



TUESDAY, OCTOBER 18

Session #5, 10:30 AM – Noon

5.01 | Walking for Wonder and Wisdom | Standard 5 Level 2

Julie Travaglini, Senior Director of Education and Curriculum, Allegheny Land Trust

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 | PA One Book: Partnering with Libraries to Support Early Literacy | Standard 8: Level 2

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

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 | Adverse Childhood Experiences & Trauma Responsive Care | Standard 1: Level 2

Caroline Millen, Apprenticeship Program Coordinator, Keystone College

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 | Getting Control Over Perfectionism and Procrastination | Standard 2: Level 1

Lauren Spigelmyer, Founder and Executive Director, The Behavior Hub

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 | The Leader's Role in Managing Challenging Behavior | Standard 8 Level 2

Join Keynote speaker Prerna Richards as she walks us through the 5 basic needs all children need to thrive, and the role we play as educators to ensure these needs are being met in the early years. She will share strategies on how to engage in intentional positive guidance and responsive interactions with young children, and how this will help foster relationships that are built on trust.

Prerna Richardson, Together We Grow

5.06 | Reports for Head Start Leaders, Part 1 of 4 | Standard 6: Level 1

Blair Hyatt, Executive Director, 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 #7.05 on Tuesday; Parts 3 & 4 are workshops #9.05 and #11.05 on Wednesday. Participants may select as many or as few of the series as they wish.

Session #6 – 12:45 PM – 2:15 PM

6.01 | Active Play Fun in Classrooms and Playgrounds | Standard 5: Level 2

Diane Craft, Early Childhood Physical Activity Consultant, Active Play Books

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 | Student Teaching for Working EC Educators: T.E.A.C.H. Can Make it Possible | Standard 6: Level 1

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

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 | Helping Families Build Positive Foundations in Economic Mobility and Financial Capabilities | Standard 2: Level 1

Dr. Pamela Waddell, Family Engagement Specialist, ICF/Head Start Region III Training and Technical Assistance Network

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 | Supporting Instructional Interactions and Oral Language in All Languages | Standard 4: Level 3

Karen Nemeth, Author/Consultant, Language Castle LLC

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 | Kids, Campaigns and Cash: Advocating for Child Care | Standard 6: Level 2

Shawn Towey, Public Policy/Community Outreach Manager, PACCA

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 | Business Practices I – The Iron Triangle in Action | Standard 8: Level 1

Mary Graham, Children's Village

Learning about the Iron Triangle is the first step. But what matters is using this process to make decisions. Listen to how two child care directors used this process to figure out their cost of care based on the Iron Triangle and decisions they are making for their future.

Session #7 – 2:45 PM – 4:15 PM

7.01 | Exploration, Play and Wonder: Conducting Hands-On Investigations with 2-Year-Olds | Standard 1: Level 1

Leslie Jennings, Educational Consultant, Teaching Strategies

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 | Emergency Preparedness Response and Recovery (EPRR) | Standard 7: Level 1

Rashanda Jenkins, Health Specialist, ICF/Head Start Region III Training and Technical Assistance Network

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 | It Takes a Community: Equity and Antiracism | Standard 6: Level 3

Julia Gest, Program Development Specialist, Penn State Better Kid Care; Laurie Strouse, Program Development Specialist, Penn State Better Kid Care

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 | Full STEAM Ahead! How to Integrate STEAM into Your Instruction | Standard 5: Level 1

Nancy Marr, Account Executive, Frog Street

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 | Reports for Head Start Leaders, Part 2 of 4 | Standard 6: Level 1

Blair Hyatt, Executive Director, 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 #5.06 on Tuesday; Parts 3 & 4 are workshops #9.05 and #11.05 on Wednesday. Participants may select as many or as few of the series as they wish.

Session #8 – 4:30 PM – 6:00 PM

8.01 | Taking Care of the Caregiver | Standard 6: Level 2

Jayne Hines, Assistant Professor of Education, Wilkes University

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 | School-Age Program Quality: What Tool Is Right for My Program? | Standard 3: Level 2

Stefanie Camoni, Program Quality Assessor, PA Key; Betsy Saatman, TA Specialist/SAC Initiatives, PA Key

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 | Block Play: Stacked with Learning Potential | Standard 5: Level 1

Jennifer Fernandez, Early Childhood Subject Matter Expert, School Specialty

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 | Diversifying Early Education Leadership: Bringing More Seats to the Table | Standard 6: Level 1

Annemarie Hindman, Professor, Temple University; Stephanie Blake, Childhood Racial Equity Coordinator, Children First

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 | Business Practices II – Tuition. Rates. Fees. What’s the Difference, and Does It Matter? | Standard 8: Level 2

Mary Graham, Children’s Village

It’s time to set your tuition! Does it matter what you charge families who aren’t eligible for subsidy? How will it affect your short term cash flow? How does it affect your long-term financial outlook?

Come discuss the importance of figuring out how to calculate your private tuition and the impact it has on the reimbursement rate you receive. Learn why we need to advocate for doing away with the Market Rate Survey.