

**KEYNOTE: MONDAY, OCTOBER 19: 8:30 AM – 10:00 AM****SESSION 1: MONDAY, OCTOBER 19: 10:30 AM- 12:00 NOON****1.01 Emotionally Safe Environments for Infants and Toddlers (K2.13 C2)**

*Christine Haley-Brinen, First Up*

This workshop will combine healthy brain development science with practical and powerful strategies for infant toddler caregivers to create responsive, positive classroom environments supportive of children and family needs.

**1.02 Challenging Circle Time (K2.14 C2)T**

*Kimberly Alloway, Child Care Consultants Inc.*

This training is to discuss and challenge the perception of the need to have circle time in the childcare setting. We will discuss what is developmentally appropriate for group learning and why we should consider stepping away from traditional circle time.

**1.03 Stress Management & Mindfulness for Teachers, Parents & Kids (K6.1 C1)**

*Peter Moses, The Mindful Experience LLC*

Joy, creativity and relaxation are our birthrights. Teachers, parents and children can learn to work and play for optimum health and productivity. Participants will rediscover ways to adapt to all life changes. Topics will include practical relaxation, mindfulness practices for adults and children, managing challenging behavior, keys to physical wellness, time & information management and more stress-free relationships.

**1.04 ECE Policy Session 1**

*Diane Barber, PACCA*

Topic to be announced

**SESSION 1E: MONDAY, OCTOBER 19: 10:30 AM – 2:00 PM  
(Break 12:00 NOON – 12:30 PM)****1.05E Smart Strategies to Hire, Train and Retain Quality Educators (D8.11 C2)**

*Judith Locker-Fanelli, Northeastern Child Care Services*

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

**SESSION 2: MONDAY, OCTOBER 19: 12:30 PM – 2:00 PM****2.01 Developing Self Directed Play Kits for Infants and Toddlers (K1.8 C2)**

*Nancy Nicewonger, First Up*

ECE Providers will be able to design an individual plan of action supporting teachers and students returning from a pandemic with a specific focus on using self-directed play ideas. Participants will be able to individualize a plan and choose which self-directed play activities and routines will best support the safety and wellbeing of infants and toddlers. We will discuss how child directed play can help children as they navigate recent stress and use this creative outlet to grow and develop. Learners will see many practical ideas of how to implement this safely into their infant and toddler classrooms.

**2.02 Yoga and Mindfulness for Preschoolers (K7.3 C2)**

*Ann Fields, Peaceful Poses Kids' Yoga*

Come on a yoga adventure with Ann Fields, founder of Peaceful Poses Kids Yoga! We will discover how to integrate basic yoga poses, breathing techniques and mindfulness into your preschool curriculum. We will explore how SEL and yoga can work together and trauma informed yoga practices. Also, there will be some tips on how to zoom with preschoolers.

**2.03 Tackling Transitions (K2.1 C2)**

*Brandon Williams, Early Childhood TLC*

Transitions can be tough, especially if children are asked to sit still and remain quiet while simply waiting. This session will review best practices for managing transitions and demonstrate activities to help teachers facilitate the various transitions that take place throughout their daily routine. We'll also discuss strategies for minimizing transitions.

**2.04 ECE Public Policy Session 2**

*Diane Barber, PACCA*

Topic to be announced

**SESSION 3: MONDAY, OCTOBER 19: 2:30 PM – 4:00 PM****3.01 The Social Emotional Learning Cohort 2.0 (D6.3 C1)**

*Tracy Larson, University of Pittsburgh*

First the presenters will describe the framework and process that the cohort uses to collaboratively explore and improve social emotional learning while applying an equity lens. Next, each panelist will share their experience being part of the improvement community and project.

**3.02 Trauma Informed Assessment in Early Childhood (K4.15 C2)**

*Sarah Brown, Indiana University of Pennsylvania*

Trauma in early childhood undermines children's ability to learn, create attachments, form relationships with peers, and follow the rules of a classroom. Much research has been done on creating trauma-sensitive classrooms and this session will review that research and expand upon it in light of the current world events. Participants will leave with information they can directly apply in their classrooms.

**3.03 Big Ideas for Little Minds (K2.9 C1)**

*Victoria Moyer, Community Action Program (CAP) of Lancaster County; Jenn McCormick, CAP of Lancaster County;*

Big Ideas for Little Minds is a workshop that will help you to learn a way to approach the Scientific Method and Engineering Design Process with Preschool age students. Children's natural ability to ask questions lends itself to inquiry based exploration and allows you to introduce these at an earlier age. In this workshop we will identify how to take these "big" ideas and shape them into pieces for the little mind.

**3.04 Maternal Mental Health and its Effects on Child Development (K1.3 C1)**

*Alyssa Savitsky, Outreach Center for Community Resources; Bridget Wickizer, Outreach Center for Community Resources*

To introduce the topic of maternal mental health and discuss the different forms of mental health issues that a mother may face. We will then discuss how if a mother's mental health is not taken care of in the first two years after birth, its effects on a child's overall development. We will also talk about how this impact on development can affect a child's school readiness.

**3.05 ECE Policy Session 3**

*Diane Barber, PACCA*

Topic to be announced.

**SESSION 4: MONDAY, OCTOBER 19: 4:30 PM – 6:00 PM****4.01 Know Your Numbers (D8.4 C1)**

*Kerri Lee, PHMC; Teri Bell, Reinvestment Fund; Mary Graham, Children's Village*

What business decisions can child care providers make to survive through a crisis and weather the ripple effect of the pandemic? Early Childhood Education Fiscal Hub partners - Reinvestment Fund, Children's Village, and Public Health Management Corporation - will explain immediate, near-term, and long-term financial strategies that helped child care owners and directors in Philadelphia navigate through the COVID-19 pandemic closure and recovery period. Tools and resources will be provided to help with expense management, budgeting, understanding key financial metrics and benchmarks, and putting fiscal systems in place to plan for long-term stability.

**4.02 Introducing the New LearnERS: CQI Framework (K4.2 C1)**

*Ann Hentschel, Branagh Group; Tracy Walter, PA Key; Marcy Trubey, ELRC Region 19; Jill Kortright, PA Key*

Knowledgeable and responsive early care and education professionals are essential to the development of children and the support of families, is a core principles of Keystone STARS. Imagine those working with children feeling safe, comfortable, and eager to share insights, struggles, and goals about quality learning environments. As teachers learn and program leaders grow individually and as a team, they become genuine agents of change. Join us to analyze and reflect on strategies to empower early childhood educators in making meaning and owning the change process for high-quality early learning with the Environment Rating Scales. This will include information on opportunities to access the new LearnERS: CQI Framework in Pennsylvania.

**4.03 Family Engagement Through a Strengths-based Lens (K3.4 C1)**

*Julia Gest, Penn State Better Kid Care*

Partnerships with families are foundational in supporting the best outcomes for children and for families. When families feel they are supported, heard, integral, and have a voice on their child's team in an early learning setting, they are more likely to be engaged in their child's learning and development. Family engagement is critical to both child and family well-being. This interactive session will provide a view of family engagement with a strengths-based perspective, focusing on ways to invite, include, encourage, and leverage the strengths of families in their child's learning.

**4.04 The Program Administration Scale (PAS) as a Business Stabilization Framework (K8.3 C3)**

*LaToshia DeVose, PHMC; Rachel Gambino, PHMC;*

Having strong business practices and management is key to mitigating threats to child care businesses. Many operators' business practices have been emphasized and exposed as a result of the COVID-19 pandemic. While in the midst of a national crisis, access to current child and staff data, financial records and statements, updated policies and protocols and ability to communicate swiftly with staff and families, proved to be critical components of a comprehensive business stabilization plan. The PAS is a valid and reliable tool used to measure administrative practices in center-based child care programs. There are many reasons why a program would opt to have a PAS assessment, including self-improvement and technical assistance. This session will provide an overview of the PAS and explore the cross-section of PAS subscales with key program elements impacted by COVID-19.

**4.05 Using the Principles of Attachment in The ECE Classroom Environment (K2.12 C2)**

*Barbara Albert, The Pennsylvania College of Technology; Jillian Scanlon, The Pennsylvania College of Technology*

Using an interview format, the presenters will discuss practices that support attachment. Foundational practice will include consideration of families and cultural competence. Misconceptions will be addressed as they arise in authentic conversations. With a checklist as a reference, each participant will have the opportunity to identify practices they currently implement. Individuals will identify at least one new approach to

begin using immediately with their class. This workshop is for professionals working with infants, toddlers and preschool children.