



WEDNESDAY, OCTOBER 19

Session #9 – 10:30 AM – Noon

9.01 | Keynote Follow-up: Coming Soon! | Standard : Level

9.02 | Introduction to Social Justice Standards for School Age Care | Standard 4: Level 1

Betsy Saatman, TA Specialist/SAC Initiatives, PA Key; Rebecca Lamar, Manager of Higher Education Initiatives

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 | Partnering with Parents: Communication is KEY! | Standard 2: Level 1

Jennifer Martin, Partnership Development Manager, Tools of the Mind

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 | Implementing Meaningful Professional Development for Early Learning Educators~~ CANCELLED

9.05 | Reports for Head Start Leaders, Part 3 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. Parts 1 & 2 are workshops #5.06 and #7.05 on Tuesday; Part 4 is workshop #11.05 on Wednesday. Participants may select as many or as few of the series as they wish.

9.06 | See How They Grow! | Standard 7: Level 1

Lori McMonigal, Wellness Project Coordinator, TIU #11 Community Education and Workforce Services

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 | Building Bridges for Young Children with Disabilities: Family/Community Partnerships | Standard 2: Level 2

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

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.

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

10.02 | Getting Staff & Families Out to Vote | Standard 6: Level 1

Elizabeth Ozer, Policy Manager, First Up; Tracy Weaver, Outreach and Communications Coordinator, PennAEYC; Lindsey Ramsey, Assistant Director of Policy and Practice, Trying Together

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 | Building a Solid Social/Emotional Foundation for Infants and Toddlers | Standard : Level 1

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

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 | Mindfulness for the Preschool Classroom | Standard 1: Level 2

Heather Amick, Quality Coach, ELRC Region 4

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 | Trauma-Responsive and Resilience Building Practices for Early Childhood Providers | Standard 5: Level 1

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

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 | Funding Your Career Pathway: Resources and Supports | Standard 6: Level 1

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

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 | Early and Efficient Vision Screening | Standard 2: Level 1

Tammy Johnson, Director of Program Development, Plusoptix

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 | Babies: Squiggles and Squirms- How Do They Learn? | Standard 1: Level 2

Kellie Umphrey, Chief Consultant, Building Blocks Educational Consultants

Participants will learn the basics of how children from birth to age 2 ½ years 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 | Surviving the Great Resignation Mastering 3 Untapped Workforce Development Strategies | Standard 3: Level 1

Robert Gundling, Senior Consultant, Better Futures LLC; Jahi B. Davis, Senior Consultant, Better Futures LLC

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 | Raise Your Voice in Support of Children: Tell Your Story | Standard 6: Level 2

Tracy Weaver, Communications and Outreach Coordinator, PennAEYC

Increasing support for early childhood programs is critical and we ALL must do our part to help leaders understand why it is so important to children, their families, and our communities. You have experience with advocacy and want to do more, but you are looking for ideas for effective outreach? This session will help you think through the process you currently use and where to go from there to build even more momentum in your community with business, civic and legislative leaders.

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

Blair Hyatt, Executive Director, PHSA

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11.06 | Ending Lead Paint Poisoning in Kids Takes a Village | Standard 7: Level 2

Colleen McCauley, RN, BSN, MPH, Co-Chair, Lead Free Promise Project

Childhood lead poisoning is 100% preventable by removing lead paint hazards in homes, but when a child is poisoned early intervention is the key to securing future promise. Colleen McCauley of the Lead Free Promise Project, a statewide coalition committed to getting lead paint out of homes, testing all children twice at ages one and two, and ensuring all children poisoned are referred to Early Intervention services, will talk about signs to watch for in children who may have been poisoned and present resources available to help parents navigate through testing and early intervention services.

Session #12 – 4:30 PM – 6:00 PM

12.01 | Prevent-Teach-Reinforce for Families: Plan to Address Challenging Behavior | Standard 2: Level 1

Sue Zeiders, Project Manager, EITA; Kelly Fisher, Educational Consultant, EITA

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 | Inspire and Build Language with 3D Play | Standard 5: Level 2

Rosanne Hansel, 3D Childhood; Karen Nemeth, Author/Consultant, Language Castle LLC

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 | School Age Care Spotlight on Social Emotional Standards | Standard 1: Level 2

Lorrie Hall, Child Care Consultants, TA Coach/Coaching Team Lead, ELRC Regions 9 & 10; Betsy Saatman, TA Specialist/SAC Initiatives, PA Key

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 | High Quality Inclusion in Head Start and Early Head Start Programs | Standard 1: Level 1

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

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 | OCDEL Child Care Certification Announcements and Updates | Standard 6: Level 1

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

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.