21st Annual Child Care and Education Researchers Roundtable
Wrap-Up Discussion Notes
October 21, 2015

As in past years, the closing session involved participants working in small groups to integrate the research shared during the day into what they already knew. Each group consisted of practitioners, policy makers, or researchers in similar fields and the conversation revolved around how these findings applied to the work they did. At the end group shared the major topics they discussed. These ideas are captured below.

Three overarching themes came out of the wrap-up exercise:

1. **Self-Regulation and Approaches to Learning**
   - Two pronged focus on school readiness, emphasizing both self-regulation and academic achievement
     - Practitioners feel validated knowing they are going in the right direction
     - Efforts to train and provide professional development to early childhood educators and community members in order remain balanced in those two areas
     - This focus should be incorporated in all trainings (even in math programs)
   - The complex association between teacher-child relationships, self-regulation, and academic achievement
     - Self-regulation is a predictor of child academic success in 1st grade, and teacher's relationship with children imperative for self-regulation skills
     - Kids who are struggle with self-regulation and academic achievement are more likely to be less connected to teacher at the end of the year because they haven't had the opportunity to bond with their teacher
   - Are there potential pathways between early self-regulation abilities and chronic absence in K-12 system
   - Continuing conversation and looking for ways to improve motor skills and self-regulation in early childhood

2. **Parent Education and Family Engagement**
   - Parents played central role in all presentations, but how they are discussed and the implications for parents differed for each presentation (i.e. information choice sets, what is the role of parent in P3 and how do we come to that understanding, lens through parenting education)
   - Investigate why high quality programs are not able to reach families in need and what we can do to change this
     - Parents should be viewed as partners and one way to do this is through opening conversation about parenting classes and how to get access to related resources

- o How to better prepare parents to access these programs to learn and teach their children (specifically thinking about the high stress situations and barriers to accessing interventions)
  - o How to attract parents to parent education programs in a way that is mutually respectful, given that we know high quality positive parenting programs are linked to self-regulation skills in children
- Need to keep working on family engagement and building relationships, especially for those parents who have poor quality interactions with early learning experiences because they are less likely to engage with school later in child's life
  - o Better engage parents in talking about what they see as the strengths and areas of growth and their children

3. **Dissemination, Collaboration, and Future Investments**
   - How does the information that came out of the studies get to the HUBS
   - Many opportunities for collaboration between Early Learning and Public health (potential research partnership with OHA)
     - o For example, PH focuses on adverse experiences and food insecurity, which has an impact on self-regulation
     - o Take advantage of large data collection efforts that come out of public health
   - How do we build off the capacity of existing programs and the strengths that children bring when thinking about future investments
   - What are some ways we can better target funding using KA or contracted slots data
     - o In what ways can we put our money in places where we know we can do the most good
   - How can we best measure what's happening in communities to see the impact of the supports that are put into place
     - o These supports are all different so how do we get to a point where we can find measures that aren't just self-report but aren't costly – what will we think about as being community impacts
   - What could we use as policy shocks