



## BUILD2022 Breakout Sessions

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### **Centering Equity in Revisions and Redesign of Quality Improvement Systems**

Synthesizing over 20 years of research and trends in quality improvement activities, the workforce, and licensing, this session will elevate key findings and lessons learned that can inform the rebuilding of early care and education systems to make them more equitable and inclusive. Participants will take a data walk with the presenters to experience the research findings and chart their own reactions and ideas for revisions. The presenters will share guidance that state and community teams can use for planning small and large changes that can better support equitable experiences, environments, and outcomes for children, families, and the early care and education workforce.

### **Designing Meetings to Ensure Equity of Voice: Using Tools and Processes to Ensure Inclusive Meetings**

How can state leaders ensure everyone's voice to the table when tackling adaptive challenges? What is the role of the leader in designing and facilitating engaging, equitable dialogue and actionable results? Leaders can design productive meetings focused on challenges where voice and inquiry are essential. The University of Florida has created a framework called the 'Cookie' that considers content, structure, process, and conditions while helping empower participants to share their wisdom. This session will explore how to ensure engagement, promote equity, and invite voices to collaboratively problem solve through the use of intentional protocols and the co-creation of norms.

### **Navigating the Way to a Statewide Regional System**

This session will feature a conversation with systems leaders Cicely Fleming, Birth to Five Illinois, and Amy Hatheway, Virginia Early Childhood Foundation. Both Illinois and Virginia are designing and implementing regional structures to ensure families, service providers, and community members across the state are at the center in identifying local needs and developing solutions that prioritize the voices of those who have been historically disenfranchised. As states consider developing regional structures, these leaders will share why a statewide regional network is critical to addressing inequities and what they wish they knew as they began launching such complex systems change.

### **Child Welfare and Early Childhood: A Conversation About the Benefits of Cross-Systems Collaboration**

Given that approximately 40 percent of all children entering foster care are age five and under, there is a strong need for cross-systems collaboration between child welfare and early childhood to ensure that both systems achieve better outcomes for children and families. A panel of national experts will state the case for cross-systems collaboration, detail the significant racial disparities for Black, Latino, and Native American children in child welfare systems, and talk about the challenges and benefits of working together to improve outcomes. The panel will also offer some promising examples of collaborative efforts currently being implemented in several states.



### **Start How You Want to Finish: System-Stretching Strategies for Advancing Birth Equity**

A system is a complex web of people, policies, practices, and priorities. Achieving scalable transformation across this web in a way that has the greatest chance of impacting long-standing disparities requires innovation AND centering those with lived experience as leaders and authors of transformation. Learn how the Los Angeles County African American Infant and Maternal Mortality (AAIMM) Prevention Initiative applied these principals to create authentic collaboration guided by shared values to activate a village of support for Black women, birthing people, and families.

### **What's Next for Quality Improvement? Lessons from Recent Research**

Participants will hear about new findings from two national studies – The Study of Coaching Practices in Early Care and Education (SCOPE) and the Culture of Continuous Learning (CCL) -- on the latest trends in coaching and methods to promote practice change in early care and education settings. SCOPE researchers will share findings of a longitudinal, multi-state cohort of coaches and coaching participants from 2019-2021. CCL researchers will describe a method aimed at helping programs build their capacity for continuous improvement and make sustained changes in evidence-based practices. The presenters and discussants will consider the implications for quality improvement systems post-COVID.

### **The Quest for Equity and Quality in Texas: ECE Provider Experience Through a Racial Equity Lens**

Explore opportunities for and challenges to addressing racial disparities in the Texas early childhood education workforce through efforts to identify structural barriers, examine statewide QRIS participation, analyze survey results, and review research-based practices to inform policy and advocacy recommendations. Participants will receive valuable insight on understanding staff competency regarding racial equity, the correlation between staff racial/ethnic backgrounds and the children they serve, and racial disparities within the workforce. Participants will also learn how to identify systemic/structural barriers in QRIS participation. Using findings from Texas early care and education providers as well as a collaboration between Prairie View A&M and CHILDREN AT RISK, explore opportunities for and challenges to addressing racial disparities in the Texas early childhood education workforce. Review efforts to inform policy and advocacy recommendations by identifying structural barriers, examining statewide QRIS participation, analyzing survey results, and reviewing research-based practices. Learn how to identify systemic/structural barriers in QRIS participation and receive valuable insight on understanding staff competency regarding racial equity, the correlation between staff racial/ethnic backgrounds and the children they serve.

### **Supporting Early Childhood Development, Mental Health, and Obesity Prevention in Statewide QRIS Standards**

Quality Rating and Improvement System (QRIS) standards are often employed as a system-level lever for promoting child health and development in Early Care and Education (ECE). Qualitative content analyses of publicly available QRIS standards documents from March-April 2020 assessed the extent to which statewide systems embed standards related to 1) obesity prevention and 2) early childhood development and mental health. Results suggest that many statewide systems integrate health and development into standards. In this session, we invite state QRIS leaders to discuss our findings and opportunities to enhance equity in promotion of early development and health through ECE quality initiatives.



### **Beyond Cost Modeling: How Modeling Can Be Used to Drive Systems Change**

States and communities are increasingly recognizing the importance of developing models to better understand the cost of high-quality programming for young children. But cost modeling alone can't bring the systemic change needed to meet the needs of children and families. In this session, you will learn about ways to go beyond cost modeling, identifying policy solutions informed by the results of modeling, ways to integrate diverse definitions of quality, and how states have used modeling to drive larger systems change.

### **Building Capacity from Within: The Impact of LEAP on Activating the Early Childhood Workforce**

Participants in this session will gain an understanding about the ways leadership development is a critical component of bringing equity into systems-building work by hearing directly from participants in the Leadership Empowerment Action Project (LEAP) about their journeys. Gain an understanding of how intentional leadership development programs can equip the ECE workforce to be central in co-designing the systems meant to serve them and the children and families with whom they work.

### **Inclusion of Young Children with Disabilities: A Critical Quality Indicator in Early Childhood Education**

Early childhood inclusion benefits all. Children with and without disabilities, families, and communities thrive in a culture of inclusiveness and belonging. The research supports this fact and has even shown that inclusion is a critical indicator of program quality. Join us to learn about inclusion research, laws, policy, and practices as well as the disparities that exist in access to inclusive settings based on race and category of disability. This context will be brought to life through the story of how Illinois and other states are working to foster inclusion through innovative state and community strategies.

### **Innovative and Equitable Pathways to Credentials and Degrees**

Credentialing and degree program access varies by educator race, ethnicity, or cultural background (Paschall, et al., 2020). Teachers of color, teachers for whom English is not a first or only language, and teachers not born in the United States are less likely to hold a bachelor's degree. At the same time, federal and state requirements, and a push to professionalize the workforce, have increased demand for a credentialed workforce, resulting in an inequitable system of career advancement that favors White and English-speaking educators. How do we create and sustain equitable pathways to degrees to ensure an effective and diverse early childhood workforce? Join us to explore solutions.

### **The Importance of Family Engagement in Supporting Emerging Bilingual Learners**

Dual language learners do not live in siloed isolation; they are present in every aspect of early childhood education and supports. We must stop addressing dual language learners as a special interest population and embed them into all aspects of quality early childhood education and supports. A first step in making this happen is to authentically engage families and incorporate their voice into early childhood systems. Please join us for a look at three promising approaches.