

SESSION 1: MONDAY, OCTOBER 18. 10:15 AM – 11:45 AM**1.1 Public Policy (Part 1 of 3), K6.10 C2**

Diane Barber, PACCA

The public policy workshops will address current issues in early childhood policies from national and state perspectives in order to further understanding of the policy vision for early care and education. Additional information will be available soon. Parts 2 and 3 are workshops #2.1 and #3.1. Participants may select as many or as few of the series as they wish.

Target Audience: Administration; Center-Based Care; Home-Based Care; Advocacy; Early Intervention; Higher Ed & Consulting/ Training/Technical Assistance; Home Visiting; Program Monitoring

Child Ages: Infant through School-Age

1.2 Social-Emotional Development in the Classroom and Red Flags, K2.13 C1

Kim Alloway, Child Care Consultants, Inc.; Ashley Turner, Child Care Consultants, Inc.

Understanding social-emotional development is pertinent to the success of the children and early learning professionals in the classroom. We will help newer teachers understand the importance of social-emotional development and growth in children, developmental milestones, and possible red flags that would indicate the need for intervention.

Target Audience: Center-Based Care; Home-Based Care

Child Ages: Infant/Toddler

1.3 Celebrating Family Partnerships in the EC Classroom, K3.1 C2

Vanessa Pashkoff, Williston Northampton Children's Center

The relationship between families and educators is extremely important and it is essential that children have their family life both visible and valued in the classroom environment and community. How can we as educators work to create a classroom culture and community in which families feel seen, heard, valued, and authentically represented? We will share the importance of making a child's family life visible in the classroom environment and provide examples of ways to strengthen the relationship between families and educators. Together, we will look at the partnership between home and school by focusing on three crucial aspects: Representation, Connection, and Communication.

Target Audience: Administration; Center-Based; Care; Home-Based Care

Child Ages: Infant/Toddler; Preschool/PreK

1.4 Manage with Confidence & Joy, D6.3 C1

Luann Scardino, Discover the Rainbow/Happy Early Learning Professionals

I know first-hand how Directors can lose confidence when managing staff in the childcare setting. You will learn several ways to "upskill" your current staff so you can gain more confidence and experience more joy.

Target Audience: Administration

Child Ages: Infant through School-Age

1.5 Charting a Way Forward for Managing COVID, K7.5 C2

Jill Cox, Penn State Better Kid Care; Amy Requa, PA Key

Early care and education professionals continue to overcome immense challenges during the pandemic. What does the future look like? What wisdom was gained during the pandemic? Which practices should remain to promote the health and safety of children and adults who care for them? Emotional and mental health supports must be prioritized as families and care providers work through the fallout of a stressful and isolating year. What do children and families need from us as

they resume activities and routines paused for more than a year? Based on current CDC guidance and evidence-based studies, we will focus on what our future will look like and discuss positive strategies to chart our way forward together.

Target Audience: Administration; Center-Based Care; Home-Based Care; Advocacy; Early Intervention; Higher Ed & Consulting/Training/Technical Assistance; Home Visiting; Program Monitoring

Child Ages: Infant through School-Age

SESSION 2: MONDAY, OCTOBER 18. 12:30 PM – 2:00 PM

2.1 Public Policy (Part 2 of 3), K6.10 C2

Diane Barber, PACCA

The public policy workshops will address current issues in early childhood policies from national and state perspectives in order to further understanding of the policy vision for early care and education. Additional information will be available soon. Parts 1 and 3 are workshops #1.1 and #3.1. Participants may select as many or as few of the series as they wish.

Target Audience: Administration; Center-Based Care; Home-Based Care; Advocacy; Early Intervention; Higher Ed & Consulting/Training/Technical Assistance; Home Visiting; Program Monitoring

Child Ages: Infant through School-Age

2.2 Making Your Classroom Bloom: Seven Principles to a Nature Inspired Space, K4.4 C2

Stefanie Camoni, PA Key

This overview of the Rating Observation Scale for Inspiring Environments (ROSIE) will provide the opportunity to explore the Seven Principles of Design in depth, using classroom examples to enhance the discussion. Participants will learn how to observe classrooms by looking at aesthetic design such as color, focal points, texture, lighting, displays, and the use of space and nature.

Target Audience: Administration; Center-Based Care

Child Ages: Preschool/PreK

2.3 Cultural Responsiveness: Becoming Culturally Aware (Part 1 of 3), K3.3 C2

Kweli Archie, Philadelphia Health Management Corporation; Betsy Manlove, Lock Haven University

In session 1, participants will gain an understanding of the history of anti-bias early childhood education with a focus on race. They will have an opportunity to practice challenging conversations about race, marginalized groups and intersectionality. In addition, participants will discover the power of courageous conversations.

THIS IS A 3-PART SERIES: If you select this workshop, please also select #6.2 on Tuesday and #10.3 on Wednesday.

Target Audience: Center-Based Care; Home-Based Care

Child Ages: Infant through School-Age

2.4 Student Teaching Models for Working Early Childhood Professionals, D6.5 C2

Laurie Litz, T.E.A.C.H./PACCA

We will highlight various flexible options for working early childhood professionals to complete their PreK-4 student teaching requirements while continuing to work in an early childhood setting. Presenters will discuss common challenges related to student teaching assignments and resources related to finding or offering more flexible options. In addition, we will provide information about financial assistance that is available to support both students and employers during student teaching semester(s).

Target Audience: Administration; Center-Based Care; Higher Ed & Consulting/Training/TA

Child Ages: Infant through School-Age

2.5 SEL Activities to Promote Global Citizenship and Environmental Stewardship, K2.9 C2

Judith Mosse, Armstrong School District

Social and emotional learning (SEL) can build students' self-awareness, self-management, social awareness, relationship skills, and responsible decision making. Combining SEL with global learning is an excellent way to deepen students' interpersonal skills while honing students' knowledge and awareness of world issues. In this interactive workshop, engage in games that promote cooperative strategies, environmental ethics and stewardship while building students' relationship skills and responsible decision making. Receive lesson plans matched to state standards.

Target Audience: Administration; Center-Based Care; Home-Based Care

Child Ages: Kindergarten - 2nd Grade; School-Age

SESSION 3: MONDAY, OCTOBER 18. 2:45 PM – 4:15 PM**3.1 Public Policy (Part 3 of 3), K6.10 C2**

Diane Barber, PACCA

The public policy workshops will address current issues in early childhood policies from national and state perspectives in order to further understanding of the policy vision for early care and education. Additional information will be available soon. Parts 1 and 2 are workshops #1.1 and #2.1. Participants may select as many or as few of the series as they wish.

Target Audience: Administration; Center-Based Care; Home-Based Care; Advocacy; Early Intervention; Higher Ed &

Consulting/Training/Technical Assistance; Home Visiting; Program Monitoring

Child Ages: Infant through School-Age

3.2 Pyramid Model Coaches' Colloquy: Lessons Learned in Practice-Based Coaching, D6.2 C3

Beth Beals, ICF

Implementation of Practice-Based Coaching is a journey. Just as teachers and home visitors work to improve their use of Pyramid Model practices, coaches need opportunities to reflect and build competence in their coaching skills. This is a facilitated discussion structured to provide coaches who are supporting Pyramid Model practices by implementing PBC to share successes, challenges, and network with others to support the delivery of a successful coordinated coaching strategy that positively impacts sustained practice change.

Target Audience: Center-Based Care; Home-Based Care; Home Visiting

Children's Ages: Infant/Toddler; Preschool/PreK

3.3 Happily Ever Resilient: Breaking Trauma's Curse with Fairytales' Ordinary Magic, K2.3 C2

Stephanie Goloway, Community College of Allegheny County

We know the sad impact of family substance use disorders and other trauma on children. Here we will explore an evidence-based neurodevelopmental model of resilience that can protect against trauma's effects. The great news is that resilience is "ordinary magic" and aligns with the developmentally effective strategies you are already using! After learning about protective factors for resilience, we will use them, along with favorite fairytales, to create imaginative and playful classroom experiences that promote resilience AND emergent literacy skills for all children in your class. Included will be ideas for storytelling, art, STEM, and routines and transitions.

Target Audience: Center-Based Care; Home-Based Care

Child Ages: Preschool/PreK

3.4 Personal Care Routines for Infants and Toddlers (Part 1 of 2), K7.2 C2

Adam Moskowitz, School District of Philadelphia

In Part 1, we will look at Maslow's hierarchy of needs - participants will identify the stages of Maslow's Hierarchy of needs and learn to implement strategies to build positive relationships with families.

THIS IS A 2-PART SERIES: If you select this workshop, please also select #4.4

Target Audience: Administration; Center-Based Care; Home-Based Care

Child Ages: Infant/Toddler

3.5 How to Assess Your Inclusive Practices Using the ICP, K2.3 C1

Pam Schaffner, PA Key; Leah Zabari, PA Key

Do you have questions on how to include children with disabilities in your classroom? Then this workshop is for you! Come learn strategies and gain support for quality inclusion. We will give participants an overview of the Inclusive Classroom Profile (ICP), a program observation instrument (POI) currently one of the choices in the Keystone STARS standards. This POI measures practices classrooms use to include children with IEPs into regular preschool programming. Some of the practices that are measured are Adaptations of space, materials, and equipment; Conflict resolution; Transitions between activities; and Support for communication.

Target Audience: Administration; Center-Based Care; Early Intervention; Higher Ed & Consulting/Training/Technical Assistance; Program Monitoring

Child Ages: Preschool/PreK

SESSION 4: MONDAY, OCTOBER 18. 4:30 PM – 6:00 PM**4.1 Understanding Behavior: How a Child's Brain is Built, K1.3 C1***Nicole Dean Lumpkin, ChildrenRFirst*

We know children develop emotionally and intellectually through experiences. However, how that information is received and processed depends on how their brain has developed and where it is in its "construction." Based on the book, "The Whole-Brain Child" by Daniel J Siegel, we will discuss how and when the brain develops and how a child's behavior can be explained on how their brain deals with information given to them. We will discuss tantrums v. meltdowns, overstimulation, and developmentally appropriate practices that allow a child's brain to keep "building".

Target Audience: Center-Based Care; Home-Based Care

Child Ages: Infant/Toddler; Preschool/PreK

4.2 Calling All Leaders! DO NOT DISTURB: FOCUS Is My Superpower, D6.9 C2*Cathia Thomas, KC Education Management, LLC*

When your job is to make tough calls all day, focus is a key leadership skill. If you can't focus, you can't think. If you can't think, you can't make decisions properly. Both seasoned leaders and first-time leaders can be mentally scattered and "all over the place." This is because mental overload, workplace drama, parent complaints, insecurities, stress, and more mess up one's focus. It's time for leaders to declutter their minds and regain their focus. The exceptional leader is focused. This leader rises above distractions. In this highly interactive, motivating workshop, leaders at all levels will tap into their focus superpower. Leaders will leave recharged to lead change in early childhood.

Target Audience: Administration; Higher Ed & Consulting/Training/Technical Assistance

Child Ages: Infant through School-Age

4.3 Literature Based Social-Emotional Learning, K2.10 C2*Natalie Schweizer, Private Industry Council*

Simple, yet effective and enjoyable early childhood social-emotional lessons that you can easily do in your classroom TOMORROW!

Participants will analyze various children's books and activity ideas for use in their classrooms.

Target Audience: Center-Based Care; Home-Based Care; Early Intervention; Home Visiting

Child Ages: Preschool/PreK; Kindergarten - 2nd Grade

4.4 Personal Care Routines for Infants and Toddlers (Part 2 of 2), K7.2 C2*Adam Moskowitz, School District of Philadelphia*

In Part 2, we will provide participants with best practices for health and safety for infants and toddlers aligned to the ITERS scale.

THIS IS A 2-PART SERIES: If you select this workshop, please also select #3.4.

Target Audience: Administration; Center-Based Care; Home-Based Care

Child Ages: Infant/Toddler

4.5 Where Does the Money Come From? Understanding Funding Streams in the ECE System, K6.10 C2*Emily Neff, Trying Together; Tracy Weaver, PennAEYC; Elizabeth Farwell Ozer, First Up*

Where does the money come from for Pennsylvania's early care and education programs? Do you want to discuss how to get more investments in the ECE system? The purpose of this workshop is to help you understand the early childhood funding streams and budget line items that impact ECE programs and services. We will also look at barriers to providing high-quality early learning services, discuss strategies and solutions, and how directing advocacy activities to the right people helps children, families, and the early childhood field.

Target Audience: Administration; Center-Based Care; Home-Based Care; Advocacy; Program Monitoring

Child Ages: Infant/Toddler; Preschool/PreK

SESSION 5: TUESDAY, OCTOBER 19. 10:15 – 11:45 AM**5.1 Reports for Head Start Leaders****(Part 1 of 4), K6.5 C2**

Blair Hyatt, PHSA

This four-part series will provide leaders in the Head Start/Early Head Start community with relevant updates at the federal, state, and local levels. The series is facilitated by Blair Hyatt, PHSA Executive Director. Part 2 is workshop #7.1 on Tuesday; Parts 3 & 4 are workshops #9.1 and #11.1 on Wednesday. Participants may select as many or as few of the series as they wish.

Target Audience: Administration; Advocacy; Higher Ed & Consulting/Training/Technical Assistance

Child Ages: Infant/Toddler; Preschool/PreK

5.2 Keynote Follow-Up

Chazz Lewis, Minnieland Academy

Join our Keynote speaker, "Mr. Chazz," for a follow-up session to his Keynote presentation. Additional information available soon.

Target Audience: Administration; Center-Based Care; Home-Based Care; Advocacy; Early Intervention; Higher Ed &

Consulting/Training/Technical Assistance; Home Visiting; Program Monitoring

Child Ages: Infant through School-Age

5.3 Getting Little Feet WET: Early Childhood Educator Professional Development, K1.8 C2

Carissa Longo, DCNR- Bureau of State Parks;

Beth Garner, DCNR- Bureau of State Parks

"Getting Little Feet WET" (GLFW) is a new, standards-based early childhood activity guide that is all about WATER. It features 10 field-tested, interactive activities that utilize art, reading, music, math, and outdoor learning to teach young children (ages 2-7) all about water. In this fun, virtual, hands-on training, attendees will experience activities from the GLFW guide virtually. To receive the free download code for the Project WET GLFW Early Childhood Activity guide, attendees must attend the entire virtual workshop. Participants will also receive a certificate of completion. This is a nationally recognized curriculum guide that is produced by the Project WET Foundation. This workshop is meant for those who teach children ages 2-7.

Target Audience: Administration; Center-Based Care; Higher Ed & Consulting/Training/Technical Assistance

Child Ages: Preschool/PreK; Kindergarten - 2nd Grade; School-Age

5.4 Yoga and Mindfulness for Preschoolers, K7.3 C1

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. Also, we will explore how social-emotional learning and yoga can work together.

Target Audience: Center-Based Care; Home-Based Care; Early Intervention

Child Ages: Preschool/PreK; Kindergarten - 2nd Grade

5.5 Motivating and Engaging Your Team During Challenging Times, D6.9 C1

Prerna Richards, Together We Grow

Successful leaders lead with their emotional intelligence. Come join us for an informative, interactive, and insightful workshop. We will discuss strategies to empower, engage your team and enhance your leadership skills. You

will leave with a better understanding of living your best life. Come light the spark!

Target Audience: Administration; Center-Based Care; Home-Based Care; Higher Ed & Consulting/Training/Technical Assistance; Program Monitoring

Child Ages: Infant through School-Age

SESSION 6: TUESDAY, OCTOBER 19. 12:30 PM – 2:00 PM

6.1 Resources & Practices for Supporting Each and Every Child & Family, K5.4 C2

Camille Catlett, Frank Porter Graham Child Development Institute

National guidance and frameworks, like the NAEYC positions on equity and developmentally appropriate practices and the DEC EI/ECSE standards, are motivating action to shift how individuals, programs, and organizations incorporate practices that support each and every child and family. We will summarize why these shifts are so important, then focus on effective strategies for thinking about and addressing the shifts. The presenter will offer free resources for addressing culture, equity, diversity, and inclusion and share evidence-based tools for self-reflection, family engagement, and quality, even within the context of the pandemic. Participants will receive free resources for applying the content and ideas discussed.

Target Audience: Administration; Higher Ed & Consulting/Training/Technical Assistance

Child Ages: Infant through School-Age

6.2 Cultural Responsiveness: Your Program (Part 2 of 3), K3.3 C2

Kweli Archie, Philadelphia Health Management Corporation; Betsy Manlove, Lock Haven University

In Part 2, participants will define culture and explore their own backgrounds. They will then examine why culture is important in their program and ways to assess the cultural responsiveness in the learning environment. THIS IS A 3-PART SERIES: If you select this workshop, please also select #2.3 on Monday and #10.3 on Wednesday.

Target Audience: Center-Based Care; Home-Based Care

Child Ages: Infant through School-Age

6.3 4BELS Teaching the Way the Brain Learns Best, K6.9 C2

Andrea Seidman, A Childs World

The Four Brain Essential Learning Steps - 4BELS is an instructional process that focuses on teaching the way the brain learns best. These instructional strategies create an environment that is inclusive, bias-free, emotionally safe, and differentiates to every unique brain. Learn about the brain and behaviors. Instructional strategies will be illustrated and taught with any theme or curricular content topic. Participants are welcome to bring their own materials or curricular content to develop lesson plans.

Target Audience: Administration; Center-Based Care; Home-Based Care; Early Intervention

Child Ages: Infant through School-Age

6.4 Advocacy is the Yeast that Providers Knead! K6.11 C3

Shawn Towey, PACCA

The timing couldn't be better for big, bold changes. From the NY Times to CNN, the eyes of the media turned to the pandemic's impact on families, (formerly) working mothers, and child care. It's OUR job now to shape the solutions and follow through. Providers know best how the ECE system must transform in order to survive and meet everyone's needs. Like bread, change can be intimidating and mysterious, but isn't that hard to make. To "feed" the next generation, advocacy is the yeast that will help us grow. Working together with families will knead the dough to provide shape and structure. Choose your place in a menu that includes identifying allies, establishing relationships and shaping public opinion. Our ingredients list:

1. Include parents/families as spokespeople
2. Listen and learn communications techniques grounded in common values
3. Tell your personal story
4. Learn to talk policy-speak
5. Build relationships

The panel will include ECE advocates with Start Strong PA; an owner/director who has mobilized families; a state legislator; and (if possible) a Congressperson.

Target Audience: Administration; Center-Based Care; Home-Based Care; Advocacy; Early Intervention; Higher Ed & Consulting/ Training/Technical Assistance; Home Visiting
Child Ages: Infant through School-Age

6.5 You Can't Pour from an Empty Cup: Promoting Staff Wellness, D6.4 C1

Rashanda Jenkins, ICF

Staff wellness is a key component in supporting Trauma-Informed Care. When Early Childhood staff are overly stressed it can impact the quality of care they are able to give. We will explore the roll stress plays on health, effectiveness at work, and program-wide wellness. Tools to reflect on how stress impacts our bodies, emotions, and thoughts will be provided. Mindfulness strategies will also be presented as tools that can buffer the impacts of stress and can be used personally or with children and families. Promoting wellness at a programmatic level will also be discussed.

Target Audience: Administration; Center-Based Care; Home-Based Care; Advocacy; Early Intervention; Higher Ed & Consulting/ Training/Technical Assistance; Program Monitoring

Child Ages: Infant through School-Age

SESSION 7: TUESDAY, OCTOBER 19. 2:45 PM – 4:15 PM

7.1 Reports for Head Start Leaders

(Part 2 of 4), K6.5 C2

Blair Hyatt, PHSA

This four-part series will provide leaders in the Head Start/Early Head Start community with relevant updates at the federal, state, and local levels. The series is facilitated by Blair Hyatt, PHSA Executive Director. Part 1 is Workshop #5.1 on Tuesday;

Parts 3 & 4 are Workshops #9.1 and #11.1 on Wednesday. Participants may select as many or as few of the series as they wish.

Target Audience: Administration; Advocacy; Higher Ed & Consulting/Training/Technical Assistance

Child Ages: Infant/Toddler; Preschool/PreK

7.2 Communicating Effectively In Early Childhood Settings, K5.3 C2

Audra Redick, University of Pittsburgh, HealthyCHILD; Tomasina Boyd, University of Pittsburgh, HealthyCHILD

We will help participants become aware of their communication styles and recognize communication style as a tool for building relationships in the early childhood setting. Participants will participate in discussion and reflection about their own styles and the perceived styles of the teams they collaborate with. Participants will have an opportunity to plan communication strategies to effectively communicate within their Early Childhood settings as well as in their personal lives.

Target Audience: Administration; Center-Based Care; Early Intervention; Higher Ed & Consulting/Training/Technical Assistance; Home Visiting

Child Ages: Infant through School-Age

7.3 Nature PBs with J, K2.9 C2

Julie Travaglini, Allegheny Land Trust

In this exciting and new workshop, Nature Picture Books (PBs) with J (Julie), participants will help with the page-by-page deconstruction of a culturally diverse nature storybook. We'll find all of the standards that we can meet with one book, from science and literacy to social-emotional and fine motor standards, you'd be amazed what we can teach with one book! We'll learn how to choose a great book, and how to make it work across multiple subjects and disciplines. Participants should come with their thinking hats on, and ready to actively engage with the workshop.

Target Audience: Center-Based Care; Home-Based Care

Child Ages: Infant/Toddler; Preschool/PreK; Kindergarten - 2nd Grade

7.4 Community of Practice: Bringing Virtual Discoveries Back to the Classrooms, K6.5 C2

Pam Schaefer, KenCrest; Christina Stiles, KenCrest

This Community of Practice is an opportunity for teachers who taught virtually during the pandemic to share the unexpected positive discoveries which they are now incorporating into their teaching and family engagement practices back in the classroom.

Target Audience: Administration; Center-Based Care; Higher Ed & Consulting/Training/Technical Assistance

Child Ages: Infant/Toddler; Preschool/PreK

7.5 Teacher Interactions: Making a Difference with the PICCOLO, D2.13 C2

Lisa Mulliken, PA Key; Kitty Syster, PA Key

Do you want to learn more about how to observe and assess interactions between teachers and children? The PICCOLO (Parenting Interactions with Children: Checklist of Observations Linked to Outcomes) looks at four domains of interactions including affection, responsiveness, encouragement, and teaching and requires only a 10-minute observation. The PICCOLO uses 29 items to assess teacher/child interactions with clear examples of what is measured. Don't let the title trick you since the PICCOLO can be used to assess teacher interactions. The PICCOLO can be used in center-based facilities and by family child care providers as an alternative to the FCCERS-R. We will provide information on how to conduct the PICCOLO and why it is an appropriate program observation instrument (POI) to use in early learning programs.

Target Audience: Administration; Center-Based Care; Home-Based Care; Program Monitoring

Child Ages: Infant/Toddler; Preschool/PreK

SESSION 8: TUESDAY, OCTOBER 19. 4:30 PM – 6:00 PM**8.1 One Works Great, One Is Less Filling:
Exploring Adobe Acrobat, D5.2 C2**

Darrell Steckler, Child Care Consultants
Acrobat Reader, Standard, and Pro DC. What are the differences between the three major Acrobat products? Do they cost or are they free? Is editing available for all of the versions? Explore this and other topics. We will discuss the basic PDF conversion capabilities and learn how to use Adobe Acrobat PRO to create fillable forms from Microsoft Word documents. You will be able to share these documents with your peers and to create forms with signature requirements and have them sent back to you when they are filled out. Participants will be given a detailed topics list with screenshots to take with them.

Target Audience: Administration; Higher Ed & Consulting/Training/Technical Assistance
Child Ages: Infant through School-Age

**8.2 Nutrition Education in the Classroom,
K7.13 C1**

Marelisa Gonzalez, ICF
This interactive workshop will discuss the critical role that nutrition plays in brain development, body functions, and well-being of very young children. Positive early childhood experiences foster learning and school readiness throughout life. We will prepare teachers and caregivers to incorporate health and nutrition into the existing curricula. We will also demonstrate how to support inclusive and diverse health environments and habits in indoor and outdoor classrooms.

Target Audience: Administration; Center-Based Care; Home-Based Care
Child Ages: Infant/Toddler; Preschool/PreK

**8.3 Effective Teaming to Support Children
with Disabilities in ECE, K4.13 C2**

*Loreleigh Elders, Allegheny Intermediate Unit;
Kristina Putzlocker, Allegheny Intermediate Unit*
Early Childhood Educators are an active and critical part of a child's early intervention team that is often lost in the process of transition, service planning, and delivery. This presentation will provide an overview of the early intervention process, including transitions for the child and family. We will provide practical examples and resources of ways to support children and families through the preschool early intervention process, recommendations for teaming with early intervention personnel, as well as ways to adapt the early childhood classroom environment in order for all children to be successful. Opportunities for participant sharing will be incorporated via breakout rooms.

Target Audience: Center-Based Care; Home-Based Care; Early Intervention
Child Ages: Preschool/PreK

**8.4 Design Toolkit: Tools for Classroom
Inspiration, K2.1 C3**

Linda Zane, Slippery Rock University
We will introduce the concept of storytelling through classroom design. Using the "Story, Spark, and Segment" framework, we will share numerous examples of storytelling through design, which will be analyzed within small groups in breakout rooms. Participants will then brainstorm ideas for their classrooms and explore ways to bring their classroom design inspirations to life using the Design Toolkit framework.

Target Audience: Center-Based Care; Home-Based Care
Child Ages: Preschool/PreK; Kindergarten - 2nd Grade

8.5 Parent, Family, Community Engagement Framework: Promoting Healing & Resilience, K3.5 C1

Pamela Waddell, ICF

When families know they are understood, they can be more engaged and responsive to support. Early Childhood leaders and staff continue to learn about adult trauma and integrate strategies for self-care and well-being. We will explore how participants can use

the PFCE Framework to strengthen trauma-informed systems and services that promote healing.

Target Audience: Administration; Center-Based Care; Home-Based Care; Advocacy; Early Intervention; Higher Ed & Consulting/Training/Technical Assistance; Home Visiting; Program Monitoring

Child Ages: Infant through School-Age

SESSION 9: WEDNESDAY, OCTOBER 20. 10:15 AM – 11:45 AM**9.1 Reports for Head Start Leaders****(Part 3 of 4), K6.5 C2***Blair Hyatt, PHSA*

This four-part series will provide leaders in the Head Start/Early Head Start community with relevant updates at the federal, state, and local levels. The series is facilitated by Blair Hyatt, PHSA Executive Director. Parts 1 and 2 are workshops #5.1 and #7.1 on Tuesday; Part 4 is workshops #11.1 on Wednesday. Participants may select as many or as few of the series as they wish.

Target Audience: Administration; Advocacy; Higher Ed & Consulting/Training/Technical Assistance

Child Ages: Infant/Toddler; Preschool/PreK

9.2 Keynote Follow-Up*Kisha Reid, Discovery Early Learning Center*

Join our Keynote speaker, Kisha Reid for a follow-up session to her Keynote presentation. Additional information available soon.

Target Audience: Administration; Center-Based Care; Home-Based Care; Advocacy; Early Intervention; Higher Ed &

Consulting/Training/Technical Assistance; Home Visiting; Program Monitoring

Child Ages: Infant through School-Age

9.3 When the World Went Sideways:**Learning Discoveries During the Pandemic, K2.9 C2**

Dr. Kathleen Harris, Seton Hill University; Maria Stone, Seton Hill University; Dr. Melissa Tamburrino, Seton Hill University

How can teacher preparation programs provide educational technology to design developmentally appropriate online activities? We will look at how a Child Development Lab School introduced online learning to young children and families during the pandemic. We will also share lessons learned by early childhood and special education students who taught children at the CDC during the pandemic. The workshop highlights pedagogical considerations, teacher reflections, and ways to create opportunities for families at home. Several logical considerations will also be discussed including technical support, adult support at home, and coordination with families. Now, the big question is: Where do we go from here?

Target Audience: Administration; Higher Ed & Consulting/Training/Technical Assistance

Child Ages: Preschool/PreK; Kindergarten - 2nd Grade; School-Age

9.4 Transitions that Teach, K2.9 C3*Jennifer Fernandez, School Specialty, LLC*

We will discuss the importance of transitions in the early childhood classroom, the elements of a good transition and how to use transitions to support the teaching of Pennsylvania's Learning Standards for Early Childhood. Participants will also learn about tools and strategies for making transitions more successful during their school day.

Target Audience: Center-Based Care; Home-Based Care

Child Ages: Preschool/PreK

9.5 Head Start Coaching Companion, D6.12 C2

Brie Broughman, ICF

Join this workshop to explore and practice using the coaching companion, an online media sharing platform designed to support and enhance grantees' coaching activities. Come ready to ask questions about the tool and

practice using it. Coaches will leave with an understanding of the coaching companion's functionality and an increased comfort level with the technology.

Target Audience: Administration; Higher Ed & Consulting/Training/Technical Assistance
Child Ages: Infant/Toddler; Preschool/PreK

SESSION 10: WEDNESDAY, OCTOBER 20. 12:30 PM – 2:00 PM

10.1 Inclusive Physical Activities with Young Children with Disabilities, K2.7 C2

Diane H Craft, Active Play Books

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

Target Audience: Center-Based Care; Home-Based Care; Home Visiting; Early Intervention; Higher Ed & Consulting/Training/Technical Assistance

Child Ages: Preschool/PreK

10.2 Equitable Access for Multilingual Learners: In-Person and Remote Learning, K1.3 C2

Karen Nemeth, Language Castle LLC

Join a discussion of what we've learned about ensuring equitable access to learning for children from diverse language and cultural backgrounds. We'll demonstrate some apps, exchange ideas, and share resources that can support in-person and remote learning. A major portion of our time will involve you in interactive, collaborative planning for implementing new approaches to teaching children who are multilingual learners.

Target Audience: Administration; Center-Based Care; Home-Based Care; Advocacy; Early Intervention; Higher Ed & Consulting/Training/Technical Assistance; Home Visiting; Program Monitoring

Child Ages: Infant through School-Age

10.3 Cultural Responsiveness: Respecting Children & Families (Part 3 of 3), K3.3 C2

Kweli Archie, Philadelphia Health Management Corporation; Betsy Manlove, Lock Haven University

In Part 3, participants will learn specific strategies and ways to create a learning environment that recognizes the cultural contexts of all children's lives. They will also explore specific strategies for engaging with families that respect their cultural background and connects them to the early childhood program.

THIS IS A 3-PART SERIES: If you select this workshop, please also select #2.3 on Monday and #6.2 on Tuesday.

Target Audience: Center-Based Care; Home-Based Care

Child Ages: Infant through School-Age

10.4 The SEL Cohort 3.0: Professional Development for Inspiring Change (Part 1 of 2), D6.3 C1

Tracy Larson, University of Pittsburgh; Carol Barone-Martin, Pittsburgh Public Schools; Kim Dellefemine, Pittsburgh Public Schools

In this two-part workshop, you will learn about a collaborative project, the SEL Cohort, between Pittsburgh Public Schools Early Childhood Program, HealthyCHILD, and System 1-2-3 that was designed to reduce professional isolation, foster SEL and innovation, and spread the expertise and insights of individuals throughout the EC program. You will hear directly from members of SEL Cohort 3.0. They will describe their SEL journey and share details about their innovative projects (Part 2 is Workshop #12.5).

Target Audience: Administration; Center-Based Care; Early Intervention

Child Ages: Infant/Toddler; Preschool/PreK

10.5 Parent Partnership Power, K3.2 C2

Kathleen Murphey, ICF

For parents of young children, learning to advocate for their child can be a journey. When that child has a known or suspected disability, parents can be tempted to put aside their own wishes and defer to the "experts." Learn how HS/EHS family service professionals can support parents in becoming leaders of their child's education team, and how HS/EHS programs can partner with early intervention and special education agencies to build strong systems for successful children.

Target Audience: Administration; Center-Based Care; Home-Based Care; Home Visiting

Child Ages: Preschool/PreK

SESSION 11: WEDNESDAY, OCTOBER 20, 2:45 PM – 4:15 PM

11.1 Reports for Head Start Leaders (Part 4 of 4), K6.5 C2

Blair Hyatt, PHSA

This four-part series will provide leaders in the Head Start/Early Head Start community with relevant updates at the federal, state, and local levels. The series is facilitated by Blair Hyatt, PHSA Executive Director. Parts 1 and 2 are Workshops #5.1 and #7.1 on Tuesday; Part 3 is Workshop #9.1 on Wednesday. Participants may select as many or as few of the series as they wish.

Target Audience: Administration; Advocacy; Higher Ed & Consulting/Training/Technical Assistance

Child Ages: Infant/Toddler; Preschool/PreK

11.2 Expanding Your View: Building Relationships and Empowering School-Age Children, K1.10 C1

Angel Avery-Wright, PA Key

Have you heard about the School-age Program Quality Assessment (SPQA) and the Social Emotional Program Quality Assessment (SEL PQA) program observation instruments? These program observation instruments look at your school-age classroom through a new lens. Learn how children demonstrate responsibility, planning, leadership, and reflection and how social-emotional learning can be integrated. You will leave ready to conduct an internal assessment using these instruments in your classroom.

Target Audience: Center-Based Care; Higher Ed & Consulting/Training/Technical Assistance; Program Monitoring

Child Ages: School-Age

11.3 YES! Learning Can Be FUN...and GAMES, K3.1 C1

Bev Schumacher, Learning Props

Play is learning! Come join the fun as we explore how children can learn while playing games. Games can support social and emotional development, enhance concept development, and encourage higher levels of thinking. Families can play games to extend program learning and programs can use games to invite parent engagement. Game experiences can be created to support language needs, learning strengths and areas of growth. Assessment and observations can direct game content to nurture learning. Program management has the opportunity to encourage parent engagement outreach via game events or classroom outreach, and teaching staff in all ECE settings can invite learning through gameplay.

Target Audience: Administration; Center-Based Care; Home-Based Care; Early Intervention; Home Visiting

Child Ages: Preschool/PreK

11.4 Exploring the Effective Practice Guides as a Resource for Coaching, D6.12 C2

Jordon Taylor, ICF

Building positive relationships with children is the foundation of early learning. Participants will explore the Effective Practice Guide: Social and Emotional Development. The guide focuses on evidence-based teaching practices that promote the social and emotional development of children birth to 5, as outlined in the Head Start Early Learning Outcomes Framework. Discover how to use this resource to support practice change through implementation of the Practice-Based Coaching cycle.

Target Audience: Administration; Higher Ed & Consulting/Training/Technical Assistance

Child Ages: Infant through School-Age

11.5 Preparing Educators and Programs for Antiracist Work, K3.3 C1

Laurie Strouse, Penn State Better Kid Care;

Rebecca Escott, Penn State Better Kid Care

To be antiracist is to take action against racism. Early care and education programs that do antiracist work look closely at their policies, practices, and mindsets; they actively root out, name, and address racial biases. We will offer support to educators as they learn to center their practices around racial equity, as well as provide supportive strategies for readying educators and enrolled families for the shift in program culture that doing antiracist work requires.

Target Audience: Administration; Center-Based Care; Home-Based Care

Child Ages: Infant through School-Age

SESSION 12: WEDNESDAY, OCTOBER 20, 4:30 PM – 6:00 PM**12.1 Baby Dolls and Bias: Cultural Responsiveness in ECE Classrooms, K2.4 C2**

Kellie Umphrey, Council of Three Rivers American Indian Center

We will take a deep dive into the history of many of the manipulatives and toys used in ECE classrooms and reveal gender and racial biases as well as tackle the implicit biases we have as providers and how those biases find their way into our classrooms and teaching practices. We touch on the ways to recognize these biases and to end them.

Target Audience: Center-Based Care; Advocacy

Child Ages: Infant/Toddler; Preschool/PreK

12.2 Understanding Standards to Enhance Interactions, K1.7 C2

Tonya Kmetz, Teach Reach Master Consulting

Great teachers are so highly aware of standards for growth as well as individual student development that they naturally turn every interaction in a lesson or during a spontaneous conversation into a learning experience. Participants will practice enhancing interactions and extending student knowledge. Doing so leads students toward mastery of developmental milestones and standards. When teachers know where students need to go and are able to create interactions that push them to the next level of learning, we help all students meet their highest potential.

Target Audience: Center-Based Care; Home-Based Care; Early Intervention

Child Ages: Infant/Toddler; Preschool/PreK

12.3 The ABCs of CQI, D8.1 C1

Elizabeth Marcello, Child Care Consultants;

Jenn Wertz, Child Care Consultants

Focusing on facility Leadership Team members, we will discuss what Continuous Quality Improvement is and why it is so important for ECE and School-Age programs, as well as how CQI relates to the Keystone STARS Standards and requirements. We will introduce the Lotus Blossom creative thinking technique and utilize S.M.A.R.T. goal planning to help guide and inform your CQI plans as well as to get your staff involved in the planning process. Lastly, you will have the opportunity to complete a CQI goal and discuss it with a small group of participants in a breakout room. You will gain a better understanding of how CQI planning can help maximize your facility's quality improvements.

Target Audience: Administration; Center-Based Care; Home-Based Care; Program Monitoring

Child Ages: School-Age

12.4 Now's the Time! K6.4 C2

Susan MacDonald, Inspiring New Perspectives

Moving beyond the stress and challenges of the past year requires educators and leaders to be intentional and focused on all that is possible. This motivational presentation will guide participants in creating a vision-focused action plan for effectively managing their time. New strategies and well-researched tools will inspire participants to incorporate new habits, rituals, and daily practices to enhance their well-being and reignite their passion for leading early childhood programs.

Target Audience: Administration; Center-Based Care; Home-Based Care; Early Intervention; Higher Ed & Consulting/Training/Technical Assistance; Home Visiting

Child Ages: Infant through School-Age

12.5 The SEL Cohort 3.0: Professional Development for Inspiring Change (Part 2 of 2), D6.3 C1

Tracy Larson, University of Pittsburgh; Carole Barone-Martin, Pittsburgh Public Schools; Kim Dellefemine, Pittsburgh Public Schools

In this two-part workshop, you will learn about a collaborative project, the SEL Cohort, between Pittsburgh Public Schools Early Childhood Program, HealthyCHILD, and System 1-2-3 that was designed to reduce professional isolation,

foster SEL and innovation, and spread the expertise and insights of individuals throughout the EC program. You will hear directly from members of SEL Cohort 3.0. They will describe their SEL journey and share details about their innovative projects (Part 1 is Workshop #10.4).
Target Audience: Administration; Center-Based Care; Early Intervention
Child Ages: Infant/Toddler; Preschool/PreK