

# MONDAY

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

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### 1.01 Rising Up to Support the ECE Workforce, K6.5 C2

*Tara Dwyer, Director Workforce Development, PA Key; Cheryl Feldman, Exec Director, 1199c*

District 1199c Training & Upgrading Fund has led the state in expansion of the ECE Apprenticeship model and by doing so has taken a collective impact approach to meeting the needs of the early childhood workforce. This session will highlight some of the considerations and innovative practices that have emerged in order to ensure those working with the youngest children have access to credentials that recognize and honor their experience, knowledge and skills. Join us as we discuss how this career pathway offers solutions to many of the challenges members of the ECE workforce face in degree attainment.

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### 1.02 Preparing a Qualified Child Care Workforce, K6.9 C1

*Stephanie Webb, Program Manager, District 1199C Training & Upgrading Fund; Geoffrey Woodland, Course Instructor, District 1199C Training & Upgrading Fund; Teresa Collins, Program Manager, District 1199C Training & Upgrading Fund; Jeremy Wagner, Technical Assistance Specialist, District 1199C Training & Upgrading Fund*

The Training Fund has facilitated CDA Training for over 15 years and has helped hundreds of child care workers obtain their credential. What makes our program different is the academic bridge contextualized to child care that students take either prior to or concurrently with their CDA Training. The bridge uses authentic materials from the world of child care to help students gain the basic academic skills needed to not only advance on the career pathway but also to be better educators of young children. Students also work on professionalism and receive individualized coaching. Our goal is to show other training providers, policy makers, owners, and workers how this model may be replicated.

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### 1.03 PELICAN Provider Self-Service (PSS) - Child Care Works, D8.16 C2

*Joseph Maldonado, Business Analyst, OCDEL; Gabe Day, Business Analyst, Public Consulting Group; Megha Pallavi, Business Analyst, Public Consulting Group*

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.

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### 1.05 Cultural Awareness Matters in Family Matters, K5.1 C3

*Cherie Crosby, Dean and Professor, Manor College; Kimberly Farmer, Part-Time Faculty Member, Manor College*

Participants will explore the concept of cultural competence and its effect on the development of positive relationships with the families they serve in their program. We will take an in-depth look at this concept and participants will be able to identify how their own bias may cloud their ability to fully be culturally aware. Participants will be given concrete strategies and tools they can use to increase their ability to effectively be culturally competent educators.

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### 1.06 The Amazing Power of Nursery Rhymes, K2.2 C2

*Sarah Brown, Associate Professor, Indiana University of Pennsylvania (IUP)*

Nursery rhymes are fun - children love them and they provide a warm, nurturing experience between teacher and child. Songs and rhymes for young children have been passed down for generations. Gain an awareness of the enormous educational value of nursery rhymes and learn how to use them as a teaching tool.

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### **1.07 Roadmap to Rampage. "A fit of hurt is as fatal to dignity as a dose of arsenic", K2.13 C1**

*Alicia J. Turner, Author/Speaker*

How do we protect children from the wear and tear of bullying? By understanding that bullying and tolerant behaviors are connected and working to dismantle both! How a child responds to being bullied is about as significant as the things that hurt them. This interactive session challenges participants to explore their role in the developmental stages of bullying and learn how early childhood relationships, tolerant behaviors, and self-esteem help shape the positive and negative impacts into a child's character.

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### **1.08 Creative Movement for the Mind & Body, K2.13 C1**

*Kim Black, Creative Movement Educator/Children's Ballet Director, The Burlington School/Burlington Dance Center*

Creative Movement combines music and movement while working on gross motor skills, encouraging imagination, and creating positive energy. "Miss Kim" will share her skits, songs, and presentations in an energy-filled way that brings laughter and tears. Participants will understand the meaning and importance of vestibular input, proprioceptive input, and crossing the midline. Learn how to use various props that enhance the creative movement experience for preschoolers. Miss Kim will end her presentation demonstrating children's YOGA practice through storytelling. Participants will have lots of ideas to take back to and immediately implement into their daily routine!

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### **1.09 Changing Practice by Engaging in Continued Professional Development, K6.5 C1**

*Foram Bhukhanwala, Associate Professor, Arcadia University; Kathy Trainor, Professor, Arcadia University*

In this interactive research-based session, participants will first learn about Arcadia's undergraduate online program for working professionals, followed by an analysis of the learning outcomes for incumbent workers. Finally, we will draw implications for future program development in institutions of higher education serving the early childhood workforce.

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### **1.10 Great Expectations: Creating Environments to Promote Pro-Social Behaviors, K2.1 C2**

*Tonia Breech M Ed, Part Time Faculty, Lehigh Carbon Community College (LCCC); Judy Brown Dupaul, Part Time Faculty, Lehigh Carbon Community College*

Intentional spaces promote intentional behaviors. We will explore the modifications that can be made to classroom environments through a Reggio inspired approach. Soft lighting, natural materials, authentic images will be presented in the context of behavior management techniques to remove overstimulation and create a soothing environment. Bring a picture of your most challenging classroom and you will be presented with techniques to aid you in a classroom redesign in a Reggio inspired, cost friendly way.

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### **1.11 Growing Through Culturally Responsive Teaching, K3.3 C3**

*Kate Zielinski, Associate Professor, Luzerne County Community College; Lori Cooper, Assistant Professor, Wilkes University*

Providing a learning environment that supports the home culture of children is an important step to ensure quality education. However, the personal experiences, cultures, and backgrounds of the teachers often do not mirror those of the students they teach. Culturally Responsive Teaching (CRT) is one way to think about the role culture plays in both teaching and learning. We will engage the participant in critical thinking, personal reflection, and practical applications of the theory of Culturally Responsive Teaching (Villegas & Lucas, 2002) in their classrooms. Also, common evaluation tools like ERS and CLASS will be discussed as ways to support CRT.

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### **1.12 Community and Curriculum Through Song and Dance, K2.14 C2**

*Elizabeth Luff, Director, Moving Studios: Creative Dance for Children*

Children are natural singers and dancers, humming and gyrating throughout their days. In addition to learning letters, numbers, and more through songs, singing helps develop speech. Through dance children improve gross

motor skills and learn body control. Most important, singing and dancing together encourages group cooperation and creates a sense of joy. Participants will learn specific activities to enhance curricula; they will share ideas and develop ways to create connections with their students and students' families, and learn how to inject some self-care into their teaching. Through hands-on activities we will share tried and true methods and encourage brainstorming among participants to develop their own ideas.

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### **1.13 Becoming a Breastfeeding Friendly Child Care Program, K7.12 C2**

*Nikki Lee, Lactation Consultant, Philadelphia Department of Public Health*

Participants will learn to perform a review of their existing practices in order to become a breastfeeding friendly program. They will assess key areas where improvements might be necessary in order to better support breastfeeding mothers and babies, and will prioritize improvements to establish a supportive breastfeeding policy and ensure that all staff are aware of and follow the policy. Striving for breastfeeding friendly Programs will help meet long-term public goals of reducing overweight and obesity.

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### **1.14 Using Fluency to Increase Reading Skills in Students, K2.1 C2**

*Ashley Raniero, Special Education Teacher, Garner Behavior Services LLC; Dana Garner, BCBA-D/LBS, Garner Behavior Services LLC*

We will examine the research that supports reading fluency in young students. We will also demonstrate how fluency procedures and data collection can be implemented in the classroom to increase reading fluency success in students. We will discuss how to incorporate different reading fluency strategies into the classroom and identify strategies to encourage reading fluency at home.

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### **1.15 Promoting Engagement During Outdoor Play, K2.15 C2**

*Kristi Moreno, Education Services Specialist, Bucks County Intermediate Unit #22 Early Childhood Programs; Katrina Brooks, Early Childhood Operations Manager, Bucks County Intermediate Unit Early Childhood Programs*

An ideal outdoor play experience is one that helps children develop physical, cognitive, and social skills, including respect for others. We will discuss how to promoting engagement between teachers and children while exploring the outdoor play space.

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### **1.21 Implementing a Meaningful Classroom Technology Strategy: Key Learnings from Private Industry Council Inc's New Approach, K8.16 C1**

*Courtney Ples, Account Executive, Hatch Early Learning; Collin Beattie, Hatch Early Learning*

Technology, when done right, can make a remarkable impact in early childhood. In 2018, Private Industry Council (PIC) determined that a well-executed classroom technology strategy could help improve children's readiness for kindergarten. They chose market-leader Hatch Early Learning as their strategic partner. PIC leaderships strategic objective was to create a long-term classroom technology vision as a critical ingredient in closing the achievement gap and preparing children for Kindergarten.

A school year later, the process, data, and learnings of year one as well as revised goals for year two are available to report.

During this session, early childhood professionals can expect to understand key components of a well-executed classroom technology strategy including the significant gains children made in kindergarten readiness. Additionally, we will take a closer look at leveraging tools to support and validate ongoing assessment (specifically Teaching Strategies GOLD®) and using data to increase the relevancy and impact of instruction from a teacher and administrative level. We will share our year one learnings and goals for year two.

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

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### **1.16E Let's Cook with Extension: Cooking with Kids, K7.2 C2**

*Jacqueline Amor-Zitzelberger, Extension Educator, Penn State Extension*

Cooking with kids can be fun and exciting! It has several benefits, too. Children are more likely to eat what they cook. They are more likely to try a variety of foods when exposed to them during the preparation process. Children can learn to develop healthy eating preferences at an early age. This cooking class explores different ways to engage children in the meal planning and safe cooking process to eat healthy, tasty and kid-friendly foods. Learn the basics of cooking with kids during this hands-on cooking class. You will learn meal planning, shopping, proper storage tips and safe cooking techniques. The presenters will help you with hands-on recipe preparation. You will be able to taste test what you cook!

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### **1.17E Red Flags of Infant/Toddler Development and Sensory Needs, K1.3 C1**

*Kimberly Alloway, Infant Toddler Specialist, ELRC Regions 9 & 10/Child Care Consultants, Inc.*

Our goal is to provide a more in-depth look at developmental milestones/red flags with respect to sensory development. We will look at how these topics impact functioning and development. Sensory processing issues will be addressed and discussed so that practitioners will gain an understanding of how these differences may impact how a child functions in the classroom.

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### **1.18E Move2bFree Featuring Choosy: How Moving More Inspires Staff Wellbeing & Health, K7.3 C2**

*Amy Requa, State Oral Health Coordinator, PA Head Start Association; Linda Carson, Founder, Choosy Kids, Ware Distinguished Professor Emerita, WVU, Choosy Kids*

We will introduce a proactive approach for rekindling joy in ourselves and our relationships with children by reconnecting to self-care through increased movement and physical activity. You will experience the power of movement to energize and transform brain health, empowering you to model positive attitudes and healthy behaviors for children in your care. You will explore creative activities and positive messaging strategies for adults and children using Choosy's music, deepening your capacity for joy, empathy, and positive regard for ourselves and others. This session will engage you to move beyond ingrained habits to inspire children to aspire to live a "sedentary-free", "sugar-free", "cavity-free" and "stress-free" life!

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### **1.19E Current and Emerging Trends in Early Childhood Education, K6.5 C3**

*Debra Lawrence, Asst. Professor, Delaware County 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" to share!

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## **Session 1 Extended, Extended: 9:45 am-2:45 pm**

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### **1.20EE Strengthening Relationships with Children, Families and Colleagues, K5.1 C2**

*Shasta Wagner, Education Director, Cambria County Child Development*

Participants will share, discuss and implement best practices that can be used to develop and strengthen relationships with children, families and colleagues. They will leave with a different level of awareness of how their own experiences, temperament and backgrounds influence the relationships they have or want to build with children, families and colleagues. In addition, they will reflect on their feelings about parent participation in their program and leave with ideas on ways to build a strong home-school connection in their own program.

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## **Session 2: 11:30 am–1:00 pm**

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## **2.01 OCDEL Certification Regulations,**

*Tamula Ferguson, Human Services Program Specialist Supervisor, OCDEL; Donna Weaver*

This workshop will discuss the newly revised certification regulations.

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## **2.02 Advocacy Basics, K6.10 C1**

*Tracy Weaver, Outreach Coordinator, PA Association for the Education of Young Children*

Funding and support for early care and education have increased, yet we ALL must do our part to help legislators and community leaders understand why it is so important to children, their families and our communities. You want to talk to your legislators, business and civic leaders and involve your colleagues in the process, but you don't know where to start? We're here to help. Join us to learn how to build momentum and engage the families you serve within your organization and in your community.

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## **2.03 PELICAN Provider Self-Service (PSS) - Keys to Quality, K8.16 C2**

*Angie Jones, Business Analyst, OCDEL; Hope Helms, Business Analyst, PCG*

Providers will learn how to register for and utilize PSS to request and manage designations, grants, and coaching requests and designate a PSS account manager for their organization. This new functionality is coming November 2019.

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## **2.04 Building Your Bench, D8.11 C2**

*Kathe Petchel, Operations & Staffing Consultant, HINGE Brokers*

Just like the best coaches build a strong bench of players ready to take action when star players can't, the best entrepreneurs build a competent bench of employees to move into starring roles when others are absent. So, what does success look like if your bench is built? In this eye-opening session we will reveal concrete ways to build a confident bench for your child care business and discuss the importance of being over-hired, not overstaffed.

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## **2.05 Positive Racial Representation in Picture Books Matter, K5.4 C2**

*Lisa Browne, Program Administrator, Saint Mary's Nursery School*

The stories and illustrations within picture books shape children's attitudes towards other races and their own racial identities. The presenter will explore why appropriate racial representation is important. A comprehensive list of diverse texts for preschoolers will be displayed. Participants will leave this workshop with practical ideas to bring back to their classrooms. Culturally responsive teaching values and incorporates students' cultures across contexts within the classroom through daily instruction. Participants will learn how picture books can play a role in this.

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## **2.06 The Impact of "Conscious Discipline" Training on Teachers' Mindsets, K6.5 C1**

*Patricia Scheffler, Professor of Education, Grove City College*

We will review a study that included 15 pre- and post-training questions designed to assess the impact of Conscious Discipline™ (CD) training on a provider's mindset. CD utilizes trauma-informed, evidence-based, social-emotional learning practices. The results were analyzed by a statistical program and the degree to which the participants evidenced positive changes in their mindsets following the training. Participants will be introduced to the key attributes of CD and consider the possible applications for their positions.

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## **2.07 Kids are Crazy for Technology! Trendy Teacher Tools/Resources for All Learners, K2.7 C1**

*Nina Wolfarth, Early Care Coordinator, Barber National Institute; Stephanie Robertson, Assistant Director Child Care, Barber National Institute*

We will showcase digital websites, ten top children apps, technology accessories, virtual timers and low/high tech devices. We will also show how to use the accessories, share cost information and location the items came from.

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## **2.08 Increasing Empathetic Behaviors in Preschoolers Thru Creative Movement Activity, K5.4 C2**

*Peggy Apple, Associate Professor, Clarion University of Pennsylvania; Amy Shannonhouse, Associate Professor, Clarion University of Pennsylvania*

Participants will gain an understanding of the skills for developing empathy within young children. The importance of Connection, Communication and Capability will be addressed through creative movement strategies, integrating fundamental motor skills. These activities assist in the development of prosocial skills by enhancing the understanding of feelings and actions of others. Additionally, parents and families are an important part of the development of empathy and pro-social behaviors in children. Therefore, activities and strategies will be shared that can be implemented with parents. Participants will have the opportunity to reflect and share how the activities can be implemented in their own centers.

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## **2.09 Skill Development for Home Visitors, K3.2 C2**

*Brianne Broughman, Early Childhood Specialist, Region III TTA Network*

We will review the role of home visitors and explore the connection between parent-child interactions and positive child outcomes. Participants will explore effective home visiting practices that support parent engagement and review resources to support ongoing professional development.

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## **2.10 Teaching Problem-Solving Strategies and Visual Literacy Using Storyboards, K1.8 C2**

*Denise Madzik, Coordinator, Reibman Hall Children's Center, Northampton Community College; Barbara Jo Piraino-DeVito, Preschool Lead Teacher, Northampton Community College*

Stories can support children's success in many ways: connecting the fantasy world to real life experiences, providing appreciation of culture, developing emotional intelligence, creativity, social skills and problem-solving skills, and much more. Participants will explore the process of creating storyboards using children's literature and self-created stories so that teachers can help children identify and work through problems. Participants will also explore strategies to foster hands-on, arts-integrated experiences for children and adults, focusing on story making and reflection that develop communication skills using specific ways of reasoning such as visual thinking, image making, and problem-solving.

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## **2.11 A Dynamic Duo: STARS and PBIS, K2.13 C1**

*Beth Huertas, EC PBIS Project Manager, Public Health Management Corporation; Cynthia Richards, PBIS Coach, PHMC EC PBIS Project*

Ever wonder how the STARS program and PBIS (Positive Behavioral Interventions and Supports) can work together in your early childhood program? Join us to discuss the STARS indicators along with the PBIS Benchmarks of Quality critical elements and see how the two worlds intersect. In Pennsylvania's Quality Rating and Improvement System, STARS, actively engaged providers are required to develop an individualized Continuous Quality Improvement (CQI) Plan to guide strategic steps in building best practices. Implementation of PBIS connects with many tenets of CQI planning, at both staff development and program leadership levels. Instead, it is a parallel path to define CQI efforts.

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## **2.12 Let's Chat About Early Language and Literacy Development, K5.5 C2**

*Colleen Kutchkus, Consultant, Early Intervention Technical Assistance; Gina Federico, Early Intervention Technical Assistance*

Looking for some language and literacy resources that are ready to use at home and in centers, address a variety of child needs, and can be used in multiple settings? Join us to discuss language and literacy development from infancy through the preschool years. The evidence-based information and resources shared align with the Pennsylvania Early Learning Standards and address the core content areas of expressive language development, phonological awareness, print awareness/concepts and alphabet awareness, and comprehension of written and spoken language

that are necessary for future reading and writing success. Strategies and examples of each will be presented along with available resources to support implementation.

## **Session 3: 1:15 pm–2:45 pm**

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### **3.01 How to Reduce Conflict with Communication, K5.11 C1**

*Lauren Spigelmyer, Founder and Executive Director, The Behavior Hub Nonprofit*

This information will provide parents and caregivers with communication techniques that build respect and rapport, strengthen relationships, foster problem solving, and teach children to take control of their actions. These strategies will give participants tools for preventing and addressing challenging behaviors through dignifying and respectful communication.

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### **3.02 National Early Learning Panel,**

*Facilitator, Tara Dwyer, Director of Workforce Development on behalf of OCDEL*

This panel will provide attendees with a greater understanding of the early childhood policies from a national perspective in order to gain an appreciation of the policy vision for early care and education for young children. The session will provide an overview of the current strengths, challenges, and opportunities in the development of the early learning continuum, as well as future challenges and opportunities.

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### **3.03 Data Driven Decision Making, D2.1 C2**

*Rachel Gambino, Quality Initiatives Manager, Public Health Management Corporation; Teri Bell, Program Manager, Reinvestment Fund*

Data analysis and best practices standards can be used to make informed decisions that promote the growth and the development of high-quality ECE environments. Attendees will learn how to identify neighborhoods in greatest need of better early learning opportunities by finding the gaps between the supply and demand for child care. The online tool can be used as a needs assessment by providers, community members, funders and policymakers to target investments and resources in order to expand high-quality services, help other providers increase quality, or highlight opportunities to open new sites. The ECE Design Guide is a resource for current or prospective providers on how to plan and design ECE spaces that meet the quality standards.

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### **3.04 Connecting Literacy and Simple Science Experiments, K2.14 C2**

*Matt Rogan, Education Coach, Blueprints*

In early literacy, comprehension, phonemic awareness and emergent writing skills are all developmental milestones we are constantly creating learning opportunities for. Now STEM skills are increasingly in demand and we are being called to provide learning experiences where children use inquiry-based learning to prepare them for grade school. Participants will be shown how easy it is to connect popular early childhood stories and basic science concepts to be used to access prior knowledge, introduce new terms and teach concepts. Crosswalking these two learning areas helps children to make better connections and develop skills needed to be successful in the 21st century.

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### **3.05 Invitation to Play: Exploring 3D Materials that Engage Young Minds and Bodies, K2.14 C2**

*Rosanne Hansel, Consultant, 3D Childhood*

We know that children learn best through manipulation of 3D materials using all their senses to make sense of the world around them. After an overview of the benefits of play for young children and the brain research that stresses the importance of play with 3D materials, participants will engage in an open exploration of 3D materials (blocks and loose parts) to experience first-hand the delight in play. Strategies for introducing materials and supporting children's learning during play will be introduced, and participants will then engage in a more focused exploration of the materials to target specific concepts and approaches to learning. There will be time for reflection, questions and discussion.

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### **3.06 Coaching and Mentoring for Adult Learning and Professional Development, D8.13 C3**

*Nathalie Borozny, Independent Consultant*

We will define coaching and mentoring as forms of professional development. A brief overview will cover teacher development cycles as outlined by Lillian Katz and Erickson's adult psychosocial stages. Participants will brainstorm practical teacher supports that reflect an understanding of Katz and Erickson. Strategies will be offered for beginning a coaching and mentoring program with an emphasis on establishing relationships. Small groups will discuss how they might establish coaching and mentoring in their programs or share their coaching and mentoring experiences. Ideas are quickly offered to the entire group. Issues of coaching and mentoring will be summarized and the session will end with Q and A.

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### **3.07 Engaging Parents & Caregivers as Advocates, K3.4 C2**

*Elizabeth Farwell Ozer, Policy & Special Projects Manager, First Up*

Tension between families and caregivers is not uncommon in ECE. However, many conflicts stem from funding decisions, national standards, and social policies. Programs can develop strong relationships with families by helping caregivers shift their focus to the root of these issues in a collaborative effort. Leveraging the passion and concern of these adults toward broader issues can help caregivers learn more about the issues involved and find their voice as an advocate for their children. By joining together, families and providers can create a truly dynamic partnership that supports and nurtures young learners.

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### **3.08 Yoga and Mindfulness for Preschoolers, K7.3 C1**

*Ann Fields, Founder, Peaceful Poses Kids Yoga*

Come on a yoga adventure with the founder of Peaceful Poses Kids Yoga! We will discover how to integrate basic yoga poses, breathing techniques and mindfulness into your preschool curriculum. Also, we will explore how social-emotional learning and yoga can work together.

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### **3.09 Attitudes and Beliefs: How They Impact Inclusive Classroom Practices, K3.3 C2**

*Mary Mikus, Education Consultant, Early Intervention Technical Assistance*

Our attitudes and beliefs can either hinder or promote high-quality classroom and community inclusion for children with disabilities and delays. A brief review of inclusion will start an exploration of perceptions, actions, and language that can either form barriers or create bridges to promote inclusion. Approaches to challenging negative attitudes and beliefs will be discussed. Strategies to create a sense of belonging for all children will be provided. Opportunities will be offered to reflect on individual and societal disability biases that impact our practice and work with families, communities and service systems. Supplemental coursework and resources will be provided for more in-depth exploration.

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### **3.10 Keystone Kids Go - Helping Children Grow Up Healthy, K7.13 C1**

*Lori McMonigal, Project Coordinator, Tuscarora Intermediate Unit #11 (TIU)*

Caregivers are a key ingredient when it comes to helping children form healthy behaviors. The Keystone Kids Go (KKG) initiative is committed to improving the health of Pennsylvania's children and their families. Join us to talk about factors that contribute to the rise in childhood obesity and ways that state agencies are working together to improve the nutrition and physical activity habits of children and their adult role models through policy, systems and environmental change. Gain access to resources offered through KKG partners, including the Pennsylvania Nutrition and Physical Activity Self-Assessment for Child Care (PA NAP SACC) and hear how other programs have incorporated small changes that have resulted in a huge, healthy impact.

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### **3.11 Infant Toddler Early Childhood Mental Health, K2.13 C2**

*Sarah Brown, Associate Professor, Indiana University of Pennsylvania (IUP)*

The field of infant/toddler early childhood mental health is an emerging field that focuses on the complex idea that optimal growth for children occurs within healthy relationships. Mental health, therefore, is rooted in the understanding that developmental outcomes emerge from infant characteristics plus relationships plus the environmental contexts within which these relationships take place.

## **Session 3 Extended: 1:15 pm–4:00 pm**

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### **3.12E Smart Strategies to Hire, Train and Retain Quality Educators, D8.11 C2**

*Judith Locker Fanelli, M.Ed., President/CEO, Northeastern Child Care Services*

When adding a new teaching staff member to your team, it is critical to hire and find the right match for your position; to thoroughly train them, a critical piece to quality child care; and to retain educators to abolish the big challenge of high turnover in the ECE field. We will provide details of the interview process, including sample questions to guide you in getting to know the candidates. Orientation tools will be provided to help you train your new staff member including a topic checklist and timeline. Beneficial retention strategies will be presented focusing on mentoring, effective communication, showing appreciation, feedback, reflective practices, supporting professional development and instilling a positive climate.

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### **3.13E Child Care Business Fundamentals & Leadership for Strategic Growth, D8.2 C1**

*Robert Borenstein, Managing Partner, Myriagon Consulting Group; Nestor Torres, Managing Partner, Myriagon Consulting Group*

Let's focus on creating revenue growth and increasing profitability of your child care business. We will discuss how to set goals and build strategies, test your assumptions, define the market, identify under-met needs in the marketplace, create a dashboard of metrics to measure growth, and implement tactics and action steps to move your child care organization to the next level. The information is designed to help business owners power their businesses and support financial growth in operational processes, staffing, delegating roles, managing cash-flow, and reinvestment into your business. This is a phase-based approach that also helps owners focus on their vision, their personal future, and a succession plan.

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### **3.14E UGH! They Won't Cooperate and I Can't Take It, K2.3 C2**

*Linda Fallon, Early Childhood Specialist, Juniata County Early Childhood Services/Tuscarora Intermediate Unit #11 (TIU); Jamie Cunningham, Teacher/Evaluator, TIU #11*

Strategically using visual cues and consistent routines helps to create a classroom of cooperative, engaged, and eager learners. Learn ways to reach all children and provide extra support to those children who might struggle to engage and follow classroom structure and routines. Participants will be provided with some materials to get started right away in their classrooms!

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### **3.15E Lesson Planning for Individual Children Through Observations and Assessments, K4.7 C2**

*Latonta Godboldt, Director, The Urban Giving Tree LLC; James Godboldt, Assistant Director/ CFO, The Urban Giving Tree LLC*

Attendees will engage in interpreting information from child observations to scaffold learning, recognize students having difficulty, identify student challenges and strengths, and create lesson plans to address individual children's needs.

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### **3.16E Managing Behaviors and Promoting Communication in Young Children, K1.4 C2**

*Dana Garner, Owner/Director, Garner Behavior Services, LLC; Ashley Raniero, Registered Behavior Technician/Teacher, GBS, LLC*

We will focus on understanding language development in young children and how it relates to the reduction of problem behaviors. We will talk about the primary functions of challenging behavior in young children, and how increasing communication skills can reduce these behaviors.

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### **3.17E Challenging Behaviors: A Review of Interventions, K2.13 C1**

*Ann O'Malley, Mental Health Lead/Consultant, Pocono Services for Families and Children (PSFC); Jakeem Moore, Child Well Being Coordinator, Pocono Services for Families and Children*

This workshop will share our agency approach to helping children with challenging behaviors. We will review the stages of the system, its philosophy, and specific interventions or strategies utilized when we help children. We will discuss how we analyze and track data/outcomes of our work. We will also give suggestions on how to overcome barriers when working with children with challenging behaviors.

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### **3.18E Development and Implementation of a Collaborative Sensory Based Program, K2.3 C2**

*Maria Agnew, Professor, Holy Family University; Mary Becker, Director, Alpha House Preschool and Kindergarten; Christopher Nevrincean, Teacher, Philadelphia School District*

We will highlight the development and implementation of a working sensory-based program in a preschool through first grade setting for children with autism spectrum disorder. An emphasis will be placed on the development of a sensory room, use of a mobile-based sensory system and implementation of a data-based tracking system that includes protocols for staff implementation to ensure treatment integrity. The presentation will also focus on evidence-based practical applications for autism interventions and how sensory integration interventions are viewed within that research.

Finally, the presentation will highlight a unique program between a university-based teacher education program and schools within the community.

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### **3.19E Head Start Data Series 1.0, D8.16 C1**

*Bill Huebner, Grantee Specialist, ICF*

Data is a thread that is woven into all aspects of Head Start/EHS and managers have always collected data from multiple sources. With technology and the desire to demonstrate the impact of the work, leaders and managers need to consider the ways in which data informs them and the need to build strong systems to manage data. Head Start Data Series, Part 1 identifies the four data activities grantees need to understand and realize continuous quality improvement - prepare, collect, aggregate and analyze, and use and share.

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## **Session 4: 3:00 pm–4:30 pm**

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### **4.01 Pennsylvania Treasury's Keystone Scholars, K3.4 C1**

*Charles Gelb, Field Representative, PA Treasury Bureau of Savings Programs*

Keystone Scholars is Pennsylvania's investment in bright futures for its youngest citizens. A baby with education savings at birth is more likely to pursue and complete some form of education after high school. That's why the PA Treasury is investing \$100 for every baby born or adopted in 2019 to be used for the baby's future higher education expenses (As part of last year's demonstration project, babies born in 2018 in six counties may also be eligible, but must claim their Keystone Scholars grant by the child's first birthday.). Come learn about this new program and how you can share information with the families in your program.

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### **4.02 State Early Learning Panel,**

*Facilitated by Diane Barber, Executive Director, PACCA and Blair Hyatt, Executive Director, PHSA*

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

session will provide an overview of the current strengths, challenges and opportunities in the development of the early learning continuum, as well as future challenges and opportunities.

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#### **4.03 PELICAN ELN - New Provider Training, K8.16 C1**

*Angie Jones, Business Analyst, OCDEL; Hope Helms, Business Analyst, Public Consulting Group; Sharon Kersteter, Business Analyst, Public Consulting Group*

NEW Providers: Join us to learn about the highlights of the ELN system: child information upload, group enrolling and end-dating, and child transfer.

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#### **4.04 A Director's Tool Box: Strategies to Keep Everyone Happy! K6.3 C2**

*Heather Amick, Quality Coach, ELRC Region 4/Westmoreland Child Care Information, Inc.*

We invite participants to share ideas and techniques they use to keep staff and parents happy, understanding how the Director is the foundation for creating a facility with a positive climate. We will give participants an understanding of how a positive climate helps to retain staff, keep families enrolled, and create an environment that is conducive to learning for the children served. It is critically important to identify the expectations of each parent and family so as to be best able to meet their needs. Strategies for retaining, motivating, and engaging staff will be shared. Leave with all the information necessary to create your Director's Tool Box for happy parents and engaged staff.

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#### **4.05 Did You Say What They Think They Heard? K5.3 C1**

*Cynthia MB Robinson, Owner/Educator/Master Provider, Mrs. Cynthia's Munchkin Romper Room*

Join us as we give each participant the ability to have his/her feelings, ideas, information or thoughts understood and accepted by another person and the ability to understand and accept another person's feelings, ideas, information or thoughts.

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#### **4.06 The Raising of America - Episode 1: Signature Hour, K6.10 C2**

*Christin Smith, Family Specialist, Community Health Services, Inc.; Carrie Dinsmore, Director, Community Health Services, Inc.*

The Raising of America - Early Childhood and the Future of Our Nation is a documentary series that explores how a strong start for all our kids can lead to a healthier, more prosperous, and more equitable America. Participants may choose to attend just one of the sessions, all five, or any combination - each episode can stand independently and still be comprehensive. In all five sessions, a film will be shown, followed by facilitated discussion and activities related to what was just seen. Episode 1: "Signature Hour." The U.S. is a can-do nation. Yet our children's well-being is falling behind. How can we do better - for our babies and for our nation?

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#### **4.08 Healthy Brains, Healthy Bodies, Healthy Behaviors: What's the Connection? K1.4 C2**

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

Adverse childhood and community experiences influence both mental and physical health for those who have experienced them. Research shows that the majority of individuals have experienced at least one form of trauma in their lifetime. How we respond to the stressors and care for the children and families who have experienced them has a significant influence on choices, behaviors and health outcomes. We will explore the research and recommendations for building healthier futures.

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#### **4.09 Meaningful Math Experiences, K2.10 C2**

*Debra Riek, Director of Education, WITF*

Some of us did not grow up in love with math. How can we put those ideas aside and help children have real, authentic experiences with math? Come be encouraged to think mathematically and to create meaningful experiences about

math that are developmentally appropriate and embrace a child's busy, creative mind and body. Leave with new ideas to try in the classroom!

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#### **4.10 Kamishibai: Supporting Literacy Through Storytelling, K2.9 C2**

*Anu Sachdev, Adjunct Faculty, East Stroudsburg University; Mary Rice, Coordinator, National Consortium for Teaching about Asia*

We will use presentation, demonstration and discussion to introduce Kamishibai, a form of Japanese storytelling and explain how it supports literacy development in early childhood. Participants will learn the cultural context, resources and its application in the classroom environment. Benefits of Kamishibai and implementation strategies will be identified, and a live demonstration of Kamishibai will be shown.

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#### **4.11 Ensuring Respectful Communications in Your Classroom, K5.11 C2**

*Tricia Conner, Field Education and Training Specialist, Bright Horizons*

In early childhood settings, each moment that teachers and children interact with one another is an opportunity to develop positive relationships. Research tells us that teacher-child relationships play an important role in influencing a child's social and emotional development. Learners will have the opportunity to self-reflect on their teaching practices and learn new strategies to support respectful interactions with the children in their program. Through a variety of experiences, we will explore the three most common pitfalls; denying control, exerting power and making children feel invisible. We will also explore how our interactions should reflect each child's individual development and culture.

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#### **4.12 Friendraising: Building Community Support for Early Care and Education, K6.10 C1**

*Tracy Weaver, Outreach Coordinator, PA Association for the Education of Young Children*

Talking with people in everyday situations, such as at the market, gym or post office, can help you build good will within your community. Implementing the concept of friendraising can help you build early learning champions in your community through unlikely allies. Attend this session and learn about how you can begin to develop these relationships and how it can be used in advocating for children.

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## **Session 4 Extended: 3:00 pm–6:15 pm**

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#### **4.13E Keys to Success: Recruiting, Onboarding and Retaining Quality Child Care Staff, D8.11 C2**

*Leah Spangler, CEO, The Learning Lamp*

Child care directors will learn effective strategies for recruiting, onboarding and retaining quality staff. Participants will review their own systems, compare them with both best practices and the practices of the other directors and administrators in attendance. They will work together to develop a plan specific to their program for (1) enhancing recruiting efforts (2) developing a supportive onboarding structure aimed at better preparing and retaining staff and (3) increasing the retention of staff members by creating a positive work environment where employees feel valued.

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#### **4.14E Improving Services for Children and Families Experiencing Homelessness, K3.5 C2**

*Tracy Duarte, Director, Head Start State Collaboration Office*

Homelessness impacts thousands of children and families in PA every day. Children who lack stable home environments experience multiple threats to healthy development. This instability and insecurity impacts the ability to attend and succeed in school and access adequate health services, leading to higher risks for physical and mental health problems. Join us to learn about the new challenges to all early learning programs to increase the number of children experiencing homelessness that they are serving. Participants will gain an understanding of the McKinney-Vento definition of homelessness, relevant policies and strategies, and will be provided with tools and resources to support more children and families experiencing homelessness.

# Session 5: 4:45 pm–6:15 pm

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## **5.01 Girl, Stop Overthinking: Breathe, Balance, and Believe, D6.9 C2**

*Amber Panetta, Teacher, Our Lady of Victory Preschool; Dawn Lorenz, Director, Our Lady of Victory Preschool*

It's been a long week and it's only Tuesday! It is difficult juggling personal and professional demands and being the best early childhood educator you can be. We all struggle with giving it our all, all of the time. Avoid the pitfalls of distraction, exhaustion, and burn out. Participants will explore ways to enrich each day with a little love and laughter, ask for support when they need it, and set long- and short-term goals.

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## **5.02 Self-Care: Filling Up Your Own Cup, K6.4 C1**

*Lauren Spigelmyer, Founder and Executive Director, The Behavior Hub Nonprofit; Hannah Church, Self-Care: Filling Up Your Own Cup, Behavior Hub*

We will provide participants with an interactive way of understanding the concepts of self-care and wellness. We will walk through the importance of this subject as well as ways to create a state of inner calm and build resilience for the demanding work we do.

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## **5.04 Art Appreciation for Young Children, K2.15 C2**

*Sarah Brown, Associate Professor, Indiana University of Pennsylvania (IUP)*

The importance of exposing kids to art early in life is often undervalued. Giving young children an appreciation for art encourages exploration, self-expression, logical thinking, self-esteem, imagination, and creativity. Early art experiences also teach kids to think openly, create new meaning, be more tolerant of others' differences, and gives them the courage to take risks. The workshop will focus on how to encourage art appreciation in the young child.

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## **5.05 Early Learning Mathematical Conceptual Understanding - The Pictorial, K1.6 C2**

*Rae Talley, Chief Operating Officer, Infinity Educational Services, LLC*

We will focus on the fact that conceptual understanding continues to be developed from the concrete to the pictorial. Using the Early Learning Standards, participants will experience the pictorial models in Mathematics.

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## **5.06 Rethinking Small Group Instruction, K2.2 C2**

*Natalie Pickett, Regional PD Manager, Teaching Strategies, LLC*

Small-group time—those moments in the day when teachers tailor instruction to be responsive to individual children's interests, strengths, and needs—is a powerful opportunity for targeted learning. Come explore ways to ensure that each small-group experience delivers a major impact. Participants will learn how to be intentional in the materials, settings, and groupings of children they select for each small group and devise strategies for keeping all children engaged, even those working independently.

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## **5.07 Advocating for Child and Community Health, D7.5 C2**

*Jordan Muse, Campaign/Project Coordinator, The Food Trust*

Child care providers are well-positioned to become community advocacy champions, meaning they are able to speak about the importance of having a healthy ECE facility and how health standards are important to the students currently and in the future. Participants will learn key health facts facing children today and develop an advocacy action plan - speaking to legislators, sending information to other providers or parents, hosting a meeting at the ECE program to inform stakeholders about the importance of healthy students and this campaign.

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## **5.09 Challenging Behaviors - Intervention Strategies, K4.10 C2**

*Keisha Browning, Intervention Specialist, Brightside Academy; Shelley Dixon, Intervention Specialist, Brightside Academy*

This workshop is designed to support teachers in recognizing triggers that cause children to demonstrate challenging behaviors. It offers strategies for avoiding and/or managing the deescalation of those behaviors. This session also offers self-care supports to the provider.