

CONFERENCE PROGRAM
NOVEMBER 12-15, 2019

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HOSTED BY THE OHIO HEAD START ASSOCIATION IN PARTNERSHIP WITH THE REGION V HEAD START ASSOCIATION

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WELCOME!

We are delighted to have you with us at the 2019 Region V Conference!

To view full session information including objectives, materials provided by presenters for download, and other helpful information, please use the

Conference App

All session evaluations, CEU certificates, Certificate of Attendance, conference notifications and updates will come through the conference app. Conference staff are available at Registration and the Help Desk outside the Regency Ballroom to answer questions and provide assistance.

DOWNLOAD THE APP

For Andriod and Apple users, search for **ConferenceBeat Event App** in the App Store/Google Play or scan the respective QR code below to be redirected.









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HYDRATION

NAME BADGE





CONFERENCE INFORMATION

REGISTRATION

The registration area is located on the Ballroom Level West Tower, outside of the Regency Ballroom.

Tuesday
 Wednesday
 Thursday
 Friday
 9:00 am - 6 pm (Crystal Foyer)
 7:30 am - 5 pm (Regency Foyer)
 Regency Foyer)
 Regency Foyer)

MEETING ROOMS

Session room sizes have been planned based to the greatest extent possible on the results of our Conference Session Preference Survey distributed prior to the conference. Although we have scheduled popular topics in large rooms, we cannot always accurately anticipate attendance, and some sessions are limited to a particular number of attendees. Room capacities are noted in the conference program. Please review the many offerings and select an alternative session in advance so that you can move quickly to another session if you are unable to arrive early enough to get a seat. All sessions will fill on a first-come, first serve basis. See pages 31 - 33 for a list of sessions, rooms and room capacities to assist in your planning.

Room temperatures are difficult to modulate. Please dress in layers to assure your comfort during conference sessions.

EXHIBIT HALL

There are a number of exhibitors at this conference and they are located in Crystal Ballroom – Lobby Level, West Tower. Our exhibitors have brought the latest materials and products for your interest and information. Be sure to visit these exhibits and please be respectful of the materials brought by exhibitors.

SAFETY

It is important that each individual locate exit doors and routes in both the meeting areas and in individual sleeping areas, in the unlikely event of an emergency. Also, please exercise caution with regard to your personal property. The conference conveners and conference sponsors are not responsible for any items lost during the conference.

MEALS AND GENERAL SESSIONS

Meals at the conference are ticketed events and you must present your meal ticket to obtain entrance to meal events including Lunch on Wednesday and Thursday and Breakfast on Friday. You received your purchased meal tickets with your name badge and conference materials. A limited number of meal tickets may be available for purchase at the registration area.

The ballroom will be opened and seating will be available in GENERAL SESSIONS after meal service has ended for participants who wish to hear our keynote speakers; general session program will begin at approximately 12:30 pm on Wednesday and Thursday.

CONFERENCE SUPPORT

Should you require any assistance, please come to the conference registration area outside the Crystal Ballroom - Lobby Level, West Tower. There will be a Help Desk located on the Regency Ballroom level, outside of the Regency Ballroom; West Tower.

Session Monitors will also be available in all conference sessions to assist you.

The registration desk will move from the Crystal Foyer to the Regency Ballroom area on Thursday and Friday.

Exhibit Hall Hours

Tuesday, November 12 8:00 am—6:00 pm

Wednesday, November 13 8:00 am—5:00 pm

CONFERENCE INFORMATION

NAME BADGES

Conference badges should be worn at all times, not only as a courtesy to other registrants, but also as an indication that you are fully registered. Badges must be worn to gain admission to conference sessions and the Exhibit Hall.

INTERNET ACCESS

Wireless internet access is not available in the meeting rooms. Public complimentary internet access is available in the hotel lobby area public skyway between the East and West Towers. We encourage you to use the app to email yourself conference materials prior to the sessions.

DISCLAIMER

Please note that the conference conveners and sponsors assume no responsibility for any statement of fact or opinion, nor does acceptance of advertising or exhibits imply endorsement of any products or services by the conference conveners or sponsors.

CONTINUING EDUCATION CREDIT

All conference sessions (except where noted otherwise) are approved for IACET CEUs. To receive CEU's, you must input the check-in and check-out codes prior to receiving the CEU session post-test in the conference app. You must attend the entire session to receive CEUs. If you score less than 85% on the post-test, you will not receive CEUs. There is no additional charge for CEUs.

The Ohio Head Start Association Inc. (OHSAI) is accredited by the International Association for Continuing Education and Training (IACET) to issue the IACET CEU. OHSAI complies with the ANSI/IACET Standard, which is recognized internationally as a standard of excellence in instructional practices. For more information about CEUs and OHSAI Professional Development Practices, visit ohsai.org.

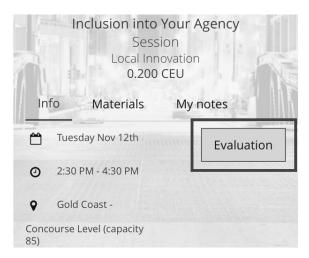
CHECK-IN & CHECK-OUT CODES

We will be utilizing check-in and check-out codes during each session; each day. Entering both codes fulfills your IACET attendance requirement. At the beginning of each session for the first 10 minutes a check-in will be shared with the group. Please input this code into your conference app under the correct session. Once again, at the end of the session, a check-out code will be issued. Please input the code in the add under the correct session. These codes are session specific.



EVALUATIONS

Conference evaluations are in the conference app; located in the agenda icon, under the day and session. Click on the Session you are attending and the evaluation button will be available to complete the evaluation.



TUESDAY, NOVEMBER 12

8:00 am to 6:00 pm Exhibit Hall Open CRYSTAL BALLROOM

9:00 am to 6:00 pm Registration Open CRYSTAL FOYER

1:00 pm - 2:15 pm Opening Session REGENCY BALLROOM

WELCOME AND UPDATES

Yasmina Vinci, National Head Start Association

As a seasoned leader in both executive and policy roles, Yasmina Vinci's professional experience and capabilities have delivered improvements in the lives of children at the national, state, and local levels. As the first Executive Director of the National Association of Child Care Resource & Referral Agencies (now Child Care Aware America) she led NACCRRA's transition from an all-volunteer association of fewer than 200 child care resource and referral agencies to a powerful national network of 860+ community-based organizations. Yasmina currently serves on numerous advisory boards and is a member of

the International Organizing Committee for the World Forum on Early Care and Education.

@YasminaNHSA

KEYNOTE ADDRESS

"You Help Write the Story" Dr. Adolph Brown, III

Dr. Adolph Brown, III without a doubt, offers the most uniquely inspiring, relevant and entertaining

presentations around. He is an American urban and rural school educator, author, research-scientist, businessman, and keynote speaker. He is a servant-leader at heart, and is admired around the world for his simple and direct "Real Talk," and powerful, universal and timeless teachings.

Dr. Brown is best known for inspiring all who hear him to learn, laugh and lead, while simultaneously reducing implicit bias at every turn. He is the leading provider of anti-bias training in business and education.

@docspeaks

2:30 pm to 4:30 pm Breakout Sessions



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BOOTH 403



TUESDAY, NOVEMBER 12 2:30 pm to 4:30 pm

Regional Office Dialogue [PROGRAM MANAGEMENT] REGENCY AB (400)

Heather Wanderski, Region V Office of Head Start

This session will give Head Start leaders the opportunity for an open dialogue and discussion with the Regional Program Manager. Topics are sure to include grant and funding issues, monitoring, full enrollment and more.

CEUs will not be available for this session

ABC's of Active Learning: Multi-sensory Literacy Activities for Children of All Abilities

[EDUCATION AND CHILD DEVELOPMENT]

NEW ORLEANS (50)

Laurie Gombash, Laurie's Empty Nest

Children learn best when they are engaged in literacy based activities that are enriched with the arts and movement. Attend this session ready to be actively engaged in movement-based activities that work toward developmental outcomes based on the Head Start Early Learning Outcomes Framework. Come discover tips and strategies to promote learning across all domains while moving and engaging in multi-sensory intentional active play.

Best Practices for Seamless Enrollment and Retention of Families

[FAMILY AND COMMUNITY ENGAGEMENT]

CRYSTAL C (120)

Aminah Wyatt, Illinois Action for Children

Rarzail Jones, Community Connections Program Manager

Empowering authentic family and community engagement is an important dynamic in creating safe and thriving early childhood programs. This session will present best practices that contribute to an seamless enrollment process and retention of families. We will also discuss ways to reduce threatening factors that may impede family engagement.

Easy Data Management with ChildPlus

[DATA MANAGEMENT]

COMISKEY (102)

Clintona Lindsey, ChildPlus Software

In this session, you will learn how to collect data and use reports, set up email notifications, improve data tracking, use internal monitoring tools, and improve your policies and procedures to meet OHS compliance. This session will also give your Head Start & EHS programs the tools and knowledge to create custom modules for agency-specific data entry and transform the way your agency will be able to access ChildPlus with the upcoming release of ChildPlus Mobile.

Building an Advocacy Network of GO Champions [PARENTING SKILLS]

PICASSO (35)

Kyle Hubert and Destiney Hearn, Illinois Head Start Association

The presentation is designed to spur parent and community engagement. Equipping parents with the tools and resources they need to better educate and advise local, state and federal policy makers on the value of Head Start. Helps associations build a network of "GO" Champions to help them on their various advocacy projects and needs. Helping build in-kind efforts locally and produce more enthusiastic parents. Lastly, builds confidence and life long advocacy knowledge on how to be a stronger voice for children.

CEUs will not be available for this session

Don't Just Talk About It...Be About It!: How to Bring Cultural Competency and Inclusion into Your Agency [LOCAL INNOVATION]

GOLD COAST (85)

NaTasha Brown, Head Start For Kent County

Learn how this agency, not only talked about the need for incorporating cultural competency and inclusion (CCI) into it's program, but how they created a new position solely dedicated to the work! Through an open dialogue, and question and answer session with the presenter, learn how you can inventively and intentionally promote CCI into your program. Topics will include recruiting, retaining, and training culturally competent educators. How to assess your agency's programs and services for dual language learners and families (utilizing the new DLLPA tool), and developing an action plan. Also, how CCI and strategic outreach efforts can boost all initiatives of your agency.

Experiencing ELOF and the Effective Practice Guides to support PD in classrooms & Home Base Option

[PROFESSIONAL DEVELOPMENT/COACHING]

SOLDIER FIELD (40)

Tammy Funnell and Pam Covington, STG International

Discover how the Early Learning Outcomes Framework (ELOF) and the Effective Practice Guides can support you in providing Professional Development (PD) to your education staff. Examine the how's and why's of successful professional development in your program to ensure staff are receiving the appropriate level of PD. Learn about two resources, the ELOF and the Effective Practice Guides, and how you can successfully utilize them to increase the effectiveness of PD to your staff.

TUESDAY, NOVEMBER 12

2:30 pm to 4:30 pm continued

Heart to Heart: Connecting With the Relationship Resistant Child

[EDUCATION AND CHILD DEVELOPMENT]

ACAPULCO (97)

Abbi Kruse, The Playing Field

Emotional connections are the best buffer against Adverse Childhood Experiences. Yet, many children impacted by early adversity or trauma are resistant to forming relationships. In this session, we will explore the importance of making emotional attachments, practice specific strategies for forming connections, and demonstrate how to modify activities to accommodate the relationship-resistant child utilizing Conscious Discipline.

Partnerships: Building Supply and Access

[CHILD CARE PARTNERSHIPS]

SAN FRANCISCO (40)

Linda Langosch, STG International, and Susan Rorhbough, IFC Office of Child Care Projects

EHS-CC Partnerships bring together the most beneficial parts of Early Head Start and child care to leverage resources to increase access to high-quality comprehensive services, meeting the needs of eligible families. These high quality programs support the development of infants and toddlers through relationship-based practices and positively impact all children attending an EHS-CC Partnership setting. During this session you will have the opportunity to reflect on why building supply and access to quality services matters and how to use relevant information and resources to improve systems and services for successful implementation through EHS-CC Partnerships.

Inclusion Professional Development Resources at Your Fingertips

[PROFESSIONAL DEVELOPMENT/COACHING]

WATER TOWER (70)

Donna Ruhland and Anita Allison, National Center on Early Childhood Development, Teaching and Learning

In this session, participants will review best-practices in the field of adult learning and discover the range of resources available through the Early Learning and Knowledge Center (ECLKC) and the Head Start Center for Inclusion (HSCI) website for use in professional development and training with Head Start educators. The session will include small and whole group practice, discussion, and planning for local implementation. Bring your smartphone/tablet/computer to do some exploring. CEUs will not be available for this session

Integrating a Trauma Informed Approach into Early Childhood Mental Health Consultation

[PROFESSIONAL DEVELOPMENT/COACHING]

WRIGLEY (65)

Greta Kaempf, Michelle Smith and Karen Massingille, Starfish Family Services

Fifty-eight percent of children enrolled in an agency's Early Childhood Education Program endorsed at least one Adverse Childhood Experience (ACE), increasing their risk for displaying challenging behaviors in the classroom due to difficulties in attachment and self-regulation. Teachers, many of whom endorse ACEs, report feeling overwhelmed or unsure of how to support challenging behaviors in the classroom, feelings which may be intensified due to their own trauma history. Early Childhood Mental Health Consultants (ECMHC) are utilized to support families and teachers in developing a trauma lens to provide reparative experiences to children. This presentation will provide a comprehensive overview of a trauma-informed approach to Early Childhood Mental Health Consultation. Participants will become familiar with a model of multi-level consultation, emphasizing specific trauma-informed supports, that allows for systematic integration of early childhood education and mental health services.

New Resources to Support Effective Governance [PROGRAM MANAGEMENT]

REGENCY D (240)

Janet Humphryes, National Center on Program Management and Fiscal Operations, and Madelyn Connell, STG International

This session introduces two new resources developed to support leadership staff, governing body/Tribal Council, and Policy Council members refine their governance knowledge and leadership skills and assess their capacity to effectively oversee and monitor a program. Learn how these interactive tools can guide leaders in being successful in their respective roles.

Keeping Children Safe with Active Supervision [CLASSROOM MANAGEMENT]

TORONTO (97)

Carla Aronhalt amd Tara Funseth, STG International

Together, everyone contributes to children's safety in every Head Start and Early Head Start program. Applying Active Supervision strategies requires planning, leadership, ongoing monitoring, and staff professional development. Programs must build an agencywide approach to active supervision, and this session will provide active, hands on strategies which can be useful in all environments, including centers, family child care homes, playgrounds, socialization spaces, and buses.

TUESDAY, NOVEMBER 12 2:30 pm to 4:30 pm continued

Supporting Beginning Teachers

[PROFESSIONAL DEVELOPMENT/COACHING]

STETSON FG (60)

Brenda Hall and Jenny Buehler, STG International

Support new teachers serving children B-5 get ready for their first year of teaching. Plan effective new teacher professional development targeted towards knowledge, skills, and practices through resource review and shared learning activities. Intended participants: Head Start Directors, Education Managers/Coordinators.

Oral Health in Early Childhood

[HEALTH SERVICES]

ATLANTA (36)

Jessica Martin, McMillen Health Education Center

Understanding early childhood dental decay. Helping to recognize the importance of primary teeth in school success and eating healthy foods. How to identify early signs of dental decay, how to prevent dental decay. Discussing healthy food options versus harmful food. Tools to get children and parents excited for oral health.

Practice Based Coaching & RePATHing

[PROFESSIONAL DEVELOPMENT/COACHING]

COLUMBIAN (40)

Heather Nusbaum and Rita Greathouse, STG International

Does your Practice Based Coaching model support the preparation, personnel, and processes to provide effective implementation? In this session participants will refocus on determining effective programmatic supports for coaching implementation as it is integrated into the PD plan and how it will support achievement of school readiness goals. Participants will also connect with National Center on Early Childhood Development Teaching and Learning resources to support continuous improvement and evaluation of model implementation. If you are supervising or supporting the continuous improvement of systemic professional development inclusive of coaching implementation this session is for you.

TUESDAY, NOVEMBER 12 4:45 pm to 6:00 pm

Special Session: The Impact of Increasing Minimum Wage

REGENCY D

Facilitated by Lauri Morrison-Frictl, Executive Director, Illinois Head Start Association
Special Guests: Tristin Blalack, Executive Director, Oregon Head Start Association
Michelle Haimowitz, Executive Director, Massachusetts Head Start Association

We will use this time to discuss one of the most pressing issues impacting programs over the next couple of years – local and state increases in minimum wage! How will we budget for the increasing payroll expenses and manage the pay scales? How many families will lose eligibility when increased wages move them above the federal poverty level? Can we serve more homeless children and families or foster care children? Will we have a higher unemployment rate? Let's learn from others, share strategies and find potential solutions to this complicated challenge.

CEUs will not be available for this session

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WEDNESDAY, NOVEMBER 13

8:00 am to 5:00 pm Exhibit Hall Open CRYSTAL BALLROOM

7:30 am to 5:00 pm Registration Open CRYSTAL FOYER

9:00 am to 11:30 am Breakout Sessions

11:30 am to 12:00 pm Exhibit Hall Spotlight CRYSTAL BALLROOM

12:00 pm to 1:30 pm Luncheon (ticket required) and General Session

REGENCY BALLROOM

Ballroom will be opened for seating for General Session after lunch service; approximately 12:30 pm.

KEYNOTE ADDRESS

"How to Simply—but Radically—Navigate the Multigenerational Workplace"

Dr. Leah Georges, Creighton University

Leah Georges is an Assistant Professor at Creighton University in the Doctoral Program in

Interdisciplinary Leadership. She holds a PhD in Social Psychology and a Master of Legal

Studies degree, both from the University of Nebraska-Lincoln.

For the first time in America's history, four generations are interacting at work, with Generation Z soon to join. Her recent Ted talk about how generational stereotypes hold us back at work has been viewed nearly 2 million times by folks all over the world. Her academic training at the intersection of social psychology and the law taught her that facts are rarely altogether factual, answers are seldom black and white,

and the most fascinating explanations happen in that gray area in between. It's a mess in

there, but it's worth it.

@Leah_Georges

1:30 pm to 2:00 pm Exhibit Hall Spotlight CRYSTAL BALLROOM

2:00 pm to 4:30 pm Breakout Sessions

WEDNESDAY, NOVEMBER 13

9:00 am to 11:30 am

CLASS, Coaching and Teacher Growth

[PROFESSIONAL DEVELOPMENT/COACHING]

GOLD COAST (85)

Barbara Becker, STG International

Mount Vernon Head Start has been using the CLASS Pre-K to support teacher professional development, growth and individualized coaching for several years. Teachers have made gains and have been coached using the CLASS tool, and behavioral markers with Practice-Based Coaching.

There will be a brief presentation of grantee data related to the implementation of coaching and the use of CLASS as well as coach and teacher experiences of increased familiarity with the CLASS tool and coaching.

Community and Self-Assessment: Part 1

[PROGRAM MANAGEMENT]

WATER TOWER (70)

Karen Surprenant and Steve Russell, National Center on Program Management and Fiscal Operations, and Kim Larson, STG International

This training provides guidance on two essential planning and evaluation activities required by the Head Start Program Performance Standards: community assessment and self-assessment. Utilizing the A to Z Learning for New Leaders training modules, participants will examine these processes: what is required and how they inform program planning and continuous improvement. Participants will explore a variety of resources to support data collection and the design and implementation of both the community and self-assessment.

Discover Culture & Language through the Planned Language App

[EDUCATION AND CHILD DEVELOPMENT]

ATLANTA (36)

Missy Hahn and Michelle Sudberry, STG International

The Planned Language Approach (PLA) is a comprehensive, systemic, research-based way for Head Start and Early Head Start programs to ensure optimal language and literacy services for children who speak English and for those who are dual language learners (DLLs). During our session, participants will journey through the five components that are encompassed within the Planned Language Approach. Join us to dive deeper into the tools that are designed to build and refine language and literacy services for all children and to be used to promote staff development.

Family Service Staff: To Coach or Not to Coach? That is the Question!

[PROFESSIONAL DEVELOPMENT/COACHING]

SOLDIER FIELD (40)

Lynne Storar and Verlinda Sims, STG International

You know you are required to coach Teaching staff, but how do we support the ongoing use of effective practices for those who are providing service to our families? Come to this session to explore ways to consider applying Practice Based Coaching to support Family Service workers, Home Visitors or teachers as they work to provide quality services to our families. Updated Relationship Based Competencies will be used to explore how this research based coaching strategy can be used to strengthen relationships, increase engagement, and provide for bigger impacts during he Family Partnership processes.

Finding your Assertive Voice the Conscious Discipline Way

[EDUCATION AND CHILD DEVELOPMENT]

ACAPULCO (97)

Kay Zastrow, Teaching Loving Discipline LLC

Participants will explore the power of attention and the concept "what we focus on we get more of!" The skill of assertiveness provides clear communication that directs children's attention to what we want them "to do." Assertiveness skills including MAP; utilizing visuals, Name, Verb, Paint, "I don't like it when.." will be shared as critical ways for setting effective limits the Conscious Discipline Way.

IMIL Strategies to Address CLASS and Increase Instructional Support

[EDUCATION AND CHILD DEVELOPMENT]

NEW ORLEANS (50)

Brandon Williams, Early Childhood TLC

This session will provide physical activity strategies that improve teacher-child interactions and promote higher order thinking. Components of the I am Moving, I am Learning (IMIL) initiative and CLASS will be highlighted; however, this is a great session for providers who may not have previous training with either of these tools. Come experience all new songs and activities to integrate movement-based learning experiences into your daily routine while hitting CLASS indicators.

9:00 am to 11:30 am continued

New Strategies for Leadership/Governance/ Oversight in the 21st Century

[PROGRAM GOVERNANCE]

COMISKEY (102)

Janice Cardwell and Cristal Claussen, Matrix Human Services

Board Chair of the Governing Body of a large Head Start program will share how prioritizing the training and development of the governing body was critical to address the challenges and opportunities with the Head Start program. Using technology platforms and software they found new ways to expand leadership, governance, and oversight.

Partnerships: Coordinating Comprehensive Services

[CHILD CARE PARTNERSHIPS]

STETSON E (40)

Linda Langosch and LaNissa Trice, STG International

EHS is more than an early education and care setting. Comprehensive services offered through EHS-CC Partnerships support infant, toddlers, and their families by creating opportunities to support thriving families who are able to invest in their children's growth and development. The quality services ensures all children are healthy and ready to learn in high-quality learning environments with intentional support of developmental learning. Family engagement is encouraged, establishing a shared responsibility to support children's success. During this session, reflect on why coordinating comprehensive services matters and how to use relevant information and resources to improve systems and services for successful implementation through EHS-CC Partnerships.

Succession Planning, Supervision Skills and Workforce Development

[HUMAN RESOURCES MANAGEMENT]

REGENCY D (240)

Karen Gray and Marivel Ibarro, Matrix Human Services

This session will provide a thorough understanding of effective management regarding employee relation issues, the five step disciplinary process, an overview of performance versus misconduct, the value of HR policy administration, the characteristics of an effective manager, the role of HR and the termination process including Exit Interviews.

Preventing Suspension/ Expulsion of Children with Disabilities or Suspected Delays

[EDUCATION AND CHILD DEVELOPMENT]

SAN FRANCISCO (36)

Anita Allison and Lisa Woodruff, National Center on Early Childhood Development, Teaching and Learning

Join us to explore the wide-reaching issue of suspension and expulsion in early childhood and discover how this trend may impact children with disabilities or suspected delays. Participants will engage in scenario-based activities that will build competency in understanding the key questions that program staff should consider effective teaching practices and program strategies to prevent suspension or expulsion and promote inclusion.

Promoting Child Safety and Wellbeing

[HEALTH SERVICES]

WRIGLEY (65)

Xochitl Salvador and Sandra Rezmer, National Center on Early Childhood Health and Wellness

Young children learn by exploring and experimenting. They depend on adults to set up safe environments and teach them how to judge what is safe to do.

Their safety and well-being depends on the quality of their early relationships with adults who can keep them safe and teach them about the importance of safe and healthy behaviors and routines. This session will review strategies to keep children safe and how staff can minimize risks.

Sustaining Family Partnerships through Stressful Times: Part 1

[FAMILY AND COMMUNITY ENGAGEMENT]

STETSON FG (60)

Brandi Thacker and Guylaine L. Richard, National Center on Parent, Family, and Community Engagement

Families experiencing multiple stressors may require special attention, understanding, and sensitivity given the complex nature and challenges of their situations.

With the help of family, friends, community organizations, and Head Start parents can deal with difficult stressors more successfully. In this session, participants will explore strategies, resources, and a practical exercise for partnering with families in stressful times.



WEDNESDAY, NOVEMBER 13

9:00 am to 11:30 am continued

The OHS Full Enrollment Initiative: Steps to Success for Grantees in Changing Communities

[PROGRAM MANAGEMENT]

CRYSTAL C (120)

Larissa Zoot, Edward Young and Cherry Theard, Regional Office; Panelists: Kecia Rorie, Starfish Family Services; Allyson V. Lee, CA Akron Summit; Stacie Feltis, Chippewa Luce Mackinac CAA

In the two years since OHS began fully implementing the Full Enrollment Initiative, we have all learned a lot about common causes of underenrollment, successful strategies for reaching full enrollment, and how program data guides grantees in meeting the needs of changing communities. In this session, we will start by reviewing the steps and timelines in the OHS Full Enrollment process. Then we will hear from a panel of grantees, regional office Program Specialists, and TA providers about their enrollment journeys. Finally, we will take a deep dive into using program systems and data to meaningfully inform planning for success in serving Head Start and Early Head Start children and families.

CEUs will not be available for this session

Understanding and Working with Families of Young

Children

[EDUCATION AND CHILD DEVELOPMENT]

HAYMARKET (34)

Waymond Hayes, Jordan Ervin and Qiana Whitley, Focus: HOPE

The content is this workshop consists of a systematic study of effective communication techniques, strategies for establishing and maintaining collaborative relationships with families, and positive involvement techniques to used with parents. We will Maine factors such as socioeconomic conditions, ethnicity, culture, and language as they influence the self-definition of parents and their goals for children.

Therapeutic Interagency Preschool: A Response to Trauma

[EDUCATION AND CHILD DEVELOPMENT]

COLUMBIAN (40)

Lisa Cayard, Warren County Community Services, Inc. and Ashley Dobrozsi, Butler County TIP Coordinator

This session will introduce the Therapeutic Interagency Preschool (TIP) model for serving children with a history of abuse, neglect and trauma. We will review the goals and objectives of the TIP program and share research showing the effectiveness of the program. The role Head Start programs in developing a TIP program in your community will be provided as a step by step process.

Trauma and Resilience

[HEALTH SERVICES]

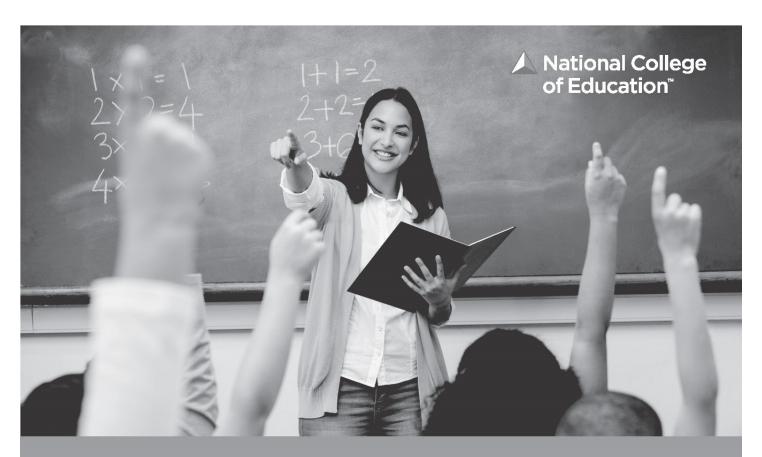
TORONTO (97)

Noelle Hause, National Center on Early Childhood Health and Wellness

A study conducted at the University of Miami found that trauma is prevalent in the lives of EHS/HS children. The study found that 71% of the young children in the study had experienced at least one trauma and many children had experienced more than one trauma. (Head Start Bulletin, 2009, #80). Similarly the ACES study has demonstrated the prevalence of adverse experiences in childhood and the impact of these experiences on adult behaviors. This session will provide information about the impact of trauma on young children and identify strategies to support young children's resilience.

The Exhibit Hall, located in the Crystal Ballroom closes Wednesday at 5pm.

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WEDNESDAY, NOVEMBER 13

2:00 pm to 4:30 pm

A Comprehensive Model of Mental Health Services in Head Start

[HEALTH SERVICES]

SOLDIER FIELD (40)

Amy Holland, Hamilton County ESC

HCESC Early Learning Program will share an integrated model of mental health services within our Head Start program located in the suburban communities surrounding Cincinnati, Ohio. Grounded in early childhood social emotional development, trauma informed care, and early childhood mental health best practices we created a system to support all Head Start children, families and staff. Participants will hear about the importance of establishing relationships with families, maintaining strong foundations in an effective classrooms, building strong community partnerships, and the 3-tiered approach to supports and strategies.

Community and Self- Assessment: Part 2

[PROGRAM MANAGEMENT]

WATER TOWER (70)

Karen Surprenant and Steve Russell, National Center on Program Management and Fiscal Operations, and Kim Larson, STG International

CONTINUATION OF MORNING SESSION

This training provides guidance on two essential planning and evaluation activities required by the Head Start Program Performance Standards: community assessment and self-assessment. Utilizing the A to Z Learning for New Leaders training modules, participants will examine these processes: what is required and how they inform program planning and continuous improvement. Participants will explore a variety of resources to support data collection and the design and implementation of both the community and self-assessment.

Emergency Preparedness

[PROGRAM MANAGEMENT]

SAN FRANCISCO (36)

Kimberly Hayward, Federal Emergency Management Agency

This session will provide Head Start sites with a broader understanding of emergency preparedness. It will cover personal, organizational, and community preparedness in an interactive and discussion based format. The session will provide the learner with tools, resources, and strategies for strengthening Emergency Operations Planning at Head Start sites.

A Coordinated Approach to Child Health in Head Start: CATCH kids being healthy right from the start [EDUCATION AND CHILD DEVELOPMENT]

HAYMARKET (34)

Abby Rose, CATCH Global Foundation

Positive nutrition and physical activity experiences in early childhood are the foundation for developing and practicing healthy behaviors which lead to better health, academic and social outcomes for children as they grow. This session will examine the critical role of ECE providers in promoting nutrition and physical activity behaviors necessary for young children achieving developmental milestones and overall healthy growth and development. The CATCH Global Foundation will share simple ways to integrate positive health messages and nutrition and physical literacy instruction into classroom routines in a coordinated way across a Head Start Center that will keep young children on-task, having fun and on the path to a lifetime of health. The presenter will share free resources for ECE providers on nutrition and physical activity, including the CATCH Early Childhood Coordination Kit that helps preschool staff create schoolwide messages of health integrated into existing seasonal themes.

Multi-Generations: Just What Is All the Fuss About? [PROGRAM MANAGEMENT]

WRIGLEY (65)

Barbara Haxton, Ohio Head Start Association

This session will look at the "phenomenon" or whatever it might be called – of the notion of "generations" of people, and how they differ one from another, and how those differences can and do create challenges in the workforce, at home and within families, and in voting. A generation is a group of people born around the same time, and raised around the same overall environment, and they exhibit similar characteristics. Those characteristics strongly influence the marketplace, the overall culture and the motivation of its members.

Join this session as we look at the Traditionalists; the Baby Boomers; the Generation X; Millennials or Gen Y and now Generation Z. We will explore how each generation impacted the current culture of our nation, where that culture is headed, what values are impacted by each generation, and what strengths and challenges there are for our overall well being with the changing approaches to living and the culture of our nation.

WEDNESDAY, NOVEMBER 13 2:00 pm to 4:30 pm continued

Are Your Program Options and Funding Meeting the Needs of Your Families?

[PROGRAM OPTIONS/EXTENDING HOURS]

COMISKEY (102)

Janice Stephens, Mississippi Early

Training session will provide participants with the knowledge, tools, and templates to assist with planning, staffing and budgeting for changing options and extending hours
Discussion will include what management should know to properly oversee the fiscal impact on the agency when options are changed and what state resources are available. Training provides opportunities of networking with other directors to minimize risks by applying best practices for changing options and extending hours. Presenter will utilize information from the six individual state funding webinars for cost allocation to develop a training session for State systems integration. Discuss how state funds can be utilized to support program needs for extending hours.

Head Start Disability Services, It's a Tough Job! [SERVICES FOR CHILDREN WITH DISABILITIES]

NEW ORLEANS (50)

Beatrice L. Nichols, Angela Hughes, Gina Pacella and Lucero Robles, City of Chicago DFSS

It is important that disability managers are supported in their roles because there are few others that really understand the complexity and scope of their duties. This introductory level workshop is intended to provide them with the support, resources and team building skills they need to function on behalf of the children and staff who count on their expertise.

Organizational Design: Talent Acquisition

[HUMAN RESOURCES MANAGEMENT]

COLUMBIAN (40)

Camille Stanford and Elizabeth Pfenning, STG International

Attracting, recruiting and selecting staff to meet Head Start staffing needs is an important part of being able to provide quality services to children and families. Effectively carrying out these functions requires analyzing and understanding your programâ \in [™]s workforce requirements; and accurately assessing current and future talent needs. This interactive session walks participants through a broad look at talent acquisition and drills down to recruitment and its role in acquiring the â \in [™] rightâ \in [™] staff. Additionally, this session provides an extensive plan for implementing onboarding and orientation processes and procedures.

Mental Health of Staff/Staff Wellness

[HEALTH SERVICES]

REGENCY D (240)

Xochitl Salvador and Sandra Rezmer, National Center on Early Childhood Health and Wellness

When our own resources are low and our stress level is too high, it's hard to have patience and support for others. This session will help you consider both your own stress levels and how to support wellness for your staff.

Partnerships: Enhancing Workforce and Professional Development

[CHILD CARE PARTNERSHIPS]

STETSON E (40)

Linda Langosch and Madelyn Connell, STG International

Finding, keeping and growing the staff for your program can be a challenge. EHS-CC Partnerships bring together the most beneficial parts of Early Head Start and child care to ensure staff have the essential knowledge and skills necessary to develop consistent, stable, and supportive relationships with young children and their families. Learning how to maximize partnerships with community organizations and institutes of higher education to enhance workforce development so that your program can support the individualized professional development growth of staff. Content includes intentional planning and positive practices of staff development that will positively impact all children attending an EHS-CC Partnership setting. This session helps you reflect on why enhancing workforce and professional development matters and how to use relevant information and resources to improve systems and services for successful implementation through EHS-CC Partnerships.

The Culture of Leadership

[PROFESSIONAL DEVELOPMENT/COACHING]

CRYSTAL C (120)

Dr. Jacklyn A. Chisholm, Council for Economic Opportunities in Greater Cleveland

As is generally accepted, the leader of an organization or program is responsible for establishing or maintaining the culture of the organization or program. What is seldom discussed is the reality that an individual will personally experience a cultural transformation that includes recognizing that personal markers (i.e., age, gender, ethnicity, etc.), cultural markers and role traits associated with their position (i.e., language, behavior, social niche, responsibilities, authority, expectations, etc.) and issues of self-identity in the position influence their ability to succeed in their leadership role.

WEDNESDAY, NOVEMBER 13 2:00 pm to 4:30 pm continued

Reducing Chronic Absence in Head Start [ERSEA]

TORONTO (97)

Trecia Nickerson and Jenna Luoma, Community Action Alger Marquette

Chronic absence in children is something that all schools struggle with and preventing it remains a challenge. The Head Start Performance Standards requires that programs take action when a child misses 10% or more of class. Learn how one program took on this challenge, with the help of Attendance Works, and the improvements they saw in attendance. This hands-on, interactive workshop has many peer learning activities, deepens the understanding of attendance issues, and develops strategies to reduce chronic absence, as well as improve outcomes for children. Come and join us in this engaging, interactive, brainstorming session to help gain ways and strategies to combat chronic absences in children. We also will give examples of forms that we have used or created through utilizing the Attendance Works website.

Social Emotional Strategies to Support Children [EDUCATION AND CHILD DEVELOPMENT]

GOLD COAST (85)

Beth Vorhaus and Rosalia Ramirez, National Center on Early Childhood Development, Teaching and Learning

This session will discuss the importance of using evidenced-based social emotional strategies to support all children. It will provide an introduction to the multi-tiered Pyramid Model and how the model is related to HSPPS and is a response to the reducing suspension and expulsion of young children. The session will review the tiers of the Pyramid Model framework providing strategies to promote social emotional competence and reduce challenging behavior.

The Calm in the Storm: Increase Self Regulation and Impulse Control with Conscious Discipline

[EDUCATION AND CHILD DEVELOPMENT]

ACAPULCO (97)

Anne Hoff, Conscious Discipline

In this session, participants will be introduced to Conscious Discipline strategies for creating a sense of safety, staying composed in stressful situations, and building connections with children. Participants will gain an understanding of the messages behind child behaviors and examine how their own perceptions can impact their ability to serve our most at-risk children.

Systems Approach to Risk Management [PROGRAM OPERATIONS]

ATLANTA (36)

Lorri Bernier and Lee Ann Murphy, STG International

This training is designed to support programs in assessing and managing risks, by using the Head Start Management Systems and Guiding Questions. Hands-on activities and tools will support participants in assessing and strengthening their own safety practices. Participants will develop a take-home action plan to share with their program to plan and strengthen risk management.

Teaching Dual Language Learners: Importance of Home Language for DLLs

[EDUCATION AND CHILD DEVELOPMENT]

PICASSO (35)

Lydia Zapata and Scott Elliott, STG International

Many Head Start and Early Childhood Programs include children and families with diverse languages. Creating engaging, linguistically responsive classrooms is a priority. In this session share your experiences and explore strategies to support Dual Language Learners (DLL). In addition explore resources to support DLL and continued learning in this area.

Sustaining Family Partnerships through Stressful Times: Part 2

[FAMILY AND COMMUNITY ENGAGEMENT]

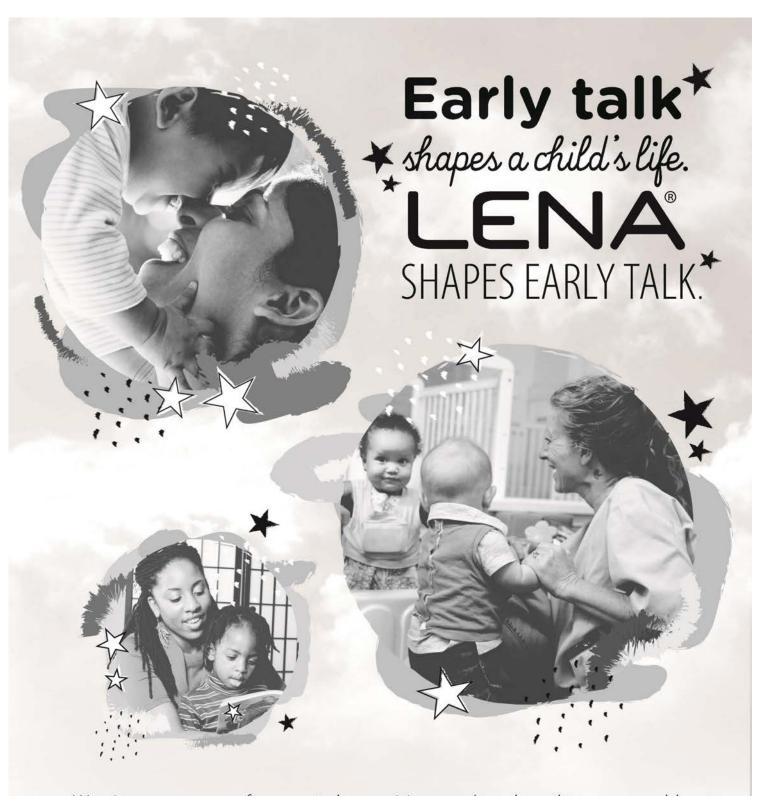
STETSON FG (60)

Brandi Thacker and Guylaine L. Richard, National Center on Parent, Family, and Community Engagement

CONTINUATION OF MORNING SESSION

Families experiencing multiple stressors may require special attention, understanding, and sensitivity given the complex nature and challenges of their situations.





We pioneer programs for parents, home visitors, and teachers that use wearable technology to increase interactive talk with children and improve school readiness.

Learn more at:

LENA.org

THURSDAY, NOVEMBER 14

8:00 am to 5:00 pm Registration Open REGENCY BALLROOM FOYER

9:00 am to 11:45 am Breakout Sessions

12:00 pm to 1:30 pm Luncheon (ticket required) and General Session

REGENCY BALLROOM

Ballroom will be opened for seating for General Session after lunch service; approximately 12:30 pm.

KEYNOTE ADDRESS

"Head Start is No Small Matter - It's Magic!"

Rachel Giannini, Teacher and Advocate

Rachel Giannini is a childhood specialist, an early childhood advocate, and a video blog host. She is currently the writer, director, and on-screen talent for a series of video

blogs for the Chicago Children's Museum and feature-length documentary, No Small

Matter.

Rachel has been published in The New York Times, HuffPost, Child Care Exchange, and Chicago Parent. Her adventures can be heard on Kids Stuff Podcast and Hi Mama. Rachel has an MFA in Museum Education from the University of Illinois,

serves on the board of Illinois Network of Child Care Resource and Referral Agencies, and

a volunteer hospital magician for Open Heart Magic.

@GianniniRachel

1:45 pm to 4:30 pm Breakout Sessions

THURSDAY, NOVEMBER 14 9:00 am to 11:45 am

4 Cs for a Trauma-Informed Approach: Comprehensive, Connection, Cooperation, and Community

[EDUCATION AND CHILD DEVELOPMENT]

CRYSTAL A (120)

Susan Dierks, Conscious Discipline

A healthy school plus a healthy family grows a healthy child. Learn how connection builds cooperation and creates a community for partnering with staff and families to provide comprehensive, trauma-informed care throughout the program. The connection between brain states and behavior will be explored as a guide to understanding the message behind the behaviors. This session will provide practical strategies for making a positive impact on ourselves, children and families. Together, we can grow a healthy child.

Leading the Way - ERSEA

[ERSEA]

ACAPULCO (97)

Kim Larson and Kristin Banks, STG International

Systems' thinking provides a fresh perspective and a big picture lens that taps into a higher level of analyzing, problem solving, and strategizing. As a leader, it is important to design a strong ERSEA system and continuously work to improve the system. The five-year cycle stipulates programs evaluate progress, measure outcomes and show impact on children, families and community. For this reason, we are more compelled to thoughtfully and inclusively consider what the data from Community Assessment is telling us about our programs. In this session we will examine what the Head Start Performance Standards tell us about ERSEA and the important elements of the Community Assessment.

Parent Gauge: A Tool To Achieve Excellence in Your Work With Parents

[FAMILY AND COMMUNITY PARTNERSHIPS]

WRIGLEY (65)

Tim Nolan, National Centers for Learning Excellence and Suzanne Prescott, Butler County ESC Head Start

We have standardized, scientifically valid and reliable tools to use in the child development dimensions of our work. Until recently, we lacked a comparable tool for those working with families. Our own Region V Head Start Association Board took on that challenge in late 2013. We created a project to develop that resource, found \$660,000 to fund the research, launched the research, developed Parent Gauge, launched it nationwide and guide its' continued development weekly. We now have Parent Gauge™ a fully scientifically valid and reliable tool for your use. Come and learn how it can help you succeed in your work under the new monitoring system.

Data Fueled Systems: Part 1

[PROGRAM MANAGEMENT]

CRYSTAL C (120)

Steven Russell, Janet Humphreys and Karen Supernant, National Center on Program Management and Fiscal Operations, and Camille Stanford, STG International

One of the foundational questions Head Start Programs should explore with intention is: how do I know what the impact of our work has been? This is a hands-on session engaging participants in discovering how data supports our strategic thinking and direction on a journey to continuous improvement. We will explore insights into how high performing organizations approach intentional data use informing answers to critical questions about our work while promoting an agency-wide culture of improvement. Participants will walk away with new insights and tools that will assist them in their own journey to continuous quality improvement.

Foundations for Excellence Part 1

[PROGRAM MANAGEMENT]

STETSON FG (60)

Shirley Mojica, Regional Office and Ametta Reaves and Heather Nusbaum, STG International

Participants will become familiar with the planning tool "Foundations for Excellence: A guide for Five- Year Planning and Continuous Improvement, 2nd Edition." Whether participants are new to Head Start or updating their knowledge of program planning best practices, this session will help them to extend their understanding of:

- * How Head Start programs plan, identify, track, and achieve program goals that yield positive differences for children, families, and communities.
- * How developing continuous improvement practices yields ongoing service-specific information.
- * How to use ongoing feedback to guide decision-making and adjust services as necessary.

Coaching with CLASS and The Project Approach [PROFESSIONAL DEVELOPMENT/COACHING]

ATLANTA (36)

Pegi Stamps, Constructive Playthings

Recent research indicates that both instruction and teacher-child interactions are predictors of child outcomes and that continued professional development and support for early education teachers is needed to improve quality and enhance children's learning. This workshop will examine the processes and related research from multiple Head Start program options that show positive CLASS results when children (families) and teachers engage in project work paralleled with an effective and supportive coaching system.

THURSDAY, NOVEMBER 14 9:00 am to 11:45 am continued

Comprehensive Health Services for Head Start and Early Head Start [HEALTH SERVICES] GOLD COAST (85)

LaNissa Trice and Tammy Funnell, STG International

During this session, participants will explore the following concepts of Comprehensive Health Services for Head Start and Early Head Start. We will examine family access to health, oral health, nutrition, mental and social/emotional health, disabilities, safety practices and services to pregnant women. Participants will review policies and practices around eliminating expulsions and reducing suspension. In addition, participants will examine the benefits of inclusion for all children and individualized supports for teachers and family child care providers.

Exploring Key Concepts about Equity

[FAMILY AND COMMUNITY ENGAGEMENT]

NEW ORLEANS (50)

Brandi Thacker and Guylaine L. Richard, National Center on Parent, Family, and Community Engagement

This session will provide an opportunity for participants to review core equity concepts and definitions, think about how they can apply them in their own role and practice intentionally using an equity lens throughout their daily interactions. Participants will also be provided with tools and resources to support their implementation of of equitable practice. Finally, participants will have an opportunity to share feedback on additional resources that would be useful in deepening their understanding and practice.

Head Start Enterprise System and the Annual Grant Application

[PROGRAM MANAGEMENT]

REGENCY D (240)

Theresa Rowley and Martha Burns, Office of Head Start

The first half of this session will provide a deep dive into the use and functionality of the Head Start Enterprise System (HSES), including correspondence, users, contacts, locations, services, enrollment, and more. A review of HSES data that is publicly available on the ECLKC will also be covered. The second half of this session will include a review of the HSES grant application screens and the annual grant application instructions. Participants are invited to ask questions. This session is primarily targeted for grantee staff that are responsible for HSES related activities and the annual grant application.

CEUs will not be available for this session

Implementing Curriculum with Fidelity

[EDUCATION AND CHILD DEVELOPMENT]

WATER TOWER (70)

Judi Stevenson-Garcia and Rosalia Ramirez, National Center on Early Childhood Development, Teaching and Learning

This session covers how to implement a responsive curriculum that supports full and effective participation of all children while also maintaining fidelity to the curriculum your program has selected. We'II talk about what implementation of curriculum with fidelity means and what that might look like while being responsive to the unique needs of children in your program. We'll also share NCECDTL resources and share strategies for using them to support education staff to implement curriculum with fidelity.

Partnerships: Supporting Continuity of Care

[CHILD CARE PARTNERSHIPS]

STETSON E (40)

Linda Langosch and Delphia Roberts-Brown, STG International

Wondering how to support child care partners to improve school readiness outcomes for infants and toddlers? Continuity of care is a key component of high-quality care for infants and toddlers and their families because it provides the opportunity for very young children and their families to form a nurturing relationship with a primary caregiver over time that results in long-term growth and developmental benefits for the infant or toddler.

This session will help you reflect on why supporting continuity of care matters and how to use relevant information and resources to improve systems and services for successful implementation through EHS-CC Partnerships.

Implementing the Pyramid Model in Family Child Care Homes

[HEALTH SERVICES]

SOLDIER FIELD (40)

Donna Ruhland and Beth Vorhaus, National Center on Early Childhood Development, Teaching and Learning

Family childcare providers need strategies, resources and support to promote social emotional development and prevent challenging behaviors across the age range of the children they serve. Join this session for an overview of the Pyramid Model for Family Child Care and find out how to access materials, including powerpoints, handouts, activities and videos, that you can use back in your programs for professional development with staff or to support your own implementation of Pyramid Model strategies.

THURSDAY, NOVEMBER 14

9:00 am to 11:45 am continued

Coaching Success through the Growth Mindset

[PROFESSIONAL DEVELOPMENT/COACHING]

TORONTO (97)

Jan Brown and Heather Locklear, STG International

Opposing fixed and growth mindsets exist in all of us. Join us to explore the definition and characteristics of both and strategies to navigating the sometimes messy path to coachee goal mastery. Learn how to tap into the power of a Growth Mindset as you build collaborative partnerships, encourage reflection and provide feedback along the journey striving to reach a new level of collaboration and quality.

Organizational Design: Employee Engagement and Retention

[HUMAN RESOURCES MANAGEMENT]

CRYSTAL B (240)

Madelyn Connell and Lee Ann Murphy, STG International

A Head Start program is only as good as its people. Participants in this interactive session will utilize 'The SHRM Body of Competency and Knowledge' and 'Gallup State of The American Workplace' to explore employee engagement and retention. Participants will walk away from this session with ready to use resources, tools, and strategies to enhance their HR system.

Understanding Facilities

[PROGRAM MANAGEMENT]

COMISKEY (102)

Jason Rasmussen and Ja'Net Defell, Office of Head Start

Participants will receive an overview of the OHS resources available to support best practices in facilities management. The session will help grantees navigate federal regulations and requirements, including the 1303 application process. The discussion will provide an understanding of the facility life cycle to support long term planning efforts, and will include case studies.

CEUs will not be available for this session

Observation and Assessment Tools Not Documents

[EDUCATION AND CHILD DEVELOPMENT]

COLUMBIAN (40)

Gavin Haque, Kaplan Early Learning Company

In order to develop relationships and support children's learning, teacher's must observe and assess the actions of all children in their care and education programs. The intent of this presentation is to demonstrate the joy of observing and being inquisitive in all aspects of a child's development. This session will provide interactive discussions as well as practicing observing and reflecting on what children are learning.



THURSDAY, NOVEMBER 14 1:45 pm to 4:30 pm

Fiscal - Regional Office Initiative and Non-Federal Match

[PROGRAM MANAGEMENT]

REGENCY D (240)

Guadalupe Quiroz, Regional Office

Non-Federal match is an integral part of the program budget and should help accomplish agency objectives in serving children and families. This session will examine how to assess allowability of Non-Federal match and discuss budgeting and reporting best practices. Commons bases for disallowance of Non-Federal match and process of requesting and receiving a waiver of Non-Federal match.

CEUs will not be available for this session

Conscious Discipline for Classroom Coaches

[PROFESSIONAL DEVELOPMENT/COACHING]

CRYSTAL A (120)

Renee Sutherland, Raising Resilience with Conscious Discipline

This session is for coaches seeking practical strategies for supporting classroom teachers in Conscious Discipline implementation. Explore how to lead by example as you embrace the Seven Powers of Conscious Discipline. Strengthen your ability to guide teachers in making the shift to seeing all behavior as communication, optimizing learning through environments that are built upon safety, connection, and problem-solving.

Data Fueled Systems: Part 2

[PROGRAM MANAGEMENT]

CRYSTAL C (120)

Steven Russell, Janet Humphreys and Karen Supernant, National Center on Program Management and Fiscal Operations, and Camille Stanford, STG International

CONTINUATION OF MORNING SESSION

One of the foundational questions Head Start Programs should explore with intention is: how do I know what the impact of our work has been? This is a hands-on session engaging participants in discovering how data supports our strategic thinking and direction on a journey to continuous improvement. We will explore insights into how high performing organizations approach intentional data use informing answers to critical questions about our work while promoting an agency-wide culture of improvement.

Participants will walk away with new insights and tools that will assist them in their own journey to continuous quality improvement.

Early Education Essentials: Illustrations of the Organizational Mindsets, Practices, and Processes of Programs Poised for Improvement

[PROGRAM GOVERNANCE]

COLUMBIAN (40)

Maribel Centeno and Mary Joyce Robbins, Ounce of Prevention Fund

Groundbreaking early education research illustrates strong organizational environments and how they empower leaders, teachers, and families to aspire to and realize higher-quality practices and better outcomes for young children. In this session, we'll review the Early Education Essentials framework and surveys; use leader, staff, and parent voices to illustrate strong and weak conditions; and observe video of leaders and staff working side-by-side to create positive, incremental change using survey data and rapid-cycle improvement tools. Participants will have the opportunity to think about catalyzing quality improvement in new ways. They will leave with the knowledge and resources to support their understanding of these critical levers and practices of ECE program quality.

Motivational Interviewing: Difficult Conversations

[FAMILY AND COMMUNITY ENGAGEMENT]

CRYSTAL B (240)

Laura DeHooghe and Liz Pfenning, STG International

Developing effective conversational skills such as open-ended questions, reflective listening, eliciting permission, and summarizing will enhance Early Head Start and Head Start staff's, managers', and leaders' ability to facilitate change and growth. This interactive session will allow for participants to explore, reflect, watch, and practice motivational interviewing strategies that will facilitate and promote a sense of trust and willingness for others to want continue their conversations, even the difficult ones.

Foundations for Excellence Part 2

[PROGRAM MANGEMENT]

STETSON FG (60)

Shirley Mojica, Regional Office and Ametta Reaves and Heather Nusbaum, STG International

CONTINUATION OF MORNING SESSION

Participants will become familiar with the planning tool "Foundations for Excellence: A guide for Five- Year Planning and Continuous Improvement, 2nd Edition." Whether participants are new to Head Start or updating their knowledge of program planning best practices, this session will help them to extend their understanding of planning, continuous improvement and ongoing feedback.

THURSDAY, NOVEMBER 14

1:45 pm to 4:30 pm continued

Guide to Home Safety Conversations with Home Visitors

[PROFESSIONAL DEVELOPMENT/COACHING]

WRIGLEY (65)

Michelle Self and Lillian Mallinson, STG International

Join other Home Visitors to explore successful methods to help parents create safe spaces for their children in their homes while focusing on your relationships with them while we consider language, information, and tools that support home safety. The Home Visitor's Guide to Safety Conversations will guioe you to help parents define safety in their homes and use safety checklists as well as other resources to facilitate safety conversations during home visits.

Learning Continues at Home- Building Partnerships with Families

[FAMILY AND COMMUNITY ENGAGEMENT]

ATLANTA (36)

Bev Schumacher, Learning Props

Learning is not defined by the 4 walls of the classroom. This session will explore the process of sharing information and enlisting families in supporting learning. Educators readily acknowledge the value of working with families but it continually proves itself to be more challenging than it appears. Practical ideas will be shared and motivation given for attendees to make renewed investments into partnering with families.

Head Start Table Talk: Cultivating Opportunities Through Workplace Challenges

[SUPERVISION SKILLS]

COMISKEY (102)

Renee Daniel, Marie J Davis, Pamela Minter and Ebony Griggs-Griffin, Cincinnati-Hamilton County Community Action Agency Head Start

Our field and the current workforce is going through changes that require various experiences, views, and leadership styles. Leading people in times of change can be challenging as you work to meet requirements, support your team, and provide vision and leadership when things are ambiguous. The Head Start Table talk will allow for attendees to hear about our various experiences, leadership styles, and strategies to deal with the changes as we women lead through change and lead the enthusiastic few, the skeptical many, and the few resisters of change.

Making Data Meaningful

[EDUCATION AND CHILD DEVELOPMENT]

GOLD COAST (85)

Sarah Collentine and Karen Ross-Williams, Christopher House

Data informed decision-making and data informed instruction are key components of high-quality early childhood programs. But what does this really look like in practice? At Christopher House, we have worked to establish meaningful systems for data collection, analysis and reflection that incorporate collaboration and support teachers at all levels to reflect on their children's strengths and areas for growth. Through the use of specific data and planning protocols, meetings and dialogue, teachers develop the skills needed to tell each child's individual story through data and continuously reflect on how to scaffold each child's learning and development. Teachers also utilize data to communicate with caregivers and establish shared goals that strengthen outcomes for children and families.

Nurturing a Healthy Future: An Overview of Birth-5 Social Emotional Development

[EDUCATION AND CHILD DEVELOPMENT]

SAN FRANCISCO (36)

Jessie Olson, Lakeshore Learning Materials

Early social emotional development has been shown to impact long-term outcomes including academic and professional success. With such high importance linked to this development, what can we do to support our children? Join us as we discuss various components of social emotional development and how we can best support our youngest learners.

Organizational Design: Organizational Restructuring

[HUMAN RESOURCES MANAGEMENT]

NEW ORLEANS (50)

Lorri Bernier and Lee Ann Murphy, STG International

Participants will gain an understanding of adaptive challenges and opportunities which require awareness of the best possible collaborative approaches for addressing them. This session is designed to help directors, governing body and Policy Council members, managers, and staff members learn how to adapt to challenges and which approaches and solutions are most effective in times of change. Participants will gain an understanding of the use of innovative practices to create the context and opportunity for learning and growth within their organization and community.

THURSDAY, NOVEMBER 14

1:45 pm to 4:30 pm continued

Partnerships: Strengthening Fiscal Relationships [CHILD CARE PARTNERSHIPS]

STETSON E (40)

Linda Langosch and Violet Owens, STG International

Strong fiscal relationships are necessary for understanding different funding streams, layering of funding, successfully meeting various funding requirements and setting a foundation to support seamless implementation of comprehensive services for eligible families. During this session, reflect on why strengthening fiscal relationships matters and how to use relevant information and resources to improve systems and services for successful implementation through EHS-CC Partnerships.

Supporting Effective Teaching and Learning for Infants and Toddlers

[EDUCATION AND CHILD DEVELOPMENT]

SOLDIER FIELD (40)

Victoria Prieto, National Center on Early Childhood Development, Teaching and Learning and

Delphia Roberts-Brown, STG International

This session explores how strong relationships form the foundation of effective teacher-child interactions and the relationship between effective teaching practices and child outcomes. Participants will identify effective teaching practices, learn strategies and tools to support education staff, and professional development approaches that support effective interactions.

Systems Integration

[DATA MANAGEMENT]

TORONTO (97)

Yolanda Winfrey, National Centers for Learning Excellence, Inc.

Systems Integration is designed to support participants in developing the ability to make informed, quality decisions and create an effective culture of continuous improvement and evolution through the strategic use of data that works across systems. This session provides participants with another approach to the big picture view of the organization and encourages them to dive deeper to implement strategies across all areas (i.e. classrooms, facilities, HR, technology, communications, etc.).

Understanding Mental Health and Trauma in Emergencies and Disasters

[HEALTH SERVICES]

ACAPULCO (97)

Noelle Hause, National Center on Early Childhood Health and Wellness

When developing emergency preparedness plans and activities, Head Start programs know to include a wide range of situations, partners, and communication plans, however, often programs don't include considerations about the mental health of children, families, and staff during and following emergencies and disasters. This session will review how the brain functions when stressed and what are the implications of stress on EPRR and how to identify mental health supports before an emergency occurs.

Using Data to Inform Teaching Practices Found in the Early Learning Outcomes Framework

[PROGRAM MANAGEMENT]

WATER TOWER (70)

Tara Funseth and Jessica Lewis, STG International

This session will begin by gaining an understanding of data and discussing the difference between aggregate and disaggregate. After introducing ELOF and ELOF2Go, we will be utilizing a data scenario to determine effective teaching practices to support a group of children. At the end of this session, you will be able to use data to identify teaching practices to use within your classroom or on a home visit.

Questions about the Conference App?

Support is available at the Help Desk outside the Regency Ballroom.



FRIDAY, NOVEMBER 15

7:30 am to 2:00 pm Registration Open REGENCY BALLROOM FOYER

8:00 am to 9:00 am Breakfast (ticket required) REGENCY BALLROOM

9:00 am to 10:15 am Hot Topic Networking Sessions

This is your opportunity to engage in a networking session around the most pressing topics facing Head Start programs and professionals. Participants will discuss what's working, lessons learned, barriers and strategies to overcome them, and how you can be supported in these areas.

SUPPORTING STAFF - ONBOARDING AND PROFESSIONAL DEVELOPMENT REGENCY A (240)

Brenda Hall and Elizabeth Pfenning, STG International; Jason Rasmussen, Administration for Children and Families

WORKFORCE ISSUES - STAFFING CHALLENGES AND STRATEGIES REGENCY D (240)

Heather Locklear and Lee Ann Murphy, STG International; Cherry Theard, Administration for Children and Families

CLASSROOM MANAGEMENT - WHAT'S WORKING?

TORONTO (97)

Tara Funseth and Ruth King, STG International: Martha Burns and Earl Thomas, Administration for Children and Families

ENGAGING PARENTS AND STAFF IN A TECHNOLOGY DRIVEN WORLD GOLD COAST (85)

Tammy Funnell and Kimberly Sims, STG International; John Fallon, Administration for Children and Families

HEAD START FAMILIES - TRENDS AND NEEDS

ACAPULCO (97)

Scott Elliott and Lillian Mallinson, STG International; Michael Butler, Administration for Children and Families

HEAD START FEDERAL FUNDING - PLANNING FOR EXPANSION/GROWTH COMISKEY (102)

Madelyn Connell and Ametta Reaves, STG International;

Julia Goldberg and Guadalulpe Quiroz, Administration for Children and Families

HEAD START'S PLACE IN STATE INITIATIVES AND LOCAL PARTNERSHIPS WRIGLEY (65)

Linda Langosch and LaNissa Trice, STG International; John Tschoe, Administration for Children and Families

LOOKING AHEAD - PREPARING FOR OUR FUTURE

WATER TOWER (70)

Michelle Donovan and Verlinda Sims, STG International; Shirley Mojica, Administration for Children and Families

PERSONAL DEVELOPMENT - CHALLENGES AND RESOURCES

SOLDIER FIELD (40)

Missy Hahn and Kim Larson, STG International; Venetta Williams-Strong, Administration for Children and Families

SHARING PROGRAM SUCCESSES - WHAT'S WORKING AND WHY?

NEW ORLEANS (50)

Lorri Bernier and Wendy Bowe, STG International; Edward Young, Administration for Children and Families

CEUs will not be available for these sessions

FRIDAY, NOVEMBER 15

10:30 am to 12:45 pm General Session

REGENCY BALLROOM

Leadership Updates and Dialogue

Ann Linehan, Office of Head Start

Ann Linehan, a twenty-five year veteran in the Office of Head Start senior management team, currently serves as the Deputy Director of the Office of Head Start (OHS).

Early in her career, Ann served as a special needs teacher for medically fragile children and then spent nearly a decade as the executive director of a Massachusetts nonprofit agency that provided Head Start and child care services in eight communities.

Ann holds undergraduate degrees in sociology and psychology and a

master's in education from Boston State, but more importantly, Ann brings to her work and to the Head Start family a lifetime of commitment, a head full of brilliance and understanding of the program, and a heart full of caring and love for her work. The Head Start community is more than blessed to have Ann Linehan as one of our amazing leaders.

Thank you for joining us!

We are honored to have the opportunity to support the important work you do every day to support children and families in your community.

Please use the Conference App to complete your session evaluations and to apply for CEUs.



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SESSIONS AT A GLANCE

TUESDAY, NOVEMBER 12 2:30 pm to 4:30 pm	ROOM	CAPACITY
Regional Office Dialogue	Regency AB	400
A Trauma Informed Approach into Early Childhood Mental Health Consultation	Wrigley	65
ABC's of Active Learning: Multi-sensory Literacy Activities	New Orleans	50
Best Practices for Seamless Enrollment and Retention of Families	Crystal C	120
Building an Advocacy Network of GO Champions	Picasso	35
Easy Data Management with ChildPlus	Comiskey	102
Inclusion Professional Development Resources at Your Fingertips	Water Tower	70
Experiencing ELOF and the Effective Practice Guides		40
Heart to Heart: Connecting With the Relationship Resistant Child	Acapulco	97
How to Bring Cultural Competency and Inclusion into Your Agency	Gold Coast	85
Keeping Children Safe with Active Supervision		97
New Resources to Support Effective Governance	Regency D	240
Oral Health in Early Childhood	Atlanta	36
Partnerships: Building Supply and Access	San Francisco	36
Practice Based Coaching & RePATHing	Columbian	40
Supporting Beginning Teachers	Stetson FG	60
TUESDAY, NOVEMBER 12 4:40 pm to 6:00 pm	ROOM	CAPACITY

Regency D

240

SPECIAL SESSION: The Impact of Rising Minimum Wage

WEDNESDAY, NOVEMBER 13 9:00 am to 11:30 am	ROOM	CAPACITY
CLASS, Coaching and Teacher Growth	Gold Coast	85
· · · · · · · · ·	Goid Coast	85
Community and Self-Assessment: Part 1	Water Tower	70
Discover Culture & Language through the Planned Language App	Atlanta	36
Family Service Staff: To Coach or Not to Coach? That is the Question!	Soldier Field	40
Finding your Assertive Voice the Conscious Discipline Way	Acapulco	97
IMIL Strategies to Address CLASS and Increase Instructional Support	New Orleans	50
New Strategies for Leadership/Governance/Oversight in the 21st Century	Comiskey	102
Partnerships: Coordinating Comprehensive Services	Stetson E	40
Preventing Suspension/ Expulsion of Children with Disabilities	San Francisco	36
Promoting Child Safety and Wellbeing	Wrigley	65
Succession Planning, Supervision Skills and Workforce Development	Regency D	240
Sustaining Family Partnerships through Stressful Times: Part 1	Stetson FG	60
The OHS Full Enrollment Initiative	Crystal C	120
Therapeutic Interagency Preschool: A Response to Trauma	Columbian	40
Trauma and Resilience	Toronto	97
Understanding and Working with Families of Young Children	Haymarket	34

SESSIONS AT A GLANCE

WEDNESDAY, NOVEMBER 13 2:00 pm to 4:30 pm	ROOM	CAPACITY
A Comprehensive Model of Mental Health Services in Head Start	Soldier Field	40
A Coordinated Approach to Child Health in Head Start	Haymarket	34
Are Your Program Options and Funding Meeting the Needs of Your Families	Comiskey	102
Community and Self- Assessment: Part 2	Water Tower	70
Emergency Preparedness	San Francisco	36
Head Start Disability Services, It's a Tough Job!	New Orleans	50
Mental Health of Staff/Staff Wellness	Regency D	240
Multi-Generations: Just What Is All the Fuss About?	Wrigley	65
Increase Self Regulation and Impulse Control with Conscious Disciplinle	Acapulco	97
Organizational Design : Talent Acquisition	Columbian	40
Partnerships: Enhancing Workforce and Professional Development	Stetson E	40
Reducing Chronic Absence in Head Start	Toronto	97
Social Emotional Strategies to Support Children Gold Co.		85
Sustaining Family Partnerships through Stressful Times: Part 2 Stetso		60
Systems Approach to Risk Management Atla		36
Teaching Dual Language Learners: Importance of Home Language for DLLs	Picasso	35
The Culture of Leadership	Crystal C	120

THURSDAY, NOVEMBER 14 9:00 am to 11:45 am	ROOM	CAPACITY
4 Cs for a Trauma-Informed Approach	Crystal A	120
Coaching Success through the Growth Mindset	Toronto	97
Coaching with CLASS and The Project Approach	Atlanta	36
Comprehensive Health Services for Head Start and Early Head Start	Gold Coast	85
Data Fueled Systems: Part 1	Crystal C	120
Exploring Key Concepts about Equity	New Orleans	50
Foundations for Excellence Part 1	Stetson FG	60
Head Start Enterprise System and the Annual Grant Application	Regency D	240
Implementing Curriculum with Fidelity	Water Tower	70
Implementing the Pyramid Model in Family Child Care Homes	Soldier Field	40
Leading the Way - ERSEA	Acapulco	97
Observation and Assessment Tools Not Documents	Columbian	40
Organizational Design: Employee Engagement and Retention Crysta		240
Parent Gauge: A Tool To Achieve Excellence in Your Work With Parents Wrigley		65
Partnerships: Supporting Continuity of Care Stetsor		40
Understanding Facilities	Comiskey	102

SESSIONS AT A GLANCE

THURSDAY, NOVEMBER 14 1:45 pm to 4:30 pm	ROOM	CAPACITY
An Overview of Birth-5 Social Emotional Development	San Francisco	36
Conscious Discipline for Classroom Coaches	Crystal A	120
Cultivating Opportunities Through Workplace Challenges	Comiskey	102
Data Fueled Systems: Part 2	Crystal C	120
Early Education Essentials: Illustrations of Organizational Mindsets	Columbian	40
Fiscal - Regional Office Initiative and Non-Federal Match	Regency D	240
Foundations for Excellence Part 2	Stetson FG	60
Guide to Home Safety Conversations with Home Visitors	Wrigley	65
Learning Continues at Home- Building Partnerships with Families	Atlanta	36
Making Data Meaningful	Gold Coast	85
Motivational Interviewing: Difficult Conversations	Crystal B	240
Organizational Design: Organizational Restructuring	New Orleans	50
Partnerships: Strengthening Fiscal Relationships	Stetson E	40
Supporting Effective Teaching and Learning for Infants and Toddlers	Soldier Field	40
Systems Integration	Toronto	97
Understanding Mental Health and Trauma in Emergencies and Disasters	Acapulco	97
Using Data to Inform Teaching Practices Found in the ELOF	Water Tower	70

FRIDAY, NOVEMBER 15	9:00 am to 10:15 am	ROOM	CAPACITY
HOT TOPIC NETWORKIN	IG DISCUSSIONS		
CLASSROOM MANAGEMENT	Γ - WHAT'S WORKING?	Toronto	97
ENGAGING PARENTS AND ST	TAFF IN A TECHNOLOGY DRIVEN WORLD	Gold Coast	85
HEAD START FAMILIES - TREI	NDS AND NEEDS	Acapulco	97
HEAD START FEDERAL FUND	ING - PLANNING FOR EXPANSION/GROWTH	Comiskey	102
HEAD START'S PLACE IN STA	TE INITIATIVES AND LOCAL PARTNERSHIPS	Wrigley	65
LOOKING AHEAD - PREPARIN	NG FOR OUR FUTURE	Water Tower	70
PERSONAL DEVELOPMENT -	CHALLENGES AND RESOURCES	Soldier Field	40
SHARING PROGRAM SUCCES	SSES - WHAT'S WORKING AND WHY?	New Orleans	50
SUPPORTING STAFF - ONBOA	ARDING AND PROFESSIONAL DEVELOPMENT	Regency A	240
WORKFORCE ISSUES - STAFF	ING CHALLENGES AND STRATEGIES	Regency D	240





Continuum of Curriculum Birth to Five

Infant • Toddler • Threes • Pre-K
Professional Learning, CDA Training & AIM Assessment









Frog Street Infant (0-18 months)

Frog Street Toddler (18-36 months)

Frog Street Threes (36-48 months)

Frog Street Pre-K (48-60 months)

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- Brain development research
- Intentional instruction
- Developmental learning domains
- Social and emotional development

Frog Street is a proud supporter of the Region V Head Start Association!

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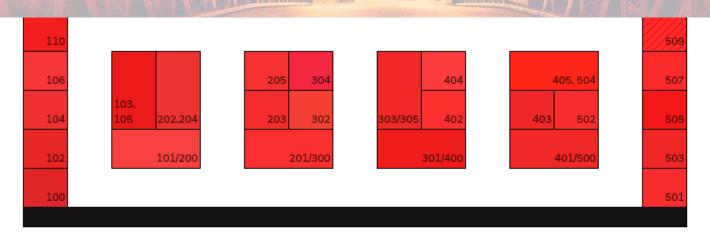






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EXHIBIT HALL - CRYSTAL BALLROOM



REGISTRATION

Booth Number	Organization	
501	AIR Child Care Training Solutions	
102	ChildCare Careers, LLC	
502	ChildPlus Software	
303, 305	Connect4Learning	
503	Conscious Discipline	
103, 105	Constructive Playthings	
201, 300	Discount School Supply	
104	Early Childhood TLC	
110	Feel Good Inc.	
302	Frog Street	
405, 504	Hatch Early Learning	
106	John R Green Co	
301, 400, 402	Kaplan Early Learning	
202, 204	Lakeshore Learning Materials	
205	LENA	
505	McMillen Health	
100	National Louis University	
404	Plusoptix	
403	School Nurse Supply	
101, 200	Teaching Strategies	
304	Teachstone	
509	The Ounce of Prevention Fund	
203	Usborne Books & More	
401, 500	ZONO Head Start	

HOTEL INFORMATION



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A successful classroom begins with a strong, trusting relationship between teachers and the children in their care. Establishing those relationships requires a commitment to high-quality teaching practices.

Our coaching solutions are designed to provide actionable strategies that elevate and refine teachers' practice, drive towards optimal curriculum implementation, and support teachers in cultivating positive relationships with children, families, and colleagues.

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