

TUESDAY

Session 6: 9:45 am-11:15 am

6.01 Keynote Follow Up with Francis Wardle,

Francis Wardle, Professor, Red Rocks Community

This workshop will be a follow up from Tuesday's keynote speaker, Francis Wardle. Francis is the author of "Oh Boy! Strategies for Teaching Boys in Early Childhood."

6.02 Reports for Head Start Leaders - Part 1 of 4, K6.5 C2

Blair Hyatt, Executive Director, The Pennsylvania Head Start Association

This is the first of a four-part series that will provide leaders in the Head Start/Early Head Start community with relevant updates at the federal, state and local levels. The series is facilitated by Blair Hyatt, PHSA Executive Director.

6.03 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.

6.04 All You Need to Know about Advocacy You Learned in Child Care, K6.10 C2

Shawn Towey, Public Policy/Community Outreach Manager, PACCA

Successful advocacy is not that complicated! It's about relationships, persistence, listening, sharing values, picking your battles and staying focused. It helps to have confidence, a compelling story and some facts on your side, too. We'll review the ABC's of messaging, developing a relationship with your elected representatives, managing a meeting (at your site, their office or in the Capitol), and teaming up to transform a supporter into a champion.

6.05 Emergent Curriculum: Guided by the Power of Play, K2.10 C1

Laurie Strouse, Preschool Supervising Teacher, Penn State Child Care Center at Hort Woods

Participants will be encouraged to explore the benefits of using an emergent curriculum approach. We will promote the use of intentional teaching strategies in creating a curriculum that is responsive to children's interests. Participants will also learn how to use observation and planning tools to aid in the creation and extension of activities that are relevant and engaging. We will include opportunities for reflection, discussion, group work, and play.

6.06 The Raising of America - Episode 2: Once Upon a Time, 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 2: "Once Upon A Time - When Childcare for All Wasn't Just A Fairytale." Imagine how different things would be today if quality early care and education had been available to any family that wanted it for the past 45 years. It almost happened!

6.07 Guiding Math and Robotics Play, Enhancing Thinking, K2.1 C2

Joy Ashley, Director, Ivy May Day Care & Preschool; James Johnson, Professor, The Pennsylvania State University; Sonia Tiwari, Graduate Student, The Pennsylvania State University

Our purpose is to stimulate discussion about young children's thinking, with special attention to math and robotics activities. Math and robotics are related and yet separate and each has special meaning in ECE, and special meaning when used together. Participants will be encouraged to share experiences and ideas about the use of teacher guided math and robotics play activities, and how they see the value and potential of this topic in connection to ECE. Participants will engage in using blocks and robots designed to foster the math and computational thinking (CT) of young children, and also will learn and develop curricular plans and assessment strategies.

6.08 Engaging Staff in Social-Emotional Learning: The SEL OUT Project, D6.3 C2

Carol Barone-Martin, Executive Director, Early Childhood Education, Pittsburgh Public School; Kim Dellefemine, Program Officer, Pittsburgh Public School Early Childhood Education; Tracy Larson, Director, Early Childhood Partnerships, University of Pittsburgh School of Education; Dan Richason, Co-founder, System 1-2-3

We will describe a collaboration between Pittsburgh Public Schools Early Childhood Education, University of Pittsburgh Healthy Child Program, and System 1-2-3 which engaged early childhood staff in a social-emotional learning initiative, the SEL OUT Cohort. The project involved teachers, paraprofessionals, family support staff, and coaches learning about and practicing mindfulness, followed by the development of participant-driven action plans to impact their own emotional well-being and that of the children they serve. Participants then increased their impact by sharing their plans and results across the early childhood community.

6.09 What's it Really Worth? How to Run a Profitable Child Care Business, D8.2 C3

Lissa Geiger Shulman, Director of Public Policy, Trying Together; Elizabeth Farwell Ozer, Policy & Special Projects Manager, First Up

The learner will gain an understanding of how to run a profitable child care business. We will highlight the basic operating principles of the "business side" of a child care program. Activities and discussions focus on maximizing business profits by minimizing expenses and analyzing how various public funding sources and Keystone STARS participation may affect revenue. Primarily intended for child care program administrators, owners, and operators, we will provide valuable resources for those interested in applying for PA Pre-K Counts or for family and group child care program leaders who are interested in learning more about operating profitably.

6.10 A DAP and STARS-Aligned Approach to Ending Suspensions and Expulsions, K1.3 C2

Mimi Loughhead, Innovative Learning Strategist, Trying Together; Emily Neff, Public Policy Associate, Trying Together

We will facilitate a conversation to define the terms of exclusionary discipline and to share the experiences of participants. Together we will focus on developmentally appropriate practice as the foundation for preventative and responsive strategies to create an environment that supports educators, families, and children in ways that are intentional and culturally competent. This session will be interactive and provide participants an opportunity to discuss how STARS standards align with best practices for addressing equity and inclusion in early childhood environments.

6.11 Advocating for Families and Children in the Mental Health Field, K3.4 C1

Tammy Roberts, Mental health/behavior support, Community Action Partnership of Cambria County Early Childhood; Heather Grove, Curriculum coach, Community Action Partnership of Cambria County Early Childhood

We will help the staff members that work with the mental health portion of their programs understand how to better help parents through the process of finding help for their child. Help might be going to appointments, checking in once a week, making home visits to help the parents increase their awareness of the services available to them. We

will also discuss the importance of and strategies for supporting both the child in the early learning program and the staff at the same time.

6.12 What Is a PDO?

Karen Grimm-Thomas, Director of External Relations, OCDEL

This workshop, geared toward early childhood education program staff, will focus on the roles and responsibilities of a professional development organization (PDO).

6.13 Including All Learners in the Classroom, K2.1 C3

Samantha Borys, Lead Preschool Teacher, Children's Village; Noelle Woytko, Lead Preschool Teacher, Children's Village

The advantages of an inclusive classroom are evident, but how do we truly create an inclusive classroom? Participants will explore inclusion and what it looks like in the classroom. We will examine videos of classrooms and observe intentional inclusive teaching strategies for all children in the preschool classroom. Finally, we will use these ideas to explore how you can develop inclusive classrooms on your own.

6.14 Make the Most of Your Circle Time, K2.14 C2

Brandon Williams, Owner/Operator, Early Childhood TLC

Morning circle time is a vital part of your daily routine. It allows teachers to start the day off with a positive tone and informs children what they can expect throughout the course of the day. However, circle time can quickly take a turn for the worse if children have to wait to receive their job assignment, wait for one child to "go check the weather," or passively count up to today's date. Join us as we explore strategies to help make circle time fun, engaging and effective.

6.15 Understanding Health & Wellness and Our Part in Reducing Childhood Obesity, K7.3 C2

Marianne Infante, EI Occupational Therapist, Montgomery County Intermediate Unit #23 (MCIU)

Participants will examine the current experts' thoughts and recommendations on the obesity crisis, learn about current predictions, and collaborate to explore how administrators and teachers can develop a new outlook on activities and the environment considering the trend in the U.S. that children in the U.S. will have a lower life expectancy than their parents due to obesity. Participants will also develop an understanding of health and wellness policies, explore how administrators and educators can integrate recommendations into their programs, and consider the importance of adopting intentional healthy teaching strategies based on recommended social and environmental changes.

6.16 Inclusive Physical Activities with Young Children with Special Needs, K2.7 C2

Diane Craft, ECE Physical Activity Consultant, Active Play Books

Learn to create environments that help young children with disabilities develop their movement skills in natural settings while playing with typical peers. These physical activities need only inexpensive equipment and small spaces, accommodate children of varying ages and abilities, can also be played by families at home, and are FUN!

6.25 Shape the Future for Your Students - Teaching About the 2020 Census, K6.10 C1

Joe Quartullo, Data Dissemination Specialist, U.S. Census Bureau

This presentation will highlight how educators can use the U.S. Census Bureau's Statistics in Schools (SIS) program to teach about the upcoming 2020 Census. The decennial census happens once every ten years and is the largest peacetime civic engagement undertaken by our country. Participants will leave the session equipped with information on how they can incorporate resources offered by the SIS program into their classroom. All materials are free and available entirely online.

Session 6 Extended: 9:45 am–1:00 pm

6.17E Classroom Management Strategies: Understanding, Supporting & Planning, K2.10 C2

Mary Ellen Mannix, Coach & Health Consultant, James's Project

We will explore classroom behavior management strategies and their effectiveness. Participants will be introduced to strategies that are grounded in developmentally appropriate restorative practices.

6.18E Teaching Latino/a/x and Hispanic Cultures Through Kid-Friendly Snack Prep, K3.3 C2

Michelle Szpara, Associate Professor, Educational Leadership, Cabrini University

Preparing kid-friendly, culturally-diverse snacks with young children supports healthy eating and builds inclusive communities. We will prepare dishes such as ceviche, fruit salsa, and mango gazpacho in cucumber-cups. Recipes will be provided. All dishes can be made vegetarian and nut-free.

6.19E Growing Up WILD Early Childhood Educator Workshop, K2.4 C2

Carissa Longo, Environmental Education Program Coordinator, DCNR- Bureau of State Parks; Beth Garner, Regional Program Coordinator, DCNR- Bureau of State Parks

Learn how to activate your student's sense of wonder! Growing UP WILD (GUW) is a national, award-winning, standards-based early childhood education program that builds on children's fascination with nature and wildlife. Participants who attend the entire session will receive their own full-color Growing UP WILD Activity Guide. The guide features 27 field-tested activities that include art, reading, music, math, snacks, and outdoor learning. This program is meant for Educators and Aides who work with Pre-K - Grade 2 (ages 3-7).

6.21E Public Benefits 101: What I Need to Know about Eligibility for Public Assistance, K3.4 C1

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

We will provide an overview of eligibility requirements for various public benefits programs such as Medical & Cash Assistance (TANF & GA), SNAP, LIHEAP, Subsidized Child Care, Emergency Shelter Allowances, and Immigrant Rights to Public Benefits. We will cover how these programs act as a safety net for low-income families, as well as programs available for parents to pursue education and training that can lead to jobs at a sustaining wage. The information will also be very useful for grandparent caretakers of minor children.

6.22E Becoming Less Stressed: First Steps to Developing Your Own Mindfulness Practices, K6.3 C1

Lorrie Delp, EHS Site Support Specialist, Capital Area Early Head Start; Audrey Smith, Education Coordinator, Capital Area Head Start; Lyn Mitchell, Education and Curriculum Specialist, Keystone Human Services

Attendees will hear about topics in the mindfulness movement, including meditation, gratitude practices, and the benefits of being in nature. The research into these topics will be touched upon to help give credence to the practices. The three-hour time frame will allow for multiple meditation opportunities as well as being able to delve deeper into gratitude practices and post activity conversation. We will also touch upon some easy self-care topics.

6.23E Turn Your Early Learning Center into a Family Center, K3.4 C1

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

Building family relationships is extremely important. Parents want to be welcome at their child's place of development; they want the opportunity to make a difference and to participate as equal partners in their child's education. They want the opportunity to develop activities for themselves and their children - the early learning

program and later the school cannot do it all. Let's develop this open communication in the early stages, which will later carry over into the school days.

6.24E Behavior Has Meaning, K1.7 C2

Deborah Krotec, Early Childhood Specialist, Head Start TTA/ICF

Children let us know what they want and need through their behaviors long before they can verbally express their feelings. When they do not have the words to express how they are feeling, they use behaviors to express themselves. Participants will examine ways that children use behavior to communicate their wants and needs, intentions and emotions, and will identify ways that adults can effectively respond to children's communication attempts.

Session 7: 11:30 am–1:00 pm

7.01 OCDEL Certification Regulations,

Tamula Ferguson, Human Service Program Specialist Supervisor, OCDEL; Donna Weaver

This workshop will discuss the newly revised certification regulations.

7.02 Reports for Head Start Leaders - Part 2 of 4, K6.5 C2

Blair Hyatt, Executive Director, The Pennsylvania Head Start Association

This is the second of a four-part series that will provide leaders in the Head Start/Early Head Start community with relevant updates at the federal, state and local levels. The series is facilitated by Blair Hyatt, PHSA Executive Director.

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

Susan Veli, Education Coordinator, Capital Area Head Start; Brandi Kerstetter, Teacher, Capital Area Head Start

Learn practices that are put into place to help all children develop social emotional skills and become successful bucket fillers. Learn positive strategies to encourage a classroom community where all members contribute and are valued. Learn to use literature to help children build positive character traits.

7.04 Strengthening Fiscal Management: Budgets, Projections and Planning for Centers, K8.9 C2

Donna Wennerholt, PD Project Manager, PA Key

Financial strategies can be a challenge when your education and experience have been focused on children. Come walk through projecting your budget and using that information to make plans for your program.

7.05 Family Engagement & Community Engagement: How and Why??, K3.1 C3

Kristin L. Fullenwellen, C.E.O., Sophisticated Mix LLC

We will present tools on how to effectively engage families and programs/organizations within the community. These strategies ultimately allow for increased attendance along with a willingness for parents to provide requested documentation in a timely manner. It is this trust and relationship-building that generates a plethora of benefits to the child, the family served, the community and the provider. Participants will leave with knowledge of how to measure the outcome of strategies they choose to utilize.

7.07 Imagine the Future of Assessment in a Child's Natural Environment During OST, K4.8 C3

Teri Gilmore, Social Entrepreneur

Day by day, month by month, and year by year children are being assessed. They are assessed immediately upon birth, during first parental interactions, culturally, while visiting the pediatrician, and while in learning niches. We understand the significance of assessments and we understand natural environment. Can we expand our understanding to include the child's natural cultural, developmental, and social contexts collectively and simultaneously for assessments? Can we drop the organized Early Learning environment in the middle of the unorganized community playground context? In addition, can we imagine assessments occurring during OST? If you can, come imagine the future of "The Catch Basin".

7.08 Social-Emotional Learning Starting with Me: The SEL OUT Plans, K6.4 C2

Kim Dellefemine, Program Officer, Pittsburgh Public School Early Childhood Education; Carol Barone-Martin, Executive Director, PPS Early Childhood

The five social-emotional learning action plans created and executed by a group of Pittsburgh Public School Early Childhood staff will be presented. They began their journey in self-reflection and personal growth and then branched out to increase impact across the program. Action plans included teaching self-care, promoting emotional security dialogue, increasing mind-body-soul activities, helping others use affirming words and encouraging mindfulness in partnership settings.

7.09 The Inclusive Classroom Profile (ICP) Overview: Measuring Inclusive Practices, K4.6 C1

Ann Gula, Program Quality Assessment Supervisor, PA Key; Michael Brink, EITA Project Manager, Early Intervention Technical Assistance Pa Training and Technical Assistance Network (PaTTAN)

We will present an overview of the Inclusive Classroom Profile, a program observation instrument (POI) designed to measure the twelve key inclusive practices in classrooms where children ages 2 to 5 years are enrolled and at least one child has an Individualized Education Plan (IEP). This POI analyzes the extent to which teachers intentionally adapt the classroom's environment, activities and instructional support to encourage access and active participation in the group through individualized adjustments that might differ between children. Each participant will receive a copy of the ICP.

7.10 Introduction to Career Ready Skills Pre-K - 12th grade, K2.10 C2

Betsy Saatman, Specialist, PA Key; Winnie Richards, Early Childhood Education Advisor, OCDEL; Maryanne Olley, Early Childhood Education Advisor, OCDEL

The workforce needs career-ready employees. Join us in learning about the new Career Ready Skills developed for Pre-K thru 12th grade with partners from OCDEL, the PA Department of Education and the PA Department of Labor and Industry.

7.11 Hi5! Pre-K to Kindergarten Transition: Best Practices, Research, and Policy, K3.7 C2

Emily Neff, Public Policy Associate, Trying Together; Chris Rodgick, Program Director for Head Start and Pre-K Counts, Allegheny Intermediate Unit; Joe Welsh, Director of Finance and Operations for Community Impact, United Way of Southwestern Pennsylvania; Jan Sapotichne, Director of Quality Support Services, ELRC Region 5

Hi5! supports early and on-time kindergarten registration and promotes school readiness for children, families, educators, and administrators in Allegheny County. Join representatives from the Allegheny Intermediate Unit, Trying Together, and the United Way of Southwestern Pennsylvania to discuss ten years of countywide kindergarten transition activities that led to a 96% on-time kindergarten registration rate for the 2018-2019 school year. The Every Student Succeeds Act (ESSA) elevates early learning and strengthens collaboration between providers and school districts. Apply best practices and strategies to support your pre-k children and families as they transition to elementary school.

7.12 State of the Industry: What's Trending in Child Care, D8.16 C1

Alec Ligon, Associate Broker & Licensed Attorney, HINGE Brokers

The early childhood education industry is ripe with investor interest. A highly diverse group of investors and owners are radically changing the landscape of programs. Operational trends are changing quickly with new competition and demands from today's parents. In addition, the market is gaining investment from private equity and real estate investment communities, along with national groups with aggressive objectives. Join early education business broker Alec Ligon for an eye-opening session revealing what's new in the child care industry and where it's headed.

7.13 Getting Ahead: Trending Hot Topics for Managing Employees, D8.3 C1

Steve McGorry, Account Executive, The Seltzer Group; Dan Hayden

From driving autos to managing employee injuries to cyber security...how is your facility handling these risks? This workshop will explore these topics (and more) and offer informative insights on how to protect both your employees and your company. In today's changing workplace it is more important than ever to be informed in order to protect your employees and operations. This workshop will include time for Q&A on the various topics.

7.14 Reinforcing the Family CARE Plan, K2.13 C1

Cynthia Mitchell, President, Carrie Flower Co.; Jennifer Schweizer-Cebrick, Administrator, Carrie Flower Co. & Little Tykes Learning Center

We are inspiring trauma informed environments. in this workshop we will be teaching techniques for creating healthy spaces. A sneak peak at what we will discuss: Personal safety; adverse childhood experiences; brain development; and diversity.

Session 8: 1:15 pm–2:45 pm

8.01 Introduction to Voice Assistant in Early Learning Environments, K8.16 C1

Shimira Williams, CEO, C.C. Busy

Are voice assistants like Google Assistant and Alexa the technology early childhood has been waiting for? #UseYourWords Come learn how to integrate Alexa or Google Assistant to bring music, stories, podcasts, and more to your early learning environments to enrich children's learning experiences. We will also discuss how voice assistants can be used to support home-to-school connection and business practices.

8.02 Reports for Head Start Leaders - Part 3 of 4, K6.5 C2

Blair Hyatt, Executive Director, Pennsylvania Head Start Association

This is the third of a four-part series that will provide leaders in the Head Start/Early Head Start community with relevant updates at the federal, state and local levels. The series is facilitated by Blair Hyatt, PHSA Executive Director.

8.03 PELICAN Sub-systems Computer Lab - Provider Training, K8.16 C2

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

New OR Experienced Providers: Come visit us with your questions about the PELICAN-Early Learning Network, Keys to Quality, and Child Care Works systems.

8.04 Hands-On Learning: How Can We Let Them Play When We're Supposed to Be Teaching? K2.14 C2

Kathryn Kashner, Technical Assistant, Northampton Community College; Faye Freer, Hannig Family Children's Center Coordinator, Northampton Community College

Are you confused by how to incorporate early learning standards into meaningful lesson plans? Do you feel your classroom has turned into worksheet overload or you're just not sure how to gauge learning when our focus should be play? Do you have a hard time explaining the importance of play to your families? Come hear how one program has kept the spark alive for young children to learn through play.

8.05 Staff Retention in Child Care: Are You Rocking It or Is Your Ship Rocky? D8.11 C2

Kathe Petchel, Operations & Staffing Consultant, HINGE Brokers

Twenty-five percent of American companies lose new employees within the first year of employment - but in child care, this number increases to 30-40 percent. High turnover affects your company culture, parent confidence in your schools and your bottom line. What steps can you take to curb the negative effects of turnover and combat staff leaving your child care business? Join us for an enlightening session discussing effective retention strategies and how to onboard new hires so that they seamlessly integrate into your child care business.

8.06 The Raising of America - Are We Crazy About Our Kids? 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 3: "Are We Crazy About Our Kids?" Economists tell us investing in high-quality early care and education pays for itself in many ways and many times over. So what's holding us back?

8.07 OSNAP: Nutrition and Physical Activity Promotion in Out of School Programs, K7.3 C2

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

OSNAP (Out-of-School Nutrition and Physical Activity) is an evidence-based program developed by Harvard Prevention Research Center at the Harvard T.H. Chan School of Public Health and supports out-of-school-time (OST) programs to improve nutrition and physical activity practices and policies. Through practice and policy development recommendations, OSNAP offers strategies in seven goal areas to support healthy OST environments for children. Each goal is based on current scientific evidence for healthy eating and physical activity. We will explore the research and evidence base for OSNAP and examine the goals and strategies for implementation. Additional training through Penn State Better Kid Care will be described.

8.08 ECE Apprenticeships + T.E.A.C.H. = Degrees & Higher Earnings for ECE Teachers, K6.5 C1

Teresa Collins, Early Childhood Education Manager, District 1199C Training & Upgrading Fund; Laurie Litz, T.E.A.C.H. Director, PACCA

Registered Apprenticeship Programs have provided paid employment and education opportunities within a number of industries for many years. Recently early childhood education (ECE) apprenticeship programs have become available and are gaining more attention across the nation. Learn about a new ECE apprenticeship model implemented in PA and the role T.E.A.C.H. has played in supporting both apprentices and employers. A panel representing key partners will share information regarding design and components of the program, the critical role of higher education and the extensive collaboration needed to ensure successful implementation and outcomes for the apprentices and their employers.

8.09 Active Play! Fun Physical Activities for Preschoolers, K1.8 C2

Diane Craft, ECE Physical Activity Consultant, Active Play Books

Learn fun, inclusive, developmentally appropriate physical activities to lead in center classrooms and family living rooms. These physical activities use inexpensive equipment to enable preschoolers to explore moderate to vigorous

movement in safe ways. These activities encourage children to develop their fundamental movement skills and also rehearse academic concepts. View videos of 2-5-year-olds playing these fun activities and try a few, too!

8.10 Early Learning Is No Small Matter, K6.1 C3

Lissa Geiger Shulman, Director of Public Policy, Trying Together; Elizabeth Farwell Ozer, Policy & Special Projects Manager, First Up; Tracy Weaver, Outreach Coordinator, PennAEYC

Participants will view the documentary "Early Learning is No Small Matter" and learn how they can leverage the film for advocacy in their programs and communities. Opportunities to bring the film back to their community in support of statewide advocacy will be shared.

8.11 Family Engagement in a Child Care Setting, K3.2 C2

Jenn Wertz, STARS Quality Coach, ELRC Regions 9 & 10/Child Care Consultants, Inc.; Elizabeth Marcello, STARS Quality Coach, ELRC Regions 9 & 10/Child Care Consultants

Family Engagement begins the first time you meet a child's family. The key to a successful child care experience is the relationship built with the child and the child's family. This session will focus on building that relationship from day one and how to maintain it through the child's time at your program. Meets STARS standard SQ 3.4.5

8.12 Creating Educational Environments with Sensory Friendly & Ergonomic Design, K2.11 C2

Marianne Infante, EI Occupational Therapist, Montgomery County Intermediate Unit #23 (MCIU)

Participants will explore materials and environmental design that will proactively create a safe and universally designed ergonomic educational environment for all students. In addition, they will learn ways to respond to the sensory and ergonomic needs of individual students and trial some low-cost sensory strategies to meet various student needs.

8.13 Hitting CLASS Indicators with Music and Movement, K2.6 C2

Brandon Williams, Owner/Operator, Early Childhood TLC

Let's take a fun approach to CLASS while improving our facilitation of music and movement. We will provide strategies for hitting all CLASS indicators using songs and rhymes.

8.14 Universal Design for Learning in Early Childhood Settings, K2.1 C1

Jennifer Furness, Consultant, Early Intervention Technical Assistance; Janet Gmitter, EITA Consultant, EITA

We will provide early childhood educators with information, insights, and opportunities for practice related to the implementation of universal design and universal design for learning (UDL) across all early childhood settings. Learn strategies for using UDL guidelines and principles in both the curriculum and the classroom environment, and apply and assess the use of UDL.

8.15 Data: What Does It Mean for Coaches? K4.2 C2

Kathleen Murphey, Early Childhood Specialist, Region III Head Start Training and Technical

Coaches want to know whether the coaching they provide to teachers and home visitors is making a difference. Join us to discover how to use data in your role as a coach. We will explore data that may be useful to inform coaching decisions and supports, types of data to collect during a Practice-Based Coaching cycle, and considerations for data use in measuring impact.

8.22 Creating Educational Spaces That Intentionally Care for Black and Brown Students, K1.3 C1

Jessica Spradley, Chair, Policy Council, Pittsburgh Public Schools ECE; Paul Spradley

This workshop will conceptualize eight types of care that are vital in educational spaces that include black and brown students. As a group we will re-look at the needs of our students and develop a plan to create an inclusive environment for our students and families of color.

8.23 The Impact of Substance Use on Parenting and Children, K3.5 C1

Beth Bitler, Independent Trainer

This workshop will provide information on how Substance Use Disorder effect parenting behavior, children and family functioning - both in times of active addiction and in recovery. We will also examine strategies for providing safety to children in homes with parental addiction, as well as support for parents and caregivers of children while in treatment and early recovery.

8.24 Social-Emotional Learning: Support Preschoolers' Development, K2.13 C1

Julia Gest, Project Director, Pennsylvania State University

Social-emotional learning builds the foundation for strong development. This interactive session focuses on understanding the important developmental link between cognition and building children's social-emotional competencies and language skills. Core principles and strategies for preschool social-emotional learning will be discussed, as well as REDI (Research-Based Developmentally Informed), an evidence-based social-emotional and language and literacy program for preschoolers implemented in Head Start.

8.25 Are You My Mother?: Applying Attachment and Attention Theory in the Classroom, K1.2 C2

Kasey Bishop, Quality Assurance Coach, Brightside Academy; Cathia Thomas, Brightside Academy

The emotional bond between a teacher and a child is critical to early care and development. Fostering a strong bond with a child and supporting social/emotional and mental health is one of the most important roles of a teacher. In this interactive session, we will discuss attachment and attention theory and the importance of giving children positive attention to support mental health.

Session 8 Extended: 1:15 pm–4:30 pm

8.16E A Vibrant Early Childhood Education Business - It's All About the Plans, K8.1 C1

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

This interactive workshop will focus on the benefits and procedure to create a Strategic Plan. This plan is required to have a healthy, thriving Early Childhood Business. We will provide a basic understanding of the steps needed to create a quality Strategic Plan, and will include some small group activities to help participants begin to create a draft Strategic Plan.

8.17E Why Are These Behaviors Occurring and What Should I Do? K3.5 C1

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

Participants will learn an interactive way of understanding and explaining how stress affects children and lends itself to challenging behaviors. We will also talk about the impact of stress on the brain and nervous system. Individuals will leave the workshop with techniques that build and strengthen relationships, foster respect, teach children to solve problems, and promote empathy and self-regulation.

8.18E The Benefits of Yoga and Mindfulness in the Classroom, K2.10 C2

Holly Keich, ERSEA Coordinator, Capital Area Head Start

Yoga's benefits can extend off the mat and into the classroom to support a holistic learning experience for each child. Anti-bullying, health and wellness, and character education initiatives are common themes in American schools today, all focusing on educating the whole child. Learn to simple ways to incorporate yoga and mindfulness in your classroom during the day or devise plans for after-school enrichment programs. We will provide you with details about the benefits of yoga for children and the information, tools and resources to bring yoga and mindfulness to your program or school to create a peaceful, productive learning environment. Come prepared to move as we'll be practicing the yoga and self-care that we preach.

8.20E A Relationship-Based Approach to Quality Improvement, K4.2 C2

Traci Childress, Executive Director, Saint Mary's Nursery School

By aligning work towards improved quality to strengths of the community, teachers, and program, improvement can support more meaningful work without feeling like it is all just bureaucracy. Building on strengths to cultivate relationships can create more than buy-in; we can co-create change and cultivate an improved work and learning environment.

Session 8 Extended, Extended: 1:15 pm–6:15 pm

8.21EE Early Childhood CTE Roundtable, K6.5 C3

Mindy Miller, Early Childhood Teacher, York Co School of Technology; Heather Ryan, Early Childhood Teacher, York Tech

Early Childhood CTE teachers will discuss CIP Code/POS (program of study), curriculum, NOCTI, CDA, and student organizations (FCCLA, SkillsUSA). This annual conversation among peers provides a great networking opportunity.

Session 9: 3:00 pm–4:30 pm

9.01 The Power of Partnerships - Unleashing the Pre-K to K Transition Process, K3.7 C2

Scott Miller, Primary Center Principal, Avonworth School District; Susan Parker, Professor, Robert Morris University

We will highlight the importance of community partnerships in developing a successful Pre-K to Kindergarten transition plan. Best practices from Allegheny County's Hi5 Readiness Initiative will be shared with participants. Attendees will leave the workshop with examples from the field, a transition timeline template, and an organized list of partnerships and activities to consider.

9.02 Reports for Head Start Leaders - Part 4 of 4, K6.5 C2

Blair Hyatt, Executive Director, Pennsylvania Head Start Association

This is the fourth of a four-part series that will provide leaders in the Head Start/Early Head Start community with relevant updates at the federal, state and local levels. The series is facilitated by Blair Hyatt, PHSA Executive Director.

9.03 PELICAN Sub-systems Computer Lab - Provider Training, K8.16 C2

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

New OR Experienced Providers: Come visit us with your questions about the PELICAN-Early Learning Network, Keys to Quality, and Child Care Works systems.

9.04 Regulating the Dysregulated Child, K1.3 C2

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

Emotional dysregulation in children often results from experiences of early trauma, toxic stress, brain injury, or neglect and may present as challenging behaviors, social withdrawal, and/or anxiety. We will address the brain research behind these issues as well as classroom strategies that teachers can implement to develop children's self-regulation skills.

9.05 Promoting Adult Child Interactions - Birth to Five, K2.14 C2

Brianne Broughman, Early Childhood Specialist, Region III TTA Network

We will provide an overview of teaching practices and adult interactions that support creativity, analysis, and reasoning in children ages birth to five. Participants will talk about how to build concept development skills into daily interactions and learning experiences within a curriculum. In this interactive session, we will explore strategies to promote teacher-child interactions and support children's deeper thinking.

9.06 Promoting Child Development and Learning, K1.2 C2

Donna Wennerholt, PD Project Manager, PA Key

If you wonder why the children in your room do the things they do and how you can help support their development, this is the session for you. We will discuss Infants through Preschool children.

9.07 Building Family Engagement Bridges with SAC & the School Day, K3.9 C2

Betsy Saatman, Specialist, PA Key

Together we will explore how to build relationships between the School Age Care/Out of School Time (SAC/OST) teachers and the traditional school day teachers and administration to create seamless days for children and families.

9.08 Planting Children, Planting Gardens, K7.12 C2

Cheryl Moss, Owner/ Director, A Mother's Touch Center for Child Development

Children and planting a garden: both come from seeds and have similar needs for nurturing, healthy environments. The outcomes are great when we give them both the right opportunities to grow. Come learn how we use farm-to-ECE to create a garden made by children and with children. Farm-to-ECE learning experiences provide children with important and fun opportunities to explore healthy eating, growing food, and gardening.

9.09 Improving the Financial Stability of Providers in Philadelphia, D8.11 C1

Kerri Lee, Special Projects Manager, Public Health Management Corporation; Teri Bell, Program Manager, Early Childhood Education, Reinvestment Fund; Mary Graham, Executive Director, Children's Village; Amy Friedlander, ECE Consultant, Amy Friedlander Consulting

What does a program with strong business leadership and financial management look like? How are we measuring program viability? We will help answer some of these questions by providing information about the Early Childhood Education Fiscal Hub. Project partners - Public Health Management Corporation, Reinvestment Fund, and Children's Village - will explain how this pilot in Philadelphia has developed resources and technical assistance supports for owners/directors to improve the financial operations and business practices of their child care centers.

9.10 Developing Preschool Readers and Writers with Help from Dr. Seuss & Others, K5.6 C2

Barbara Rothermel, Early Intervention Supervisor, Intermediate Unit 1; Amy Meerdo, Lead Support Teacher, Intermediate Unit 1; Tara Walker, Lead Support Teacher, Intermediate Unit 1

Literacy development is an integral part of early childhood development. Nursery rhymes and trade books are useful in teaching early literacy. The importance of early childhood reading and writing will be emphasized, and printing and early writing will also be a focus.

9.11 Always Time for Science in Early Grades (PK-4),

Pam O'Brien, Regional STEM Coach, STEMscopes / Accelerate Learning Inc.

With the increased focus on accountability for science, we can offer a play-based and literacy-based program for young learners. This hands-on science program supports child development and socio-development in a meaningful way. There is always time for science!

Session 10: 4:45 pm–6:15 pm

10.02 What's Stress Got to Do with It? K1.4 C2

Debra Riek, Director of Education, WITF

We know stress can be really damaging to children. We see effects of it in our classroom settings all the time. But why and what can we do about it? This is a brain research workshop for all of us who aren't neuroscientists. Come share your experiences and get some practical ideas for supporting the children in your classrooms.

10.03 Intensive Curriculum PD - Impact on Learning Outcomes and Staff Retention, K4.2 C2

Pam Schaefer, Program Coordinator, Staff Training and Development, KenCrest

We will be sharing an analysis of the impact of intensive professional development focused on curriculum implementation. What does the data tell us about the outcomes?

10.04 Fun Active Play with Infants and Toddlers, K1.8 C2

Diane Craft, ECE Physical Activity Consultant, Active Play Books

It is essential to children's overall development that they have ample daily opportunities to be physically active. Infants and toddlers who are joyfully secure in each motor developmental milestone have a solid movement foundation upon which to find enjoyment and purpose in a lifetime of physical activity. Learn techniques to promote infants' movements that may also enhance their brain development. Help toddlers participate in physical activities by structuring their environment for success. Gather ideas for leading toddlers in loosely organized, non-competitive, fun physical activities that encourage them to explore and experiment with movement. Plus, enjoy playing a few of these activities yourself!

10.05 CQI - Involving Staff in Ongoing Goal Setting, K6.3 C2

Jenn Wertz, STARS Quality Coach, ELRC Regions 9 & 10/Child Care Consultants, Inc.; Elizabeth Marcello, STARS Quality Coach, ELRC Regions 9 & 10/Child Care Consultants

Continuous Quality Improvement is essential to maintain best practices in your program. We will discuss the staff's involvement in creating, planning and meeting the program's goals and the sources of evidence we use to create the goals. We will also review how a staff member's personal Professional Development Plan goals can help contribute to the overall program's CQI plan.

10.06 Inclusive Community-Based OT EI Collaborative Library Program for Preschoolers, K1.3 C1

Marianne Infante, EI Occupational Therapist, Montgomery County Intermediate Unit #23 (MCIU)

This collaborative program addresses the need for Early Intervention services to be more inclusive as directed by the U.S. Departments of Education and Health and Human Services by establishing a method to develop and refine local

partnerships with early childhood library programs, families, supports and services. Through collaboration and relationship-building the children were successfully integrated into the community library to learn needed developmental skills alongside their typical peers.