

Monday, October 16th, 2017

Session #1 9:45 – 11:15

1.01 ELN Computer lab - New provider trainings, K8.16 C1

*Susan Stump, Business Analyst, OCDEL Audrey Maddox, Business Analyst, OCDEL
Beverly Hajek, PELICAN Provider Help Desk, OCDEL*

This open computer lab will allow all ELN users to come in and receive one on one answers to their questions about the ELN system.

1.02 Supporting Children's Social and Emotional Growth Through Anti-Bias Education, K3.3 C2

Steven Erwin, National Early Childhood Specialist, Kaplan Early learning Company

Bias begins at an early age and if not addressed can continue for a life-time. Bias is defined as a tendency to believe that some people, ideas, etc., are better than others which can lead to bullying, name calling and treating others unfairly. Most educators will agree bias is a learned behavior. As we support children's social and emotional growth, it is important for teacher to understand how this learning can support the anti-bias education. This session using "Anti-Bias Education for Young Children and Ourselves" will explore, reflect and identify strategies that will connect social and emotional growth to anti-bias education.

1.03 Coaching: Connect to Content and Resources, D6.2 C2

Julia Gest, Program Developer, Pennsylvania State Better Kid Care

Providing quality professional development through coaching is a key factor in improving the knowledge and practice of ECE professionals. Connecting the coaching process to content and teacher practice supports the foundation for better child outcomes. Resources that support the coaching process and connect content to the learner's goals and action plans are an important part of a continuing professional development plan. This session will highlight resources to support coaches in their role, as well as how those resources align to the updated 2017 Keystone STARS Program Performance Standards. The alignment of coaching resources to ERS and CLASS will also be highlighted.

1.04 After School Quality (ASQ)" From Buzzword to Game Plan, D6.4.C2

*Claudia Hunold, SAC Manager, Community Services for Children, Inc. Northeast Key Shasta Wagner, Education Director, Cambria County Child Development Corp
Betsy Saatman, TA Specialist/SAC Initiatives, Pa Key*

ASQ (After School Quality and CQI (Continuous Quality Improvement) are hot topics and critically important. Come and learn how to engage a team in the process: involving stakeholders, selecting and using tools to collect data, setting goals, and taking action. This interactive workshop will illustrate the process developed by NIOST (National Institute On Out Of School Time) by highlighting programs that are using the approach.

1.05 Making Change Stick: Moving Research into Practice, K6.6 C3

Donna Miller, EITA Consultant, PaTTAN Aimee Newswanger, EITA Consultant, PaTTAN

As we move to implement new philosophies and ideas into practice, our teams come to these changes with a continuum of attitudes, ranging from excited, to curious/cautious, to resistant. Furthermore, all members bring a diverse range of skills, expertise, and experience. In addition to these adaptive challenges, as leaders we are faced with technical challenges such as funding, space, and schedules. Thus, meaningful change takes time. Implementation science provides us with a road map to support an action plan to work through the various challenges we encounter as we begin, but also support planning for future sustainability. This session will provide a brief overview of this process as your presenters share their adventures with the process.

1.06 Determining the True Cost of Caring for Children, D6.10 C3

Tracy Weaver, Outreach Coordinator, PennAEYC Tyrone Scott, Director of External Affairs, Delaware Valley Association for the Education of Young Children

What is the true cost of caring for children? It definitely amounts to more than the combination of reimbursements and copays. This session will help you take a look at your facility's budget to help you determine your true cost of care. With that in mind, we will discuss possible steps you can consider to achieving the true cost of caring for children.

1.07 Inclusion Builds Better Programs, K1.7 C2

Wendy Whitesell, Inclusion Builds Better Programs, PA Key

A panel discussion on Inclusion with providers and administrators (Early Learning and Early Intervention) to better understand how including children with diverse abilities can be supported, as well as the positive impacts on all children, their families and the providers who care for them.

1.08 Communication Lab: Practicing Empathy, K5.9 C2

Myka Piatt, Training & Curriculum Development, Temple University Harrisburg

Empathy has been shown to be a key ingredient in effective help-giving relationships as well as supervisory relationships. The ability to use active listening and reflection to understand a person's feelings is not one that comes naturally to most of us. In this interactive workshop participants will practice reflecting empathy and giving and receiving feedback from colleagues.

1.09 Exploring Moral Literacy and the Implications for Meaningful Dialogue through Ch, K5.5 C2

Dipali Puri, Professor, Lincoln University

Participants will have the opportunity to discuss the value of integrating children's literature in their classrooms.

1.10 Impacted for Life--Early Brain Development, K 1.4 C2

Cindy Sunderland, Education Service Coordinator, SUM Child Development Tammy Ozlanski, Gift Planning Advancement Office & SUMCD Board Member, Susquehanna University & SUM Child Development

The impact of experiences in the first three years of life effects the brain for a lifetime. Come discover the correlation between early brain development and future outcomes for children.

1.11 Moving and Learning Strategies to 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 focusing on instructional support. 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!"

1.12 Staffing, Recruitment and Onboarding, D8.11 C2

Henry Boyer, CEO & President, Boyer Management Group

In this session participants will complete a self-assessment of current staffing practices, learn the overwhelming cost of a bad hire and how to plan for the successful recruitment of qualified candidates. Participants will learn how the hiring process affects the quality of hire and how to screen applicants and read resumes and applications to find the right candidate.

1.13 Becoming a Breastfeeding Friendly Child Care Program, K7.1 C2

Nikki Lee, lactation consultant, Philadelphia Department of Public Health

Participants will learn to perform a review of existing practices and current compliance with the requirements for the Breastfeeding Friendly designation for their program. They will also assess key areas where improvements are necessary in order to support breastfeeding mothers and babies. They will prioritize areas where improvements are needed and establish a supportive breastfeeding policy. Assure all staff are aware of and follow the policy. Strive for Breastfeeding Friendly Program to meet long-term public goals of reducing overweight and obesity.

1.14 Music, Movement and Mindfulness, K1.4.C2

Alessandra Gonzalez, Infant and Toddler Specialist, SERK Lisbeth Ramos, Infant and Toddler Specialist, SERK

Music and movement is an everyday activity in infant and toddler rooms. However, sometimes teachers may think turning on a radio in the background is sufficient. This workshop will show teachers the developmentally appropriate and varied ways to use music and movement in their classrooms. By being mindful and intentional we can use music and movement in active and calming activities.

1.15 Summit Panel: Working with a Health Consultant, D7.5 C2

Maureen Murphy, Director of Member Engagement, PACCA

Panel consisting of ECELS representative, early childhood Health Consultant, and a Director of a program that utilizes a Health Consultant will discuss experienced from their individual perspectives. Significant participant interaction will be encouraged in asking questions and sharing their experiences, successes, challenges.

1.16 Federal Early Learning Policy Panel #1, K6.10 C3

Diane Barber, Executive Director, PACCA

This is the first in a series looking at the impact of Federal Early Learning Policy on Pennsylvania Early Learning Policy and the providers, staff, families and children that access programs.

1.17 Parenting "Brown Bag" Program at the Library: A Win-Win, K3.9 C2

Connie Schulz, Family Outreach Specialist, State College Area School District Paula Bannon, Children's Services Librarian, Schlow Centre Region Library

Offering parenting discussion programs at the library provides a great opportunity to reach out to pre-K parents and English Language Learners. Piggybacking on the library's Toddler Learning Center program, we are able to offer childcare utilizing PSU volunteers in the TLC space during the parenting session.

Session #1 Extended 9:45 – 1:00

1.18E Using Data to Increase Inclusive Practices, K4.10 C2

Mary Anketell, Program Manager, Early Intervention Technical Assistance Michael Brink, Program Manager, Early Intervention Technical Assistance

Early Intervention (EI) Leaders have a great deal of information about where young children are receiving EI services. However, EI Leaders may not have had the time or resources to dive into the data and use it to increase the inclusive practices provided in their program. Come to this workshop to hear an EI Leader provide an example of how their EI Program used critical questions and data analysis to identify strategies to promote inclusive settings. The second part of the workshop will provide a hands-on opportunity for EI Leaders to review and analyze their own data, and use the results to develop strategies for building more inclusive opportunities for young children with disabilities. Participants are encouraged to bring a computer with access to their program data for use in the hands-on portion of the training.

1.19E Nature Immersion in the Early Years, K2.10 C3

Tracy Doughtie, Director, The Forest Ridge School

A look at nature immersion in education programs for young children. WE will analyze and discuss the benefits of nature and unstructured outdoor play. Participants will evaluate nature education from the perspective of: children, families, and educational settings. Finally, participants will assess and learn practical ways to implement nature immersion ideas and activities in various educational settings.

1.20E Growing Your Teachers (and parents) through T.E.A.C.H., D8.13 C2

Mary Graham, Executive Director, Children's Village Amy Friedlander, Consultant, Independent Consultant

TEACH is a critical resource to assist the current Early Childhood Education workforce reach professional and educational goals without incurring debt, and, thereby, also a support for quality improvement through the Keystone STARS system. TEACH requires multiple commitments from providers, and directors need to understand the value of and strategies for complying with these financial and human resource requirements. This workshop will present strategies for building your center's teaching staff, as well as making your agency's staff much more diverse. Discussion includes success stories impacting staff and families.

1.21E Current and Emerging Trends in Early Childhood Education, K6.5 C3

Deb Lawrence, Asst Professor, Delaware County Community College Jean Allison, Asst Professor, Delaware County Community College

Melanie Wursta, Professor of Education, Lehigh Carbon Community College

Come to this interactive session and discuss current and emerging trends and issues. This 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. Round table discussions on current trends and emerging issues will be facilitated by representatives of the higher education two year college community. Bring your "hot topics"

1.22E Beginning Conversations about Race and Culture in Early Childhood Settings, K3.3 C3

Betsy Manlove, Professor, Lock Haven University Kweli Archie, Program Quality Assessor, SE Regional Key

This is the first of a two-part training. The training will begin 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 back stories. The impact of these policies will be linked to equity and social justice today.

1.23E Monitoring and Tracking Health Requirements in Early Childhood, K7.6 C2

Toussaint Morgan, Region 3 Head Start Health Specialist, ICF

Collaborating discussion around the guidelines and mandates that guide tracking and monitoring of health requirements in Early Childhood programs and share strategies that participants have used to implement monitoring and tracking activities in their programs.

1.24E Observation: An Essential Tool in Assessment, K4.14C1

Meghan Strickland, Lead PreK Counts Teacher, The Cuddle Zone Learning Center

Children demonstrate an unpredictable array of discoveries, emotions, and levels of energy daily. Each child is unique and complex and sometimes difficult to comprehend. As teachers it is important for us to know our children as they develop and grow. By using observation as a tool, we acquire knowledge about our children and help them grow in their learning. This workshop will provide home/center or school age practitioners with the knowledge of what to observe, how to observe and how to use information from observation in planning and instruction.

1.25E Effective Parent Teacher Conferences, K3.9C2

Cyndi McAleer, Preschool Program Supervisor, PA Key

Do you dread parent teacher conference days? Want to create a positive experience for the parent, child and you, but not quite sure how to accomplish it? This workshop will invite participants to create an environment for effective parent teacher conferences through discussion, sharing, demonstrations and activities.

Session #2 11:30 – 1:00

2.01 ELN Computer lab - New provider trainings, K8.16 C1

Susan Stump, Business Analyst, OCDEL

This open computer lab will allow all ELN users to come in and receive one on one answers to their questions about the ELN system.

2.02 Your Guide to Being Less Stressed Through Meditation, Gratitude and Awe, K7.5 C2

Lorrie Delp, EHS Site Support Specialist, Capital Area Early Head Start Audrey Smith, Education Coordinator, Capital Area Head Start

This session will share wellness and self-care information with staff to begin a journey to a more balanced, happier, less stressed life! Ideas shared will include research to why meditation works, some short practice meditations, information on how gratitude journaling can be helpful as well as unplugging and experiencing awe in nature.

2.03 Messy STEM: Adding in the A-Art Activities with a STEM Focus, K2.15 C2

John Funk, Clinical Professor, University of Utah

The workshop will focus on the thinking processes that children use during STEM-based appropriate art activities. Emphasis is placed on the process the children are experiencing rather than a 'cutesy' final product. This workshop will also give the attendees an opportunity to participate in and create a number of projects to develop first-hand experience in what thinking skills are involved in appropriate art activities. This is a make and take session where the participants will take their completed projects home as examples of activities appropriate for their early childhood classroom.

2.04 A Higher Education Perspective on Preparing Diverse Practitioners for PD, K6.2 C3

Fran Langan, Dean, School of Professional Studies, Keystone College Joyce Avila, Bilingual Coordinator, Keystone College

Navigating professional development experiences, which are credit bearing, is not a simple task for diverse learners. To promote success, the provision of an array of services prior to engagement, which are specific to student needs, has the potential for promoting persistence and retention in higher education. This workshop uses a case study approach to examine practices that promote continued commitment in professional development.

2.05 Accurate Data and Extra Time with HatchSync powered by GOLD, K4.9 C2

Lindsay Lipscomb, Supervisor of Head Start Classrooms, Allegheny Intermediate Unit 3 Sandra Bush, Hatch Early Learning Consultant, Hatch Early Learning

Learn how HatchSync powered by GOLD delivers accurate data for math and language objectives, while giving teachers an average of 5 hours of time BACK per week, and encouraging autonomy in students. Hear our successes from administration, teacher, student and parent perspectives.

2.06 Evaluating Your Employees' Performance, D8.12 C3

Dawn Martini, HR/Child Care Specialist, Ronald V. McGuckin and Associates

This workshop will focus on the importance of conducting accurate employee performance appraisals. Participants will be presented with legal issues and suits which have risen from inaccurate appraisals. Discussion will include the link between an employee's job description and the performance appraisal. Participants will also learn how to prepare for and present a performance appraisal to the employee. Strategies and employment policies for dealing with employees who refuse to sign for receipt of a performance appraisal and/or disagree with the assessment given will be presented. Participants will discuss the value of having the employee conduct a Self Appraisal prior to the presentation of the employer's appraisal as well as having employees conduct a performance survey for supervisors.

2.07 Coaching in Head Start and Early Head Start: Cases, Concerns, Considerations, K7.6 C2

Kathleen Murphey, Early Childhood Specialist, Reegion III HS Training and Technical Assistance Nertwork Sheri Prince, Early Childhood Specialist, Region III Head Start Training and Technical Assistance Network

This brainstorming and networking session for Head Start/EHS coaches who are using Practice-Based Coaching looks at how coaches can assess and strengthen their own practices in order to strengthen educators' use of effective practices. Participants will examine coachees' and coaches' learning needs and styles, and will use case discussions to explore strategies for getting past some common hurdles in the coaching relationship.

2.08 Lessons Learned in Year 1 of Philadelphia Universal Pre-K Intiative, K6.10 C1

Alexandra Patterson, Director PHLpreK Intermediary, PHLpreK at Public Health Management Corporation Julie Beamon, PHLpreK Provider Engagment Coordinator, City of Philadelphia Mayor's Office of Education

Philadelphia is a more diverse, safe, educated, and thriving city than it has been in decades. But its potential for future progress will be held back until all children, regardless of race, ethnic or socioeconomic backgrounds are ready to succeed in school. Quality Pre-K programs can close the gap and such programs result in a powerful return on investment for both child and family outcomes. Of the 42,000 3- and 4-year olds in Philadelphia, more than 32,000 (76%) are eligible for state or federally funded quality programs based on their family income of 300% of the federal poverty level or lower. Only 15,185 are in quality, publicly funded Pre-K programs. This leaves a gap of more than 17,000 children in need of affordable, quality Pre-K. This session will provide an overview of the first year of implementation of Philadelphia's Universal Pre-K initiative, highlight lessons learned and future directions.

2.09 Stable Housing is Essential for Child Development and Healthy Families: An Infan, K3.5 C2

Tracy Duarte, Director, PA Head Start State Collaboration Office Joe Willard, Vice President, Policy, People's Emergency Center

In the US one has a greater likelihood of being in a public shelter as an infant than at any other age and, in fact, children age five and younger are over represented in public shelters and represent half of all children served. This is disturbing since recent advances in our understanding of child development have highlighted the critical importance of stability and security in the early years. Further, the infant mental health perspective promotes strong, secure attachment relationships as the foundation for health and learning, yet housing insecurity stresses parents, causing depression and inhibiting the ability to be fully available in relationships. In this session we will discuss the impact of homelessness and housing instability on child development and parenting and on the parent-child relationship and what strategies and resources might be employed to optimize secure attachments and promote healing and growth.

2.10 Social Strategies You Can Access Just When You Need Them--BYOD, K2.13 C1

Susan Zeiders, Project Manager, Early Intervention Technical Assistance

This session will explore online social and emotional resources that are available to help you address the needs of your staff, children or the families you serve. Match content and format to find just what you need, just when you need it. Bring your own device (BYOD) so that you can dig in and play. Examples will be tools to prevent suspension and expulsion, coaches kits that are matched to observation results, guides for families about teaching self control, and more.

2.11 Farm to ECE 101: Engaging Young Children with Gardening and Local Foods, K7.12 C2

*Kelsey Porter, Project Coordinator, The Food Trust Isel Otero-Vera, Project Coordinator, The Food Trust
ECE Staff TBD*

Overview of farm to early care basics, covering the three pillars of practice: local food procurement for meals and snacks, agriculture and nutrition ed, and gardening. With perspective from regional facilitators and from on-the-ground practitioners.

2.12 Addressing Family Contexts Through Case Studies, K1.2 C2

Glenna Zeak, Associate Professor, Dr.

Explore diverse family case studies, discussing family issues (such as language, culture, divorce, academics, etc.) and how educators can support these families.

2.13 Federal Early Learning Policy Panel #2, K6.10 C3

Diane Barber, Executive Director, PACCA

This is the second session devoted to exploring the impact of Federal Early Learning Policy on Pennsylvania policy, providers, staff, families and children.

2.14 Top 10 Most Cited Regulations, D8.8 C2

*Jamila Dashiell, Certification Supervisor, OCDEL Sadira Thigpen, Certification Supervisor, OCDEL
Gina Williams, Certification Supervisor, OCDEL
Frances Love, Certification Supervisor, OCDEL*

We will poll all regions to get top five most cited regulations from each region. We will use this information to compile a list of the 10 ten most cited regulation across the state. We will define the regulations. Speak to preventing future violation of the regulations and how to create a proper plan of correction. We will also speak on maintaining compliance of the regulations.

Session #3 1:15 – 2:45

3.01 ELN Computer lab - New provider trainings, K8.16 C1

Susan Stump, Business Analyst, OCDEL

This open computer lab will allow all ELN users to come in and receive one on one answers to their questions about the ELN system.

3.02 A View from Another's Perspective, K5.3.C2

Shasta Wagner, Education Director, Cambria County Child Development Corp.

Participants will learn about how people view issues from different views. Participants will learn diverse communication strategies to bridge differences in perspectives to improve communication to meet the needs of the listener.

3.03 Assessing for Effective Teaching and Leadership Skills and Hiring the Best Staff, K6.9 C2

Andrea Seidman, Education Consultant, Advanced Education Concepts Kathryn Kim, Director, A Child's World Early Age Education

Tina Kearney, Director of Operations and Schools, A Child's World Early Age Learning

Your staff members are essential to the success of your school and organization. You will have the opportunity to define your priorities when hiring a new staff member according to the latest research on the most effective skills needed for an amazing teacher and supportive member of your early learning program's team. This session discusses the results of a study based on the necessary skills for early childhood staff and introduces a 3-Step hiring process, based on these defined skills. This process will help to ensure you are interviewing the best possible match for your team and that you are assessing your present staff according to these skills. All participants will develop their own interview questionnaire and staff assessment rubric according to their school's priorities and needs.

3.04 You, Me, and the ECERS-3, K2.4 C2

Natalie Grebe, Regional Program Quality Assessor, PA Key Bobbi Philson, Regional Program Quality Assessor, PA Key

Megan Pittsinger, Regional Program Quality Assessor, PA Key

Do you have an inquiring mind and want to know the most frequently asked questions the Program Quality Assessors hear relating to the ECERS-Third edition (ECERS-3)? Do you have questions about the developmentally appropriate practices and opportunities for individualized teaching intertwined throughout the tool? Are you wondering how the information collected during an ECERS-3 observation can inform your quality improvement work? Join the conversation as a panel of assessors share their insight and knowledge, address those frequently asked questions, and pose your ECERS-3 questions as we play the game "Ask the Assessors."

3.05 Yikes Math!, K2.14.C2

Claudia Hunold, SAC Manager, Community Services for Children, Inc. Northeast Key

Unfortunately, math has a bad rep in afterschool. In this workshop, we will explore fun math activities that not only develop competency and a positive attitude towards math, but also encourage confidence in math skills.

3.06 Opening up to Change in Your Classroom: Learning from Coaches, TA, & Supervisors, K6.3 C1

Leigh Anne Kraemer-Naser, Director, Curriculum Solution Center

Participants will embrace the role of teacher as learner as they explore strategies for enhancing their professional practice by working with other early childhood professionals. Participants will discuss how to professionally accept feedback from colleagues, supervisors, mentors, coaches and/or TA professionals and use that information constructively in the classroom. Techniques for asking questions to better understand feedback and synthesize evaluation will be discussed. Finally, participants will define acceptable situations where a teacher and supervisor can "agree to disagree" without coming off as resistant or defensive.

3.07 Bilingual I/T Environments: Supporting Language & Learning, K3.3 C2

Takeisha Edmonds, Early Childhood Specialist, ICF

Participants will examine their thinking with regard to dual language learners against facts contributed by research, to enhance practices when caring for bilingual infants and toddlers and working with their families.

3.08 Putting Research and Policy into Practice: How the Division for Early Childhood, D2.7 C3

*Donna Miller, EITA Consultant, PaTTAN Lisa Gragg, EITA Consultant, PaTTAN
Julia Slater, EITA Consultant, PaTTAN*

Research and experience continue to expand our understanding of how young children grow and develop. The OCDEL Policy Statement on Inclusion, put into effect July 1 expresses OCDEL's vision to support families and their children. With so much new information and expectations, how do we find time to stay informed, analyze the information, and continuously move research into our practice? This session will explore the Division for Early Childhood's (DEC) Recommended Practices. Participants will investigate free tools, available online. The tools will assist in the implementation of these practices and increased engagement with children and families.

3.09 Accepting Individual Differences and Social/Emotional Development, K2.13 C2

*Cynthia Mitchell, President, RichSoil Alliance Michael Garzella, Vice-President, RichSoil Alliance
Lori Cooper, Ed.D. Wilkes University*

The workshop will provide valuable exercises and strategies to help individuals understand the importance of accepting student's individual differences and how to empower children based on the Pre-K through Grade 2 social and emotional standards. Come and experience a genuine understanding of these innovative strategies and allow all students to learn the skills they need to be successful in today's world.

3.10 The Impact of Bias, K3.3 C2

Myka Piatt, Training & Curriculum Development, Temple University Harrisburg

"She shouldn't have an iPhone, she's on food stamps." We all make judgments about people in situations different from our own. This interactive opinion challenging workshop will have participants exploring their own attitudes and beliefs about poverty while discussing the impact of the Fundamental Attribution Error. Participants will learn and practice practical strength-based techniques to improve relationships. Cultural Humility will be introduced as a strategy for addressing bias and cultural differences.

3.11 The Adverse Childhood Experiences Study (ACES), K3.5 C2

Christin Smith, Project Director, Going Places

According to the CDC, childhood experiences, both positive and negative, have a tremendous impact on future violence victimization and perpetration, and lifelong health and opportunity. As such, early experiences are an important public health issue. Much of the foundational research in this area has been referred to as Adverse Childhood Experiences (ACEs). ACEs can be prevented. There is life after ACEs - healing & building resilience comes with knowledge and understanding of trauma. Peace 4 Crawford is working to build a Trauma Informed County in Crawford County, PA. Presentation composed by Parkside Psychological Associates, LLC. Learn more about preventing ACEs in your community.

3.12 Five Counterintuitive Principles to Drive Everyday Passion in ECE, K6.5 C2

Henry Boyer, CEO & President, Boyer Management Group

Each of us is a prisoner of our own paradigms (the beliefs that shape the way we think about our world). Yet history shows that the greatest leaps forward come when we break through conventional thinking and adopt counterintuitive models. This course presents, in a keynote format, five counterintuitive principles that have the potential to revolutionize the way you tackle ECE center issues and relationships.

3.13 ECE Education Pathway: CDA to AA to BA in PK-4 Certification, K6.5 C2

Amy Friedlander, Owner, Amy Friedlander Consulting Amy Saia, Education Curriculum Coordinator, Community College of Philadelphia

The Child Development Associate (CDA) is a critical professional certification that also supports education degree attainment for ECE teachers. During this workshop the presenters will provide an overview of the CDA program landscape in greater Philadelphia and describe the seminal role that the CDA plays in establishing an education pathway for ECE teachers. We will discuss how the CDA fits within and relates to Community College of Philadelphia's two-year ECE degree program, and how that Associate's degree fits within Drexel University's Bachelor's PK-4 Certification degree program. Presenters will define the various fundamentals of this "nesting" approach to educational degree attainment, such as TEACH agreements and program-to-program articulation, and will also provide information on how this approach has been incorporated into Philadelphia's new ECE Apprenticeship Program.

3.14 Supporting Children With Challenging Behavior, K1.4C2

Debra Riek, Education Coordinator, WITF

Working with children with challenging behaviors can be challenging in itself. This workshop will discuss factors that impact children's behavior and ways to mitigate behaviors and feelings that may get in the way of children's success.

3.15 Federal Early Learning Policy Panel #3, K6.10 C3

Diane Barber, Executive Director, PACCA

This is the 3rd workshop in a series of sessions devoted to exploring the impact of Federal Early Learning Policy on Pennsylvania policy, providers, staff, families and children.

3.16 Understanding Y Generation, K6.7 C2

Rose Snyder, Director of Member & Affiliate Relations, PennAEYC

In this course, we will examine questions about generational differences in the workplace. It is important to better understand the needs and differences of various generational age groups so that professionals are best able to communicate and support children. We will discuss the influences of various generational differences as well as the often mistaken assumptions we have regarding specific age groups. This course is designed to challenge your current beliefs about various age groups and challenge you to think differently about generational differences to best support continuous quality improvement of the professional. Please Note: This workshop is being presented a 2nd time during Session #13 from 1:14 - 2:45 on Wednesday, October 18th.

13.17 Leveraging Parents and Caregivers as ECE Advocates, K3.06 C2

Elizabeth Farwell, Program Manager, Delaware Valley Association for the Education of Young Children

It often happens that Caregivers develop conflict with their ECE program for reasons beyond the control of the director or teacher. Often, the cause of the perceived conflict is related to funding streams, national standards, and social policies. These systems can all be changed with public input, yet many parents of young children are not vocal in speaking out for high-quality systems to surround young learners in the United States. Leveraging the passion and concern of these adults toward the broader ECE picture can help them learn more about the issues at stake and find their voice as an advocate for their child. Programs develop strong relationships with families by helping caregivers shift their focus from in-classroom issues, to the root of these issues in a collaborative effort. By joining together around high-quality early education, families and providers can create a truly dynamic partnership that supports and nurtures young learners.

Session #3 Extended 1:15 – 4:30

3.18E Creating a Vibrant Early Childhood Education Business, D8.2 C2

Robert Gundling, Senior Consultant, Better Futures, LLC Jahi Davis, Senior Consultant, Better Futures, LLC

This workshop will be a combination of a presentation about the connection between the capacity to continuously improve the early childhood program and services offered by an organization or Provider and implementing a financial management plan to be able to always have the financial resources to remain in business and grow the business.

3.19E Family Child Care: Creating High Quality and Success in a Home Away From Home, D6.11 C1

Kris LeBeau, Family Child Care Owner/Director/Teacher, The Art of Play Early Learning Academy

Family Child Care providers offer unique, one of a kind programs. Their programs are built on personal experiences, family values, and the diversity around them. Learn how to keep your program unique and a "home away from home" for the children you serve while providing high quality care by taking a moment to think on a child's level. Learn what being a professional in the early childhood education field looks like inside your home, and learn how to tie it all together to make your family child care a successful business. We will talk about the new Keystone STARS standards, FCCERS, and FCC CDA and what they look like in **your** FCC; as well as how to keep your home still a home while maintaining these high standards.

3.20E Promoting Healthy Habits with Music and Movement, K7.2 C2

Linda Carson, Founder, Choosy Kids

This session will introduce a unique approach to supporting the development of healthy behaviors using movement and music. Research will be shared that supports using music as a teaching tool. Songs designed specifically for promoting nutrition, physical activity, and oral health will be introduced. Participants will experience songs and activities that can extend learning in the classroom and at home. Special focus will be on introducing new vocabulary and using movement and music across all areas of curriculum. Participants will be actively engaged throughout the session. Ample time for discussion and sharing will be provided.

3.21E Public Benefits- Helping Low Income Families Achieve Economic Stability, K3.4 C2

*Sheila Forrester, Family and Community Development Coordinator, Capital Area Head Start Bill McLaughlin, Paralegal, Public Benefits Specialist, North Penn Legal Services
Peter Zurflihg, Attorney, Community Justice Project*

This workshop will provide an overview of public benefit programs, such as TANF cash assistance, SNAP, LIHEAP, Subsidized Child Care and Medical Assistance, and will include updates on what we now know about possible changes in these programs under the new federal administration. We will cover how these programs serve as a safety net for low-income families, as well as opportunities these programs offer parents to pursue education and training that can lead to jobs at family sustaining wages.

Session #3 3:00 – 4:30

4.01 ELN Computer lab - New provider trainings, K8.16 C1

Susan Stump, Business Analyst, OCDEL

This open computer lab will allow all ELN users to come in and receive one on one answers to their questions about the ELN system.

4.02 Safe Sleep Practices for Infants, K 7.1 C1

Erin Callihan, EHS Specialist, PA Key/OCDEL EHS Megan Fickes, EHS Supervisor, PA Key

This workshop will explore the latest research and recommendations around safe sleep practices for infants. Key definitions and terms will be reviewed along with the risk factors associated with SIDS and other causes of infant death. Participants will learn about the components of a safe sleep environment and will leave with resources to share with staff and families.

4.03 Hidden Gems: Teacher Leaders Are the Heart of a Program, K6.9 C1

Cherie Crosby, Professor, Manor College

This workshop will help teachers take a view of how they can engage in teacher leadership in and outside the classroom. The workshop will review teacher leadership dispositions, barriers to and how to increase teacher efficacy within their programs.

4.04 Developing a Comprehensive Outreach System, K5.1 C1

Cindy Sunderland, Education Service Coordinator, SUM Child Development Brooke Penepacker, Enrollment & Outreach Manager, SUM Child Development

Intentionally developing a comprehensive outreach system to support the referral processes promotes increased opportunities for expansion of services to children and families. Since 2012, SUMCD has been intentional in developing strategies to effectively expand the outreach process. In this workshop, the processes and strategies for effective outreach will be discussed.

4.05 Conflict Resolution in an ECE classroom, K2.13 C1

Beth Huertas, Trainer-Curriculum Specialist, Southeast Regional Key @PHMC

Conflict resolution in an ECE classroom can be challenging. This workshop assist teachers in being proactive in helping children solve their own problems. We discuss how to identify problem solving strategies, involving both adults and children, help children develop social-emotional skills including self- regulation, conflict resolution, social problem solving and mutual respect.

4.06 Making Sense of Number Sense: Teaching Early Numeracy, K2.14 C3

Leigh Anne Kraemer-Naser, Director, Curriculum Solution Center

In this course, participants will look at the development of number sense infant through PreK. The session begins with an overview of the developmental sequence of skills in early numeracy as supported by NAEYC, National Council of Teachers of Mathematics (NCTM), and the PA Early Learning Standards. Using this information, participants then assess sample learning experiences based on the level of developmentally appropriate outcomes. Finally, participants will create appropriate learning activities for group instruction and center-based play.

4.07 Critical Combinations: Blending Multiple Funding Streams to Address Quality ECE, D8.7 C3

*Fran Langan, Dean, School of Professional Studies, Keystone College Heather Shanks-McElroy, Professor, Keystone College
Keely Kettel, Teacher, Lackawanna Trail School District*

Blending multiple funding streams to address programming is a critical need in the early childhood education field. The financial component of quality is not fully addressed and programs are under-resourced. This workshop will use a case study approach about a four-year program, operating as Camp Connections, to illustrate leverage of multiple funding sources to provide highly qualified staff and quality programming for at-risk children.

4.08 Managing the Next Generation of Early Learning Professionals: The Millennials, K6.7 C2

Dawn Martini, HR/Child Care Specialist, Ronald V. McGuckin and Associates

There are four generations in the workplace today, each with its own unique characteristics, values and morals. The characteristics that define each generation shape how they respond and interact with their managers. This workshop will look at key strategies for managing employees from the millennial generation and beyond. Participants will examine and problem-solve the limitations their own expectations and unique view of the world place on their management style

4.09 Speaking for the Baby, K1.1 C2

Roger Phillips, Program Mental Health Consultant, PA Key/Private consulting practice

This workshop will describe, demonstrate and practice the 'speaking for the baby' strategy for interacting with parents and babies. It has been used most often in home-visiting contexts but can be used in other settings as well. It is a technique for supporting the baby-parent relationship that is designed to contribute to parents' reflective functioning. Attendees will have the opportunity to view videotaped infant-parent interactions and practice the technique. We will discuss the larger contextual, dynamics, and relationship issues involved in implementing the 'speaking for the baby' strategy.

4.10 Integrating Nutrition and Wellness Education in Your Early Childhood Classroom, K7.3 C2

Ginny Streckewald, Early Childhood Education Manager, Childcraft Education Rose Gioia-Fine, Subject Matter Expert, CHILDCRAFT Education

The PA departments of Health, Education and Human Services have worked together to provide programs and initiatives with the goal of improving nutrition and increasing physical activity in schools and ECE centers. This session will highlight some of the resources and explore strategies for integrating wellness throughout the day and across content areas with young children.

4.11 Teaching Foundational Math and Reading Skills Through Interactive Read Alouds, K5.5 C2

Jessica Redcay, 2nd Grade Teacher, Hempfield School District

Young learners are engaged during interactive read alouds. When phonemic awareness, phonics, and number sense instruction are embedded into the interactive read aloud then students strengthen foundational reading and math skills in a fun and authentic way. At the end of the session, teachers of students in pre-kindergarten through second grade will leave with practical ideas to implement into their classroom.

4.12 Cool, Calm, and Collected: Activities to Bring Calm to the Chaos, K1.4 C2

Sarah Brown, Associate Professor, IUP

Whether you began the year with a difficult class, have lost control of your class, or your students are just excitable because of an awesome lesson or activity, we all could use a few strategies to regain composure in the classroom (and your sanity!). This workshop will focus on being cool, calm, and collected in our classrooms.

4.13 Families Learn Through Play, K2.12 C2

James Saunders, Family Services Coordinator, Pittsburgh Public Schools Rhonda Harrison, Board Member, Children, Youth and Families

When designing activities for preschool students adult caregivers should be considered. Not only do young children learn through play; the adult caregivers learn also. Fathers, mothers and adult caregivers can make a difference in how a child learns by enhancing what they already do. Playing with children and encouraging them to explore is part of what families do when they are with children. A mother's or father's interactions can be different than other family members and so is the way they play with children. This workshop will share ways for families to learn with children through fun activities and support skills they have naturally.

4.14 Yogarate_:Yoga and Martial Arts for the 21st Century Child, K1.9 C2

Ron Shuali, President, Shua Life Skills

(Pronounced Yoga-Rah-Tay) The participants will be introduced to a movement system that incorporates age appropriate martial arts and yoga while teaching essential life skills like respect and belly breathing. The Yogarate class begins with the high energy, body strength building, respect filled martial arts class and flow smoothly into yoga with a few sun salutations followed by an age appropriate calming meditation. By the end of the workshop, the participants will be able to teach a full 30 minute Yogarate class. Namastahyah!

4.15 Individualizing Professional Development and Mentoring to Help Teachers Implement, K6.12 C1

Natalie Pickett, Professional Development Trainer, Teaching Strategies

This session aims to give coaches, mentors, and administrators a greater understanding of the coaching role along with practical strategies for improving their work with teachers and caregivers at all levels of implementation. Participants will discover ways to enhance the quality of their coaching and tailor it to the individual strengths, needs, and opportunities they observe in their programs.

4.16 Your Voice Matters, K6.10 C3

Amber Fields, Community Impact Manager-Education, United Way of the Capital Region

This workshop will give a global outlook at advocacy, then bring it home on a more local level of how to advocate for early education in your area. It will show people the difference between advocating and educating, and will provide them with useful tools to advocate and teach others to advocate.

4.17 Administrative Relationships For SAC, K3.9C2

Betsy Saatman, TA Specialist, PA Key

Administrative Relationships For SAC This course will share the importance of administrative relationship with parents, school and the community. How do we build and sustain these relationships, how do these correlate to SACERS and the new ASQ Process. Participants will strategize a plan to get started on their relationship building

4.18 Federal Early Learning Policy Panel #4, K6.10 C3

Diane Barber, Executive Director, PACCA

This is the final session in a series devoted to exploring the impact of Federal Early Learning Policy on Pennsylvania policy, providers, staff, families and children.

Session #4 Extended 3:00 – 6:15

4.19E PBS-EdCamp, K6.5 C2

Cathy Cook, Manager, Education Projects, WQED Multimedia Gina Masciola, Manager, Education Projects, WQED Multimedia

Conversation, Collaboration and Change: Building together using the Edcamp model. The Edcamp model is based on participant-driven conversations. Participants share their questions, best practices and challenges. The time will be based on the interests of the people who come, giving them a voice in what is discussed. They are in charge of the conversations. It is about peer-to-peer collaboration, rather than powerpoint presentations.

4.20E How to Tell if a Child is Getting Excellent Mental Health Treatment, K3.5 C2

Steve Kossor, Executive Director, The Institute for Behavior Change

The program will be based on the presenter's 40+ years of experience as a provider of mental health treatment and behavioral support for children. Challenges presented by Managed Care, State & County governments and private insurance carriers will be described, with solutions that have been successfully implemented since 1996. The presenter will explain how his model of Behavioral Health Rehabilitation Services has been successful in treating children with Autism spectrum disorders, ADHD and other disabling conditions that are becoming increasingly common in childhood based on treatment outcome studies conducted by independent researchers at four different educational institutions since 2007. A statistically significant association was found by all four researchers between the receipt of the presenter's treatment processes and reduction in physical aggression, safety deficits, communication deficits, noncompliance with adult prompts and socialization deficits in children. Funding for this treatment is available in PA regardless of family income.

4.21E Continuing Conversations about Race and Culture in Early Childhood Settings, K3.3 C3

Betsy Manlove, Professor, Lock Haven University

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 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.

Session #5 Extended 4:45 – 6:15

5.01 ELN Computer lab - New provider trainings, K8.16 C1

Susan Stump, Business Analyst, OCDEL

This open computer lab will allow all ELN users to come in and receive one on one answers to their questions about the ELN system.

5.02 Establishing a Food Emergency Protocol, K7.12 C2

Thomas Greene, Publisher, Greene Bark Press Inc

Power point presentation on establishing an emergency food protocol including what should go into an emergency or backup food kit. There will be a practical demonstration of using (and eating) survival food

5.03 The Use of the Family Check-Up in Head Start and Early Start, K3.5 C2

Daniel Shaw, Distinguished Professor of Psychology, University of Pittsburgh Anne Gill, Co-Director, Center for Parents and Children, University of Pittsburgh

The workshop will introduce the Family Check-Up, a brief, evidence- and family-based preventive intervention for promoting school readiness and self-regulation skills among low-income children. Combining motivational interviewing to engage hard-to-reach families with evidence-based parent training methods, the FCU has an extensive research base documenting improvements in parenting, maternal depression, conduct and emotional problems, as well as school readiness and achievement. Relying heavily on assessment of children's and families' strengths and weaknesses, and using video feedback to promote change, the FCU has an extensive research base to support its use during early childhood. Past research has been conducted using WIC and primary care, but recent initiative include the use of Head Start and Early Head Start as attractive platform to meet the needs of at-risk children and their families. Workshop attendees, including prevention and intervention staff, administrators, and policymakers are all encouraged to attend.

5.04 Integrating Unplugged Coding Instruction Across the Content Areas with Young Lea, K2.16 C2

Jessica Redcay, 2nd Grade Teacher, Hempfield School District

Young learners become familiar with computer science by participating in integrated, unplugged coding activities. Young learners can learn to code through hands-on activities that are unplugged from technology. Further, the foundational ideas of coding can be integrated across the content areas. At the end of the session, Pre-Kindergarten through Second Grade teachers will have a toolbox of coding activities to use with their students.

5.05 Think Outside the Sandbox, K2.11 C2

Stuart Sackett, Owner, Playgrounds Etc, LLC Terrie Sackett, Owner, Playgrounds Etc, LLC

A fun hands on comprehensive workshop discussing playground safety and developmentally appropriate outdoor activities for children. We will briefly discuss the seventeen different types of play and learning settings, nature related materials, objectives of your outdoor play environment, The Dirty Dozen, eco-therapy, and Seven reasons you should be outside right now.

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

AJ Jain, Co Founder / Trainer, myKidzDay, LLC Kelly Mittal, CEO, myKidzday, LLC

Millennial parents are the most connected and technology dependent population and spend over 17 hours per week on social network. 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 training, the participants will know: ? Most effective Social Media platforms for the child care industry ? Best practices for using Facebook ? How to schedule facebook posts according to their desired cadence and theme.. ? What is "SEO" ? How to advertise on Google and Facebook ? Explain what is a responsive website or email ? What's the best strategy for Yelp reviews ? How to email like a pro

5.07 Shared Reading: The Bridge to Reading, K5.5 C2

Jodie Shell, Professional Learning Specialist, GrapeSEED USA

Shared Reading gives students the "keys to the kingdom" in literacy. Come and share a hands-on workshop building a 10 day shared reading plan with a big book. We will walk through the how and why behind shared reading. We will also take a look at the power of keeping the same big book for multiple exposures. The 10 day plan will include strategies for comprehension, phonemic awareness and phonics, as well as language structure. It is about looking at how to use a big book, shared reading poems, and alphabet charts as powerful teaching tools to achieve student success and meet instructional goals.

5.08 Integrating Comprehensive Authentic Assessment with Inquiry-based Curriculum, K4.10 C2

Jane Miller, Sr. Program Manager, Pearson Clinical Assessment

Participants will explore the process of observing, documenting, and assessing performance and work products, using Work Sampling Online within the context of a fully integrated curriculum, that builds upon curiosity and awakens the scientist and explorer in each child. The Work Sampling System helps teachers develop professional skills and improve instruction through an ongoing authentic assessment cycle. We will explore a new approach of streamlining teachers' work flow to integrate lesson planning, observation, and classroom experiences for quality developmental assessment and robust reporting.