REGION V HEAD START LEADERSHIP CONFERENCE
TENTATIVE CONFERENCE SESSIONS as of September 19, 2013
This schedule is subject to change. Check back often for updates.

MONDAY, November 4, 2:30PM TO 4:30PM

Following the Opening Session, participants will convene by the following content areas for a facilitated discussion that will expand upon the topics raised by the Office of Head Start and consider program level implications.

- Directors and Executive Directors
- Health/Mental Health/Nutrition Services
- Family & Community Partnerships
- Education and Disabilities Services
- Early Head Start Services

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<thead>
<tr>
<th>Session</th>
<th>Primary Category</th>
<th>Secondary Category</th>
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TUESDAY, November 5, 9:00AM TO 11:30AM

**Head Start: 2014-2016... As the Administration Sees the Future**

*Yvette Sanchez-Fuentes, Director, Office of Head Start*
*Kay Willmoth, Program Manager, Region V Office of Head Start*

A session with the Director of OHS and the direction this administration has set for Head Start.
What are the challenges, what is the focus of the coming two years?

Leadership Issues
Conscious Discipline® - An Overview *

*Renee Sutherland, Knox County Head Start Center of Excellence

Conscious Discipline® is a comprehensive social-emotional learning and classroom management program based on current brain research, child development information and developmentally appropriate practice. With the focus on building a "school family" by using the seven skills of Conscious Discipline®, it is the only program that integrates classroom management with social-emotional learning, utilizing everyday events as the curriculum while addressing the adult’s emotional intelligence as well as the child’s.

Learn how Knox County Head Start, a Head Start National Center of Excellence utilizes Conscious Discipline in the classroom and beyond, to build resilience for children, families, and the agency as a whole.

**Learning Objectives:**

By the end of the session, participants will be able to:

1. Identify the three components of the Conscious Discipline® Brain Model
2. Identify effective strategies for creating emotional safety for children and adults
3. Identify effective strategies for creating connection and adults

The Affordable Care Act and Non-Profits

*Jennifer Berman, Venable, LLP*

The Patient Protection and Affordable Care Act (PPACA) is fundamentally changing the way organizations do business, establishing new regulations, liabilities and responsibilities for employers. This interactive session will help program decision makers understand the provisions of the act and will guide them through scenarios to establish the specific impacts on their organization within the context of larger employee compensation issues.

Topics addressed will include Demystifying the Health Care Exchanges, Preparing for the Employer Mandate, Planning for New Assessments, Evaluating Your Plan Design and Next Steps for Employer Plan Sponsors.

Using Excel® and Access® to Support Data Management *

*Hope Cypryla and Scott Siegfried, Miami Valley Child Development Centers*

What is your agency’s system of data collection: paper & pencil, paper forms with manual data entry, a few spreadsheets? How does your agency communicate monitoring information back to staff and stakeholders? Although all Head Start agencies use a PIR database to collect data, there are complementary systems to aggregate and report meaningful data that will maintain data integrity, reduce redundancy and increase efficiency. Participants will be introduced to the system of data aggregation and reporting utilizing Microsoft Excel and Access developed by the Quality & Program Outcomes team at MVCDC. This system allows them to deliver “rolled-up” data to the stakeholders and “rolled-down” data to supervisors and direct service staff who can affect daily change in a quick and accurate manner.

**Learning Outcomes**

By the end of the session participants will be able to:

1. Recognized components of Excel forms
2. Describe the relationship between Excel & Access
3. Demonstrate an appreciation for Access data tools
### Starting Out with STEM (Science, Technology, Engineering and Math) *
*Dr. Diana Dumetz Carry, ETA hand2mind; Dr. Johannes Strobel and Elizabeth Gajdzik, Purdue University*

This workshop engages educators in how to provide integrated STEM learning opportunities. Topics include defining STEM, the impact STEM learning has on the future success of the learner, and critical elements for successful implementation of STEM curriculum for Early Childhood. The elements that make up a successful STEM lesson will be explored using a hands-on example. The lessons presented are developmentally appropriate and emphasize guided play and intentional questioning. Engagement in effective STEM learning leads to confident problem solvers in an ever-changing world.

**Learning Objectives:**

By the end of the session participants will be able to:

1. Recognize the value and importance of interactive STEM experiences for young learners
2. Identify essential elements of a successful pre-K STEM lesson
3. Evaluate the quality of STEM-focused curriculum implementation

### The Art of Classroom Interventions and the Paradox *
*Phillip Hamberg, Head Start for Kent County*

This workshop covers 10 very specific classroom interventions such as “Creating a 3-D Picture of the Child”, “Insisting on Reparation”, “Owning the Children” and “Acknowledging Parental Expertise”. With each intervention Mr. Hamberg will talk about a child development paradox that is directly related to the intervention. This workshop was created for teachers who can listen with their hearts and eyes as well as their ears.

**Learning Objectives:**

By the end of the session participants will be able to:

1. Explain 10 specific intervention strategies
2. Explain the paradoxical nature of child development
3. Explain the importance of owning a child and how that keeps away rage and violent aggression

### The CLASS™, The Coach, and the Outcome *
*Ruth King, STG International*

This session will present Practice Based Coaching (PBC) as a form of professional development and provide the opportunity to explore and practice coaching strategies to help early childhood practitioners improve classroom interactions. Participants in this session will return home with an increased understanding of Practice Based Coaching and how it can be used to support strengthening teacher child interactions.

**Learning Objectives:**

By the end of the session participants will be able to:

1. Understand Practice Based Coaching as a form of professional development to strengthen teacher child interactions.
2. Explore Practice Based Coaching as it relates to increasing CLASS Scores.
3. Identify next steps to utilize coaching strategies with teaching staff.
### Supporting Mental Health in Pregnant Women and New Moms *

*John Kinsel, MS, LPCC-S, Miami Valley Child Development Centers*

It is an understatement to say that the transition to pregnancy and new motherhood is one of the most significant changes that can occur in a woman’s life. Among the many domains that are potentially at risk during this period is the woman’s emotional well-being. Using an Infant Mental Health perspective, this session will focus on Protective Factors as well as attend to Risk Factors for pregnant women and new moms. Strategies to assist professionals working with this population will be discussed.

**Learning Objectives:**

By the end of the session participants will be able to:

1. Identify two Protective Factors for the emotional wellness of pregnant new mothers.
2. Describe two Risk Factors for the emotional well-being of pregnant new mothers.
3. Design two effective strategies for supporting the Mental Health of pregnant women and new mothers.

### School Readiness in Home Based Services *

*Linda Langosch, Wendy Bowe, Lillian Mallison, Jeanne Myer, Barbara Becker and Verlinda Sims, STG International*

In this session, participants will have the opportunity to share, reflect and learn strategies for achieving school readiness in home based services. It will include a special focus on family engagement and collecting and utilizing data in home based options. Participants will leave the session with an individualized action plan they have developed for their home based program. Intended audience is home based practitioners.

**Learning Objectives:**

By the end of the session participants will be able to:

1. Participants will gain an increased understanding of how early brain development and relationships support school readiness.
2. Participants will develop strategies for boosting school readiness through family engagement.
3. Participants will develop a plan for collecting and using child data in the home based option.

### Strategies to Support and Encourage Healthy Active Living *

*Mala Bedient, Program Manager, Institute for Healthy Childhood Weight, American Academy of Pediatrics*

Head Start Programs and staff have a unique opportunity to provide environments and education that foster and shape healthy habits. You can help children and families you see every day by encouraging and modeling healthy eating and physical activity. In this session, the core message for healthy active living: 5, 2, 1, 0 will be explored. Participants will have the opportunity to gain hands-on experience with resources that support and encourage healthy active living for both Head Start Families and Staff.

**Learning Outcomes:**

By the end of this session, participants will be able to:

1. Understand the obesity epidemic within the 0-5 age group and associated health outcomes
2. Explain the importance of a strength-based and plain language approach when communicating with families.
3. Discuss the 5,2,1,0 framework as tool for healthy active living conversations.
**Head Start A to Z Foundations – Values, Regulations and Decision-Making *\]**

*Kim Larson, Shawn Reid and Lydia Zapata, STG International*

New Head Start/Early Head Start directors and managers come to their new roles through various pathways and with a wide range of experiences, training, and needs. They must be fully aware of and knowledgeable about federal requirements, and be adept at applying these requirements to the operation of HS/EHS programs, whether they are starting a new program or working to maintain a quality program. The National Center on Program Operations (PMFO) has created Head Start A-Z as a set of learning sessions targeting directors and managers in the Head Start Community. This segment offers leaders the opportunity to become familiar with the underlying principles and values of Head Start, as well as regulations and statutes to address issues and challenges.

**Learning Objectives:**

By the end of the session participants will be able to:

1. Identify ways in which the Head Start core values are evident in program services.
2. Become familiar with the Head Start core values.
3. Enhance the understanding of how regulations shape program operations.
4. Use knowledge and understanding of the regulations to address common HS/EHS questions, challenges, and common issues.

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**Relationship Based Competencies:**

**Building Capacity for Staff and Supervisors Working with Families *\**

*Heather Nusbaum, STG International*

All Head Start and Early Head Start staff members play a role in developing goal-oriented relationships with families. Staffs who work with families and their supervisors play a critical role in supporting family well-being, parent-child relationships, and children’s school readiness. Participants will explore the PFCE Framework and Relationship-Based Competencies (RBCs). The RBCs are the basis for improved preparation and professional development of Head Start and Early Head Start staff. They outline knowledge, skills, and actions for staff working with families. The RBCs also support family well-being and children’s school readiness.

**Learning Objectives:**

By the end of the session participants will be able to:

2. Connect the Relationship Based Competencies to the Parent, Family, and Community Engagement Framework.
3. Explore the knowledge skills, and actions for building staff and supervisor’s capacity to effectively support families.
### Turning Buckthorn into Toys and Parents into Participants! *

*Sean Shaffer and Liza Fischel, North Park Village Nature Center; Veronica Nieto, Jose Perea, Wenceslao Muñoz, and Ilinca Ivan, El Valor*

We work to remove invasive woody buckthorn to make room for greater varieties of native plants. Rather than stacking and burning the cut wood, you can make this “evil-doer” do good by turning buckthorn into toys (like the mysterious voice activated propeller, tinker-toys and the hypnotizing ron ron) or even name tags, paint brushes, ink, and picture frames. This activity has proven to be an excellent method for to promote the development of gross and fine motor skills in children while increasing parental participation in Early Start and Head Start Programs. The creation of simple toys from safe tools such as drills and files inspires children, dads, and moms to get involved!

Participants will learn how to design nature-based activities for Birth to 5 Programs, assemble a kit of safe tools that can be used by all ages, Design low-cost, fun activities that develop gross and fine motor skills in children, Engage parents, especially fathers in field trips and activities, and promote creativity in children.

**Learning Outcomes**

By the end of the session participants will be able to:

1. Describe the value of nature based programming and articulate strategies to recreate and/or create their own at their own sites.
2. Plan strategies to engage Parents, especially fathers, to become involved in Educational Programming.
3. Describe strategies to use hand tools safely with young children.

### Relationships as Environment - How learning and health are impacted by the quality of relationships around young children *

*Deb Widenhofer and Cindy Bardeleben, Baby Talk*

This session will underline the relationships surrounding a child as a key component in the environment of early childhood programs. Participant discussions will include an overview of the spectrum of biological responses of stress affecting adverse lifelong outcomes and the practical application of interactions within the system of relationship of vulnerable families.

**Learning Objectives:**

By the end of the session participants will be able to:

1. Identify relationships as a key component of the environment in early childhood programs
2. Identify the effects of adversity in early childhood on lifelong outcomes
3. Recognize the role of relationships within the social emotional development of young children
# Regional Office Dialogue with Directors and Executive Directors
*Kay Willmoth, Regional Program Manager, Office of Head Start, Region V, and Region V Office Staff*

**Using Conscious Discipline® to Increase CLASS™ Scores**  
*Renee Sutherland, Knox County Head Start Center of Excellence*

Learn how consistently using the structures and helpful language of Conscious Discipline® in the classroom naturally translates to increasingly high CLASS™ scores in all domains. Via watching video clips of teachers using the seven skills of Conscious Discipline® in their Head Start classrooms, participants will be able to identify and evaluate how these skills impact the specific CLASS™ domains and dimensions.

**Learning Objectives:**
By the end of the session, participants will be able to:
1. Identify the structures for each of the seven skills of Conscious Discipline®
2. Identify the helpful language for each of the seven skills of Conscious Discipline®
3. Analyze how the implementation of Conscious Discipline® in the classroom translates to high CLASS™ scores.

**Home Activities – Inviting Families to Support Learning**  
*Bev Schumacher, Learning Props*

Early learning effectiveness demands that skills leave the classroom and take root in the home setting. Parents welcome ideas and resources that they can engage in with their early childhood learners. When educators plant ideas, invite participation, and equip parents with resources the learning can continue at home. Come explore practical ideas that can invite home practice of skills for learning success.

**Learning Objectives:**
By the end of the session participants will be able to:
1. Recognize the value of team efforts to support school readiness attainment
2. Formulate parent engagement value statement that can be shared with fellow staff and parents based on their mission statement
3. Construct at least 3 parent-child activities to be implemented in their programs

**Getting the Most Out of Your Data Management Systems**
*Data Management Software Representatives from Genesis Earth, ChildPlus, Promis, and COPA*

Life in Head Start revolves around the Program Information Report (PIR). Does your client information database provide you the reports you need to complete your PIR? Does the data you put in the system come back out of the system in a way you understand and can use in reporting? Join representatives from Genesis Earth, ChildPlus, Promis and COPA to talk about how to get the information you need and share your ideas about how to improve these systems for Head Start reporting.
**Where's the Math? Integrating Early Umathematics in the Preschool Day *\right**

*Dr. Diana Dumetz Carry, ETA hand2mind*

Mathematics for young children is much more than counting, patterns, and shapes! This workshop engages educators in how to integrate rich, appropriate mathematics learning experiences for young learners to “play” with math concepts. During the session, video clips of Prekindergarten Head Start settings and a variety of teaching and learning examples will be shared. Participants will receive ready-to-use lessons and sample manipulatives. Let’s have fun with rigor!

**Learning Objectives:**

By the end of the session participants will be able to:

1. Understand developmentally appropriate mathematics for young children
2. Identify essential elements of a rigorous mathematics lesson using manipulatives and multiple models
3. Evaluate their math lesson/activity and identify “Where is the Math?”

**Challenging Behaviors: What to Do When Nothing Else Works! *\right**

*William DeMeo, Specialty Psychological Services*

This dynamic and interactive workshop will focus on providing participants with knowledge of effective prevention and intervention strategies for children who exhibit challenging behaviors. Through a combination of role-playing and other active participatory methods, participants will learn how to implement these practical and effective strategies immediately into their program.

**Learning Objectives:**

By the end of the session participants will be able to:

1. The participant will be able to identify inappropriate behaviors in young children that could seriously affect their ability to reach their full potential.
2. The participant will be able to develop pro-active models based on the latest research in the fields of early childhood and developmental psychology to prevent behavioral problems in young children.
3. The participant will be able to develop and implement appropriate strategies to intervene with inappropriate behaviors in young children.

**Meaningful Analysis of Early Head Start School Readiness Data**

*Karen Hennelly, Region V Office of Head Start*

The session will focus on meaningful analysis of school readiness data for infants and toddlers to help programs ensure data is useful and appropriately aggregated and analyzed. Throughout the session, participants learn how to best use multiple data sources to determine the program’s impact on the school readiness of very young children. Discussions regarding strategies for approaching infant toddler data from both the center based and home based level will allow participants to gain knowledge that can be used in future school readiness discussions and planning sessions.
| Non-Federal Share: How Do We Meet Our Match?  
*Christopher Barnes, National Center for Program Management and Fiscal Operations*  
This session outlines some effective strategies for identifying, documenting, and maximizing Non-Federal Share. The presentation and supporting materials give the participant a comprehensive view of Non-Federal share; from rules and regulations to seeking non-traditional sources of in-kind goods and services. By the end of the training, participants will understand their responsibility to match federal funds, become more knowledgeable about strategically relating Non-Federal Share to program goals and objectives, and increase their overall match.  
**Learning Outcomes**  
By the end of the session participants will be able to:  
1. Become more effective at valuing Non-Federal Share  
2. Identify strategies for increasing Non-Federal Share in your program  
3. Determine appropriate sources of Non-Federal Share |
| EQ School Readiness *  
*Phillip Hamberg, Head Start for Kent County*  
There is so much that young children should learn in the preschool years to get ready for Kindergarten that it is difficult to set priorities! There is convincing research that the quality of interpersonal interactions is predictive of future academic success. With that premise in mind, the audience will be presented with 12 very specific competency areas that should be taught or “caught” in preschool. Everything from the ability to read non-verbal communication to tolerating conflicting emotions will be discussed within a classroom practical application. Teachers, parents, and policy makers need to hear this message!  
**Learning Objectives:**  
By the end of the session participants will be able to:  
1. Explain why reading non-verbal cues is important  
2. Explain the importance of developing emotional boundaries  
3. List at least 5-6 important things preschoolers must learn in pre-school. |
| Tiered Instruction in the Preschool Classroom *  
*Amy Allen, PhD, University of Toledo*  
This presentation will provide participants with an overview of Response to Intervention and the tiered instruction model. It will give participants a clear link between curriculum practices and assessment practices. Participants will learn how to create “multiple paths for learning” (Tomlinson, 2001) by utilizing varied assessment strategies. Participants will explore a variety of formative assessment strategies and learn how and when to use particular strategies to describe learning, to quantify learning, or to rank or rate learning.  
**Learning Objectives:**  
By the end of the session participants will be able to:  
1. Understand the importance of differentiating instruction  
2. Understand different tiers of instruction  
3. Know a variety of assessment strategies to determine what tier of instruction children need |
**Cultural Competence**  
*Jeanette Taylor*

The word culture can be used in reference to customs, beliefs, social patterns and characteristics. Nationalities and ethnicities have cultures and so does the workplace. We will examine the elements of a culturally competent community and look closely at the cultural speed bumps that exist.

**Learning Objectives:**
By the end of the session participants will be able to:
1. Define culture and cultural competence
2. Articulate key terms
3. Identify staff’s role in building a more inclusive and respectful environment.

**Empowering Parents with I am Moving, I am Learning**  
*Timothy Adams and Delphia Roberts Brown, STG International*

This presentation will build on prior knowledge of the IMIL curriculum, how to consider culture and explore the Switch change theory. The participants will begin to think about how to engage parents with this curriculum so that parents are empowered to build healthy life-styles for themselves and their children. When children and families are healthy and have good relationships with each other the children are more likely to succeed in school and life.

**Learning Objectives:**
By the end of the session participants will be able to:
1. Revisit I am Moving, I am Learning (IMIL) and recall vast resources within IMIL
2. Connect the PFCE Framework & Family Outcomes with IMIL
3. Learn and begin to apply patterns/principles of SWITCH and adult behavior change

**Head Start A to Z Foundations – Leadership, Systems and Services**  
*Gwen Shavalier, Patricia Bobo and Michelle Donovan, STG International*

This A-Z Foundation Session is designed the provide leaders with the opportunity to become familiar with the underlying tenets of Head Start. These affirm the solid foundation on which Head Start was built. These foundation sessions highlight the important leadership role of the HS/EHS directors and managers and are designed to promote the value of systems-thinking. They also encourage new directors and managers to look for opportunities to enhance their leadership skills and knowledge. During these sessions, new leaders have opportunities to explore several professional development resources, discuss the power of self-reflection, and consider the benefits of mentoring.

**Learning Objectives:**
By the end of the session participants will be able to:
1. Describe the importance of knowing their “personal leadership self” and identify the value of a mentor-protégé relationship
2. Articulate an understanding of the Head Start management systems
3. Describe how systems affect services
**Electronic Head Start Employee Learning Policies and Procedures (eHELPP)**

*Julie Buresh, Amy Avery, Child Care Resource and Referral Head Start*

In this session, participants will receive information to establish an effective electronic mechanism for regular communication. Attendees will acquire information on developing personalized program website and gain knowledge of how to combine Head Start Performance Standards and program Service Area Plans into a single source with electronic links to applicable policies, procedures and forms. In addition, participants will gather information on how to develop an online program level training system.

**Learning Objectives:**

By the end of the session participants will be able to:

1. Attendees will collect information on developing a personalized program website.
2. Attendees will gain knowledge of how to combine Head Start Performance Standards and program Service Area Plans into a single document with electronic links to applicable policies, procedures, and forms.
3. Attendees will gain insight on alternate training methods.
### Session

**WEDNESDAY, November 6, 9:00AM TO 12:00PM**

<table>
<thead>
<tr>
<th>Session</th>
<th>Primary Category</th>
<th>Secondary Category</th>
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<tbody>
<tr>
<td><strong>Anatomy of the 2011 and 2012 DRS Programs – What Went Wrong, and What Can We Learn?</strong>&lt;br&gt;<em>Barbara Haxton, Ohio Head Start Association</em>&lt;br&gt;A review of the 130 programs from 2011 and the 120 from 2012 on the DRS roster. What put them there, and how are these “mistakes” avoidable. An open session with data, dialogue and discussion.</td>
<td>Leadership Issues</td>
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<td><strong>Health PIR Issues – Part 1</strong>&lt;br&gt;<em>Lynne Ricker-Ward and Ametta Reaves, STG International</em>&lt;br&gt;PIR reports tell a story about your program. Is the story accurate? Grantees also must have a common understanding of the PIR instructions in order to get comparable data. Participants will have the opportunity to review instructions and reports specifically as they relate to health services to increase their understanding of the need for accurate and reliable data and how the PIR fits within program systems.&lt;br&gt;&lt;br<strong>Learning Objectives:</strong>&lt;br&gt;By the end of the session participants will be able to:&lt;br&gt; 1. Identify key components of health related PIR indicators&lt;br&gt; 2. Identify strategies to make data accurate and reliable&lt;br&gt; 3. Describe connections between PIR and program systems&lt;br&gt;This session will continue in the afternoon. Participants must attend both parts for CEU credit.</td>
<td>Health Services</td>
<td>Program Management</td>
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<td><strong>Closing the Achievement Gap: A CLASS™ Perspective – Part 1</strong>&lt;br&gt;<em>Lourdes Lambert</em>&lt;br&gt;Participants will be presented research on the achievement gap that currently exists with preschool children and why it exists. As a result of this research, participants will participate in activities labeled as gap closers that can be easily replicated in classrooms to help close the achievement gap. The activities will encompass all content areas – math, reading, science, social studies, art, music, etc., and will be tied back to the CLASS observation tool to aid in score improvement as well.&lt;br&gt;&lt;br<strong>Learning Objectives:</strong>&lt;br&gt;By the end of the session, participants will be able to:&lt;br&gt; 1. Refer to and Cite Achievement Gap research&lt;br&gt; 2. Participate and Replicate Gap Closer Activities&lt;br&gt; 3. Tie Gap Closers to CLASS observation instrument&lt;br&gt;This session will continue in the afternoon. Participants must attend both parts for CEU credit.</td>
<td>CLASS™</td>
<td>School Readiness</td>
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### A Systematic Approach to Grants Management – Part 1 *

*Shelby Holman, Southern Imaginations*

Management systems provide a framework that supports successful grants administration. In a climate of change and uncertainty, these systems are needed more than ever. Using the systems of **governance, planning, communication, human resources, and facilities**, participants will explore key regulations and requirements for developing and implementing a grants management structure that support efficient and effective use of federal funds.

**Learning Outcomes**

By the end of the session participants will be able to:

1. Identify key management systems for HS/EHS administration
2. Identify federal requirements and guidance for implementation of management systems
3. Identify strategies to support management system within daily operations

### Head Start Data Bytes – What Programs Need to Know – Part 1

**Getting Started: 7 Questions to Ask Before Sharing Data**

*Gayle Kelly, Minnesota Head Start Association and Lauri Morrison Frictl, Illinois Head Start Association*

Have you had requests from partners or state agencies to share your Head Start data? If your initial emotional reaction is fear or panic, don’t feel alone. Join us for a discussion on strategies to understand your program data and prepare your team for data sharing. Learn about ways State Associations have worked together to set the terms for sharing data with State Data Systems. Unlock the potential of Head Start data by getting involved in data sharing on your own terms.

### School Readiness: Revisiting the Planning Step *

*Melissa Hahn, STG International*

The Head Start approach to School Readiness has four steps. 1) Adopt and align established child goals, 2) Create and implement a plan of action for achieving those goals, 3) Assess child progress and aggregate and analyzed data, and 4) Examine data for patterns of progress to develop and implement a plan for program improvement. Pack your bags and share in an adventure to REVISIT strategic step #2. In this energetic session, participants will unpack best practices to support their systems around the second Strategic Step to School Readiness.

**Learning Objectives:**

By the end of the session participants will be able to:

1. Recognize the importance of a plan of action for achieving goals.
2. Understand the key points to ensure success with School Readiness plans.
3. Examine current practices that are in place.
**When It’s Working Well: Planning, Ongoing Monitoring, and Self-Assessment *\**
*Stacy Dimino and Jeanie Mills, National Center for Program Management and Fiscal Operations*

Planning includes charting a course that you believe is the right way to go, then adjusting that course as you acquire more information and make more sense of data. In the face of rapid change it is difficult to develop the ‘perfect plan’. Mintzberg, professor of management at McGill University, states that planning is like molding a clay pot over time. The design gets clearer and better after you begin shaping your [program’s] future. In this interactive and informative session participants will become better acquainted with how Self-Assessment and Ongoing Monitoring, as Head Start management systems, are integral to the planning process. Participants will also get a snapshot of the projected future of the Self-Assessment process in Head Start. In Part II of this session participants will have an opportunity to network as well as outline a plan for moving forward to enact some of the new strategies and suggestions explored in this session.

**Learning Outcomes**

By the end of the session participants will be able to:

1. Identify how the *Head Start Program Planning Cycle* (continuous improvement planning cycle) supports the planning process
2. Articulate the differences between Ongoing Monitoring and Self-Assessment and their part in the HS Program Planning Cycle
3. Assess their annual self-assessment and ongoing monitoring processes and integrate the latest thinking into their program oversight and planning.

**Measuring Progress toward Family Engagement Outcomes *\**
*Dr. Guylaine Richard, National Center on Parent, Family and Community Engagement*

How do you know your efforts are making a difference for children and families? Would you like to engage in conversation on how to use your existing systems to inform discussions about measuring family progress? This session will explore the data programs are already using to anchor their program activities, indicators of progress, measures of success, and collection methods related to Family Engagement Outcomes.

**Learning Objectives:**

By the end of this session, participants will be able to:

1. Assess and identify multiple data sets used to make decisions related to children and family growth.
2. Support a continuous improvement system for measuring key family outcomes and track families’ progress
3. Explore approaches to inform program data-driven decision making to effectively support children and families.
**Using Conscious Discipline® in Early Head Start**
*Renee Sutherland, Knox County Head Start Center of Excellence*
Participants will gain an understanding of how Conscious Discipline® enhances healthy attunement for infants/toddlers and their parents/caregivers in the Early Head Start Classroom and in the Early Head Start Home Visit, laying the foundation for healthy relationship building and learning.

**Learning Objectives:**
By the end of the session, participants will be able to:
1. Identify the three components of the Conscious Discipline® Brain Model
2. Identify effective strategies for creating emotional safety for infants and toddlers and their caregivers.
3. Identify effective strategies for creating connection for infants and toddler and their caregivers.

**Head Start A to Z Learning – The Leaders’ Role in Data**
*Gwen Shavalier, Eileen Storer-Smith and Linda Langosch, STG International*
This session focuses on the roles that leaders play in fostering the use of data-driven decision-making in their organizations. It clarifies the difference between data and information; describes a coordinated, predictable annual planning cycle and shows how the use of data is integrated into and supports that cycle; and delineates four sets of data activities: (1) preparing, (2) collecting, (3) aggregating and analyzing, and (4) using and sharing data. It explores the leader’s role in pulling together a variety of data sources to tell a program’s story.

**Learning Objectives:**
By the end of the session participants will be able to:
1. Explore practices that leaders use to foster their effective use of data in their programs
2. Understand the planning cycle and how the use of data is integrated into the cycle
3. Identify four data activities that programs carry out throughout the cycle

**Having Fun with Head Start Protocols**
*Christine Westerlund, Sara Ratcliffe and Dr. Samson Sulamoyo, Illinois Association of Community Action Agencies*
Head Start programs use a complex system of monitoring protocols to ensure program integrity and accountability to ensure high quality service to families and children. This session will introduce Head Start InterACTION!, a whole system thinking and learning tool designed to navigate the protocols using game-like strategies and powerful questions to explore and examine how Head Start programs work, interact, engage and improve. The current Monitoring tool is used to guide the conversation and move towards program understanding, improvement and connectivity. Come play the protocols and have fun learning about complex systems and create new ideas that can become action plans!

**Learning Objectives:**
By the end of the session participants will be able to:
1. Gain a deeper understanding of HS protocols across the entire program.
2. Build connectivity among all program staff and ideas for program improvement.
3. Express their Head Start program as a whole system.
### Mental Health Issues in Infants and Toddlers *

*John Kinsel, MS, LPCC-S, Miami Valley Child Development Centers*

Infants and toddlers are as vulnerable to the effects of stress as any other human being. Because of this, it is not unusual to encounter very young children who present deficits in their social and emotional development. This session will review some of the issues that are commonly found in infants and toddlers identify Risk Factors for the development of Mental Health concerns, delineate Protective Factors that mitigate such concerns and present tested strategies for intervening with young ones with social, emotional and behavioral issues.

**Learning Objectives:**

By the end of the session participants will be able to:

1. Identify 2 common Mental health concerns for infants and toddlers
2. Describe two Risk Factors and two Protective Factors related to infant/toddler mental health issues
3. Design two strategies for intervention with identified infants/toddlers

### Designing Your Classroom to be the Indirect Instructor *

*Deborah Eiland and Victoria Beasley, Child Development Council of Franklin County*

As teachers sometimes we wish we could have an extra pair of hands or another person in the classroom. In this session, participants will learn how to create developmentally and age appropriate experiences throughout the classroom that can be adapted to meet the child’s individual need that will support indirect instruction. Through group discussions and small group activities, participants will learn possible indirect instruction methods. They will learn and share strategies that can be implemented in their learning environment.

**Learning Objectives:**

By the end of the session participants will be able to:

1. Identify what constitutes indirect instruction
2. Identify strengths and weaknesses of their learning environment to support indirect instruction
3. Identify appropriate practices for setting up and maintaining learning materials for indirect instruction in the learning environment

### Managing a Nonprofit Like a Business *

*Denes Tobie, CPA, Partner, Wifli Nonprofit and Government Practice*

Participants will engage in an overview of the tools necessary to successfully operate a grant-funded nonprofit organization like a business. The topics of this session will include guidelines and ratios for determining financial health, methods of generating unrestricted funds in a grant-funded environment and an overview of how to read financial statements, as well as how to tell if your audit is effective, including the role of an audit committee, and corrective action for management letters and audit findings.

There will be an opportunity for participants to brainstorm new business ideas for an interactive discussion between participants and the trainer.

**Learning Objectives:**

By the end of the session participants will be able to:

1. Identify proven methods to generate profit within a nonprofit.
2. Describe how to effectively manage your organization to generate profits.
3. Interactively generate ideas to run your organization more effectively.
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<th>Session</th>
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<td><strong>WEDNESDAY, November 6, 1:30PM TO 4:30PM</strong></td>
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| **Roles Leaders Must Take in the Age of Head Start Accountability: How to Stay in Front of the DRS**  
*Dr. Timothy Nolan, Innovative Outcomes* | Leadership Issues | |
| Participants will review of the many organizational and management decisions, changes, challenges and charges that Head Start directors must make in the world of DRS and the threat of competition. This will be followed by a dialogue/discussion on how leadership skills and creativity play a role in helping key leadership make the right decisions to ensure their agency’s high quality performance. | | |
| **Health PIR Issues – Part 2 **  
*Lynne Ricker-Ward and Ametta Reaves, STG International* | Health Services | Program Management |
| Continuation of morning session. Participants must attend both parts for CEU credit. | | |
| **Closing the Achievement Gap: A CLASS™ Perspective – Part 2 **  
*Lourdes Lambert* | CLASS™ | School Readiness |
| Continuation of morning session. Participants must attend both parts for CEU credit. | | |
| **A Systematic Approach to Grants Management – Part 2 **  
*Shelby Holman, Southern Imaginations* | Program Management | Fiscal Operations |
| Management systems provide a framework that supports successful grants administration. In a climate of change and uncertainty, these systems are needed more than ever. Using the systems of fiscal, ongoing monitoring, self-assessment, reporting/recordkeeping, and ERSEA, participants will explore key regulations and requirements for developing and implementing a grants management structure that support efficient and effective use of federal funds. | | |
| **Learning Outcomes**  
By the end of the session participants will be able to:  
1. Identify key management systems for HS/EHS administration  
2. Identify federal requirements and guidance for implementation of management systems  
3. Identify strategies to support management system within daily operations | | |
### Head Start Data Bytes – What Programs Need to Know – Part 2

#### Data Gaps – Patching the Potholes Family Engagement *

*Dayvenia Chesney, Scott Siegfried and Hope Cypryla, Miami Valley Child Development Centers*

Aligning systems and measuring the impact of purposeful plans in the context of the Family Engagement Outcomes can be overwhelming and imprecise. The mission, vision of an agency drives the definition of family engagement while the culture of an agency ultimately influences the depth of family engagement. Connecting existing services to the Family Outcomes framework can create intentionality while results can be used to demonstrate relationships with child outcome data. On the road to change, we have filled some potholes while others are still looming. Come see our work under construction.

**Learning Outcomes**

By the end of the session participants will be able to:

1. Evaluate and align current systems to the Family Engagement Outcomes
2. Measure the impact of services co-created in trusting relationships
3. Demonstrate the relationship to child outcomes in a comprehensive and integrated two-generational approach

#### Sound Shapes Precision Phonics *

*Nancy Schwab, Nightingale Montessori*

Learning to read as a young child can be relatively easy for those who have a mind for it. But for many children, learning to decode the complex English language can be a daunting task, particularly for children who are at risk for dyslexia. Participants will learn about a Montessori based, rigorously conceptual approach to preschool literacy that engages the greatest potential of every child while targeting the phonological difficulties experienced by one in five children who has been diagnosed with, or predisposed for, dyslexia.

**Learning Objectives:**

By the end of the session participants will be able to:

1. Participants will be able to recognize the propensity of dyslexia in preschoolers
2. Participants will be acquainted with higher order thinking skills to teach reading
3. Participants will see how preschool reading classes are conducted

#### Safety, Injury Prevention, and Active Supervision *

*Nancy Topping-Tailby and Kimberly Clear-Sandor, National Center on Health*

Keeping children safe requires constant attention. Active supervision is a set of strategies that helps staff ensure that “no child is left alone or unsupervised while under their care” (45 CFR 1304.52[i][1][iii]). Learn about these strategies and how to use them in any setting.

**Learning Outcomes**

By the end of the session participants will be able to:

1. Define attention management and the 6 active supervision strategies
2. Practice using attention management and active supervision strategies in scenario based vignettes for Early Head Start and Head Start programs
3. Develop an action plan for how to implement active supervision in programs

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**Wednesday, November 6, 1:30pm to 4:30pm continued**

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<th>Data Management</th>
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**Head Start A to Z Learning – Governance**  
*Kim Larson, Carmen Armstrong and Lillian Mallison, STG International*

Head Start Program Governance is one of the 10 management systems within Head Start programs. Each of the 10 systems plays a critical role in supporting quality Head Start services that lead to positive outcomes for children and families. New directors and leaders will want to become familiar with the unique characteristics of Head Start Program Governance so they can actively ensure that their program’s overall governance system is effective and strong.

**Learning Outcomes**
By the end of the session participants will be able to:
1. Describe the origins of Head Start Program Governance
2. Recognize the composition of the governance structure and the roles and responsibilities as outlined in the 2007 Head Start Act.
3. Articulate how the three governance entities work collaboratively.
4. Demonstrate familiarity with Program Governance Tools.

**Facilities Foundations**  
*Jeanie Mills, National Center for Program Management and Fiscal Operations*

Participants will learn how to incorporate facilities planning into the Head Start Planning cycle, how to comply with the different regulations guiding use and development of Head Start facilities and the different steps and requirements in the facilities activities application process.

**Learning Outcomes**
By the end of the session participants will be able to:
1. Identify processes and data that can lead to developing a facilities plan.
2. Identify facilities regulations and how to comply with them.
3. Identify steps in the facilities activities application process.

**Conscious Organizations through Conscious Discipline®**  
*Peg Tazwell, Knox County Head Start Center of Excellence*

Learn how Knox County Head Start, transformed their Head Start organization from a chaotic, troubled agency to a National Head Start of Excellence through their implementation of the skills of Conscious Discipline® throughout their program. Consider how an understanding of the Conscious Discipline Brain Model and the Seven Skills of Conscious Discipline® establishes a foundation for improved leadership and transformative change.

**Learning Objectives:**
By the end of the session, participants will be able to:
1. Identify the three components of the Conscious Discipline® Brain Model
2. Identify the Seven Powers for Conscious Discipline® and the relationship of the seven skills to the development of consistent leadership practices and healthier organizational culture.
3. Apply one of the Seven Powers for Conscious Discipline® to a leadership challenge.
School Readiness is Everyone’s Business – A Comprehensive Approach *
Brenda Hall, Michelle Donovan, Chris DeGroote, Jessica Moore and Scott Elliott, STG International

The Framework Pile Up!
Do you ever feel like you’re in a framework Pile Up? If yes, this session is for you. Participants will receive support aligning the Early Head Start Conceptual Framework, the Parent, Family & Community Engagement Framework, The House, and Head Start Child Development and Early Learning Framework to create a comprehensive approach to School Readiness that is rooted in positive goal directed work with families. Through group discussions, and small group activities participants will learn how to use various National Center for Quality Teaching & Learning and National Center on Program Management and Fiscal Operations tools that connect ALL the Frameworks, and create cultures that embrace data.

Learning Objectives:
By the end of the session participants will be able to:
1. Demonstrate understanding of “Development” within the context of relationships: connecting the EHS Conceptual Framework, PFCE Framework, the House, and Head Start Early Learning Framework (HSELF).
2. Demonstrate understanding that “All of Our Work” is rooted in positive and goal directed work with families and how they are connected in relation to program systems that support our services to effectively support positive outcomes for children and families.
3. Demonstrate understanding of “Supporting Effective Teaching and Learning, School Readiness Success for All Children”.

Creating Meaningful and Intentional Early Learning Environments *
Juana Reyes, Chicago State University; Liz Tertell, Christopher House; and Paloma Jurado, El Valor
This presentation will provide attendees with examples of how to integrate the Reggio Emilia philosophy in the classroom along with the Creative Curriculum, Teaching Strategies, and the Emergent Curriculum. Likewise, participants will be given examples of how to collaborate with key stakeholders in exploring elements of the Reggio Approach. This will help participants to reflect on their own experiences and provide possibilities for collaboration and creating meaningful, thought provoking environments that can help children pursue their ideas and experiences.

Learning Objectives:
By the end of the session, participants will be able to:
1. Identify components of a collaborative classroom environment
2. Identify strategies to integrate the Reggio Emilia Approach with Creative Curriculum
3. Identify strategies to incorporate the Reggio Emilia Approach in your classroom
### Effective and Efficient Strategies for Collecting Child Assessment Data *

*Tara Funseth, STG International*

Beginning this session with a hands on activity, participants will gather pre-determined data on each other, aggregate and analyze the data, and discuss results of activity. Strategies for gathering child assessment data will be discussed, including Anecdotal Records, Work Samples, Videos, Checklists, and Information from families. Participants will learn the components of an objective observation and have the opportunity to write objectives observations. Tools for gathering data efficiently will be discussed along with strategies to engage parents in the child assessment process.

**Learning Objectives:**

By the end of the session participants will be able to:

1. Understand strategies to gather child assessment data effectively and efficiently.
2. Compose an effective and objective Child Observation.
3. Engage parents in the child assessment process.

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<th>Program Management</th>
<th>Child Development</th>
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### Teaching and Learning: Intentional Instructional Strategies *

*Joanna Parker, The Village Consulting*

Head Start programs are being asked to evaluate the quality of classroom interactions, increasing the effectiveness of teaching and learning in the preschool classroom. This session will explore the concept of intentional instructional strategies through the framework of tiered instruction. Several models of tiered instruction will be presented; including CLASS, the Pyramid Model and Response to Intervention. Descriptions and exemplar videos of intentional instructional strategies will be shared. Participants will be provided with the opportunity to learn from others, sharing current practices they are currently using. Participants will identify strategies that they would like to implement in the classroom, completing an action plan.

**Learning Objectives:**

By the end of the session participants will be able to:

1. Participants will be able to identify the components of tiered instruction;
2. Participants will be able to recognize how CLASS, the Pyramid Model and Response to Intervention align;
3. Participants will be able to identify instructional strategies that promote positive child outcomes.

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<td><strong>THURSDAY, November 7, 9:00AM TO 10:45AM</strong></td>
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| **CLASS™ Expectations: A Session for Leaders**  
*Barbara Haxton, Ohio Head Start Association and Lourdes Lambert*  
CLASS™ scores account for 32% of the programs that found themselves on the latest national list of programs recompleting for their Head Start grants. The stakes are higher than ever and program leaders cannot afford not to have thorough knowledge of this tool and its applications. Participants will gain a different understanding of the CLASS™, from the perspective of the teacher’s skills, psychological make up and the culture shift necessary in Head Start classrooms to ensure high scores. CLASS™ is a required assessment but high scores on the CLASS reviews reflects more than just teacher skill, it is a new way of seeing children and a new way of teaching. Join this session for a different look at the CLASS requirement. | Leadership Issues | CLASS™ |
| **Family Engagement: Key Indicators of Building Relationships with Families to Improve Outcomes *  
Michelle Brahany and Katie Bourbina, Monroe County Intermediate School District**  
Presenters will share findings of a qualitative, correlational analysis of the indicators within the staff/parent relationships that lead to improved family engagement outcomes. Information regarding the correlation between relationships and attendance, retention and engagement in program-wide activities will be shared. Participants will also have the opportunity to develop a plan for evaluation and improvement of their family engagement outcomes based upon these findings. Additionally, management staff will share reflective leadership strategies that support staff in developing program-wide relationships that lead to supportive interactions and positive family outcomes.  
**Learning Objectives:**  
By the end of the session participants will be able to:  
1. Describe the key indicators within the staff/parent relationships that improve family engagement  
2. Develop a plan for analyzing staff/parent relationships within their own programs  
3. Implement improved strategies for developing relationships that support family engagement | Parent Engagement | |
| **School Readiness from the Baby’s Point of View**  
*Terrie Rose*  
Looking for solutions to the yawning achievement gap for children in poverty, Terrie Rose sees the path of success through the eyes of babies. Because toxic stress, she shows us, influences the abilities of babies to form relationships, manage emotions and learn, with life long consequences, she will share a holistic understanding of mental health and the pathway for success.  
**Learning Objectives:**  
By the end of the session participants will be able to:  
1. Define the importance of brain development during the prenatal period and first five years of development  
2. Identify basic principals of early childhood mental health  
3. Identify strategies to help parents and other adults support the social, emotional and cognitive success of children | School Readiness | Infant/Toddler Services |
| Community Engagement to Support Health Compliance *  
*Nancy Topping-Tailby, National Center on Health and Dr. Guylaine Richard, National Center on Parent, Family and Community Engagement*  
The Health Service Advisory Committee (HSAC) is a critical component in establishing and maintaining Head Start’s preventive health care systems. This interactive session will provide an opportunity for participants to discuss how to maximize the impact of their HSAC and create vital links between Head Start health services, families, and school readiness.  

**Learning Objectives:**  
By the end of this session, participants will be able to:  
1. Strategically identify and recruit community health partners as well as parents.  
2. Create opportunities to support parents in advocating for their children’s health needs.  
3. Promote continued engagement through a process that sets clearly defined goals and activities based on community need.  
4. Address the celebrations and challenges that they may have encountered in operating the HSAC

| Exploring Self-Sufficiency and Organizational Factors that Impact Program Service Delivery *  
*Carmen Armstrong, STG International*  
This session will examine the phenomenon of self-sufficiency by examining organizational factors that impact service delivery. Participants will explore data and research findings derived from over 15 qualitative interviews. Session participants will be presented with a unique opportunity to assess organizational variables and change factors that impact self-sufficiency/family support service delivery. Most importantly, participants will explore organizational strategies and develop innovative ideas that will ultimately support parents, families and communities in achieving social and economic liberation goals.  

**Learning Objectives:**  
By the end of the session participants will be able to:  
1. Identify the origins of self-sufficiency/family support literature  
2. Describe how organizational variables and change factors impact service delivery  
3. Identify strategies to engage in discussions with organizational and community leaders about innovative change strategies that will empower current service delivery methods.

| State Data Systems: States’ Interest in Head Start Data  
*Mary Baskett, National Head Start Association and Missy Cochenour, National Center for Education Statistics*  
What’s happening at the state and national level to create the high level of interest in Head Start data? Most states have federal funding to build State Longitudinal Data Systems (SLDS), the Race to the Top—Early Learning Challenge (RTT-ELC) grants emphasize statewide data alignment, and special education data initiatives are gaining momentum. Speakers working in all these areas will share their perspectives, explore case studies from several states, and suggest strategies for Head Start leaders who are navigating the groundswell of interest in our data.

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<th>Program Management</th>
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<td>Data Management</td>
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The Chicago Reggio (Inspired) Learning Project *
Karen Haigh, Chicago Reggio Learning Project; Juana Reyes, Chicago State University; Ilinca Ivan, El Valor
As a result of further interest from Chicago Area programs and after viewing the Wonder of Learning Exhibit the Harris Center for Early Childhood Education of Columbia College Chicago proposed a pilot project dedicated to ongoing and in-depth professional learning for Chicago Head Start and Subsidized Child Care programs related to the educational component with a scope of services to include: a series of presentations of the Reggio Emilia Approach to learning for community-based agencies (including emphasis on the environment and documentation); a strategic planning process created by the community agencies of ways to adapt aspects of the Reggio Approach; the implementation of these professional development plans; and finally an evaluation of the project was conducted. During the implementation phase, a Mentor Model was used to support and assist community-based agencies with their professional development plans. This panel will discuss the benefits and challenges of this model with the attendees.

Learning Objectives:
By the end of the session participants will be able to:
1. Describe the key indicators within the staff/parent relationships that improve family engagement
2. Develop a plan for analyzing staff/parent relationships within their own programs
3. Implement improved strategies for developing relationships that support family engagement

New Roles for Education Managers *
Linda Langosch, Verinda Sims, Rita Elliott Greathouse, Barbara Becker and Janice Brown, STG International
This session will explore a variety of resources and strategies to support Education Managers during this time of increased accountability and responsibility related to achieving school readiness goals. Implementing Practice Based Coaching to change teacher practices resulting in positive child outcomes will be introduced. Education managers are required to be data analysts of variety of program data. Strategies for using and sharing data will be shared. The demands of the role require using executive function skills. Participants will reflect on how stress personally affects access to their executive skills.

Learning Outcomes
By the end of the session participants will be able to:
1. Describe the three key elements of Practice Based Coaching with a special emphasis on the reflective feedback process.
2. Identify strategies to assess their current data analysis process as it relates to quality program improvements.
3. Identify the executive skills utilized in the role of education manager and understand the effect of stress on accessing those skills.
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<tr>
<th>Making the Head Start Enterprise System Work for You *</th>
<th>Thursday, November 7, 9:00am to 10:45am continued</th>
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<tr>
<td><em>Fran Majestic and Elizabeth Hoffmann, Office of Head Start</em></td>
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<td>The Head Start Enterprise System (HSES) holds a wealth of program information including the Program Information Report (PIR), data on centers, enrollment information, monitoring review reports, as well as other data elements. This session will include an overview of HSES: how to use it and how program information in HSES is used on the Early Childhood Learning and Knowledge Center (ECLKC) website. The session will also cover how HSES data can be used for continuous quality improvement and will conclude with an open discussion on how data is entered in HSES and what programs find useful or not useful about the system.</td>
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**Learning Objectives:**  
By the end of the session participants will be able to:  
1. Navigate HSES.  
2. Articulate what information is contained in HSES.  
3. Identify how HSES program information is used publicly via the ECLKC website.

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<tr>
<th>Engaging Immigrant Children &amp; Parents in the Classroom and Home through Monarch Butterfly Conservation *</th>
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<td><em>Carolina Benitez, Nina Dueñas, Jacquelyn Ledezma, Rosalinda Espinosa and Gudelia Hernandez, El Valor; and Michael Rizo, US Forest Service – International Programs</em></td>
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<td>El Valor and the US Forest Service have partnered to use monarch butterflies as a learning tool in its birth to 5 programs, and as a way to promote community engagement and parental involvement in the Mexican-American communities of Chicago. We use, the monarch, as a symbol for immigrants, to engage families in science and nature-base activities in the classroom, schoolyard and even in the home. Though this tool, we have successfully increased parental participation and improved the science instruction for both Early Head Start and Head Start, while assisting the US Forest Service with its conservation mission.</td>
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**Learning Objectives**  
By the end of the session participants will be able to:  
1. Design nature-base activities for Birth to 5 programs  
2. Demonstrate strategies to train parents to become science teachers at home  
3. Develop strategies to engage immigrant audiences through culturally symbolic activities
### Primary Teeth are Important! Making the Connection Between Oral Health and School Success *

*Holli Seabury, McMillen Center for Health Education*

Dental decay is the most common childhood disease and its lifelong impact on children can be devastating. From missed school, to an inability to pay attention because of pain and lack of sleep, dental decay can impact a child’s ability to succeed in school and reach their full potential. In this session we will learn about the extent of the problem of pediatric dental decay, how it impacts children, and how to identify and prevent severe pediatric decay. Dental decay is a serious topic, but this session is a fun, hands-on way to learn about how we can help children to succeed in school!

**Learning Objectives:**

By the end of the session participants will be able to:

1. Describe the extent of the problem of pediatric dental decay.
2. List at least 3 reasons why primary teeth are important to children’s growth and development and to success in school.
3. Identify at least three ways to prevent pediatric dental decay.

### Head Start A to Z Learning – Planning *

*Ametta Reaves, Bonnie Becker and Christine DeGroote, STG International*

As new Head Start/Early Head Start (HS/EHS) directors and managers, you will come to your new roles though various pathways and with a wide range of experiences, knowledge, and needs. Whether you’ve been promoted from within your organization, hired from a neighboring child care or HS/EHS program, or selected because of your experience in management, you require extensive support to help transition to and be successful in your new role as a Head Start leader. This session will help to enhance your knowledge and skills as a new leader in HS/EHS.

**Learning Outcomes**

By the end of the session participants will be able to:

1. Identify the key elements of leadership, systems and services.
2. Identify core values and HS regulations.
3. Recognize the key elements of decision making.

### Board Governance *

*Denes Tobie, CPA, Partner, Wifpli Nonprofit and Government Practice*

What are the roles and responsibilities of the Board of Directors? What exactly does Head Start require of the Board? Who is ultimately responsible for the organization? Where are we at risk as an organization? If your agency is asking these questions, you need to attend this session so you can properly structure your leadership.

**Learning Outcomes**

By the end of the session participants will be able to:

1. Describe overall Board responsibilities; convey how to create a "tone at the top."
3. Discuss risk management and its importance from a Board perspective.
**Sharing Our Conscious Discipline® Story**
* Renee Sutherland, Knox County Head Start Center of Excellence facilitating a panel representing Head Start programs at various stages of Conscious Discipline® implementation

Four Head Start agencies will share their agencies Conscious Discipline® journeys, including their process of implementation, successes, challenges and outcomes. Participants will have the opportunity to hear a variety of agencies tell their story of Conscious Discipline® implementation as well as have the opportunity to ask questions from individuals on the panel.

**Learning Objectives:**
By the end of the session, participants will be able to:
1) Identify strengths that Conscious Discipline® implementation brings to Head Start programs.
2) Identify challenges of Conscious Discipline® implementation and strategies for overcoming these challenges
3) Identify how to begin the process of Conscious Discipline® implementation for Head Start programs

* These sessions are approved for IACET CEUs. For more information about IACET CEUs and OHSAI Professional Development practices, visit [www.ohsai.org/professional-development-information/](http://www.ohsai.org/professional-development-information/)