



MONDAY

Session 1: 9:45 am - 11:15 am

1.01 PELICAN Provider Self-Service (PSS), K8.16 C2

Leslie Shaw, Human Services Program Rep, OCDEL

Joe Maldonado, Business Analyst, OCDEL

Gabe Day, Business Analyst, PCG

Megha Pallavi, Business Analyst, PCG

Providers will learn how to register for and utilize PSS for child care online attendance tracking and invoicing. Sign up for eCorrespondence from your ELRC, update provider profiles for display in COMPASS, and access applications and renewals for Certification.

1.02 Becoming a Breastfeeding Friendly Child Care Program, K7.12 C2

Nikki Lee, Lactation Consultant, Philadelphia Department of Public Health

Over 90% of birthing hospitals in Pennsylvania are enrolled in programs to support breastfeeding, so more mothers are providing breastmilk for their babies who are enrolled in ECE programs. ECE staff can support breastfeeding by training staff members to handle breast milk, to follow mothers' feeding plans, and to support staff who are back to work after maternity leave. This workshop will teach the staff member how to be helpful.

1.03 Bucket Filling Dragons? How PBIS Practices Led Children to Create this Story, K2.13 C2

Susan Veli, Education Coordinator, Capital Area Head Start

Brandi Kerstetter, Teacher, Capital Area Head Start

Learn about practices that are put in place to help all children develop social-emotional skills and become successful bucket fillers. Learn positive strategies to encourage a classroom community where all members contribute and are valued. There is a strong focus on the use of literature to help children build positive character traits.

1.04 Child Care Subsidy and Homeless Families in Pennsylvania, D8.2 C1

Ericka Gaines, Director, Child Care Information Services North Philadelphia

Michele Robson, Intake/Resource and Referral Manager, Child Care Information Service of Northeast Philadelphia

The presentation will discuss the relationship between the Early Learning Resource Centers (ELRC) and homeless families in Pennsylvania. We will discuss how homeless families are identified and recent changes to eligibility requirements to the Child Care Works program making subsidy more accessible to homeless families. We will review services offered by resource and referral that help families find

appropriate care and other supportive services. Finally, we will discuss the importance of developing working relationships with providers and community organizations working with homeless families.

1.05 Interactive Storytelling: Featuring Kamishibai, Japanese "Paper Plays", K2.15 C2

Cherise Rachal, Owner/Director, Appleseed Learning Center

Patty Graff, Extension Educator, Penn State Extension/Westmoreland County Better Kid Care

Make interactive storytelling your newest passion! Transform your story time into an interactive and improvisational literacy activity that motivates, encourages, excites and engages your students. We will explore a variety of storytelling methods including the traditional Japanese art of storytelling called Kamishibai.

1.06 Joyful Yoga and Magical Mindfulness, K2.10 C2

Leslie Eslinger, Director of Education and Development, Becker's School Supplies

Learn how to integrate yoga and mindfulness activities into your daily routines and meet multiple learning outcomes! We'll practice active yoga poses for circle time, relaxing yoga for any time, and mindfulness activities for peace and calm. We'll introduce you to the best yoga music and materials for children and adults along with extension activities to meet your curriculum goals. Good News - no yoga experience required to come and have a great time in this joyful, magical, and fun-filled workshop!

1.07 Knowing What We See: The Why, How, and When of Quality Observations in ECE, K4.10 C2

Aaron Miller, Graduate Instructor/Teaching Faculty, Pennsylvania State University

Wendy Whitesell, Executive Director, Elwyn SEEDS

Observation is an essential tool that teachers have to track, monitor, and influence children's development. But what should we be looking for, and when is the best time to observe children in action? This workshop focuses on the importance of quality observation work in early childhood settings. Teachers and administrators will learn how and when to collect meaningful observations of the children in their care, and how best to apply information gained from quality observations. The workshop includes opportunities for reflection and engagement about ongoing observation and how to align observation work to meet state standards.

1.08 Meet the "Reg Book," Your New Best Friend, K6.6 C2

Lisa Yeloushan, Certification Representative, OCDEL Bureau of Certification Services

Tricia Slifkey, Certification Representative, OCDEL Bureau of Certification Services

In this workshop, the regulation book will become a "go-to" source of information. In other words, participants will learn how to read and use the regulation book as a reference tool to inform practices in a child care program. Participants will learn the parts of the regulation book and will practice finding the answers to common facility and classroom questions using the regulation book. Participants will practice using key words in regulatory language to search specific regulations. By the end of the session, participants will be more confident in finding the information they need using the regulation book to achieve compliance.

1.09 Mentoring Best Practices and Reggio Principles in College Interns and Staff, K6.9 C3

Judy Brown-DuPaul, Part-time Faculty, Lehigh Carbon Community College

Laura Segatti, ECE Faculty, Lehigh Carbon Community College

Melanie Wursta, Faculty, Lehigh Carbon Community College

Elizabeth Lipman, Early Learning Center Director, Lehigh Carbon Community College

College Instructors and center directors strive to promote best practices in staff and preservice teachers, but some practitioners hold on to teacher-directed approaches or under-plan for quality curriculum. Explore ways to inspire curiosity and critical thinking through in-depth study of topics and the use of loose parts, nature, recycleterias and Reggio principles. Examine authentic photographs and unique lesson planning formats to mentor staff and college interns and discuss challenges in the field of mentoring.

1.10 Moving on Up: Promoting High Quality PreK in the City of Philadelphia, D8.1 C2

Shante' Brown, Deputy Director, PHLpreK, City of Philadelphia - Mayor's Office of Education

With the passage of the Philadelphia Beverage Tax in 2016, Philadelphia's City Council approved Mayor Jim Kenney's five-year plan to create 5,500 locally-funded affordable Pre-K seats. During this session, we will discuss both the benefits and challenges of a city-wide Pre-Kindergarten system. Participants will then reflect on how they could best promote high-quality Pre-K for their own community.

1.11 PBIS Coaching: Start Conflict Resolution in the Classroom, K2.13 C2

Beth Huertas, Trainer- Curriculum Specialist, Public Health Management Corporation

Early educators will learn to implement and identify appropriate use of the social-emotional strategies' solution kit in the classroom in order to support age-appropriate social and emotional growth and development. The teacher will be able to apply new strategies, use new materials, and utilize practices to best support the achievement of developmentally appropriate milestones by the children in their program

1.12 Portfolio, Assessment, and Family Engagement at Your Fingertips, K4.17 C2

Lala Zhang, Co Founder, Learning Genie Inc

Introducing a conceptual model and field practices showcasing how to collect portfolio evidence, assess children's needs, plan for individualized lessons, and track school readiness by linking child assessment outcomes with family engagement practice.

1.13 Powerful Play - Games/Literature to Teach and Practice Social Skill Expectations, K2.14 C2

Lori Bauerline, Associate Preschool Supervisor, Lincoln Intermediate Unit #12

Francine Baker, Early Childhood Specialist, Lincoln Intermediate Unit #12

Play is the most powerful tool in your bag of tricks! Participants will learn how to reinforce behavioral expectations through the use of play activities that correlate with curricular content areas (e.g., math, reading, writing). The activities will enhance and support child engagement and participation by embedding social skills in everyday learning.

1.14 Trauma Sensitive Care for the Child and the Caregiver, K1.4 C2

Jill Cox, Program Development Specialist, Penn State Better Kid Care

Ashia Cooper, Program Officer - Capacity Building and Collaborations, Pottstown Area Health and Wellness Foundation

Exposure to adverse childhood experiences (ACEs) in young children affects the developing brain in ways that may impact behavior, cognitive development, and physical health. As research uncovers greater knowledge and understanding of how ACEs can modify the brain, the need to implement practices that counterbalance the influence of the stress response is key to effective interventions. Caring for children who have experienced ACEs can be an intense and exhausting experience for ECE professionals. Early care and education professionals who care for children with ACEs need a toolkit of strategies to support the children in their care and to attend to their own self-care needs. This interactive presentation will examine a model community coalition and delve into best practice strategies for brain-based interventions in the classroom and ways to prevent compassion fatigue for the caregiver.

1.15 What's In It for Me? PBIS and PCIT, K2.13 C1

Shelley Hiegel, PCIT Clinician, Early Childhood Innovations Center, LLC
Diana Borges, Director of Pupil Services and Special Programs, Steel Valley School District

This workshop will provide overviews of PBIS and PCIT and a crosswalk between concepts and terms for both evidence-based practices. It will also introduce other applications of PCIT such as Teacher-Child Interaction Therapy (TCIT), in-home PCIT, PCIT for Anxiety, and PCIT for ASD (Autism Spectrum Disorder).

1.24 OCDEL Updates, K6.11 C1

Suzann Morris, Deputy Secretary, OCDEL

Join Deputy Secretary Suzann Morris and members of the OCDEL senior management team as they discuss their current initiatives and future vision.

Session 1 Extended: 9:45 am - 1:00 pm

1.16E 5 Top Teacher-Tested Tips to Promote Inclusion in the Classroom, K2.2 C2

Philippa Campbell, Consultant, Public Health Management Corporation

5 top teacher-tested tips to successfully include children with special needs in the classroom setting will be presented including: Tip 1: Plan with families & EI providers; Tip 2: Increase learning opportunities; Tip 3: Use environmental instructional supports (e.g., visual supports) to increase children's participation & learning; Tip 4: Embed teaching strategies in classroom routines & activities; Tip 5: Track children's success. Strategies to implement these tips have been identified by and tested by teachers in typical child care settings as being effective ways of including children with special needs such as those with IEP's/IFSP's, challenging behavior, delayed development, or other special needs. Participants will work together to apply tips in situations illustrated via videos and in circumstances from their own classrooms.

1.17E Connecting Behavior Challenges and Wellness: Where to Begin?, K6.4 C3

Pamela Schaefer, Program Coordinator, Staff Training and Development, KenCrest Services

In this course, participants will assess and analyze behaviors connected to stress and health challenges. With a new understanding of the connections, participants will then link child and adult behaviors to a variety of stress reduction and wellness activities for home and classrooms. Participants will leave with a plan to easily incorporate stress reduction and wellness into any daily routine.

1.18E Current and Emerging Trends in Early Childhood Education, K6.5 C2

Debra Lawrence, Asst. Professor, Delaware County Community College

Jean Allison, Associate Professor, Delaware County Community College/ACCESS President

This interactive gathering is open to all those who work in the early childhood profession from early intervention, Head Start, Early Head Start, social service agencies, early childhood professionals, leaders, and administrators. Roundtable discussions on current trends and emerging issues will be facilitated by representatives of the higher education two-year college community. Bring your "hot topics." Some topics of interest are: When the focus on safety interferes with child development; Embracing the Reggio Emilia Approach; Start here...go anywhere! Mobile carts (STEM/STEAM/STREAM tinker cart, loose parts provocation cart, art cart) as a means for shared resources and use in outdoor and indoor mobile locations; Working with the children who challenge us; Appropriate use of technology in the classroom; and many more including a session just for you on your "hot topic."

1.19E Exploring Race, Culture & Religion in Ourselves and Others (Part 1 of 2), K3.3 C1

Betsy Manlove, Professor, Early Childhood Education, Lock Haven University

Kweli Archie, Program Quality Assessor, PA Key

This is the first of a two-part training. The training will begin a conversation about race, religion and culture with the group first deciding on ground rules to support productive dialog. We will consider the construction of the concept of race/racial identity and religion/religious identity as well as messages we received about race and religion as children. We will explore the experience of being White and Christian in America as well as the history of America from the perspective of People of Color and non-Christians. Policies and institutional structures will be examined for equity backstories. The impact of these policies will be linked to equity and social justice today. (Part 2 is scheduled during Session #4E)

1.20E Healthy Sexuality Development in Children, K7.10 C2

Kathryn Kashner, Consultant, Northampton Community College

Miranda Whitham, Consultant, Northampton Community College

Young children are curious about their bodies and the changes that occur during early adolescence. This workshop takes a look at a topic most teachers and program administrators are uncomfortable discussing and addressing in the early learning environment. Understanding child development and how that plays into children's perception and experience with sexuality will allow early childhood professionals to have candid conversations with children, parents, and other caregivers on this topic. Facilitators will lead small and large group discussions with activities so that all participants can come away with knowledge on how to handle sensitive questions, discussions or situations that may arise in the early learning setting.

1.21E How Children's Behavior is Influenced by the Brain, K2.13 C1

Aimee Newswanger, Consultant, Early Intervention Technical Assistance

Heidi Wettlaufer, Consultant, Early Intervention Technical Assistance

Beth Friedman, Consultant, Early Intervention Technical Assistance

All behavior is driven by the brain, but how these behaviors get expressed is influenced by three key factors that shape how children process and react to the experiences they have in the world: where they are developmentally, their temperament, and environmental factors. This session will explore these factors as they provide clues to the meaning or purpose of behavior. Knowing why behavior occurs is critical for effectively responding to young children in ways that help them learn and cope best. Participants in this session will also discuss the root causes of challenging behavior and effective

strategies for supporting children. This session will be based on Zero to Three's new curriculum, "The Growing Brain: From Birth to 5 Years Old."

1.22E Leading Your Team to Victory: A Unique Look at Team Building & Motivation, K6.3 C2

Tom Yeager, Professional Development Technical Assistance Manager, YWCA Greater Pittsburgh
Janine Pagano, Technical Assistance/Mentor Manager, YWCA Greater Pittsburgh

If you ask most people what "TEAM" means, I am sure they would tell you that it means, "Together Everyone Achieves More". What if I told you that TEAM also provides us with insight as to what is needed to build a successful and positive workplace environment? In this workshop, participants will examine the components of a positive work culture/climate and learn why team building and motivation of staff, as a whole and individually, are key resources in building a positive workplace environment.

1.23E Technology That's Right for You!! - A Day in the Life of Center Administrators, D8.17 C2

AJ (Abhas Jain), Adjunct Professor, Johnson & Wales University

This presentation is targeted at owners, directors and administrators of progressive child care centers. Center owners/directors wear multiple hats during a single business day. In this training session, we will review the following responsibilities they bear and discuss how they can leverage technology for each of these to be more effective. This includes attracting new customers, managing and measuring inquiries/interest, managing staff and children, communicating with millennial parents and managing and collecting money. We will discuss technologies/solutions that are available for them to use and how to use them (and what not to do). An important focus area is communication between parents and child care providers. We will try to raise the awareness about the communication gap between directors/teachers and young tech savvy millennial parents and to provide solutions on how to bridge the gap.

Session 2: 11:30 am – 1:00 pm

2.01 ELN Computer Lab - Provider Training, K8.16 C2

Audrey Maddox, ELN Business Analyst, OCDEL
Sue Stump, Business Analyst, OCDEL
Beverly Hajek, PELICAN Help Desk Supervisor, OCDEL
Hope Helms, Business Analyst, PCG
Sharon Kersteter, Business Analyst, PCG

This session is for new or experienced providers. Come visit us with your questions about the PELICAN-ELN system. Learn about the benefits of accessing ELN through Provider Self-Service (PSS).

2.02 Active Learning and Physical Activity as Part of a Daily Schedule, K7.3 C2

Adam Gill, Territory Sales Manager, Play with a Purpose

We all know kids need physical activity - the challenge is fitting in quality activity in an already busy day. Come see the latest in innovative and easy to implement games and activities that your kids will love! We'll show you why it's important, and how to incorporate the right amount of aerobic, muscle strengthening, and bone strengthening activities. Walk away with a fully developed daily plan that incorporates Play With a Purpose activities that your kids will beg to play!

2.03 Advocacy and the Pre-K for PA Campaign, K6.10 C2

Michelle Smith, Outreach Manager, Pennsylvania Head Start Association

Are you interested in becoming more involved in state advocacy work for the Pre-K for PA Campaign? This workshop will give background information on the Pre-K for PA Campaign, discuss advocacy strategies and how to implement them in preschool programs, and the state of Pre-K in Pennsylvania.

2.04 Art and Developmentally Appropriate Practice for Infants and Toddlers, K2.10 C2

Kimberly Alloway, Infant Toddler Specialist, Child Care Consultants ELRC Regions 9 & 10

It is sometimes difficult for us to think of art as something other than handprints and cute projects that our infants and toddlers produce. This training challenges us to embrace the true idea of art and helps us understand what art in the infant and toddler classroom really looks like. We will use the fundamentals of DAP and the ITERS as the guidelines that will allow us to provide meaningful and appropriate exposure to art, and the materials used to create art.

2.05 Coaching with a Beginner's Mind, K6.12 C2

Cyndi McAleer, Preschool Program Supervisor, PA Key

"Beginner's Mind" is the idea of approaching things without pre-conceptions, preconceived ideas or prior judgments. This approach is useful to agile practitioners and coaches, inviting us to enter situations and observe what is really happening before we act. This session will be useful to people who provide coaching support to practitioners and programs. We will examine how to approach situations in a way that assumes that the person being coached is capable and competent and will be able to find and embrace the solutions that will best work for them.

2.06 Creating Healthy Early Learning Centers, K7.1 C1

Michele Buford, Educational Program Specialist, Women for a Healthy Environment

Children breathe more air, drink more water, and consume more food than adults. They ingest, inhale and absorb environmental toxins found in everyday settings, including the school and home environments. The American Academy of Pediatrics' Council on Environmental Health has stated that "those who care for children (child care staff, parents or guardians, physicians, schools) should make every effort to minimize the negative health and developmental effects of toxin exposure. Caregivers in particular must take precautions, become informed about environmental hazards, and make efforts to reduce or eliminate certain toxins in their environments." In this workshop, providers will learn about the environmental hazards that can be found in large and small early learning centers and in the houses of home-based programs, all impacting the health and development of children. These hazards include but are not limited to: mold; cleaning/sanitizing products; pesticides; ventilation; furniture and building materials (flooring, paint, etc.).

2.07 Implementing Program-Wide PBIS within an Early Intervention Program, D1.4 C3

Meghan Stefanucci, Special Education Supervisor - Early Intervention, Northwest Tri County Intermediate Unit #5
Susan Uzelac, Supervisor of Special Education, Northwest Tri County Intermediate Unit #5
Brandie Stevens, Special Education Supervisor - Early Intervention, Northwest Tri County Intermediate Unit #5

This session will provide an organizational approach to implementation of evidence-based practices and systems that are encompassed by Program-Wide Positive Behavior Interventions and Supports (PBIS),

emphasizing the importance of implementation fidelity, durability, sustainability, and scalability. The structure of implementation is focused on (a) leadership coordination (e.g., management and implementation teams) (b) implementation drivers (e.g., coaching, professional development, evaluation), (c) implementation phases (e.g., exploration and full implementation), and (d) practice and policy-based decision making and planning (Fixsen & Blasius 2010).

2.08 Let's Chat SAC (School-Age Care), D6.6 C1

Betsy Saatman, TA Specialist, PA Key

Come together and let's chat about SAC. We will take this time to chat about the SAC Quality Supports available across the state; including the ASQ/CQI model, professional development opportunities, and professional organizations. In addition, we will provide time for open dialogue and connection!

2.09 Level Up! Transformative Business Strategies for Experienced Child Care Owners, K8.2 C1

Mary Graham, Executive Director, Children's Village
Amy Friedlander, Owner, Amy Friedlander Consulting
Anne McSweeney, Child Care Strategist, The ICA Group
Jennie Msall, Business Strategist, The ICA Group

Are you a child care business owner thinking about your next steps for business improvement and growth? Would you like to retire someday, but aren't sure how you'll leave your business? Come join us for a workshop about figuring out what comes next, whether you are planning significant business improvements, expansion, or your eventual retirement. National child care business consultants from the ICA Group, Mary Graham from Children's Village in Philadelphia, and Amy Friedlander, ECE consultant, will provide frameworks, resources, and practical strategies to help you prepare and plan for your business' next big milestone.

2.10 Meet the 2017-18 OCDEL Policy Fellows, D6.9 C1

Gina Federico, Training and Policy Assistant, Early Intervention Technical Assistance
Ilecia Buckner, Social Services Coordinator, Capital Area Head Start
Kimberly Eckel, Allegheny County, Young Child Wellness Coordinator
Elizabeth Farwell, Program Manager, First Up
Kelly Fisher, Assistant Director of Special Education, Northwest Tri County Intermediate Unit #5
Emily Garcia, Senior Site Manager, Jumpstart Philadelphia at Temple University
Andrea Heberlein, Lead Director of Community Impact, United Way of Lancaster
Cory Johnson, Project and Data Coordinator, Action for Early Learning at Drexel University

The OCDEL Policy Fellowship is driven by the need to enhance career pathways for early learning providers and professionals. By participating in the OCDEL Policy Fellowship, emerging leaders from across the state developed a deep understanding of, and increased ability to navigate, the complex mechanisms that comprise an integrated, high-quality early learning system. In this session, you will have the opportunity to meet and hear from the twelve graduates of the 2017-18 OCDEL Policy Fellowship to learn about their individual projects that contributed to OCDEL's mission, vision, and goals in an intimate, round robin format. Additionally, you will be able to meet the 2018-19 cohort and learn about how and why you should apply for the 2019-20 cohort or nominate a leader you know.

2.11 Observation with Purpose, K4.9 C2

Julia Gest, Early Learning Specialist, Penn State Better Kid Care

Effective observation and assessment help educators to understand how children grow and develop, and how to support that development. Data from effective observation and assessment provides information to support refinement of teacher practice, positive child outcomes, and curriculum planning. This session will focus on how to use data from effective observation and assessment to support children's learning.

2.12 PBIS Coaching: How To Use Scripted Stories, K2.13 C2

Beth Huertas, Trainer- Curriculum Specialist, Public Health Management Corporation

Early educators will learn to identify and implement uses of scripted stories in the classroom in order to age-appropriate social and emotional growth and development. The teacher will be able to apply new strategies, use new materials, and utilize practices to best support the achievement of developmentally appropriate milestones by the children in their program

2.13 Tackling Transitions, K2.1 C2

Brandon Williams, Owner/Operator, Early Childhood TLC

Transitions can be tough, especially if children are asked to sit still and remain quiet while simply waiting. This session will demonstrate techniques to utilize transition times as an opportunity to reinforce current classroom topics and will provide activities to help regulate children's energy level. We'll also discuss classroom management strategies for minimizing transitions throughout the daily routine.

2.14 Writing a Suspension and Expulsion Policy, D1.4 C3

Diane Hendrick, Coordinator, Campus Children's Center of Westmoreland County Community College

Participants will review the OCDEL announcement on Reducing Expulsion and Suspension. We will decipher what needs to be included in a comprehensive expulsion and suspension policy. Participants will discuss the needs of their centers concerning an expulsion/ suspension policy and begin to write a policy to meet their individual needs.

2.15 Town Hall with Suzann Morris: OCDEL Initiatives & Your Story, K6.11 C2

Suzann Morris, Deputy Secretary, OCDEL

How have OCDEL's initiatives made an impact in your early learning community and the families you serve? Share your experiences, ask questions and hear comments about how the new initiatives from the PA Office of Child Development and Early Learning (OCDEL) are being implemented in communities throughout Pennsylvania. This session will follow the session, Meeting the Needs of Pennsylvania: The Growth and Progress of OCDEL. Attendance to the prior session is not required, but may be helpful.

Session 3: 1:15 pm – 2:45 pm

3.01 ELN Computer Lab - Provider Training, K8.16 C2

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Sue Stump, Business Analyst, OCDEL

Beverly Hajek, PELICAN Help Desk Supervisor, OCDEL

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3.02 National Early Learning Panel, K6.10 C2

Diane Barber, Executive Director, PACCA

This panel will provide attendees with a greater understanding of the early childhood policies from a national perspective. The session will provide an overview of the current and future strengths, challenges, and opportunities in early childhood education.

3.03 Dealing with Difficult People, K5.1 C2

Jessica Spradley, Parent, Pittsburgh Public Schools

Participants who attend this workshop will learn a concrete plan to follow when communication is difficult. Join us to increase your understanding of the importance of communication and how to create an environment where it contributes to a healthy learning atmosphere; ways of decisive communication to use with difficult people; and techniques to manage emotions when communicating with educational stakeholders.

3.04 Engaging Circle Times for ALL Learners, K2.2 C1

Barbara Albert, Director, The Children's Learning Center

We will examine strategies for promoting the active engagement of children during circle activities especially those who are English Language Learners and those who exhibit challenging behavior. We will begin by thinking about the purpose of large group gatherings and how plans for circle change as the children develop. We will consider the needs of all the children and how we can meet those needs with our activities. We will analyze why some traditional strategies are ineffective, and will look at approaches that prevent children from responding with difficult behavior. Topics will include all facets of circle such as seating arrangements, transitions to and from circle and the content of circle activities. Singing, puppetry and visuals will be demonstrated. Come and learn some new tools or recall tools you have not used in a while. Be prepared to sing and move!

3.05 Establishing a Functional Feeding Program in Early Intervention and in Schools, K7.13 C1

Erin Goeckeler, Supervisor of Special Education, Intermediate Unit 1

Barb Rothermel, Supervisor of Special Education, Intermediate Unit 1

Tara Walker, Lead Support Teacher, Intermediate Unit 1

This workshop will focus on the development of Intermediate Unit 1's Functional Feeding team. We will review why we have developed this team based on current court case information, as well as how the team was developed. We will review dysphagia and how it may affect a student's ability to access his or her curriculum, as well as why denying these services subsequently may affect his or her FAPE (Free and Appropriate Public Education). Assessment, documentation and treatment will also be discussed, as well as various service delivery models.

3.06 Healthy Kids, Healthy Future: Next Steps For HEPA Promotion in Child Care, K7.3 C2

Jill Cox, Program Development Specialist, Penn State Better Kid Care

Roxie Nestlerode, On Demand Coordinator, Penn State Better Kid Care

Have you participated in "Let'sMove!" and wondered what the next steps are for healthy eating and physical activity promotion in ECE programs? Based on collaborative work with the Centers for Disease Control and Prevention (CDC) and Nemours, this presentation offers an interactive opportunity to learn about the newest recommendations for ECE professionals as well as strategies for implementation. Recently, the CDC revised the Spectrum of Opportunities framework for obesity prevention in ECE settings. These new revisions will be explored and discussed as they relate to future opportunities to promote healthy eating and physical activity for young children. New and updated resources are available on best practice areas including staff wellness.

3.07 Inclusion Works: Policies, Practices and Community Collaborations, K3.5 C2

Nicole Fetherman, Executive Director, LifeSpan Daycare Inc.

Michael Hoffman, Center Director, LifeSpan Daycare Inc.

A practical response to OCDEL's Inclusion & Reducing Suspension and Expulsion announcements. Reflections on current practice, resources and community collaborations that work. Discussion of policy suggestions and resources for program implementation.

3.08 Intentional Teaching, K3.1 C1; K3.3 C1

Curlean Chaney, Director, Little Einsteins Child Development Center

Children are not carved out from the same mold, mass produced on a factory line, or stamped out with a single cookie cutter, but are instead created as unique, one of a kind individuals; therefore, the learning experience should be tailored to each child. This workshop is designed to discover the pre-existing influences acting upon the learning environment in children's lives and how to use this information to support child development. We will discuss the importance of teaching to the individual child. While working in small groups, the audience will define, explain, and analyze the components of influence and explore how they shape children's learning experience. Time will also be spent in large group discussion listing any discovered hidden barriers that prevent, stunt, or prolong child growth. The workshop concludes with each participant creating a Professional Plan that will guide them in their pursuit of intentional teaching.

3.09 Naturalistic Developmental Behavioral Interventions in ECE, K2.13 C2

Erica Blanch, Associate Director, University of Pennsylvania

Melanie Pellecchia, Assistant Professor of Psychology in Psychiatry, University of Pennsylvania

Meghan Kane, Board Certified Behavior Analyst, University of Pennsylvania

This workshop will teach you about best practices in Naturalistic Developmental Behavioral Interventions (NDBI): what they are, why they are great for ECE settings, and how you can apply strategies in your center. This workshop will focus on using NDBI to promote play and social engagement for preschool-age children and with & without disabilities such as autism.

3.10 No Is Still an Answer, D8.17 C2

Jane Lee, Regional Program Director, Play & Learn

Join us to learn Do's and Don'ts of effective touring to attract prospective families to your program. Participants will learn how to create an initial relationship even before the tour; what and how to sell based on the prospect's needs; and effective ways to close the sale and add to your enrollment.

3.11 Our Data Journey, D5.13 C1

Joshua Miller, Early Childhood Programs Supervisor, Bucks County Intermediate Unit #22

Kristi Moreno, Education Services Specialist and Early Head Start Coordinator, Bucks County Intermediate Unit #22

Joan Pfender, Family Engagement Specialist, Bucks County Intermediate Unit #22

As a Head Start grantee, our data is a core component of how we plan for and provide services that support our children and their families. The new Head Start Program Performances Standards place an emphasis on collecting and analyzing data. During this workshop, we will share our data journey. We will provide attendees with an overview of how we started, how our process developed, where we are now, and where hope to go next. We will share information about the tools and resources we used during our data journey and how our process is helping us to make data-driven decisions that can improve our program.

3.12 Outside In: Developing the Natural Classroom to Support Inclusive Practice, K2.11 C3

Tonia Breech, Early Childhood Education Instructor, Lehigh Carbon Community College

The components of inclusion encompass the principles of access, participation, and support. Through the addition of natural materials into the classroom, children are given the opportunity to engage in open-ended explorations that transcend their perceived limitations. Utilizing the environment at the third teacher through Reggio inspired principles; LCCC's Teacher Education program has created aesthetically pleasing beautiful natural indoor and outdoor environments to inspire exploratory learning opportunities. This session will dive into the use of nature in the classroom to support growth in each of the learning domains for exploratory, natural learning models to be enjoyed by all children.

3.13 Process versus Product Art, K2.15 C2

Phuong Hoang, Instructor, TRAIN Educational & Community Services

For children, art is primarily a means of expression. Children differ in how they perceive, understand, and interpret their environment. We will identify the principles of process art and how it differs from product art. We will also evaluate the benefits of process art experiences and how it can help with child development.

3.14 Sharing their Stories: Raising the Bar of Professionalism in ECE, K6.11 C2

Lori Cooper, Assistant Professor of Educational Leadership, Wilkes University

Rhonda Rabbitt, Dean of the School of Education, Wilkes University

How can we contribute to increasing outsider understanding of the professionalism in the field of early childhood education? This session will explore various ways to communicate with stakeholders the value of play-based learning and how standards are actually being met through planning, documenting, and displaying work done by students. Documentation panels, classroom displays, and websites are some examples of what will be explored as potential means of communication with stakeholders. Join us in helping to raise the bar in the professionalism of the field and communicating effectively the importance of developmentally appropriate practice.

3.15 Take Your Power Back! Regain Your Kingdom with Respect., K2.3 C2

Ron Shuali, Transformer, Shua Life Skills

Laugh out loud and learn three techniques to immediately improve your children's classroom behavior through a proven effective behavior management system using auditory, visual and kinesthetic cues.

Participants will experience positive physical and emotional sensations that they can then implement the next day in their own classroom. Don't miss this workshop!

3.16 The Balancing Act - Staff Costs and Revenue, D8.11 C2

Kathy Ligon, Founder / CEO, HINGE Brokers

Kathe Petchel, Operations & Staffing Consultant, HINGE Brokers

On average, 55% of all child care revenue is spent on staff-related costs. With numbers like these, it is imperative to spend wisely! Wise spending means maximizing pay to teachers & staff, supporting their efforts with training and continuing education, and creating solid benefit programs. But, how do you achieve this when labor costs are outpacing your tuition rates? Join us as we discuss healthy spending for labor, creative thinking when it comes to training and advancement opportunities, and how to keep staff happy and motivated!

3.17 Understanding and Advocating for Families of Trauma, K3.2 C2

Robin Howell, Instructor, Edinboro University

Jennifer Seigworth, Instructor, Self-Employed Writer

This workshop is for people with a very basic understanding of what Trauma Informed Care and Adverse Child Experiences (ACEs) are. Perhaps they are finding the program has enrolled more children with these experiences and they would like to know more about how to deal with this in their classrooms. This is NOT for people with a lengthy knowledge of the subject.

3.18 Using Data Analysis for CQI for PW-PBIS in Early Childhood Programs, K4.2 C2

Jeniffer Potter, Coordinator of Wellness and Disabilities Support, Community Action Partnership of Lancaster-Head Start

Jill Koser, Child Development Impact Team Leader, Community Action Partnership of Lancaster

This session will address how to analyze and use relevant data programs to ensure and plan for continuous quality improvement in the implementation of Program-Wide PBIS in early childhood programs in order to increase social and emotional competence in young learners. The approach of "Here's What! So What? Now What?" as an analysis method will be introduced and discussed.

3.19 Why Dads Matter: Understanding Masculinity, K3.1 C1

Phillip Thomas, DADS MATTER Instructor, The Private Industry Council of Westmoreland/Fayette, Inc.

All fathers regardless of their background have widely differing views of masculinity. Attendees will expand their knowledge regarding masculinity and how it relates to all aspects of a man and his child's life. A video clip will be used to illustrate the power of fathering roles that impact the lives of children. The content of this session is referenced from the 2014 National Fatherhood Initiative "24/7 Dad," Third Edition.

Session 3 Extended: 1:15 pm – 4:00 pm

3.20E Getting Little Feet WET: Project WET Early Childhood Educator Workshop, K2.4 C2

Carissa Longo, Environmental Education Program Coordinator, DCNR- Bureau of State Parks

Beth Garner, Environmental Education Specialist (EES), DCNR- Bureau of State Parks

"Getting Little Feet WET" (GLFW) is a brand-new, standards-based early childhood activity guide that is all about WATER. It features 10 field-tested, interactive activities that utilize art, reading, music, math, and outdoor learning to teach young children (ages 2-7) all about water. In this fun, hands-on workshop, attendees will participate in activities from the guide. To receive the free WET GLFW Early Childhood Activity guide, attendees must attend the entire session. Participants will also receive a certificate of completion. This is nationally recognized curriculum guide which is produced by the Project WET Foundation. This workshop is geared for those who teach students age 2-7.

3.21EE Supporting Dual Language Learners (DLLs) in the Classroom, K5.3 C2

Barry Wiestling, Early Childhood Education Advisor, OCDEL
Maryanne Olley, Early Childhood Education Advisor, OCDEL

This session will help answer the following questions: Who are dual language learners? What are the unique ways in which dual language learners develop? What are the stages of dual language development? How can I foster home language development for dual language learners? What tools and resources can I use to support dual language learners? We will take a closer look at the WIDA Early English Language Development Standards and the WIDA CAN DO Descriptors for Early Years to help understand assessment and instructional planning for dual language learners. You will receive FREE copies of all of the materials totaling a value of \$60!!

Session 4: 3:00 pm – 4:30 pm

4.01 PELICAN ELN - New Provider Training, K8.16 C1

Audrey Maddox, ELN Business Analyst, OCDEL
Sue Stump, Business Analyst, OCDEL
Beverly Hajek, PELICAN Help Desk Supervisor, OCDEL

This session is targeted to new providers. Come learn the advantages of logging in to ELN through Provider Self-Service (PSS). We will also touch on the highlights of the ELN system: child information upload, group enrolling and end-dating, and child transfer.

4.02 State Early Learning Panel, K6.10 C2

Diane Barber, Executive Director, PACCA

This panel will provide attendees with a greater understanding of early childhood policies from a state perspective in order to gain an appreciation of the policy vision for early care and education.

4.03 A Community-Based Learning Lab: How a Quality ECE Center Supports Teacher Prep, K6.5 C3

Zaina Cahill, Early Childhood & Learning Lab Director, Children's Village
Mary Graham, Executive Director, Children's Village

Throughout this session, participants will have the opportunity to hear about the process that Children's Village, a large, high-quality, child care program in Center City Philadelphia, engaged in to transform itself into a learning lab. This will include an overview of staff qualifications in this type of environment, the professional development and technical assistance offerings that the Learning Lab has provided to

audiences throughout the ECE field, and the partnerships that Children's Village has formed with institutions of higher education. Following an explanation of the Learning Lab model, participants will be able to discuss how this type of model can work in partnership with QRIS, other Early childhood programs, and various funding sources for ECE, and how these partnerships can influence ECE policy. Finally, challenges and lessons learned through the Learning Lab will be shared, in addition to future plans for the Children's Village Learning Lab.

4.04 Diversity in Our Classrooms: It's Important to ALL Children, K2.10 C2

Kathleen Hollingshead, Applied Developmental Psychologist, Independent Early Education Consultant

Diversity in the learning environment is important to all children, regardless of race. In this workshop, we will look back on our early experiences of race and explore why positive images and authentic experiences from African and Latino cultures are essential for ALL children today. We will discuss strategies to adapt authentic multicultural art experiences. And finally, we will explore ways to extend diversity throughout the learning environment. Learning opportunities will involve self-reflection and small group work. Resources will provide strategies for talking to children about race as well as ideas for increasing access to meaningful multi-cultural materials in the classroom.

4.05 "Don't Make Me Come Over There!": Threats Don't Work., K2.13 C2

Kelcie Chrzanowski, Classroom Management Expert, Managing Classrooms

"They just don't get it!" Are you tired of hearing yourself talk? Do you too often find yourself cajoling, begging, and/or threatening your students to get them to behave appropriately without getting results? Learn how to replace those empty threats with proven effective discipline techniques to successfully meet every behavior challenge in your classroom! This workshop will teach you how to apply these strategies to eliminate repeated warnings and multiple requests while gaining more time to teach and the time to be the teacher you know you are/can be. It's a given that we love all of our students - BUT, learn how to also LIKE all of your students at all times, and more importantly--how to communicate this unconditional positive regard to your students successfully! In this workshop you will learn "the 3-part secret" to successful classroom management: 1. Dealing with Behavior 2. Teaching Your Expectations 3. Regaining Teaching Time.

4.06 IMIL Strategies to Address CLASS and Increase Instructional Support, K2.14 C2

Brandon Williams, Owner/Operator, Early Childhood TLC

This session will provide physical activity strategies that improve teacher-child interactions and promote higher order thinking. Components of the "I Am Moving, I Am Learning" (IMIL) initiative and CLASS will be highlighted; however, this is a great session for providers who may not have previous training with either of these tools. Come experience all new songs and activities to integrate movement-based learning experiences into your daily routine while hitting CLASS indicators. Be prepared to laugh and have fun while getting down to something called the Pre-K Nae-Nae! "Now watch me whip! Now watch me nae-nae!"

4.07 Power of the Associate Degree: Graduates Who Create Quality, K6.1 C3

Alison Lutton, National Consultant, Early Childhood Education PD Systems Consultant

Anu Sachdev, Adjunct Faculty, East Stroudsburg University

Jean Allison, Assistant Professor, Delaware County Community College

Debra Lawrence, Faculty, Delaware County Community College

This session will present an overview of Power to the Profession, a collaborative effort of national organizations representing early educators to develop a shared framework for knowledge, skills, standards, qualifications, compensation and career pathways in our profession. A panel of community college faculty will lead a discussion about the role of early childhood associate degree graduates in professional practice and associate degree programs in career pathways. Power to the Profession resources will be used to explore current efforts to lift degree requirements and compensation for all early educators.

4.08 See Like an Inspector, Hear Like an Inspector, Speak Like an Inspector, K4.1 C2

Sharon Arabia, Regional Manager, OCDEL - Bureau of Certification Services

Lisa Yeloushan, Early Learning Program Certification Representative, DHS/OCDEL

In this workshop, participants will reverse roles and become their own "Certification Representative". Participants will use the self-assessment tool developed by OCDEL to role-play their own inspections. Tips on how to be proactive in avoiding common citations regarding supervision, ratio physical site and toys/equipment will be discussed in relation to the corresponding regulation(s). Finally, participants will engage in a positive- atmosphere mock "staff meeting" to review inspection results, practicing language found in the regulation book.

4.09 Social Media Marketing for the Child Care Industry, D8.17 C2

AJ (Abhas Jain), Adjunct Professor, Johnson & Wales University

Millennial parents are the most connected and technology dependent population and spend over 17 hours per week on social networks. Simply put, social media marketing is part of doing business in the new millennium. Child care centers hoping to market to this demographic have no choice but to leverage social media or risk falling behind their competition. This session will jumpstart the attendee's efforts to formulate and implement their social media strategy. After attending this workshop, the participants will know: (1) Most effective Social Media platforms for the child care industry; (2) Best practices for using Facebook; (3) How to schedule Facebook posts according to their desired cadence and theme; (4) What is "SEO;" (5) How to advertise on Google and Facebook; (6) Explain what is a responsive website or email; (7) What's the best strategy for Yelp reviews; and (8) How to email like a pro

4.10 Success in Career and Technical High School Early Childhood Classroom-CDA, D6.5 C1

Valerie Baker, Career and Technical Early Childhood, Mifflin County Academy of Science and Technology

Participants who attend this workshop will gain information on CDA training and opportunities available to high school career and technical students. In this workshop, the focus will be the high school career and technical early childhood curriculum, program planning for classroom student internships to obtain the CDA required hours. This session will focus on the success in my classroom of having students obtain their CDA credential while enrolled in a high school career and technical school.

4.11 The 4BELS (Four Brain Essential Learning Steps) Creating Inclusive Environments, K2.2 C2

Andrea Seidman, Education Consultant, Advanced Education Concepts

Missy Phillips, Director, A Child's World Early Age Education - Doylestown

Tina Kearney, Director of Operations, A Child's World Early Age Education - Langhorne

The 4BELS is an instructional process that focuses on teaching the way the brain learns best. These instructional strategies create an environment that is emotionally safe and inclusive, differentiate to every

unique brain, and establish a high-quality educational classroom according to the Environmental Rating Scale (ERS). This workshop will teach you about the various areas and complexities of the brain and how you can create an effective learning environment to develop intellectual potential and developmental skills. Following the 4BELS process is your solution to effective behavior management and learning. Instructional strategies will be illustrated through teaching curricular content topics. Participants will have the opportunity to develop a 4BELS lesson plan that can be implemented with all curricular content.

4.12 Using Simple Science Experiments to Foster Quality Interactions, K2.14 C2

Matt Rogan, Early Education Specialist, Blueprints

Research shows that children excel in early environments that foster positive interactions. One way to do this is by extending children's curiosity through the scientific process of inquiry, observing, asking questions, forming a hypothesis, investigating, gathering data, drawing conclusions and building ideas that lead to new questions. This workshop will provide an experience that can be applied and implemented in an early childhood setting.

Session 4 Extended: 3:00 pm – 6:15 pm

4.14E ECE Teacher Degree Attainment through Local Standards and IHE Pathways, D6.2 C3

*Terry Hayes, Senior Director ECE Initiatives, Public Health Management Corporation
Amy Friedlander, Owner, Amy Friedlander Consulting*

National conversations and research indicate that degree attainment is an essential component of quality ECE. However, the current ECE workforce includes many without degrees. After teachers have overcome the most immediate challenges for degree attainment - time and money - and decide to pursue degrees, the dilemma of which program to choose becomes pressing. Each IHE, program of study and learning format is different. Without consideration of the teacher's educational and career goals, the teacher's learning style, and IHE metrics, teachers cannot choose the match that is most likely to result in degree attainment. In Southeastern Pennsylvania we have been tackling these issues by 1) developing a local set of ECE IHE Gold Standards; 2) creating a website to help degree seekers learn about IHE Gold Standard achievement - ECEhigherED.com; and, 3) promoting higher education pathways designed to support and retain specific target audiences until they reach degree attainment.

4.15E Exploring Race, Culture & Religion in Ourselves and Others (Part 2 of 2), K3.3 C2

*Betsy Manlove, Professor, Early Childhood Education, Lock Haven University
Kweli Archie, Program Quality Assessor, PA Key*

This is the second of a two-part training. The training continues with an examination of young children's identity development relative to race and religion and discussion of classroom strategies for addressing biases. We will end with a discussion of ways to plan supportive environments for children and families. Emphasis will be given to the importance and value of enlisting and including families in the process. Participants will identify barriers and strategies to support family/teacher interaction/communication and will examine how programs support diverse children and families. (Part 1 is scheduled during Session #1E)

Session 5: 4:45 pm – 6:15 pm

5.01 Captain of the Ship: Sailing Your School to Success with Compassion & Strength, D8.11 C2

Ron Shuali, Transformer, Shua Life Skills

Directors can transform into cooks, diaper changers, salespeople and teachers depending on the situation in front of them. Having that flexibility allows for greater success. Participants will learn new skills to increase their knowledge of sales, management, and effective communication and the one secret on how to hire and keep the most qualified teachers in the harsh world of preschool turnover. All while laughing through the workshop.

5.02 Effective Google AdWords & Facebook Ad Strategies for the Child Care Industry, D8.17 C2

AJ (Abhas Jain), Adjunct Professor, Johnson & Wales University

This session will teach center owners/directors how to effectively market their programs using online advertising platforms like Google Adwords and Facebook Ads. We will discuss similarities and differences between these tools and best practices for achieving most impact.

5.03 Grant Writing 101, D8.7 C2

Deborah Wise, Chief, Division of Standards and Professional Development, OCDEL

This interactive workshop is designed to share key considerations for anyone interested in effective writing of competitive grant applications. The session will engage participants from a state competitive grant perspective. Participants will interact with examples to understand significant do's and don'ts when writing state grant applications.

5.04 MCO (Managed Care Organization) Special Needs Unit Overview-UPMC for You, K3.4 C2

Kelley Vitale, MA Clinical Coordinator, UPMC Health Plan
Michelle Capper, MA Clinical Coordinator, UPMC Health Plan

This workshop will provide an overview of the Special Needs Unit and how it can provide assistance to programs and families. The workshop will provide steps on how to refer, and we will discuss Early and Periodic Screening, Diagnostic, and Treatment (EPSDT), Medical Necessity, shift care services, and the HealthChoices contract.

5.05 Practicing and Coaching for Positive Youth Development, D6.3 C2

Eileen Wise, Youth Development Specialist, Penn State Better Kid Care

This interactive workshop Introduces the ten Positive Youth Development (PYD) competencies that out-of-school time professionals should possess in order to achieve high-quality programming. Five competencies are needed for front-line staff, while five additional competencies are needed for administrative staff. Sample videos and reflection and role-playing activities will be explored. A new coaching guide enables administrators, coaches, and PD/TA specialists to guide PYD practice. The Penn State Better Kid Care system for online, on-demand professional development will be demonstrated.

5.06 The Bumpy Road From Pre-K Quality to Kindergarten Success, K3.7 C2

Corey Whitesell, Project Coordinator, Project SIESTA Kindergarten PSU
Brian Crosby, Associate Teaching Professor, Pennsylvania State University

Studies have already shown that children attending high-quality Pre-K perform better on Kindergarten Outcomes. But is this a direct relationship? Using evidence from an ongoing Penn State study of parenting and sleep during the transition to kindergarten, this session will explore the complex relationship between Pre-K quality and Kindergarten outcomes while accounting for family differences in routines, child sleep, household chaos, and other demographic data. The session will include time to discuss your suggestions, based on the evidence provided, for families and centers to implement best practices that could aid children as they transition to Kindergarten (Non-presenting author, Douglas M. Teti, Ph.D.).

5.07 What Does Media Literacy Look Like for Preschoolers?, K5.14 C2

Debra Riek, Education Director, WITF

Media Literacy sounds fancy and hard but it really is about critical thinking. How can we begin to lay the foundation for savvy navigators of the media landscape. Come discuss strategies to use to engage preschoolers in this important work.

5.08 What Is Distributed Leadership?, D6.9 C2

Donna Wennerholt, PD Project Manager, PA Key

During this session strategies to build distributed leadership in your program will be investigated. The What, Why and How of distributed leadership will be identified. If you are curious about how to improve your program team by recognizing their strengths and in turn, the children's developmental progress, you should attend this session.