

# Celebrate HEAD START

Children  
Families  
**YOU!**

2019 R7HSA LEADERSHIP CONFERENCE  
Region VII Head Start Association



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Children  
Families  
**YOU!**

## 2019 R7HSA LEADERSHIP CONFERENCE Region VII Head Start Association

**MAY 20-23, 2019**

SHERATON OVERLAND PARK KANSAS  
at the CONVENTION CENTER  
6100 College Blvd, Overland Park, KS 66211

### TENTATIVE AGENDA

#### MONDAY, MAY 20

8:30am to 5pm . . . . . Pre-conference Sessions

#### TUESDAY, MAY 21

8:30am to Noon . . . . . Pre-conference Sessions

1pm to 5pm . . . . . Conference Opening Session and Awards Recognition

7pm - 10pm . . . . . Networking Reception

#### WEDNESDAY, MAY 22

8:30am to 5pm . . . . . Breakout Tracks

*Lunch provided*

#### THURSDAY, MAY 23

8:30am to 10:00am . . Breakout Tracks

10:30am to 1pm . . . . . Conference Closing Session

*Box lunch provided*



Region VII Head Start Association  
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# **PRE-CONFERENCE SESSIONS** *Monday, May 20th*

## **Foundations of Inclusion**

Michelle Adkins, Senior State TTA Specialist  
Therese Snyder, Director, Coordination and Collaboration  
National Center for Development, Teaching, and Learning

*8:30am to 5:00pm — Leatherwood 1*

The Foundations of Inclusion session will familiarize you with the components and resources of the Foundations of Inclusion toolkit and provide an opportunity for peer networking. The Foundations of Inclusion Toolkit is designed to be used by Disability Services Coordinators, Mental Health Consultants, T/TA staff and other presenters in a face-to-face workshop format with Early Head Start/Head Start (EHS/HS) staff and their early education partners. It is designed to support understanding of the foundational features (i.e., laws, regulations, values and research) of early childhood inclusion and awareness of effective research-based practices for improving the learning outcomes and promoting the development of young children with disabilities or suspected delays.

## **Creating and Sustaining Strong Partnerships**

Karen Surprenant, Program Management & Governance Specialist  
Janet Humphries, Program Management & Early Head Start-Child Care Partnerships Specialist  
National Center for Program Management and Fiscal Operations

*10:30am to 12:00pm — Leatherwood 2*

This session is designed to remind participants of the dynamics of successful partnerships. Key issues will include: a look at business side of partnerships (including EHS-CC P), how to develop and maintain partnerships, the importance of managing partnership agreements, and the role of ongoing monitoring in supporting partnerships

## **Head Start Leadership and Governance: How Structure, Processes and Relationships Inform Inclusive Leadership**

Lionel Espinoza, Program Management & Governance Specialist  
Karen Surprenant, Program Management & Governance Specialist  
National Center for Program Management and Fiscal Operations

*1:00pm to 5:00pm — Leatherwood 2*

In this session, participants will explore the structures, responsibilities and key activities of Head Start program leadership (governing body/ Tribal Council, Policy Council and key management staff) in regards to leadership and governance. There will be a key activity to support participants understanding of these responsibilities consistent with the Head Start Program Performance Standards and the Head Start Act. We will also review the use of advisory committees for state and/or large organizational structures.

## **Engaged Partnering: Exploring the UNITY in Community**

Dr. Eurnestine Brown, PhD, Senior TTA Specialist  
Brandi Black Thacker, MA MSW, Director of Training, Technical Assistance, and Collaboration  
National Center for Parent, Family, and Community Engagement

*1:00pm to 5:00pm — Hawthorne 1&2*

Effective engagement depends on a program's ability to form positive, respectful relationships with parents, families, and community partners. This involves a program's implementation of a systemic, integrated and comprehensive approach towards learning and celebrating the diversity of the families and communities it serves. This session focuses on creating engaged family and community partnerships to support our youngest children and families. Resources, information, and activities will be shared to support programs in turning the goals into reality and impacting families and communities in a measurable and reciprocal manner.

# PRE-CONFERENCE SESSIONS *Monday, May 20th*

## **Reflective Supervision**

Katie Ingham, ECE Specialist and Brenda Spurgeon, ECE Specialist, Region 7 TA System, ICF

*8:30am to 5:00pm — Leatherwood 3*

### Learning Outcomes

- Identify key aspects of effective reflective supervision
- Develop skills in generating effective conversations around professional growth and development
- Create a working agenda that supports a reflective process
- Design a reflective supervision plan for your program

Reflective Supervision is a collaborative relationship for professional growth that improves program quality and strengthen practice. Reflective Supervision builds the capacity of individuals, relationships, and organizations by cherishing strengths and partnering around vulnerabilities. In Head Start and Early Head Start programs, reflective supervision and reflective parenting practice can also be thought of as the circle of support or the continuous relationships that allow caring for and supporting children to be the main focus. Reflective supervision is a wonderful opportunity to strengthen the professional relationships that support parents, families, and young children. Reflective supervision is characterized by active listening and thoughtful questioning by both supervisor and supervisee. When Directors model and support reflective supervision in their programs, staff are likely to follow suit by participating. When staff feel supported and able to do their jobs, even when those jobs are challenging, they are in the best position to encourage and support parents to reflect on their own parenting practices. The learning and support trickles down through the families to their children.

# **PRE-CONFERENCE SESSIONS** *Tuesday, May 21st*

## **Human Resources Management**

Lionel Espinoza, Program Management & Governance Specialist  
National Center for Program Management and Fiscal Operations

*8:30am to 12:00pm — Leatherwood 2*

PMFO's HR suite is based on The Society on Human Resource Management (SHRM) Body of Competency and Knowledge. Content will include: an examination of how effective HR management builds on seven functional areas from the Society of HR Management; a consideration of how HR goals need to evolve to meet the needs of a changing organization; and an exploration adaptive training activities that will support grantees in addressing HR needs.

## **Exploring Family Engagement and the Five Year Project Period: Making Connections from School Readiness to Family Engagement and Program Planning**

National Center for Parent, Family, and Community Engagement

*8:30am to 12:00pm — Hawthorne 1&2*

In this session, participants will discuss how to connect program planning, school readiness, the Head Start Parent, Family, and Community Engagement (PFCE) Framework, and the provision of family and community engagement program services within the five year project period. The group will have the opportunity to “tell their programmatic story” by exploring terms, definitions, strategies, newly developed tools, family outcomes, and data in service of linking each of these pieces into the planning process.

## **Rethinking Large Group Instruction**

Erin Kester; Teaching Strategies Regional Professional Development Manager

*8:30am to 10:00am — Leatherwood 3*

More than just a simple morning meeting, large group is an opportunity to promote development and learning while guiding children to recognize themselves as valued members of a classroom community. This session will unpack large-group meetings, from setting the tone for the day to supporting children's understanding of literacy and math concepts in authentic ways. Along with detailing examples of meaningful large groups in action, this session will explore how large-group experiences enhance the home-to-school connection.

# PRE-CONFERENCE SESSIONS *Tuesday, May 21st*

## **Easy Data Management with ChildPlus**

Jose Martinez, Account Executive, ChildPlus Software

*10:30am to 12:00pm — Leatherwood 3*

In this session, you will learn how to collect data and use reports, setup email notifications, improve data tracking, use internal monitoring tools, and improve your policies and procedures to meet OHS compliance. This session will also give your Head Start & EHS programs the tools and knowledge to create custom modules for agency-specific data entry and transform the way your agency will be able to access ChildPlus with the upcoming release of ChildPlus Mobile.

Generic Objectives:

1. Learn how to create custom modules for agency-specific data collection
2. Learn how to utilize the Dashboard to view agency goal-progress and compliance
3. Enhance the mobility of your agency's data mobility using ChildPlus Mobile

## **Elevating the Workforce**

Jess Simmons, Director, Growth Strategy/Program Operations, LENA

*10:30am to 12:00pm — Leatherwood 1*

A child's first five years are the most critical for neurological development, making early childhood teachers critical to preparing children for school and life. However, the field suffers high turnover rates. While pay is a primary concern, opportunities for growth, development, and recognition are also important to building morale and increasing knowledge and competencies in an effort to build a stronger early childhood workforce. By creating opportunities for teachers to achieve recognition, obtain professional development, experience strengths-based coaching, and participate in co-creating goals, Directors and Administrators can elevate the profession, build capacity, and increase quality of early childhood programs. In turn, this delivers positive outcomes for children in your programs. In this session, we'll discuss these methodologies and share examples from our work with early childhood education centers across the country. Attendees will engage in hands-on activities and small group discussions to identify opportunities to use these techniques in their centers.

# OPENING SESSION & AWARDS RECOGNITION

*Tuesday, May 21st, 1:00pm Cottonwood Ballroom*

## Welcome

Jonna Burns, President, R7HSA & MHSA, former Head Start Parent

### ALUMNI STORIES

Jolene Morel, former Head Start Parent

Kim Jasper, former Head Start Parent

Shalese Clay, former Head Start Parent

Anneasyka Roston, former Head Start Parent

## Awards Recognition

### ALUMNI STORIES

Alma Rivera, Head Start Parent

Dana Moses, former Head Start Student

Latrice Davis, former Head Start Parent

## Featured Speakers



### ***The “Why” in What We Do***

LaToya will share a brief story emphasizing the “why” in what we do as Head Start families, staff, volunteers, alumni, and advocates, and how the reasons behind our “why” build the momentum to continue even when times are hard or when it seems like all odds are against building our children’s futures. Some will laugh, some will cry, but we all will share the journey together to continue enhancing the lives of others.

LaToya Mothershed  
Head Start Parent and 1st Advocate



Clarence Small  
Regional Program Manager, Office of Head Start



Dr. Deborah Bergeron  
Director, Office of Head Start

# *Congratulations!*

## **2019 R7HSA AWARD RECIPIENTS**

### **STATE CHILDREN'S CHAMPIONS**

DR. BRIDGETTE SCHMIDT - Schmidt Pediatric Dentistry, Spencer, IA  
LINDA BROYLES - Southeast Kansas Community Action Program, Girard, KS  
MISSOURI CARE, A WELLCARE COMPANY - Columbia, MO  
BECKY VEAK - First Five Nebraska, Lincoln, NE

### **REGIONAL SCHOLARSHIP RECIPIENTS**

#### **HEAD START ALUMNI - HIGH SCHOOL SENIOR**

BROOKLYN PACE, ALUMNI - CMCA Head Start, Tipton, MO

#### **HEAD START PARENT - POST SECONDARY EDUCATION**

BROOK KLASSEN - Reno County Head Start, Hutchinson, KS

#### **HEAD START STAFF - HIGHER EDUCATION**

KATELYN PROBERTS - USD #489 Early Childhood Connections, Hays, KS

### **REGIONAL AWARD RECIPIENTS**

#### **ADMINISTRATOR OF THE YEAR**

MARCIA MUNFORD - Community Action of Southeast Iowa, Burlington, IA

#### **TEACHER OF THE YEAR**

WHITNEY WILSON - Southeast Kansas Community Action Program, Girard, KS

#### **SUPPORT STAFF OF THE YEAR**

KARLA BIXENMAN - USD #489 Early Childhood Connections, Hays, KS

#### **FAMILY LEADER OF THE YEAR**

KELLI RILEY - USD #489 Early Childhood Connections, Hays, KS

#### **BEATING THE ODDS PARENT AWARD**

MELISSA GADBERRY DAUTEL - Reno County Head Start, Hutchinson, KS

#### **EXCELLENCE IN COMMUNITY SERVICE AWARD**

CENTRAL OZARKS MEDICAL CENTER, Osage Beach, MO

#### **TOM MAYER AWARD OF EXCELLENCE**

CINDY DAVIS - North Iowa Community Action Organization, Mason City, IA

# *Join Us at the* **WELCOME RECEPTION**

*Tuesday, May 21st, 7:00 – 10pm*  
*Cottonwood Ballroom*

Drop by and mingle with your colleagues from across the region.  
Have a drink, a snack, some fun, and relax!

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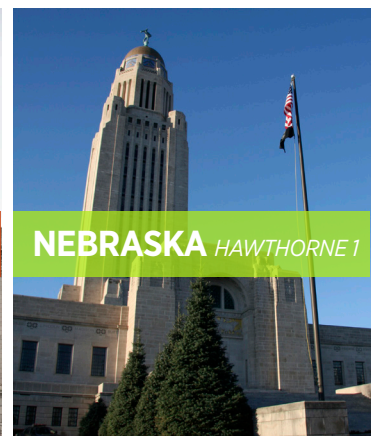
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## **STATE MEETINGS**

**WEDNESDAY 5:00 — 6:00PM**



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## BREAKOUT TRACKS

Wednesday & Thursday, May 22 – 23

*See following pages for schedule & descriptions*

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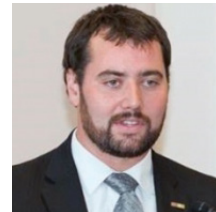
## CLOSING SESSION

Thursday, May 23rd, 10:30am Cottonwood Ballroom

## Featured Speakers



Yasmina Vinci  
Executive Director  
National Head Start Association



Tommy Sheridan  
Senior Director of Government Affairs  
National Head Start Association



Jonathan Edison  
Former Head Start Student  
Author and Speaker  
[jonathanedison.com](http://jonathanedison.com)

### *How to go from Survival Mode to Beast Mode*

“Success Strategist” Jonathan Edison, M.Ed. is a modern day Alchemist. Facing many hardships growing up in the city of Detroit he could have given up on life from the very beginning. His mother was removed from his home for abusing drugs and alcohol. His father left when he was 7 and his grandmother that took on the task of raising him, died from breast cancer when he was 14. Now faced with homelessness, despair and uncertainty, Jonathan graduated from high school with a 1.6 grade point average. Then he went on to complete his first year of college with a 0.82 before dropping out completely. Today, Jonathan is an International Motivational Speaker, a 3-time college graduate, C.E.O of two successful companies, an author of 5 best selling books and a student at Harvard University studying Psychology. This expertise in life and in business allows Jonathan to deliver innovative and content-driven presentations that have practical application in Sales, Leadership, Change and Personal Motivation.

PROGRAM MANAGEMENT		COACHING & LEADERSHIP		CHILDHOOD SOCIAL & EMOTIONAL		DATA
CHILDHOOD HEALTH & WELLNESS		STAFF AND FAMILY WELLNESS		SPECIAL INTEREST		
	WEDNESDAY 5/22 8:30am — 10am	WEDNESDAY 5/22 10:30am — Noon	WEDNESDAY 5/22 1:00pm — 2:30pm	WEDNESDAY 5/22 3pm — 4:30pm	THURSDAY 5/23 8:30am — 10am	
<b>COTTONWOOD BALLROOM</b> Max. 350 rounds	<b>Building Effective Early Childhood Mental Health Consultation Services</b> Serena Dacus, R7OHS	<b>Emotional Poverty in All Demographics</b> Dr. Ruby Payne, CEO aha! Process, Inc.	<b>Nurture Joy, Caring for the Caregivers</b> Susan Killeen Jones, Jefferson Franklin Community Action Corp	<b>Building Resilience In Head Start Children</b> Dr. Monica Jackman, Susan Killeen Jones	<b>Leading with a Trauma Lens</b> Laura Niederer and Brit Visser Trauma Smart	
<b>LEATHERWOOD 1</b> Max. 108 classroom	<b>Meeting Capacity of Teaching Needs through Coaching</b> Monica Garner, Candice Shimmin, Tamara Masters, Drake University Head Start	<b>Leadership Training</b> Karen Thomson, St. Louis Learning Disabilities Association	<b>Evolution of a Successful Coaching Model</b> Kim Jasper, Sandy Johnson, Lisa Milder, NEICAC Head Start	<b>Evaluating the Effectiveness of Your Coaching System</b> Brenda Spurgeon and Bethanie Grass, T/A	<b>Coaching with CLASS and The Project Approach</b> Pegi Stamps, Constructive Playthings Carol Bolz, MARC Head Start	
<b>LEATHERWOOD2</b> Max. 108 classroom	<b>Trauma-informed Leadership</b> Michelle Pendzimas Kansas City Public Schools	<b>It's All About The Children</b> Charles Stephenson Powerhouse Community Development Corporation	<b>Enhancing School and Classroom Climate Using Trauma-Informed Practice</b> Kelli Roehr & Jennifer Adhima Project Eagle	<b>When Parents Take the Lead</b> John Will and Kelly Johnson, South Central Missouri Community Action Agency	<b>Building Active Social Emotional Skills</b> Ron Mohl, Lakeshore Learning	
<b>LEATHERWOOD 3</b> Max. 108 classroom	<b>Measuring What Matters</b> Wynona Martin and Katie Ingham, R7OHS	<b>A Systems Approach to Teacher Observations, Practices and Coaching</b> Dana Moses, R7OHS and Cathy Swackhamer, T/A	<b>Strategies for Head Start Data Capture &amp; Monitoring</b> <b>HALF DAY</b> Lihong Ma, myHeadStart.com David Hart Smith, ECLKC	CONTINUED		<b>Plan, Recruit, Engage, and Evaluate the Work of Your Health Services Advisory Committee</b> Serena Dacus, R7OHS
<b>MAPLE ROOM</b> Max. 84 classroom	<b>OHS Full Enrollment Initiative</b> Larissa Zoot, OHS	<b>The World of Waivers</b> Beth Cox, R7OHS Larissa Zoot, OHS	<b>How to Recognize and Extinguish the Flames of Burnout in ECE</b> Colleen Schmit, Four Monkeys Press	<b>Mental Health Strategies for Families and Staff Wellness</b> Jolene Morel, KCKS Community College Becky Vaughn, Project Eagle	<b>Creating a Human Resource Systemic Audit</b> Ann Williams and Dana Moses, R7OHS	
<b>HAWTHORNE 1</b> Max. 48 classroom	<b>CLASS: Not Just for the Classroom</b> Suzanne Falvey, YWCA ST. LOUIS	<b>An Ounce Prevention: Catching Kids Early while including Families</b> Ernesto Rodriguez, Scholastic Education	<b>Preschool Vision Screening: Why it is Important</b> Rebecca Christensen, Plusoptix	<b>Emergency Preparedness: Crisis Management</b> Dan Houlahan, R7OHS	<b>Oral Health Messages to Share with Parents</b> Kathy Hunt, R7HS Dental Hygienist Liaison, National Center for Early Childhood Health & Wellness	
<b>HAWTHORNE 2</b> Max. 48 classroom	<b>Literacy Research Says: STOP Doing These Three Things in the Head Start Classroom</b> Tricia Gray & Cheryl Campbell CR Success Learning	<b>Teaching Young Boys; Creating Lifelong Success Stories</b> Jerry Parr, Willow Tree	<b>Early Head Start – Child Care Partnerships Networking Session</b> Melissa Chindamo and Beth Nichols, R7OHS	<b>Budgeting Concepts</b> Michael Thordsen, R7OHS	<b>Dual Language Learners: Resources, Planning Tools and Budgeting</b> Lana Messner and Michael Thordsen, R7OHS	

# BREAKOUT TRACK 01 **PROGRAM MANAGEMENT**

## **The World of Waivers and How to Navigate the Sea of Information** 90 MINUTES

Elizabeth (Beth) Cox, Program Specialist, R7OHS  
Larissa Zoot, Program Operations Analyst, OHS

The World of Waivers can be a daunting one. How do you plan? What information does Regional and Central Office need? Who should be involved in the process? When do I submit my request? Why does my Program Specialist keep asking additional questions? This session will review how to answer those questions and more! Plan on a PowerPoint presentation with plenty of time for discussion.

## **Creating a Human Resource Systemic Audit** 90 MINUTES

Ann Williams, Grantee Specialist, and Dana Moses, Grantee Specialist Manager, Region 7 TA System, ICF

A strong human resources system ensures that staff members and volunteers have the credentials and competencies needed to provide quality Head Start services to children and families. Join us as we examine the organizational structure of Human Resources.

1. Identifying components of your Human Resources Management System
2. Outline practical steps in developing a HR monitoring system

## **Budgeting Concepts** 90 MINUTES

Michael Thordson, Grantee Specialist, Region 7 TA System, ICF

Participants will develop a basic understanding of budget development. The presentation will include concepts on developing budgets based on individual locations, incorporating these individual locations into the full agency budget, and developing a general template for creating a five year budget that can assist in aligning to program goals and ongoing preventative maintenance needs.

## **Emergency Preparedness: Crisis Management** 90 MINUTES

Dan Houlahan, HHS Emergency Management Specialist, R7OHS

# CANCELLED

Emergency Preparedness, Response, and Recovery is the responsibility of every single person in Head Start regardless of the position he or she holds. This session will cover emergency caused impacts to Grantees, Head Start Centers, Teachers and other staff, Parents, and Head Start kiddos. Identification of Risks, Mitigation planning, Response, Recovery and Continuity of Operations (COOP) will be touched upon during this presentation. Real world observational long term effects such as behavioral and mental health needs of Children and staff will be illustrated through firsthand observations from events such as the Joplin tornado, Super Storm Sandy, and recent hurricanes, Harvey, Irma, and Maria.

## **The OHS Full Enrollment Initiative** 90 MINUTES

Larissa Zoot, Program Operations Analyst, OHS

Head Start and Early Head Start grantees are required to maintain their full funded enrollment levels, assuring maximum benefit of Head Start funds to the children and families in the communities they serve. OHS has responded to a downward trend in program enrollment by implementing the provisions of the Head Start Act, which call for tracking enrollment, supporting grantees in their efforts to increase enrollment, and, ultimately, holding grantees accountable for underenrollment by rightsizing programs where chronic underenrollment is not successfully addressed.

In this session, we'll discuss the OHS Full Enrollment Initiative as a national community assessment, explain the statutory requirements and expected technical assistance supports, describe the current process for evaluating grantee success in reaching full enrollment or designating grantees as chronically underenrolled, and share about some steps grantees can take to address underenrollment in their programs.

# BREAKOUT TRACK 02 COACHING & LEADERSHIP

## **A Systems Approach to Teacher Observations, Practices and Coaching** 90 MINUTES

Dana Moses, Grantee Specialist Manager, and Cathy Swackhamer, Regional EC Manager, Region 7 TA System, ICF

As programs continue to struggle with competing initiatives and limited resources, it is time to look at ways to systematically plan for and implement cost effective and out-of-the-box approaches to observations and data gathering. This presentation will take a holistic approach to observations of teaching staff. Participants will begin to identify all the ways they currently observe teaching staff, measure teacher practices and inform individual and program-wide professional development activities.

## **Evaluating the Effectiveness of Your Coaching System** 90 MINUTES

Brenda Spurgeon ECE Specialist, and Bethanie Grass, ECE Specialist, Region 7 TA System, ICF

Learning Objectives:

- Determine processes for evaluating implementation of your coaching system
- Identify program data sources that measure coaching implementation, impacts on teaching, and the effects on outcomes for children.

Is your coaching system working for you and how do you know? Programs that implement coaching most effectively take steps to ensure that the strategy meets the needs of the program and their selected method is implemented with fidelity. This session will provide an opportunity to explore several strategies designed to measure the effectiveness of your coaching system. Identify data sources that can best determine progress on your coaching implementation, impacts on teaching, and the effects on outcomes for children. Consider how data can inform your planning and decision making.

## **Evolution of a Successful Coaching Model** 90 MINUTES

Kim Jasper, Education Specialist, NEICAC Head Start (former HS parent)  
Sandy Johnson, Center Manager/Coach, NEICAC Head Start  
Lisa Milder, Center Manager, NEICAC Head Start

The participants will learn how to identify coaching needs, collect needed data, and implement a successful coaching model. Presenters will share how NEICAC Head Start developed their coaching model and how it has evolved into what it is today. We will share forms, TLC group session ideas and how to identify which kind of coaching will work best for individual teacher needs.

## **Coaching with CLASS and The Project Approach** 90 MINUTES

Pegi Stamps, Director of Early Learning, Constructive Playthings  
Carol Bolz, Head Start Education Manager, MARC Head Start

Recent research indicates that both instruction and teacher/child interactions are predictors of child outcomes and that continued professional development and support for early childhood classroom teachers is needed to improve classroom quality and enhance children's learning. This workshop will examine the processes and related research from local Head Start classrooms that shows positive CLASS results when children and teachers engaged in project work paralleled with an effective and supportive coaching system.

Outcomes:

- 1) Participants will examine how The Project Approach supports young children's intellectual development while enhancing CLASS scores.
- 2) Participants will identify strategies for effectively implementing The Project Approach with all young children across multiple program options.
- 3) Participants will be made aware of practices that will lead to effective coaching characteristics for a diverse early childhood workforce.

## **Leadership Training** 90 MINUTES

Karen Thomson, St. Louis Learning Disabilities Association

• Motivational Strategies • Negotiating Your Success • Professionalism • Strategies of Leadership • Team Building

## **WANTED: Participants Wanting to meet Capacity of Teaching Needs through Coaching. Is this you? WE WANT YOU!** 90 MINUTES

Monica Garner, Early Childhood Program Coordinator, Candice Shimmin, Instructional Coach, Tamara Masters, Instructional Coach, Drake University Head Start

Are you thinking: HELP! Every teacher needs coaching and I'm only one person! Coaches are serving staff in multiple ways over an expanse of counties/areas. How can you use your existing tools and system to meet capacity? In this session participants will analyze their monitoring tools, review data scenarios and learn how to use these elements to create a system to meet the needs of their staff. Current Coach's experiences, data and practices will be shared to support this journey! Participants should come willing to challenge existing practices with an open mind, a positive outlook and willingness to take this journey. The valued outcome of this session is leaving with a working model to not only meet capacity but increase dosage with staff most needing assistance. Help is here!

# BREAKOUT TRACK 03 CHILDHOOD SOCIAL & EMOTIONAL

## **Building Effective Early Childhood Mental Health Consultation Services** 90 MINUTES

Sarena Dacus, Health Specialist, Region 7 TA System, ICF

Head Start programs continue to express growing concern for the number of children in their classrooms exhibiting problematic behavior. Mental health consultation can be effective tool for promoting the social and emotional development of young children, connecting families with services, and building staff capacity to manage difficult or troubling child behaviors.

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

- Define “effective” early childhood mental health consultation (ECMHC)
- Identify the qualifications, skills and characteristics of effective ECMH consultation.
- Discuss the roles and responsibilities of the MHC
- Describe core components of effective consultation programs

## **Building Active Social Emotional Skills** 90 MINUTES

Ron Mohl, Lead Educational Presenter, Lakeshore Learning

What intentional choices can be made with children to build active social emotional skills? We will look at how we define our role as a facilitator of executive function skills including inhibitory control, working memory, and cognitive flexibility while aligning the development of these skills to classroom activities.

Outcomes :

Participants will be able to articulate the role of a social emotional facilitator.

Participants will be able to list three executive function skills.

Participants will be able to align specific activities and routines to developing executive function skills.

## **Emotional Poverty in All Demographics: How to Reduce Anger, Anxiety, and Violence in the Classroom** 90 MINUTES

Dr. Ruby Payne, CEO, aha! Process, Inc.

- Reduce episodes of emotional explosions, anxiety, anger, and violence.
- Create a safer campus by emotionally triaging the students.
- Promote a better understanding of the adults’ stages of development and contribution to the emotional safety and noise on the campus.
- Engage in better strategies that calm students and motivate better behaviors.

## **It’s All About The Children** 90 MINUTES

Charles Stephenson, Executive Director, Powerhouse Community Development Corporation

This session will define and discuss the important role that fathers play, in the healthy development of their children during the early childhood and adolescent stage. It will outline the four essential whole life needs (physical, emotional, social, and moral) that contribute to the maturity of the children. In addition, the session will review proven processes and strategies employed in the fatherhood development program.

Outcomes:

- Improve participants understanding of the need for fathers to be engaged in each developmental stage in the life of their children
- Participants will gain valuable knowledge in understanding the developmental framework of the 4 whole life needs of children
- Participants will learn new strategies and discover new resources to enhance their children oriented programs

## **Building Resilience In Head Start Children** 90 MINUTES

Dr. Monica Jackman, Occupational Therapist, Little Lotus Therapy

Susan Killeen Jones, Associate Director of Health & Wellness, JFCAC Jefferson Franklin Community Action Corp

This workshop will focus on year two and three of a five year project. The result of the project is an Evidence Based Social Emotional Learning Program based on Mindfulness Practices called Open Mind. Discussion in this workshop will focus on how the impact of developmental trauma has lifelong effects and how mindfulness practices have been found to build resilience in children and families. Participants in this workshop will: 1) gain an understanding of the effects of developmental trauma on children, 2) learn ways to build resilience in children that mitigate the impact of trauma through mindfulness practices that are a part of the OM Program, 3) gain an understanding of the benefits of mindfulness and meditation for teachers, children, and parents, 4) learn how the health and wellness of teachers, children, and parents can be improved via mindfulness practices and 5) learn about mindfulness strategies that are helpful with children who have experienced developmental trauma.

## Trauma-Informed Leadership: Leading your teams toward a sustainable model of trauma-informed services *90 MINUTES*

Michelle Pendzimas, Director of Head Start, Kansas City Public Schools

Over the past decade organizations and school systems have finally come to a consensus that trauma and toxic stress impacts children, families, school systems and communities in devastating ways. As a result, agencies and schools provide training and resources to educate and support their staff so they can respond compassionately and effectively to children. Training teachers is the easy part. What is not easy is training your leadership team to operate with each other and with your teachers in the same way. A traumainformed system must include the leadership team and the system must be adjusted to include the values that are outlined in the classroom model.

Learning outcomes for this session include:

1. Apply trauma concepts to common leadership activities
2. Learn strategies for fidelity indicators for your model
3. Identify outcomes you hope to see from a fully embedded traumainformed model

## BREAKOUT TRACK 04 **DATA**

### Measuring What Matters *90 MINUTES*

Wynona Martin, ECE Specialist, and Katie Ingham, ECE Specialist, Region 7 TA System, ICF

Families come to HS/EHS with a range of perspectives, experiences, and circumstances. Since each family is different, progress toward the seven Family Outcomes of the OHS PFCE Framework will vary across families. As a result, programs collect and use a variety of family related data. Data can tell a story about families that is accurate or respectful – or not. This is why programs need guiding principles and specific ways to collect, analyze, share, and use data with families that includes their voices and honors their diverse perspectives. Creating a data-driven program culture does not happen overnight. It takes a commitment to using data to improve program systems and services. It also takes a planned approach to measuring program efforts and child and family progress. Programs share data with both staff and families in understandable and meaningful ways. When a program is truly data-driven, staff and families find data useful in their everyday work with each other.

Session attendees will:

- Understand the PFCE Framework in the context of continuous improvement process.
- Share language and definitions related to the process of measuring progress on family outcomes.
- Understand the continuous improvement data activities that will help programs assess, track, and measure progress on family outcomes for effective change
- Have tools and information to use to share with programs and additional resources to deepen their knowledge.

### Strategies for Head Start Data Capture and Monitoring *90 MINUTES*

Lihong Ma, Systems Architect, myHeadStart.com

David Hart Smith, Systems Architect, ECLKC

Today, the needs for data capture and monitoring for Head Start agencies present both a great challenge and opportunity. Utilizing the right strategies with proper methodologies and tools can significantly minimize challenge and maximize opportunity. Lihong will present proven methodologies using the latest data capture and monitoring system called myHeadStart.com. The greatest challenge is to capture higher quality data. You will learn these practical methodologies to drive your agency's data capture processes. Once high quality data is captured, data monitoring is simple. The traditional good saying "garbage in, garbage out" is still 100% true!

### Weaving Connections: How to plan, recruit, engage, and evaluate the work of your Health Services Advisory Committee *90 MINUTES*

Sarena Dacus, Health Specialist, Region 7 TA System, ICF

Head Start programs provide health services in partnership with families and community health organizations. Together they support the health and safety of young children and their families. Health Services Advisory Committees (HSACs) help programs to make decisions about health services.

In this session explore how to utilize the updated version of Weaving Connections, a training tool for HSAC members. Selected materials from the tools six modules will be presented, including self-evaluation questions, resources, activities and action steps for moving your HSAC forward. Furthermore, participants will have the opportunity to learn new strategies for engaging their HSAC in program planning, evaluation, and on-going monitoring.

## BREAKOUT TRACK 05 CHILDHOOD HEALTH & WELLNESS

### **Oral Health Messages to Share with Parents** 90 MINUTES

(this presentation has been approved by OHS)  
Kathy Hunt, R7HS Dental Hygienist Liaison, National Center for Early Childhood Health & Wellness

Good oral health is more than just a pretty smile. The health of a child's mouth affects their growth and development, ability to learn, behavior, and social interactions. To promote optimal oral health, this presentation offers five simple oral health messages Head Start staff can share with pregnant women and parents of children enrolled in their programs. Attendees will have the opportunity to participate in and receive instructions for hands-on activities designed to accompany each oral health message.

Objectives: 1. Explain why good oral health is important to overall health and to a healthy pregnancy.  
2. Practice five hands-on activities that can be used with families to reinforce oral health messages that significantly impact oral health and overall health and wellbeing.

### **Preschool Vision Screening: Why it is Important** 90 MINUTES

Rebecca Christensen, Consultant, Plusoptix

Preschool Vision Screening: Why is this important? What kind of vision difficulties are being screened for and how do vision problems impair a child's world and education? More importantly: Is there a solution? Identify the six common refractive errors of early childhood. Understand how vision impairment affects children's ability to learn and navigate their world. Learn the solutions to creating better outcomes for children with visual impairments.

## BREAKOUT TRACK 06 STAFF AND FAMILY WELLNESS

### **CLASS: Not Just for the Classroom** 90 MINUTES

Suzanne Falvey, Special Services Administrator, YWCA Saint Louis Head Start/Early Head Start

As we measure and build social emotional wellness in the classroom we must also emphasize the same standards and dimensions in our interactions with families, coworkers and those we supervise. In this workshop participants will learn to recognize the values behind the CLASS domains and connect them to the learning environment created for families and with coworkers. Participants will have time to look at their working environment and begin to apply the dimensions outside the classroom, leaving with ideas to further impact the social emotional wellness of their interactions with children, families, and staff.

### **Calling 911: How to Recognize and Extinguish the Flames of Burnout in ECE** 90 MINUTES

Colleen Schmit, Author, Four Monkeys Press

Are you feeling the burn? Do you love the kids but find yourself feeling drained from the demands of your job? You are not alone. Let's take a minute and reflect on what really matters — the kids! This program offers real advice on how to recognize when burnout is hitting and how to extinguish the flames. Participants will learn strategies to combat negativity in their workplace, advocate for best practices in early childhood, and understand the value and importance of selfcare as a teacher of young children. Let's stop pretending everything is fine when the house is on fire. Time to douse the flames!

### **Mental Health Strategies for Families and Staff Wellness** 90 MINUTES

Jolene Morel, Administrative Assistant, Kansas City Kansas Community College

Becky Vaughn, Staff at Project Eagle

You will first hear from a parent that has personal experience of mental health conditions, and the treatments they obtained. Jolene will share some of what worked for her, her challenges and her advice for staff. A staff member who was this parent's Home Visitor program will then present with what they did to support this parent. Becky will share some of her challenges with assisting other families that also had mental health concerns. In conclusion, they will speak about mental health, trauma resilience, and trust between families and staff. The first outcome from this presentation is overcoming barriers from mental health issues in a family. The second outcome from this presentation is the use of resources and support for staff that may be affected as well from being a point of contact with others.

## **Nurture Joy, Caring for the Caregivers: Addressing compassion fatigue in those called to care for kids from the 'hard places.'** 90 MINUTES

Susan Killeen Jones, Associate Director of Health & Wellness, JFCAC Jefferson Franklin Community Action Corp

This workshop addresses the potential symptoms and effects associated with compassion fatigue while offering solutions to achieve greater resilience and joy in both staff and parents.

Participants will:

- Gain tools to recognize & resolve current symptoms and to prevent future effects associated with stress and burnout.

- Appreciate the importance of self-awareness and internal mindset in symptom amelioration.

- Gain a working understanding of the 3 main principles of TBRI to apply to children and to the mselves.

- Demonstrate the ability to design a self-directed professional resiliency plan.

## **Leading with a Trauma Lens** 90 MINUTES

Laura Niederer, Community Programs and Prevention Manager

Brit Visser, Community Programs and Prevention Manager

Trauma Smart

Trauma and burnout lead to decreased staff productivity and increased burn out as well as ineffective interactions with children and families. In this breakout group, participants will learn the definition of trauma and the impact that trauma may have on staff's mental and physical health. An analogy will be presented that will help to identify the parts of the brain involved in the trauma response. Participants will learn three ways to use this analogy to help increase responsive interactions with staff. Participants will become aware of how their interactions with staff can improve their relationships. Participants will learn two ways to create a culture of clearly communicated goals, supportive leadership and confidence in ability to meet the needs of our staff and families.

## **Enhancing School and Classroom Climate Using Trauma-Informed Practice** 90 MINUTES

Kelli Roehr, Educare School Director

Jennifer Adhima, Associate Director

Project Eagle- University of Kansas Medical Center

This session will explore Project Eagle's Educare School journey in improving school and classroom climate through trauma-informed practices. Presenters will facilitate discussions about creating structures of support in the work environment. They will also give examples of ways to assess their school/classroom climate and strategies for supporting staff as they work with families and children who have experienced trauma. Participants will reflect on their staff wellness policies and how this can be used to ensure the health and safety of the children in their school.

# **BREAKOUT TRACK 07 SPECIAL INTEREST**

## **Turning the Tables: When Parents Take the Lead** 90 MINUTES

John Will, Early Head Start/Head Start Director

Kelly Johnson, Parent Family Community Engagement Manager (former HS parent)

South Central Missouri Community Action Agency

William Butler Yeats said, "Education is not the filling of a pail, but the lighting of a fire." It is not enough to educate our families on what our program does. What does it really take to bring a program's Policy Council to the next level? What does it take to light the fire in our families? Can we encourage and engage families to the point that those same families are so confident they turn the tables and begin to "engage" Head Start staff in THEIR Policy Council meeting? Shouldn't that be every Head Start program's goal? John and Kelly will lead participants in an interactive conversation about SCMCAA's journey during the previous 12 months to not only increase the number of parents who attend Policy Council but also the level of involvement of the parents. They will discuss the difficult questions they had to ask during self reflection and challenge participants to ask similar questions of their own program's Policy Council structure.

## **Early Head Start – Child Care Partnerships Networking Session** 90 MINUTES

Melissa Chindamo, Program Specialist, and Beth Nichols, System Specialist, R7OHS

This session will provide staff from Early Head Start – Child Care Partnership grantees the opportunity to network with each other to discuss successes, challenges, and strategies related to administering EHS-CCP services now and in the future.

## Dual Language Learners: Resources, Planning Tools and Budgeting 90 MINUTES

Lana Messner, ECE Specialist, and Michael Thordsen, Grantee Specialist, Region 7 Technical Assistance Center

# CANCELLED

Supporting dual language learners in Head Start programs takes thoughtful and intentional planning. This session will focus on Office of Head Start resources to help plan and support dual language learning children, families and staff in your program. Participant outcomes include:

1. Explore the research base for children's language development in one or more languages
2. Review home language support as the foundation for English language skills.
3. Increase knowledge of strategies to support Dual Language Learners so they can thrive in their home languages and English.
4. Identify policies, practices and systems that sustain language and literacy development throughout all aspects of the management systems wheel.

## Literacy Research Says: STOP Doing These Three Things in the Head Start Classroom

90 MINUTES

Tricia Gray, Former Head Start Teacher, Program Developer

Cheryl Campbell, President, Program Developer

CR Success Learning

Cheryl Campbell and Tricia Gray, authors of *Jump Start to Literacy*, will share recent research findings in literacy for preschoolers. Tricia, a former Head Start teacher from Virginia is particularly excited about the application of research to the Head Start classroom. Participants will examine current instructional practices using the microscope of recent research in the areas of phonological awareness and lettersound instruction. Teachers and directors will understand why certain instructional practices are not productive. They will be given highvalue methods that will build foundational literacy skills. Ideas for centers, large and small group activities, and parent participation will be demonstrated.

## Teaching Young Boys; Strategies for Improving Programs and Reducing Behavior Challenges, Improving Outcomes and Creating Lifelong Success Stories 90 MINUTES

Jerry Parr, Willow Tree

Young boys, as a group, generally struggle more than girls in early childhood and elementary programs. This is not due primarily to bad behavior, but to a "fundamental mismatch between how most young boys develop, grow, and learn, and the kinds of expectations, outcomes, activities, and discipline approaches used in programs during the early years." (Oh Boy! F Wardle, 2018)

Attendees will understand the academic underpinnings supporting changing the way we teach young boys. They will learn to identify elements of their program that are frustrating to normal young boys, and will learn strategies to develop learning approaches that take advantage of the strengths boys bring to the classroom.

This course is loosely based on Francis' Wardle's new book, *"Oh Boy! Strategies for Teaching Boys in Early Childhood"* Exchange Press, 2018

- The Challenge of Boys • Causes: How Did We Get Here? • Young Boys are Unique • The Solution: Theoretical Underpinnings
- Policies and Program Practices • Curricular Approaches • Aspects of a Classroom • Play in the Outdoors • Men in the Lives of Young Children

## An Ounce of Prevention: Catching Kids Early While Including Families 90 minutes

Ernesto Rodriguez, Director of Early Childhood, Scholastic Education

Two of the most distinguishing features of any readiness initiative is the emphasis on literacy in all of the disciplines and access to literature the entire year while including families and caregivers. For students entering kindergarten unprepared, school can be a place where struggles undermine confidence and critical skills remain underdeveloped. As a result, the reading achievement gap widens as students move beyond PreK and Kindergarten. With a renewed focus on reading proficiency, the case for prevention is clear. Join us for an interactive session on strategies that promote literacy and family engagement with an emphases on propelling your children through the school year and beyond.