



MONDAY, OCTOBER 17
Session #1 – 10:30 AM - Noon

1.01

Andrea Seidman, President, A Child's World Early Age Education
Tina Kearney, Director of Operations, A Child's World Early Age Education
The 4BELS Promoting Emotional Safety, Equity, and Inclusion

This interactive workshop teaches the latest research on how the brain learns best. This information has an integrated assessment process that ensures an emotionally safe, non-bias, inclusive environment for every student's unique brain. Participants will have the opportunity to practice exercises and lesson planning according to the Four Brain Essential Learning Steps (4BELS). Participants are encouraged to bring their own curricular content in order to better understand how to implement instruction; however, this is not required.

1.02

Missy Richwine, Early Learning Coordinator, CAP Lancaster/Thrive to Five
Staff Well-being and Morale – What Does It Mean?

During these unprecedented times, those who work in the early childhood field are feeling the burn out more than ever. This workshop helps explain how staff well-being can be managed by administrators, leaders and staff in order to keep their workforce happy and appreciated.

1.03

LaBreshia Taylor, Program Coordinator/Intern, Along the Way
Kristina Valdez, Executive Director, Along the Way
63%: Saving Moms and Children from the Childcare Poverty Crisis

63% of a single mother's income is used for child care – this is too much. Without childcare, moms are not able to achieve professional and educational goals and attain economic self-sufficiency. Without work, moms are not able to break the cycle of poverty and provide a better quality of life for their children. We will highlight the various socioeconomic factors that contribute to the current childcare crisis impacting nearly 4 million single mothers living below the federal poverty line. Attendees will also learn about Along the Way's holistic care approach to providing stability and self-sufficiency to single moms. Finally, we will provide educators with the tools to identify families in their classrooms that may be in need of additional support. Along the Way is a Pennsylvania-based non-profit providing professional development resources and free in-home childcare to single moms.

1.04

OCDEL Townhall

Join members of the OCDEL senior management team as they discuss and answer questions regarding their current initiatives and future vision.

1.05

Norda Lewis, Director/Owner, Innovation & Exploration STEM Early Learning Center
What STEM Should Look Like in Preschools!

We will consider several questions: What is STEM? What is a STEM Curriculum/ weekly lesson plan? What is the main component of getting children involved in STEM and learning? What are some challenges early childhood education teachers face as they incorporate STEM into their classroom environment? Working in groups, participants will design a STEM activity and develop ideas for setting up a STEM classroom

1.06

Jenn Wertz, Coaching Team Lead/Quality Coach, Child Care Consultants/ELRC Regions 9 & 10
Teaching Optimism to Children

Based on the book, "Making Lemonade: Teaching Young Children to Think Optimistically," the presenter will explain how to teach optimism to children. Optimists tend to be healthier, happier, and more successful in life. And the best thing about it? Optimism can be learned and taught. This workshop will benefit Directors and Teachers (as well as the children you work with) by presenting knowledge about optimism and suggested activities to utilize in any early childhood education setting.

Session #2 – 12:45 PM – 2:15 PM

2.01

Maryanne Olley, Early Education Advisor II, OCDEL

Pennsylvania Professional Standards and Competencies for Early Childhood Educators

We will explore the new set of Pennsylvania Professional Standards and Competencies for Early Childhood Educators (PA PSCECE). This set of standards and competencies replaced the PA Core Knowledge Competencies (CKCs) on July 1, 2022, and has been adopted from the NAEYC Standards and Competencies for Early Childhood Educators. Participants will learn why a new set of standards for early childhood educators is being implemented and how they were developed, as well as the main aspects and components of the PA Professional Standards.

2.02

Ann Fields, Founder & Owner, Peaceful Poses Kids Yoga

Yoga and Mindfulness for Preschoolers

Come on a yoga adventure! Discover how to integrate yoga poses, breathing techniques, and mindfulness into your preschool curriculum. Explore how teachers can help children self-regulate, improve coordination, gain confidence, and learn self-care tools that last a lifetime. All information is through a trauma-informed lens. No yoga experience necessary, just a desire to learn.

2.03

**Lindsey Ramsey, Assistant Director of Policy and Practice, Trying Together
State Advisory Panel**

2.04

Dr. Cherie Crosby-Weeks, Dean/Professor, Manor College

Dr. Stephanie Blake, Co-Founder and Principal Consultant, Learn, Empower, Grow Consulting Group

Never Reaching the Summit - Why There Is Not Equity in Leadership

In order to assist children in reaching their full potential, high-quality early childhood programming is essential. In schools, children of color need to see representations of themselves. Early childhood programs have an unmet need for women of color to lead them. A common occurrence in early childhood education is the underrepresentation of African American women, specifically in leadership positions. Few teacher programs focus on leadership development, especially for women of color, limiting the pipeline of future leaders. As African American women attempt to transition into leadership roles in early childhood education, it is crucial to identify the barriers they face. We will look at identifying and understanding these barriers and at identifying what leadership training and development opportunities are available to African American women aspiring to become early childhood leaders.

2.05

Elizabeth Marcello, STARS Technical Assistance Coach, Child Care Consultants/ELRC Regions 9 & 10

Susan Chlebowski, Outdoor Learning & Play Consultant, Child Care Consultants, Inc.

Innovative Solutions to Play and Nature Equity for Young Children

Current research points to nature-based, child-led play as essential for whole-child health and development. Despite this, many young children experience overly academic or adult-directed practices and limited opportunities for nature play. To highlight a path forward, this workshop will address the barriers that separate children from a nature- and play-rich childhood and share innovative, equity-driven solutions that promote child-led nature play for all children. Participants will be invited to engage in a robust conversation to add their voices and ideas to the growing list of inspiring solutions that honor the nature and play rights of all young children. Additionally, during this interactive workshop participants will have an opportunity to practice connecting child-led nature play learning back to the Pennsylvania Early Learning Standards.

2.06

Portia Gillespie, Healthy Early Learning Program Manager, Women for a Healthy Environment

Lorna Rosenberg, Healthy Buildings Manager, Women for a Healthy Environment

Healthy Environments: Green Cleaning and Air Quality

Although cleaning, sanitizing, and disinfecting are routinely done in the early learning setting to prevent disease, the types of products used can worsen air quality and harm children's health. Pound for pound children take in more air than adults and breathe more breaths. This leaves them much more vulnerable to negative health impacts due to certain exposures. As a nation, we have all been hit hard by the pandemic, and have had to make adjustments to our protocols to keep the children safe from COVID-19. However, many of these changes can do more harm than good, as far as health and safety. Choosing healthier (environmentally friendly) products can improve air quality and the well-being of children (and staff) in early learning centers. This workshop will address these concerns, help educators differentiate between them, and learn about the selections of safer alternatives.

Session #3 – 2:45 PM – 4:15 PM

3.01

Kris Madden, Assistant Director of Workforce Programs, PA Key

Amy Yagil, Data Systems Supervisor, PA Key

Alec Johnson, Customer Experience Administrative Coordinator, PA Key

Overview of the Keystone STARS Designation System in the PD Registry

This session will provide an overview of how a provider can successfully set up their organization profile in the PD Registry including verifying current staff, entering organization details into the profile, uploading accreditations, applying, and submitting indicators. It also will include a brief overview on how to request consultation for your program.

3.02

Beath Beals, Early Childhood Specialist, ICF/Head Start Region III Training and Technical Assistance Network Back to Basics: Safety First

Due to ongoing events from the pandemic, program leaders and staff are experiencing changes that have significantly impacted our ability to maintain a culture of safety. The increase in child incidents related to children being left unattended or child maltreatment is evidence that we need to intensify our efforts to vigorously implement strategies that ensure children are safe at all times while under our care. This requires intentional, focused, and constant supervision. Participants will identify strategies that make the connections between leadership, staff supervision, strong management systems, high-quality teaching and learning, family engagement, staff wellness, and child safety.

Please note: Due to federal contractual requirements, this workshop will not be recorded.

3.03

Angela Alvis, Associate Director of Partnership Development, Tools of the Mind

Reaching Educational Excellence with Tools of the Mind Virtual Coaching

Join our interactive presentation of our virtual and video coaching model and discuss the key features of virtual and video coaching that support continuous and individualized professional development. Together we will synthesize how Tools of the Mind created a process that maximizes teacher reflection and back-and-forth dialogue grounded in pedagogy, theory, and practice. We will analyze the impact of virtual and video coaching on teacher knowledge about child development, identifying each child's Zone of Proximal Development (ZPD) and Vygotskian-based tactics for teaching, as well as their confidence and satisfaction in teaching

3.04

Diane Barber, Executive Director, PACCA

TBA

3.05

Sadia Batool, Early Childhood Family Lead for Early Childhood Comprehensive Systems, Tuscarora IU #11

Christina Harris, Early Childhood Lead for Early Childhood Comprehensive Systems, TIU #11

Coming Unraveled? Knitting Together Family Voices and Our Pennsylvania Programs

Do you feel like you're at your knits end? This workshop will feature Pennsylvania's Early Childhood Comprehensive Systems (ECCS) Project that intends to knit together Pennsylvania's health, education, and human services. The ECCS project will work to ensure diverse family and professional voices are woven together to address systems assets and barriers, to ultimately maximizing outcomes for our prenatal to age three population. ECE professionals set up a strong foundation for the youngest population in Pennsylvania for a better and brighter future. Participants will be

offered the opportunity to take part in this innovative project, as well as walk away with concrete action steps for using the Pennsylvania Family Engagement Birth Through College Career Community Ready Framework.

Session #4 – 4:30 PM – 6:00 PM

4.01

Audra Redick, Early Childhood Specialist, ICF/Head Start Region III Training and Technical Assistance Network

Assessing Quality in Infant and Toddler Environments: Introducing the QCIT

Quality infant and toddler care is an essential part of the early childhood care and education continuum. During these uncertain and trying times, how do we ensure that infant and toddler environments continue to evolve? This workshop will guide you as you reflect on how your program measures the quality of caregiver-child interactions in your infant and toddler classrooms and family child care homes. The workshop will also provide you with an introduction to the Quality of Caregiver-Child Interaction for Infants and Toddlers (QCIT) which can be used to assess program quality, promote continuous quality improvement, and as a professional development tool. The introduction to the QCIT will be an overview of what the QCIT measures, how the scale works, and ways that it may be a useful tool in your infant and toddler toolbox.

Please note: Due to federal contractual requirements, this workshop will not be recorded.

4.02

**Jennifer Furness, EITA Consultant, Early Intervention Technical Assistance
Dr. Brandi Binakonsky, EITA Consultant, Early Intervention Technical Assistance
Collaborating for Inclusive Classroom Practices: Focus on Attitudes & Beliefs**

This is a highly interactive workshop that includes videos to reinforce research-based practices about where attitudes and beliefs come from and why they are vital to create an environment where all children thrive together. There will be opportunities for individual reflection through the use of questions and checklists as well as group discussions around supporting children with disabilities in early childhood classrooms. Barriers are identified and crushed by research to inform professionals about the impact they have the power to make in each child's life. Opportunities to ask questions about the materials and any areas of interest will be provided during and after the training in addition to statewide used resources.

4.03

**Jaqueline Amor-Zitzelberger, Extension Educator, Penn State Extension
Laurie Welch, Extension Educator, Penn State Extension
Thrive Not Just Survive in Your ECE Workplace Environment**

Are you thriving or just surviving in your workplace? A positive work climate sets the tone for respectful relationships with peers and children, and supports a balanced work/life environment. Explore research-informed self-directed cognitive behavioral therapy (CBT) strategies with us. Learn that breaking the habits of negative thinking or "stinking thinking" about everyday situations can change how you feel and reduce your stress level at home and work.

4.04

**Jacquelin Fultz, Preschool Program Specialist, PA Key
Tahnee Bollinger, Preschool Program Specialist, PA Key
David Price, Preschool Program Specialist, PA Key
Act 13 of 2020 Educator Effectiveness: Information for ECE Administrators**

Navigating Act 13 of 2020 Educator Effectiveness can be tricky as a program administrator in a community-based program. Participants will take a look at the overall changes to the revised rating system for the Commonwealth and learn how to support Level I certified teachers going through the process. You will also be able to view the tools that evaluators will use as part of the evaluation process. Our instructors will guide participants with ways they can use walk-throughs to enhance their own participation and support of teaching staff as they go through the process of evaluation.

4.05

**Dr. Kathy Harris, Dean School of Education and Applied Social Sciences; Associate Professor Education, Seton Hill University
Mrs. Maria Stone, Director and Lead Teacher, Seton Hill Child Development Center
Creating Teachable Moments: Photography through the Eyes of the Child**

This engaging workshop will introduce how young children can use photography, using the iPad, to create new and unique opportunities for communicating, expressing, and representing their ideas and interactions with peers. Photography, when used in developmentally appropriate ways in early childhood classrooms, can offer new choices, flexibility, creativity, and personal expression and learning for all young children. This workshop will demonstrate how teachers can use photography during nature play, block play, and shadow play. A variety of activities for using contemplative photography and storytelling for early literacy, social studies, and art will also be discussed and explored. A section of the workshop will introduce the Mosaic Approach for “Listening to Children” when using photography. Participants will examine how photography can be an empowering process of art-making, creating moments for children to be mindful by being present in the moment, confident in taking risks, and independent learners. By the end of the workshop, educators will feel confident to create their own “Young Photographer Adventures” for their early childhood classrooms.

TUESDAY, OCTOBER 18
Session #5, 10:30 AM – Noon

5.01

Julie Travaglini, Senior Director of Education and Curriculum, Allegheny Land Trust
Walking for Wonder and Wisdom

Often, a nature walk is used as a filler activity or a way for children to burn off energy. In this interactive workshop, we'll explore all the ways you can meet early learning standards during your time on a leisurely nature walk. From themed walks such as stiff neck walks, hoop hikes, and over/under walks to standards-based play activities that teach core science concepts such as predator and prey, this workshop will ensure that each participant takes away at least 8 new activities to implement immediately in their early childhood classroom. Participants will work together to think of ways to incorporate these walks into their classrooms and schools. All walks can be modified for little to no greenspace and require only free or low-cost materials because cost should never keep children from enjoying the outdoors.

5.02

Barry Wiestling, Early Childhood Education Advisor, OCDEL
Mary Hall, Communications Specialist, PA Key

PA One Book: Partnering with Libraries to Support Early Literacy

Participants will receive an overview and history of the PA One Book program. Participants will also identify community resources (including local libraries) that can help support families and their young children's learning and development.

5.03

Caroline Millen, Apprenticeship Program Coordinator, Keystone College
Adverse Childhood Experiences & Trauma Responsive Care

After an introduction to adverse childhood experiences (ACEs), resilience, trauma, and key foundational information, participants will dive deeper into discussions and activities about secondary traumatic stress, how to create trauma-informed structures, and trauma-informed practice skills. This includes a balanced blend of research, theory, and practical applications of the concepts. Beyond discussion, Activities will include discussion, watching short videos, drafting items for participants' own trauma-informed toolkits, connecting with other audience members, reflecting on one's own stories, and completing worksheets or graphic organizers.

5.04

Lauren Spigelmyer, Founder and Executive Director, The Behavior Hub
Getting Control Over Perfectionism and Procrastination

How much anxiety is rooted in believing that you are never doing enough or not worthy enough? You are not alone. In this workshop, you will learn strategies for overcoming perfectionism and for putting an end to procrastination. You'll learn how you can befriend your inner critic, build resilience, cultivate kind self-talk, and boost the immune system.

5.05

Prerna Richardson
The Leader's Role in Managing Challenging Behavior

5.06

Blair Hyatt, Executive Director, PHSA

Session #6 – 12:45 PM – 2:15 PM

6.01

**Diane Craft, Early Childhood Physical Activity Consultant, Active Play Books
Active Play Fun in Classrooms and Playgrounds**

Active play is such fun and you can lead young children in active play both indoors and outside. Learn practical, developmentally appropriate physical activities for two-to-five year-olds in home-based and center-based early childhood education programs. These easy-to-lead activities use only low-cost supplies and work well in classrooms, living rooms, playgrounds, and backyards. Learn how active play enhances children's learning, behavior, and well-being. Attend this workshop to learn many practical fun-filled active play ideas you can use immediately.

6.02

**Laurie Litz, T.E.A.C.H. Director, PACCA; Theresa Hanna, T.E.A.C.H. Coordinator, PACCA; Jennifer Engle, T.E.A.C.H. Counselor, PACCA; Nikki Burchett, T.E.A.C.H. Counselor, PACCA
Student Teaching for Working EC Educators: T.E.A.C.H. Can Make it Possible**

Early childhood educators working in the field face many financial and logistical challenges when pursuing PreK-4 Teacher Certification, particularly during their final student teaching semester(s). These challenges impact employers as well, especially given the ongoing staffing crisis in the early childhood field. Presenters and attendees will discuss common challenges related to student teaching assignments, ways to identify and advocate for more flexible student teaching options, along with resources and information related to: (a) The role of T.E.A.C.H. Counselors in helping students to identify long-term educational goals and finding the best higher education options to meet their needs; (b) Various T.E.A.C.H. Scholarship models available to support ECE professionals while pursuing their PreK-4 Teacher Certification and additional financial supports available to both students and employers during their student teaching semester(s); (c) How T.E.A.C.H. highlights best practices in field experiences and working with higher education partners to replicate best practices; (d) PACCA's newly revised Higher Education Directory that outlines the ECE degree programs available through T.E.A.C.H. and essential information about those programs, including flexible student teaching options. T.E.A.C.H. Counselors will be available during and after the workshop to answer specific questions, provide guidance and offer recommendations around challenges that staff and employers are experiencing.

6.03

**Dr. Pamela Waddell, Family Engagement Specialist, ICF/Head Start Region III Training and Technical Assistance Network
Helping Families Build Positive Foundations in Economic Mobility and Financial Capabilities**

Working to guide families in economic mobility and financial capabilities can help them to reach positive outcomes and overall family well-being. Participants will have the opportunity to explore positive strategies and resources that they can use to support families in building a foundation for economic mobility. The workshop will highlight additional tools that can support the work with families around financial capabilities including the Economic Mobility Toolkit for Head Start and Early Head Start and the Head Start Parent, Family, and Community Engagement (PFCE) Framework.

Please note: Due to federal contractual requirements, this workshop will not be recorded

6.04

**Karen Nemeth, Author/Consultant, Language Castle LLC
Supporting Instructional Interactions and Oral Language in All Languages**

High-quality instructional interactions are important for all young learners. This dynamic workshop will focus on innovative research-based strategies that support oral language and interactions for all languages! Participants will be able to identify key research findings that support new strategies for oral language development in instructional interactions. They will also leave the workshop able to implement oral language and interaction strategies with young children who are monolingual, dual language, and multilingual learners. There have been many disruptions in the work we do with young children over the past few years and this has affected children's experiences with interactions and language development. We will provide inspiring supports for educators to help them thrive in this important component of their current work.

6.05

**Shawn Towey, Public Policy/Community Outreach Manager, PACCA
Kids, Campaigns and Cash: Advocating for Child Care**

Whether you've engaged in advocacy or attended another advocacy workshop, you'll come away from our session with deeper knowledge of how decisions are made in Harrisburg — especially state budget appropriations — to move forward, improve the system and build the long-term supports we need.

A panel that includes a long-time advocate, an experienced provider, and an elected official will answer these questions and more:

- Why a campaign? A coalition? What's the difference?
- Want to raise an issue but don't know where to start? Figure out who to contact — OCDEL vs. legislature? Regulation or law?
- What does it mean to have a "relationship" with your representatives on the local, state or federal level, and why does it matter?
- What's the best way to start advocating?
- How do you have the greatest impact with your Pennsylvania Representative or Senator?
- Who has clout and how did they get it?
- How are budget decisions *actually* made in Harrisburg?

We'll leave time towards the end for questions and discussion. There are no dumb questions! Use the chat to ask away, or share a success story and what you contributed to it.

6.06

Mary Graham, Children's Village Business Practices I

Session #7 – 2:45 PM – 4:15 PM

7.01

Leslie Jennings, Educational Consultant, Teaching Strategies

Exploration, Play and Wonder: Conducting Hands-On Investigations with 2-Year-Olds

Join us as we discuss how to harness the power of exploration, play, and wonder to help children experience the excitement of discovery and develop their scientific thinking. We will discover developmentally appropriate strategies for encouraging scientific inquiry and joyful discovery in very young children and learn ways to leverage the natural inquisitiveness of 2-year-olds through the use of studies and within the context of everyday routines and experiences.

7.02

Rashanda Jenkins, Health Specialist, ICF/Head Start Region III Training and Technical Assistance Network Emergency Preparedness Response and Recovery (EPRR)

This interactive workshop will support participants in planning for emergencies. Emergency Preparedness includes planning and preparation in the event of disasters, pandemics, staff training, parent planning and information, dealing with disaster recovery, and psychological first aid to support children, staff, and families who have been through traumatic emergency events. Participants will learn what you need to do to prepare for emergencies, understand the different types of responses, identify actions to take during the recovery phase and explore resources to assist programs with Emergency Preparedness Response and Recovery.

Please note: Due to federal contractual requirements, this workshop will not be recorded

7.03

Julia Gest, Program Development Specialist, Penn State Better Kid Care

Laurie Strouse, Program Development Specialist, Penn State Better Kid Care

It Takes a Community: Equity and Antiracism

Self-reflection, awareness, collaborative engagement, and action form the foundation for equitable practices and antiracism. Children, families, and educators are the fabric that embody the diverse strengths of ECE communities. Working together, educators and families can shine a light on inequities and support more thriving programs. Antiracism is a lens to root out, name, and address racial biases through the process of understanding bias, building cultural competence, and nurturing family partnerships. Throughout the workshop, participants will have opportunities to actively participate through polls, by watching, listening to, and responding to video clips, in breakout rooms, and through chat to support teaching practice, reflect on bias, and build reciprocal relationships with a focus on cultural responsiveness.

7.04

Nancy Marr, Account Executive, Frog Street

Full STEAM Ahead! How to Integrate STEAM into Your Instruction

Participants will gain a better understanding of the importance of integrating Science, Technology, Engineering, Arts, and Mathematics (STEAM) in the classroom. Guiding children to explore, observe, and predict is an integral part of a child's educational success.

7.05

Blair Hyatt, Executive Director, PHSA

Reports for Head Start Leaders, Part 2 of 4

Session #8 – 4:30 PM – 6:00 PM

8.01

Jayne Hines, Assistant Professor of Education, Wilkes University

Taking Care of the Caregiver

Teachers are leaving the field at an alarming rate. In January of 2022, the NEA reported that 55% of teachers were planning to leave the field earlier than initially planned, largely due to the effects of teaching during the pandemic. This teacher exodus is not new – in 2015, Phillips reported that 50% of teachers leave the field within the first five years of teaching. Teacher Preparation needs to be responsive to these data. Although many of the issues are out of the control of teacher preparation programs, faculty can make a difference. One way is to support teachers with mentorship throughout their education that they may carry with them into their first year of teaching or, at the least, teach them how to work with a mentor. Strong mentorship is one of the many ways to support teachers & help them to stay. Part of this mentorship can be supporting teachers to practice meaningful self-care. Mindfulness practices are one proven method of self-care that can help teachers. Participants will learn about the current state of teacher retention and what they can do to support their peers as well as various mindfulness practices that they can put into action today.

8.02

Stefanie Camoni, Program Quality Assessor, PA Key

Betsy Saatman, TA Specialist/SAC Initiatives, PA Key

School-Age Program Quality: What Tool Is Right for My Program?

This workshop will explore program observation instruments available to school-age programs. These include SACERS-U, CLASS K-3, SPQA, and SEL PQA. Participants will work in breakout groups, actively participate in discussions, participate in polls, and reflect on their programs' practices in relationship to these instruments.

8.03

Jennifer Fernandez, Early Childhood Subject Matter Expert, School Specialty

Block Play: Stacked with Learning Potential

One source described blocks as "the tool you can't teach without." Join us to uncover the truth behind that statement. We will discuss the definition of a block, types of blocks, appropriate set-up of the block area, stages of block play, benefits for children and the teacher's role. Your participation will lead to a deeper understanding of what children are actually learning through block play and how to best support them in that learning. This presentation is targeted for directors and staff. Content relates primarily to children ages 3-5 with some relevance for infants and toddlers.

8.04

Annemarie Hindman, Professor, Temple University

Stephanie Blake, Childhood Racial Equity Coordinator, Children First

Diversifying Early Education Leadership: Bringing More Seats to the Table

After briefly describing the mismatch between the sociodemographic backgrounds of many ECE leaders (i.e., white women and men) and the ECE workforce (i.e., significant percentages of women of color) around the nation and in PA, we will describe the Diversifying Early Education Leadership (DEEL) Fellowship, a model conceived and funded in 2018 in Philadelphia to support mid-career ECE professionals of color in building the skills, networks, and expertise needed to advance in the field. We will offer Fellows' perspectives on the DEEL model and the state of the ECE field for professionals of color more broadly. Finally, we will offer some general guidelines for developing similar programs in other locales. The DEEL model includes four key pieces: Seminars on hot topics in the field, Leadership coaching from a professional coach of color, Coursework leading to a relevant diversity leadership certificate, and Internship with a local organization to develop leadership skills and expand professional networks. We will offer several "active

ingredients" that have helped DEEL get off the ground in Philadelphia that participants could potentially use in their home programs, towns, or cities to create something similar (even if less formal, more casual).

8.05

**Mary Graham, Children's Village
Business Practices II**

**WEDNESDAY, OCTOBER 19
Session #9 – 10:30 AM – Noon**

9.01

TBA

Wednesday Keynote Follow-Up

9.02

**Betsy Saatman, TA Specialist/SAC Initiatives, PA Key
Rebecca Lamar, Manager of Higher Education Initiatives
Introduction to Social Justice Standards for School Age Care**

We will introduce the Social Justice Standards created by the Learning for Justice organization. We will provide a brief overview of the standards, where to access them and how to begin enhancing your SAC curriculum by using the Social Justice Standards. The workshop will include lecture, storytelling, navigation of a website, practicing with the standards, and Q&A.

9.03

**Jennifer Martin, Partnership Development Manager, Tools of the Mind
Partnering with Parents: Communication is KEY!**

It is important that early childhood professionals understand that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting, as well as in a larger societal context that includes structural inequities. We will discuss how we can collaborate as partners with families in young children's development and learning through respectful, reciprocal relationships and engagement. The workshop will look at Vygotskian theory and learning strategies that include visual mediation, shared activity and an opportunity for participants to talk through their learning. Applying new ideas to current experiences supports processing the new information and makes it more applicable and available for practice use/next steps.

9.04

**Matt Rogan, Education Manager, Blueprints
Mandy Hutchison, PD Specialist, Blueprints
Implementing Meaningful Professional Development for Early Learning Educators**

Participants will learn about the comprehensive, data driven, PD approach we developed for our staff to provide focused and quality professional development based on actual staff members' interests and needs. You will take part in small group discussion, reflection, and also be given time to take what you learned and evaluate your own program's approach to PD needs.

9.05

**Blair Hyatt, Executive Director, PHSA
Reports for Head Start Leaders, Part 3 of 4**

9.06

**Lori McMonigal, Wellness Project Coordinator, TIU #11 Community Education and Workforce Services
See How They Grow!**

Window sill, container, ground, raised bed, hydroponic...there are so many ways to garden together. Join us and hear Pennsylvania child care programs share tips, challenges, and successes related to their growing experiences. By partnering with local producers, engaging children and families in the process, and by integrating the origins and process of growing into curriculum, these champions increased accessibility to healthier foods through their classroom communities. Child care programs will join us as panelists, or through videos prepared in advance. The presentation will include discussion, polling, breakout groups, and videos. All participants are invited to join our statewide listserv and will have access to free resources on children's health, found at www.keystonekidsgo.org. Resources also include

free access to Go NAPSACC, an online suite of self-assessment and action planning tools customized for child care programs.

Session #10 – 12:45 PM – 2:15 PM

10.01

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

Building Bridges for Young Children with Disabilities: Family/Community Partnerships

When early childhood programs make strong connections with families and community partners, everyone benefits, especially children with known or suspected disabilities. In this workshop we will reflect on key partnerships for serving a child with an IFSP or IEP, and on strengthening these important collaborations. We'll also explore strategies and approaches to making community connections that benefit children with disabilities, their families and the programs, from enrollment in your program to transition to kindergarten. Finally, we'll share ideas and resources for enhancing programs' success in including children of all abilities.

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10.02

Elizabeth Ozer, Policy Manager, First Up

Tracy Weaver, Outreach and Communications Coordinator, PennAEYC

Lindsey Ramsey, Assistant Director of Policy and Practice, Trying Together

Getting Staff & Families Out to Vote

Families and teachers of young parents tend to be unlikely voters, but children need their caring adults to speak up for them. ECE professionals are instrumental in helping these caregivers speak up for children through voting. Learn about the importance of voting for young people and families, and build strategies to support their involvement in the democratic process.

10.03

Nikki Waldron, Coordinator of Curriculum and Instruction, CAP Lancaster/Thrive to Five

Building a Solid Social/Emotional Foundation for Infants and Toddlers

Participants will learn about the Positive Behavioral Interventions and Supports (PBIS) framework and how they can use this specifically with infants and toddlers. We will discuss common behavior problems with this age group and explore practical ways to implement universal practices to mold those behaviors. Participants will engage in small group work with share out, polls, and problem-solving scenarios.

10.04

Heather Amick, Quality Coach, ELRC Region 4

Mindfulness for the Preschool Classroom

Participants will get an introduction to what mindfulness is and what research is saying about the benefits of this practice, for not only children but adults alike. They will get to do a short, guided meditation to practice being present in the moment. Next, we will discuss why in today's classroom this practice is important for healthy minds and body's more so than ever before. We will view videos of this practice being implemented in classrooms and see how the children responded to this experience. We will wrap up with discussing implementation strategies and tools that can be used with younger children to calm the body and mind. Examples of low-cost items that children can take part in making will be introduced and also items that can be purchased and kept in the classroom for those times when one child is particularly struggling and needs to center themselves. Likewise, we will discuss ways educators can practice mindfulness during the stresses of the day or when they feel they need to be more present.

10.05

Julie Kurtz, MS, CEO and Founder, Center for Optimal Brain Integration

Trauma-Responsive and Resilience Building Practices for Early Childhood Providers

We will provide an overview of the neurobiology of trauma, the impact of toxic stress on a child and adult and will introduce the science of resilience and neuroplasticity. Participants will walk away understanding the difference between a challenging behavior and trauma trigger. The workshop will guide educators working with children to understand trauma as well as its impact on young children's brains, behavior, learning, and development. This training introduces a range of trauma-responsive and resilience building practices they can use in their education programs to create strength-based environments that support children's health, healing, and resiliency.

10.06**Deb Wise, Chief, Division of Standards and Professional Development, OCDEL****Sharon McClaferty, PDO Director, PHMC****Autumn Alleman, Assistant PDO Director, PASSHE****Laurie Litz, T.E.A.C.H. Director, PACCA****Becca Lamar, Rising STARS Tuition Assistance Manager, PA Key****Funding Your Career Pathway: Resources and Supports**

Learn about Office of Child Development and Early Learning (OCDEL) funded opportunities for early childhood educators seeking to advance their Career Pathway through credentialing, degree attainment, and/or credit-bearing coursework. Hear directly from those providing opportunities through Professional Development Organizations (PDOs), T.E.A.C.H., and Rising STARS Tuition Assistance. We will provide ample time to interact with staff from these three programs and to have your questions answered.

Session #11 – 2:45 PM – 4:15 PM**11.01****Tammy Johnson, Director of Program Development, Plusoptix****Early and Efficient Vision Screening**

Early vision screening is often misunderstood in regards to not only methodology, but also purpose. Attendees will learn why screening is necessary, how to do it, and the importance of follow-up care. Amblyopia is a common childhood vision abnormality that affects one eye; average prevalence is one in twenty children. Early detection, follow-up and treatment must take place prior to age six. Amblyopia detected in older children is not treatable with prescription glasses. The earlier the detection and treatment, the better the treatment outcome.

11.02**Kellie Umphrey, Chief Consultant, Building Blocks Educational Consultants****Babies: Squiggles and Squirms- How Do They Learn?**

Participants will learn the basics of how children from birth to age 2 ½ years 2.5: How infants and young toddlers receive information, how it is processed, and the importance of educational practices that encourage and promote such learning. We will have an open discussion to brainstorm ideas as to how to execute meaningful daily routines and learning events for children of this age, and those ideas will be connected directly to how children learn in and ECE classroom. Participants will also be provided educational strategies, ideas, classroom literature and "hacks" with regard to early learning for infants and toddlers.

11.03**Robert Gundling, Senior Consultant, Better Futures LLC****Jahi B. Davis, Senior Consultant, Better Futures LLC****Surviving the Great Resignation Mastering 3 Untapped Workforce Development Strategies**

The pandemic has turned our world upside-down and has caused many significant challenges, including the "great resignation," a term coined by Anthony Klotz from the Business School of Texas A&M University. The great resignation has impacted all industries and fields, including early childhood education. It has launched the field into a state of crisis and has captured media attention. For Early Childhood Education Business Leaders, this is an extreme challenge. From competitive wage increases in other industries to re-thinking their career choices, professionals in our field are contemplating change due to the insecurity created by such tough economic times. As a result, early childhood leaders are desperate to employ staff and are seeking ideas to do it well. This interactive workshop will include a discussion of 3 strategies to support participants in gaining the confidence and competence to develop collaborative relationships with Workforce Development Programs to attract qualified candidates for positions in their Early Childhood Education Program. Strategies include development of a collaborative, synchronous CDA Course for high school students and TANF recipients, Apprenticeship Programs funded by the U.S. Department of Labor, and using Handshake, an electronic Job Board to connect with colleges and university students.

11.04**Tracy Weaver, Communications and Outreach Coordinator, PennAEYC****TBA****11.05****Blair Hyatt, Executive Director, PHSA**

Reports for Head Start Leaders, Part 4 of 4

Session #12 – 4:30 PM – 6:00 PM

12.01

Sue Zeiders, Project Manager, EITA

Kelly Fisher, Educational Consultant, EITA

Prevent-Teach-Reinforce for Families: Plan to Address Challenging Behavior

This workshop will describe the purpose and process of working with families to complete functional behavior assessment and behavior support planning in homes and other non-classroom settings. As this is a fairly intensive process that takes time to master, this workshop is designed to acquaint learners with the process and help them decide if deeper exploration via an online course would be beneficial. The PTR-F online course is about to launch and will be available to Pennsylvania professionals and family members at no cost for 5 years.

12.02

Rosanne Hansel, 3D Childhood

Karen Nemeth, Author/Consultant, Language Castle LLC

Inspire and Build Language with 3D Play

All young learners, especially those who are multilingual, have disabilities, are from low-income communities, and/or are children of color, need meaningful, active, hands-on learning to start their path to success. This workshop will engage YOU in this innovative, dynamic approach with new ideas for materials and experiences for supporting language and literacy that can enhance any curriculum. Presenters will share key research that stresses the importance of active learning to acquire the three functions of language: 1. Receive, comprehend, listen, read 2. Express, communicate, talk, write 3. Think, process, organize thoughts and feelings. Offering children multiple means of expression, representation and engagement with 3D materials supports deeper language and literacy learning. Synapses in children's brains fire, expanding neural growth when they manipulate 3D materials connected to their interests and cultures. Participants will receive tips on selecting 3D materials and guiding 3D play to support language and literacy. Drawing will be introduced as a means of expression that supplements language development. Participants will be invited to engage in an exploration of 3D materials and drawing. This workshop will be most useful to preK, K, and first grade teachers, supervisors and teacher educators.

12.03

Lorrie Hall, Child Care Consultants, TA Coach/Coaching Team Lead, ELRC Regions 9 & 10

Betsy Saatman, TA Specialist/SAC Initiatives, PA Key

School Age Care Spotlight on Social Emotional Standards

Talk of Social-emotional learning is everywhere now, but what is it and how should out-of school time programs address it? We will answer those questions, show participants how to incorporate social-emotional learning (SEL) into daily activities, and provide resources to support SEL with school-agers.

12.04

Amiee Aquino, ECE TTA Specialist, ICF/Head Start Region III Training and Technical Assistance Network

High Quality Inclusion in Head Start and Early Head Start Programs

Head Start Leaders will explore the foundations of early childhood inclusion, be introduced to effective, research-based practices to improve children's learning outcomes for all children, and discover ways they can promote the development of young children with disabilities or suspected delays in a least restrictive environment.

Please note: Due to contractual requirements, this workshop will not be recorded.

12.05

Tamula Ferguson, Bureau of Policy and PD/Child Care Regulations and Policy, OCDEL

Donna Weaver, Human Services Analyst, OCDEL

Julie Merritt, Human Services Analyst, OCDEL

Melissa Graeff, Human Services Analyst, OCDEL

OCDEL Child Care Certification Announcements and Updates

This workshop will consist of up to six announcements issued by the OCDEL Bureau of Certification; we will discuss the child care regulation clarifications included in the announcements. A Q&A period will be included.