



PDG B-5 Technical Assistance Center

Deliverable 2.1.4: PDG B-5 Annual Meeting Summary

December 23, 2020

Prepared for:

Office of Child Care, ACF

Paula Bendl Smith, PDG B-5 Center COR
Richard Gonzales, PDG B-5 Center GTL
Contract Number: HHSP2332015000411

Prepared by:

SRI International

Missy Coffey, Kathy Hebbeler,
Stephanie Chin, Jennifer Nakamura
SRI Project Number: P25969

Document History

Version	Date	Author	Comments
1.0	12/23/20	Kate Ferguson	
1.1			
1.2			

Contents

List of Exhibits	ii
About the PDG B-5 TA Center Annual Meeting.....	1
Attendees.....	3
Meeting Content.....	4
Plenaries	5
Opening Plenary	5
Research to Practice Plenary.....	5
Closing Plenary	7
Topic Strands.....	8
Strand 1: Meaningful Family Engagement.....	8
Strand 2: Social-Emotional Health	14
Strand 3: Developing and Maintaining Strategic Partnerships	20
Strand 4: Ensuring a High-Quality ECE Workforce.....	25
Strand 5: Using a Cross-Agency Data System to Support Mixed Delivery Systems	31
Strand 6: A Strategic Approach to Governing and Financing the ECE System	38
Strand 7: Helping States Build Capacity for Local ECE Systems Building	44
Networking Sessions	51
Attendee Reflections	51
Appendix A: Session Attendance and Survey Response Rates	54



List of Exhibits

	Page
Exhibit 1. Agenda At-A-Glance: December 7–11, 2020.....	2
Exhibit 2. PDG B-5 Annual Meeting Attendees by Role	3
Exhibit 3. Attendance by Session Type	4
Exhibit 4. Attendance and Survey Response Rates by Individual Topic Strand Sessions	54



About the PDG B-5 TA Center Annual Meeting

This document is a summary of the 2020 Annual Meeting of the Preschool Development Grant Birth Through Five (PDG B-5) Technical Assistance (TA) Center which took place virtually, from December 7 through December 11, 2020.

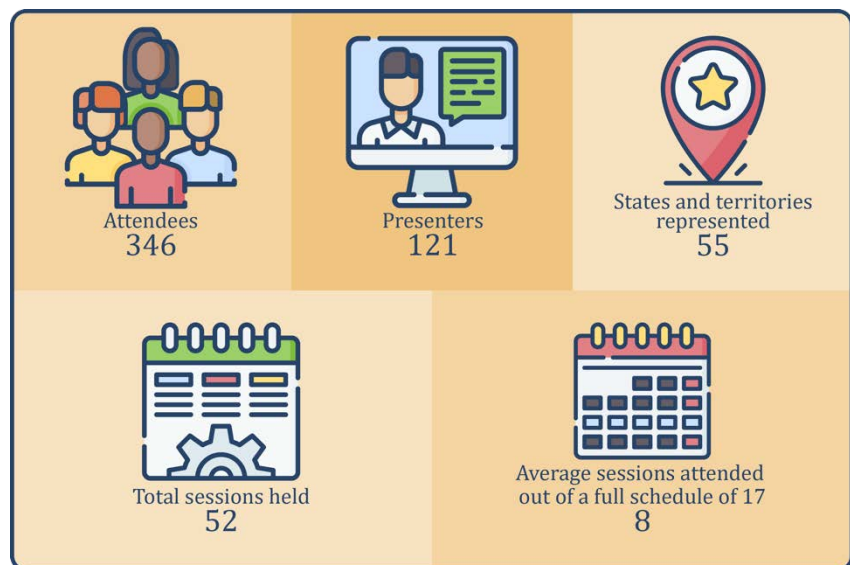
The PDG B-5 TA Center Annual Meeting was an opportunity for state agency leaders and staff to network with each other, present some of their challenges and accomplishments with PDG B-5 implementation, and learn about the work of other states to support their birth through five early care and education (ECE) systems.

Goals of the Meeting:

- Build relationships among state leaders implementing PDG B-5 grants
- Share resources to inform policy decisions and issues affecting the early care and education system, including impacts related to the COVID-19 pandemic
- Identify innovative strategies to align with and strengthen the early care and education system and range of supports for young children and families
- Identify new questions, needed resources, and research to inform on-going implementation of high-quality early care and education programs in the state

The meeting included 52 content sessions, all held virtually over ZoomGov: three plenary sessions and seven topic strands that each included six concurrent sessions and an overview session. The plenary sessions provided extended sessions for sharing information with all attendees. Topic strands allowed attendees to learn about seven topics and to select one specific area

(within each topic) to explore more deeply. Each topic strand began with a brief introductory presentation for all attendees to provide context and a framework for the six concurrent sessions addressing a subtopic within the larger topic strand, from which attendees could select one. More information on the content of the plenaries, strands, and concurrent sessions is in the Meeting Content section of this document. There were also two informal networking sessions



held, which provided an opportunity for attendees to reflect with participants from other states and territories on topics discussed during the meeting. (Exhibit 1 provides the meeting agenda.)

Most Annual Meeting events took place between 10:30 am and 2:00 pm Pacific Standard Time (PT) to accommodate the schedules of the widest range of participants. The two networking sessions, held during early evening hours in PT, provided additional opportunities for participants to engage with each other, including those from Guam and the Commonwealth of the Northern Mariana Islands in the Chamorro Standard Time zone.

Exhibit 1. Agenda At-A-Glance: December 7–11, 2020

Day	Hours (PT)	Sessions					
M	10:30–12:00 PT	Opening Keynote					
	12:00–12:30 PT	Break					
	12:30–2:00 PT	Strand 1: Meaningful Family Engagement					
		Concurrent Session	Concurrent Session	Concurrent Session	Concurrent Session	Concurrent Session	Concurrent Session
T	10:30–12:00 PT	Strand 2: Social-Emotional Health					
		Concurrent Session	Concurrent Session	Concurrent Session	Concurrent Session	Concurrent Session	Concurrent Session
	12:00–12:30 PT	Break					
	12:30–2:00 PT	Strand 3: Developing and Maintaining Strategic Partnerships					
		Concurrent Session	Concurrent Session	Concurrent Session	Concurrent Session	Concurrent Session	Concurrent Session
	4:30–6:00 PT	Networking Session					
W	10:30–12:00 PT	Strand 4: Ensuring a High-Quality ECE Workforce					
		Concurrent Session	Concurrent Session	Concurrent Session	Concurrent Session	Concurrent Session	Concurrent Session
	12:00–12:30 PT	Break					
	12:30–2:00 PT	Research to Practice Keynote					
Th	10:30–12:00 PT	Strand 5: Using a Cross-Agency Data System to Support Mixed Delivery Systems					
		Concurrent Session	Concurrent Session	Concurrent Session	Concurrent Session	Concurrent Session	Concurrent Session
	12:00–12:30 PT	Break					
	12:30–2:00 PT	Strand 6: A Strategic Approach to Governing and Financing the ECE System					
		Concurrent Session	Concurrent Session	Concurrent Session	Concurrent Session	Concurrent Session	Concurrent Session
	4:30–6:00 PT	Networking Session					
F	10:30–12:00 PT	Strand 7: Helping States Build Capacity for Local ECE Systems Building					
		Concurrent Session	Concurrent Session	Concurrent Session	Concurrent Session	Concurrent Session	Concurrent Session
	12:00–12:30 PT	Break					
	12:30–2:00 PT	Closing Keynote					



Attendees

Throughout the week, 346 attendees participated in the national PDG B-5 Annual Meeting, with representation from all 50 states, Washington DC, and four territories (the Commonwealth of the Northern Mariana Islands, Guam, Puerto Rico, and the U.S. Virgin Islands). Among the participants, 35 identified themselves as PDG grant managers, 40 as other PDG team representatives, and 157 as other state agency representatives. Leaders from community-based organizations (13), other nonprofit organizations (4), and universities (10) also attended the meeting, as did PDG B-5 TA Center staff (54) and federal representatives (e.g., Federal Project Officers [FPOs]) (24). Nine staff from other organizations also attended the meeting (Exhibit 2).

Exhibit 2. PDG B-5 Annual Meeting Attendees by Role

	Number of Attendees	Percent of total attendees
PDG B-5 Grant Manager	35	10%
Other PDG Team Representative (e.g., Project Lead)	40	12%
Other State Agency Representative	157	45%
Community-Based Partner or Provider	13	4%
Other Nonprofit Partner or Advocate	4	1%
University Partner, Consultant, or Subject Matter Expert	10	3%
Federal Staff	24	7%
PDG B-5 TA Center Staff	54	16%
Other	9	3%
Total	346	100%

Note. Attendee counts include presenters.

Attendance varied by type of session and day (Exhibit 3). The opening keynote had the highest attendance, with 214 people joining. The Research to Practice and closing plenary sessions had 137 and 152 attendees, respectively. Attendance for the topic strands declined slightly with each day of the Annual Meeting, with a high of 185 on the first day and a low of 137 on the last day. Attendance at the topic strand overviews ranged from 131 to 173 participants. Attendance at the 42 concurrent breakout sessions averaged about 27 participants per session and ranged from 13 to 45 participants. Attendance at the two networking sessions was lower than most other sessions, with attendance of 18 and 23 participants. **Appendix A** presents attendance by individual topic strand concurrent session, as well as response rates to each session's brief evaluation survey.



Exhibit 3. Attendance by Session Type

	Number of Attendees
Overall Attendance	346
Plenary Sessions	
Opening Keynote	214
Research to Practice Keynote	152
Closing Keynote	137
Network Sessions	
Session 1: December 8, 2020	18
Session 2: December 10, 2020	23
Strand Sessions	
Strand 1: Meaningful Family Engagement	185
Strand 2: A Comprehensive Approach to Behavioral and Social-Emotional Health	174
Strand 3: Developing and Maintaining Strategic Partnerships	167
Strand 4: Ensuring a High-Quality ECE Workforce	160
Strand 5: Using a Cross-Agency Data System to Support Mixed Delivery Systems	161
Strand 6: A Strategic Approach to Governing and Financing ECE Systems	140
Strand 7: Helping States Build Capacity for Local ECE Systems Building	137

Note. Attendee counts include presenters.

Meeting Content

Below are descriptions of each meeting session along with suggestions from participants about additional information they would like to have related to the session topic. The MyPeers platform will share the resources discussed during the convening and a full participant list.



Plenaries

Opening Plenary

Presenters:

- Kathleen Hebbeler, Co-Director, PDG B-5 TA Center
- Lori Connors-Tadros, Senior Research Fellow, PDG B-5 TA Center Staff
- Tammy Proctor, Supervisory Education Program Specialist, Office of Early Learning, U.S. Department of Education
- Richard Gonzales, PDG B-5 Project Manager, Administration for Children and Families, U.S. Department of Health and Human Services
- Brooke Stafford-Brizard, Vice President for Research to Practice, Chan Zuckerberg Initiative
- Linda Hampton, Senior Director of Program Development, Save the Children
- Frank London Gettridge, Executive Director, The National Public Education Support Fund

Leadership from the Office of Child Care, U.S. Department of Health and Human Services (DHHS), the Office of Early Learning, U.S. Department of Education, and the PDG B-5 TA Center welcomed attendees and provided context for the Annual Meeting. The three guest speakers then participated in a facilitated conversation about the most pressing policy issues, quality, and equity gaps in the early childhood (EC) system and what it would take to close those gaps, the data people use to set priorities, and advice for policymakers about what would make the biggest difference for children in poverty.

Additional information requested:

- What supports could a state provide to help Head Start directors work more seamlessly with other programs?
- How do states navigate differences in reporting requirements, teacher qualifications, and operational costs across funding streams?
- What are the implications for teacher pay (especially for those who care for infants and toddlers) and quality?
- Given the importance of child care for our economy, what steps should state agencies take to strengthen the infrastructure of EC systems?

Research to Practice Plenary

Presenters:

- Mandy Reeve, TA Specialist, PDG B-5 TA Center



- Meryl Barofsky, Office of Planning, Research, & Evaluation, U.S. Department of Health and Human Services
- Susan Adams, Deputy Commissioner, Pre-K and Instructional Supports, Georgia Department of Early Care and Learnings
- Bentley Ponder, Deputy Commissioner, Quality Innovations and Partnerships, Department of Early Care and Learning, representing Georgia
- Katie Pergande, Research Analyst, Department of Children and Families and Katherine Magnuson, Director, Institute for Research on Poverty, representing Wisconsin
- Daphna Bassok, Associate Professor of Education and Public Policy, University of Virginia
- Erin Carroll, Director of Early Childhood, Virginia Department of Education, representing Virginia
- Susan Sheridan, University of Nebraska-Lincoln Early Learning Network

Description: This session focused on how state policy can inform research and how research can inform state policy. The session presented federal resources that can support state staff and researchers to work together effectively. These resources included a Research and Evaluation Capacity Self-Assessment tool, an annotated bibliography of resources to build research capacities, a guide on procuring research and evaluation services, information on the Research Connections website about working with administrative data, and a collection of child care surveys and resources related to COVID.

State leaders and researchers from three states presented how they worked together on ECE policy research.

- The team from Georgia discussed how they use an internal research department to help analyze administrative data in real time, manage partnerships with external researchers, and support the understanding of research needs and findings.
- The Wisconsin representative shared how a longstanding partnership with their university research partner and a master data-sharing agreement support policy development and academic research as well as using data-informed decision-making to address important policy questions.
- The team from Virginia shared an example of how a close partnership with state leaders enabled them to conduct a workforce study that informed their use of retention incentives and helped them secure additional funding for their workforce retention work.
- The lead of the Early Learning Network described how the Institute of Education Sciences, U.S. Department of Education, funded five network study teams that have produced their findings and other resources (e.g., practice and policy guides) that are available on the Early Learning Network website.



Additional information requested:

- Will there be another round of Child Care Practitioner-Research Partnership grants for new state partnerships to build on some of these lessons?
- What are the challenges of and remedies for setting up quasi-experimental or experimental designs that require comparison groups (e.g., the willingness of those who do NOT receive incentives to participate in comparison groups)?

Closing Plenary

Presenters:

- Missy Coffey, Director, PDG B-5 TA Center
- Jamila Smith, Executive Director, Office of Elementary and Secondary Education, U.S. Department of Education
- Michael Warren Associate Administrator, Health Resources and Services Administration, Maternal and Child Health Bureau, U.S., Department of Health and Human Services (DHHS)
- Jennifer Burnzynski, Associate Deputy Assistant Secretary, Office of the Assistant Secretary for Planning and Evaluation, DHHS
- Shannon Christian, Director, Office of Child Care, ACF, DHHS
- Jerry Milner Associate Commissioner, ACF Children's Bureau, DHHS
- Dr. Dipesh Navsaria, Associate Professor of Pediatrics, University of Wisconsin, School of Medicine and Public Health

Description: Federal representatives provided closing comments and shared resources (e.g., websites, policy and practitioner guides, toolkits, webinar series) and funding opportunities from their agencies that PDG B-5 Grantees and other states can take advantage of to strengthen early childhood systems.

Guest speaker Dr. Dipesh Navsaria, Medical Director of Reach Out and Read Wisconsin, gave the closing keynote presentation. He spoke about early brain development and how trauma interferes with it, how supportive relationships between adults and children are tied to healthy brain development and can serve as a buffer against trauma, potential strategies for promoting supportive adult-child relationships including the reading of books to children, and the critical need for supporting families now more than ever due to COVID-19, increased family poverty, and social conflict.

The PDG B-5 TA Center Director thanked everyone for attending the meeting. She noted that resources shared at the meeting will be available on MyPeers and encouraged participants from all states and territories to reach out to the TA Center for additional information and support in 2021.



Additional information requested:

- How should states be working to create mixed delivery systems connect to the health care system? Who might be some of the critical partners? Who might be missing?
- What are strategies for implementing effective early childhood communication and public awareness campaigns, including reaching out to the business community and government officials?

Topic Strands

While planning for the Annual Meeting, the Federal Project Officer/Managers and the Government Task Lead, Contract Officer's Representative, PDG B-5 TA Center Subject Matter Experts (SMEs), and an external planning group of state and federal representatives, made recommendations about key topic areas to address. These recommendations resulted in seven topic strands that formed the basis of the remaining sessions. Each topic strand began with a session for all attendees; PDG B-5 TA Center staff led six of these introductory sessions and state representatives led one. Each attendee then chose to attend one of six sessions focused on various sub-topics within each topic strand.

Strand 1: Meaningful Family Engagement

Full Group

Session Title: Raising their Voices: Family Leadership in Early Childhood Classrooms and Systems

Presenter(s):

- Mary Lee Porterfield, PDG B-5 National TA Center Staff
- Carola Oliva-Olsen, PDG B-5 National TA Center Staff
- Beth Gardiner, PDG B-5 National TA Center Staff

Session Description: This opening session set the stage for the concurrent sessions by discussing how including family voices and supporting family leadership in early childhood classrooms, programs, and systems can advance equity, improve outcomes, and eliminate educational disparities and opportunity gaps in early childhood education. Presenters emphasized the importance of developing trusting relationships between providers and families, using family-centered practices and services, and treating families as partners in their child's education and development. They also discussed specific ways family engagement in the ECE program can support children who are dual language learners, through explicitly talking with children about the importance and value of home language and culture, so that children understand that their language and culture are important and something to be celebrated.



Concurrent 1.1

Session Title: Developing a Statewide Family Engagement Framework

Presenter(s):

- Elaine Eclavea PDG B-5 Director, Guam
- Pauline Camacho, Program Coordinator, Family Health Information Resource Center (FHIRC), Guam
- Joy Milano, PDG B-5 Program Manager, Michigan

Session Description: A statewide strategy for engaging families in early childhood systems and programs can help ensure a unified approach across system partners. Representatives from two states shared their experiences developing statewide family engagement frameworks, including tools and resources that other states could use.

A representative from Guam described multiple early childhood initiatives they have undertaken to strengthen family engagement, including the NENI (means “baby”) Directory of Services, NENI newsletters about the importance of the early years, NENI 311 which is a centralized telephone number that families can call for child development information, support, and services; and Steppingstone for Alignment—a Collective Impact effort-- that provides coordinated training on the Strengthening Families framework and hosts Parent Cafés.

A representative from Michigan presented on Great Start Collaboratives and Great Start Parent Coalitions (GSPCs), providing examples of Great Start implementation in various communities. Michigan has awarded 60 grants to Great Start Parent Coalitions (GSPCs) to identify community members who have established trusting relationships in each of the GSPC areas to serve as “trusted advisors” to the GSPCs as they build parent coalitions to develop trusting relationships within communities in order to bridge the gap between parents in the community and the early childhood system.

Additional information representatives from states and territories would like to have:

- What family engagement models, including parent coalition models, are states and territories using?

Concurrent 1.2

Session Title: Supporting Family Leadership at the State Level

Presenter(s):

- Debbie Deere, Early Childhood Systems Coordinator, Kansas Children's Cabinet, Kansas
- Kristi Snuggs, Deputy Director of North Carolina Division of Child Development and Early Education, North Carolina



Session Description: Partnering with families to support family leadership at a state- or cross-systems level involves coordination across multiple partners and stakeholders. Representatives from Kansas and North Carolina shared their work to include family voices at all levels of the early childhood sector and the tools they developed to support this work.

Kansas presented information on their early childhood family engagement framework. The Kansas Family Engagement and Partnership Standards for Early Childhood is a resource that provides information and guidance for early childhood providers and educators to use as they examine current family practices and plan future strategies to engage families in their children's development and learning. The framework was created by the Kansas State Agency Early Childhood Leadership Team through a grant from the W.K. Kellogg Foundation. The Leadership Team consists of various state agency, community, and university stakeholders and partners. The Framework serves as a guide for appropriate family engagement and to create quality interactions and partnerships between early childhood providers and families.

A representative from North Carolina presented on its early childhood family engagement and leadership work, initiated in 2019. The North Carolina Division of Child Development and Early Education created a dedicated position for a State-level Family Engagement Coordinator, convened a State Coalition of family leaders and cross-sector early childhood stakeholders, and supported concurrent development of local-level family engagement coalitions. This work resulted in the Family Engagement and Leadership Framework, an accompanying framework summary, and an online action guide and toolkit.

Additional information state/territories would like to have:

- What family engagement models, including parent coalition models, are being used throughout the states/territories?
- How do states evaluate their family engagement efforts?

Concurrent 1.3

Session Title: Partnering with Families at the Classroom Level

Presenter(s):

- Carla Keener, Director of Programs First 5 Alameda County, Alameda County
- Soodie Ansari, Coordinator of Early Learning Dual Language Support, San Mateo County
- Angela Cabrera, GSA -Early Care and Education Program, San Mateo County (All presenters from California)

Session Description: Partnering with families at a classroom level can support seamless experiences for families and educators across home and school contexts and advance an anti-bias, equity-focused, approach in the early care and education classroom. Representatives from two counties in California shared their work in this area.



Representatives from the County of Alameda Early Care and Education Program showcased a pilot project focused on supporting early learning educators to create effective home-school partnerships that embrace the uniqueness of our children and families. The approach addressed dual language acquisition and cultural responsiveness. The training focused on strategies for reviewing instructional practices, identifying strengths, and planning for implementation of research-based practices that support individual children who are dual language learners. By getting to know the family, their culture, and the child's interests, educators are better equipped to create an environment where families feel welcome, valued, and respected.

Representatives from the San Mateo County Office of Education presented their family engagement efforts that are designed to be culturally and linguistically responsive to the needs of the local communities they serve. These efforts focus on shifting the understanding and practice of family engagement from parent education or “random acts of parent involvement” to authentic collaboration and partnership among families, educators, and the school system. The Early Childhood Language Development Institute (ECLDI) developed a parallel series of interactive workshops for families of children who are English language learners with content that is aligned with the educator professional development modules. With additional funding from First 5 San Mateo, ECLDI provides a monthly professional learning community, called Early Learning Family Engagement Communities of Practice, designed to support capacity building and networking for family engagement practitioners and to promote a shift to a more collaborative approach to family engagement. These professional learning communities help practitioners to implement Parent Cafés, which aim to create peer support opportunities for families and are rooted in California's Strengthening Families Framework's protective factors.

Additional information state/territories would like to have:

- What are some examples of promoting parent and family engagement among specific cultural and linguistic groups?

Concurrent 1.4

Session Title: Using the Strengthening Families Framework in a Quality Rating Improvement System (QRIS)

Presenter(s):

- Jane Zink, Leadership Director, Idaho AEYC, Idaho
- Eli Hawgood, PDG B-5 Grant Manager, Vermont
- Amy Bolger, Early Childhood and Afterschool Systems Specialist, Vermont
- Johanna Vaczy, STARS Administrator, Vermont

Session Description: The Strengthening Families Framework can be a powerful tool to support strong connections with families and to support families who may be experiencing toxic stress



and trauma. Representatives from Idaho and Vermont presented how they incorporated the Strengthening Families Framework into their QRIS.

A representative from Idaho shared how the Strengthening Families Framework is embedded in their professional development, QRIS (called IdahoSTARS), and program services. They shared lessons learned in the areas of education, integration, and accountability to the framework across IdahoSTARS, and in pairing the framework with research on HOPE (Health Outcomes of Positive Experiences) and equity.

Three representatives from Vermont described how they have used the Strengthening Families Framework to improve their QRIS (called Vermont STARS) by including the framework in the QRIS criteria. They also strengthened their state's Early Multitiered Systems of Support (Early-MTSS) by embedding the framework into their implementation of The Pyramid Model to support teachers, engage parents, and provide consistent and appropriate care for children regardless of the level of need.

Additional information state/territories would like to have:

- Does the Strengthening Families Framework work in urban settings, in family child care settings, and with diverse families? What data show its effectiveness in these contexts?
- How do you incorporate the Strengthening Families Framework into a QRIS?

Concurrent 1.5

Session Title: Culturally and Linguistically Responsive Family Partnerships

Presenter(s):

- Meghan Johnson, Director of Learn and Grow, Alaska's QRIS, Alaska
- Hattie Harvey, Associate Professor, Department of Psychology, University of Alaska, Anchorage, Alaska

Session Description: Culturally and linguistically responsive family engagement practices can support meaningful partnerships among diverse providers and families. Representatives from Alaska shared their approaches to partnering with families in culturally and linguistically responsive ways.

The presenters provided an overview of Alaska's new Early Childhood Strategic plan, with a specific focus on how Alaska's QRIS (called Learn & Grow) incorporated family and cultural quality indicators. The presentation introduced the research process for developing the new Alaska Cultural Guideline for Reflective Practice in birth through five settings that focuses on helping educators reflect on and improve their culturally responsive practices. The Learn & Grow approach uses language that highlights "recognition" rather than "rating" to communicate that quality improvement is a process.



Additional information state/territories would like to have:

- How do you build a process that allows for culturally responsive individualization in the QRIS?
- What types of evidence can providers use to meet Learn & Grow recognition?
- How do you integrate the Strengthening Families Framework into the Learn & Grow approach?

Concurrent 1.6

Session Title: Partnering with Families in the COVID-19 Era

Presenter(s):

- Susan Adams, Deputy Commissioner for Pre-K and Instructional Support, Georgia Department of Early Care and Learning, Georgia
- Michelle Lewis, Executive Director of New Hampshire's Parent Information Center, New Hampshire

Session Description: The COVID-19 pandemic has created both challenges and opportunities for partnerships among families and early childhood providers. Representatives from Georgia and New Hampshire presented lessons learned about opportunities to support family partnerships related to both early intervention and early care and education.

Georgia has focused on opportunities to 1) strengthen family voice within the birth through five system, 2) provide peer learning, and 3) develop resources to increase family knowledge of child development and developmental surveillance. A crucial part of this work has been the creation of the Family Peer Ambassador Program. Georgia's Family Peer Ambassador Program has trained a diverse group of approximately 50 parents and guardians with children birth through five to serve as ambassadors to share information and resources with other families of young children in their communities. These ambassadors give feedback on their experiences with early childhood programs and services to community- and state-level advisory groups and councils. In addition, the Georgia Department of Early Care and Learning (DECAL) has created an interactive website with tools that help families track and support their child's developmental milestones.

New Hampshire representatives partnered with the Parent Information Center to organize a state-level family group comprising vulnerable families from across the state who could provide feedback on priorities, activities, and tools. Family group members received training on early childhood systems and leadership, and were provided opportunities to serve on advisory groups, thereby sharing their voices. This group has played a significant role in providing feedback on key aspects of the PDG B-5 strategic plan, strategies for communicating broadly to families, ways to raise the profile of family resource centers, and how best to develop the New Hampshire Welcome Families website. The group is also working to create a suite of tools for early childhood providers and systems leaders to promote family voice and leadership.



Additional information state/territories would like to have:

- What communication channels/platforms are states using to communicate with parents?
- How are states conducting Parent Cafés virtually?
- How are states engaging family ambassadors at the state level?
- How can federal funds be used to pay stipends to family representatives?

Strand 2: Social-Emotional Health

Full Group

Session Title: Behavioral and Social-Emotional Health is Everyone's Business. Mental Health and Social-Emotional Learning in an Early Childhood System

Presenter(s):

- Neal Horen, PDG B-5 TA Center Staff
- Maria Eugenia Vazquez Betancourt, PDG B-5 TA Center Staff

Session Description: This session outlined important considerations for state program administrators designing an early childhood system that supports the social-emotional learning and mental health of young children and their families. The session also presented a framework for how multiple early childhood service programs fit within a larger early childhood system of care. The presenter used the analogy of the coordination required to build Central Park in New York City to demonstrate how people across a wide variety of disciplines came together to build the groundwork for a functional system. Some things to consider during the systems-building process are what is the goal, who will do the work, how will it be coordinated, what infrastructure is needed, and how to sustain what has been created. Also highlighted: the importance of having a shared inter- and intra-agency vision for the work, with leaders sitting together regularly over the years, developing interagency relationships that can withstand changes in individual leaders.

Concurrent 2.1

Session Title: Integrating Models of Behavioral and Social-Emotional Learning

Presenter(s): Patty Persell, New York State Head Start Collaboration Director, New York

Session Description: This session focused on how states can integrate social-emotional learning in an early childhood system. The presenter described strategies that the New York Council on Children and Families used to build a more integrated system for providing social-emotional supports to children, families, and educators. The discussion offered an overview of New York's efforts to deepen implementation of the Pyramid Model in early learning programs. This began with securing support from leadership across the multiple state agencies that interact with young children and their families. Having a cross-agency leadership team



promoted buy-in and consensus around goals and procedures for statewide adaptation of the Pyramid model in all child-serving settings. Demonstrating success in bringing multi-agency leadership together for the statewide adaptation led to funding for the Pyramid Model from several sources and to including the Pyramid Model in the state's Child Care and Development Fund plan. New York Council on Children and Families was also able to hire an Infant Toddler Mental Health Consultant dedicated to working with all of the state's Child Care Resource and Referral agencies and building a data system that allows for tracking child, program, and system-level information.

Additional information state/territories would like to have:

- What types of indicators are needed to track Pyramid Model Implementation?
- What is the most effective process for accurately collecting and inputting data into a usable system?
- How can measures of behavioral and social-emotional learning be incorporated into state Quality Rating and Improvement Systems?
- What is the most effective way to begin collaborating on braided funding?

Concurrent 2.2

Session Title: Infant and Early Childhood Mental Health Consultation

Presenter(s):

- Dallas Rabig, Infant and Early Childhood Mental Health State Coordinator, Alabama
- Catherine Lenihan, OEC PDG B-5 Director, Connecticut
- Heidi Madera, Executive Director of Connecticut Association for Infant Mental Health (CT-AIMH), Connecticut
- Jola Borto, Early Childhood Consultation Partnership (ECCP), Connecticut

Session Description: Representatives from Alabama and Connecticut described statewide approaches to incorporating mental health consultation in early childhood systems. Heidi Maderia presented on the work of the CT-AIMH organization to provide cross-discipline professional development on infant attachment, co-regulation, family partnerships, reflective practice, development, behavior, and temperament. CT-AIMH offers an endorsement for the early childhood workforce that requires a series of trainings and a period of reflective supervision, with the intent of increasing the competencies of the ECE workforce, reducing suspension/expulsion, and supporting positive infant/early childhood mental health outcomes. Jola Borto described her agency's data-driven consultation work to build capacity in the ECE workforce to address children's mental health needs using a promotion, prevention, and intervention model. Any provider or family member can make a referral to receive a consultation. The program has been highly effective at helping providers better understand the meaning of various behaviors, and at connecting providers with their colleagues so they don't



feel so alone facing their challenges; as a result of these multiple supports, most, if not all, children maintain their placement. Both Connecticut presenters emphasized the importance of community collaboration, and data-driven decision-making, resulting in more effective implementation of the work.

Dallas Rabig described the work her agency has undertaken in Alabama, including current expansion efforts to add infant/early childhood mental health consultants to support ECE providers across the state. They began with a Project LAUNCH grant several years ago and discussed how they have been able to leverage state dollars by providing legislators with evidence of their impact. Their expansion includes three early intervention sites, and they have a new pilot initiative in collaboration with substance abuse recovery programs for pregnant women or women with infants/toddlers. One challenge in Alabama is finding qualified professionals to staff the new positions. This challenge opened a discussion about the need to collaborate across systems to embed an endorsement and/or higher education coursework and training to prepare the workforce (including regular ECE providers and specialists). All presenters emphasized the need for cross-agency and cross-sector collaboration and discussed how the COVID-19 pandemic has affected the provision of mental health services.

Additional information state/territories would like to have:

- Where can I find more information about infant/early childhood mental health consultation and how it is different from other programs such as home visiting or parent education?
- How do providers of mental health consultation services best collaborate with providers in the IDEA Part C system?
- What are the most effective strategies for building the mental health consultation workforce?
- Are there opportunities to incorporate infant/early childhood mental health content into higher education coursework across disciplines such as the representatives from Minnesota and Connecticut described?

Concurrent 2.3

Session Title: Addressing Trauma in Early Childhood

Presenter(s):

- Jennifer Miller, Project Director for the West Ed Center for Prevention and Early Intervention/PDG R California, California
- Diane Harkins, Senior Program Associate, West Ed, California; Ivette Navas, PDG B-5 Psychology, Puerto Rico

Session Description: Early childhood trauma represents a major public health problem, with serious consequences for children, families, and society in general. Representatives from California discussed state-level efforts to help children and families impacted by wildfires involving the use of an action planning process that includes early childhood mental health



(ECMH) program-level consultation across the state. Affected communities faced issues including loss of early childhood facilities, high levels of staff turnover, family homelessness, and child behavior issues. The immediate response to the crisis included providing emergency disaster and trauma-informed resources distributed in hard-copy packets and electronic resources organized into digestible formats. Over the longer term, the California Inclusion and Behavior Consultation network provided consultation to staff of early childhood programs in affected areas. The speakers shared that they learned the intervention needed to be teacher-led and reflect local needs. They also shared that teachers addressed children's mental health needs, but they were less eager to address their own trauma. A lack of ECMH providers represented a challenge for responding quickly to disasters.

Representatives from Puerto Rico discussed responding to a series of natural disasters in the context of widespread poverty and a challenging political and fiscal infrastructure. The Puerto Rico Departments of Health and Education collaborated with institutions of higher education, as well as nonprofits like Save the Children and the National Center for Child Traumatic Stress, to provide children and families with psychological first aid.

Additional information state/territories would like to have:

- What role should municipalities play in coordinating services following a natural disaster?
- How do you build a sufficient workforce to address ECMH needs in a time of crisis?

Concurrent 2.4

Session Title: Early Childhood Workforce Wellness

Presenter(s): Yanitza Alicea, PDG B-5 Program Coordinator, Puerto Rico

Session Description: In this session, participants discussed how state agencies can promote physical and mental well-being in the ECE workforce by providing access to wellness programs, thoughtful supervision, and other supports in the workplace. This can help staff feel less stressed and more valued. The presenter discussed efforts to support the well-being of the Puerto Rican early childhood education workforce within a challenging context that included hurricanes, earthquakes, and COVID-19-related program closures. Agency leaders in Puerto Rico began by collecting data on workforce needs. They conducted an early childhood program survey which asked about issues including staff concerns, financial situations, and the program staff's emotional well-being. The findings informed policies and programs. For example, when survey findings indicated that nearly 9 out of 10 providers had not received emotional support to cope with the many challenges facing their communities, agency leaders created workshops to specifically address these issues. The presenter noted that they are beginning to see the results of these efforts. A large majority (87%) of program directors have participated in trainings on self-care, burnout prevention, financial literacy, program administration, or received other professional development services to improve program quality.



Additional information state/territories would like to have:

- What models can states use to guarantee health benefits for child care professionals?
- Are there examples of successful collaborations within the K-12 system that support early childhood educator mental health?

Concurrent 2.5

Session Title: A Full Continuum of Mental Health Services and Supports

Presenter(s):

- Kathryn Kigera, Director of Quality Initiatives, Division of Early Learning, Washington, DC
- Ellyn Schreiber, Director of the Children's Intervention Program at Riverbend Community Mental Health Center, New Hampshire

Session Description: Representatives from Washington DC and New Hampshire described their efforts to provide a full continuum of services from promotion to prevention to treatment within an early childhood system. Participants talked about addressing the mental health and well-being of all children and not just the small percentage of children who need treatment.

Representatives from Washington DC discussed the inclusion of mental health supports in the ongoing professional development and coaching provided to all members of the early childhood workforce. DC trauma training cut across programs and services to get everyone who interacts with young children speaking the same trauma-informed language. The examples of strategies and resources that the early childhood workforce can use to support families and other caregivers included offering weekly virtual support sessions for parents, as well as providing parents of young children with access to Connected Families, a seven-part video series to promote warm, consistent parenting. DC also provides mindfulness classes for caregivers, parents, and teachers.

New Hampshire state agencies provide multiple resources for building a continuum of early childhood mental health services including information on implementing the Pyramid model. The presenters described the development of a three-tiered credentialing program with the following credential levels: Intermediate, Advanced, and Advanced Reflective Practice Consultant (RPC). Intermediate credentials are targeted for providers in supportive roles in fields such as child care, family support services, health education, and early supports and services. The Advanced credential is targeted for professionals providing clinical mental health interventions, supervision, consultation, and training around mental health issues, as well as direct support and services to children and families. Professionals who hold the Advanced RPC have the highest level of clinical and supervisory experience and provide consultation services to Intermediate and Advanced-level credential candidates.



Additional information state/territories would like to have:

- How can states build mental health supports across multiple systems such as child care, IDEA Part C, and Head Start?
- How can states provide mental health training virtually?
- What strategies are effective to help convince ECE staff of the need to attend wellness and self-care trainings?

Concurrent 2.6

Session Title: Family Driven Care in Early Childhood Mental Health

Presenter(s):

- Bethany Andrade Siddiqui, PDG B-5 Project Manager, New Jersey
- Andrea Breitwieser, Program Specialist, New Jersey Department of Human Services, Division of Family Development, New Jersey

Session Description: This session focused on the challenge of helping families understand the importance of social-emotional learning and mental health supports for very young children. The presenters discussed efforts to integrate social-emotional well-being into professional development opportunities for staff working across New Jersey early childhood services. They reported that New Jersey has developed a robust training series called "Keeping Babies and Children in Mind" and the state continues to build on its work with the Pyramid Model and its Infant Mental Health Endorsement. New Jersey has also made investments to support parent engagement with the use of Engagement Specialists at the Child Care Resource and Referral Agencies, using the Positive Solution for Parenting Curriculum. Preschool Development Birth-5 (PDG B-5) grant funds support the development of Infant and Early Childhood Mental Health Resource Hubs to build state capacity for clinical support and a strategic learning space for professionals to have access to supports for social-emotional well-being and inclusion practice resources. The PDG B-5 grant also supports the Early Childhood Specialist Initiative that places professionally skilled specialists in each county in the state to meet the early childhood mental health needs of families involved in the child welfare system, and other vulnerable families. The state has also implemented a 211 telephone service to connect families to appropriate mental health services.

Additional information state/territories would like to have:

- What are some models for central intake hubs for mental health services?
- How can states engage parents and other caregivers in the development of early childhood mental health initiatives?



Strand 3: Developing and Maintaining Strategic Partnerships

Full Group

Session Title: A GPS for Strategic Partnerships

Presenter(s):

- Ellen Frede, PDG B-5 National TA Center Staff
- Jana Martella, PDG B-5 National TA Center Staff

Session Description: This session provided a broad and historic overview of strategic partnerships in early childhood systems across the country and presented a vision for what it might look like in the future. Presenters discussed a few key milestones in the history of early childhood systems building, including the Brown v. Board of Education decision, the Abbott Preschool Program evaluation that illustrated the importance of preK to remedy educational gaps, The Pew Charitable Trust's 10-year initiative that funded research to inform policy and advocacy, and the Getting Ready 17-state partnership. This historical overview illustrated that this is a long journey on which PDG B-5 is just one step.

Concurrent 3.1

Session Title: Structures and Processes that Support Enduring Intra- and Inter-agency Partnership

Presenter(s):

- Lindsay Dorneman, Director of PDG B-5, Office of Early Childhood, Department of Human Services, Colorado
- Erin Arango-Escalante, Administrator, Division of Early Care and Education, Department of Children and Families, Wisconsin

Session Description: This session explored how states have created longstanding and effective partnerships among and between government agencies, including between early childhood and public health systems. These partnerships have resulted in collective impact and have leveraged supports that advance child and family well-being and outcomes, despite shifting roles, authorities, and boundaries. Representatives from Colorado and Wisconsin presented on the structures and processes they have used, and on the lessons learned in their respective states to create intra- and inter-agency partnerships and consolidate their early learning agencies and offices.

Colorado began consolidating its early childhood programs in 2012, by moving State pre-k and the early learning advisory council under its DHS Early Childhood Director's Office, as part of an Executive Order from the governor. Colorado's Early Learning office also includes Early Intervention, the Head Start Collaboration Office, Home Visiting, and Early Childhood Mental Health.



Wisconsin is still in the process of implementing its Leadership Council structure with an emphasis on being inclusive and reaching out to unlikely partners (e.g., tourism, housing, corrections). They have also engaged in targeted outreach to businesses with recommendations on how businesses can help support ECE programs and providers.

Additional information state/territories would like to have:

- What other states have consolidated their early learning offices and what lessons have they learned?
- During restructuring, how do offices or department leaders redefine their roles?
- What shared data systems do states use to capture and disseminate data?
- What models for cross-agency collaboration exist that don't involve consolidation?

Concurrent 3.2

Session Title: Inside/Outside Success - Engaging All Stakeholders in the Sustained Work of Systems Building

Presenter(s):

- Heidi Gold, Project Manager, Executive Office of Education, Massachusetts
- Kate Roper, Director, Early Childhood Services, Department of Public Health, Massachusetts
- Erin Carroll, Director, Office of Early Childhood, Department of Education, Virginia

Session Description: Representatives from Massachusetts and Virginia shared how they have actively and effectively collaborated with outside partners to strengthen the early childhood system, build public will to support change, and round out state capacity over time.

Massachusetts' mixed delivery system spans two offices of four agencies and has operated for a decade. Partnership conversations and activities include advocates, providers focused on children's and families' health and development, representatives of philanthropic nonprofits, and families. An operational steering committee oversees PDG B-5 grant activities, two subcommittees, and many small projects involving many partners. Data sharing agreements were critical and took a year and a half to establish.

In Virginia, the core leadership team includes the Virginia Department of Education, the Virginia Early Childhood Foundation, and the University of Virginia. The team shares a long history and vision. The three partners are always equally represented at the table. However, each agency plays a different role and contributes unique strengths and resources. Determining how all partners contribute and working out logistics was time-consuming but very important.

Additional information state/territories would like to have:

- What are examples of successful data-sharing agreements?



- How did partners cultivate a shared vision?
- What are successful strategies for bringing in the business community?
- What are strategies for working with adolescent parents?
- How is financial sustainability beyond the PDG B-5 grant being addressed?

Concurrent 3.3

Session Title: From the Early Learning Challenge to PDG B-5 - Optimizing Partnerships Catalyzed by Federal Early Childhood Systems Grants

Presenter(s):

- Lenore Scott, Assistant Division Director, Office of Early Childhood Services, Department of Children and Families, New Jersey
- Tonya Coston, Deputy Assistant Commissioner, Division of Early Childhood Education, Department of Education, New Jersey

Session Description: Representatives from New Jersey shared tools they developed and lessons they learned from competing for the Early Learning Challenge and PDG B-5 grants, including development of an Interdepartmental Planning Group.

The presenters talked about their Interdepartmental Planning Group (IPG) comprising five state departments involved in early childhood services. The group was established when New Jersey applied for a Race to the Top Early Learning Challenge (RTT-ELC) grant. In the beginning, roles and tasks were unclear, and trust needed to be established. The IPG was comprised mostly of mid-level managers but needed buy-in from upper-level management. The group overcame these barriers through honest and transparent conversations. Having this cross-agency group helped during political transitions. The group prioritizes the system over individual agencies. The IPG translated the ideas and strategies it developed for RTT-ELC and included them as part of their planned PDG B-5 work.

Additional information state/territories would like to have:

- How does funding impact partnerships?
- How are governing bodies set up to last beyond political changes?
- What governance models work for single ECE agencies?

Concurrent 3.4

Session Title: Who Is NOT at the Table You've Set?

Presenter(s):

- Courtnie Wheelless, Staff Director, PDG, Office of Early Learning, Department of Education, Florida



- Michele Bowers, Director, Division of Early Care and Education, Department of Social Services, South Carolina

Session Description: The session helped states’ representatives to examine their needs assessments and theories of change to determine whether they have all the necessary partners to accomplish their proposed outputs and outcomes for children and families. Participants engaged in brainstorming about who needs to be invited to the table and how to invite them. This session’s presenters also described and explored how sustained and aligned policies, practices, and processes can support transitions between programs and over time.

Because Florida is divided into geographical early learning coalitions, the state team doesn’t have direct connections to providers. Rather the state team needs to use the 30 early learning coalitions to communicate and get the work done. Florida state leaders engaged in a “roadshow” throughout the state to talk in person with local coalition members to hear about needs and strategies for braiding funding. They focused on delivering a clear and consistent message and on finding champions to spread the word. These leaders also went to provider organization conferences and meetings to gather information. They worked with their Help Me Grow partners to stay connected to early learning coalitions.

South Carolina presenters discussed working with leaders of school districts, Help Me Grow, Part C of IDEA, Maternal and Child Health programs (Block Grant, MIECHV), Head Start, and ECE provider associations on their comprehensive, statewide, birth through five needs assessment and related strategic planning process. They organized cross-sector groups to look at evaluation results and to align activities to accomplish goals in their strategic plan. They engaged in stakeholder mapping exercises to identify priorities and leaders who could take responsibility for various activities.

Additional information state/territories would like to have:

- What are the barriers with funding?
- How do states use funding to maintain sustainability for partners/braiding funds?

Concurrent 3.5

Session Title: Adaptive Partnerships – Building Authentic Relationships with Those Who Live in the System

Presenter(s):

- Micca Knox, Assistant Executive Director for Early Childhood Academy, Mississippi Community College Board, Mississippi
- Ariel Ford, Director, Division of Child Development and Early Education, Department of Health and Human Services, North Carolina

Session Description: This session focused on ways states can assure their partnerships include productive and real involvement and representation from groups that reflect the diversity



of their child populations, including the families and professionals that serve them, in ways that support equity. Representatives from Mississippi presented their communication efforts with families and shared their family engagement toolkit

(https://www.mdek12.org/sites/default/files/final_family_engagement_activities_3.pdf).

Mississippi has also established a state-level family council to ensure family voices are heard.

Representatives from North Carolina discussed the importance of building trust with families so that families are comfortable sharing what they need from state policies. The North Carolina team emphasized that state policies and leadership decisions may not always reflect what families actually need or want. Consequently, the NC Division of Child Development and Early Education has partnered with grassroots community organizations to understand local needs and develop cohesive policies that represent state and family needs.

Additional information state/territories would like to have:

- When you have people at the table, how do you determine who is still missing?
- How can inter-agency early childhood partnerships manage a change of administration?
- How did Mississippi build their toolkit and did the PDG B-5 grant help it come together?
- How do you track migrant families whose children are in multiple schools in a given year?

Concurrent 3.6

Session Title: Powerful Communications Strategies that Support Powerful Partnerships

Presenter(s):

- Rachel Demma, Director, Early Childhood System Development, Division of Early Childhood, Department of Education, Maryland
- Debra Andersen, Early Childhood Executive Director, Oklahoma Partnership for School Readiness, Oklahoma

Session Description: Sound and sustainable partnerships rely on transparency, clarity, and shared understanding and framing. Representatives from Maryland and Oklahoma shared what has worked and not worked when communicating with internal and external stakeholders in their states. Using this information, participants then helped craft messages that can bring cohesion, clarity, transparency, and integrity to their early childhood systems initiatives.

A representative from Maryland shared how the state's Department of Education has partnered with IDEA Parts B & C and Maryland's home visiting programs to reach diverse families, the diverse workforce, and leaders of all sectors in their mixed delivery system. To reach their parent audience, Maryland State Department of Education representatives have worked with local public television stations to share concise messages through Public Service Announcements (PSAs). They also are partnering with local radio stations (including rural stations and stations broadcasting in languages other than English) to connect with hard-to-



reach audiences, such as those serving immigrant communities (Haitian, Spanish-speaking). The team shared the critical importance of knowing who your audience is (e.g., families, diverse workforce, mixed delivery system) and selecting the messaging and the message delivery system accordingly.

A representative from Oklahoma described how their state ECE structure is not consolidated, but the state has robust licensing standards, monitoring system, QRIS, preK program, and home visiting program. Oklahoma officials brought all partners from these systems to the table and all agreed to delivering concise and consistent messages. They began by studying the ECE messages of the various state agencies and organizations, seeking help from a professional communication specialist who changed the way they approached communication. This resulted in 13 messages about ECE that were tested to ensure they resonate with the intended audiences.

Additional information state/territories would like to have:

- How do you develop a communication plan if you don't have in-house staff?
- What do other states with PDG B-5 funding plan to do around communication?
- Could the PDG B-5 TA Center offer a communications expert (who doesn't always focus on early childhood) to speak to the PDG B-5 teams?

Strand 4: Ensuring a High-Quality ECE Workforce

Full Group

Session Title: Changing the Workforce System: What Will it Take and Where Do We Start?

Presenter(s):

- Nancy vonBargen, PDG B-5 TA Center Staff
- Peggy Ball, PDG B-5 TA Center Staff

Session Description: Presenters at this overview session reviewed several early childhood workforce issues to set the tone for the concurrent sessions. The dialogue reflected on the latest national and state efforts to tackle the most challenging workforce issues facing the field. The presenters introduced two resources, the Power to the Profession Unifying Framework and Build Stronger from the Alliance for Early Success. These two resources helped guide the conversation on early childhood workforce issues and how to transform the nation's child care system. They emphasized the importance of providing equitable compensation for educators by developing a salary scale to achieve parity with other professions that require similar education levels and responsibilities. The presenters also discussed access to education and training post-pandemic, highlighting a move to online learning and a change in the development of new coursework towards trauma-informed and culturally responsive care. Finally, the session also



considered coaching and mentoring as well as the high turnover rates among early childhood educators and emphasized how all noted issues are interrelated.

Concurrent 4.1

Session Title: Workforce Qualifications, Certificates, and Credentials

Presenter(s):

- Beth Bye, Commissioner, Connecticut Office of Early Childhood, Connecticut
- Deborah Adams, Education Consultant, Connecticut Department of Education, Connecticut
- Tarah Dwyer, Professional Development Organizations and Special Workforce Projects, Business Partner, Pennsylvania Office of Child Development and Early Learning, Pennsylvania

Session Description: Participants in this session discussed state efforts to improve workforce qualifications to support early care and education program quality. Representatives from Connecticut and Pennsylvania discussed how to create a clear plan for developing higher-qualification requirements, how to introduce the qualifications to the ECE workforce, and how to facilitate acceptance of the qualifications with workforce supports.

Representatives from Connecticut described a multi-decade effort to support workforce improvement through legislation to delineate workforce requirements, as well as the development of a workforce registry system to track educator credentials and training. Working in collaboration with institutes of higher education and other stakeholders, Connecticut established alternative pathways for early childhood educators to earn a bachelor's degree. The state staff is reimagining their QRIS as a Quality Recognition and Improvement System. This new QRIS uses a more streamlined approach to cut down on administrative costs associated with monitoring and rating early childhood centers.

The representative from Pennsylvania described the state's process of creating an apprenticeship program that permitted practical experiences to be incorporated into child care provider credentialing. This effort was supported with Child Care and Development Fund resources and conducted as a collaboration among state agency staff, institutes of higher education, and professional development organizations.

Additional information state/territories would like to have:

- What are some examples of other states using data from Quality Rating and Improvement Systems to support workforce development?
- What is the Power to the Profession initiative and how can it support the improvement of the early childhood workforce?



Concurrent 4.2

Session Title: Access to Education and Training

Presenter(s):

- Kris Meyers, Associate Director of Quality Measurement and Improvement (VDOE), Virginia
- Jennifer Nguyen-So, Trauma Informed Care Program Manager, Washington
- Michelle Robert, Washington State Department of Children, Youth and Families, Washington

Session Description: Representatives from Virginia and Washington State discussed strategies that they have used to increase the availability of and access to education and training for all early childhood educators.

The Washington State Professional Learning Approach for Trauma-Informed Care and Relationship-based Professional Development Specialists provide educators with multiple opportunities to engage with materials through training, job tools, professional learning cohorts, coaching, goal-planning, and observation tools. The presenters noted that all these professional learning opportunities attempt to apply an equity mindset and anti-racist practices. Washington training opportunities are aligned so that they support both professional development professionals working with early learning providers as well as early learning providers working with children and families.

The representative from Virginia described their state's efforts to improve education and training opportunities through PDG B-5-supported needs assessments and strategic planning activities. Existing training and education partners provide Virginia training activities. Classroom Learning Assessment and Scoring System (CLASS) observations play a key role in providing Virginia early childhood educators with feedback on their teaching. CLASS observations have also provided a common language for understanding teaching practice among early childhood educators.

Additional information state/territories would like to have:

- How are states providing education and trainings within the context of pandemic restrictions?
- What strategies have states used effectively to communicate the importance of early childhood workforce quality to the general public?

Concurrent 4.3

Session Title: Professional Development Career Pathways and Registries



Presenter(s):

- Lori Masseur, Early Childhood Education Director and State Head Start Collaboration Office Director, Arizona Department of Education, Arizona
- Eric Bucher, Executive Director, Arizona Association for the Education of Young Children, Arizona
- Shanell Wagler, Administrator, Iowa
- Amanda Winslow Systems Facilitator, Early Childhood Iowa, Iowa Department of Management, Iowa

Session Description: This session examined how an organized system of clearly articulated pathways can help the ECE workforce in planning for and working toward required qualifications. Session participants discussed how early childhood education professional development (PD) registries help the early childhood workforce, program leadership, and state agencies track progress toward meeting quality improvement goals.

During this session, participants from Iowa described the state's efforts to update expected competencies for early childhood educators and coaches. This aided the state's work in creating career pathways and registries by developing strong partnerships across the state and alignment between the competencies and coaching offered.

Representatives from Arizona described the development of a PD network, a workforce registry, and a knowledge and competencies flipbook. These resources have aligned the work across the state agencies for coordinated PD tracking, aided in advocating for increased wages, and supported alignment with the K-12 PD system.

Additional information state/territories would like to have:

- How are states ensuring equitable access to PD opportunities?
- How do states incentivize participation in PD registries?
- How have registry systems been connected to other data systems (K-3, partners, etc.) and other sources of information on children and families (K-12 and preK, and licensing)?

Concurrent 4.4

Session Title: Recruitment, Retention, and Turnover

Presenter(s):

- Kristi Snuggs, Deputy Director, North Carolina Division of Child Development and Early Education, North Carolina
- Amy Mart, Director of Professional Learning, Buffett Early Childhood Institute, Nebraska

Session Description: States make significant investments in supporting professional development of the ECE workforce. Having data on who is entering the field, who is working in



the field, and what factors increase staff retention may help state agencies to identify where and how to make appropriate workforce investments. Leaders from North Carolina and Nebraska shared their experiences using workforce studies and analysis of early childhood workforce registry data to identify strategies to address recruitment and retention.

The presenter from Nebraska discussed the creation of the state's Early Childhood Workforce Commission that brought together practitioners, leaders, and community members to generate solutions to continue to advance the workforce. This led to the creation of multiple pathways for advancement, one of which is the Grow Your Own initiative that provides "stackable" credentials and qualifications across settings. The commission continued to survey providers throughout the COVID-19 pandemic to stay on top of emerging needs in the field.

North Carolina invested in workforce studies to better understand director, administrator, teacher, assistant, and parent perspectives. The North Carolina team created scholarships to support college education within the early childhood workforce, salary supplements for early childhood teachers, and a voluntary model salary scale to help program leaders understand what a fair salary would be. They also created an infant-toddler certificate, which they are working toward making a requirement via legislation.

Additional information state/territories would like to have:

- How did Nebraska officials calculate their cost estimate of a fully funded early childhood system?
- What elements should be included in funding resources to support the early childhood workforce?

Concurrent 4.5

Session Title: Targeted Coaching and Mentoring Systems

Presenter(s):

- Tracy Gruber, Director, Utah
- Kim Melville Program Specialist, Utah Office of Child Care, Utah
- Laura Reid, Professional Learning Manager, Georgia Department of Early Care and Learning, Georgia

Session Description: States have created targeted coaching and mentoring networks to increase the supply of care in communities with a limited supply of child care (sometimes characterized as child care deserts) and improve the quality of care systemwide. Presenters from Utah and Georgia shared their experiences working on quality improvement, including establishing staff qualifications, quality assurance for consistent service delivery, and procedures for monitoring the work and assessing the impact on programs.



The Utah representatives discussed the launch of their QRIS last fall and how programs needed support to move up on the rating scale. The state launched virtual peer learning communities, one targeted to center-based providers and another to family child care providers, where participants have two monthly meetings with a coach facilitator, complete professional development modules, do journaling, and create goals to discuss their progress when they check in with their coach. Virtual topics included QRIS, pandemic-related challenges, and environmental rating scales (ITERS, ECERS). The Utah team is in the process of surveying and doing focus groups with family child care providers to better understand their professional development needs and challenges. They are providing professional development and making sure program leaders have the needed competencies to create an environment that welcomes coaching, feedback, and continuous quality improvement.

The Georgia presenter talked about the state's Early Learning Coach designation, which began a few years ago with funding from the Early Learning Challenge grant. The state developed competencies and a self-study resource document that providers can follow to work toward this designation. They pilot-tested the program and are currently working on a second pilot and investigating how best to assess coaching competencies. They also developed a professional learning community around the Classroom Learning Assessment and Scoring System (CLASS) observation tool, hoping to address the challenge of shifting the mindset of specialists from program monitoring and compliance to coaching and support for teachers.

Additional information state/territories would like to have:

- How can states target or adapt coaching models to be responsive to the needs of family child care programs?
- What are effective strategies for conducting practice-based coaching in a virtual environment?
- How can states use data/databases to support coaching and workforce efforts?

Concurrent 4.6

Session Title: Compensation Strategies

Presenter(s):

- Angela Ben-Zekry, Early Childhood Workforce Manager, Colorado Office of Early Childhood's PDG team, Colorado
- Jennifer Stedron, Project Director, Early Milestones Colorado, Colorado
- Caitlin Molina, Deputy Director at Rhode Island Department of Human Services, Rhode Island
- Nicole Chiello, Child Care Administrator of Licensing, Rhode Island Department of Human Services, Rhode Island



Session Description: Low levels of compensation represent a key factor in the retention rates of ECE teachers and directors. Representatives from Rhode Island and Colorado shared strategies that their states have used to improve levels of compensation for early childhood educators to counteract low staff retention. Session participants described a cost-sharing model through which programs participating in the QRIS system can be reimbursed for staff development. Other strategies for improving compensation and retention included offering child care providers access to health care benefits. Participants discussed ideas for future efforts such as expert consultations for child care providers to build skills needed to operate a profitable small business. Other ideas included instituting special local or state taxes, such as a lodging tax, that would provide funds earmarked for supporting improved compensation for child care providers.

Additional information state/territories would like to have:

- What financial models exist that permit child care providers to provide early childhood educators with access to health insurance?
- What effective apprenticeship models exist for training child care providers? What steps are needed to launch high school student apprentice programs that support the provision of child care?
- How do apprenticeship programs impact compensation?

Strand 5: Using a Cross-Agency Data System to Support Mixed Delivery Systems

Full Group

Session Title: Innovative Data Analytics to Inform Mixed Delivery System Decision-Making

Presenter(s): Missy Coffey, PDG B-5 TA Center Director

Session Description: This session reviewed some of the innovative solutions to 2020's most pressing data issues and the organizational needs to support the ongoing data analytic and information needs across state agencies.

Utah's statewide tool, called the CAT, enables state agencies to gather information that programs need about their available services, eligible populations, and risk factors, to support program planning. The state agencies' collaboration with ECDataWorks enables the state agencies to highlight access and services, as well as impact, and report distinct counts of children.

Georgia and Florida both have geomapping projects that program leaders and families use to make decisions about the care available in any given region.



Texas agencies use integrated data from child care subsidies with Kindergarten Entry Assessment data and other data sources to enable analyses that support the transition to kindergarten and professional development planning.

Lastly, Minnesota agencies developed an early childhood data system to respond to critical health and emergency care needs in the state, leveraging investments from Race to the Top- Early Learning Challenge and Statewide Longitudinal Data Systems grants. Minnesota uses its early childhood data system to respond to the emerging needs presented by the COVID-19 pandemic. This presentation ended with encouragement for state representatives to think about what they could do with integrated data that they cannot do today and the importance of establishing a culture of data use.

Concurrent 5.1

Session Title: Building Data Analytics to Support Resource Mapping

Presenter(s):

- Herman Knopf, Research Scientist, Anita Zucker Center for Excellence in Early Childhood Studies at the University of Florida, Florida
- Ben Baumfalk, Policy Research Analyst at First Five Nebraska, Nebraska

Session Description: This session described how officials in North Dakota and Florida have built data analytics to support program and policy leaders in making resource decisions. Presenters shared the tools, as well as the strategies, that helped them to engage the intended users throughout the process.

The Florida team built the Sunshine Portal with data from the Florida Department of Children and Families, the Florida Department of Education and its Office of Early Learning, the Florida Head Start Association, and the Florida Department of Health and its Agency for Health Care Administration. The portal can produce unduplicated counts within programs, unduplicated counts across programs, service utilization rates, service receipt profiles, demographics of children and families served, and information about child and family risk/protective factors, services, and outcomes. Users can create interactive maps that combine layers of data from various sources.

A voluntary group of stakeholders created the Nebraska Early Childhood Data Coalition 10 years ago and have met quarterly ever since. The group created a community assessment tool called, “NE EC Explorer” to produce visualizations and data tables. NE EC Data Explorer pulls data from different sources to answer questions about eligibility (family income, etc.), access (where are ECE programs in Nebraska, type of providers, etc.), services (unduplicated counts of children and families receiving services by geographic areas) and impact (under development). During COVID-19, this group assessed child care availability by enabling child care providers to enter their own data online.



Additional information state/territories would like to have:

- What factors should state teams consider when deciding on the technical solution for integrating their data?
- What are examples of templates and data definitions for sharing data?
- How do ECIDS collaboratives choose research questions to answer with the data?
- What strategies work to keep data current?

Concurrent 5.2

Session Title: Are the Schools Ready for the Kids: Using Data for Transitions and Alignment

Presenter(s):

- Scott Bodnar, Director, Early Childhood Education Division, Texas Education Agency, Texas
- Allison Wilson, Manager, Child Care Program Policy and Early Learning Initiatives, Texas Workforce Commission, Texas

Session Description: This session presented several ways to better use data to meet the needs of local education agencies, community providers, and families in supporting children to be ready to transition to school. The Texas team shared the tool they have created and discussed the design and implementation of a data-based tool without an ECIDS.

TexR3 is the analytic tool that allows users to combine data to produce reports to look at school readiness from multiple perspectives. The data in Texas are spread out over many agencies; the work with ECDataWorks helped identify potential partners for the work, and plans for bringing the needed data together. The team integrated early childhood data from the Texas Education Agency (preK and kindergarten aggregated child-level data), Texas Rising Stars QRIS program data from the Texas Workforce Commission, and early childhood professional development data (including the statewide trainer registry and the workforce registry) from the Children's Learning Institute. The Texas team will soon be launching a reporting system that will allow users to examine data by region and level, thereby supporting ongoing decision-making.

Additional information state/territories would like to have:

- How has Texas rolled out and used the TexR3 work and what impact has it had on partnerships and professional development?
- What are practical steps and processes being used in other states and which states are considered to be collecting, analyzing, and using data well?

Concurrent 5.3

Session Title: The Vision for Using Data to Support Coordinated Enrollment



Presenter(s):

- Amanda Colon, Manager, Coordinated Enrollment and Family Support, Louisiana Department of Education Early Childhood Academic Policy and Analytics, Louisiana
- Avisia Whitman, Eligibility and Service Coordinator/MDE and MSH Lead, Minnesota Department of Education, Minnesota
- Stephanie Hogenson, Policy Director, Minnesota Children's Cabinet, Minnesota

Session Description: Coordinated enrollment of children and families across a state requires data sharing across partners. In this session, state leaders from Louisiana and Minnesota shared lessons they learned about developing and using data systems to support coordinated enrollment.

Representatives from Louisiana describe how data supports the coordinated enrollment process. The Child Count process, which determines the number of children enrolled in publicly funded programs, is done twice a year. Community Network Data Kits consolidate and organize data sets (including the Child Count data) into one convenient location including data sets specific to each early childhood community network. The data sets include information about: child count, demographics, quality ratings, access to quality programming by age, and academic and other child outcomes. Officials use the kits to understand enrollment trends and community needs through a dashboard with data visualization. These data support making informed funding decisions and improving access to quality care.

To increase eligibility and service coordination across education and health and human services, Minnesota officials are looking for ways to better coordinate enrollment in ECE services. Community members would like a single website to maintain information so families can provide their personal information only once. Minnesota plans to build a website leveraging successful enrollment data systems such as mnbenefits.org and bridgetobenefits.org (an anonymous benefit screening tool that pushes users to the programs for which they are eligible). Minnesota is also currently working on a Coordinated Joint Powers Agreement to allow for data sharing.

Additional information state/territories would like to have:

- How does Louisiana create data kits for regions/local providers?
- How have states received support from the Attorney General's office for memoranda of understanding and coordinated enrollment?
- What different technology platforms are available that may support coordinated enrollment?
- What challenges do states encounter in creating coordinated enrollment systems and how do they address them?



Concurrent 5.4

Session Title: Learning to Scale: How to Use Pilot Projects to Advance Your Early Childhood Data Initiatives

Presenter(s):

- Amy Johnson, Co-Director, Maine Education Policy Research Institute (MEPRI), University of Southern Maine, Maine
- Karen Bergeron, PDG Director, Maine
- Tara Fuhrer, Director, Office of Early Learning, North Dakota Department of Public Instruction, North Dakota
- Jessica Thomasson, Executive Policy Director, North Dakota Department of Human Services, North Dakota

Session Description: Many states have used a phased approach to integrating early childhood data. In this session, state leaders from Maine and North Dakota shared the various strategies they used to launch and expand the use of data to support a mixed delivery system.

Maine's Children's Cabinet started the development of an ECIDS in 2019 by updating a data map they developed in 2011. The Cabinet members encountered challenges with unduplicated counts, limited data sharing across multiple systems, insufficient time to gain the needed data expertise, and a lack of centralized leadership. They decided to focus initially on unduplicated counts and a proof of concept with data on the enrollment of age 4 children in multiple programs, working with one region only. The state worked with a neutral partner to get a data-sharing agreement in place, including identifying the data needed to match children, given there was no statewide unique identifier. Maine officials plan to continue work on developing their ECIDS roadmap despite not receiving additional PDG B-5 funding.

North Dakota officials established an executive steering committee and MOU to inform the development and implementation of an ECIDS. To support their work, the committee contracted with SRI International to develop a strategic plan to help them build the organizational, human, and technical capacity needed to develop and use an ECIDS. The committee has developed a strategic plan, a data governance plan, a stakeholder engagement plan, a map of existing data initiatives and tools in North Dakota, and a knowledge development plan to build data leadership and literacy.

Additional information state/territories would like to have:

- What strategies are states using to develop a unique identifier?
- What strategies are states using for building cross-agency stakeholder engagement and support for data sharing and ECIDS work?
- What strategies are states using for working effectively with IT departments around data sharing issues?



Concurrent 5.5

Session Title: Building a Statewide Community Assessment Dashboard

Presenter(s):

- Jessica Cunningham, Executive Director, Kentucky Center for Statistics, Kentucky Center for Education Workforce Statistics, Kentucky
- Logan Rupard, Strategic Data Fellow, Kentucky Center for Education Workforce Statistics, Kentucky
- Phil Sirinides, Director, Institute of State and Regional Affairs, Associate Professor, Penn State Harrisburg
- Stephen Matherly, Program Coordinator, Early Childhood Integrated Data Systems, Utah Department of Health, Bureau of Child Development, Utah

Session Description: Many early childhood programs require community assessments, but what if the state had a way to provide high-quality data across programs for all to use? In this session, state leaders from Utah and Kentucky showcased their dashboards that provide community assessment data to the various programs supporting the mixed delivery system and answered questions about their development and use.

A Kentucky lead researcher shared information about Kentucky's early childhood dashboard, *The Early Childhood Profile*. The dashboard is an interactive online report that assists policymakers, practitioners, and the public to make informed educational and policy decisions. The profile has four major components: Kindergarten Readiness and 3rd Grade Measures; How Does Kindergarten Readiness Relate to 3rd Grade Test Scores; Kentucky All STARS Ratings; and Early Childhood Programs (including enrollment and quality data). The data can further be disaggregated by county, year, demographic, group, test type, program sites, and providers.

The Utah team highlighted their state's Community Assessment Tool (the CAT) that uses Tableau to make early childhood data interactive. They developed the tool with stakeholder engagement to help program staff and state policymakers assess needs, allocate scarce resources, and apply for grants. The CAT displays dozens of useful types of data on children under age 6, including child demographics, risk factors, services, and program slots and vacancies. All data are aggregated, and the platform suppresses data as needed, due to small cell size. Access is public. Users can filter data by year and geospatial mapping (community, county, Local Health District, or Statewide). Challenges include long-term sustainability to enhance and sustain the CAT.

Additional information state/territories would like to have:

- What data elements are states planning to use in their data dashboards?
- How can states calculate supply and demand in real time rather than a point in time?
- How are states using data from developmental screeners in their dashboards?



- What data systems do states have (workforce registry, licensed slots, child population data, etc.) and how have they linked them?

Concurrent 5.6

Session Title: Leveraging Data to Provide Mental Health Consultation and Supports

Presenter(s):

- Paige Cox, Education Program Manager, Division of Child Care and Early Childhood Education, Arkansas Department of Human Services, Arkansas
- Rachel Machen, Research and Statistics Manager, Early Childhood Education ACES Unit, Arkansas Department of Human Services, Arkansas
- Carolina Zamora, Education Research Associate, SRI International
- Sam Peyton, Education Research Assistant, SRI International

Session Description: Arkansas officials are creating a tool to assist state leaders to make informed decisions about the mental health supports needed in early childhood programs across the state. In this session, state leaders from Arkansas presented their mental health consultation tool and discussed the plan to use the information gathered from the tool to build high-quality supports across the state.

Project ARISE focuses on reducing suspension and expulsions in ECE settings. The project is funded through a Child Care Partnership Research Grant in the Office of Planning, Research, and Evaluation and is a collaborative partnership between the Division of Child Care and Early Childhood Education (DCCECE) in the Arkansas Department of Health Services, the National Center for Children in Poverty, and SRI International. The project team developed a provider survey to assess perceptions of social-emotional learning (SEL) and behavior policies and professional development (PD) which will be conducted along with focus groups and interviews. The team also examined administrative data to identify which data already exist on this topic that can be used in the dashboard. The team will use the results to create a data dashboard to inform where to expand SEL PD based on need and how to target supports (geographic, in-person versus online). The team is gathering community input on dashboard design to ensure it will also be useful for the public.

Additional information state/territories would like to have:

- What are strategies to build mental health supports in rural communities? How can you leverage Medicaid for supports from local clinicians, neighbors, etc.?
- What can universities bring to support mental health consultation and supports in ECE settings? How can you get funding for reflective supervision?
- What parts of ChildLink can states share across agencies to avoid duplicating systems?
- What data and approaches have the eight states with ECIDS used to develop their systems?



Strand 6: A Strategic Approach to Governing and Financing the ECE System

Full Group

Session Title: Setting the Stage: Three Things I Wish I Had Known About Strategic Governing and Financing an Early Childhood System

Presenter(s):

- Elizabeth Groginsky, Cabinet Secretary for Early Childhood Education New Mexico
- Miriam Calderon, Early Learning Systems Director, Oregon
- Harriet Dichter, PDG B-5 TA Center

Session Description: This session provided an overview of key issues that affect the governing and financing of the early care and education system. State presenters shared their experiences with system reform. Presenters noted that financing is key to cross-sector system redesign efforts and described innovations in their states.

New Mexico described how they used funding from the Race to the Top-Early Learning Challenge Grant and Preschool Development Grant Birth through Five to bring together leaders from multiple agencies and develop the new Early Childhood Education and Care Department, led by the cabinet-level Secretary for Early Childhood. The new department includes but is not limited to child care licensing, home visiting, public and private sector prekindergarten programs, early intervention services, and the family nutrition bureau. State officials also developed an early childhood trust fund that will provide \$20M for child care in 2020 and a minimum of \$30M in future years. Revenues from taxes on oil and gas, mineral resources, and other sources provide these funds.

Efforts to improve Oregon's early childhood governance and financing systems have spanned multiple gubernatorial administrations. The state established a position for an early learning system director to work across state government and serve as a focal point for policies and programs focused on young children and their families. Oregon officials also created an early learning regional hub system and early learning council. The state secured ongoing funding for early childhood education through the 2019 Student Success Act. This law mandates that a minimum of 20% of the approximately \$1B of annual public education funding be dedicated to early learning.

Concurrent 6.1

Session Title: Integrated Financing: How to Fund the System Families Need



Presenter(s):

- Taylor Dunn, Deputy Assistant Superintendent of Early Childhood Strategy, Department of Education, Louisiana
- Theresa Hawley, First Assistant Deputy Governor, Education, Office of Governor J. B. Pritzker, Illinois, Illinois

Session Description: In this session representatives from Louisiana and Illinois described innovative approaches for creating integrated financing of early childhood programs and services.

The speaker from Louisiana described multiple legislative efforts along with the development of an early childhood trust fund to be funded through special taxes on casinos and cannabidiol (CBD) products, and potentially from sports betting. Louisiana also passed legislation in 2018 to create Ready Start Networks to pilot the expansion of local responsibilities for assessing demand for early childhood services, recruiting stakeholders, establishing local governance, and fundraising to meet local demand.

The representative from Illinois described the recent launch of a Commission on Equitable ECE Funding. One of the tasks of this commission is to model the costs of providing quality early childhood education. The speaker also discussed the need to access child care, preK, and Head Start funding to provide a system of quality care and the goal to do this via a set of centralized, cross-sector, multiyear contracts with a single set of eligibility requirements.

Additional information state/territories would like to have:

- What is the recommended process for building public-private partnerships to support early childhood financing?

Concurrent 6.2

Session Title: How Some States are Making it Easier for Communities and Early Childhood Providers to Blend and Braid Funding Streams

Presenter(s):

- Janet Bock-Hager, Pre-K Coordinator, Office of Early & Elementary Learning, WV Department of Education, West Virginia
- Stephanie Woodard, Senior Fiscal Analyst at the New York State Council on Children and Family Services, New York

Session Description: This session focused on blending and braiding funds to build a more cohesive early childhood system that supports a maximum number of children and families. Participants noted that blending and braiding are most effective when states and localities have mechanisms to ensure funds are accountable to their original source, reduce administrative burdens, and help programs meet the needs of families.



A representative from New York set the stage by broadly defining blending and braiding, noting differences between the two models, and describing when the use of each is more appropriate. New York officials worked with the Sparks Policy Institute to develop a step-by-step guide on how to blend and braid funding that they present at trainings and conferences across the state to build the capacity of their child care providers.

The speaker from West Virginia followed up with specifics on how they blend and braid funding to finance their state Universal PreK program. This program currently serves 76% of the eligible population (every 4-year-old and every 3-year-old with a disability in the state). More than 80% of classrooms are collaborations between Head Start grantees and county school districts receiving state funds. A smaller percentage of classrooms have a third child care partner that receives CCDF funding and parent payments. West Virginia developed a classroom budget and cost allocation Excel template that the local partnerships use to guide their blending and braiding of funds.

Additional information state/territories would like to have:

- Can states get copies of New York's guide and West Virginia's Excel template and guidance on how to address differences in program eligibility and accountability requirements when blending and braiding funding?
- How can states share resources on blending and braiding funding with local implementers and monitor or evaluate their progress? What processes should they follow for creating their guides, how often should they update and review them, and how should they monitor local implementation of blending or braiding of funding?
- How can states contractually formalize collaborations among entities that bring different funds (e.g., state preK funds, Head Start, federal child care subsidy) to the table?

Concurrent 6.3

Session Title: Fiscal Mapping and Cost Modeling - Cornerstone of Strategic Financing

Presenter(s):

- Caitlin Gleason, Office of Early Learning, DE-ELS Program Manager, Department of Education, Delaware
- Amy Neal, Executive Director, Kentucky's Governor's Office of Early Childhood, Kentucky

Session Description: This session focused on the process of aligning funding to program and policy goals. Representatives of Kentucky and Delaware provided information on their experiences with fiscal mapping and cost modeling.

In Kentucky, the first step was to determine where early childhood funds were spent. This process indicated that funds to support young children and their families were spread across three different cabinet positions and 30 different programs. To better align funding to goals,



Kentucky officials used their PDG B-5 grant to develop a tool to support fiscal mapping at the local level. Their experiences implementing this tool demonstrated the importance of identifying the people in a community who have expertise on fiscal issues and understand how funds are used in practice.

The representative from Delaware described how the state conducted research to better understand the costs of providing high-quality early childhood services in the state. The state team conducted surveys and interviews with program leaders to estimate how staff salaries, staff benefits, occupancy costs, and other costs such as classroom materials and office supplies contribute to the cost of providing care. The study team learned that it is critical to provide early childhood program leaders with technical assistance on business practices (through both training modules and coaching) before attempting to work with programs on fiscal and financing issues.

Additional information state/territories would like to have:

- How do states fund the data collection and staff costs needed to conduct effective fiscal mapping?

Concurrent 6.4

Session Title: Doing the Hard Stuff: Legal and Regulatory changes needed for Early Childhood Systems Building

Presenter(s):

- Bentley Ponder, Deputy Commissioner, Quality Innovations and Partnerships, Department of Early Care and Learning, Georgia
- Amanda Varley, PDG Manager, Minnesota Department of Education, Minnesota
- Stephanie Hogenson, Policy Director for the Governor's Children's Cabinet, Minnesota Management and Budget, Minnesota

Session Description: Systems change requires working on the legal, regulatory, policy, and legislative barriers and identifying enablers of a truly integrated, effective, and equitable early care and education system. Leaders of Georgia and Minnesota shared the issues they are working on and the strategies they are using to address needed changes in their early childhood systems. Participants discussed potential solutions to common barriers in small groups with their colleagues.

Representatives from Georgia shared how they addressed their goal of expanding their QRIS to include all child care providers. They described a strategy that did not require many regulatory changes, but did require financing to align their QRIS with their Child Care and Parent Services. Georgia officials addressed this goal in five ways: 1) heavily funded use of tiered reimbursement for improvement in star rating, using philanthropic funding to create bonus packages, and using Race To The Top-Early Learning Challenge (RTT-ELC) grant funds to develop QRIS



infrastructure, 2) used research from the QRIS validation study funded by their RTT-ELC grant, 3) incorporated data strategies to monitor monthly progress, 4) developed a roadshow communication plan to talk to providers across the state, and 5) worked on stakeholder engagement, including getting the resource and referral and provider associations on board.

Representatives from Minnesota shared how they addressed the feedback they heard from communities about families having to tell their stories of trauma multiple times and at multiple agencies, and having to sign a different consent form each time to get needed services. State officials worked with the Attorney General's office to make a statewide agreement that enabled better coordination of services to reduce the re-traumatization of families each time they tried to access a new service. Staff at service provider agencies reported that data sharing across the agencies was prohibited and they needed legal support to get past the burden. State officials then pulled in the Attorney General with each agency's legal team to create a legal agreement across state agencies for the purpose of coordinating eligibility.

Additional information state/territories would like to have:

- How can states set up cross-agency legal agreements?
- What are the economic impacts of these kinds of legal and regulatory changes? What evidence of impacts are documented?

Concurrent 6.5

Session Title: It's Never Too Early! 8 Steps to Sustainability Planning for When Federal Funds End

Presenter(s):

- Jamilah Jor'dan, Executive Director, Governor's Office of Early Childhood Development, Illinois
- Patti Oya, Director, Office of Early Learning and Development, Nevada Department of Education, Nevada

Session Description: Discussions in this session focused on an approach to and tools for sustainability planning from a forthcoming toolkit from the PDG B-5 TA Center. Representatives from Illinois and Nevada shared how they are thinking about sustainability planning. Participants engaged in activities to test out the tool and, through discussion, to share their strategies for sustainability planning.

The Illinois presentation focused on two initiatives: the development of the Family Engagement Initiative, including the Family Advisory Committee, and the QRIS pilot program. The Family Engagement Initiative ensures that family voice is represented on the Early Learning Council, with parent perspective advice being provided on issues affecting the state early childhood systems. This initiative also promotes state-level family engagement in decision-making. The presenters reported that they involved parent leaders in developing the proposal for the initiative



and they have discussed maintaining sustainability since the beginning of the process, while recruiting and developing future parent leaders. The PDG B-5 funds enabled Illinois officials to test the new tiered funding mechanism that is aligned to their revised QRIS (called Accelerate Illinois). The additional funds are intended to be used for salaries, improving staffing patterns, and reflecting on and planning improvements.

The representative from Nevada discussed some changes they made in their planning, after initially not receiving a PDG B-5 grant. The state decided to bring together new stakeholder groups, including the housing authority and homeless liaisons, and to better align their strategic plans and treat them as true guiding documents and not simple compliance check marks. This process led to useful conversations about priorities, what to expand, and what to cut. They braid funds to help sustain programs, including foundation funds that enabled them to develop an intensive professional development program to help early childhood program administrators, principals in elementary schools with preschool programs, and child care directors understand how to conduct early childhood classroom observations.

Additional information state/territories would like to have:

- How can a state start a family network/family council to inform initiatives?
- What are important considerations for salary structures, especially if increasing salaries?
- How and when should states plan for funding sources to take over initiatives as original funding ends?

Concurrent 6.6

Session Title: Doing it Well: What Does It Take to Be An Effective Agency, Office, or System?

Presenter(s):

- Dianna Tullier, Senior Director, Operations, Research and Evaluation, First Teacher Home Visiting, Alabama Department of Early Childhood Education, Alabama
- Becca Steinhoff, The Align Team, Wyoming
- Kelli Bohanon, Director, Early Learning Program Division, WA State Department of Children, Youth, and Families, Washington
- Susan Adams, Deputy Commissioner, Pre-K and Instructional Supports, Georgia Department of Early Care and Learnings, Georgia

Session Description: This session explored the impact on the early childhood system of different governance structures and collaborative partnerships among state early childhood partners. State speakers from Alabama, Wyoming, Washington, and Georgia discussed considerations and the capacity needed to effectively govern, manage, and lead efficient, equitable, and effective early childhood programs.



These four presenters provided an overview of the organizational structure and authority of state agencies in their states.

The representative from Wyoming shared recent efforts of the Early Childhood Advisory Council (ECAC) to examine and make recommendations regarding a new, consolidated governance structure. PDG B-5 funds have enabled state officials to further develop the early childhood governance structure in the state, with a focus on supporting strong partnerships and collaborative efforts. The WY presenter highlighted the need for clear objectives for activities to facilitate good interagency coordination; an outside facilitator helped keep members on track.

The representative from Alabama shared challenges with getting written agreements from leadership to use the new Standards for Learning and Development during a recent inter-agency project, as well as the lesson learned in the process of developing these agreements related to the goal and expected result of the project.

The representative from Georgia shared ways that their agency engages decision-makers at different levels to get more buy-in, through relationship-building on multiple levels; the ECAC is at the commissioner level, and deputies stay in their positions longer, which helps facilitate productive conversations around policy development. Georgia focuses on sustainability by ensuring that agency staff receive relevant trainings and that these trainings can be replicated so that all staff receive consistent messaging.

The representative from Washington talked about how PDG B-5 funds have helped state agencies work deeply on issues of equity and develop the structures and relationships needed to meet the needs of families and children. The presenter concluded with a reminder that the work of "governing" is as much about structure as it is about process, and that people are at the heart of the work and its success.

Multiple presenters discussed the need to use data to drive change, which also often requires difficult conversations.

Additional information state/territories would like to have:

- How can PDG B-5 leaders engage key state staff (e.g., governor, cabinet members)?
- How can states help communities to blend funding, and the associated enrollment forms, hours, teacher requirements, etc.?

Strand 7: Helping States Build Capacity for Local ECE Systems Building

Full Group

Session Title: How (and WHY?) Should State Leaders Support Local Efforts in Creating a Comprehensive, Responsive, and Aligned ECE System

Presenter(s):

- GG Weisenfield, PDG B-5 National TA Center Staff



- Howard Morrison, PDG B-5 National TA Center Staff

Session Description: This session presented an overview of the rationale and mechanisms states can use to build the capacity of local entities to implement a comprehensive and aligned early care and education system. Presenters emphasized the need to think about policy and practice changes that must happen at different levels and how they may look different in structure and practice in different states. The presenters provided examples of various structures from Minnesota and Louisiana. The presenters also commented on efforts in Mississippi and Idaho that have used private-public partnerships to support local efforts in increasing access to high-quality services. The session highlighted the benefits of establishing local networks to build community capacity and implement a comprehensive and aligned early care and education system, and the presenters highlighted some additional state examples from Washington, Arkansas, Oregon, Colorado, Virginia, Maryland, Florida, Ohio, and New York. Additionally, one presenter also touched on his experience in the Texas Education Agency and shared examples of the private-public partnership and local network initiatives across the state that helped him in his work at the state level.

Concurrent 7.1

Session Title: Supporting Early Learning Rural Communities

Presenter(s):

- Tonya Williams, Director, Division of Child Care and Early Childhood Education, Arkansas
- Rachel Machen, Research and Statistics Manager, Arkansas Department of Human Services, Arkansas
- Sarah Holdener, Help Me Grow Lead, Washington
- Judy King, Director of Family Supports Programs, Washington State Department of Children, Youth, and Families, Washington

Session Description: This session highlighted some of the ways in which states have supported rural early learning communities through shared resource networks. Leaders from Arkansas and Washington shared their approaches to engaging children, families, and providers in rural communities. Participants discussed challenges and their lessons learned about meeting the needs of rural families.

The Washington State presenter shared how they are using Help Me Grow, a system navigation model, to assess needs and connect families to services. Help Me Grow uses regional phone banks to connect families to resources and assess their needs. Many states (31) use this model. Washington has adapted the model so that local entities handle some phone banks and state entities handle others.



Arkansas leaders presented on their BehaviorHelp system, a statewide expulsion/suspension prevention support system for early care and education. The system coordinates three tiers of supports for ECE professionals, including phone support, onsite technical assistance (TA), and infant and early childhood mental health consultation. The team also shared findings from examinations of who uses the different levels of support in the system, the short-term case outcomes for those participating, and the factors associated with expulsions.

Additional information state/territories would like to have:

- What strategies work for supporting families and early childhood programs in rural communities?
- What strategies work for supporting families and providers associated with family child care homes? How can states build and leverage family child care networks?

Concurrent 7.2

Session Title: Building Local Leaders to Effect System Change

Presenter(s):

- Lizzie Cosse, Manager of Ready Start Networks, Louisiana Department of Education, Louisiana
- Amy Poirer, Manager of Lead Agency Support, Louisiana Department of Education, Louisiana
- Mike P. Brown, Education Specialist, Minnesota Department of Education, Minnesota
- June Reineke, Education Specialist, Early Learning Services, Minnesota
- Kelly Kazeck, PDG Grant Lead and Workforce Specialist, Minnesota Department of Education, Minnesota

Session Description: This session spotlighted ways that state officials can create local networks that support high-quality early care and education programs, including enacting legislation. Leaders from Louisiana and Minnesota described strategies to build public school leaders' ECE knowledge and understanding around supporting children's transition into kindergarten.

Minnesota leaders discussed how their state is building community networks to support parent education programs using a pre-K through Grade 3 (P–3) approach. Supporting successful transitions through P3, and not just at kindergarten, is a uniting theme and focus of a state Community of Practice. Minnesota leaders have provided professional development on capacity building and targeting different adult audiences (e.g., teachers, families, and business partners) and diverse communities using varied outreach strategies (e.g., anti-bias trainings and topic-specific workshops).



In Louisiana, lead agencies have built strong connections with local early childhood networks. To further support local communities, the state launched the Ready Start Initiative that helps community networks make a plan regarding what the network most needs, what gaps exist, and how to address these gaps using a strategic plan. Community networks bring people from different fields to the conversation (e.g., foundations, local government, businesses). State leaders support local networks through webinars, calls, and regular communication about progress, challenges, and needed supports.

Additional information state/territories would like to have:

- What formalized agreements do community networks have?
- How are parents involved in these community networks?
- What strategies work to help partners focus on shared goals and resources rather than competing for scarce resources or turf?
- How do states balance state guidance and local leading?
- What models work in rural communities and parishes?
- When the goal is to collaborate and coordinate across programs locally, what should leaders measure and evaluate to inform progress?

Concurrent 7.3

Session Title: Ways States Can Support Local Entities in Being More Inclusive

Presenter(s):

- Kristen Lang, Program Access Manager, Colorado Office of Early Childhood, Department of Human Services
- Christa LeGray, Early Intervention Program Coordinator, Colorado

Session Description: This session explored the ways states can support local entities to build high-quality, inclusive, and equitable systems that support successful transitions. Leaders from Colorado shared approaches to meeting the needs of all children within their state. Participants joined in a discussion about lessons learned and addressed high-priority questions about creating B-5 systems that support smoother transitions for children, including those with disabilities.

Presenters shared Colorado's experience of the first year of the PDG B-5 Inclusive and Universal Design Project. The project staff recruited 25 licensed providers and has been providing whole group and small group training to them about universal design for learning for classroom environments. Lessons on ways to support students with specific disabilities and how to be accessible to all children are also part of the training. The project supplies materials to help providers adapt the objectives and activities in their classroom environments. Participating providers have access to a state library of assistive technology, which allows providers to test materials so they can decide whether or not to purchase. Participating providers can also



connect with other participants and trainers about challenges and strategies through a closed Facebook group accessible by participating providers.

Additional information state/territories would like to have:

- How can leaders coordinate trainings on universal design for learning across ECE systems (including Head Start)?
- What materials and assistive technologies should ECE programs have to ensure their programs support students with disabilities?

Concurrent 7.4

Session Title: Monitoring and Measuring Local Early Care and Education Implementation Efforts

Presenter(s):

- Rachel Demma, Director, Early Childhood Systems Development, Division of Early Childhood, Maryland State Department of Education, Maryland
- Courtnie Wheelless, Staff Director, PDG, Office of Early Learning, Florida Department of Education, Florida

Session Description: This session presented ways states have co-developed systems to monitor, measure, and understand the impacts of local ECE efforts. Leaders from Maryland and Florida shared the mechanisms they have established to create communication between local and state officials. Participants joined in conversation about new strategies and lessons learned for monitoring and supporting local implementation efforts.

Maryland has a robust EC advisory council structure at the local and state levels that was formed during the Race to the Top-Early Learning Challenge funding period, and each of its 24 local councils uses a results-based accountability model. Maryland officials conducted 18 early childhood town halls as part of its statewide comprehensive needs assessment for PDG B-5 and used that information to develop a related strategic plan around six goals. To support data use, Maryland is using some of its PDG funding to modernize its child care information management system so that the system will be more accessible to state leaders, providers, and the public. Ultimately, it will merge data from the health, human services, and education sectors by developing a unique identifier system. A team is working on uniform eligibility and enrollment procedures.

Florida's Early Childhood Division in the Florida Department of Education oversees PDG B-5 work and works with 30 local early learning coalitions (multi or single county) to deliver services and collect data. State leaders work with the coalitions through regular check-in meetings to share updates and receive feedback, and through quarterly leadership meetings. The state operates data systems to capture data on children, families, and providers, and also collects required teacher-child interaction quality ratings (CLASS scores). Florida has been working to



combine those data elements in their Sunshine Portal so they can know how many children attend classrooms with high-quality ratings by ZIP code and answer other important program and policy questions.

Additional information state/territories would like to have:

- What technology exists to help map similar data elements?
- How do state officials communicate about their assessment efforts? Is there a primary communication source? What are the messages that resonate with key audiences, including parents? How are state leaders reaching out to parents with home languages other than English? How much communication is needed?
- What type of data do states most frequently look at to know how local communities are doing?
- How are family, friend, and neighbor (FFN) providers included in the data gathered on early childhood systems?

Concurrent 7.5

Session Title: Aligning City and State Preschool Efforts to Increase Access

Presenter(s):

- Kristin Weller, Project Manager, New York State Council on Children and Families, New York
- Jason Breslin, Director, Office of Early Learning, New York State Education Department, New York
- Wendy Grove, Director, Office of Early Learning and School Readiness, Ohio Department of Education, Ohio

Session Description: Increasingly more cities are operating separate city-funded preK programs. To avoid duplication of services and increase access for more children, state and city early care and education (ECE) leaders need to coordinate and align their efforts. Leaders from New York and Ohio shared some of the ways they have supported city efforts to create a full ECE continuum that is aligned within their states. Participants also discussed their questions and experiences related to how to create a more aligned ECE system.

Ohio has six state agencies with programs that serve children ages birth through five. To maximize collaboration and coordination, representatives across the six agencies come together monthly and they coordinate with local preschool initiative groups that oversee the work in local communities. Ohio has set the precedent that state representatives will attend these meetings to answer questions directly and sustain an open channel of communication.

The New York State Education Department coordinates monthly calls with New York City, which has a very large and complex universal preK program. Department staff also hold peer learning



and problem solving calls that include other large districts in the state. State staff provide onsite compliance and technical assistance to the New York City universal preK program; review their budget; provide support to ensure they have approvable expenditures for grant money; operate a virtual Summer Professional Development Institute for preschool through third-grade professionals and principals that provide credits; and facilitate an Early Childhood Blue Ribbon Committee that is creating a more robust preparation program for early childhood educators.

Additional information state/territories would like to have:

- How is Head Start involved in coordinated enrollment (e.g., universal applications)?
- Is blended funding figured out at the district level, at the individual program level, or both?
- Can local programs be used as proof of concept to spur greater investments in other locations?
- How can we braid and blend funds to ensure early care and learning environments are accessible for all families?

Concurrent 7.6

Session Title: Creating Local Public-Private Partnerships to Support Young Children

Presenter(s):

- Beth Oppenheimer, Executive Director, Idaho Association for the Education of Young Children, Idaho
- Jill Dent, Director, Office of Early Childhood, Mississippi Department of Education, Mississippi

Session Description: When faced with otherwise limited resources, creating local public-private partnerships can increase access to ECE services for more children and families and strengthen the responsiveness and sustainability of services to the unique needs of communities. Leaders from Idaho and Mississippi described the role that public-private partnerships play in supporting their work and in creating a more comprehensive and aligned early care and education system. Participants discussed and considered strategies for supporting public-private partnerships in their states.

Mississippi operates a state preschool program now funded at \$7.8M. Community collaboratives submit applications for funding of their ECE programs (state-funded preschool, Head Start, and child care). The state oversees the competitive application process. Communities need to have a 50% match of funding (real dollars or in-kind match). Mississippi provides a tax credit to local businesses (or individuals) if they support the local collaboratives. The state also has a grant from the Kellogg Foundation (since 2016) that covers costs related to the hiring of for professional development and family engagement staff, and needed infrastructure costs.

Idaho state officials are leaving decisions about investments in public and subsidized preschool and models of preschool programs to local communities. They started with 10 Early Learning Collaboratives and gave them technical assistance and a 1-year planning grant followed by an



implementation grant in year 2. Idaho is using PDG B-5 funds to expand its local collaborative work. Idaho Association for the Education of Young Children hired a contractor to help the local collaboratives develop governance structures, conduct needs assessments, develop strategic plans, and identify strategies to support transitions. All Early Learning Collaboratives need to raise a 30% match. The required match is bringing more businesses to the table.

Additional information state/territories would like to have:

- How do states implement local community collaborative grant programs? What are the sizes of the grants? What happens when a local community cannot make the financial match? What in-kind contributions can be made?
- How many children do states serve through their state-funded or subsidized preK and child care programs?

Networking Sessions

Facilitated by PDG B-5 TA Center staff, networking sessions included a discussion of the day's earlier sessions. Thirteen participants from 6 states and territories attended the first networking session, and 18 participants from 8 states and territories attended the second networking session. These sessions allowed participants to learn about how leaders from other states and territories are addressing various issues. The timing of these sessions accommodated participants from western U.S. territory time zones, and several participants were from the Commonwealth of the Northern Mariana Islands and Guam. During the first networking session, participants discussed the impact of COVID-19 on their work, ways to engage families beyond training, and blending and braiding of early childhood funding streams to support work with QRIS and longitudinal data systems. Topics discussed at the second networking session included universal intake processes, workforce apprenticeships with high school students, PDG B-5 fiscal management, and cost models for CCDF plans.

Attendee Reflections

This section provides some initial qualitative feedback from participants about the Annual Meeting. The All-Grantee Meeting Evaluation Report, to be compiled after the close of the General All-Grantee Meeting Survey, will provide a full summary of attendee reflections.

Several participants mentioned appreciating the format of the meeting:

- "I liked the Keynote presentations as they set the stage for the sessions. I was inspired by the opening Keynote presenters."
- "I liked the format of all the sessions. Specifically, in regard to the concurrent strands - I like the breakout sessions which provided more intimate conversations and networking."
- "The format was fantastic - the fire-starter presentations and then the deeper dives to learn from peers."



- “I appreciated the breakouts in each session with defined questions, and the technology of the idea board was great.”
- “The IdeaBoardz worked really well - nice addition to the discussion!”
- “Based on my time zone, the timeframe for the convening of the sessions worked well, allowing me to complete urgent tasks, but also participate in the sessions.”
- “The platform used for the meeting was very user-friendly.”

One participant mentioned that having a printable agenda that described all the sessions and presenters would have helped her better track the sessions. A different participant mentioned that having presenters’ names and affiliations was helpful.

Suggested Topics for the Next Convening

- Financing
- Young children (prenatal to age 3)
- Vulnerable populations
- More from national experts about the newest research in relevant topic areas
- Fewer sessions dedicated to sharing out from states
- More structured sessions with resources, tools, and lessons learned to share with Grantees

Participants also shared enjoying the content of the meeting and the opportunity to present:

- “Thank you for this opportunity. I was happy to present, as well as attend many informative sessions that will allow me to take the work of other states and use that as inspiration and motivation to move our work in [state] forward.”
- “I enjoyed the individual presenters in each session. They were prepared, informative, and helpful in answering all questions. They all were very passionate about their individual work and sharing that with others.”
- “I thoroughly enjoyed attending. Everything was so informative and engaging.”
- “Thank you for all of this valuable information and the hard work that went into the planning of this virtual event.”
- “I appreciated the material shared and the range of topics.”

Participants also offered suggestions for follow-up resources and future meetings. They asked for access to recordings of sessions, a full list of the resources shared, and a directory of all the participants and their contact information to continue networking with each other. While many participants mentioned enjoying the content of the sessions, some participants identified topics on which they would have liked more information. These topics included financing, young



children (prenatal to age 3), and vulnerable populations. In addition, one participant would have liked to hear more from national experts about the newest research in relevant topic areas and to have fewer sessions dedicated to sharing out from states, and another participant would have liked more structured sessions with resources, tools, and lessons learned to share with Grantees.

Finally, two participants suggested holding the meeting earlier in the year:

- “I strongly recommend not holding this in December next year. I know this year is nothing short of a mess and your contract came in late, but there are so many competing priorities for PDG B-5 this time of year that I had to miss some of the sessions which is unfortunate because the ones I did attend were fantastic.”
- “Herculean lift to pull this together—really, really well done. Next year it would be great to have a little earlier in the year.”



Appendix A: Session Attendance and Survey Response Rates

Participant attendance counts and survey response rates for individual meeting sessions are provided below. Attendance at the topic strand overviews ranged from 131 to 173. Attendance at the 42 concurrent breakout sessions averaged about 27 participants per session and ranged from 13 to 45 participants.

Survey response rates for individual sessions were low, with an average response rate of 14%. Results from the overall survey for the Annual Meeting and the individual sessions will be shared in a separate Annual Meeting Evaluation Report to be compiled after the close of the General Annual Meeting Survey.

Exhibit 4. Attendance and Survey Response Rates by Individual Topic Strand Sessions

Session Type	Title	Number of Attendees	Number of Completed Surveys	Survey Response Rate
Strand Overview	1.0 Raising their Voices: Family Leadership in Early Childhood Classrooms & Systems	173	25	14%
Concurrent	1.1 Developing a Statewide Family Engagement Framework	45	7	16%
Concurrent	1.2 Supporting Family Leadership at the State Level	37	5	14%
Concurrent	1.3 Partnering with Families at the Classroom Level	12	2	17%
Concurrent	1.4 Using the Strengthening Families Framework in a Quality Rating Improvement System (QRIS)	38	7	18%
Concurrent	1.5 Culturally & Linguistically Responsive Family Partnerships	26	7	27%
Concurrent	1.6 Partnering with Families in the COVID-19 Era	27	1	4%
Strand Overview	2.0 Behavioral and Social-Emotional Health is Everyone's Business.	165	20	12%
Concurrent	2.1 Integrating Models of Behavioral and Social-Emotional Learning	35	5	14%
Concurrent	2.2 Infant and Early Childhood Mental Health Consultation	18	1	6%
Concurrent	2.3 Addressing Trauma in Early Childhood	29	2	7%
Concurrent	2.4 Early Childhood Workforce Wellness	43	6	14%
Concurrent	2.5 A Full Continuum of Mental Health Services and Supports	31	3	10%



Session Type	Title	Number of Attendees	Number of Completed Surveys	Survey Response Rate
Concurrent	2.6 Family Driven Care in Early Childhood Mental Health	18	2	11%
Strand Overview	3.0 A GPS for Strategic Partnerships	159	13	8%
Concurrent	3.1 Structures and Processes that Support Enduring Intra- and Inter-agency Partnership	35	1	3%
Concurrent	3.2 Inside/Outside Success - Engaging All Stakeholders in the Sustained Work of Systems Building	34	1	3%
Concurrent	3.3 From Early Learning Challenge to PDG-Optimizing Partnerships Catalyzed by Federal Systems Grants	16	0	0%
Concurrent	3.4 Who is NOT at the Table You've Set	23	6	26%
Concurrent	3.5 Adaptive Partnerships – Building Authentic Relationships with Those Who Live in the System	22	1	5%
Concurrent	3.6 Powerful Communications Strategies that Support Powerful Partnerships	37	5	14%
Strand Overview	4.0 Changing the Workforce System: What Will it Take and Where Do We Start?	162	21	13%
Concurrent	4.1 Workforce Qualifications, Certificates, and Credentials	19	3	16%
Concurrent	4.2 Access to Education and Training	31	3	10%
Concurrent	4.3 PD Career Pathways and Registries	24	4	17%
Concurrent	4.4 Recruitment, Retention, and Turnover	26	8	31%
Concurrent	4.5 Targeted Coaching and Mentoring Systems	28	7	25%
Concurrent	4.6 Compensation Strategies	32	5	16%
Strand Overview	5.0 Innovative Data Analytics to Inform Mixed Delivery System Decision-Making	155	22	14%
Concurrent	5.1 Building Data Analytics to Support Resource Mapping	35	8	23%
Concurrent	5.2 Are the Schools Ready for the Kids: Using Data for Transitions and Alignment	34	5	15%
Concurrent	5.3 The Vision for Using Data to Support Coordinated Enrollment	25	1	4%
Concurrent	5.4 Learning to Scale: How to Use Pilot Projects to Advance Your Early Childhood Data Initiatives	21	1	5%
Concurrent	5.5 Building a Statewide Community Assessment Dashboard	26	5	19%
Concurrent	5.5 Leveraging Data to Provide Mental Health Consultation and Supports	20	5	25%



Session Type	Title	Number of Attendees	Number of Completed Surveys	Survey Response Rate
Strand Overview	6.0 Setting the Stage- 3 Things I Wish I Knew About Strategic Governing and Financing ECE System	143	20	14%
Concurrent	6.1 Integrated Financing: How to Fund the System Families Need	15	3	20%
Concurrent	6.2 How Some States are Making it Easier for Communities and Early Childhood Providers to Blend and Braid Funding Streams	36	6	17%
Concurrent	6.3 Fiscal Mapping and Cost Modeling - Cornerstone of Strategic Financing	25	3	12%
Concurrent	6.4 Doing the Hard Stuff: Legal and Regulatory changes needed for Early Childhood System Building	17	2	12%
Concurrent	6.5 It's Never Too Early! 8 Steps to Sustainability Planning for When Federal Funds End	19	2	11%
Concurrent	6.6 Doing it Well: What Does It Take to Be an Effective Agency, Office, or System?	28	3	11%
Strand Overview	7.0 How (and WHY?) Should State Leaders Support Local Efforts in Creating a Comprehensive, Responsive and Aligned ECE	131	16	12%
Concurrent	7.1 Supporting Early Learning Rural Communities	31	4	13%
Concurrent	7.2 Building Local Leaders to Effect System Change	27	5	19%
Concurrent	7.3 Ways States Can Support Local Entities in Being More Inclusive	24	0	0%
Concurrent	7.4 Monitoring and Measuring Local Early Care and Education Implementation Efforts	23	3	13%
Concurrent	7.5 Aligning City and State Preschool Efforts to Increase Access	13	1	8%
Concurrent	7.6 Creating Local Public-Private Partnerships to Support Young Children	19	5	26%



This Center is funded by the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Child Care.
Contract Number: HHSP233201500041I



PDG B-5 TA Center

A Service of the Office of Child Care
1100 Wilson Boulevard, Suite 2800 (28th Floor)
Arlington, VA 22209

Email: PDGB5TA@sri.com

Subscribe to Updates
https://www.occ-cmc.org/occ_announcements/signup.aspx

