

2015 QRIS NATIONAL MEETING: **Higher Ground – Taking Quality to Scale**



July 15-17, 2015



Draft Program Schedule

Wednesday, July 15th

1:00 pm Welcome and Opening
Gerry Cobb and Debi Mathias, BUILD Initiative

1:15 pm **Making the Most of the QRIS Meeting**
Joan Lombardi, Buffett Early Childhood Fund

1:30 pm **101. Plenary Session: Taking Quality to Scale**
What does taking "quality to scale" mean and is it viable? Is the goal to make every early learning program a high quality one or assure only that every child at risk is in a high quality program? Does quality mean we are shooting for the optimum level of quality or a more moderate level that is attainable and affordable given limited resources? What is needed within key system components in order to attain quality at scale and what is needed from a state policy perspective? Are there economies of scale that can make this goal more affordable? A panel of state and national leaders will debate and probe the potential for taking quality to scale.
Swati Adarkar, Children's Institute; Linda Hassan Anderson, Knowledge Universe; Jackie Govan, Arkansas Head Start State Collaboration Office; Megan Irwin, Oregon Early Learning Division; Louise Stoney, Alliance for Early Childhood Finance
Location: Woodrow Wilson Ballroom

3:00 p.m. Break

3:15 - 4:45 pm Breakout Sessions

106. Evolving Mature QRIS: Reflecting on Going for Great

Making quality systems great and taking them to scale require different strategies over time. Evaluation, stakeholder input, evidence-based inquiry, public sector engagement, review, revision, re-creation are all part of the evolutionary process. Join our stimulating discussion of the opportunities and challenges in getting to great from key QRIS leaders and stakeholders from Kentucky and Pennsylvania, two of the earliest states to adopt QRIS.

Tracey Campanini, Pennsylvania Office of Child Development and Early Learning; Rena Hallam, University of Delaware; Anne Mitchell, Early Childhood Policy Research; Terry Tolan, Kentucky Governor's Office of Early Childhood; Phil Sirinides, University of Pennsylvania

Location: Annapolis 1

114. Using Technology in Your QRIS: Options for Teacher Coursework, Peer Assistance and Coaching

This session will explore different aspects of quality improvement in the QRIS that can successfully leverage technology. Drawing on work in Massachusetts (MA) and Virginia (VA), we'll see how technology is integrated in the cross-sector competency and self-assessment for TA providers and the peer assistance and coaching project and explore how a pilot for teacher on-line courses can now be scaled as part of a QRIS. Join us for an engaging and informative session that will blend group brainstorming, reflection and activities.

Bridget Hamre, University of Virginia; Linda Warren, Early Childhood Associates

Location: Annapolis 2

118. Building a Cross Sector QRIS: Strategies to Promote Head Start and Public Preschool Participation

Building a QRIS that meets the needs of all children, families and the programs that serve them can be challenging. This session will highlight two state approaches to including Head Start and State Public Preschool programs in QRIS. Discussion will focus on how thoughtful approaches to program design and policy development can create a more inclusive system.

Shauna Ejeh, Illinois Head Start Collaboration Office; Serah Fatani, Chicago Public Schools; Char Goodreau, National Center on Child Care Quality Improvement; Evelyn Keating, Delaware Office of Early Learning; Gail Nelson, Illinois Governor's Office of Early Childhood Development; Toni Porter, Illinois Network of Child Care Resource and Referral Agencies; Verna Thompson, Delaware Department of Education

Location: Annapolis 3

128. Strategies for Supporting Family Child Care Providers through Coordinated Professional Development and Targeted Technical Assistance

This session will present how two states are targeting efforts to meet the QRIS quality improvement needs of family child care providers using relationship-based strategies and techniques. Delaware will share how they are using targeted professional development (with a focus on language and literacy) delivered in a community-of-practice model to support family child care providers. Oregon will share their approach in creating focused child care networks to increase the supply of quality child care within communities that have been traditionally underserved to help close the achievement gap.

Leslee Barnes, Child Care Resource and Referral Multnomah County; Martha Buell, University of Delaware; Dawn Woods, Oregon Early Learning Division

Location: Annapolis 4

167. Assessing What Teachers Need to Help Children Succeed

Just as children's environments can support or impede their learning, work environments promote or hinder teachers' practice and development. However, persistent features of early childhood jobs - low wages, the absence of a rational wage structure, the low value accorded to educational attainment, and inadequate professional supports - undermine efforts to improve quality for all children. Join us for a conversation about how we can include features of early care and education workplace environments - what teachers need in addition to training and education - that can no longer be overlooked.

Lea Austin, Center for the Study of Child Care Employment; George Philipp, WestEd; Marcy Whitebook, Center for the Study of Child Care Employment

Location: Baltimore 1

170. Engineering the Future of QRIS: The Next Generation

Through this presentation, participants will be informed about the "shift in thinking" that has occurred over the past five years of QRIS implementation in Arizona and Miami/Dade County and Palm Beach County, Florida. Learn about their continuous quality improvement journey!

Fiorella Altare, Early Learning Coalition of Miami-Dade/Monroe; Karen Brandi, Children's Services Council; Courtney King, First Things First; Nicole Lopez, Children's Services Council; Silvia Nino, Children's Trust; Rachel Spector, Children's Trust; Lisa Sutherland, First Things First; Leslie Totten, First Things First

Location: Baltimore 2

183. Reaching for Higher Ground through Advancements in Assessing Learning Environments: Transitioning from ECERS-R to ECERS-3 within an Established QRIS

The Environment Rating Scales are currently used in the vast majority of statewide QRIS programs. What impact will the release of the new ECERS-3 have on provider ratings, standards/cut points, technical assistance, and professional development? Georgia and Pennsylvania leaders are currently planning/implementing this transition, having worked with researchers in conducting comparability studies to help determine the impact on their system and requirements for moving forward.

Kweli Archie, Rose Manganell and Megan Showalter, Pennsylvania Key; Richard Clifford, Frank Porter Graham Child Development Institute; Denise Jenson, Georgia Department of Early Care and Learning

Location: Baltimore 3

213. Scaling Successful Museum and Library Early Learning Partnerships in Your Community

Since 2012, the Institute for Museum and Library Services has funded more than \$8 million in early learning projects nationwide. This panel will share promising practices and resources, with a focus on how state and local childhood education and social service providers can leverage partnerships with their local museums and libraries and develop a framework for aligning museum and library programming with state QRISs.

Deborah Stahl, BUILD Initiative; Sandra Toro, Institute of Museum and Library Services

Location: Camellia 2

226. Planning for the Next Generation of QRIS: Developing a Complete QRIS Conceptual Framework

This session will describe continued work to develop a full logic model/theory of change for QRIS that incorporates multiple outcomes and different levels (including children, workforce, programs, families, and systems). The discussion will focus on identifying the QRIS activities that link to these outcomes and the important research questions that could be included in future evaluations to assess the new model. The session will be interactive and will invite audience participation during the presentation and through small group discussions.

Kathryn Tout, Child Trends; Marty Zaslow, Child Trends and Society for Research in Child Development

Location: Woodrow Wilson Ballroom

243. Dual Language Learners Session

Description and speaker information forthcoming.

Location: Baltimore 5

303. TCC Software Solutions, 5-Star Sponsor Presentation

Title and description forthcoming.

TCC Software Solutions Staff

Location: Camellia 4

5:00 - 7:00 pm

Sponsors' Networking Reception

This reception is open to all registered participants and is an opportunity to network with your colleagues and meet the generous sponsors of this year's QRIS National Meeting.

Location: Prince George Exhibit Hall

Featured: [Teachstone](#)

5 Star: [Branagh Information Group](#), [TCC Software Solutions](#)

3 Star: [Community Playthings](#), [Kaplan Early Learning Company](#), [Pearson](#), [Teachers College Press](#), [WELS Systems Foundation](#)

2 Star: [Brookes Publishing](#), [Dole Packaged Foods](#), [Public Consulting Group](#), [SimplyDigi](#)

1 Star: [CCA Global Partners](#), [Discount School Supply](#), [Lakeshore Learning Materials](#), [Los Angeles Universal Preschool \(LAUP\)](#), [Trust for Learning](#)

Thursday, July 16th

- 7:30 am Continental breakfast for all registered participants made possible through the generosity of **Branagh Information Group**, a 5-Star sponsor of the QRIS National Meeting
Location: Woodrow Wilson Ballroom Foyer Area
- 8:30 am Overview of the Day/Introductions
Gerry Cobb and Debi Mathias, BUILD Initiative

Remarks by Federal/Office of Child Care Representative
- 9:00 am **102. Plenary Session: Multiple Perspectives on Access to High Quality Early Care and Education**
Access to high quality programs is a key goal of the recently reauthorized CCDF. This plenary session will examine access from three perspectives: what we know about families, what we know about program participation in QRIS, and what we know about different data options for measuring and tracking access. These three perspectives will be used to encourage innovations in how state QRIS are planning for and tracking the results of their efforts to improve access to high quality early care and education for all families.
Speaker information forthcoming.
Location: Woodrow Wilson Ballroom
- 10:00 am Break
- 10:15 - 11:45 am Breakout Sessions

120. Acting on Early Childhood Assessment Results to Improve Child Outcomes

How can a state translate kindergarten readiness assessments and other outcome studies into actionable steps to improve child outcomes in QRIS? This workshop describes several states' measurement approaches, how they are analyzing results, applying findings and aligning with their QRIS efforts to inform a state strategy of differentiated supports to close the readiness gap.

Dawn Davidson, University of Nevada-Las Vegas; Chris Strausz-Clark, Third Sector Intelligence; Sarah Weber, Bill and Melinda Gates Foundation; Karen Woodhouse, Arizona First Things First

Location: Baltimore 4

138. It's About Time! Children's Experience of Education and Care Settings

How do children really spend their day? What opportunities are they afforded to engage in literacy, exploring scientific phenomenon or collaboration with peers? Presenters will guide participants through a classroom observation measure that quantifies how children spend their time in education and care settings and how to use the data as a catalyst for change in teaching practice.

Erin Mason, EduSnap; Sharon Ritchie, Frank Porter Graham Child Development Institute

Location: Annapolis 1

165. Creating QRIS that Support Cultural and Pedagogical Differences

The field recognizes the importance of individualized approaches to care and education for children and families. Creating a QRIS that provides individualized technical assistance, observation and rating strategies based on differing pedagogies is critical to supporting an equitable early care and education system. Can QRIS be equal and equitable to the programs they serve? Are practices and perspectives supportive of family cultural practices? Individuals from Montessori and faith based communities will be sharing their perspectives.

Laura Johns, National Center on Child Care Quality Improvement; Christine Lowry, Montessori Now; Meir Muller, Cutler Jewish Day School

Location: Annapolis 2

176. Shared Services: Building Quality, Leadership and Management Capacity in Early Care and Education

Shared Services is a powerful strategy to build pedagogical and business capacity. In a Shared Services Alliance, networks of centers and/or homes attain the economies of scale and economies of specialization needed to deliver quality, sustainable child outcomes. This session will illustrate a range of Shared Services approaches and provide concrete examples of how some Alliances have “taken quality to scale” to support teachers, children and families.

Louise Stoney, Opportunities Exchange

Location: Camellia 3

177. Infant/Toddler Quality Indicators and the Workforce: Exploring What Works, Lessons Learned, Questions and Concerns, and Related Resources

Discuss ways QRISs can and do focus on the unique needs of infants and toddlers. Hear about national trends, assessment tools, and new resources that target critical competencies for infant toddler educators, especially those serving children from high needs populations. Discuss strategies implemented in North Carolina since 2004, including those from the recent Early Learning Challenge Grant activities. Share and explore successes, remaining challenges, and considerations for the future.

Lanier DeGrella, Child Care Services Association; Sarah LeMoine and Maria Mayoral, ZERO TO THREE

Location: Woodrow Wilson Ballroom

194. Quality Costs How Much?! The Endless Possibilities of the Provider Cost of Quality Calculator and How One State Used It to Change Policy

As states and territories think about how to ensure families receive consistent high quality care, many are beginning to model the cost of such care. Learn how one state used the Provider Cost of Quality Calculator (PCQC) as part of a collaborative process aimed at improving child care assistance and QRIS policies. State leaders from Ohio will share their perspective on the policy changes they were able to recommend and implement as a result of using the PCQC. Bring your laptop or tablet if you want to use the PCQC during the session.

Todd Barnhouse, Ohio Child Care Resource and Referral Association; Nina Johnson, National Center on Child Care Quality Improvement; Katie Kelly, groundWork Ohio; Anne Mitchell, Alliance for Early Childhood Finance; Simon Workman, APA Consulting

Location: Camellia 2

225. Lessons Learned From RTT-ELC Validation Studies

A panel of researchers will provide updates on RTT-ELC validation studies and share lessons learned in conducting QRIS validation studies.

Laura Hawkinson, American Institutes for Research; Lynn Karoly, RAND Corporation; Noreen Yazejian, Frank Porter Graham Child Development Institute

Location: Baltimore 5

230. Setting QRIS Participation Rates and Measuring Density of Program Participation: What Works?

This session will provide practical guidance on setting QRIS participation rates, measuring density of program participation and reporting information to stakeholders. The presenters will share the results of a state case study on participation rates and provide simple templates that can be used to guide calculations of density and the use of density data to guide planning and implementation. The session will encourage questions and interactions with the presenters.

Speaker information forthcoming.

Location: Baltimore 1

231. Measuring Curriculum Implementation in QRIS

QRIS are increasingly including indicators to tap the use of curriculum in early care and education programs. What are the challenges of documenting curriculum use in programs? What strategies are states using to verify curriculum use? What are the challenges of verifying curriculum and how are they addressed in a state's QRIS? The session will be interactive and encourage sharing of examples and experiences.

Sarah Daily and Danielle Hegseth, Child Trends; Lauren Rae Michael, New Mexico PreK Program Specialist

Location: Annapolis 3

232. Family Counts: Strengthening Family Partnerships with QRIS

This session will focus on measuring the quality of family-provider partnerships in the context of Quality Rating and Improvement Systems. Drawing from findings from four research projects that have examined different aspects of this issue, the session will highlight opportunities and challenges for QRIS stakeholders in refining and developing QRIS indicators for family-provider partnerships and engagement.

Juliet Bromer, Erikson Institute; Sandra Soliday Hong, Frank Porter Graham Child Development Institute; Gail Nelson, Illinois Governor's Office of Early Childhood Development; Toni Porter, Early Care and Education Consulting; Terri Sabol, Northwestern University

Location: Annapolis 4

237. Leveraging Technology for Quality Improvement

Ongoing quality improvement is an essential component of QRIS. Explore new strategies that leverage technology with a special focus on workforce development through four initiatives using technology to advance credentials and degrees that help connect knowledge to practice: the brand new federal Early Educator Central; The Pathway to Credentials and Degrees for Infant-Toddler Educators; Delaware's Early Learning Leadership Initiative; the Lastinger Center's Master Teacher Initiative; and New Mexico's Family Infant Toddler Early Intervention program. Join us if you care about how to

use competency-based, effective practice for infant-toddler teachers; instructional leaders; master teachers; and early interventionists, in the context of QRIS development.

Linda Askew, New Mexico Department of Health; Allyson Dean, ZERO TO THREE; Raquel Diaz, University of Florida Lastinger Center for Learning; Harriet Dichter, ICF International; Evelyn Keating, Delaware Office of Early Learning

Location: Baltimore 2

238. What Does Quality Early Care Look Like for Homeless and Other Children with High Needs?

Did you know that the person in the U.S. most likely to stay in a federally-funded homeless shelter is an infant under the age of one? Or that over 50% of sheltered homeless children are age five and under? Does your state's QRIS promote high quality standards and professional practices that effectively address the needs of each and every child? Are your state's early childhood policies aligned to provide full and easy access to high quality services and regular attendance for children experiencing homelessness and other trauma? How are your QRIS resources and technical assistance efforts addressing the vicarious trauma experienced by staff or facilitating partnerships to best engage each and every family? We will discuss actionable strategies and policies for developing an inclusive QRIS that supports and incentivizes the participation of children with high needs.

Carie Bires, Ounce of Prevention Fund; Barbara Duffield, National Association for the Education of Homeless Children and Youth; Khari Garvin, North Carolina Head Start State Collaboration Office; Kresta Horn, UMOM New Day Centers

Location: Baltimore 3

301. You've Observed Classrooms using the CLASS Measure: Now What? Featured Sponsor Presentation

Join Teachstone as we present a systematic, research-based approach to improving classroom interactions and ultimately, delivering on the promise of CLASS - achieving better outcomes for children. In this presentation, you'll learn how to move beyond providing one-size-fits-all professional development to utilizing a data-driven model of individualized learning and coaching. This presentation includes a live demonstration of myTeachstone, an online subscription service that simplifies CLASS implementation for administrators, observers, coaches, and teachers.

Rebecca Berlin and Emily Doyle, Teachstone

Location: Camellia 4

12:00 - 1:00 pm

Luncheon for all registered participants

Location: Woodrow Wilson Ballroom Foyer Area

1:00 pm

QRIS and the BUILD Initiative

Susan Hibbard, BUILD Initiative

Location: Woodrow Wilson Ballroom

Remarks by Federal/Office of Child Care Representative

1:30 pm

103. Plenary Session: The Early Childhood Profession We All Want: Creating the System We Need

Increasing pressure is being placed on early childhood education programs to provide consistently high quality early learning experiences, while at the same time the value of our contribution to children's learning and development too often is undervalued. Structuring early childhood education as a professional field of

practice is gaining momentum as a systemic solution. It offers a way for unifying the field around common purpose, addressing the field's uneven performance, and bringing increased recognition to the field's practitioners. What will be required for early childhood education to be recognized as a profession? What hard choices need to be addressed to achieve professional status and assure a professional workforce that is reflective of the diversity of the children we are serving? What core values are essential to early childhood education's identity as a profession? What role can and should state QRIS play to achieve these aspirations?

Rhian Evans Allvin, National Association for the Education of Young Children; Deb Flis, Connecticut Office of Early Childhood; Stacie Goffin, Consultant; Aisha Ray, Erikson Institute

2:30 pm

Break

2:45 - 3:45 pm

Breakout Sessions

117. Post CCDBG Reauthorization – Moving the Conversation from Health and Safety to Quality to Scale

The recent reauthorization of the Child Care and Development Block Grant (CCDBG) establishes for the first time a federal floor for health and safety requirements in child care settings. Having finally established this floor for basic health and safety, it is now time to begin envisioning the next generation of CCDBG and federal early childhood reform – bringing quality to scale through QRIS and national accreditation.

Harriet Dichter, Consultant; Katie Hamm, Center for American Progress; Grace Reef, Early Learning Policy Group; Celia Sims, Knowledge Universe; Elanna Yalow, Knowledge Universe

Location: Annapolis 1

122. Supporting Infant & Toddler Best Practices in QRIS

As QRIS develop and evolve around the nation, many systems are reflecting on how they are working for infants and toddlers, their caregivers, and families. The session will focus on how to identify currently existing QRIS elements that support infants and toddlers, as well as prioritize other elements to build stronger supports for this population who typically experience the lowest quality care.

Christine Hughes, Early Learning Coalition of Miami-Dade/Monroe

Location: Annapolis 2

142. Elevating QRIS Communications: How to Improve Outreach and Engagement to Providers, Parents, Partners, Policymakers, and the Public

Learn about a new Child Trends report on state QRIS communication programs. Find out what communication messages, strategies, and tactics are being used to reach and engage providers, parents, partners, policymakers, and the public. See examples of promotional materials and websites from a number of state QRIS efforts. Hear from the leaders of Georgia's Bright Start and Wisconsin's YoungStar QRIS communication programs.

Kristin Bernhard, Georgia Department of Early Care and Learning; Coral Manning, Wisconsin Department of Children & Families; Alicia Torres and Frank Walter, Child Trends

Location: Annapolis 3

149. Supporting Families and Building Protective Factors through QRIS

Recent research clearly indicates that the more families are engaged in their children's early development the better the outcomes. Learn how Kentucky plans to broadly integrate the Strengthening Families

framework in a comprehensive system of supports that will help build protective factors for families and improve kindergarten readiness, including integration in the redesigned QRIS.

Joe Roberts and Terry Tolan, Kentucky Governor's Office of Early Childhood

Location: Camellia 2

178. Leveraging NAEYC Accreditation to Sustain and Scale-up QRIS

Uneven funding, political shifts, and fragile infrastructures are threats to sustaining and expanding QRIS systems. NAEYC's accreditation system for programs serving young children exists in every state and can be leveraged to sustain and scale-up QRISs. Using established, reliable processes for measuring and building quality, NAEYC accreditation aligns with the goals of QRIS. This session highlights examples and benefits of leveraging the NAEYC accreditation system.

Kathy Boe, Knowledge Universe; Marica Cox Mitchell and Susan Hedges, National Association for the Education of Young Children

Location: Annapolis 4

198. Policy Alignment: Two Approaches to Identifying Early Care and Education Policy that Supports an Accessible and Successful QRIS

State policies aligned with a QRIS are key to a successful implementation that will ensure critical objectives are met, such as providing families, particularly those in high risk populations, better access to quality programs. Two approaches to aligning a state's early care and education policies to work in conjunction with QRIS and its program quality improvement initiatives will be discussed with two states presenting examples of revisions to their state policies and processes.

Peggy Ball, Consultant; Kristin Bernhard, Bright from the Start: Georgia Department of Early Care and Learning; Char Goodreau, National Center on Child Care Quality Improvement; Dawn Woods, Oregon Early Learning Division

Location: Baltimore 1

216. Analytics, Algorithms, Abstracts: Who Cares? Using Data-Informed Storytelling to Engage the Community

Organizations across the nation have used data to their benefit, but how do you use data to inform an exciting story that excites the community about the work of your QRIS? Whether you glaze over at the mention of "statistical significance" or you get excited to talk about data analysis techniques, this interactive workshop will help you use data to tell an exciting and engaging story.

William Browning and Jil Bruton, Rebound Solutions

Location: Camellia 3

220. Recalibrating Quality Improvement: Who is in the Driver's Seat?

How can our QRIS initiatives move beyond quality for a day and support meaningful, sustainable quality improvements? This session will explore the debate between compliance and innovation. Is there a way to include both in QRIS? We believe there are continuous quality improvement strategies that promote reflective teaching and not just "rule following" to achieve a high score on an assessment. This session will provide a space for open conversation and generate possibilities for innovative practices.

Ann Hentschel, McCormick Center for Early Childhood Leadership; Judy Jablon, Early Childhood Consultant

Location: Baltimore 2

221. New Mexico's FOCUS QRIS + CQI = A Culture for Purposeful Change

Continuous quality improvement and program leadership development are critical components to FOCUS, New Mexico's QRIS. FOCUS provides programs with research-based essential elements of quality and

criteria of a continuous quality improvement process that promotes quality practices. Come join us to see how this work is progressing and what is really making a difference.

Linda Askew, New Mexico Department of Health; Stefanie Irving McCoy, University of New Mexico; Brenda Kofahl, New Mexico Public Education Department; Katrina Montaño-White, New Mexico Office of Child Development; Muriel Wong, WELS Systems Foundation; Ann Zuni, New Mexico Public Education Department

Location: Baltimore 3

228. Two New Measures: An Overview of the Family Teacher Provider Relationships Questionnaire and the Quality of Caregiver-Child Interactions for Infants and Toddlers

This session will describe two new free measures developed by the federal government: The Family Teacher Provider Relationships Questionnaire and the Quality of Caregiver-Child Interactions for Infants and Toddlers. Presenters will also offer ideas for how to use the measures in a QRIS context.

Sally Atkins-Burnett, Mathematica Policy Research; Kelly Maxwell and Manica Ramos, Child Trends

Location: Baltimore 4

240. National Resources and State Examples to Support Early Learning Sustainability Planning

This session will provide an overview of successful strategies and common challenges related to sustaining RTT-ELC initiatives. Promising state strategies will be highlighted and participants will learn about a library of sustainability resources that has been compiled. Use the opportunity of this session to take advantage of the resources developed as part of the RTT-ELC initiative and think about how these resources can support your early learning sustainability planning and implementation.

Beth Caron, Early Learning Challenge Technical Assistance; Carrie Kocot, Early Learning Challenge Technical Assistance; Gladys Wilson, Early Learning Challenge Technical Assistance

Location: Baltimore 5

244. Assessing and Promoting Family and Community Engagement for Healthy Childhood Development and Program Quality

Learn about two brief self-administered tools that provide data from a family and community perspective. A tool for parents assesses healthy childhood development. A tool for providers and staff assesses program quality. Together, the tools promote engagement based upon valuing family connections and wisdom and including families as integral to program decisions. The workshop will show how to administer the tools, process the data, and interpret the results.

Richard Chase, Wilder Research; Betty Emarita, Development and Training, Inc.

Location: Camellia 4

3:45 pm Break

4:00 - 5:30 pm Breakout Sessions

140. Harnessing Parent Demand to Grow and Sustain QRIS Participation

Minnesota, Pennsylvania and South Carolina will share their strategies to engage families through QRIS including use of a quality-focused online search tool, an interactive web-based tool to help families make good choices and a statewide consumer awareness campaign. Presenters will also discuss common challenges that prevent states from communicating with parents effectively.

Kelsey Gilmore-Futrel, South Carolina Division of Early Care and Education; Ericca Maas, Parent Aware for School Readiness; Kelly Swanson, Pennsylvania Key

Location: Annapolis 1

158. Mindfulness in the Face of Complexity: Opportunities to Strengthen and Simplify QRIS Standards and Monitoring Practices

This highly interactive session will provide key considerations and practical examples that will help states to be mindful in the development of a QRIS that strengthens - AND SIMPLIFIES - standards and related monitoring practices.

Kenley Branscome and Michelle Thomas, Early Learning Challenge Technical Assistance

Location: Annapolis 2

175. Assessment and Data as Components of Continuous Quality Improvement

As part of QRIS, both Michigan and the District of Columbia rate the quality of early childhood settings using a common set of standards and assessment tools that are aligned with each state's standards of quality. During this session, both states will share how the data generated through the use of quality assessment measures, the Program Quality Assessment in Michigan and the Classroom Assessment Scoring System in the District of Columbia, are used to inform continuous quality improvement at the multiple levels.

Lindsey Allard Agnamba, School Readiness Consulting; Sheri Butters, Early Childhood Investment Corporation; Elizabeth Groginsky, Office of the State Superintendent of Education

Location: Annapolis 3

185. A Shared Vision for an Inclusive Future: Inclusive Practices in QRIS

High quality early childhood programs have the capacity to serve children with diverse learning needs, including children with disabilities. This session will provide an overview of trends and state practices that address system components designed to improve program capacity for early childhood inclusion. California, Idaho, and Illinois leaders will highlight their efforts to improve program capacity for early childhood inclusion. Professional development strategies, program and professional recognition approaches, assessment of inclusive practices using the new Inclusive Classroom Profile, along with barriers to implementation and lessons learned, will be shared. A compilation of state and national professional development resources will be provided.

Melissa Crist, IdahoSTARS Project; Jennifer Miller, WestED Center for Prevention and Early Intervention; Donna Nylander, Illinois Governor's Office of Early Childhood Development; Pam Reising-Rechner, Illinois State Board of Education; Kathy Whaley, Frank Porter Graham Child Development Institute

Location: Camellia 3

188. State-Funded Preschool Programs in QRIS – Opportunities, Challenges and Strategies (How to Train Your Dragon)

This session will focus on issues, challenges and successful strategies related to participation of state-funded preschool programs in a statewide QRIS.

Bonnie Beukema, Early Childhood Professional Development Institute; Ariel Davis, QUALITYstarsNY; Michelle Thomas, Early Learning Challenge Technical Assistance Program; Gladys Wilson, Early Learning Challenge Technical Assistance Program

Location: Baltimore 1

192. Utilizing Facilitated Peer Learning Communities as an Effective Strategy to Support QRIS Initiatives

Facilitated peer learning communities (FPCL) within a QRIS may offer an effective approach to promote sustainability as well as continuous quality improvement. This workshop will highlight the design, implementation, and evaluation of 3 FPLC initiatives that can yield positive outcomes. This strategy offers a viable option to take QRIS initiatives to scale with a moderately intensive, low cost approach.

Michael Abel, McCormick Center for Early Childhood Leadership; Nichole Parks, Arkansas State University Childhood Services; Kristy Sheffler, Delaware Stars; Teri Talan, McCormick Center for Early Childhood Leadership

Location: Camellia 2

204. Unpacking the Quality Improvement Box: Using Data on Technical Assistance to Strengthen Impact

Participants in this session will explore how key QRIS policy and implementation questions related to quality improvement goals and activities can be addressed with data collected through the technical assistance process. Participants will learn about resources for prioritizing the kinds of data they collect and identifying data elements, including the INQUIRE Data Tool Kit. Drawing on these resources, they will participate in facilitated discussions concerning major questions about technical assistance and quality improvement, and approaches to collecting and using technical assistance data to strengthen QRIS impacts.

Sheila Smith, National Center for Children in Poverty

Location: Annapolis 4

215. How States Design, Implement and Sustain Career Ladders for the Next Generation of Early Care and Education Professionals

Join this panel of leaders from three states for an interactive session as they discuss how they design, implement and sustain career ladders starting from the CDA credential to earning a degree within the context of early care and education credentialing and QRIS. The presenters will also address the challenges to higher education for early learning professionals as they climb their career ladder that impacts the delivery of program quality.

Khari Garvin, NC Head Start State Collaboration Office; Maureen Murphy, Pennsylvania Key; Lin Venable, Tennessee Early Childhood Training Alliance; Valora Washington, Council for Professional Recognition

Location: Baltimore 2

223. Using Data to Support Quality Improvement at Scale

This session will focus on the use of data in statewide quality improvement efforts, highlighting two examples. One example demonstrates how technical assistance (TA) administrative data collected through Delaware's QRIS has changed TA practice. The second example demonstrates how Georgia has used data to modify its professional development for pre-k teachers.

Rena Hallam, University of Delaware; Tamara Halle, Child Trends; Bentley Ponder, Georgia Department of Early Care and Learning

Location: Baltimore 3

227. Using New National Early Care and Education Data to Support Design, Planning and Implementation of QRIS

The National Survey of Early Care and Education (NSECE) is a goldmine of new information about multiple facets of the early care and education landscape. This session will focus on the findings from the NSECE that are most critical for QRIS administrators and implementation teams including findings on centers, family child care, and the workforce. The presentation will be non-technical. Links will be shared to NSECE resources that can be used for non-technical audiences. The presentation will be interactive and allow for questions and discussion.

Ivelisse Martinez-Beck, US Health and Human Services Office of Planning, Research and Evaluation; Bobbie Weber, Oregon State University; Marty Zaslow, Child Trends and the Society for Research in Child Development

Location: Baltimore 4

234. Moving Toward a More Aligned and Coordinated Monitoring System

This session will present a framework for a more aligned and coordinated approach to monitoring across multiple early care and education programs and provide an opportunity for a whole-group discussion about aligning monitoring systems. Two states, Ohio and Rhode Island, will share their efforts to align and coordinate monitoring.

Lisa Hildebrand, Rhode Island Association for the Education of Young Children; Kelly Maxwell and Laura Sosinsky, Child Trends; Jeff Van Deusen, Ohio Department of Juvenile & Family Services

Location: Woodrow Wilson Ballroom

241. The Common Thread: Crafting a Coherent Accountability System Focused on Great Teaching

What are the consistent supports needed to focus QRIS and public school accountability approaches on great teaching? How can we bring coherence to early childhood quality improvement policies? During this session, we will share innovations and key resources from states that are integrating a greater focus on teaching quality into early childhood accountability structures and facilitate a deep discussion among participants on promising strategies.

Lori Connors-Tadros and Jana Martella, Center on Enhancing Early Learning Outcomes; Debi Mathias, BUILD Initiative; Kate Tarrant, BUILD Consultant

Location: Baltimore 5

302. ECERS-3 Teaching and Interaction, 5-Star Sponsor Presentation

The Environment Rating Scales continue to be the preeminent measure of global quality in early childhood learning environments. Join us as we welcome the authors of the Scales to learn more about how the ECERS-3, with its enhanced focus on teaching and interactions, emphasizes the role of the teacher in fostering children's learning. We will also discuss supports for both the training and implementation of ECERS-3 in a QRIS setting.

Branagh Information Group Staff

Location: Camellia 4

6:00 pm

Teachstone Reception

All registered participants are invited to attend a special reception hosted by **Teachstone**, Featured Sponsor of the QRIS National Meeting.

Location: Cherry Blossom Ballroom

Friday, July 17th

7:30 am

Continental breakfast for all registered participants made possible through the generosity of **TCC Software Solutions**, a 5-Star sponsor of the QRIS National Meeting

Location: Woodrow Wilson Ballroom Foyer Area

8:30 - 10:00 am

Breakout Sessions

116. Effective Workforce Development through a Continuous Quality Improvement Framework

A panel of state and local leaders will share workforce development innovations within a QRIS system, including coaching models, use of the CLASS tool, and partnerships to address higher education equity and access, high quality teacher preparation, effective teaching practices, and strong site leadership. In this

interactive session, participants also will strategize ways to use continuous quality improvement as a foundation to build an educated, effective, diverse early learning workforce.

Jan Fish, Los Angeles County Early Care and Education Workforce Consortium; Cecelia Fisher-Dahms, California Department of Education; Terri Lamb, Los Angeles Universal Preschool; Lisa Lee, First 5 San Francisco Children and Families Commission; Sarah Neville-Morgan and Debra Silverman, First 5 California

Location: Annapolis 2

131. The Five Essentials for Early Education (FiveE-Early Ed): A Framework and Surveys to Measure Organizational Supports Essential to Continuous Improvement

Learn about the Five Essentials-Early Ed, a set of new surveys designed to collect educator and parent perspectives on the organizational conditions that support quality improvement in early education settings. Empirical findings linking strong organizational supports to improved child engagement and achievement will be reviewed. Sample survey items and pilot data will be explored. Discussion will focus on the importance and benefits of including organizational conditions in next generation QRIS frameworks.

Stacy Ehrlich, University of Chicago Consortium on Chicago School Research; Debra Pacchiano, Ounce of Prevention Fund; Amanda Stein, Ounce of Prevention Fund

Location: Baltimore 5

148. Developing Systems for Assessing Quality: Maintaining Reliability and Integrity

What considerations are necessary to maintain the reliability and integrity of assessment measures in QRIS? What protocols does research suggest when using quality assessments and why do they matter? What steps can be taken to ensure that validity is maintained? This session will address these questions, providing examples from research and current QRIS and allowing time for participants to share their experiences.

Jill Bella and Teri Talan, McCormick Center for Early Childhood Leadership

Location: Camellia 3

151. How to Include Family Child Care? Promising Practices for Engaging Family Child Care Providers in Quality Improvement Systems

This session will examine strategies for engaging family child care providers in QRIS and equip participants with tools to succeed in improving quality of family child care providers in their state. Participants will hear the latest research findings in regard to family child care participation and learn about proven strategies for how best to both engage their participation and improve quality.

Juliet Bromer, Erikson Institute; Toni Porter, Early Care and Education Consulting; Susan Savage, Child Care Resource Center; Eva Marie Shivers, Indigo Cultural Center; Holli Tonyan, California State University

Location: Annapolis 3

166. Diverse Leadership as a Driver for System Sustainability and Continuous Quality Improvement

How are we identifying, nurturing and supporting our future leadership? What will leaders need to know and be able to do through the next developmental stage of QRIS? How can we be intentional in supporting leaders who represent our diverse field? This panel discussion offers perspectives on leadership development from long respected and emerging leaders in the field of early care and education.

Miriam Calderon, BUILD Consultant; Tobeka Green, National Black Child Development Institute; Laura Johns, National Center on Child Care Quality Improvement; Joan Lombardi, Buffett Early Childhood Fund

Location: Annapolis 4

169. A Road Map to Core Competencies

Competencies are the foundation of workforce development. There is growing recognition of the need to use competencies to identify the knowledge, skills, behaviors, and attitudes necessary to ensure high quality child care practice. Using core competencies, it is possible to improve recruitment, orientation, pre-service and continuing education, and professional development as well as identify career ladders and engage in performance evaluation. This session will look at Maryland and Pennsylvania's advancement of competency development through historical context, methods and next steps.

Kimberly Browning and Pat Browning, Evaluation Strategies; Leslie Roesler, Pennsylvania Key; Traci Verzi, Maryland State Department of Education

Location: Camellia 4

182. Opportunities through QRIS to Incorporate Cultural Competence in Family Engagement Practices in Support of Children's Learning

This workshop will present research-based policy recommendations and real-world examples for QRIS standards and quality improvement strategies that enhance the capacity of early care and education settings to use culturally competent practices to engage parents from diverse backgrounds in supporting their children's development and learning. The workshop panel will include national experts and state officials and offer opportunities for participants to exchange ideas and share experiences.

Katrina Montaño-White, New Mexico Children, Youth and Families Department; Mary Lee Porterfield, North Carolina Department of Health and Human Services; Sheila Smith and Sam Stephens, National Center for Children in Poverty

Location: Baltimore 2

208. QRIS Incentives and Program Quality: A Discussion of State Approaches and the Effectiveness of Incentives

States offer a variety of QRIS incentives – both financial and non-financial – but how do states determine what to offer and how to structure these incentive plans? This engaging session will provide an overview of the types of QRIS incentives currently used by states and will explore the impact of these incentives on providers, practitioners, and parents. We will discuss which supports or combinations of supports are most effective at improving and sustaining program quality, and also explore which supports provide the most cost-effective path to quality improvement. Representatives from a number of states will share their experiences and kick-off a group discussion as we engage in this important topic.

Jim Bates, National Center on Child Care Subsidy Innovation and Accountability; Darlene Hamilton, National Center on Child Care Quality Improvement; Anne Mitchell, Early Childhood Policy Research; Simon Workman, APA Consulting

Location: Baltimore 3

224. Access to Quality: How Can Communities and States Better Measure Access?

In this session, presenters will describe methods that can be used to understand access to early care and education at both the local and state levels. They will discuss innovative analytical methods currently being used to measure access at the local level and will then offer guidance to adapt the methods to measure access statewide. Session presenters will discuss the federal reporting requirements related to access issues and facilitate a discussion about how these methods can support program and policy changes to improve access to high-quality early care and education.

Sarah Friese, Child Trends; Ira Goldstein, The Reinvestment Fund; Carlise King, Child Trends; Herman Knopf, University of South Carolina

Location: Baltimore 4

233. Coaching and Quality Improvement: How Does Program Quality Change Over Time?

This presentation will describe the results of research in Indiana to track providers over time to understand their progress in the QRIS and changes in their perceptions and experiences. In addition to the discussion of the Indiana project, the presenters will encourage group discussion about the broad array of issues related to quality improvement.

James Elicker, Zachary Gold, Aura Mishra and Karen Ruprecht, Purdue University; Noreen Yazejian, Frank Porter Graham Child Development Institute

Location: Camellia 2

236. Best in CLASS: Coaching Teachers on the CLASS Tool

When building QRISs, we must focus on high-quality coaching that promotes teacher growth and improves child outcomes. We'll examine a systematic approach that combines CLASS data with individualized professional development to improve teacher-child interactions. We'll review six principles to marry what we know works from research with classroom realities. Colleagues from a state-level implementation will discuss how they leveraged these strategies to deliver on the promise of CLASS.

Hilary Ritt, Teachstone

Location: Baltimore 1

242. QRIS - Version 3.0

Join a panel that has just emerged from a BUILD QRIS 3.0 think tank. We'll be discussing new ideas emerging about how to address QRIS as a framework going well beyond its initial focus on child care, and whether and how QRIS can and should evolve as a vital part of our early learning system. We'll share a series of QRIS "composite" models and theories of change based on work all around the country, discuss big questions, and help QRIS leaders - planners and implementers - sharpen their thinking and actions.

Harriet Dichter, BUILD Consultant; Debi Mathias, BUILD Initiative; Diane Schilder, Evaluation Consultant

Location: Annapolis 1

245. Trends and Innovations through an Equity Lens on Professional Development and the Early Childhood Education Workforce

A growing body of research over the past 30 years demonstrates that the quality of early childhood programs is largely determined by the quality of the providers. Learn some of the innovations underway across the country in building a strong professional development system and a workforce that reflects and is responsive to the diversity of the children and families they are serving.

Aisha Ray, Erikson Institute; Randi Wolfe, TIKKUN Consulting

Location: Woodrow Wilson Ballroom

10:00 am Break

104. Plenary Session: Meaningful Family Engagement in the Early Childhood System

Often family engagement in QRIS takes the form of checking a box. Sometimes it is an awareness campaign as if the family is merely a consumer who we want to impact, getting them to choose what we have defined as high quality. Sometimes family engagement takes the form of resources that advise families on how to be a better teacher to their child. What would meaningful, "two-way" engagement look like? Focus on family engagement can be a meaningful attempt to embrace the child's family, allowing that family to share its culture, values, and knowledge of the child, to be a co-creator of the child's learning experiences. In this session, Byron Garrett will share his thoughts on what partnering with families might look

like in an early childhood system that engages families authentically to meet their needs, the child's needs, and the needs of the system.

Byron Garrett, National Family Engagement Alliance

Location: Woodrow Wilson Ballroom

11:15 am

Building the Next Generation of Leaders

Lea Austin, University of California at Berkeley with introduction by Joan Lombardi, Buffett Early Childhood Fund

11:55 pm

Closing Remarks

Debi Mathias, BUILD Initiative

12:00 pm

Meeting adjourns

DRAFT