

Conference registration includes admittance to these sessions which are eligible for CEU credits and state hours unless otherwise noted. The sessions at a glance chart is provided as a quick reference tool. View complete descriptions in the session index using the lead presenter's last name. Participants are encouraged to select an alternate session for each concurrent breakout period in the event a session is full or cancelled.

EHS Early Care (Birth – 3)  
 HS Early Learning (Preschool)  
 CHD Child Health/Development  
 PFCE Parent, Family & Community Engagement  
 PDM Program Design/Management

## WEDNESDAY FE TUESDAY FEBRUARY 5

### CONCURRENT SESSIONS AT A GLANCE

1:00 P.M. – 2:30 P.M. & 3:15 P.M. – 4:45 P.M.

LEAD PRESENTER	TITLE	LOCATION	EHS	HS	CHD	PFCE	PDM
ERWIN	Child Assessment for Infants and Toddlers: Why, What and How	GEORGIA 2   LVL 1 CAPACITY: 70	●				●
PRATT-FARTO	Quality and Quantity: Making Every Word Count in the Life of a Child	GEORGIA 3   LVL 1 CAPACITY: 70	●	●			●
REED, J	Reflective Supervision: Keys to Supporting Staff	GEORGIA 4   LVL 1 CAPACITY: 70	●	●	●	●	●
MCNAMARA	Off to a Healthy Start! The True Value of Early Childhood Wellness Education	GEORGIA 5   LVL 1 CAPACITY: 70	●	●	●	●	
JOHNSON	Building Good Character from the Start	GEORGIA 6   LVL 1 CAPACITY: 70	●	●	●	●	
TRICOCHE	The Importance of Family Engagement to Support Dual Language Learners	GEORGIA 7   LVL 1 CAPACITY: 70	●	●		●	
WHITTEN	Navigating Performance: Developing Meaningful Performance Measures	GEORGIA 8   LVL 1 CAPACITY: 70	●	●	●	●	●
REED, M	Creating Customers for Life!	GEORGIA 9   LVL 1 CAPACITY: 70	●	●	●	●	●
HILLMAN	Do You Still Love Your Job?	GEORGIA 10   LVL 1 CAPACITY: 70	●	●	●	●	●

# WEDNESDAY FEBRUARY 6

## CONCURRENT SESSIONS AT A GLANCE

10:45 A.M. – 12:00 P.M.

LEAD PRESENTER	TITLE	LOCATION	EHS	HS	CHD	PFCE	PDM
WILLIAMSON	Elements and Impact of a Strong Curriculum: Developmentally Appropriate Practices in Infant/Toddler and Pre-K Classrooms	GEORGIA 2   LVL 1 CAPACITY: 70	●	●			●
ERWIN	Observation and Assessment: Tools Not Documents	GEORGIA 3   LVL 1 CAPACITY: 70	●	●	●	●	
MEYERHOLTZ	Supporting Reading Readiness, One Phoneme at a Time	GEORGIA 4   LVL 1 CAPACITY: 70		●		●	
CAMP	Emerging Research on Early Brain Development	GEORGIA 5   LVL 1 CAPACITY: 70	●	●	●	●	
CODLING	Equity and Diversity in the Early Childhood Setting	GEORGIA 6   LVL 1 CAPACITY: 70	●	●	●	●	●
HADDEN	CLASS in Region IV: Data Review and Improvement Strategies	GEORGIA 7   LVL 1 CAPACITY: 70		●			●
THOMPSON	Fathers Supporting Science, Technology, Engineering, and Mathematics	GEORGIA 8   LVL 1 CAPACITY: 70	●	●		●	
PATTERSON	Working with Fathers in Head Start: Resources and Tips on Recruitment	GEORGIA 9   LVL 1 CAPACITY: 70	●	●	●	●	●
LEE-YANG	Family Self-Sufficiency Program: Bundling Services for Success	GEORGIA 10   LVL 1 CAPACITY: 70				●	●
FRYE	Preparing for your Agency's Single Audit under the Super Circular	GEORGIA 11   LVL 1 CAPACITY: 70					●
ROSENBLATT	Protections for the Privacy of Child Records	GEORGIA 12   LVL 1 CAPACITY: 70				●	●
CARTER	Health and Safety: Exploring Supervision and Monitoring Systems	GEORGIA 13   LVL 1 CAPACITY: 100	●	●	●		●
ALLEN	Notice Me, Don't Judge Me. Then, Watch My Scores Improve	ATLANTA 1   LVL 1 CAPACITY: 60	●	●	●	●	
MANN	Decrease Student and Teacher Absenteeism Caused by Sickness and Pests	ATLANTA 2   LVL 1 CAPACITY: 60	●	●	●		●
FULENWIDER	Social Emotional Learning in the Classroom and Home	ATLANTA 3   LVL 1 CAPACITY: 60	●	●	●	●	
GRAVELY	Parent Leadership = Agency Success (Part 1)	ATLANTA 4   LVL 1 CAPACITY: 60	●	●	●	●	●
MCKNIGHT	Getting to Know the Head Start State Collaboration Offices	ATLANTA 5   LVL 1 CAPACITY: 60	●	●	●	●	●
REED, J	Active Shooter: What You Should Know	ATHENS   LVL 2 CAPACITY: 200	●	●	●	●	●
DAVIS	Managing Multiple Funding Streams: When to Cost Allocate	AUGUSTA   LVL 2 CAPACITY: 120					●
AUGENBLICK	Designation Renewal System and Community Assessment: An Overview and Approach for Success	MACON   LVL 2 CAPACITY: 120					●
JONES, R	When the Stork Delivers, What Happens Next?	VALDOSTA   LVL 2 CAPACITY: 120					●
GAFFLEY	The S.W.E.A.T.E.R Supervision Model for Early Childhood Education Systems	SAVANNAH 1   LVL 2 CAPACITY: 40					●
WILSON	The Magical World of Puppet Play	SAVANNAH 2/3   LVL 2 CAPACITY: 70	●	●	●	●	

# WEDNESDAY FEBRUARY 6

## CONCURRENT SESSIONS AT A GLANCE

1:45 P.M. – 3:15 P.M.

LEAD PRESENTER	TITLE	LOCATION	EHS	HS	CHD	PFCE	PDM
PRUITT	Maximize Your Data	GEORGIA 2   LVL 1 CAPACITY: 70					●
ERWIN	Observation and Assessment: Tools Not Documents	GEORGIA 3   LVL 1 CAPACITY: 70	●	●	●	●	
MEYERHOLTZ	Supporting Reading Readiness, One Phoneme at a Time	GEORGIA 4   LVL 1 CAPACITY: 70	●	●	●	●	●
CAMP	Emerging Research on Early Brain Development	GEORGIA 5   LVL 1 CAPACITY: 70		●		●	
CODLING	Equity and Diversity in the Early Childhood Setting	GEORGIA 6   LVL 1 CAPACITY: 70	●	●	●	●	
HADDEN	CLASS in Region IV: Data Review and Improvement Strategies	GEORGIA 7   LVL 1 CAPACITY: 70	●	●	●	●	●
THOMPSON	Fathers Supporting Science, Technology, Engineering, and Mathematics	GEORGIA 8   LVL 1 CAPACITY: 70		●			●
PATTERSON	Working with Fathers in Head Start: Resources and Tips on Recruitment	GEORGIA 9   LVL 1 CAPACITY: 70	●	●		●	
FORBES	Helping Families Exit Poverty	GEORGIA 10   LVL 1 CAPACITY: 70				●	●
FRYE	Preparing for your Agency's Single Audit under the Super Circular	GEORGIA 11   LVL 1 CAPACITY: 70					●
ROSENBLATT	Protections for the Privacy of Child Records	GEORGIA 12   LVL 1 CAPACITY: 70				●	●
CARTER	Managing Food Allergies	GEORGIA 13   LVL 1 CAPACITY: 100	●	●	●	●	
ALLEN	Notice Me, Don't Judge Me. Then, Watch My Scores Improve	ATLANTA 1   LVL 1 CAPACITY: 60	●	●	●	●	
HUFFAKER	Exploring the Link Between Child and Family Outcomes	ATLANTA 2   LVL 1 CAPACITY: 60	●	●		●	●
FULENWIDER	Social Emotional Learning in the Classroom and Home	ATLANTA 3   LVL 1 CAPACITY: 60	●	●	●	●	
GRAVELY	Parent Leadership = Agency Success (Part 2)	ATLANTA 4   LVL 1 CAPACITY: 60	●	●	●	●	●
MCKNIGHT	Early Learning, Head Start, and the Every Student Succeeds Act	ATLANTA 5   LVL 1 CAPACITY: 60	●	●			●
REED, J	Active Shooter: What You Should Know	ATHENS   LVL 2 CAPACITY: 200	●	●	●	●	●
DAVIS	Financial Reporting: The Key to Accountability	AUGUSTA   LVL 2 CAPACITY: 120					●
AUGENBLICK	Designation Renewal System and Community Assessment: An Overview and Approach for Success	MACON   LVL 2 CAPACITY: 120					●
JONES, R	Breaking News: Updates on the Alignment Monitoring System Process	VALDOSTA   LVL 2 CAPACITY: 120					●
GAFFLEY	The S.W.E.A.T.E.R Supervision Model for Early Childhood Education Systems	SAVANNAH 1   LVL 2 CAPACITY: 40					●
WILSON	The Magical World of Puppet Play	SAVANNAH 2/3   LVL 2 CAPACITY: 70	●	●	●	●	

# THURSDAY FEBRUARY 7

## CONCURRENT SESSIONS AT A GLANCE

8:30 A.M. – 10:00 A.M.

LEAD PRESENTER	TITLE	LOCATION	EHS	HS	CHD	PFCE	PDM
BEZY	Driving with Data: Steering Employee Development, Program Management and Planning	GEORGIA 2   LVL 1 CAPACITY: 70					●
MARTINEZ	Data Management with ChildPlus	GEORGIA 3   LVL 1 CAPACITY: 70					●
HUFFAKER	Exploring the Link Between Child and Family Outcomes	GEORGIA 4   LVL 1 CAPACITY: 70	●	●		●	●
MANN	Decrease Student and Teacher Absenteeism Caused by Sickness and Pests	GEORGIA 5   LVL 1 CAPACITY: 70	●	●	●		●
MOON DE AVILA	Developing SMARTer Systems for Analyzing Child Level Assessment Data to Direct Continuous Child Outcome Improvements	GEORGIA 6   LVL 1 CAPACITY: 70		●			●
HAMPTON	Transitioning Children and Families In and Out of Head Start	GEORGIA 7   LVL 1 CAPACITY: 70	●	●	●	●	●
LITTLE	Individualizing Professional Development and Mentoring to Help Teachers Implement Curriculum with Fidelity	GEORGIA 8   LVL 1 CAPACITY: 70	●	●			●
ZIER	PARTNERSHIP SPOTLIGHT: FROG STREET New 2019 CDA Partnership with RIVHSA! Preparing Your Staff for Quality and Successful Instruction *Not eligible for CEU/State Hours	GEORGIA 9   LVL 1 CAPACITY: 70	●	●			●
QUINTANILLA	Interactive Family Engagement Approach for Better Child Outcomes	GEORGIA 12   LVL 1 CAPACITY: 70	●	●	●	●	●
JONES, M	Family Engagement: Achieving Meaningful Family Outcomes, Strengthening Families, and Preparing for School Readiness	GEORGIA 13   LVL 1 CAPACITY: 100	●	●	●	●	●
GRIFFIN, M	How Teachers Can Get Kids to Eat Right from the Start	ATHENS   LVL 2 CAPACITY: 200	●	●	●	●	
SETTERLIND	HSSCO SPONSORED TRACK Safety and Injury Prevention Curriculum for Early Care and Education Settings	AUGUSTA   LVL 2 CAPACITY: 120	●	●	●		
WEATHERSBY	HSSCO SPONSORED TRACK Panel Forum: Facilitating High-Quality Early Learning Systems through Effective Partnerships and Shared Funding Strategies	MACON   LVL 2 CAPACITY: 120	●	●	●	●	●
CALHOUN	How to Effectively Measure and Monitor Progress on Five-Year Grants	VALDOSTA   LVL 2 CAPACITY: 120					●

# THURSDAY FEBRUARY 7

## CONCURRENT SESSIONS AT A GLANCE

10:45 A.M. – 12:15 P.M.

LEAD PRESENTER	TITLE	LOCATION	EHS	HS	CHD	PFCE	PDM
CAMP	Caring Connections: Building Positive Teacher-Child Relationships through Talk	GEORGIA 2   LVL 1 CAPACITY: 70	●	●			
CARLISLE-SOLOMON	Using Respectful and Responsive Caregiving Routines in Early Head Start	GEORGIA 3   LVL 1 CAPACITY: 70	●				
ONUMAH	Got Glyphs? Building Math Readiness and Science Reasoning Skills with Glyphs	GEORGIA 4   LVL 1 CAPACITY: 70	●	●	●	●	●
PICKENS-YOUNG	Under Construction: Building Strong Teaching Teams	GEORGIA 5   LVL 1 CAPACITY: 70	●	●			
MOON DE AVILA	Developing SMARTer Systems for Analyzing Child Level Assessment Data to Direct Continuous Child Outcome Improvements	GEORGIA 6   LVL 1 CAPACITY: 70		●			●
HAMPTON	Transitioning Children and Families In and Out of Head Start	GEORGIA 7   LVL 1 CAPACITY: 70	●	●	●	●	●
LITTLE	Individualizing Professional Development and Mentoring to Help Teachers Implement Curriculum with Fidelity	GEORGIA 8   LVL 1 CAPACITY: 70	●	●			●
BROWN, P	That Was Then, This Is Now	GEORGIA 9   LVL 1 CAPACITY: 70	●	●	●	●	●
WHITTEN	Journey to a Modern Data Culture: Using your Data to Transform Outcomes	GEORGIA 10   LVL 1 CAPACITY: 70					●
GIRARD	Getting Fathers to See Their Great Value	GEORGIA 11   LVL 1 CAPACITY: 70	●	●	●	●	●
CARR	The Effects of Head Start in Low-Wealth Rural Communities: Evidence from the Family Life Project	GEORGIA 12   LVL 1 CAPACITY: 70	●	●	●	●	●
CODLING	Roadmap to Successful Parent Engagement Practices	GEORGIA 13   LVL 1 CAPACITY: 100	●	●	●	●	●
PARKER	Creating Community Impact: A Look at a Countywide Approach to Integrated Care	ATLANTA 1   LVL 1 CAPACITY: 60				●	●
CAMPBELL	Facility Fire and Life Safety	ATLANTA 2   LVL 1 CAPACITY: 60	●	●	●	●	●
SMITH	Prevention and Early Intervention	ATLANTA 3/4   LVL 1 CAPACITY: 70	●	●	●	●	
TURNER	Taming the Tiger: Helping Young Children Work Through Great Big Emotions	ATLANTA 5   LVL 1 CAPACITY: 60	●	●	●	●	
GRIFFIN, M	How Teachers Can Get Kids to Eat Right from the Start	ATHENS   LVL 2 CAPACITY: 200	●	●	●	●	
ROSENBLATT	Governance Best Practices: Lessons Learned from Surviving Impasse	AUGUSTA   LVL 2 CAPACITY: 120				●	●
GRIFFIN, B	Five-Year Head Start Plan: Meeting Your Agency Outcomes	MACON   LVL 2 CAPACITY: 120					●

# THURSDAY FEBRUARY 7

## CONCURRENT SESSIONS AT A GLANCE

1:45 P.M. – 3:15 P.M.

LEAD PRESENTER	TITLE	LOCATION	EHS	HS	CHD	PFCE	PDM
CAMP	Caring Connections: Building Positive Teacher-Child Relationships through Talk	GEORGIA 2   LVL 1 CAPACITY: 70	●	●			
CARLISLE-SOLOMON	Using Respectful and Responsive Caregiving Routines in Early Head Start	GEORGIA 3   LVL 1 CAPACITY: 70	●				
ONUMAH	Got Glyphs? Building Math Readiness and Science Reasoning Skills with Glyphs	GEORGIA 4   LVL 1 CAPACITY: 70	●	●	●	●	●
PICKENS-YOUNG	Under Construction: Building Strong Teaching Teams	GEORGIA 5   LVL 1 CAPACITY: 70	●	●			
BROWN, P	That Was Then, This Is Now	GEORGIA 9   LVL 1 CAPACITY: 70	●	●	●	●	●
WHITTEN	Journey to a Modern Data Culture: Using your Data to Transform Outcomes	GEORGIA 10   LVL 1 CAPACITY: 70					●
GIRARD	Getting Fathers to See Their Great Value	GEORGIA 11   LVL 1 CAPACITY: 70	●	●	●	●	●
CARR	The Effects of Head Start in Low-Wealth Rural Communities: Evidence from the Family Life Project	GEORGIA 12   LVL 1 CAPACITY: 70	●	●	●	●	●
CODLING	Roadmap to Successful Parent Engagement Practices	GEORGIA 13   LVL 1 CAPACITY: 100	●	●	●	●	●
PARKER	Creating Community Impact: A Look at a Countywide Approach to Integrated Care	ATLANTA 1   LVL 1 CAPACITY: 60				●	●
CAMPBELL	Facility Fire and Life Safety	ATLANTA 2   LVL 1 CAPACITY: 60	●	●	●	●	●
SMITH	Prevention and Early Intervention	ATLANTA 3/4   LVL 1 CAPACITY: 70	●	●	●	●	
TURNER	Safe Spaces for Learning; Creating Trauma Sensitive Learning Environments	ATLANTA 5   LVL 1 CAPACITY: 60	●	●	●	●	
ROSENBLATT	Governance Best Practices: Lessons Learned from Surviving Impasse	AUGUSTA   LVL 2 CAPACITY: 120				●	●
GRIFFIN, B	Five-Year Head Start Plan: Meeting Your Agency Outcomes	MACON   LVL 2 CAPACITY: 120					●

## SESSION INDEX

### **Notice Me, Don't Judge Me. Then, Watch My Scores Improve**

This session addresses the common practice of judging students as misbehaving when it may be a typical developmental behavior. When an adult taps into a child's needs and notices a behavior instead of judging, we can impact the direction of the child's behavior.

Lori Allen, Ed.D., Senior Coordinator - Professional Development  
Polk County Schools, Lakeland, FL  
lori.allen@polk-fl.net

Karie Barquin, Senior Coordinator – Head Start  
Polk County Schools, Lakeland, FL  
karie.barquin@polk-fl.net

**Designation Renewal System and Community Assessment: An Overview and Approach for Success** | The Designation Renewal System (DRS) was established to determine whether Head Start and Early Head Start agencies deliver high-quality services to meet the educational, health, nutritional, and social needs of the children and families they serve. The community assessment plays an integral role in maintaining high quality. The assessment describes the diverse needs of families within a community and is a useful tool for ensuring that appropriate services are provided. Come learn more about the connection between DRS and community assessment to elevate quality.

Amy Augenblick, M.Ed., Executive Director  
Foundations for Families, Great Falls, VA  
augenblick@foundationsforfamilies.com

Julie Shuell, Senior Consultant  
Foundations for Families, Great Falls, VA  
shuell@foundationsforfamilies.com

**Driving with Data: Steering Employee Development, Program Management and Planning** | Data can only make an impact if it is actually incorporated in the decision-making process. How can you pull it all together into efficient and effective insights? This interactive session will explore where to find data, enhance understanding of the importance of analysis, and examine how to leverage data to improve staff development, program management and planning.

Tanya Bezy, CCAP, Program Manager  
Pace Community Action Agency, Vincennes, IN  
tbezy@pacecaa.org

**That Was Then, This Is Now** | This interactive session will journey through the Head Start mission and performance standards to help participants navigate the planning, communication, design and integration of services into the day-to-day operations delivery of quality comprehensive services. Let's explore the opportunities and challenges to achieving success.

Pamela Brown, Chief Executive Officer  
Garrett, Inc., Macon, GA  
Pbrown46@bellsouth.net

### **How to Effectively Measure and Monitor Progress on Five-Year Grants**

This session will explore how program leadership can effectively integrate data into your five-year grant planning and tracking, including the design and use of data dashboards, the development of meaningful program goals, and the underlying metrics to track progress on each of those goals.

Holly Calhoun, MA, Director of Family Services, Health and Transition; Shine Early Learning, New York, NY  
katherine@shineearly.com

Jeremy Taylor, Director of Strategic Integration  
Shine Early Learning, Atlanta, GA  
jtaylor2@shineearly.com

**Caring Connections: Building Positive Teacher-Child Relationships through Talk** | In every minute of a teacher's day, there are opportunities to build positive relationships with the children in their care. Warm, responsive and trusting relationships significantly influence the social and emotional development of young children. In studies of teacher-child relationships, children who had a secure relationship with their preschool and kindergarten teachers demonstrated good peer interactions and positive relationships with teachers and peers in elementary school. In this session, participants will learn how to use interactive talk to build positive teacher-child relationships during daily care routines.

Laura Camp, M.Ed., Business Development Manager  
LENA, Boulder, CO  
lauracamp@lena.org

**Emerging Research on Early Brain Development** | Research on early brain development has accelerated in the past few years using a variety of technologies. Among the key findings is the belief that conversational turns or the back and forth interactions between adults and children are even more important than the number of words. Researchers have pinpointed the precise areas of the brain affected by language and found that those areas are key to not only cognitive growth but also social and emotional health. The amount of language experience a baby has directly affects how fast their brain processes and drives vocabulary acquisition. In this session, participants will learn about recent brain research as well as practical techniques for how teachers and parents can put this research into action.

Laura Camp, M.Ed., Business Development Manager  
LENA, Boulder, CO  
lauracamp@lena.org

**Facility Fire and Life Safety** | Come learn the tools and skills necessary to improve your agency's capacity to provide a safe environment for the you children serve. This session will address common facility challenges to health and safety as well as enhance understanding of safety equipment, safety planning and seasonal threats to facility safety. Session content is based on fire safety guidelines from the National Fire Protection Association, which offers components of a comprehensive fire and life safety program.

Gregory Campbell, Fire Safety Educator  
Step 1 Fire and Life Safety Services, McDonough, GA  
step1firesafety@gmail.com

Anthony Hicks, Fire Safety Educator  
Step 1 Fire and Life Safety Services, McDonough, GA  
step1firesafety@gmail.com

**Using Respectful and Responsive Caregiving Routines in Early Head Start** | Strong caregiver-infant relationships support secure attachment as well as facilitate language acquisition and cognitive skill building. This session will provide participants with practical and effective tools that can be used in family child care settings as well as center and home based programs.

Deborah Carlisle Solomon, Child Development Specialist  
Deborah Carlisle Solomon Consulting, Sherman Oaks, CA  
deborah@deborahcarlisesolomon.com

**The Effects of Head Start in Low-Wealth Rural Communities: Evidence from the Family Life Project** | This session will describe a research study that examined the effects of Head Start participation on children's academic and social-emotional skill development during Pre-K and kindergarten. The participants were drawn from the Family Life Project (FLP), which is a study of children in low-wealth rural communities in North Carolina and Pennsylvania.

Robert Carr, MA, Graduate Research Assistant and Doctoral Candidate; Frank Porter Graham Child Development Institute/University of North Carolina at Chapel Hill, Chapel Hill, NC  
rc@unc.edu

Lynne Vernon-Feagans, Senior Research Scientist  
Frank Porter Graham Child Development Institute/University of North Carolina at Chapel Hill, Chapel Hill, NC  
lynnevf@email.unc.edu

**Health and Safety: Exploring Supervision and Monitoring Systems** | Young children need safe, healthy places to learn and grow. In this session, participants will learn how to ensure their program provides quality health and safety services to support children's growth. From preventive maintenance to monitoring systems to active supervision indoors and outdoors, participants will explore best practices to identify areas for improvement and build capacity to protect children and keep them healthy and safe.

Freda Carter, MS, RD, RDN, CAWM, Chief Executive Officer and Consultant; TLC Nutrition Consulting, Greensboro, NC  
rcarter802@aol.com

**Managing Food Allergies** | Food allergies are a growing food safety and public health concern that affect an estimated 4%–6% of children in the United States. There is no cure for food allergies and reactions can be life threatening. Therefore, it is imperative that early childhood programs implement strong policies/procedures for the daily management of food allergies for children in their care. This presentation reviews tolerances versus food sensitivities, major food allergens, oral allergy syndrome, exercise induced allergens, and infant risk factors. In addition, participants will receive practical information and recommendations to not only manage food allergens but also avoid cross-contamination and cross-reactivity.

Freda Carter, MS, RD, RDN, CAWM, Chief Executive Officer and Consultant; TLC Nutrition Consulting, Greensboro, NC  
rcarter802@aol.com

**Equity and Diversity in the Early Childhood Setting** | All children have the right to equitable learning opportunities that help them achieve their full potential as engaged learners and valued members of society. Early childhood educators have a professional and moral obligation to advance equity and diversity. Creating equitable learning opportunities for all children is challenging, given the unresolved structural and institutional inequities in society. This session seeks to promote broader understandings of the structural inequities in our society and their negative impacts on children's development and learning in the early childhood setting.

Ramona Codling, MS, President  
Codling Consulting, Boston, MA  
codlingconsulting@gmail.com

**Roadmap to Successful Parent Engagement Practices** | This session will focus on the Parent, Family and Community Engagement Framework (PFCE) as a goal-oriented, relationship building process. PFCE should be systemic, integrated, and comprehensive to achieve positive and permanent change for children and families. Come learn everyday interventions as well as how to define and document progress to facilitate family goals.

Ramona Codling, MS, President  
Codling Consulting, Boston, MA  
codlingconsulting@gmail.com

**Financial Reporting: The Key to Accountability** | Federal grantee agencies are required to have financial management systems that provide timely, accurate, current, and complete disclosure of financial information. Over the past several years, there has been increased emphasis on reporting financial information and implementing appropriate internal controls to safeguard federal funds. This session provides grantees and delegate agencies with guidance on these specific reporting and internal control requirements.

Perry Davis, MBA, Finance and Management Specialist  
Training/Technical Assistance Services at Western Kentucky University, Bowling Green, KY  
pd11441h@aol.com



## SESSION INDEX

### **Managing Multiple Funding Streams: When to Cost Allocate**

Blending and braiding are processes for using multiple funding streams to support a common activity, initiative, or project. Head Start and Early Head Start grantees and their delegates are meeting the full-day needs of their children and families by utilizing multiple resources and funding. When Head Start and Early Head Start programs have more than one funding source and use these funds for the provision of services, there must be a way to demonstrate that each program accepts its appropriate share of the costs. This workshop will provide participants with information on when it is necessary to develop and implement a cost allocation plan.

Perry Davis, MBA, Finance and Management Specialist  
Training/Technical Assistance Services at Western Kentucky University, Bowling Green, KY  
pd11441h@aol.com

### **Child Assessment for Infants and Toddlers: Why, What and How**

Child assessment is a complex and often misunderstood process in early childhood. This is especially true for infants and toddlers, yet programs routinely demand assessments at all ages. This presentation will address the benefits and challenges of infant and toddler assessment, using specific assessment tools as examples.

Steven Erwin, National Early Childhood Specialist  
Kaplan Early Learning Company, Lewisville, NC  
serwin@kaplanco.com

**Observation and Assessment: Tools Not Documents** | In order to develop relationships and support children's learning, teachers must observe and assess the actions of all children in their care and education programs. The intent of this presentation is to demonstrate the joy of observing and being inquisitive in all aspects of a child's development.

Steven Erwin, National Early Childhood Specialist  
Kaplan Early Learning Company, Lewisville, NC  
serwin@kaplanco.com

**Helping Families Exit Poverty** | Got Circles? Circles is a nationally recognized and proven process that brings both middle to upper income volunteers to walk side-by-side with low-income families to help them reach their goals to exit poverty. Whether you are with a Community Action Agency or a Head Start/Early Head Start program, this is a great opportunity to learn more about a great program to initiate or engage with in your community as a resource to help families exit poverty.

Bruce Forbes, Special Projects Coordinator  
Sunbelt Human Advancement Resources, Inc., Greenville, SC  
bforbes@sharesc.org

### **Preparing for your Agency's Single Audit under the Super Circular**

This seminar is designed to provide an overview of how auditors will test for compliance in the financial and programmatic areas of your Head Start program and how you should prepare.

Walter Frye, MBA, CPA, Principal  
The Fiscal Institute LLC, West Orange, NJ  
walterfrye@aol.com

**Social Emotional Learning in the Classroom and Home** | Strong relationships and social emotional skills are key to school and life success. Highly interactive activities, practice and reflection are used to build a responsive social and emotional classroom as well as partner with families to support their continuing development of strong foundational social skills. The presenter will share tools and strategies for equipping families in their efforts to create a whole learning environment, set routines, as well as build self-regulation and social problem-solving skills.

Teddi Fulenwider, Director of Professional Learning  
ReadyRosie, Denton, TX  
kayla@readyrosie.com

### **The S.W.E.A.T.E.R Supervision Model for Early Childhood Education Systems**

Do supervisors know how to work with people to produce quality outcomes? Why are so many workers discouraged? Supervision is a co-creative partnership of reciprocal respect that builds capacity and trust. This session will equip participants with the ability to use a framework to see interrelationships and patterns of change.

Michael Gaffley, Ed.D., President and Chief Executive Officer  
Cultureal Talent Consultants LLC, Fort Lauderdale, FL  
dtbc@cultureal.com

**Getting Fathers to See Their Great Value** | This session will deepen staff understanding of the great value that men bring into the life of a child. Attendees will look at the men who already actively participate in the early childhood setting with a greater appreciation and learn how to engage them in leadership roles. Leave with fresh, new ideas to get more men involved for greater results.

Marcus Girard, Director  
Youth Intervention Services, Morrow, GA  
marcusgirard34@gmail.com

**Parent Leadership = Agency Success (Part 1 & 2)** | Meaningful parent leadership occurs when parents gain the knowledge and skills to function in significant leadership roles and use the influence of their voice to help shape the direction of their family, program and community. Parent leadership is successfully achieved when parents and professionals build effective partnerships, maximize expertise, and share decision-making responsibility. This session designed is to help Head Start and Early Head Start programs comply with the performance standards on parent engagement.

Melvin Gravely, Sr., MPA, Chief Executive Officer  
The Gravely Group, Columbus, OH  
mel@thegravelygroup.com

### **Five-Year Head Start Plan: Meeting Your Agency Outcomes**

Grantees must use the goals, objectives and strategies that their five-year application was built upon. In this session, participants will learn how to analyze and establish connections between their programmatic and financial objectives and why the integration of these elements along with prudent financial management is necessary to achieve established goals.

Bobby Griffin, Ed.D., Principal  
B. J. Griffin & Associates, Stone Mountain, GA  
gbobby0620@bellsouth.net

**Tips for How Teachers Can Get Kids to Eat Right from the Start**

Teachers play a critical role in helping kids meet feeding milestones and developing healthy eating habits. We will review how responsive caregiving can be practiced during mealtime and discuss feeding best practices. This interactive session will help participants identify opportunities for integrating mealtime with other domains of the Head Start Early Learning Outcomes Framework, like language and social emotional development.

Monica Griffin, MS, Senior Wellness Program Coordinator  
Children's Healthcare of Atlanta, Atlanta, GA  
monica.griffin@choa.org

**CLASS in Region IV: Data Review and Improvement Strategies**

In this two-part series, participants will review CLASS data in Region IV and by state. Together, we will explore Trends and patterns by domain and discuss possible reasons for data changes over the years as well as strategies for improvement.

Sarah Hadden, Ph.D., Senior Adviser – Research  
Teachstone, Charlottesville, VA  
sarah.hadden@teachstone.com

Rebecca Freedman, MS, Senior Manager – Professional Services  
Teachstone, Charlottesville, VA  
rebecca.freedman@teachstone.com

Manda Klein, Vice President – Business Development  
Teachstone, Charlottesville, VA  
manda.klein@teachstone.com

**Transitioning Children and Families In and Out of Head Start**

Transition and change are the only constants in life. For young children and their families, transitioning from one environment to another can be smooth or traumatic if not intentionally planned. Thoughtful transitions are key to school readiness and should be included in every Head Start program's school readiness plan for children from birth to five. This session examines high-quality, goal-directed transitions that include families, schools, and communities to prepare children for life-long learning.

Linda Hampton, Ed.D., President  
LC & Associates, Inc., Montgomery, AL  
lwhampton1@charter.net

**Do You Still Love Your Job?** On Mondays, do you drag or run into the center? Are you drained or energized by the children and families? If you've lost your passion, it's time to rekindle your Head Start spirit! In this interactive session, we will explore strategies that participants can implement to regain and rebuild the passion needed to provide quality Head Start services that exceed the expectations set forth in the Head Start Program Performance Standards.

Debbie Hillman, MS, Chief Executive Officer and Lead Consultant  
Developing Human Resources Consultants, Lithonia, GA  
debbie\_collector@msn.com

**Exploring the Link Between Child and Family Outcomes**

How do you connect child and family data? Does family engagement impact child development? Join CCR Analytics to explore real data from Head Start programs linking child assessment data with family outcomes data. We will review a framework for doing integrated child and family data analysis, present the insights derived from the integrated analysis, and discuss how to use the data to guide program choices. This workshop will be lively and interactive so come prepared to engage!

Peter Huffaker, MBA, MSW, Partner  
CCR Analytics, Ventura, CA  
peter@ccr-analytics.com

**Building Good Character from the Start |** Want to learn how to design a character education plan? This session is designed to equip teaching teams with the tools necessary to help preschoolers learn and adopt the basic components of good character such common courtesy practices or gauging acceptable or inappropriate behavior. Educators will learn how to make the school-home connection in order to continuously reinforce character skills and how to design simple lesson plans that can easily be improved and expanded year after year.

Rufus Johnson, Ed.D., Chief Operating Officer  
A better Way Today, Macon, GA  
rjohnson@1b-row.com

**Family Engagement: Achieving Meaningful Family Outcomes, Strengthening Families, and Preparing for School Readiness**

This session focuses on how to use data collected through the effective implementation of the Head Start Program Performance Standards and Parent/Family/Community (PFCE) Engagement framework to measure progression towards meeting program goals and PFCE outcomes. Participants will gain a greater understanding of the PFCE framework and how to implement across systems and service areas as well as how to develop and implement a systematic, integrated parent engagement plan.

Mable Jones, M.Ed., President  
The Jones Connection, Atlanta, GA  
mablejones@aol.com

**When the Stork Delivers, What Happens Next?** With the rapid growth and fast pace expansion Early Head Start and Child Care Partnerships, agencies must develop recruitment, enrollment and transition plans to ensure that their movement of children in and out of slots matches their total funded enrollment throughout the fiscal year. This session will provide answers to these enrollment, data and assessment questions while also providing strategies that support growth in this new direction of change.

Robin Jones, President  
New Ventures Specialized Educational Services, Union City, GA  
robinkjones@yahoo.com

Audrey Battle, Senior Consultant  
Southern Imaginations, Atlanta, GA  
abattle@southernimagination.com

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**Breaking News: Updates on the Alignment Monitoring System Process** | Programs participating in the Alignment Monitoring System 2.0 process for the 2018-19 fiscal year will have to adjust to the updates and changes of the process for both Focus 1 and 2 protocol activities. Leaders must reflect on how their management, service delivery and partnership staff can verbally articulate and demonstrate their agency's vision, mission, policies, operating systems, as well as documentation and data collection process to create a visual picture of their Head Start/Early Head Start program. This session will focus on the new updates of the protocols and more tips on conversation, data collection, document review and field visits. Join us for useful strategies to help grantees display their uniqueness while also supporting growth in this new direction of monitoring change.

Robin Jones, President  
New Ventures Specialized Educational Services, Union City, GA  
robinkjones@yahoo.com

Audrey Battle, Senior Consultant  
Southern Imaginations, Atlanta, GA  
abattle@southernimaginations.com

**Family Self-Sufficiency Program: Bundling Services for Success**  
In this session, a Florida-based agency will share its model for bundling eligible services to assist its clientele in meeting individual needs and achieving economic outcomes. By building upon organizational strengths and nurturing effective collaborations, the organization's model uses data and assessments to track clientele progress in a two-generation approach to service delivery.

Pa Houa Lee-Yang, Community Services Block Grant Economic Development Director; The Agricultural and Labor Program, Inc., Winter Haven, FL  
pyang@alpi.org

Arlene Dobison, Chief Executive Officer  
The Agricultural and Labor Program, Inc., Winter Haven, FL  
arlene.dobison@alpi.org

**Individualizing Professional Development and Mentoring to Help Teachers Implement Curriculum with Fidelity** | This session aims to give coaches, mentors, and administrators a greater understanding of the coaching role along with practical strategies for improving their work with teachers and caregivers at all levels of implementation. Participants will discover ways to enhance the quality of their coaching and tailor it to individual strengths, needs, and opportunities they observe in their programs.

Sandy Little, Professional Development Network Trainer  
Teaching Strategies, LLC, Bethesda, MD  
caitlnt@teachingstrategies.com

**Getting to Know the Head Start State Collaboration Offices**  
The Head Start State Collaboration Offices (HSSCO) across the country and in our region facilitate partnerships between Head Start agencies and other state entities that provide services to benefit low income children and their families. Join several of the regional HSSCO directors to learn more about their history and priorities along with how each director supports the work of

grantees in their state.

Karen McKnight, M.Ed., Director - North Carolina Head Start Collaboration Office; North Carolina Department of Public Instruction/Office of Early Learning, Raleigh, NC  
karen.mcknight@dpi.nc.gov

Mary Lynne Diggs, MS, Director - South Carolina Head Start Collaboration Office; South Carolina Department of Social Services/ Division of Child Care and Early Education Services, Columbia, SC  
mary.lynnediggs1@dss.sc.gov

Nacole Guyton, M.Ed., Director - Florida Head Start Collaboration Office; Florida Department of Education/Office of Early Learning, Tallahassee, FL  
nacole.guyton@oel.myflorida.com

Allison Setterlind, MA, Director - Georgia Head Start Collaboration Office; Georgia Department of Early Care and Learning/Bright from the Start, Atlanta, GA  
allison.setterlind@dec.al.gov

Holly Spivey, M.Ed., Director - North Carolina Head Start Collaboration Office; Mississippi Office of the Governor, Jackson, MS  
holly.spivey@governor.ms.gov

Belva Weathersby, MSW, Director - Tennessee Head Start Collaboration Office; Tennessee Department of Education/Head Start State Collaboration Office, Nashville, TN  
belva.weathersby@tn.gov

**Early Learning, Head Start, and the Every Student Succeeds Act: What Are the Opportunities?** The Every Student Succeeds Act (ESSA) provides the opportunity to strengthen birth-third grade systems at the state and local level. This session will explore early learning support opportunities in ESSA with a focus on collaboration and coordination. Participants will also learn about efforts in two states to promote coordination among schools, Head Start, and the early childhood community.

Karen McKnight, M.Ed., Director - North Carolina Head Start Collaboration Office; North Carolina Department of Public Instruction/Office of Early Learning, Raleigh, NC  
karen.mcknight@dpi.nc.gov

Holly Spivey, M.Ed., Director - North Carolina Head Start Collaboration Office; Mississippi Office of the Governor, Jackson, MS  
holly.spivey@governor.ms.gov

**Off to a Healthy Start! The True Value of Early Childhood Wellness Education** | Join us for an interactive, hands-on session in which participants learn how they can be leaders in child obesity prevention. From nutrition education to physical activity programs, educators and caregivers will learn that healthy living is important for everyone - young children, parents and staff.

Karen McNamara, Vice President  
The OrganWise Guys, Suwanee, GA  
karen@organwise.com

**Decrease Student and Teacher Absenteeism Caused by Sickness and Pests**

| Sickness prevention is key to decreasing both student and teacher absenteeism. Facility design, educational programs as well as a comprehensive sanitizing and hand washing program reduces germ exposure. Keys to reducing germ exposure include: surfaces sanitizing, items sanitizing both hard and soft goods, hand washing, and keeping hands away from faces.

Walter Mann, MBA, Founder and Chief Technical Officer  
ZONO Services, Lawrenceville, GA  
walter@zonoservices.com

Bill Williams, Director of Sales – Head Start  
ZONO Services, Lawrenceville, GA  
bill@zonoservices.com

**Data Management with ChildPlus** | In this session, participants will learn how to collect data for reporting as well as improving data tracking and policies/procedures. Participants will be introduced to and familiarized with customizing notifications as well as data tracking for teacher-child interactions and family goal-oriented relationships.

Jose Martinez, Account Executive  
ChildPlus Software, Atlanta, GA  
salesadmin@childplus.com

**Supporting Reading Readiness, One Phoneme at a Time**

This interactive session will explore intentional teaching strategies that enhance phonemic awareness in young diverse learners while participants apply proven instructional strategies that prepare children for formal reading instruction. Come discover how you can support reading readiness and prepare children for future reading success.

Vera Meyerholtz, MA, Instructional Designer  
Nemours Reading BrightStart!, Jacksonville, FL  
esmeyerh@nemours.org

**Developing SMARTer Systems for Analyzing Child-Level Assessment Data to Direct Continuous Child Outcome Improvements**

| This session is designed to address Head Start requirements for analyzing child-level assessment data to direct continuous improvement. The presenter will focus on how to create realistic, goal-focused improvement plans to assure that every child has equal access to highly effective teaching and learning practices while exploring *SMART Learning Systems*.

Angie Moon de Avila, Coordinator - Early Head Start and Head Start; Clarke County School District/Office of Early Learning, Athens, GA  
moona@clarke.k12.ga.us

Klett Takkunen, Director of Opportunities  
SMART Learning Systems, Madison, WI  
ktakkunen@smartlearningsystems.com

Vinette Fabregas, Assistant Coordinator - Early Head Start and Head Start; Clarke County School District/Office of Early Learning, Athens, GA  
fabregasv@clarke.k12.ga.us

**Got Glyphs? Building Math Readiness and Science Reasoning Skills with Glyphs** | Engage young learners in building school readiness skills in math and scientific reasoning with a learning

tool call glyphs. Not only are glyphs picture graphs that represent data in fun and expressive ways, but they are also interactive, hands-on experiences that create tactile contexts for abstract concepts in early math and science.

Ogbeyalu Onumah, Ph.D., Program Director  
Sparking Dynamic Futures (SPDF) Kids LLC, Houston, TX  
info@spdfkids.com

**Creating Community Impact: A Look at a Countywide Approach to Integrated Care**

| Want to learn how to set the stage for innovative practices that meet the demand for high quality early care and learning? Join us for an in-depth look at how Palm Beach County, Florida developed a collective impact model that was fueled by a county entity dedicated to improving services for children and families in collaboration with a Head Start/Early Head Start grantee and other community stakeholders to create a comprehensive system of care.

Shelley Parker, M.Ed., Program Officer – System Planning and Development; Children’s Services Council of Palm Beach County, Boynton Beach, FL  
shelley.parker@cscppbc.org

Julian Serrano, Ed.D., Executive Director  
Lutheran Services Florida, West Palm Beach, FL  
julian.serrano@lsf.net

**Working with Fathers in Head Start: Resources and Tips on Recruitment**

| Join us to hear lessons learned from fatherhood work in Head Start and other community-based settings. Not only will you learn about tips and resources to better engage and serve fathers, but also find out more about the National Responsible Fatherhood Clearinghouse including the fatherhood.gov website, social media platforms, and products written to advance the fatherhood field.

Patrick Patterson, MSW, MPH, Project Manager  
National Responsible Fatherhood Clearinghouse, Fairfax, VA  
patrick.patterson@icf.com

**Under Construction: Building Strong Teaching Teams**

Research shows that teacher characteristics and interactions impact classroom quality and child outcomes. The information is generally collected from the lead teacher, however, the dynamics of the teaching team can influence the classroom and the child’s development. This presentation will discuss the successes and challenges of early childhood teaching teams and provide strategies for building stronger teams.

Emisha Pickens-Young, Ph.D.  
Independent Consultant, Tulsa, OK  
Emishay1980@gmail.com

**Quality and Quantity: Making Every Word Count in the Life of a Child**

| This interactive session addresses the importance of intentional oral language and vocabulary instruction in early learning environments. Current research on the 30 million word gap provides the foundation for exploring effective methods that level the reading playing field and positions all children, regardless of background, for academic success.

Tamie Pratt-Fartro, Ph.D., Early Childhood Subject Matter Expert  
School Specialty, Greenville, WI

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tamie.pratt-fartro@schoolspecialty.com

**Maximize Your Data** | Don't let default settings and fields place limits on your data. Come explore the many ways your program can customize ChildPlus for optimal data collection and reporting.

Kenna Pruitt, MA, Training Consultant  
ChildPlus Software, Atlanta, GA  
kenna.pruitt@childplus.com

Angelina Cody, Training Consultant  
ChildPlus Software, Atlanta, GA  
angelina.cody@childplus.com

**Interactive Family Engagement Approach for Better Child Outcomes** | This session discusses strategies to strengthen family engagement. Participants will examine their attitudes toward family involvement, share experiences and consider innovative strategies. An interactive approach for family engagement will be presented and the following aspects discussed: effective sharing of children's learning information, setting goals, actively engaging families and tracking child outcomes.

Erika Quintanilla, Partnership Manager  
Learning Genie, Carlsbad, CA  
erika.q@learning-genie.com

**Reflective Supervision: Keys to Supporting Staff** | Reflective supervision is key to operating a successful program. Along with active supervision, CLASS, Health and Safety, as well as Eligibility/Recruitment/Selection/Enrollment/Attendance form a puzzle that must be understood, implemented and upheld by staff. Come learn how to create a plan to support staff in this comprehensive approach.

Jennifer Reed, MA, Educational Consultant  
JFK Consultants, Marion SC  
jlaf8498@yahoo.com

**Active Shooter: What You Should Know** | Schools should be safe places for everyone. Unfortunately, that isn't always the case. It's vital that schools be well-prepared for all kinds of safety incidents—including the possibility of an active shooter. Administrators, teachers, and parents are seeking information on how to best prevent an active shooter incident from occurring on campus and how to protect students and staff if they are faced with such a situation. Participants will leave this session with a greater understanding of how to be safe during an active shooter situation.

Jennifer Reed, MA, Educational Consultant  
JFK Consultants, Marion SC  
jlaf8498@yahoo.com

**Creating Customers for Life!** Every customer or family demands the highest quality for their children. They expect perfection and can be utterly brutal in their assessment of your performance. From texting to tweeting to talking, poor ratings and feedback from families reflects negatively on your program resulting in difficulty recruiting and retaining families. So, what are you going to do about it?

Michael Reed, MBA, President and Chief Executive Officer

Application Link, Columbus, OH  
mreed@applicationlink.com

**Protections for the Privacy of Child Records** | Privacy has become an area of critical concern for Head Start agencies and government regulators. This workshop will give participants a solid understanding of the Head Start regulations related to privacy. Participants will also learn about other federal laws that implicate the privacy of child and employee records.

Alexandra Rosenblatt, JD, Founder and Attorney  
Grants Counsel, Washington, DC  
alexandra@grantscounsel.com

**Governance Best Practices: Lessons Learned from Surviving Impasse** | Effective, shared governance is a hallmark of the Head Start program. But what happens when the governing body and policy council cannot agree? The Head Start Program Performance Standards have upped the ante – requiring mediation and arbitration. These impasse procedures can be costly and devastating to agencies that have not adequately prepared for the possibility of internal disagreement. This session will explore lessons learned from living through impasse.

Alexandra Rosenblatt, JD, Founder and Attorney  
Grants Counsel, Washington, DC  
alexandra@grantscounsel.com

**Safety and Injury Prevention Curriculum for Early Care and Education Settings** | Join us to learn about the safety and injury prevention curriculum for early care and education settings. The American Academy of Pediatrics designed this free curriculum to be an educational tool for early childhood education providers with all levels of understanding about safety and injury prevention. Fill your tool kit with ideas to use at your local program

Allison Setterlind, MA, Director - Georgia Head Start Collaboration Office; Georgia Department of Early Care and Learning/Bright from the Start, Atlanta, GA  
allison.setterlind@dec.al.gov

Nacole Guyton, M.Ed., Director - Florida Head Start Collaboration Office; Florida Department of Education/Office of Early Learning, Tallahassee, FL  
nacole.guyton@oel.myflorida.com

**Prevention and Early Intervention** | This session will educate participants on talking points with parents about good oral health habits and nutrition to help make generational changes. Ideally, the oral health for any family begins with prenatal education and the establishment of a dental home by the time the child is 12 months old.

Carol Smith, RDH, MSHA, Senior Manager - Oral Health Program  
Georgia Department of Public Health/Maternal and Child Health/Oral Health Prevention Program, Atlanta, GA  
carol.smith@dph.ga.gov

Dixianne Parker, RDH, M.Ed., Fluoridation Specialist  
Georgia Department of Public Health/Maternal and Child Health/Oral Health Prevention Program, Atlanta, GA  
dixianne.parker@dph.ga.gov

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**Fathers Supporting Science, Technology, Engineering, and Mathematics** | Men serve important roles in the lives of young children. This session will focus on how men can support young children in building the foundation of science, technology, engineering, and mathematics (STEM) skills. Hands-on strategies and activities will be explored relating to specific STEM areas.

Jerome Thompson, Transportation Specialist  
Sunbelt Human Advancement Resources, Inc. - Head Start/Early Head Start, Greenville, SC  
jthompson@sharesc.org

**The Importance of Family Engagement to Support Dual Language Learners** | Dual language learners are the fastest growing population in the United States. Early care and education professionals, especially teachers and family support workers, are in a prime position to support the development of dual language learners through family engagement. Family engagement is an important element of a child's progress and future success. When professionals provide dual language learners with positive environments that support children's language development, relationships with adults and peers, and connections to home, they help children make the most of being bilingual and help prepare them to make the most of later learning opportunities.

Carolyn Tricoche, Family Support Coach  
Sheltering Arms, Atlanta, GA  
ctricoche@shelteringarmsforkids.com

**Taming the Tiger: Helping Young Children Work Through Great Big Emotions** | It's challenging for children to separate feelings from actions. Emotions like anger or sadness may lead to disruptive behavior or meltdowns. Helping children to recognize and appropriately express feelings develops emotional intelligence, which enables them to manage feelings effectively as well as develop resilience and problem solving skills critical for school success.

Cheryl Turner, Ed.S., Educational Consultant  
Reach Teaching Learning Services LLC, Atlanta, GA  
cherylsmithturner@gmail.com

**Safe Spaces for Learning: Creating Trauma Sensitive Learning Environments** | Trauma has a profound effect on children's development and can undermine their ability to thrive academically and socially. This session provides a framework for understanding trauma symptoms and for developing trauma-sensitive structures and practices in your program. Participants will discuss brain smart techniques for providing learners with the tools needed for resilience in school success.

Cheryl Turner, Ed.S., Educational Consultant  
Reach Teaching Learning Services LLC, Atlanta, GA  
cherylsmithturner@gmail.com

**Panel Forum: Facilitating High-Quality Early Learning Systems through Effective Partnerships and Shared Funding Strategies**  
In this forum, guest panelists will discuss and identify key insights regarding enhancing partnerships and collaborative funding strategies. Participants will learn more about varied partnership models and experiences, resources for communities, as well as how to facilitate school readiness through greater collaboration and integrated services.

Belva Weathersby, MSW, Director – Tennessee Head Start Collaboration Office; Tennessee Department of Education/Head Start State Collaboration Office, Nashville, TN  
belva.weathersby@tn.gov

Sherry Hutsell, Director – Head Start/Early Head Start  
City of Chattanooga, Chattanooga, TN  
shutsell@chattanooga.gov

DeAnna McClendon, Ph.D., Executive Director – Early Childhood Programs; Shelby County Schools, Memphis, TN  
mccclendonm@scsk12.org

Sherronda Thompson, Director – Head Start/PreK  
Family Resource Agency of Tennessee, Cleveland, TN  
sherronda@fratn.com

**Navigating Performance: Developing Meaningful Performance Measures** | Data, data everywhere but not a drop to drink. The ancient mariner's mantra hasn't lost its meaning in today's world. Agencies are awash in data but rarely have reporting that yields actionable insight. Participants in this session will learn new methods for developing useful and meaningful measures of performance.

Elizabeth Whitten, MBA, Chief Financial Officer  
Western Carolina Community Action, Inc., Hendersonville, NC  
ewhitten@wcca.net

**Journey to a Modern Data Culture: Using your Data to Transform Outcomes** | Today's organizations must develop the ability to use data to predict agency outcomes and adapt processes for future performance. However, for most, it requires a major shift in the agency's data culture. In this session, participants will learn tools for using real time data to change agency outcomes.

Elizabeth Whitten, MBA, Chief Financial Officer  
Western Carolina Community Action, Inc., Hendersonville, NC  
ewhitten@wcca.net

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**Elements and Impact of a Strong Curriculum: Enhancing Developmentally Appropriate Practices in Infant/Toddler and Pre-K Classrooms** | What are the elements of a strong curriculum? What do you need in a curriculum to promote the instructional success of HS/EHS teachers in classrooms? Let's get serious and discover appropriate means of assisting Head Start and Early Head Start teachers who have limited experience instructing our youngest learners. Join this session to share strong successful techniques that support teachers with research based findings and windows of opportunity. Return to your campus with a higher understanding of quality approaches to learning that meet the needs of our children.

Mychelle Williamson, M.Ed., Account Executive and Educational Specialist; Frog Street, Southlake, Texas  
mychelle.williamson@frogstreet.com

**The Magical World of Puppet Play** | There's nothing like talking, singing, and giggling along with a puppet. Using puppets in the classroom can be intimidating. However, there is something magical about puppet play in the early childhood setting. Tapping into the learning potential is gold for a teacher. Puppets

can be used for intentional lesson planning, helping children handle emotions through teachable moments, and laying the foundation for conflict resolution. Come play with us and learn how to utilize puppets with your children.

Patti Jo Wilson, M.Ed., Professional Development Specialist  
Lakeshore Learning Materials, Carson, CA  
pjwilson@lakeshorelearning.com

**New 2019 CDA Partnership with RIVHSA! Preparing Your Staff for Quality and Successful Instruction** | Discover an exciting, easy avenue to prepare your staff for quality instruction through Frog Street's Professional Development and CDA coursework. Supported by personal coaches, this program empowers your staff to develop confidence, increase early childhood knowledge and deliver superior Early Head Start instruction. Learn ways to make 2019 your most successful year by helping your professional staff excel!

Cathy Zier, Vice President - Business Development and Marketing; Frog Street, Southlake, Texas  
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