

CONCURRENT SESSIONS @ 2021 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.

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|------------|---|--|
| 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 |
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| <p>1. Reducing Systemic Racism and Implicit Bias in the Early Childhood and Family Development Environment No one is born racist, but we are born into a racialized society. Reducing systemic racism requires understanding how it impacts children, families, the classroom, and the workplace. Based on community work addressing racism, this workshop will provide immediate and practical techniques to reduce racism and enhance empathy.</p> | ● | ● | ● | ● | ● | |
| <p>2. Lessons Learned from the Designation Renewal Process “It is never just about the CLASS scores.” This workshop presentation provides a practical approach to surviving Designation Renewal System (DRS) to improve your program. Beginning with a description of the challenging (and rewarding) process, the workshop examines new requirements for the DRS, strategic planning as essential, and creating collaborative and cooperative teams.</p> | | | | | ● | |
| <p>3. DRS: An Overview and Approach for Success in Strategic Grant Writing If your service area is up for recompetition, your agency can compete for funding. Designation Renewal Process (DRS) is time-consuming, complicated, and nerve wracking. After an overview of DRS, we will walk through the application with tips and strategies from successful grants in every round. You’ll learn ways to increase efficiency, write a better proposal and reduce stress.</p> | | | | | ● | |
| <p>4. Insurance and Risk Management Basics for Head Start/Early Head Start Grantees COVID-19 has changed how grantees must conduct operations. One area where grantees will need to recalibrate operations is regarding how they utilize insurance and develop a risk management strategy going forward. In this workshop, attendees will get to review common types of insurance policies that grantees secure (or should secure), develop a working understanding of the common elements contained in an insurance policy, get some pointers on how to work with an insurance broker/agent and touch upon important risk management issues such as COVID-19 and managing risk for your agency in the current insurance market.</p> | | | | | ● | |
| <p>5. Addressing Challenging Behaviors in Head Start/Early Head Start According to the Centers for Disease Control and Prevention, children react in part, to how adults around them respond to challenging times. This training session is for programs to ascertain their current practices on addressing challenging behaviors for children exhibiting excessive crying or irritability, detachment issues, frustrations, etc.</p> | ● | ● | ● | | ● | |

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| <p>6. Compliance in a Pandemic and Beyond This training session is for programs to evaluate their health, safety, and facilities monitoring systems for reopening and maintaining safe indoor/outdoor learning environments. Additionally, participants will learn how to maintain optimum safety in centers, EHS child care partnerships, and family child care homes through a system of preventative maintenance measures.</p> | ● | ● | ● | ● | ● | ● |
| <p>7. Trauma Informed Care in Head Start Did you know that environmental, physical, or social, traumas can play a role in the outcome of a child’s life? While many children have the ability to bounce back after suffering trauma, others may not without support. Trauma informed care is an organizational structure and treatment framework that involves understanding. This session is designed to provide program staff and leadership with strategies to working with young children exposed to traumatic events or conditions.</p> | ● | ● | ● | ● | ● | ● |
| <p>8. Pandemic Parent Engagement Amidst the pandemic, some parents may need engagement more now than ever. How are you providing support to families? The frequency and the quality of interactions are critical to achieving positive family outcomes. This session offers an open and honest sharing opportunity for staff and parents as well as a deeper understanding of why the Office of Head Start requires programs to track family engagement and support services. Participants will be able to identify methods to document the needs of families and how to provide quality support services.</p> | ● | ● | ● | ● | ● | ● |
| <p style="background-color: yellow;">ADDED – 1/27/21</p> <p>9. The Data-Compliance Connection This training is designed to enhance grantee understanding of the connection between data and compliance with Head Start Program Performance Standards. This session will explore various sections in the monitoring protocols and performance standards where data provision is critical for compliance.</p> | ● | ● | ● | ● | ● | ● |
| <p>10. 10 Factors of Financial Stability Pete the Planner is back! In his second appearance with RIVHSA, Pete will be discussing financial stability and how to achieve it. Whether you’re just starting out, buried in debt or in total control of your finances, there is something for everybody in Pete’s presentation. If you saw him at RIVHSA’s Early Head Start Institute in September 2020, you can appreciate Pete’s knowledge and entertaining delivery as he tackles this new topic. If you didn’t, please join us – you’re in for a treat!</p> | ● | ● | ● | ● | ● | ● |

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| <p>11. DRS: Risk Mitigation to Improve Quality and Prevent Competition A program’s response to Designation Renewal Process (DRS) is often reactive by only addressing the conditions that triggered a DRS designation. But taking a proactive approach and conducting required activities through a risk mitigation lens can be an effective way to increase the likelihood of a successful monitoring review and minimize a program’s risk for competition in DRS. Being proactive can help programs learn what they’re doing well and how they can improve.</p> | | | | | ● | |
| <p>12. Self-Assessment as Risk Mitigation The annual self-assessment can be much more than a mechanical, 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 DRS involvement.</p> | | | | | ● | |
| <p>13. Bridging the Birth-3rd Grade Gap: Percolating Up Early Childhood Concepts High quality preschool is widely regarded as an effective way to ensure that all children arrive at kindergarten ready to learn. However, research often shows that it is not unusual for these gains to begin to fadeout from kindergarten through 3rd grade. This presentation will address ways to combat the fadeout effect, with a focus on a strong alignment between Pre-K and K-3 education.</p> | ● | ● | | | ● | |
| <p>14. Supporting Teachers and Young Learners: Interactions at the Heart of Healing Grounded in research and using the foundations of CLASS, this session will explore how to support children’s social-emotional development and learning during the school year.</p> | | ● | ● | | | |
| <p>15. DRDP© Child Assessment Built Into ChildPlus The nationally renowned developmental assessment, Desired Results Developmental Profile (DRDP©), is now built into ChildPlus! The DRDP© is a strength-based assessment focusing on the positive aspects of each child’s developmental progress. This assessment is research-based, valid, reliable, Head Start Early Learning Outcomes Framework aligned, and covers all children from birth to five.</p> | ● | ● | ● | | ● | |

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| <p>16. The Aligned Monitoring Process: A Virtual Affair (Part 1 & 2) So, what is the story on the virtual monitoring alignment process for Focus Area 1 (FA1) and Focus Area 2 (FA2) for the 2020-21 fiscal year? What changes are involved in the process? How should grantees articulate discussions in the FA1 process? How does the outcomes data fit in? Who should be on the front line to participant in the data tours? How will the FA2 process change from an in-person to the virtual platform? Get the facts to provide clarity on the alignment process and receive strategies to clearly see your agency’s identity in a virtual lens. Discussions will also address current considerations in this COVID-19 era.</p> | | | | | ● | |
| <p>17. Harnessing the Power of Exploration, Play and Wonder: Conducting Hands-on Investigations with 2-Year Olds Two-year-old children are natural investigators. They explore their surroundings as they play with materials, wonder and ask why, and investigate their surroundings to learn more. This session will explore how using developmentally appropriate, hands-on explorations with twos helps them experience the excitement of discovery and develop their scientific thinking as they engage with the physical and natural worlds around them.</p> | ● | | | | | |
| <p>18. Completing an Influential and High-Powered Community Assessment A community assessment is a tool to know your community, make program decisions, determine the types of services needed, and set program objectives. This training is designed to give participants the best tools and strategies to comply with standards and make strategic decisions to support parents and children.</p> | | | | | ● | |
| <p style="background-color: yellow;">ADDED – 1/27/21</p> <p>19. Creating Effective Outdoor Spaces Find out how to set up outdoor spaces that invite your children to participate in activities and collaborate at safe distances. See research about using the outdoors to promote healthy brain activity and improved well-being.</p> | ● | ● | ● | | | |
| <p style="color: blue;">DHHS/ACF/OFFICE OF HEAD START – NATIONAL CENTERS</p> <p>20. Separated but Together: Collaborating in a Virtual World Even when we can't meet in person, we can create strong partnerships. This session will explore how disability services coordinators can support virtual consultation across all program options. Learn to help educators conduct successful online visits with families. Explore video as a tool to help families support children with disabilities even when coordinators or itinerant educational staff can't be in programs.</p> | ● | ● | ● | | | ● |

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| <p style="color: #0070c0;">DHHS/ACF/OFFICE OF HEAD START – NATIONAL CENTERS</p> <p>21. Supporting Children and Families When Programs Are Virtual Are you wondering how you can support infants, toddlers, preschoolers, and their families while programs are operating virtually? Join us to discuss strategies that teachers and family childcare providers can use to engage with children, families, and colleagues in programs operating in-person, virtually, or both! Discover ways to support children’s continued growth and development and take care of yourself during times of stress.</p> | ● | ● | ● | ● | ● | ● |
| <p style="color: #0070c0;">DHHS/ACF/OFFICE OF HEAD START – NATIONAL CENTERS</p> <p>22. Exemplary Leadership and Strong Governance: Shifting Challenges into Opportunities Adapting quickly to changing circumstances and having a capacity and toughness to recover quickly have been essential demands on leadership this past year. Management systems have had to become more nimble, flexible, and effective within a virtual environment. This session explores the necessary leadership skills and competencies that support strong governance and oversight of the Head Start program. Join us as we tap into our creativity and discover the opportunities to lead even in times of change.</p> | | | | | ● | ● |
| <p style="color: #0070c0;">DHHS/ACF/OFFICE OF HEAD START – NATIONAL CENTERS</p> <p>23. Requisite for Organizational Resilience: Human Resources Leaning into and focusing on human resource systems is critical to grantee resilience. This action-packed session will highlight resources, tools, sample policies, procedures, and protocols. We will share the newly developed Human Resource Systems Audit. We know that staff are the bedrock of your program’s ability to deliver quality services to children and families. We will close this session by giving you an opportunity to galvanize some actionable next steps to make sure you are turning the adversities of our current times into opportunities of continued success in operating your programs.</p> | | | | | ● | ● |
| <p style="color: #0070c0;">DHHS/ACF/OFFICE OF HEAD START – NATIONAL CENTERS</p> <p>24. COVID-19: Strategies to Promote the Health and Safety of Children, Families, and Staff in Head Start The COVID-19 pandemic has changed the way everyone lives and works. This session offers practical strategies to reduce the risk of transmission of COVID-19. We will explore the current guidance from the Centers for Disease Control and Prevention (CDC), and discuss how Head Start and Early Head Start programs can use these strategies as they continue to serve children, staff, and families.</p> | ● | ● | ● | ● | ● | ● |

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| 25. Trauma and Coping with COVID-19 The COVID-19 pandemic has altered the way everyone lives and works. Head Start and Early Head Start programs continue to work to ensure the health and safety of children, families, and staff as they provide virtual or in-person services. Early childhood staff report increased stress working in these difficult and uncertain times. This session will focus on the behavioral health aspects of the pandemic on staff, children and families. We will explore how to address the stress, anxiety and trauma this has caused, and discuss strategies to support staff health and well-being as they continue to provide high quality care to children and families. | ● | ● | ● | ● | ● | ● |
| DHHS/ACF/OFFICE OF HEAD START – NATIONAL CENTERS | ● | ● | ● | ● | ● | ● |
| 26. Engaging with Families in Conversations About Sensitive Topics During Stressful Times Using strengths-based attitudes and relationship-based practices is especially important when working with families who are experiencing challenging situations. These situations may include the current pandemic, housing, financial, health, or mental health challenges, or concerns for the safety of a child or family. In this session, participants will explore tips for engaging in sensitive conversations with families. Join NCPFCE to examine helpful approaches for consideration before, during, and after engaging with families in stressful times. | ● | ● | ● | ● | ● | ● |
| ADDED – 1/27/21 | ● | ● | ● | ● | ● | ● |
| 27. Mindful Relationships: Looking Beneath the Surface Equity is about finding out what each individual person needs to succeed. In order to do this, everyone involved in the process of advancing equity needs to feel heard and supported. This type of work occurs best in relationship. Mindfulness helps open lines of communication that allows for the work of equity to continue. This session will discuss how mindful interactions help support equitable relationships within various work and learning environments. | ● | ● | ● | ● | ● | ● |
| ADDED – 1/27/21 | ● | ● | ● | ● | ● | ● |
| 28. Understanding the Processes of Head Start In this session, participants will gain a greater understanding of Head Start processes – from writing your baseline and continuation grant to developing strategic plans and community assessment. Wow, that’s a lot to process! | ● | ● | ● | ● | ● | ● |

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| 29. What Does it Take to Operate a Head Start/Early Head Start Program with Ease Has the pandemic posed new challenges? Want to increase operational efficiency and effectiveness? Join this session for ideas on how to operate our EHS/HS in total compliance. | | | | | ● | |
| 30. The Power of Talk: Supporting Early Intervention, Increasing Positive Interactions and Promoting Responsive Caregiving Research shows that back and forth interactions between adults and children play a significant role in early brain development. In this session, we will explore how to apply this research to practice, leveraging innovation to promote responsive caregiving and provide critical data for supporting Early Head Start programs. | ● | | ● | ● | ● | |
| 31. 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. We will explore how programs can actually connect their parenting curriculum to classroom curriculum and assessment for a holistic and connected approach to family partnerships and whole child development. | ● | ● | | ● | ● | |
| 32. The Importance of Intentionality in the Pre-K Classroom Children grow and thrive when provided opportunities to initiate activities and follow their interests, but they also need active teachers to guide their learning through intentional and meaningful classroom experiences. Teaching with intentionality applies best practices while offering a balance of child-guided and adult-guided experiences. Join us for this important session as we offer guidance and best practices focused on the importance of intentionality in the Pre-K classroom. | | ● | | | | |
| 33. Improve Community Assessment Data Collection and Analysis to Maximize Usefulness Learn how to move beyond compliance to an excellent community assessment that supports program planning, grant writing, and partnership. Explore compliance, better, and best scenarios for data collection and how to analyze data to maximize community assessment usefulness. Concrete strategies for how to improve your community assessment will be presented. | | | | | ● | |

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| <p>34. Come Together: Cultivating Cultural Tolerance and Building Relationship Skills Among Preschoolers</p> <p>Essential social emotional skills are built on the foundation of empathy and relationship building, where we shape children’s understandings of diversity and cultural tolerance. This session presents strategies for addressing questions that children have. We will address techniques for fostering healthy attitudes toward inclusion and supporting children’s abilities to form friendships and work cooperatively.</p> | ● | ● | | ● | | |
| <p>35. Leveraging Developmentally Appropriate Practices to Provide Quality Distance Learning</p> <p>The six guidelines for Developmentally Appropriate Practice in Action from NAEYC will be leveraged in this session as a grounding points for planning, implementing, and evaluating distance learning. Through guided reflection activities, participants will leave with an evaluation of their current distance learning opportunities and goals for improving these opportunities.</p> | ● | ● | ● | ● | ● | |
| <p>36. Center Directors Take the Lead</p> <p>Center Directors are the backbone of the center but their professional development needs are often overlooked. “Center Directors Take the Lead,” shows how Miami-Dade County Head Start focused on the professional development needs of their center directors. Learn how they identified training needs, developed meaningful professional development opportunities, and created a community of practice to encourage to collaborate.</p> | | | | | ● | |
| <p>37. Joyous Literacy Songs for Children</p> <p>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.</p> | | ● | | ● | | |
| <p>38. The Blueprint: Reimagining The Narrative of the Modern Black Father</p> <p>In this newly crafted report, we highlight research that suggests supporting responsible fatherhood is critically connected to lifting Black men and their current and/or future children out of poverty. We recognize that ending poverty and other deprivations must go hand-in-hand with innovative strategies that improve health and education, reduce inequality, and spur economic growth. In short, we address the question: “Why does poverty look like me?”</p> | ● | ● | ● | ● | ● | |

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| <p>39. Hitting CLASS Indicators with Music and Movement A recent study (Allar, Jones and Bulger, 2017) found that it would be advantageous to incorporate components of the CLASS tool with I am Moving, I am Learning (IMIL). This session demonstrates how simple it can be to hit CLASS indicators with music and movement.</p> | | ● | | | ● | |
| <p style="background-color: yellow;">ADDED – 2/1/21</p> <p>40. Is the Empty Bottle Really Empty? Strengthening Scientific Reasoning and Problem Solving Skills in the Head Start Classroom Higher order thinking activities are often overlooked in an early childhood education setting. In addition to helping preschoolers learn how to think through complex problems, these activities can also challenge common misconceptions that preschool and school age students have about science. This workshop will focus on using the inquiry cycle in an early childhood setting with interactive hands-on experience that create tactile contexts for a commonly held misconception in science. Participants will model activities needed to engage young learners in higher order thinking as well as implement at their respective Head Start programs.</p> | | ● | | | | |