

CONCURRENT SESSIONS @ 2020 ANNUAL TRAINING CONFERENCE & EXPO

Take advantage of educational training opportunities featuring regional and national experts. Our breakout sessions are held on Tuesday, Wednesday and Thursday of the conference week. Session proposals will be posted in rounds on our website as confirmed. Scheduled date/time will be released as confirmed. Sessions are tentative and subject to change. Visit us at www.rivhsa.org periodically for updates.

KEY	1 Birth to 3: Early Care	4 Parent, Family and Community Engagement
	2 Preschool: Early Learning	5 Program Management/Governance
	3 Child Health and Development	6 Federal – Office of Head Start

*Sessions which are not eligible for CEU credits/state hours

SESSION TITLE AND DESCRIPTION	1	2	3	4	5	6
<p>1. Planning to Infinity and Beyond: The Relationship Between Data Assessment and Planning This interactive and engaging workshop provides an overview of the Head Start planning cycle and focuses on strategies for effective planning and techniques for efficiency. With a commitment to appreciative inquiry, the session will examine what works best for Head Start programs as well as how to expand and enhance program strengths through planning and assessment.</p>					•	
<p>2. Reflecting on Your Data Management Systems to Ensure Program Success In this highly interactive session, participants will consider their current data management tools and, with their peers, determine what is working well and where there is room for improvement. Participants will also review their systems for collecting, analyzing and using data as well as identify strengths and discuss strategies for improvement. The session includes an opportunity to complete an action plan for use after the conference.</p>					•	
<p>3. Self-Assessment as Risk Mitigation The annual self-assessment can be much more than a check-the-box activity that results in a static document. By customizing the self-assessment so that it asks the right questions to arrive at insightful answers, grantees can increase the likelihood that their reviews are successful and reduce the risk of identification for the Designation Renewal System.</p>					•	
<p>4. Overview of the Head Start Eligibility Requirements The Head Start Program Performance Standards require staff that conduct eligibility determinations to receive training on the eligibility requirements within 90 days of performing eligibility determinations on the job. The performance standards also require governing body and policy council members to receive training on the eligibility requirements as well. This session will help your program comply with the often-confusing eligibility rules.</p>			•		•	
<p>5. Reflective Supervision: The Three Building Blocks for Success In this interactive session, participants will examine the definition, benefits and building blocks of reflective supervision. The presenter will share how on-going protected time (e.g. reflective supervision) with the family support team leader can translate into professional growth and better outcomes with their teams.</p>			•		•	
<p>6. Supporting the Development of Frustration Tolerance in Young Children Anger and frustration are powerful emotions, and children’s reactions can be intense in the moment. Many young children struggle with frustration tolerance. Developing coping strategies to deal with frustration requires time and practice. Come and learn practical strategies to assess and support the development of frustration tolerance in young children during free play and spontaneous interactions. Participants will gain an understanding of the role frustration tolerance plays in a child’s learning and why this emotional skill is predictive of later academic success.</p>	•	•	•			

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<p>7. Choices and Consequences: Effective Limit Setting with Young Children Limit setting in the classroom is an essential behavior management skill for early childhood educators. First, participants will develop an understanding of early neurological development and how the development of self-regulatory skills are influenced by early relationships with caregivers in conjunction with the quality of the child’s social environment. Then, the importance of preventive strategies in reducing the likelihood of challenging behaviors will be explored followed by the practice of limit setting as a highly effective behavior management strategy will be presented.</p>	•	•	•			
<p>8. Coaching and Reflective Practice for Promoting STEM Education in Head Start This university – Head Start partnership project was designed to support the integration of intentional STEM experiences into daily classroom practices in ways that support children’s science and mathematics development. A comprehensive professional learning model was leveraged to support teachers with STEM implementation and reflective supervision also provided a core set of supports. Classroom observations of teacher practices suggest improvements in instructional practices. Approaches for documenting implementation of STEM activities will be shared as a guide for professional practice along with challenges and solutions with implementing this approach in Head Start.</p>		•			•	
<p>9. The New Parent Café: Modeling Innovative Parenting Skills This session is designed to promote healthy family engagement. It will highlight practical applications and techniques centered around effective parenting skills that include positive parent child interactions and relationships. Participants will leave able to employ meaningful strategies to strengthen family structure as well as identify and implement family engagement strategies that foster positive parent-child interactions.</p>	•	•		•		
<p style="color: red;">RIV HEAD START STATE COLLABORATION OFFICES</p> <p>10. Farm to Early Care and Education (Farm to ECE): Connecting the Dots to Head Start Program Performance Standards Farm to Early Care and Education (Farm to ECE) supports learning across the Head Start Early Learning Outcomes Framework and is designed to improve child health by educating staff, children and families about local food, nutrition, and wellness. Join this dynamic session to learn how Farm to ECE can assist Head Start programs in meeting performance standards and school readiness goals.</p>	•	•	•			

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11. Legal Issues Impacting Program Governance for Head Start and Early Head Start Grantees Head Start and Early Head Start grantees are required to comply with a wide variety array of federal regulations and state laws. During this session, stakeholders such as the Board of Directors, Policy Council, and executive management team will get answers and information on many common legal issues that impact program governance. Participants will leave the session with new directives to ensure better legal functioning of their programs. The presenter is a former community action administrator who oversaw Head Start and Early Head Start programming, survived the Designation Renewal System and currently practices law serving the nonprofit and social sector.					•	
12. Continuous Quality Improvement and Preventive Maintenance Preventive maintenance is the upkeep of the centers, classrooms, playground, and equipment to ensure safe indoor and outdoor learning environments. Monitoring or maintenance is performed to lessen the possibility of failing centers and equipment. Continuous quality improvement is a powerful monitoring tool utilize to evaluate and manage quality throughout an organization.	•	•	•			
13. Supporting Child Safety and Nutrition Through Supervision Children five and younger are at the greatest risk of injury at childcare centers. Monitoring data from the Office of Head Start shows an increase in supervision citations such as children left unattended on playgrounds and buses as well as in classrooms. Participants will leave the session able to (1) implement the sex strategies of active supervision in both indoor and outdoor learning environments; (2) recognize the eight major food allergens along with their signs and symptoms; (3) prevent cross-contamination; (4) differentiate between food allergens, intolerances and sensitivities; and (5) modify menus to ensure age-appropriate food is served to meet nutritional needs and prevent choking.	•	•	•			
14. Infant and Toddler Physical Science Principles Discovered Through Play and How to Share with Staff and Families As infants and toddlers play, they discover many scientific principles. Participants will learn how to share these principles with staff and families so adults have more appreciation for what and how principles are learned through play. Explore with us the real signs that little ones learn daily!	•			•		
15. ERSEA: Understanding the New Emphasis for Programs This training is designed to enhance Head Start and Early Head Start administrators' knowledge related to eligibility and admissions compliance. This session will provide techniques, strategies, and solutions to ensure ongoing compliance with federal regulations regarding enrollment and how to avoid fraud risks as identified in recent Government Accountability Office (GAO) report findings.				•	•	

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16. Surviving Your Focus Area 1 and Focus Area 2 Monitoring Review This training is designed to enhance Head Start and Early Head Start administrators' understanding of the Focus Area 1 and Focus Area 2 monitoring review process. Join us for an in-depth review of the monitoring protocols in addition to strategies to prepare programs for successful monitoring reviews.					•	
17. Developing and Implementing the Head Start Record-Keeping System Head Start and Early Head Start grantees and their delegate agencies are required to develop and implement record-keeping systems for Head Start programmatic and financial activities. This session will provide participants with the compliance requirements in the Head Start Program Performance Standards, Uniform Guidance (45 CFR Part 75) and The Improving Head Start for School Readiness Act of 2007.					•	
18. Identifying and Referring Challenging Behaviors This session is designed to understand the importance of identifying challenging behaviors through developmental screenings and consent, referring challenging behaviors through formal evaluations and consent, ensuring proper documentation to support referrals and determining what happens when parents refuse to sign consent forms.		•	•			
19. CLASS Instructional Support Strategies for Teachers In this session, teachers will get the opportunity to dive into the CLASS domain of Instructional Support with a strong focus on the dimension of Concept Development. Teachers will gain a better understanding of why effective interactions matter, watch classroom video footage highlighting the instructional support dimensions, identify the key interactions in the video, and transfer this knowledge to brainstorming and planning purposes for application in daily classroom practice. The session will be a combination of lecture and small group format.		•				
20. What's the Tea on Focus Area 1 and 2 Alignment Reviews? So, what is the tea on the Focus Area 1 and 2 alignment reviews for the 2020 fiscal year alignment? What changes are involved in the process? Who are the players? How does my program prepare? We will spill the tea on articulation of Focus Area 1 as well as field canvassing and data tours during the Focus Area 2 process on Management Systems, Education, Disabilities, Family Service, CLASS, Fiscal, ERSEA, and Facilities. Come, get all of your questions answered in a comfortable setting. Leave with greater clarity and strategies to clearly see your program's identity through the review lens.					•	
21. Mindful Eating in the Preschool Setting: Learn, Practice, Implement Learn how implementing mindful eating in preschool settings (MEPS) may help young children develop healthy relationships with food, alleviate picky eating, avoid using food to cope with emotions, and prevent obesity and comorbid conditions. Adopted by SNAP-Ed, which teaches people using or eligible for SNAP about good nutrition and how to make their food dollars stretch further, MEPS is an evidence-based intervention developed for early childcare settings.		•	•			

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22. Teach Me to Fish: Helping Families Become Self-Sufficient and Sustainable Have you ever wondered if the services you are providing are helping or hurting families? Are you teaching families to fish or giving them a fish? Join in this intentional discussion on family self-sufficiency and sustainability.				•		
23. Get in the Game: Effectively Embedding Coaching as a Form of Professional Development Come learn how to effectively use coaching to support staff through high-quality teaching and home visiting practices. Discussions will include coaching to fidelity with an emphasis on using research-based teaching practices. Participants will learn the importance of how to work with staff to create shared goals and develop action plans for achieving those goals as well as how to conduct focused observations based on action plans.	•	•			•	
24. The Power of Words: Using Them to Unlock Your Magic and Lead with Passion Words are powerful creators of our lives. This session is loaded with mental health and social emotional strategies that can be used to empower students and adults alike. The presenter is a licensed psychotherapist who will help participants will explore the relationship between thoughts, words and actions as well as how words impact your life and that of those around you.	•	•	•	•	•	
25. Harnessing the Power of Wonder: Conducting Hands-On Investigations with Twos Two-year-old children are natural investigators. They explore surroundings as they play with materials and investigate their surroundings to learn. This session will explore how using developmentally appropriate explorations with two-year-old children helps them experience the excitement of discovery and develop their scientific thinking as they engage with the world around them.	•					
26. In Pursuit of Optimal Fidelity: Bringing Your Coaching “A” Game to Head Start This session aims to give coaches, mentors, and administrators a greater understanding of the coaching role with strategies for improving their work with teachers at all levels of implementation. Participants will discover ways to enhance the quality of their coaching and tailor it to individual strengths and needs they observe.	•	•			•	
27. Unapologetically D.O.P.E.: The New Head Start Leader This session highlights why being D.O.P.E. (Determined, Optimistic, Passionate, Energetic) is a desirable leadership style for the new Head Start leader. Come to receive a blueprint for transitioning into leadership roles, learn innovative techniques to enhance your leadership capabilities, and fully understand the four concepts of D.O.P.E. to become a higher performing leader.	•	•	•	•	•	

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<p>28. Strategic Planning: A Practical Approach That Achieve Results This innovative session will review five important steps in the strategic planning process that are easy to master: (1) Gathering data for the plan; (2) Analyzing the gather data; (3) Writing the plan; (4) Implementing the plan; and (5) Evaluating the plan. This result-oriented, strategic planning process allows agencies to go beyond the written strategic plan to enhance effectiveness and achieve results. Participants will also learn how to be an effective member of a strategic planning team, and utilize the results of a community needs assessment to identify agency strengths and weaknesses in order to develop results oriented goals in objectives.</p>					•	
<p>29. Strategic Governance: More Than A Meeting The key to effective program governance is the right structure, the right people, and the right practices. The Head Start and Early Head Start leader’s role is to ensure that the governance and management entities are working collaboratively to achieve positive outcomes for children, families, and communities. Come learn the five components of strategic governance that go beyond monthly board meetings. This innovative approach to governance is carefully designed to help Boards and Policy Councils become mission driven, financially accountable, innovative, and results-oriented.</p>					•	
<p>30. Making Meaning with Systems Thinking Systems thinking is a developmentally appropriate thinking strategy for children and adults. It contributes to instructional support, language development and documentation of learning. Participants will leave this session able to examine strategies for building thinking skills in young children, use systems thinking strategies in planning and instruction, and apply systems thinking to their own perspectives of early learning. The presentation will include practical ideas for helping students to express their thinking as well as classroom examples from Head Start programs in Kentucky.</p>	•	•		•	•	
<p>31. Completing an Influential and High-Powered Community Assessment Community assessment is a tool to help administrators and stakeholders make better programs decisions, determine the types of services needed, and develop program objectives. This is a visual, participatory and reflective training to give participants the best tools and strategies to comply with standards and make strategic decisions to support parents and children. Participants will learn an actionable method to conduct a thorough assessment and understand how to collect important primary data and locate essential secondary data.</p>					•	
<p>32. Kids Count: Math Across the Curriculum This session will explore developmentally appropriate areas of math that can be use throughout the curriculum and the learning environment. We will consider strategies for centers, small groups and transitions throughout the day. Join us as we review matching, classifying, patterning, sequencing, and geometry and how to engage children with authentic, mayor experiences.</p>		•				

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33. Providing Pathways of Support: Innovation in Supporting Trauma-Informed Practices for Families and Early Childhood Educators Parents and staff create buffers promoting a safe, nurturing environment where children are able to learn, develop, and use coping skills through proactive use of all language to navigate social and academic situations. This session will examine pathways of support (or trauma-informed care and supportive instructional strategies) for young children experiencing complex trauma.	•	•	•	•		
34. Bars, Pies, and Graphs are Hot, Oh My! Building Higher Order Thinking Skills in the Early Childhood Classroom Take thinking to higher levels in your early childhood education classroom. Instead of just restating information (or data), help students make meaningful and lasting connections to data. This session presents innovative strategies to engage young learners in building higher order thinking (HOT) skills through fun, creative, and hands-on interaction with data.		•				
35. Custom Solutions with ChildPlus Each Head Start program is governed by a unique set of policies and procedures. This means individual programs require individualized systems. Attend the session to learn ways to customize how data is collected by editing field options and creating field based on data needs, streamline data entry for specific modules by removing fields or limiting options, and create reports that make it easy to retrieve specific data.					•	
36. P is for Planning Do you have a rote teacher that sings, counts, and reviews the calendar daily? If so, this is the session for you. Teachers must plan for a successful day of teaching. This session provides ideas and strategies to enhance teaching skills to transform rote to highly effective teachers.	•	•				
37. You Hired a Teacher Not a Police Officer With the presence of more challenging behavior in the classroom each year, teachers must have a plan of action to effectively decrease the occurrence and manage the classroom. You hired a teacher, not a police officer. Teachers must remain calm and in control while also nurturing and supportive. This session provides insight on strategies for effective classroom management.	•	•	•			
38. Data Driven Parenting Curriculum While all Head Start programs are mandated to implement a parenting curriculum, we know that not all parenting curriculums have the same objectives. This session will explore how many programs are using school readiness goals, family goals and even child assessment data to drive their parenting curriculum and family partnerships.	•	•		•		

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DHHS/ACF/RIV OFFICE OF HEAD START	•	•	•			•
39. All Eyes on Me: Exploring the Positive Impacts of Active Supervision Keeping children safe is a top priority for all early childhood education programs. Using the prominent nursery rhyme of Jack and Jill as a reflection, the trainer(s) will discuss how to implement the active supervision strategies in various contexts. Active supervision requires leadership, planning, tracking and on-going monitoring, and professional development.						
40. CLASS Instructional Support: Developing a Culture of CLASS that Supports Improvement Strategies In this session, coaches and administrators will be focused on understanding how a culture of CLASS can be leveraged to support teachers in improving their interactions in the instructional support domain. We will highlight some key strategies that you can use with teachers as they work to improve teacher-child interactions supporting children’s cognitive development.		•			•	
41. Pop-Up Professional Development Pop-up professional development is a new twist on providing much-needed professional development to staff who are short on time and motivation. Learn how Miami-Dade County’s Head Start/Early Head Start has motivated teachers to attend a variety of professional development opportunities that are relevant, meaningful and full of strategies ready to implement.	•	•			•	
42. Quality Assurance is a Method for Continuous Program Improvement This session focuses on the one chain model at Miami-Dade County’s Head Start/Early Head Start which implements a quality assurance cycle that focuses on collecting and analyzing data, providing professional development, and strategic planning. Participants will leave with an understanding of implementing a quality assurance process and related cycles, implications of each cycle, as well as strategies to support how data informs planning and how to track data collected during a monitoring event.					•	
43. You’re Not My Friend! Understanding, Addressing and Preventing Bully Behavior Bullying behaviors can begin at an early age disguised as targeted meanness, name-calling, teasing or various types of aggression. When these behaviors are overlooked or dismissed, they can become habitual and damaging to children who are involved as well as those who observe the behaviors. This session will focus on understanding bullying behavior in order to recognize its signals, intervene quickly and teach children the social skills that will support healthy, respectful relationships.	•	•	•			
44. Joyous Literacy Songs for Children Joyous songs gifted to you will engage your children in singing and dancing as they learn essential early literacy skills that ease them into reading and writing and have them ready for literacy success in kindergarten. The songs and activities are also ideal for engaging parents in literacy at home.	•	•				

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<p>45. Working with Fathers in Head Start: Resources and Tips on Recruitment from the National Responsible Fatherhood Clearinghouse</p> <p>Join us to discuss lessons learned from fatherhood work in Head Start and other community-based settings, learn about tips and resources to better engage and serve fathers, and 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.</p>	•	•		•		
<p>46. Extra, Extra! Learn All About It: Going from a Program of Concern to a Program of Quality</p> <p>This presentation is actual a conversation with new Head Start or Early Head Start grantees and administrators to talk through their program goals, communities, and cultures to develop a plan for building high-performing teams in a high-quality program. It all begins with a strong leadership team as the foundation for optimal compliance and outcomes. Participants will leave with increased knowledge of how to build a successful program, ideas gain staff and community buy-in as well as tools to create a positive culture of teamwork.</p>					•	