A. from the University of Washington and an M.A. from Pepperdine University. September currently lives in Los Angeles with her husband and two daughters.



Andrew Krugly is the Vice President of Education and Program Operations at Chicago Commons. In this role he oversees operations, curriculum and staff training for Commons' early education, family engagement, and adult education programs. His past roles include serving as the Director of Education at the Ounce of Prevention Fund for the Educare Learning Network, and as a successful elementary school principal for over seventeen years. During his career, Andrew has been a vanguard in behavioral and academic reform. He has led sustained implementation of systemic change including: the use of data in early childhood education, the integration of a Spanish immersion program, the shift in the Special Education service delivery model to one of inclusion, and the implementation of Positive Behavior Intervention and Supports (PBIS) and Response to Intervention (RTI). As a nationally recognized presenter and consultant he has spoken around the country on the use of data for continuous quality improvement in early education, high impact early childhood education instructional strategies, and PBIS. In 2017, Andrew was named an Erikson Institute Barbara Bowman Early Childhood Leader Fellow. Andrew has a Master's Degree in Educational Administration and Supervision and a Bachelor's Degree in Elementary Education, both from the University of Illinois, and is a past recipient of Kohl International Teaching Award.



Yenni Rivera obtained her B.A. in Social Psychology and Broadcast Journalism from Cal State LA. For a decade, she worked for local radio and tv stations as an on-air talent and producer of shows aimed at empowering youth. In her 30s, she became a manager for Marriott, the largest hotel chain in the industry, but it was then that the need to escape domestic violence led her to stop her career, focus on her child's well-being and safety, and start from zero. Yenni began working at The Master's Workshop 501@3, the goal of which is to bring music as therapy to children from low-income families. She obtained several certifications from 1736 Family Crisis Center and then became a group facilitator for survivors of domestic violence and single parents. Now, through Crystal Stairs and Community Voices, she has become an advocate for quality early education.

004. Local Leadership to Advance the Early Childhood Workforce



Alana Eichner currently serves as the Senior Associate for Early Childhood Success in the Institute for Youth, Education, and Families at the National League of Cities. In this role, she helps implement initiatives to highlight innovative practices at the city level to support young children and provide technical assistance to local leaders to help cities build better systems to support young children and their families. Prior to joining NLC, Alana served as the Program Assistant for the Income Security and Education department at the National Women's Law Center, where she supported advocacy on behalf of a variety of policies to promote equality and opportunity for women and families. Alana has also worked as a Development Fellow at the Women's Campaign Fund and as a Field Organizer for President Obama's re-election campaign. Alana holds a Bachelor of Arts in Government from Smith College.

continued next page...

004. Local Leadership to Advance the Early Childhood Workforce



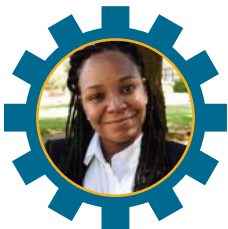
Erica Johnson, Ph.D., began her work with the City of Seattle in late 2013 as the project manager for the Seattle Preschool Program. Now in its second year of a four-year demonstration phase, the Seattle Preschool Program funds high-quality, affordable, full-day preschool for over 600 children in 33 classrooms in Seattle through a property tax levy approved by Seattle voters. In her current role as the Senior Policy Advisor for Early Learning, Erica manages the development of programs and policies, evaluation, reporting, and strategic planning. Prior to joining the City, Erica worked as a researcher on evaluation projects related to Wisconsin's

class size reduction program; as the Coordinator for Research Training and Education Programs at the Moffitt Cancer Center in Florida; and as a teacher of kindergarteners in Florida and of undergraduate education students at West Virginia University. She has a Ph.D. in Curriculum and Instruction from the University of Wisconsin-Madison and a Master's Degree in Early Childhood and Elementary Education from Rutgers University.



Jovanna Rohs, began her work with the City of Seattle in late 2013 as the project manager for the Seattle Preschool Program. Now in its second year of a four-year demonstration phase, the Seattle Preschool Program funds high-quality, affordable, full-day preschool for over 600 children in 33 classrooms in Seattle through a property tax levy approved by Seattle voters. In her current role as the Senior Policy Advisor for Early Learning, Erica manages the development of programs and policies, evaluation, reporting, and strategic planning. Prior to joining the City, Erica worked as a researcher on evaluation projects related to Wisconsin's

class size reduction program; as the Coordinator for Research Training and Education Programs at the Moffitt Cancer Center in Florida; and as a teacher of kindergarteners in Florida and of undergraduate education students at West Virginia University. She has a Ph.D. in Curriculum and Instruction from the University of Wisconsin-Madison and a Master's Degree in Early Childhood and Elementary Education from Rutgers University.



Ashley Williams, M.A.Ed., joined the Office of Early Care and Education team as a senior analyst with a focus on policy and systems building and alignment in relation to quality and workforce. She has worked in the field of Early Childhood Education for 14 years and started her journey as a student in a service learning program at San Francisco State University and continued in the field as a preschool teacher and Head Start center director. Prior to joining the OECE team, she was an instructor in the Department of Child and Adolescent Development at SF State and the associate director of EDvance, where she focused on designing

and implementing educational pathways and programming to engage and recruit future early childhood educators. Her international work includes co-leading a summer study abroad service learning program in early childhood settings in the Vrygrond Township of Cape Town, South Africa for two years. Ashley is a student in the SF State Educational Leadership Doctoral Program and her research interests include equitable and transformational approaches to early childhood teacher preparation and workforce development, promising practices for creating meaningful and impactful learning experiences for children of color that are culturally sustaining, and unpacking and disrupting inequities in ECE that impact children's school readiness and the overall family experience with early learning.

Content Areas/Tracks

Here are the sessions, listed by content area/track. Please find session descriptions on pages 1–33.

Community-Based Approaches

211, 240, 256, 269, 277, 286, 306, 310, 352, 374, 405, 428, 437, 702, 705, 707, 814

Continuous Quality Improvement and Technical Assistance

201, 209, 231, 233, 238, 246, 247, 257, 280, 296, 305, 306, 308, 320, 324, 326, 353, 362, 377, 379, 383, 385, 386, 395, 411, 417, 437, 441, 806, 807, 809, 811, 903

Cross-SECTOR Systems Building (pre-K, child care center/homes, Head Start, public schools, school-age, etc.)

211, 229, 276, 296, 305, 356, 390, 405, 427, 702, 703, 802, 803, 808

Cross-SYSTEM Systems Building (health, family support, early learning, child welfare, housing, etc.)

104, 215, 236, 259, 270, 271, 272, 284, 310, 328, 335, 368, 374, 377, 412, 428, 436, 707, 708, 803, 808, 814, 906

Data - Designing, Collecting and Using Data Effectively

201, 231, 270, 320, 324, 400, 402, 440, 442, 806, 901

Equity and Diversity of Race, Culture, Language, and Ability

208, 228, 235, 257, 269, 271, 277, 284, 313, 341, 342, 352, 383, 393, 410, 412, 701, 706

Evaluation and Research

209, 232, 233, 270, 276, 322, 349, 362, 400, 401, 403, 404, 405, 415, 438, 439

Family Engagement

286, 328, 341, 342, 352, 358, 414, 424, 425, 701, 708

Financing

106, 256, 272, 305, 322, 357, 395, 417, 419, 444, 801, 810, 816, 902

Infants and Toddlers

001, 102, 103, 104, 202, 240, 250, 268, 293, 335, 379, 422, 428, 807

Leadership Development

208, 259, 296, 316, 317, 326, 346, 347, 370, 382, 809, 815

Policy and Advocacy

215, 234, 249, 250, 274, 319, 346, 368, 402, 414, 419, 420, 427, 435, 436, 443, 810

QRIS 101 and Revisioning

233, 236, 249, 264, 276, 313, 328, 357, 388, 393, 438, 439, 702, 705, 802, 901, 902

Stakeholder Engagement and Communications

201, 250, 317, 358, 414, 706

Workforce/Professional Development/Training

210, 228, 232, 234, 235, 238, 246, 247, 268, 274, 280, 308, 316, 319, 322, 326, 347, 349, 353, 370, 374, 382, 385, 388, 704, 811, 903, 904



TAKING QUALITY TO SCALE

ECE Shared Resources is 'The Solution' to advancing quality engagement, amplifying the work of technical assistance and coaching specialists, and supporting high-quality business practices of the child care workforce.



GROWING & RESPONSIVE

An ever-expanding knowledge hub that addresses emerging needs.



BUDGET & TIME STRETCHER

Savings in time and money that can be reinvested in quality.



FLEXIBLE & CUSTOMIZABLE

An adaptable systems approach that supports state goals.

Visit us during the Sponsors Reception Monday evening. Drop your business card into a drawing for a gift valued at \$500.

 **ECE Shared Resources**TM
An Innovation of CCA For Social Good®

www.ECESharedResources.com



Outlast Mud Kitchen



What's cooking in your outdoor space?

communityplaythings.com

800-777-4244



Want more programs moving toward the QRIS top tiers? Want to expand QRIS incentives and supports? Leverage NAEYC early learning program accreditation. We've intentionally restructured and streamlined accreditation to take QRIS to the next level.

Contact
accreditation.information@naeyc.org
for more information.



NAEYC.org/accreditation



ICPTM

Assess the quality of
inclusive practices
in early childhood programs

Learn more
at the session!

Improving the lives of children ages 0 through 5



First 5 San Diego is the region's primary organization for promoting the health and well-being of children during the most critical years of development - the first five years of life. First 5 San Diego focuses its resources to give young children the opportunities they need to reach their highest potential and enter school healthy and ready to succeed.

Our vision is that all children ages 0 through 5 are healthy, are loved and nurtured, and enter school as active learners.



To learn more about
First 5 San Diego visit
first5sandiego.org



Helping children reach
their potential.

Ascend Early Childhood Integrated Data Solution

TCC developed Ascend to assist state agencies with managing multiple aspects of early childhood programs. Comprised of several modules, Ascend offers features and functionality necessary for all states with a flexible platform for customizations, making it quickly and easily adaptable to the unique nature and requirements of any state.



Licensing Management



Professional Development
Registry



State Pre-K Management



Subsidy Management



Quality Rating & Improvement System

The Quality Rating & Improvement System (QRIS) module of Ascend manages all functions of a state QRIS, including online applications, TA/coaching participation, continuous quality improvement plans, ratings engine and calendar, appeals and awards/incentives.

QRIS Functionality & Features

Online Application

- Supports online application process for all program types
- User friendly tools to upload supporting documentation

Technical Assistance Management

- Assign and manage TA providers and caseloads
- Track TA interventions and dosage

Grants and Incentive Management

- Track and audit grants and incentives issued to programs
- Link to online catalogue(s) and track all incentive purchases

Quality Improvement Plans

- Develop and monitor detailed plans designed to improve the quality of the facility
- Track quality over time

Rating Management

- Customizable ratings engine
- Rating schedule/calendar and renewal alerts

Appeals Process

- Track appeals to issued rating
- Detailed audit history to support appeals decisions

Please visit us at our
5 Star Sponsor Booth
or contact Mike Boyle
to schedule a time to
meet individually.



WWW.E-TCC.COM

Want
More
Info?

Mike Boyle, Dir. of Business Development
E: Mike.Boyle@e-tcc.com
P: 317.625.2547

The United States continues to **fall behind** in literacy, math and science proficiency. **Closing the achievement gap begins in pre-K.**

Connect4Learning® meets this challenge by connecting with children's eagerness and readiness to learn.



Learn more at
Connect4Learning.com

Connect4Learning®
.....
The Pre-K Curriculum



Raising the Quality of Early Learning and Care



For more information on California's quality rating and improvement system, please go to our new Quality Counts California website at

www.qualitycountscalifornia.net

Facilitated and funded by



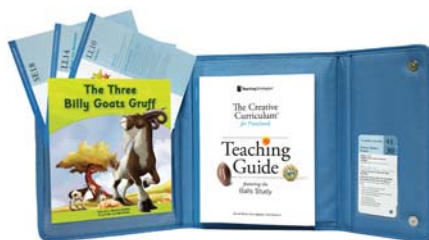
A comprehensive standards-based solution to support high-quality early childhood programs.

Our curriculum, assessment, and professional development solutions are designed to work together, seamlessly align to state QRIS systems, and deliver measurable and positive outcomes.



GOLD®

for research-based, valid, reliable, formative assessment



The Creative Curriculum®

for individualized, developmentally appropriate, whole-child instruction



Professional Development

for effective, impactful, customizable training

TeachingStrategies.com

Copyright © 2018 by Teaching Strategies, LLC. All rights reserved. Teaching Strategies, The Creative Curriculum, GOLD, MyTeachingStrategies, and the open book/open door logo are registered trademarks of Teaching Strategies, LLC, Bethesda, MD.



We invest in the science of learning and in joyful, enriching experiences that motivate children to grow academically, develop the skills and mindsets for lifelong success, and meaningfully contribute to society.

Sharing the science of early learning in actionable and accessible ways that empower the adults in children's lives.



Mind in the Making's trainings and resources educate thousands about the science of early childhood development and how to boost life skills for children.

Learn more at mindinthemaking.org



Vroom turns leading research on early brain development into 1,000+ free activities and tips for families with children ages 0-5.

Learn more at vroom.org

Hear Chief Science Officer Ellen Galinsky at the Plenary Session **Babies and Toddlers: The Science of the First 1,000 Days and How to Tell the Story for Impact** on Wednesday, July 18 from 10:30 a.m.–12:00 p.m.



Because children deserve a high-quality, equitable early education

Discover HighScope's play-based, child-centric curriculum that's grounded in research.

 **HIGHSCOPE.** HighScope.org



Quality Resources for Quality Programs

KAPLAN®
EARLY LEARNING COMPANY

1-800-334-2014 • www.kaplanco.com



PRO SOLUTIONS TRAINING

Nationally recognized for online training and 26+ years of experience in early childhood education and human services.

100+ online courses including certificate programs available in English and Spanish

- ✓ CDA Credential Training
- ✓ Group Annual Subscriptions with CDA Articulation Feature

Quality training delivered quickly, efficiently and affordably!

ProSolutionsTraining.com
770-642-6939
800-939-9694


Professional Development & Workforce Innovations from ZERO TO THREE

for individuals, organizations, and systems that support state CCDF plans and QIRS efforts

ZERO TO THREE provides a competency-based approach to build knowledge, skills, and abilities across all early childhood workforce sectors.

Build your state capacity with new Trainer Certification programs and explore the new ZERO TO THREE Learning Center.

 **ZERO TO THREE** www.zerotothree.org/PDWI



Expanding opportunities in our hometown of Detroit and in cities across the country.

ARISE Detroit! Neighborhoods Day, Kresge Partner

The Kresge Foundation is proud to be a sponsor of the BUILD Institute's QRIS National Meeting.

THE KRESGE FOUNDATION



The W.K. Kellogg Foundation is proud to support BUILD and the 2018 QRIS National Meeting, we applaud their dedication for creating equitable early learning systems to ensure that all children can thrive.



W.K.
KELLOGG
FOUNDATION®

A Partner With Communities Where Children Come First

wkkf.org

[Facebook: @KelloggFoundation](https://www.facebook.com/KelloggFoundation)

[Twitter: @WK_Kellogg_Fdn](https://twitter.com/WK_Kellogg_Fdn)

[Instagram: kelloggfoundation](https://www.instagram.com/kelloggfoundation)

[LinkedIn](https://www.linkedin.com/company/kelloggfoundation)

We are here to
empower you

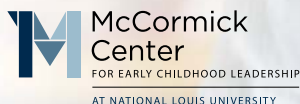
**Your efforts to raise the bar
of quality in early care and
education matter to us.**

We work with state leaders like you
to clarify goals, identify needs, and
offer expertise in the development
of program standards. Our work at
state and national levels sets the bar
for best practices in center-based,
home-based, and school-based
early childhood education programs.

CONTACT US TODAY

McCormickCenter.nl.edu

McCormickCenter@nl.edu



Mosaic

Stars

Simplify QRIS initiatives using a continuous quality
improvement approach and a smart data platform.



Unify QRIS Efforts



Track and improve
outcomes



Build stronger, more
supportive families.

CENTER FOR THE STUDY
OF SOCIAL POLICY'S

strengthening families
A PROTECTIVE FACTORS FRAMEWORK

Continuous Quality Improvement

Sparked By



INSIGHT

QRIS, Professional Development,
Learning Management & More.

www.newworldnow.com/insight



PCG | **Human Services**
Public Focus. Proven Results.™

Whether managing a mature QRIS or
evaluating system needs, Public Consulting
Group (PCG) offers a wide range of consulting
services to improve and elevate the quality of
early care and education systems.

Learn how PCG can leverage our 30 years of
experience to help you deliver the most
targeted and effective programs possible.

Learn more by calling 615-983-5318

www.publicconsultinggroup.com



What Sets CLASS Apart?

Many quality assessment and professional development solutions are available, but only CLASS provides teachers the research-proven insights, skills, and strategies they need to improve the most critical component of teaching quality: interactions.



Trusted Research

Over 150 studies confirm CLASS works. Children in classrooms with higher CLASS scores have better social, emotional, and academic outcomes.



Proven Experience

The CLASS methodology is backed by decades of academic research and over 200,000 teachers have been observed by certified CLASS observers. Teachstone has worked with organizations in 34 states to create a culture of excellence that impacts students, staff, and the community.



Powered by Innovation

Teachstone's interactive trainings bring CLASS to life for teachers, coaches, and observers. Our online tools and exercises use intuitive technology to help you collect data, provide coaching, and, ultimately, improve teacher-student interactions.

AdvancED® Early Learning Accreditation

A standards-based continuous improvement system focused on quality education for young learners.

Join the AdvancED® Improvement Network

advanc-ed.org/ELQRIS2018



QUESTIONS?

Visit our booth at the
2018 QRIS National Meeting or
contact hking@advanc-ed.org

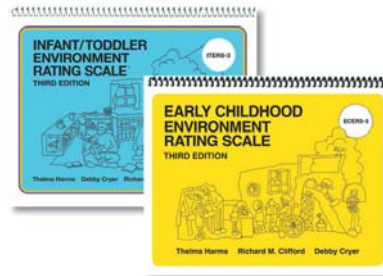
- » Leverage a customizable framework empowering early childhood programs to drive meaningful improvement
- » Design a personalized improvement journey for the early learning school
- » Engage early childhood experts for guidance and support
- » Receive relevant training and effective professional development

ERS® Environment Rating Scale Family of Products

Stop by the TC Press booth to review the new
ITERS-3 and ECERS-3 plus many more
valuable resources for **CQI** and
**professional learning
communities**.

**A comprehensive
framework for CQI!**

**Essential environmental
provisions plus teacher
interactions!**



ERS AUTHOR SESSION: Tuesday, July 17, 8 AM-10 AM

See the new BAS 2E at the TC Press booth!



TEACHERS COLLEGE PRESS
TEACHERS COLLEGE | COLUMBIA UNIVERSITY

tcpress.com
800.575.6566

VIVA
STRATEGY + COMMUNICATIONS

Nationally recognized leaders in QRIS

Visit our booth to see how
our clients are using kits to
raise awareness, increase
engagement, and recognize
early educators



viva-strategy.com

wels 3.0

**CHILD DATA QRIS / CQI STATE REPORTS LMS
DATA WAREHOUSE PROVIDERS**



www.welsfoundation.org

WE NEED YOUR OPINION!

CONTRIBUTE IN BUILDING A QUALITY MEASUREMENT SYSTEM

Go to giveparentsavoice.com and vote



**Branagh
Group**

ERS Software & Learning Tools

In Partnership with the Authors of the Environment Rating Scales



ERS Data System

Tools to conduct high quality, reliable assessments

- Promotes accurate scoring of the Scales
- Integrated inter-rater reliability
- Data-driven analysis tools that give you the big picture view
- CQI reporting that uses assessments as a learning tool, promoting individualized professional development



ERS Online Training Courses

Learn the ERS on your schedule - at your pace!

- Engaging courses that provide an introduction to each of the Scales
- Includes classroom video segments for scoring practice
- CEUs and certificate awarded upon successful completion
- Available in both English and Spanish

Stop by our Exhibit to Learn More

LearnERS
Coming Soon!



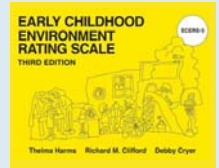
LearnERS

Online CQI self-study tool

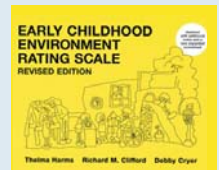
- Designed for early childhood educators and program administrators
- Includes online learning modules, individualized CQI journals, peer learning team activities and professional resource library
- Deepens understanding of the "whys" behind quality practice

"There is a buzz all through the building about LearnERS. Even the school principal is begging to see it!" ~Pat M.

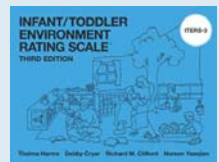
ERS® and Environment Rating Scale® are registered trademarks of Teachers College, Columbia University



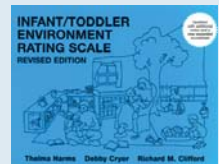
ECERS-3™



ECERS-R™



ITERS-3™



ITERS-R™



FCCERS-R™



SACERS-U™



Helping Children Thrive

The Bainum Family Foundation is proud to be part of the 2018 QRIS National Meeting.

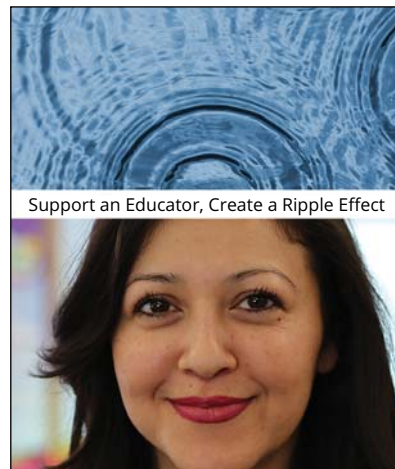
- Join our presentation on enhancing early learning quality through facility improvements on **Wednesday, July 18, at 8:30 a.m.**
- Learn more about how we're improving the quality and availability of resources for children living in poverty through our work in Early Learning, Wrap-Around Support and Knowledge Building at bainumfdn.org.

Council on Accreditation



Your partner in supporting quality cross-sector programming for school-age and early childhood youth.

go.coanet.org/qris 212-797-3000



Inspire minds. Change lives.

The Ounce of Prevention Fund is proud to support all the early childhood educators, professionals and policymakers who are attending the 2018 QRIS national meeting.

theOunce.org



★ TRUSTED SUPPORT FOR QUALITY ENVIRONMENTS ★

- ✓ Exclusive materials for quality interactions
- ✓ Flexible environments to support all learners
- ✓ Content-driven professional development

Lakeshore®

(800) 421-5354
www.lakeshorelearning.com



Thank you to our generous 2018 QRIS National Meeting Sponsors.

We truly appreciate your support!

Featured 5-Star Sponsors:



4-Star Sponsor:



3-Star Sponsors:



2-Star Sponsors:



1-Star Sponsors:



Foundation Supporters



W.K.
KELLOGG
FOUNDATION®

PRITZKER

Children's Initiative



THE HEINZ
ENDOWMENTS

HOWARD HEINZ ENDOWMENT
VIRA I. HEINZ ENDOWMENT

THE KRESGE FOUNDATION



Changing Systems, Changing Lives

the David &
Lucile Packard
FOUNDATION

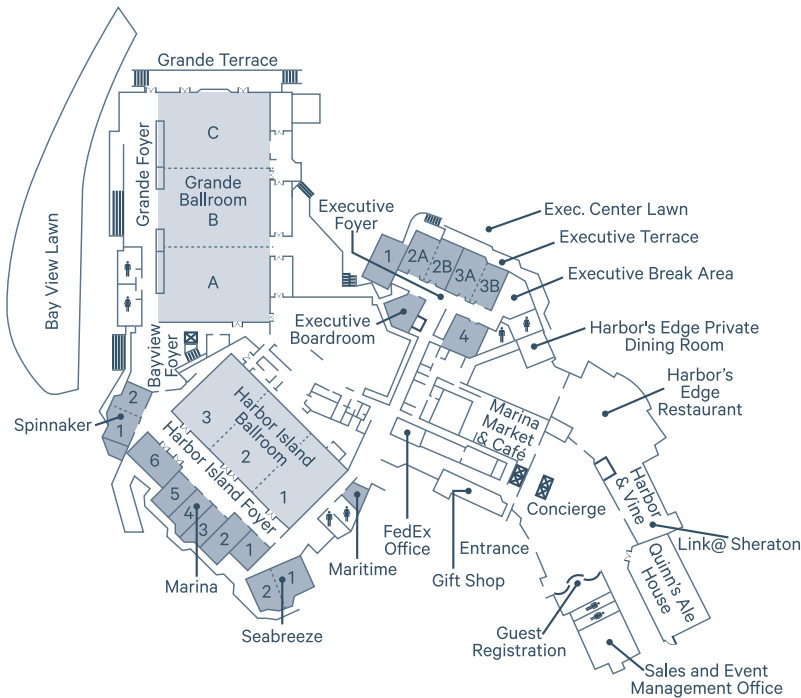




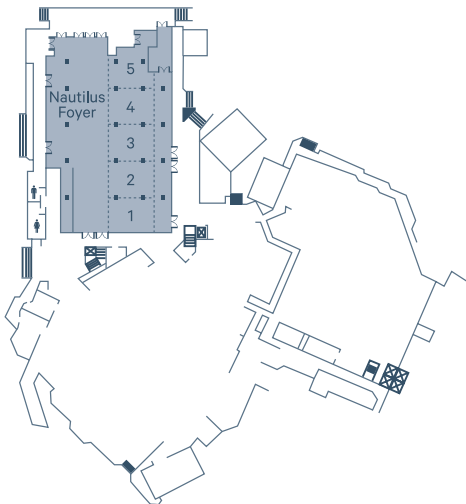
Sheraton®
SAN DIEGO HOTEL & MARINA

Floor Plans: Marina Tower

Marina Tower Lobby Level



Marina Tower Lower Level



Certificate of Attendance

Completed 15 credit hours during attendance at the

2018 QRIS National Meeting

July 16-18, 2018

Susan G Hibbard

Susan Hibbard, Executive Director
BUILD Initiative

July 18, 2018

Date

Build
INITIATIVE
Strong Foundations For
Our Youngest Children

QRIS
National Learning Network





www.buildinitiative.org • info@buildinitiative.org



www.qrisnetwork.org • info@qrisnetwork.org

