18th Annual

Birth to Three INSTITUTE

Final Program

Nurturing...

Relationships,

Responsiveness,

Readiness

July 28-31, 2014

Marriott Marquis

Washington, DC

Sponsored by: U.S. Department of Health and Human Services
Administration for Children and Families

EARLY HEAD START
National Resource Center™

18th Annual

Birth to Three INSTITUTE

Nurturing…

Relationships, Responsiveness, Readiness

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Schedule at a Glance

SUNDAY, JULY 27

3:00 pm – 7:00 pm	Registration

MONDAY, JULY 28 (Pre-Institute Day)

7:00 am – 5:00 pm	Registration and Information
9:00 am – 12:00 pm	Pre-Institute Morning Sessions
12:15 pm – 2:15 pm	Lunch on Your Own
2:30 pm – 5:30 pm	Pre-Institute Afternoon Sessions

TUESDAY, JULY 29

7:00 am – 5:00 pm	Registration and Information
7:00 am – 8:00 am	Breakfast on Your Own
8:00 am – 9:30 am	Welcome and Opening Plenary
10:00 am – 11:30 am	Track Sessions
11:45 pm – 1:45 pm	Lunch on Your Own
2:00 pm – 3:30 pm	Track Sessions
4:00 pm – 5:30 pm	Track Sessions

WEDNESDAY, JULY 30

7:00 am – 5:00 pm	Registration and Information
7:00 am – 8:00 am	Breakfast on Your Own
8:00 am – 9:30 am	Plenary
10:00 am – 11:30 am	Track Sessions
11:45 pm – 1:45 pm	Lunch on Your Own
2:00 pm – 3:30 pm	Track Sessions
4:00 pm – 5:30 pm	Track Sessions

THURSDAY, JULY 31

7:00 am – 12:00 pm	Registration and Information
7:00 am – 8:00 am	Breakfast on Your Own
8:00 am – 9:30 am	Track Sessions
10:00 am – 11:45 am	Closing Parent Plenary

DEPARTMENT OF HEALTH & HUMAN SERVICES

Administration for Children and Families
Office of Head Start
8th Floor Portal Building
1250 Maryland Avenue, S.W.
Washington, DC 20024

July 2014

Dear Colleagues,

I am delighted to welcome you to the **18th Annual Birth to Three Institute: *Nurturing… Relationships, Responsiveness, Readiness***. This three day Institute provides opportunities for Early Head Start and Migrant & Seasonal Head Start staff and community partners, child care, family child care, and training and technical assistance providers to further enhance the quality of services for expectant parents, infants, toddlers, and families. It is designed to provide you with opportunities to strengthen your foundation in current research and knowledge about infants, toddlers, and families, and to enhance your connections through networking experiences.

As in years past, you will find sessions that are designed to meet many different professional needs, from learning about new topics to improving current skills. The work you do in your communities has never been more important. Children and families rely on the quality services you and your partners provide. This year's Institute is an opportunity for you and your colleagues to gather together and increase your understanding of current research about the lifelong impact of your work and be inspired by the difference you make.

I hope you will take full advantage of the learning opportunities offered at this year's Institute. Your participation is a reward for your hard work and the positive impacts that you have on our youngest and most vulnerable children and their families. You have our deepest gratitude.

Sincerely,

Angie Godfrey

Angie Godfrey
Infant and Toddler Program Specialist
Office of Head Start

DEPARTMENT OF HEALTH & HUMAN SERVICES

Administration for Children and Families
Office of Head Start
8th Floor Portal Building
1250 Maryland Avenue, S.W.
Washington, DC 20024

Julio de 2014

Estimados colegas:

Me complace darles la bienvenida al ***18th Instituto Anual de Birth to Three: Nurturing…Relationships, Responsiveness, Readiness***, dedicado al fomento de las relaciones, la capacidad de respuesta y la preparación. Este Instituto de tres días ofrece al personal de Early Head Start y del programa para Migrantes y Trabajadores de Temporada de Head Start, así como a los colaboradores comunitarios y los proveedores de cuidado infantil, cuidado infantil familiar, capacitación y asistencia técnica, la oportunidad de mejorar aún más la calidad de los servicios para futuros padres y madres, bebés, niños pequeños y familias. Su finalidad es ofrecerles oportunidades para afianzar conceptos básicos de las investigaciones y los conocimientos actuales sobre los bebés, los niños pequeños y las familias y ampliar sus conexiones por medio de redes.

Como en años anteriores, las sesiones responderán a muchas necesidades profesionales diferentes, posibilitando desde el aprendizaje de temas nuevos hasta la mejora de los conocimientos actuales. El trabajo que ustedes hacen en su comunidad es ahora más importante que nunca. Los niños y las familias cuentan con la calidad de los servicios que ustedes proporcionan junto con sus colaboradores. Este año, el Instituto les ofrece una oportunidad para reunirse a fin de comprender mejor las investigaciones actuales sobre el impacto duradero de su trabajo y encontrar inspiración en la influencia positiva que están teniendo.

Espero que aprovechen al máximo las oportunidades para el aprendizaje que el Instituto les ofrece este año. Su participación es una recompensa por el arduo trabajo y los efectos positivos que tienen en los niños más pequeños y vulnerables y en su familia. Se lo agradecemos profundamente.

Sincerely,

Angie Godfrey

Angie Godfrey
Especialista en Programas para Bebés y Niños Pequeños
Oficina de Head Start

Important Information

INFORMATION DESK
Meeting Level 4
Have questions? Stop by the Birth to Three Information Desk—we are happy to assist you!

CONTINUING EDUCATION UNITS
Meeting Level 4
Continuing Education Units (CEUs) are co-sponsored by The Early Head Start National Resource Center and the University of Wisconsin-Stout. In order to comply with continuing education requirements, attendees who wish to receive CEUs must visit the Continuing Education Units Desk to receive instructions.

DATA CAFÉ
Meeting Levels 2 & 4
Stop by the Data Café to print session handouts or connect to web resources available from the Early Head Start National Resource Center and the Early Childhood Learning and Knowledge Center.

INTERPRETATION
Meeting Level 4
To meet the professional development needs of participants who speak Spanish or prefer to listen to the sessions in Spanish, we are interpreting the five (5) most popular sessions in each time block. For more information, please visit the Interpretation Desk.

SESSION HANDOUTS
To reduce paper use, session handouts are available at https://ztt.confex.com/ztt/btti14/webprogram/meeting.html

WIRELESS INTERNET
Free wireless internet is being provided, in sessions and foyer areas, for Institute attendees.
Network: Marquis_CONF
Password: BTT@2014

CERTIFICATE OF ATTENDANCE
A Certificate of Attendance is provided at the back of this program. This certificate does not serve as validation of continuing education credits or requirements.

EVALUATIONS
A link to evaluations will be sent to you (using the email address you registered with), following each session time block. Please take a moment at the end of each session/day to complete the session evaluations. Data collected from evaluations is used to improve the Birth to Three Institute experience.

Live Stream

The following sessions are being live streamed over the internet for free! Registration required

Tuesday, July 29

8:00am-9:30am – Opening Plenary

10:00am-11:30am
D1 - Meaningful Analysis of Early Head Start (EHS) School Readiness Data

2:00pm-3:30pm
C4 – Family Engagement: Building Family Well-Being through Financial Security Strategies

4:00pm-5:30pm
A5 - Infants Make Meaning: Reflective Teaching and Learning with Infants and Toddlers

Wednesday, July 30

8:00am-9:30am – Plenary

10:00am-11:30am
A8 - Dual Language Development in Children Prenatal/Birth-Three

2:00pm-3:30pm
B14 - Inclusive from the Start: Maximizing Belongings for Children and Family Members

4:00pm-5:30pm
E11 – Creating Purposeful Socializations: Supporting Prenatal, Infant, and Toddler School Readiness through Family Engagement

Thursday, July 31

8:00am-9:30am
D18 – What's the Difference? Reflective Supervision and Coaching in Early Childhood Programs

10:00am-11:45am – Closing Parent Plenary

Información Importante

Mostrador de información
Piso 4 de salas de reuniones
¿Tiene alguna pregunta? Vaya al mostrador de información de Birth to Three. Con todo placer lo atenderemos.

Unidades de educación continua
Piso 4 de salas de reuniones
Las unidades de educación continua son copatrocinadas por el Centro Nacional de Recursos de Early Head Start y la Universidad de Wisconsin-Stout. A fin de cumplir los requisitos para la educación continua, los participantes que deseen recibir unidades deben dirigirse al mostrador de unidades de educación continua para recibir instrucciones

Mostrador de material de apoyo
Piso 4 de salas de reuniones
Enriquezca su experiencia con el Instituto visitando el mostrador de material de apoyo, donde encontrará los recursos y productos de mayor actualidad.

Data Café
Piso 4 de salas de reuniones
Vaya al Data Café para imprimir el material de trabajo para las sesiones o conectarse con fuentes de información en la web que le ofrecen el Centro Nacional de Recursos de Early Head Start y el Centro de Conocimientos y Aprendizaje en la Primera Infancia.

Interpretación simultánea
Piso 4 de salas de reuniones
A fin de responder a las necesidades de capacitación profesional de los participantes que hablan español o que prefieren escuchar las sesiones en español, se ofrecerá interpretación simultánea en las cinco (5) sesiones más populares de cada bloque de tiempo. Si desea más información, diríjase al mostrador de interpretación simultánea.

Material para las sesiones
A fin de usar menos papel, el material para las sesiones se encuentra en https://ztt.confex.com/ztt/btti14/webprogram/meeting.html. Si no lo imprimió, puede hacerlo en el Data Café.

Servicio de Internet inalámbrico
Hay servicio de Internet inalámbrico gratuito para los participantes en el Instituto en las áreas de sesiones y en el vestíbulo.
Seleccione la red: Marquis_CONF
Contraseña: BTT@2014

Certificado de asistencia
En el reverso de este programa hay un certificado de asistencia. Este certificado no sirve para validar créditos ni requisitos de educación continua.

Evaluaciones
Después de cada bloque de sesiones le enviarán un enlace con las evaluaciones (a la dirección de correo electrónico que haya proporcionado al inscribirse). Tómese unos momentos al final de cada sesión o de cada día para llenar las evaluaciones de las sesiones. Los datos obtenidos de las evaluaciones se usan para mejorar la experiencia del Instituto Birth to Three.

Transmisión en vivo

Las siguientes sesiones se transmitirán en vivo por internet, ¡gratis!

Martes 29 de julio

8:00am-9:30am – Sesión plenaria de apertura

10:00am-11:30am
D1- Análisis significativo de Early Head Start (EHS) acerca de datos de preparación para la escuela

2:00pm-3:30pm
C4 – Participación de la familia: cómo fomentar el bienestar familiar por medio de estrategias de seguridad financiera

4:00pm-5:30pm
A5- Bebés hacen significado: enseñanza reflexiva y aprendizaje con bebés y niños pequeños

Miércoles 30 de julio

8:00am-9:30am – Sesión plenaria

10:00am-11:30am
A8 – Los niños que aprenden en dos idiomas: desde el período prenatal y el nacimiento hasta los 3 años

2:00pm-3:30pm
B14 – Incluyente desde el comienzo: cómo maximizar el sentido de identificación de los niños y los familiares con la comunidad

4:00pm-5:30pm
E11 – La socialización intencionada: apoyo a la preparación prenatal, del bebé y del niño pequeño para la escuela con la participación de la familia

Jueves 31 de julio

8:00am-9:30am
D18 – ¿Qué diferencia hay? Supervisión reflexiva y preparación individual en los programas para la primera infancia

10:00am-11:45am – Sesión plenaria de clausura para padres

Para más información, consulte http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/btt.

Understanding Session Selection Options

Track Sessions

Sessions are 1.5 hours long and are divided into five different topical "tracks". You may choose to attend sessions from different tracks or select sessions from the same track throughout the Institute. Tracks are labeled A through E and are color-coded throughout this registration brochure as follows:

Track A • Inclusive Child Development

Track B • Child Health and Prenatal Services

Track C • Family and Community Partnerships

Track D • Management and Professional Development

Track E • Home Visiting

Session Levels

Institute sessions are designed to meet your many different professional needs, from learning about new topics to improving the skills you already have. All sessions have been categorized under one of three Session Learning Levels as follows:

Level 1	Level 2	Level 3
Session helps participants make the connection between actual practice and the content knowledge that supports it. *Appropriate for those who are new to EHS or just beginning to acquire knowledge in the Early Childhood field.*	Session provides opportunity to build and expand fundamental skills; designed for those ready to effectively apply theories in new situations and put to practice their understanding of the topic. *Appropriate for those who usually have 3+ years in EHS or the Early Childhood field.*	Session provides complex high level content and new perspectives; designed for those who are ready to extend their knowledge, understanding, and problem solving skills to unfamiliar areas. *Appropriate for those who are experienced EHS practitioners or new to early care programs but have Early Childhood knowledge.*

Sessions at BTT will not provide assistance with the Funding Opportunity Announcement (FOA). No information about the FOA will be given, and no questions regarding the FOA will be answered.

Some of our sessions are streamed live or interpreted into Spanish. Look for these symobls next to the session title.

Monday, July 28, 2014

Pre-Institute Sessions

Sessions are intense and, therefore, will have very limited availability.

9:00am – 5:30pm (Full day)

PI-1 Healthy Active Living with Little Voices for Healthy Choices (LVHC)

This session brings together a powerful group of trainers from the National Center on Health, Early Head Start National Resource Center, and Wolf Trap Institute for Early Learning Through the Arts to share evidence-based research and strategies for healthy active living, integrating the Head Start Initiative LVHC with a focus on resources and strategies to support infants, toddlers, families, and communities in EHS, Migrant Seasonal Head Start, and child care settings. This session is designed to give participants an opportunity to dig deeper into the rich materials provided via Healthy Active Living and LVHC, tailoring them to their individual and community needs.

Level 2 • *Archives*

Florence Rivera, *National Center on Health and* **Laura Annunziata**, *Early Head Start National Resource Center*

PI-2 Linking Planning, Ongoing Monitoring, Self- Assessment, and Data

español

The link between planning, ongoing monitoring, and self-assessment has never been so important. The new five-year project period requires Early Head Start (EHS) grantees to have a long-term view of what they plan to accomplish and the effect they will have. The 2007 Head Start Act changed the landscape for Head Start and EHS grantees. No longer recipients of "forever grants," grantees are now required to demonstrate that they are qualified to deliver high-quality and comprehensive Head Start services over a five-year period. EHS programs need strong systems to support and continually improve their service delivery. This interactive session focuses on the three Head Start systems of planning, ongoing monitoring, and self-assessment and how the use of data is integrated into and links the three systems.

Level 3 • *Liberty I/J/K*

Stacy Dimino, *and* **Jeanie Mills**, *National Center on Program Management and Fiscal Operations, and* **Sarah Semlak**, *Early Head Start National Resource Center*

9:00am – 12:00pm

PI-3 Father Engagement Is Everybody's Business

español

This presentation centers on providing support and guidance for programs on how to use the Head Start Birth to Five Father Engagement Guide within the context of their work with families. Emphasis is placed on programs familiarizing themselves with the resource, identifying and defining goals for supporting fathers as parents, assessing how well they are doing currently, and incorporating new strategies to build on existing systems and services.

Level 3 • *Liberty L*

David Jones, *Office of Head Start, Administration for Children and Families, and* **Brandi Black Thacker,** *National Center on Parent, Family, and Community Engagement*

PI-4 Building and Sustaining Partnerships to Address Perinatal Depression and Intimate Partner Violence

español

In this session, participants learn innovative ways to partner with community-based organizations, like Healthy Start, to address perinatal depression and intimate partner violence. National Organizations will share strategies and tips for identifying appropriate community partnerships for supporting women and families experiencing these issues. Learn how to use the tools and resources in Healthy Start's recent publication, A Comprehensive Approach for Community-Based Programs to Address Intimate Partner Violence and Perinatal Depression.

Level 1 • *Liberty M*

Christina Benjamin, *Early Head Start National Resource Center,* **Keisher Highsmith**, *Division of Healthy Start and Perinatal Services,* **Amy Hunter**, *National Center on Health,* **Susan Blumenfeld**, *National Center on Domestic Violence, Trauma & Mental Health and* **Lisa James**, *Futures Without Violence*

PI-5 Enhancing Staff's Cultural Responsiveness to Families with Young Children

español

Cultural responsiveness to families and children is the foundation of positive relationships and quality care and education. Participants will explore their own culture with two tools that they then may use, through parallel process, to understand and engage families and children within their cultural context. Application to infant/toddler development and care is included.

Level 2 • *Liberty N/O/P*

Faith Lamb-Parker, **Robert Stechuk** *and* **Tarima Levine**, *National Center on Cultural and Linguistic Responsiveness*

PI-6 Tying the Knot—Early Head Start (EHS) and Child Care Partnerships: A Systems Approach

español

This presentation will not provide assistance with the Funding Opportunity Announcement (FOA). No information about the FOA will be given, and no questions regarding the FOA will be answered.

EHS–Child Care partnerships can feel like mixing apples and oranges. They have different funding streams and different purposes. This session focuses on how to adapt the ten Head Start management systems to support successful EHS–Child Care partnerships. It presents research-based partnership strategies and lessons learned from previous partnership projects.

Level 3 • *Independence F/G/H*

Patricia Fahey, **Christopher Barnes**, *and* **Sherrie Rudick**, *National Center on Program Management and Fiscal Operations*

PI-7 Group Socializations that Work: The Building Blocks of Success

Group socializations are integral to the home-based program option. Planning and conducting successful group socializations require staff to make many thoughtful choices about how to set up the environment, how to best structure and staff the time, and what types of experiences to offer. This presentation offers participants a clear framework for success. They will see effective approaches from Early Head Start programs illustrated through slides and video examples.

Level 2 • *Capitol/Congress*

Mary Foltz, *Mary Foltz & Associates, LLC, and* **Louis Torelli**, *Spaces for Children*

2:30pm – 5:30pm

PI-8 School Readiness Is All Around! How Nature-Based Learning Supports School Readiness

español

Young children thrive when they have opportunities to be outdoors and interact with nature. This interactive session explores how nature- based play is an important part of school readiness.

Level 2 • *Liberty L*

Emily J. Adams, *Early Head Start National Resource Center*

PI-9 Why Are Young African American Boys "Struggling" to Be Ready for School?

español

Research suggests that there is a cultural mismatch between home and school for young African American boys. They enter their school readiness experience with a wealth of cultural and linguistic strengths that can help them achieve success in school and life. However, many African American boys are perceived by educators as problematic, which poses a significant barrier to their school readiness. Because of these biases, educators often use a deficit-based model instead of a strengths-based model when dealing with African American boys. By addressing biases and recognizing and building on young boys' strengths, teachers and staff can help them build important skills and bolster their social and emotional development. This session highlights current research about the challenges facing African American boys and share programmatic and environmental changes that support school readiness.

Level 2 • *Liberty M*

Michelle Brown *and* **Lisa Gordon**, *National Center on Cultural & Linguistic Responsiveness, and* **Kimberly Diamond-Berry**, *Early Head Start National Resource Center*

PI-10 Making the Most of Work with Expectant Families

español

Healthy pregnancies offer children a strong start to life. This session focuses on how staff working with expectant families can be effective in their role as a support for families. This interactive session will celebrate the opportunities of the work, identify common challenges in serving expectant families, and discuss practical strategies for addressing them.

Level 2 • *Liberty N/O/P*

Amanda H. Perez, *Early Head Start National Resource Center*

PI-11 Engaging Families Using Motivational Interviewing Strategies and Principles

español

Building healthy, supportive, professional relationships with families provides multiple challenges and opportunities. Motivational interviewing is an evidence-based method of partnering with people to help them prepare for, and commit to, change. Motivational interviewing techniques can support all Early Head Start and Migrant Seasonal Head Start staff to increase meaningful family engagement with families throughout the families' participation in program.

Level 2 • *Independence F/G/H*

Rachel Anna Galanter, *Exchange Family Center, and* **Ennis Caldwell Baker**, *Orange County Head Start/Early Head Start*

PI-12 Engaging Special Populations in Early Head Start Home Visiting

Attendees will participate in facilitated discussion regarding best practice recommendations for working with "at-risk populations" who have complex life circumstances preventing them from successfully and consistently participating in programs' services. While each family is unique, effective service provision with at-risk and special populations requires a more detailed understanding of the specifics of their circumstance, background, and capacity to partner with you in the delivery of services. In this session, presenters discuss strategies, attitudes, and practices that support a strengths-based approach in all of our interactions with families. In addition, lessons from the field and best practice recommendations based on the latest research are also presented and discussed.

Level 3 • *Capitol/Congress*

Catherine C. Ayoub *and* **Brandi Black Thacker**, *National Center on Parent, Family, and Community Engagement, and* **David Jones**, *Office of Head Start, Administration for Children and Families*

"Great first experience attending the Birth To Three conference. The information was presented in an easy to follow, organized, and professional manner"

— Past BTT Attendee

Tuesday, July 29, 2014

Track Sessions

Opening Plenary 8:00am-9:30am • *Marquis Ballroom*

Building Baby Brains: The Importance of Early Experiences

español

Children are born learning. From their earliest interactions with parents and caregivers to later encounters in the world and with peers, children's earliest experiences shape skills that serve as the building blocks for later success. This plenary focuses on the importance of interactions and early relationships as the context that fosters all learning. Through a discussion of the latest research with children from birth to age 3, we focus on the foundations of cognitive and social/emotional development that are critical to a wide range of later skills, such as reading and making friends. Finally, we highlight practical applications of the research as well as resources for additional information.

Dr. Sarah Roseberry Lytle, *University of Washington.*
Dr. Roseberry Lytle is Director of the Outreach and Education division at the Institute for Learning & Brain Sciences. As part of the I-LABS Outreach division, she has presented and communicated scientific findings to parents, educators, and opinion leaders and has had the opportunity to feature I-LABS research in several keynote addresses. She was previously a Postdoctoral Fellow at I-LABS working under the supervision of Dr. Patricia Kuhl. Before coming to the Institute, she earned a B.A. in Psychology and Spanish from the University of Notre Dame and a Ph.D. in Developmental Psychology at Temple University, where she worked with Dr. Kathy Hirsh-Pasek. Both at I-LABS and at Temple, her research focused on the role of social interactions in infants' and toddlers' language learning and how social cues might help toddlers learn from screen media.

10:00am-11:30am

PB1 Building Baby Brains: The Importance of Early Experiences - Plenary Breakout

This session will provide participants the opportunity to have interactive dialogue and ask questions of Dr. Roseberry Lytle regarding the plenary presentation.

Univ. of DC/ Catholic Univ

Dr. Sarah Roseberry Lytle, *University of Washington*

A1 Engaging Outdoor Opportunities for Infants and Toddlers

español

Rich play and learning experiences for infants and toddlers in outdoor environments engage minds, invigorate bodies, and soothe spirits. Information and interactions in this session will help adults rethink their role in enhancing outdoor environments and supporting outdoor play with very young children.

Level 2 • *Liberty M/N/O/P*

Vicki L. Ehlers, *Vicki Ehlers, LLC*

A2 Landscapes for Learning: Creating High-Quality Indoor and Outdoor Group Care Environments in Early Head Start

español

The physical environment powerfully affects children, caregivers, and their interactions. This session focuses on the principles and specific strategies for creating safe, emotionally supportive, challenging, and stimulating indoor and outdoor environments that support the Head Start Program Performance Standards and best practice.

Level 2 • *Independence E*

Louis Torelli, *Spaces for Children*

A3 Effectively Serving Military and Veteran Families in Early Head Start

Join us for a presentation from the Early Head Start National Resource Center and ZERO TO THREE's Military Family Projects to learn about ways Early Head Start programs can collaborate and respond to the complex and evolving needs of military and veteran families with very young children. Presenters will share information about challenges, strategies and cross agency efforts to provide support and develop capacity of EHS program staff to effectively work with this population.

Level 1 • *Monument*

Christina Benjamin, **Jennifer Boss**, *Early Head Start National Resource Center, and* **Dorinda Williams**, *ZERO TO THREE*

B1 Making the Most of Your Mental Health Consultation Services

Early childhood mental health consultation (ECMHC) has been identified as an effective strategy for addressing young children's challenging behaviors and for supporting their social–emotional development. The EHS program supports this model through the Head Start Program Performance Standards that require a mental health professional to be on site to provide mental health consultation. In this session, participants will learn about the role of the mental health consultant in EHS, effective strategies for designing mental health consultation services, and resources for developing or sustaining an effective mental health consultation system.

Level 2 • *Archives*

Amy Hunter, *National Center on Health*

B2 Health Component of Early Head Start (EHS): Head Start Health Manager Descriptive Study Findings and Implications

This session presents findings from the Head Start Health Manager Descriptive Study, a recent national study of directors, health managers, and staff that assessed health-related activities and programming within EHS, including Seasonal and Migrant programs and American Indian/Alaska Native programs. The activities of the Head Start National Center on Health is discussed, and participants will provide feedback about the future directions for the EHS health component.

Level 2 • *Capitol/Congress*

Laurie Martin, *RAND Corporation, and* **Kimberly Stice**, *National Center on Health*

C1 Maternal, Infant, and Early Childhood Home Visiting (MIECHV) Collaboration at Its Best

The MIECHV program facilitates collaboration and partnership at the federal, state, and community levels to improve health and development outcomes for at-risk children through evidence-based home visiting programs. This session shares the experiences of the MIECHV project in Georgia, placing specific emphasis on how local partnerships were developed, some of the challenges, strategies for success, and lessons learned at all levels.

Level 2 • *Chinatown*

Lisa Goldman, *ACF/ Region IV OHS,* **Marcia Wessels**, *Great Start Georgia and* **Mark Davis**, *Partnership for Community Action, Inc.*

D1 Meaningful Analysis of Early Head Start (EHS) School Readiness Data

Is your child assessment tool not providing you with enough information about your infants and toddlers? Looking for ways to ensure that your school readiness analysis is reliable and accurate? This session provides participants with information about using multiple data sources to determine the program's effect on the school readiness of very young children.

Level 2 • *Salon 12/13*

Karen E. Hennelly, *Office of Head Start, Administration for Children and Families*

D2 Head Start A to Z: The Leader's Role in School Readiness

español

School readiness starts with infants and toddlers. As an Early Head Start director, you play a crucial role in leading your program's school readiness efforts. This interactive session will help you understand how school readiness requirements relate to EHS, focus on what you need to know, do, and oversee to understand the relationship between school readiness and program goals, consider how management systems support school readiness, and become aware of how to engage staff and community stakeholders in school readiness.

Level 1 • *Independence F/G/H*

Sherrie Rudick, *National Center on Program Management and Fiscal Operations, and* **Tweety Yates**, *National Center on Quality Teaching and Learning*

D3 An Advanced Shared Services Approach as a Model for Early Head Start (EHS)–Child Care Partnerships

This presentation will not provide assistance with the Funding Opportunity Announcement (FOA). No information about the FOA will be given, and no questions regarding the FOA will be answered.

Many children younger than age three spend time in low-quality child care settings because providers lack access to resources that support quality. A shared services model that has been implemented successfully to create economies of scale and improve quality by creating networks of child care providers is described in detail.

Level 2 • *Georgetown*

Sue Renner, *Early Learning Ventures, and* **Jeffrey Capizzano**, *The Policy Equity Group*

D4 Evidence-Based Solutions: Ten Hot Topics Affecting Early Head Start (EHS) Grantees

Join us for an interactive exploration of significant issues affecting EHS grantees. In this session, we examine challenges such as providing full-day/full-year programming, transitions, services for pregnant women, the school readiness/curriculum connection, measuring quality teacher–child interactions, and creating strong community partnerships. We take a look at the research, standards, and resources to identify evidence-based solutions for ten hot topics in EHS.

Level 2 • *LeDroit Park/Shaw*

Deborah Smith, *and* **Rebecca Freedman**, *ICF International*

E1 Promoting Positive Parenting among Latina mothers in Early Head Start

español

This workshop addresses the delivery of an evidence-based parenting intervention targeting families at risk, Attachment and Biobehavioral Catch-Up, which is being implemented by the University of Maryland, in partnership with several EHS home visiting programs. The presenters explore strategies to promote positive parenting practices, to improve family engagement, and to provide culturally sensitive services to Latino immigrant families facing multiple challenges.

Level 2 • *Liberty I/J/K*

Elena Wright Aguilar *and* **Cindy Cruz**, *University of Maryland*

E2 Early Head Start and Healthy Start: Engaging Fathers in Meaningful Ways

español

EHS and Healthy Start support the involvement and engagement of fathers or father figures through program activities. Learn about how to use the latest resources and tools to engage fathers effectively. Representatives from both programs share how father/male involvement led to strengthening family resilience, promoting well-being of children, and encouraging healthy relationships between parents.

Level 1 • *Liberty L*

David Jones, *Office of Head Start, Administration for Children and Families and* **Makeva Rhoden**, *Maternal and Child Health Bureau, Health Resources and Services Administration*

2:00pm-3:30pm

A4 The Flowering STEM: Supporting STEM in Children 0–3 and Beyond

español

This session discusses developmentally appropriate ways to introduce science, technology, engineering, and mathematics (STEM) to young children by creating stimulating environments in the classroom and at home.

Level 2 • *Liberty M/N/O/P*

Eugene Geist, *Ohio University*

B3 Viewing Breastfeeding Beyond a Single Generation: The Potential Epigenetic Effect of Breastfeeding on Long-Term Health

The first nutrition for a human outside the womb is breast milk; thus, its epigenetic effect is potentially expansive. New research has expanded the field of epigenetics to include breast milk and how it potentially changes the epigenome and can affect the health of a baby and several generations beyond. This presentation focuses on some of the latest published research (for example, milk sharing/wet nursing and the epigenome, changes in gene expression and gut flora).

Level 3 • *Georgetown*

Laurel A. Wilson, *MotherJourney, Childbirth and Postpartum Professional Association (CPPA)*

2:00pm-5:30pm

CL-1 3 Hour: A CLOSER LOOK: Curiosity, Persistence, Problem Solving, and More! Exploring Approaches toward Learning that Build the Foundation for Lifelong Learning

español

School readiness is so much more than developing knowledge and skills in numeracy and literacy; it's about supporting the development of healthy attitudes toward learning that last a lifetime and regulating one's behavior to promote and support learning. Join us as we examine the characteristics of the Approaches toward learning domain and discuss strategies that support the development of these characteristics during routine care experiences and play.

Level 2 • *Independence F/G/H*

Donna R. Britt, *Early Head Start National Resource Center, and* **Allison L. Setterlind**, *Region IV Head Start TA Network/ICF International, Inc.*

B4 Connecting the Dots for Quality Services Across Children's Medical, Dental, and Educational Homes

The Pennsylvania "Healthy Smiles Task Force" is connecting families to dental homes through state policy reform; medical–dental collaboration; and consistent health messaging across children's medical, dental, and educational homes. By establishing partnerships with Medicaid managed care organizations (MCOs), we're promoting oral health, reducing disparities, tailoring local strategies, and engaging stakeholders and health champions. Lessons learned will inform and strengthen efforts to improve access to comprehensive health services from birth, especially for those most at risk.

Level 3 • *Chinatown*

Amy Requa, *Pennsylvania Head Start Association, and* **Harold Goodman**, *Association of State and Territorial Dental Directors (ASTDD)*

B5 Infant Mental Health: Relationships as Resilience Against Toxic Stress

Infant mental health has been equated with social–emotional development; the growing capacity of the infant for self-regulation, to form close relationships, and to learn through exploration. Young children develop these capacities optimally through nurturing, safe, and responsive caregiving. In contrast, exposure to toxic stress, including abuse and neglect, places children at risk for adverse outcomes. This talk describes strategies for promoting high-quality infant–caregiver interactions that protect children from the adverse effect of toxic stress.

Level 2 • *Univ. of DC /Catholic Univ.*

Robert Gallen, *Chatham University*

C2 Books for Babies: A Culturally Responsive Approach to Family Engagement

Early Head Start program staff can be challenged to promote early literacy and math in a culturally responsive manner when working with the littlest of little ones and engaging their families in the process. There are too few resources that illustrate cultural values and represent the tradition of storytelling. The presenter shares strategies for creating Books for Babies and describes a successful method for supporting parents in their ability to promote relationship-based learning.

Level 2 • *Shaw/LeDroit Park*

Jennifer Olson, *FHI 360*

C3 Understanding the World of your Child Care Partner: Providers, Policies, and Partnerships

This presentation will not provide assistance with the Funding Opportunity Announcement (FOA). No information about the FOA will be given, and no questions regarding the FOA will be answered.

Effective partnership requires awareness of Early Head Start and Child Care policies and an understanding of the models of partnering to serve more infants and toddlers. This session explores models and reviews examples that promote the stable enrollment of families most in need of services.

Level 3 • *Archives*

Kathie Boling, Stacy McCallan, Susan Wilson, *Walter R McDonald & Associates*

C4 Family Engagement: Building Family Well-Being through Financial Security Strategies

Early Head Start staff are partnering with families to make progress on family outcomes, including family well-being and financial security. This session explores financial empowerment strategies such as financial education, matched savings, credit repair, access to mainstream bank accounts, and other services that can help families take steps toward financial stability and provide protection during tough economic times. We discuss why financial security matters for families and what strategies programs can use to help build the financial security of their families in line with the Office of Head Start Parent, Family, and Community Engagement Framework.

Level 2 • *Salon 12/13*

Brandi Black Thacker, *National Center on Parent, Family and Community Engagement,* **Jennifer Medina**, *CFED (formerly the Corporation for Enterprise Development), and* **Laurie Wolsing,** *Northern Kentucky Community Action Commission*

D5 Practice-Based Coaching (PBC): Supporting Best Practices in Infant and Toddler Classrooms

español

PBC is an evidence-based professional development model to support implementation of best practices by early care and learning professionals. This session describes the PBC components and how coaching can be used to support infant and toddler teachers' classroom practices. Participants will apply knowledge of PBC strategies through small-group discussion.

Level 1 • *Liberty L*

Kristin Tenney-Blackwell, *and* **Ragan H. McLeod,** *National Center on Quality Teaching and Learning*

D6 Baby FACES: Using Research to Inform Quality Practice in Early Head Start

In this session, a panel of researchers and program leaders will engage participants in a discussion about new findings from Baby FACES, the first nationally representative research study of EHS. The session will cover lessons learned about the quality of EHS programs and services and how they promote the wellbeing of children and families. Policy and technical assistance experts will lead a discussion with participants about the implications of this research for EHS programs.

Level 1 • *Monument*

Cheri Vogel, **Yange Xue**, **Nikki Aikens**, *Mathematica Policy Research*, **Sarah Merrill**, *Office of Head Start, Administration for Children and Families*

D7 Head Start A to Z: Ongoing Monitoring

español

OGM is the Head Start management system that involves the process used to continually assess Early Head Start (EHS) programs' work toward meeting program goals and objectives and program compliance with regulatory requirements by systematically reviewing internal and external data. The EHS program uses OGM to measure program performance, identify areas of concern, make immediate program corrections, and generate reports. The EHS program also uses OGM results as a data source for self-assessment. This interactive session engages new leaders in activities that support enhanced knowledge of how accountability, dialogue, follow-up, and self-assessment are important to OGM.

Liberty I/J/K

Jacqueline Davis, **Rosario Dominguez** *and* **Jeanie Mills**, *National Center of Program Management and Fiscal Operations*

E3 Opening Doors for Supervisors

This session previews the new interactive, digital home visitor's tool, OpenDoors, for orientation and ongoing professional development. Participants will observe the use of the interactive aspects of the tool and build their own professional development system for home visitors around that content. Presenters will also elicit ideas for another digital tool for home-based supervisors.

Level 2 • *Capitol/Congress*

Sandra Petersen, **Mary Block**, *Early Head Start National Resource Center, and* **Shaun Gummere**, *Story+Structure*

E4 Home Sweet Home: Engaging Parents in Interest-Based Child Learning Using Everyday Activities and Routines

español

As lifelong teachers, parents have a special role in s upporting their children's growth and development. Conflicting demands, stress, and access to resources can stand in the way of families fully engaging with their children. This session focuses on the strategies home visitors can use to engage families successfully in making the most of everyday activities and routines to promote child learning.

Level 2 • *Independence E*

Sarah Sexton, *Family, Infant and Preschool Program*

4:00pm-5:30pm

A5 Infants Make Meaning: Reflective Teaching and Learning with Infants and Toddlers

Research evidence is clear that, starting from birth, infants and toddlers construct concepts and skills during everyday moments of play. How do caregivers make the most of this amazing potential? Participants will observe infants and toddlers as they play and, using ideas inspired by teachers in Reggio Emilia, Italy will reflect on how infants and toddlers reveal their thinking and how this can inspire curriculum planning, assessment, and family engagement.

Level 2 • *Salon 12/13*

Mary Jane Maguire-Fong, *American River College and* **Margie Perez-Sesser**, *Perez-Sesser Early Childhood Consulting*

A6 Learn With Action: Physical Activity as the Basis for Learning

Experience active learning techniques and exercises using physical activity and movement to develop motor skills, nutritional awareness, and preliteracy and premath competence, progressively, in infants, toddlers, and twos of all abilities. Using engaging approaches linked to evidence-based practice, this session discusses information on the science of active learning and translates it into simple daily exercises for use by any teacher, new or veteran, to share with parents.

Level 2 • *Shaw/DeDroit*

Deborah Kayton Michals, *Learn With Action*

B6 Making the Most of Federal and Community Resources on Breastfeeding

Looking for ways to use online and printed breastfeeding materials with EHS program staff and families? Learn how to use the latest federal and community breastfeeding resources in engaging ways. Discover techniques for how to evaluate information on breastfeeding. Identify and/or develop culturally and linguistically responsive materials on breastfeeding, including collaborating with community partners.

Level 1 • *Chinatown*

Christina Benjamin, *Early Head Start National Resource Center,* **Anne Bartholomew**, *U.S. Department of Agriculture (USDA), Food and Nutrition Service,* **Ursuline Singleton**, *Office on Women's Health U.S. Department of Health and Human Services, and* **Candice Dawes**, *Children's National Medical Center*

B7 Healthy Active Living and Little Voices for Healthy Choices (LVHC) Working Together for Positive Outcomes

This session introduces participants to resources and concepts central to the National Center on Health's Healthy Active Living efforts and LVHC, with hands-on opportunities with teaching artists from the Wolf Trap Institute for Early Learning Through the Arts to tailor the resources for local and individual needs.

Level 1 • *Archives*

Florence Rivera, *National Center on Health, and* **Laura Annunziata**, *Early Head Start National Resource Center*

B8 Implementing Early Head Start (EHS) among High-Risk Families in the Neonatal Intensive Care Unit (NICU)

South Bronx EHS is uniquely positioned as one of a very few hospital-based programs and the first to extend clinical support and psychoeducational services to low-birth-weight and preterm infants and their families during their stay in the NICU. This session reviews the theoretical, evidentiary, and practical bases of the program's design; addresses the successes and challenges of its implementation; and explores its effects on child and family functioning.

Level 2 • *Georgetown*

Lisa C. White *and* **Michelly Garcia**, *Bronx Lebanon Hospital Center*

C5 Lessons Learned in Implementing Early Head Start (EHS)–Child Care Partnerships

español

This presentation will not provide assistance with the Funding Opportunity Announcement (FOA). No information about the FOA will be given, and no questions regarding the FOA will be answered.

A panel of EHS program staff implementing the EHS–Child Care partnership model shares their experiences used to manage and monitor these partnerships. We explain the role of other community partners in the implementation of each model and how we ensured that all Performance Standards were met. We discuss challenges that arose and how we overcame them.

Level 2 • *Liberty I/J/K*

Ennis Caldwell Baker, *Orange County Head Start/Early Head Start,* **Ekky Foss**, *Spartanburg County First Steps,* **Angie Moon de Avila,** *Education & Family Engagement Coordinator Early Head Start Clarke County School District, and* **Lisa Goldman**, *ACF/ Region IV OHS*

C6 Understanding Generational Poverty and Its Effect on Our Work with Infants, Toddlers and Their Families

español

This training aims to provide a framework for understanding the cognitive processes associated with generational poverty, including how poverty affects behaviors and priorities for families with young children. Training also emphasizes the importance of reflection on the values, assumptions, and beliefs that shape the way we work with infants, toddlers, and their families living in generational poverty.

Level 2 • *Liberty L*

Melissa Mendez, *Wheeler Clinic*

C7 Community Partnership: Expanding Access and Raising Quality in Your Community

This presentation will not provide assistance with the Funding Opportunity Announcement (FOA). No information about the FOA will be given, and no questions regarding the FOA will be answered.

Effective partnerships support quality services for low-income infants and toddlers and their families who need both high-quality, nurturing care for their children and the comprehensive supports that have always been the hallmark of EHS. Join leaders from the National Head Start Association to hear about lessons from existing partnerships and how communities across the country are coming together.

Level 2 • *Capitol/Congress*

Emmalie Dropkin, *and* **Yasmina Vinci,** *National Head Start Association*

D8 Head Start A to Z: Communication System

español

Communication isn't what it used to be. This interactive session invites new Early Head Start (EHS) directors and leaders to take a deeper dive into the Head Start communication system. All communication systems are designed to ensure the exchange of information. In EHS, parents, governing bodies, policy councils, staff, and communities are groups that must be included in communications. This session brings together the demands of internal and external communications so that it is what it should be for Head Start and EHS. Come participate in a session that explores the Head Start communication system.

Level 2 • *Independence E*

Rosario Dominguez, *and* **John Williams**, *National Center on Program Management and Fiscal Operations*

D9 How American Indian/Alaska Native (AIAN) Early Head Start (EHS) Programs Can Use Data to Tell Their Story

AIAN EHS grantees will learn how to tell the story of their influence in the lives of pregnant women and young children and their families by using information and data. This presentation engages participants in the process of how aggregation and analysis supports their story. It also focuses on the connection between data and school readiness goals, self-assessment, program improvement, and strategic planning.

Level 1 • *Monument*

Steven L. Russell, *FHI360*

E5 Knock, Knock: Strategies and Ideas for Making the Most of Our Home Visits

español

As a home visitor, you have a really important job. Research continues to show us how important the first three years of life are to a child's development and how important families are in this process. This session shares strategies and resources for using developmental observation topics to convey developmental information to parents that builds on what they already know about their child, sharpens their skills as observers and supporters of their child's development, and provides new developmental information. Home visitors only have a short time to work with infants, toddlers, and their families—let's make the most of that time!

Level 2 • *Liberty M/N/O/P*

Tweety Yates, *National Center on Quality Teaching and Learning*

Session Guide

Please see page 2 for a complete Institute schedule

TUESDAY, JULY 29th

	Inclusive Child Development TRACK A	Child Health and Prenatal Services TRACK B	Family and Community Partnerships TRACK C	Management and Professional Development TRACK D	Home Visiting TRACK E	CLOSER LOOKS
10:00am – 11:30am	A-1: Engaging Outdoor Opportunities for Infants and Toddlers *Liberty M/N/O/P* A-2: Landscapes for Learning: Creating High-Quality Indoor and Outdoor Group Care Environments in Early Head Start *Independence E* A-3: Early Head Start (EHS) and Military and Family Partnerships Initiative Prevention *Monument*	B-1: Making the Most of Your Mental Health Consultation Services *Archives* B-2: Health Component of Early Head Start (EHS): Head Start Health Manager Descriptive Study Findings and Implications *Capitol/Congress*	C-1: Maternal, Infant, and Early Childhood Home Visiting (MIECHV) Collaboration at Its Best *Chinatown*	D-1: Meaningful Analysis of Early Head Start (EHS) School Readiness Data *Salon 12/13* D-2: Head Start A to Z: The Leader's Role in School Readiness *Independence F/G.H* D-3: An Advanced Shared Services Approach as a Model for Early Head Start (EHS)–Child Care Partnerships *Georgetown* D-4: Evidence-Based Solutions: Ten Hot Topics Affecting Early Head Start (EHS) Grantees *Show/LeDroit Park*	E-1: Promoting Positive Parenting among Latina mothers in Early Head Start *Liberty I/J/K* E-2: Early Head Start and Healthy Start: Engaging Fathers in Meaningful Ways *Liberty L*	
2:00pm-3:30pm	A-4: *The Flowering STEM: Supporting STEM in Children 0–3 and Beyond* *Liberty M/N/O/P*	B-3: Viewing Breastfeeding Beyond a Single Generation: The Potential Epigenetic Effect of Breastfeeding on Long-Term Health *Georgetown* B-4: Connecting the Dots for Quality Services Across Children's Medical, Dental, and Educational Homes *Chinatown* B-5: Infant Mental Health: Relationships as Resilience Against Toxic Stress *Univ. of DC /Catholic Univ.*	C-2: Books for Babies: A Culturally Responsive Approach to Family Engagement *Shaw/LeDroit Park* C-3: Early Childhood and Child Welfare from Federal to Local: Understanding Our Partners and Building on Collaboration *Archives* C-4: Bringing the Head Start PFCE Framework to Your Program *Salon 12/13*	D-5: Practice-Based Coaching (PBC): Supporting Best Practices in Infant and Toddler Classrooms *Liberty L* D-6: Baby FACES: Using Research to Inform Quality Practice in Early Head Start *Monument* D-7: Head Start A to Z: Ongoing Monitoring *Liberty I/J/K*	E-3: Opening Doors for Supervisors *Capitol/Congress* E-4: Home Sweet Home: Engaging Parents in Interest-Based Child Learning Using Everyday Activities and Routines *Independence E*	CL-1: A CLOSER LOOK: Curiosity, Persistence, Problem Solving, and More! Exploring Approaches toward Learning that Build the Foundation for Lifelong Learning *Independence F/G/H*
4:00pm- 5:30pm	A-5: Infants Make Meaning: Reflective Teaching and Learning with Infants and Toddlers *Salon 12/13* A-6: Learn With Action: Physical Activity as the Basis for Learning *Shaw/DeDroit*	B-6: Making the Most of Federal and Community Resources on Breastfeeding *Chinatown* B-7: Healthy Active Living and Little Voices for Healthy Choices (LVHC) Working Together for Positive Outcomes *Archives* B-8: Implementing Early Head Start (EHS) among High-Risk Families in the Neonatal Intensive Care Unit (NICU) *Georgetown*	C-5: Lessons Learned in Implementing Early Head Start (EHS)–Child Care Partnerships *Liberty I/J/K* C-6: Understanding Generational Poverty and Its Effect on Our Work with Infants, Toddlers and Their Families *Liberty I/J/K* C-7: Community Partnership: Expanding Access and Raising Quality in Your Community *Capitol/Congress*	D-8: Head Start A to Z: Communication System *Independence E* D-9: How American Indian/Alaska Native (AIAN) Early Head Start (EHS) Programs Can Use Data to Tell Their Story *Monument*	E-5: Knock, Knock: Strategies and Ideas for Making the Most of Our Home Visits *Liberty M/N/O/P*	

WEDNESDAY, JULY 30th

	A-7: Music and Readiness:	B-9: Objective Hearing Screening:	C-8: Mental Health Consultation:	D-10: Head Start A to Z:	E-7: Community-Based Doula	

10:00am-11:30am	Supporting Young Children's Development and Learning through Enjoyable Music and Movement Activities *Archives* A-8: Dual Language Development in Children Prenatal/Birth-Three *Salon 12/13* A-9: The Learning from Assessment Toolkit: Materials, Supports, and Tools for Assessing Children and Improving Outcomes *Shaw/LeDroit park*	A Critical Step on the Path Toward School Readiness in EHS *Monument* B-10: Parents As Play Partners: Developing Young Brains, Healthy Bodies, and Family Bonds *Liberty M/N/O/P* B-11: After the Screening: Partnering with Early Intervention (EI) Providers on Assessment and Services *Univ. of DC / Catholic Univ.*	Creating a Collaboration Capable of Transforming Relationships Among Providers, Parents, and Children *Independence F/G/H* C-9: Financing Comprehensive Services in Early Childhood Education *Capitol/Congress*	Program Governance *Independence E* D-11: Ensuring Quality Infant and Toddler Teachers When Finding Qualified Ones is Difficult *Liberty L*	Programs Achieve Strong Outcomes: New Data from the Field *Lincoln 5/6* E-8: Supporting the Maternal, Infant, and Early Childhood Home Visiting (MIECHV) Program: A National Model's Perspective *Washington 2*	
2:00pm-3:30pm	A-10: Honoring Mother Earth and Children: Exploring the Benefits of Nature- Based Outdoor Learning in American Indian/ Alaska Native (AIAN) Programs *Monument* A-11: Understanding Children's Puzzling Behavior Using the Brazelton Touchpoints Developmental Framework *Liberty M/N/O/P*	B-12: Health Care and Early Head Start (EHS): Collaborating to Address Toxic Stress *Shaw/LeDroit* B-13: Serving Parents with Disabilities and their Children in Early Head Start*Univ. of Univ. of DC/Catholic Univ.* B-14: Inclusive from the Start: Maximizing Belonging for Children and Family Members *Salon 12/13*	C-10: Early Head Start and Child Care Partnerships…The Child Care Landscape *Georgetown* C-11: Developing and Sustaining Partnerships is a Process not a Product *Capitol Congress* C-12: Meeting the Unique Needs of Early Head Start (EHS) Families through Rich Community Partnerships *Chinatown*	D-12: What Can the Head Start Program Information Report (PIR) Data Tell Us about Early Head Start? *Independence E* D-13: Child Development Associate (CDA) 2.0: National Model for Preparing Early Care Professionals in Early Head Start (EHS) and Child Care Programs *Archives*	E-9: Mindful Parenting Groups: Early Head Start Socialization Groups that Build Reflective Communities *Lincoln 5/6*	CL-2: A CLOSER LOOK: Early Head Start (EHS)–Family Child Care (FCC) Partnerships *Liberty I/J/K* CL-3: A CLOSER LOOK: How Do Home Visitors Make a Difference? *Independence F/G/H*
4:00pm-5:30pm	A-12: Moving Beyond Empty and Fill To Deep Investigations *Georgetown* A-13: Supporting Family Engagement, Teacher Development, and Positive Adult–Child Interactions through Music *Archives* A-14: Quality Caregiver Interactions with Infants and Toddlers: Identifying and Supporting Responsiveness *Liberty M/N/O/P*	B-15: Tackling Disproportionality in Early Intervention and Special Education *Shaw/LeDroit*	C-13: Getting Families Engaged: Three Considerations Before Saying "I Do" *Liberty L* C-14: Access for New Immigrant Children: Early Intervention with Refugee Families Using a Community-based Intervention Model *Supreme Court* C-15: Update on the Early Head Start (EHS) and Healthy Start Collaboration *Monument*	D-14: Enhancing Staff Skills: Early Childhood Learning and Knowledge Center (ECLKC) Resources, Tools, and Promising Practices for Professional Development *Univ. of DC/.Catholic Univ.* D-15: Serving the Infant/Toddler Community as a Professional Development (PD) Specialist *Independence E* D-16: Head Start A to Z: Human Resources *Chinatown*	E-10: Opening Doors for Home Visitors *Virginia* E-11: Creating Purposeful Socializations: Supporting Prenatal, Infant, and Toddler School Readiness through Family Engagement *Washington 4*	

THURSDAY, JULY 31st

8:00am-9:30am	A-15: Adapting and Embracing the Environment: Fostering Participation for Children with Disabilities *Capitol/Congress* A-16: Implementing an Anti-Bias Curriculum: Creating Strong Relationships through Understanding Diverse Child Rearing Practices *Shaw/LeDroit Park*	B-16: A Federal Partnership Initiative: Developmental and Behavioral Screening and Support Public Outreach Campaign *Archives* B-17: Communicating with Families About Breastfeeding *Liberty L*	C-16: Exploring the Benefits of Partnerships Between Early Head Start (EHS) and Family Child Care (FCC) *Liberty I/J/K* C-17: The Influence of Culture in Building Partnerships with Parents *Independence E*	D-17: Adaptive Leadership: Leading from Where You Are *Univ. of DC/Catholic Univ.* D-18: What's the Difference? Reflective Supervision and Coaching in Early Childhood Programs *Salon 12/13* D-19: Supporting the Cross-Sector Workforce Through Aligned Professional Development (PD) Systems *Monument* D-20: Head Start A to Z: Management Systems and Services *Chinatown*	E-12: Effective Strategies to Engage Parents in Supporting Children's Development *Marriott Ballroom Salon 1* E-12: Coaching in a Home-Based Setting *Marriott Ballroom Salon 1*	

Wednesday, July 30, 2014

Track Sessions

Plenary 8:00am - 9:30am • *Marquis Ballroom*

Infants' Grasp of Others' Intentions

The perception of other people as intentional agents is fundamental to human experience and foundational for human development. Indeed, a great deal of children's early learning depends on the ability to understand and respond appropriately to others' actions. Learning language, social values, and cultural norms all depend on the ability to understand others' actions as intentional. Our research has revealed that this cornerstone of social perception has its roots early in infancy, and that it draws structure from the universal, early emerging human experiences of engaging in planful actions and interacting with social partners. From early in life, infants cognitively represent others' actions in terms of abstract, intentional relations. Infants' own actions correlate with their emerging ability to see others' actions in this way. Further, interventions that facilitate infants' engagement in new actions and their engagement in collaborative actions with others alter their perception of intentional action in others. Recent findings from our group have begun to elucidate the neural processes that underlie these early developments. These findings open new perspective on the classic question of how doing leads to knowing.

Amanda Woodward, *The University of Chicago – Department of Psychology.*
Amanda Woodward is the William S. Gray Professor of Psychology at the University of Chicago and was a founding member of the Center for Early Childhood Research. She completed her undergraduate degree at Swarthmore College in 1987 and her doctoral degree at Stanford University in 1992. She joined the faculty at the University of Chicago in 1993. Her research investigates social cognition during infancy and early childhood. In particular, she and her students are interested in how children reason about and learn from the actions of other people. She is the Chair of the Psychology Department, and President of the Cognitive Development Society. She is a Fellow of the American Academy of Arts and Sciences, the American Psychological Association (Division 7), and the Association for Psychological Science. Her research has been recognized by a number of awards, including the Ann L. Brown Award for Excellence in Developmental Research, the APA Boyd McCandless Award for an Early Career Contribution to Developmental Psychology, and the John Merck Scholars Award.

10:00am-11:30am

PB2 Research Plenary Breakout

This session will provide participants the opportunity to have interactive dialogue and ask questions of Dr. Woodward regarding the plenary presentation.

Georgetown

Amanda Woodward, *The University of Chicago – Department of Psychology*

A7 Music and Readiness: Supporting Young Children's Development and Learning through Enjoyable Music and Movement Activities

Participants will experience the multiple ways in which developmentally appropriate music and movement activities can support young children's growth in key developmental domains and support diverse classroom goals in early learning programs in fun and engaging ways. Participants will learn new songs, how to adapt their own favorite songs, and how to integrate music into their classrooms to achieve their learning and development goals with young children of diverse learning styles and abilities.

Level 2 • *Archives*

Lili M. Levinowitz, *Rowan University*

A8 Dual Language Development in Children Prenatal/Birth-Three

This session will address how infants and toddlers develop a first language, what happens when babies grow up with more than one language, the role of environment in first and second language acquisition, and key research-to-practice implications.

Level 2 • *Salon 12/13*

Robert Stechuk *and* **Joanne Knapp-Philo**, *National Center on Cultural and Linguistic Responsiveness*

A9 The Learning from Assessment Toolkit: Materials, Supports, and Tools for Assessing Children and Improving Outcomes

This session will introduce new Learning from Assessment Toolkit materials designed to support teachers, home visitors, and other staff in learning how to collect, use, and understand assessment information for infants and toddlers, and use that knowledge to inform instruction and ultimately improve child outcomes. Materials in this session are or will be available on the Head Start ECLKC website.

Level 1 • *Shaw/LeDroit park*

Sally Atkins-Burnett, *and* **Ashley Kopack Klein**, *Mathematica Policy Research*

B9 Objective Hearing Screening: A Critical Step on the Path Toward School Readiness in EHS

Otoacoustic emissions (OAE) hearing screening is the most effective screening method that can be used with children 0–3 years of age. Participants will be provided with information about establishing and maintaining OAE screening practices in home- and center-based settings. Participants will be provided access to a broad array of web-based resources that support planning for, implementing and maintaining quality OAE hearing screening and follow-up practices that are integral to school readiness.

Level 2 • *Monument*

William D. Eiserman, *and* **Jeffrey K. Hoffman**, *Utah State University*

B10 Parents As Play Partners: Developing Young Brains, Healthy Bodies, and Family Bonds

español

This session is designed to focus on activities and strategies to support healthier development of infants and toddlers, specifically the connection between movement, physical activity, sensory experiences and early brain development. Participants will experience activities and discuss strategies for using this context to enrich the bond and relationship between parent and young child.

Level 2 • *Liberty M/N/O/P*

Linda Carson, *Choosy Kids*

B11 After the Screening: Partnering with Early Intervention (EI) Providers on Assessment and Services

This session explores how EHS professionals can support families and partner with EI providers when a child's screening results indicate the need for assessment. Learn strategies for discussing assessments with families and engaging parents in EI services. Participants will also identify methods to collaborate with EI providers when services are delivered within an EHS site. Finally, participants will review the individualized family service plan (IFSP) and discuss how it relates to their work with children and families.

Level 2 • *Univ. of DC / Catholic Univ.*

Rebecca Parlakian, *ZERO TO THREE, Washington DC,* **Emily J. Adams**, *Early Head Start National Resource Center*

C8 Mental Health Consultation: Creating a Collaboration Capable of Transforming Relationships Among Providers, Parents, and Children

español

Mental health consultation is a growing practice. The Head Start Program Performance Standards require that every program has access to a mental health professional and regularly scheduled meetings with a consultant. However, misperceptions still exist about what to expect of consultation and how to successfully partner with a mental health professional. This session seeks to clear up the confusion. The session starts with a description of an approach to mental health consultation that has been effectively implemented in early care and home visiting programs for the past two decades. Components of the approach are described in detail. Finally, findings from recent research are offered, emphasizing the characteristics of mental health consultation that are consistently found to correlate to positive outcomes for children and families.

Level 3 • *Independence F/G/H*

Kadija Johnston, *Infant-parent Program, University of California, Berkeley*

C9 Financing Comprehensive Services in Early Childhood Education

This presentation will not provide assistance with the Funding Opportunity Announcement (FOA). No information about the FOA will be given, and no questions regarding the FOA will be answered.

Policymakers and program administrators are looking for strategies to maximize resources. This session explores federal funding streams that support comprehensive services to children in early childhood settings. Experts discuss the opportunities and challenges of financing strategies, providing state and community examples.

Level 2 • *Capitol/Congress*

Hannah Matthews *and* **Stephanie Schmitt**, *Center for Law and Social Policy (CLASP)*

"I really enjoyed this conference! I never felt overwhelmed or confused. It was all great information and I am taking back a lot of great ideas!"

— Past Birth to Three Institute Attendee

D10 Head Start A to Z: Program Governance

español

New Early Head Start directors and leaders become familiar with the unique characteristics of EHS program governance so they can become active participants in ensuring that their program's overall governance system is effective and strong. Grantee organizations that build a strong governance system, define governance processes, and work to establish positive relationships between all three governing entities are better equipped to respond to problems regarding, and to deliver high-quality services to, their children and families. Participants explore governance requirements through a hands-on and interactive segment, Mission Possible.

Level 1 • *Independence E*

John Williams *and* **Jacqueline Davis**, *National Center on Program Management and Fiscal Operations*

D11 Ensuring Quality Infant and Toddler Teachers When Finding Qualified Ones is Difficult

español

Early Head Start programs may face challenges when hiring qualified infant/ toddler teachers. This session identifies the qualities and skills to consider when hiring infant/toddler teachers. In addition, strategies are discussed that support those who are transitioning to work in infant/toddler classrooms, including preschool teachers.

Level 1 • *Liberty L*

Ann E. Johnson, *Department of Health and Human Services, Administration for Children and Families, and* **Sarah Merrill**, *Office of Head Start, Administration for Children and Families*

E7 Community-Based Doula Programs Achieve Strong Outcomes: New Data from the Field

The Community-Based Doula program is an innovative program model that supports families throughout pregnancy, birth, and the early months of parenting. The presence and involvement of the community-based doula at birth distinguishes this program from other home visiting models. Additionally, community-based doulas are of and from the communities being served. New multisite data show significantly higher breastfeeding duration and exclusivity rates (three months and six months) compared to national benchmarks, and significantly lower C-section rates.

Level 2 • *Chinatown*

Rachel Abramson, *Health Connect One*

E8 Supporting the Maternal, Infant, and Early Childhood Home Visiting (MIECHV) Program: A National Model's Perspective

español

For the past three years, the MIECHV program has served the most vulnerable and at-risk families in communities across the country. As the model developer for the Early Head Start (EHS) model, the Office of Head Start (OHS) plays a critical role in facilitating communication and technical assistance among various stakeholders. Learn how OHS partners with federal and state agencies along with local EHS programs for successful implementation of the MIECHV program.

Level 1 • *Liberty I/J/K*

David Jones, *Office of Head Start, Administration for Children and Families and* **Christina Benjamin**, *Early Head Start National Resource Center*

2:00pm-5:30pm

CL-2 3 Hour: A CLOSER LOOK: Early Head Start (EHS)–Family Child Care (FCC) Partnerships

español

This presentation will not provide assistance with the Funding Opportunity Announcement (FOA). No information about the FOA will be given, and no questions regarding the FOA will be answered.

Through thoughtful partnerships, organizations combine often-fragmented funds and piecemeal services to better provide for low-income children and their families. EHS-FCC partnerships support high-quality care for all low-income infants and toddlers enrolled in participating family child care programs. Learn about programs in the field that have successfully partnered.

Level 2 • *Liberty I/J/K*

Amy Thomas, *Early Head Start National Resource Center,* **Calvin Moore**, *Alabama Department of Human Resources,* **Jessica Sager**, *All Our Kin, Inc.,* **Gina Ruther**, *National Center on Child Care Professional Development Systems and Workforce Initiatives (PDW Center), and* **Barbara Sawyer**, *National Association for Family Child Care*

CL-3 3 Hour: A CLOSER LOOK: How Do Home Visitors Make a Difference?

español

In this intensive and interactive three-hour Session, two, infant mental health experts discuss key questions in the field. Come prepared to learn, share your experiences, and ask questions. Discussion addresses how (1) home visitors promote school readiness in the home, (2) parent–child relationships contribute to developmental outcomes, (3) home visitors support the parent–child relationship during parental crisis and challenge, (4) supervision buffers daily experiences, and (5)ensures that the supervisor and home visitor receive the support they need.

Level 2 • *Independence F/G/H*

Brenda Jones Harden, *University of Maryland, and* **Kadija Johnston**, *Infant-parent Program, University of California, Berkeley*

2:00pm-3:30pm

A10 Honoring Mother Earth and Children: Exploring the Benefits of Nature-Based Outdoor Learning in American Indian/ Alaska Native (AIAN) Programs

This hands-on presentation explores how AIAN programs can incorporate outdoor learning environments reflective of their traditions, culture, and communities. A diversity of languages and traditions exist in AIAN early childhood education programs and provides great diversity in outdoor environments. Participants will explore the concept of reasonable risk and safety in developing natural environments. Recent research regarding the benefits of nature-based play and outdoor learning environments are shared.

Level 2 • *Monument*

Steven L. Russell *and* **Renetta Goeson**, *FHI 360*

A11 Understanding Children's Puzzling Behavior Using the Brazelton Touchpoints Developmental Framework

español

Have you ever wished you could get inside a child's head and understand him or her better? Do you see behaviors that intrigue or confuse you? The Brazelton Touchpoints framework offers a unique perspective on development and children's behaviors in the early years of life. Come and explore this exciting period of growth and opportunity and learn how the Brazelton Touchpoints developmental framework can support you in understanding children's behavior.

Level 2 • *Liberty M/N/O/P*

Mindy May, *Brazelton Touchpoints Center, Boston Children's Hospital*

B12 Health Care and Early Head Start (EHS): Collaborating to Address Toxic Stress

Toxic stress can significantly affect the lifelong health of children and affects a majority of families participating in EHS programs. This session demonstrates how one community is bringing together its children's hospital and EHS program to better support staff and families to address this critical issue.

Level 2 • *Shaw/LeDroit*

Amy Hunter, Heather Fitzpatrick, *National Center on Health and* **Donna O'Malley**, *Children's Mercy Hospital*

B13 Serving Parents with Disabilities and their Children in Early Head Start

This workshop addresses adapting center and home-based services for parents and expectant parents with disabilities and their children, including communication that is sensitive to disability issues and disability culture, and practical solutions to obstacles, such as adapted baby care equipment or cognitive adaptations. The material is drawn from intervention and research experience with thousands of diverse parents with disabilities and their families since 1982.

Level 2 • *Univ. of DC/Catholic Univ.*

Megan R. Kirshbaum, Juanita S. Morales, *and* **Beth Smith**, *Through the Looking Glass*

B14 Inclusive from the Start: Maximizing Belonging for Children and Family Members

Early educators learn how to work with children to support their learning and development. However, when a child with disabilities or special needs is enrolled in a program, questions come up about what to do for THIS child. Quality EHS programs are inclusive programs, yet inclusion involves more than simply bringing children and families together; it's about belonging and community. Come learn about successful strategies available to support ALL children in your care.

Level 2 • *Salon 12/13*

Linda MJ Brault, *WestEd,* **Senta Greene**, *Full Circle Consulting Systems, Inc.*

C10 Early Head Start and Child Care Partnerships … The Child Care Landscape

This presentation will not provide assistance with the Funding Opportunity Announcement (FOA). No information about the FOA will be given, and no questions regarding the FOA will be answered.

Come and learn the about the world of child care. This session includes information on different state licensing standards and funding streams. Hear firsthand how the EHS–Child Care partnership model is used in a state and the importance of how relationships make partnerships successful.

Level 1 • *Georgetown*

Lynette Fraga, *Child Care Aware of America*

C11 Developing and Sustaining Partnerships is a Process not a Product

This presentation will not provide assistance with the Funding Opportunity Announcement (FOA). No information about the FOA will be given, and no questions regarding the FOA will be answered.

Discover ways to develop new, or strengthen and sustain current partnerships that meet your expectations of quality and produce positive outcomes for children and families. Examine: 1) systemic approaches to identifying partners that demonstrate the potential for a good fit, 2) approaches to promoting effective communication of requirements and expectations to develop a shared vision, and 3) techniques to engage team members in sustaining positive working relationships.

Level 3 • *Capitol Congress*

Bethanie Grass, **Sheila Brookes** *and* **Peggy Manley**, *ICF International*

C12 Meeting the Unique Needs of Early Head Start (EHS) Families through Rich Community Partnerships

This presentation will not provide assistance with the Funding Opportunity Announcement (FOA). No information about the FOA will be given, and no questions regarding the FOA will be answered.

EHS programs provide opportunities for parents to connect with peers and the community in meaningful ways. Child outcomes are directly linked to positive family outcomes matched by access to community resources. This interactive session provides an overview of a self-sufficiency model used to enhance family well-being and effective parent, family, and community engagement.

Level 3 • *Chinatown*

Calithea S. Steward *and* **Deborah J. Denton,** *Metropolitan Action Commission*

D12 What Can the Head Start Program Information Report (PIR) Data Tell Us about Early Head Start?

español

The presentation uses the 2013 PIR data to highlight key program and service elements relevant to serving infants, toddlers, and pregnant women. Data are presented in graphical mode for review and discussion. Participants will be engaged in discussions throughout the course of the session to discuss implications for service. Target questions also discuss current and future opportunities for data collection, quality improvement, and linking to other data systems.

Level 3 • *Independence E*

Elizabeth Hoffmann *and* **Theresa Rowley** *Office of Head Start*

D13 Child Development Associate (CDA) 2.0: National Model for Preparing Early Care Professionals in Early Head Start (EHS) and Child Care Programs

Growing and recognizing early care professionals who serve our youngest children from birth to age 3 is an imperative that EHS programs face every day. Come to this session to learn about the new CDA assessment process with a focus on professional development for infant and toddler early care professionals. This interactive session provides opportunities to navigate the national CDA process and to engage in discussion that supports professional development for EHS staff.

Level 2 • *Archives*

Myra G. Crouch, *Council for Professional Recognition*

E9 Mindful Parenting Groups: Early Head Start Socialization Groups that Build Reflective Communities

español

Mindful parenting groups, facilitated by infant–family and early childhood mental health professionals, provide a unique approach to socialization groups for EHS families. Using audio/video case material and pre/post intervention data from mindful parenting groups with EHS home visiting families in the heart of Los Angeles, this session illustrates how enhancing parental reflective capacity can strengthen parent–child attachments and build reflective communities.

Level 2 • *Liberty L*

Diane Reynolds, *Center for Reflective Parenting*

4:00pm-5:30pm

A12 Moving Beyond Empty and Fill To Deep Investigations

Toddlers, by nature, are inquisitive. The toddler is continuing to develop speech and language along with other communication skills, has cognitive powers that are beginning to formulate explicit memory connections, and has newfound physical skills beyond those of infancy. By using thoughtful engagement, teachers and caregivers can effectively move toddlers beyond simple, singular activities to sustained and expanded provocative projects and experiences.

Level 2 • *Georgetown*

Keith L. Pentz, *Kaplan Early Learning Company*

A13 Supporting Family Engagement, Teacher Development, and Positive Adult–Child Interactions through Music

In this interactive session, participants will learn several easy and engaging songs, techniques, and strategies they can use in their own early learning programs to foster family engagement and support positive teacher–child–parent interactions through music. This session also explores the effects of an early childhood music and movement curriculum implemented for two years in an Early Head Start center in Camden, NJ, on indicators of family engagement, classroom teacher development, and adult–child interactions.

Level 2 • *Archives*

Lili M. Levinowtiz, *Rowan University, and* **Carol Ann Blank**, *Drexel University*

A14 Quality Caregiver Interactions with Infants and Toddlers: Identifying and Supporting Responsiveness

español

This session introduces key aspects of responsive caregiving for infants and toddlers. It aims to support teachers/caregivers, directors, and professional development staff in fostering high-quality caregiver–child interactions in center and family child care settings. A responsive lens can help early childhood staff in identifying caregiver behaviors that support children's social–emotional, cognitive, and language development. The topics covered will be available in the future as a new observation tool, which is reviewed in this session.

Level 1 • *Liberty M/N/O/P*

Lizabeth M. Malone, *and* **Elizabeth W. Cavadel**, *Mathematica Policy Research*

B15 Tackling Disproportionality in Early Intervention and Special Education

Disproportionality in EI and special education has been an issue in the early childhood field for over 30 years. African American and Native American children, in particular, are being placed in special education at alarming rates. This session offers strategies for program staff to reduce these early disparities and provide appropriate individualized support for very young children.

Level 2 • *Shaw/LeDroit*

Kimberly P. Diamond-Berry, *Early Head Start National Resource Center,* **Carla Peterson**, *Iowa State University,* **Christine Begay Vining**, *Indian Children's Program Center for Development & Disability, University of New Mexico, and* **Senta Greene**, *Full Circle Consulting Systems Inc.*

C13 Getting Families Engaged: Three Considerations Before Saying "I Do"

español

Family engagement is key to success in Early Head Start and ensuring the long-term effect of program participation. This interactive, skill-building session focuses on three considerations for engaging families and building effective partnerships from the very first visit: (1) commitment to the family's versus program's priorities, (2) collaboration between Head Start and the family to achieve desired goals, and (3) communication via a coaching (capacity-building) versus telling (dependency-creating) interaction style.

Level 2 • *Liberty L*

Dathan Rush, *J. Iverson Riddle Developmental Center*

C14 Access for New Immigrant Children: Early Intervention with Refugee Families Using a Community-based Intervention Model

This workshop describes an early intervention model used in Early Head Start programs and currently adapted to identify and serve new immigrant children and families in need of early childhood services. Effective components of the model will be discussed as well as considerations for providing culturally-sensitive services specifically to trauma-exposed refugees and undocumented families with very young children.

Level 2 • *Supreme Court*

Claudia Quigg, *Baby TALK,* **Aimee Hilado**, *Northeastern Illinois University, Refugee One,* **Samantha Allweiss**, *RefugeeOne*

C15 Update on the Early Head Start (EHS) and Healthy Start Collaboration

Looking to collaborate with Healthy Start, the community-based program that is designed to reduce infant mortality and health disparities? Learn how Healthy Start projects partner with Early Head Start to serve low-income pregnant women, infants, toddlers, and their families. Participants will receive information and tools to engage. Healthy Start 3.0 brings exciting changes and new ways for EHS programs to partner and collectively improve health outcomes and school readiness.

Level 2 • *Monument*

Hani Atrash, *Maternal & Child Health Bureau, Health Resources and Services Administration and* **Christina Benjamin**, *Early Head Start National Resource Center, and* **Amanda Bryans**, *Office of Head Start, Administration for Children and Families*

D14 Enhancing Staff Skills: Early Childhood Learning and Knowledge Center (ECLKC) Resources, Tools, and Promising Practices for Professional Development

Tips for finding shortcuts for effective use of the ECLKC are featured. The ECLKC is Head Start's online multimedia repository of the most recent evidence-based practices in communicating with infants and toddlers; recognizing and responding to their cues; and assisting families in meeting their goals to nurture their very young children, develop family economic sufficiency, and harness community assets to enable family access to health, financial, and education resources.

Level 2 • *Univ. of DC/Catholic Univ.*

Dayana Garcia, **Madhavi Parikh** *and* **Beverly Jackson**, *HSICC - Trans-Management Systems Corporation*

D15 Serving the Infant/Toddler Community as a Professional Development (PD) Specialist

Growing and recognizing quality infant/toddler child care professionals who are responsible for our youngest children is an imperative the field faces every day. Explore the new features of the revised CDA assessment system, the roles and responsibilities of the PD Specialist; and the effect the PD Specialist has on the growth of the infant/toddler teacher. Come discover how you can help staff take their "best first step"!

Level 2 • *Independence E*

Mary M. LaMantia, *and* **Martina W. Archer**
Council for Professional Recognition

D16 Head Start A to Z: Human Resources

What Head Start leaders need to know, do and oversee relating to human resource management will be the topic of this A to Z session for new Early Head Start leaders. An overview will be provided on developing a program structure, assuring strong HR systems, policies and procedures, and considering effective strategies for recruiting, growing and retaining qualified staff.

Level 1 • *Chinatown*

Jeanie Mills *and* **Kathy Wilson**, *National Center on Program Management & Fiscal Operations*

E10 Opening Doors for Home Visitors

Home visiting staff can preview a new digital tool being created for their use by the EHS National Resource Center. OpenDoors, an interactive resource that will be on Early Childhood Learning and Knowledge Center, contains written, audio and visual materials for all levels from basic home visiting to advanced reference and professional development content. Participants will have the opportunity to observe use of the tool and view its various features on-line and on the mobile model.

Level 2 • *Capitol/Congress*

Sandra Petersen, **Mary Block**, *Early Head Start National Resource Center and* **Shaun Gummere**, *Story+Structure*

E11 Creating Purposeful Socializations: Supporting Prenatal, Infant, and Toddler School Readiness through Family Engagement

More than just an opportunity for peer group interactions for infants and toddlers enrolled in the home-based option, socializations can be designed to provide experiences that build skills for school success in all domains, reinforce program school readiness goals, involve the coordinated services of all Early Head Start service areas, and support family engagement. This presentation provides a creative and comprehensive look at socializations, including walking through the process of developing an intentional socialization experience.

Level 3 • *Salon 12/13*

Evelyn Brooks Ridgeway, *The Children's Hospital of Philadelphia,* **Arleen Williams**, *and* **Tamique Ridgard**, *Karabots Pediatric Care Center*

"My presenters were very knowledgeable and made my courses interactive and fun! Thank you for your hard work and time."

— Post Birth to Three Institute Attendee

Thursday, July 31, 2014

Track Sessions

8:00am-9:30am

A15 Adapting and Embracing the Environment: Fostering Participation for Children with Disabilities

The current definition of early childhood inclusion (DEC/NAEYC, 2009) goes beyond simply enrolling children with disabilities into programs. It includes deeply exploring access, participation, and supports across the curriculum and the environment. Environments for infants and toddlers include physical space, schedules, and routines, as well as interactions with teachers and peers. This session will explore the many ways the environment can support access, participation, and be the support to ensure that children with disabilities and other special needs are truly involved!

Level 2 • *Capitol/Congress*

Linda MJ Brault, *WestEd and* **Senta Greene**, *Full Circle Consulting Systems, Inc.*

A16 Implementing an Anti-Bias Curriculum: Creating Strong Relationships through Understanding Diverse Child Rearing Practices

This session shares an anti-bias approach for working with families with culturally diverse child-rearing practices done in an anti-bias learning community by two zero-to-three programs. The story of growth and learning that occurred within the two zero-to-three programs are discussed, beginning with identifying the core values and beliefs of an anti-bias approach, then moving to self-reflection, and finally, to individual teacher research action projects.

Level 2 • *Shaw/LeDroit Park*

Elizabeth Tertell, Mary E. Sullivan, *Christopher House, and* **Sue Choi Bawale**, *Pacific Oaks College*

B16 A Federal Partnership Initiative: Developmental and Behavioral Screening and Support Public Outreach Campaign

The American Academy of Pediatrics recommends screening at 9, 18, and 24 or 30 months. Recent statistics indicate that approximately 1 in 4 children, from birth to age 5, are at moderate or high risk for delays. The Department of Health and Human Services and the Department of Education partnered to raise awareness about screening young children with strategies to improve referral and follow-up. This session defines screening and shares strategies to support staff in their responsibility to screen early.

Level 2 • *Archives*

Katherine Beckmann, Shantel Meek, *U.S. Department of Health and Human Services,* **Camille Smith**, *Centers for Disease Control and Prevention, and* **Tracie Dickson**, *U.S. Department of Education*

B17 Communicating with Families About Breastfeeding

español

In this session, you will learn new and engaging ways to talk about breastfeeding with Early Head Start (EHS) staff and families. Sharpen your listening skills and practice new techniques to better understand an individual's (or community's) feelings, beliefs, and experiences about breastfeeding. Develop an approach to assess an individual's readiness to receive and/or process information regarding breastfeeding.

Level 2 • *Liberty L*

Cathy Carothers, *Every Mother, Inc.*

C16 Exploring the Benefits of Partnerships Between Early Head Start (EHS) and Family Child Care (FCC)

español

This presentation will not provide assistance with the Funding Opportunity Announcement (FOA). No information about the FOA will be given, and no questions regarding the FOA will be answered.

Partnerships among community-based organizations are one of the most promising practices in the early childhood field. Through thoughtful partnerships, organizations combine often fragmented funds and piecemeal services to better provide for low- income children and their families. Come learn about the benefits of EHS–FCC partnerships.

Level 2 • *Liberty I/J/K*

Amy Thomas, *Early Head Start National Resource Center*

C17 The Influence of Culture in Building Partnerships with Parents

español

The ability to collaborate effectively with parents and children from different backgrounds depends on how culture has shaped one's own views. Understanding our own values, beliefs, and assumptions is the first step to understanding and appreciating colleagues and families. In this session, participants will examine their own cultural beliefs about parenting very young children and discuss how culture influences their relationships with parents.

Level 2 • *Independence E*

Nikki Darling-Kuria, *ZERO TO THREE*

D17 Adaptive Leadership: Leading from Where You Are

Early childhood organizations and systems are increasingly complex. Leadership on the front lines is as important as leadership in the front office. This session explores the concept of Adaptive Leadership, the capacity to mobilize people to tackle tough challenges and thrive from wherever they are in the organization.

Level 2 • *Univ. of DC/Catholic Univ.*

Lynette S. Aytch, *ZERO TO THREE*

D18 What's the Difference? Reflective Supervision and Coaching in Early Childhood Programs

This lively, interactive session identifies the distinct purposes of reflective supervision and coaching in early childhood programs. The recent experiences of a Maine Early Head Start program highlights approaches, successes, and dilemmas in implementing reflective supervision and early childhood coaching. Participants will gain practical approaches for developing a shared understanding of reflective supervision and early childhood coaching.

Level 2 • *Salon 12/13*

Nancy L. Seibel, *Keys to Change, LLC, and* **Heath Ouellette**, *Community Concepts, Inc.*

D19 Supporting the Cross-Sector Workforce Through Aligned Professional Development (PD) Systems

This presentation will not provide assistance with the Funding Opportunity Announcement (FOA). No information about the FOA will be given, and no questions regarding the FOA will be answered.

Aligned PD systems support the workforce in all early childhood sectors and settings. Discuss how alignment can support improved workplace conditions, access to PD, qualifications, career pathways, and compensation. Explore and share strategies and promising practices that you can build on at the local and state/territory levels.

Level 2 • *Monument*

Gina Ruther, *National Center on Child Care Professional Development Systems and Workforce Initiatives (PDW Center), and* **Linda Gillespie**, *Early Head Start National Resource Center*

D20 Head Start A to Z: Management Systems and Services

As an EHS leader you are asked to be a systems thinker. You must design and implement strong Head Start management systems and continuously work to improve these systems. Do you see yourself as a system? This interactive session engages you in discovering how you are part of the system. It introduces and reiterates the pivotal role of the ten Head Start management systems in effective programming. Come join this hands-on, learner-centered session that will demystify the notion of systems-thinking.

Level 1 • *Chinatown*

Stacy Dimino *and* **Jacqueline Davis**, *National Center on Program Management and Fiscal Operations*

E12 Effective Strategies to Engage Parents in Supporting Children's Development

español

How can home visitors be more effective? A "developmental parenting" approach involves engaging parents and children in developmentally supportive interactions, identifying and supporting developmental parenting behaviors, and helping parents use everyday activities to support children's development. This presentation will describe strategies to identify what parents from diverse ethnicities and backgrounds already do in their daily lives that can be expanded to support children's development and will offer opportunities for discussion and role play to practice the strategies.

Level 1 • *Liberty M/N/O/P*

Lori A. Roggman, *Utah State University*

E13 Coaching in a Home-Based Setting

español

Hear from Early Head Start (EHS) programs in Region X that are implementing coaching into their home-based model. Using reflective supervision as the foundation, programs have embedded the coaching model into their professional development work with family service providers and home visitors. Learn about the different models including the challenges, successes, and experiences of programs implementing a coaching model in a rural or urban setting. This panel discussion includes resources, materials, and lessons learned.

Level 2 • *Independence F/G/H*

Melissa Bandy *and* **Katy Keehn**, *Region X TTA: Head Start and Early Head Start*

Closing Parent Plenary • *Marquis Ballroom*

10:00am-11:45am

español

Parenting and Partnering: Lesbian, Gay, Bisexual, and Transgender (LGBT) Families

The numbers of LGBT families are largely underreported in the United States. However, the Williams Institute estimates that 3 million LGBT Americans have had a child, and as many as 6 million American children and adults have an LGBT parent (Gates, 2013). How are you serving the LGBT families in your community? In this session, LGBT families share their experiences of parenting in our complicated social and political environment, and they offer their insights into what programs can do to be truly welcoming and respectful of the diversity of families in their communities.

Moderator: Amanda Perez, *Early Head Start National Resource Center*

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Resources (Meeting Level 4)

Early Head Start National Resource Center (EHS NRC)
ehsnrcinfo@zerotothree.org
1-877-4EHS-NRC

National Center on Cultural and Linguistic Responsiveness (NCCLR)
ncclr@bankstreet.edu
1-888-246-1975

National Center on Program Management and Fiscal Operations (PMFO)
PMFOinfo@edc.org
1-855-PMFO-OHS

National Center on Quality Teaching and Learning (NCQTL)
ncqtl@uw.edu
877-731-0764

National Center on Health
nchinfo@aap.org
1-888-227-5125

National Center on Parent, Family, and Community Engagement (PFCE)
ncpfce@childrens.harvard.edu
1-855-208-0909

Office of Child Care
202-690-6780

Birth to Three Planning Team

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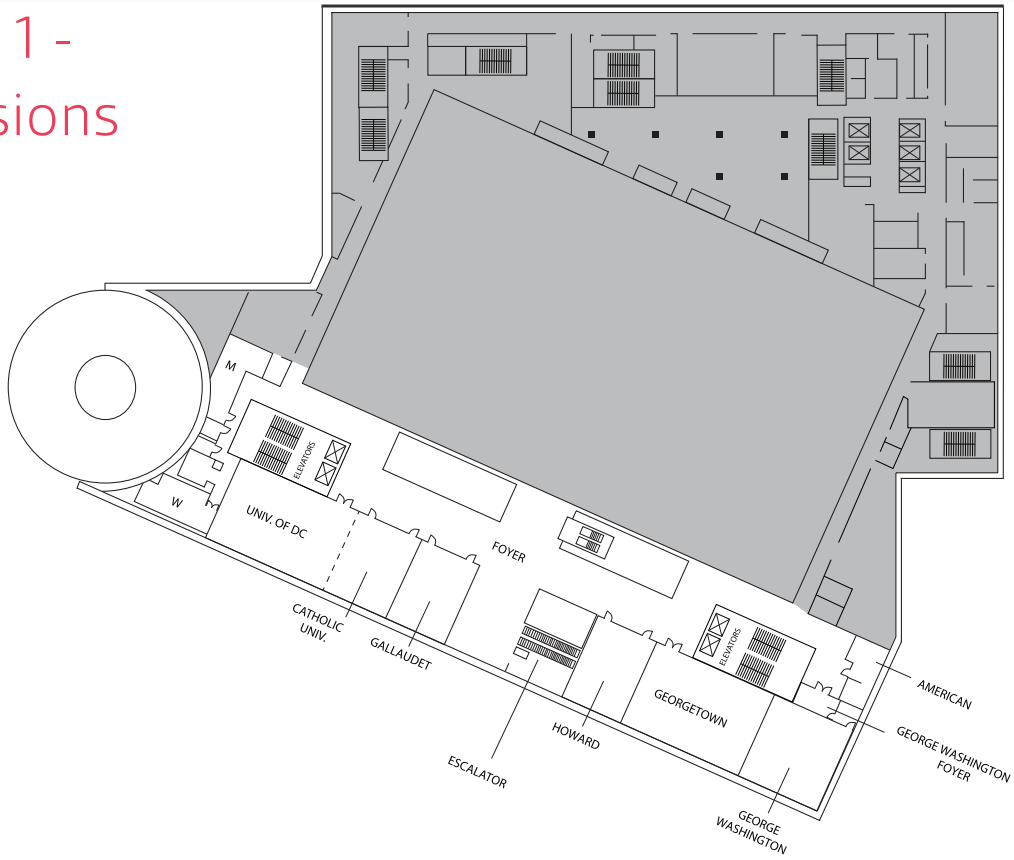
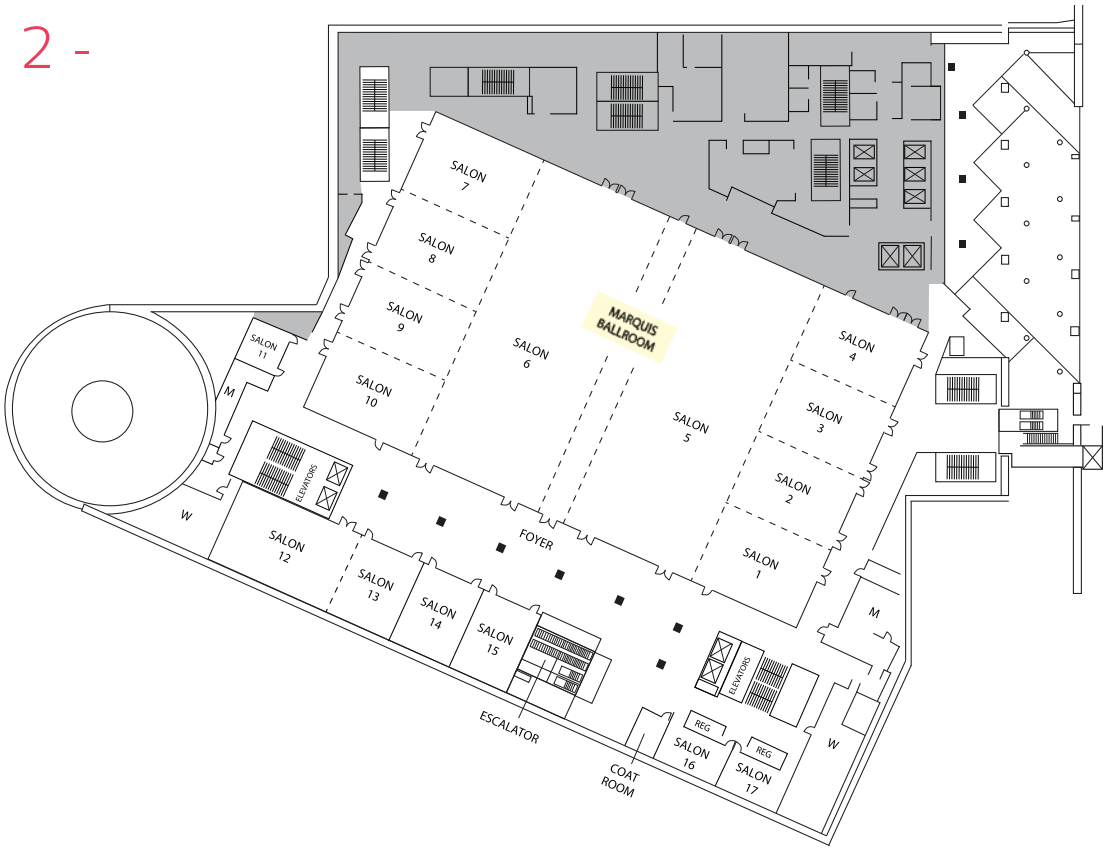
Jennifer Boss, MSW
Terra Bonds Clark, MS
Tecumseh Deloney, CMP, CGMP
Claudia Gomez, BA
Danielle Peyton, BA
Renita Street, CGMP

Floor Plan

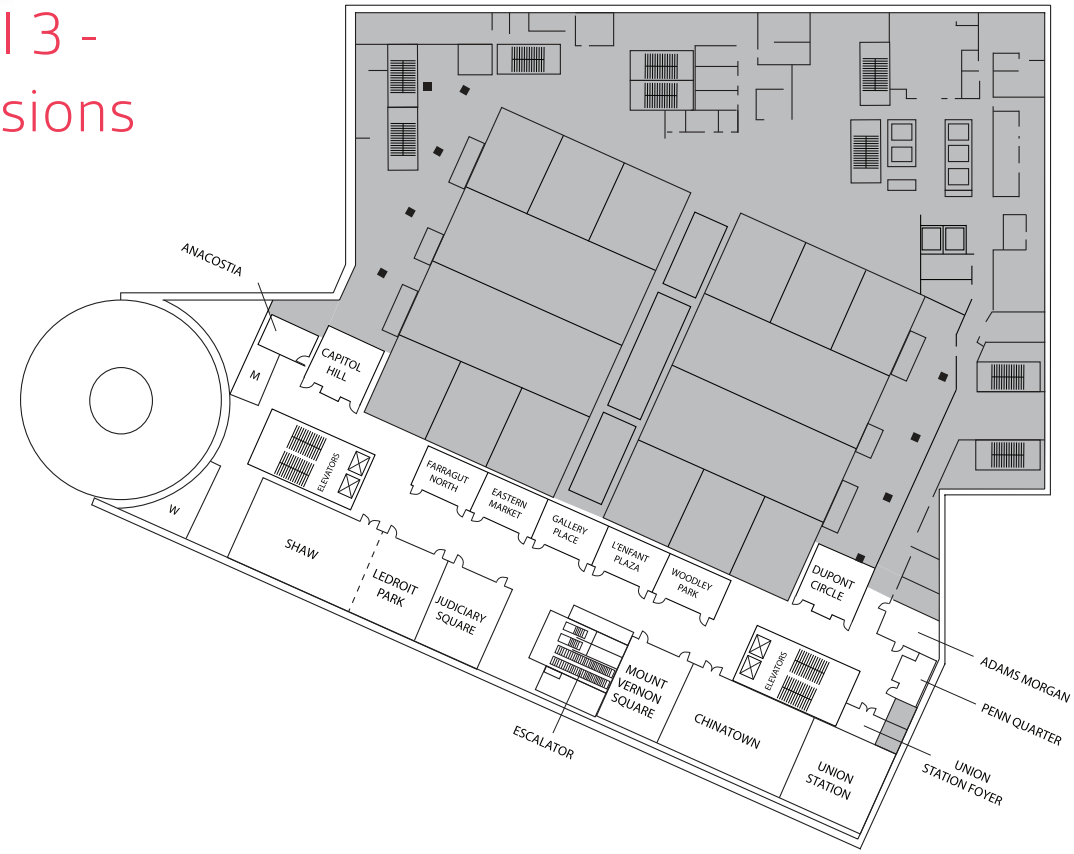
Meeting Level 1 - Breakout Sessions



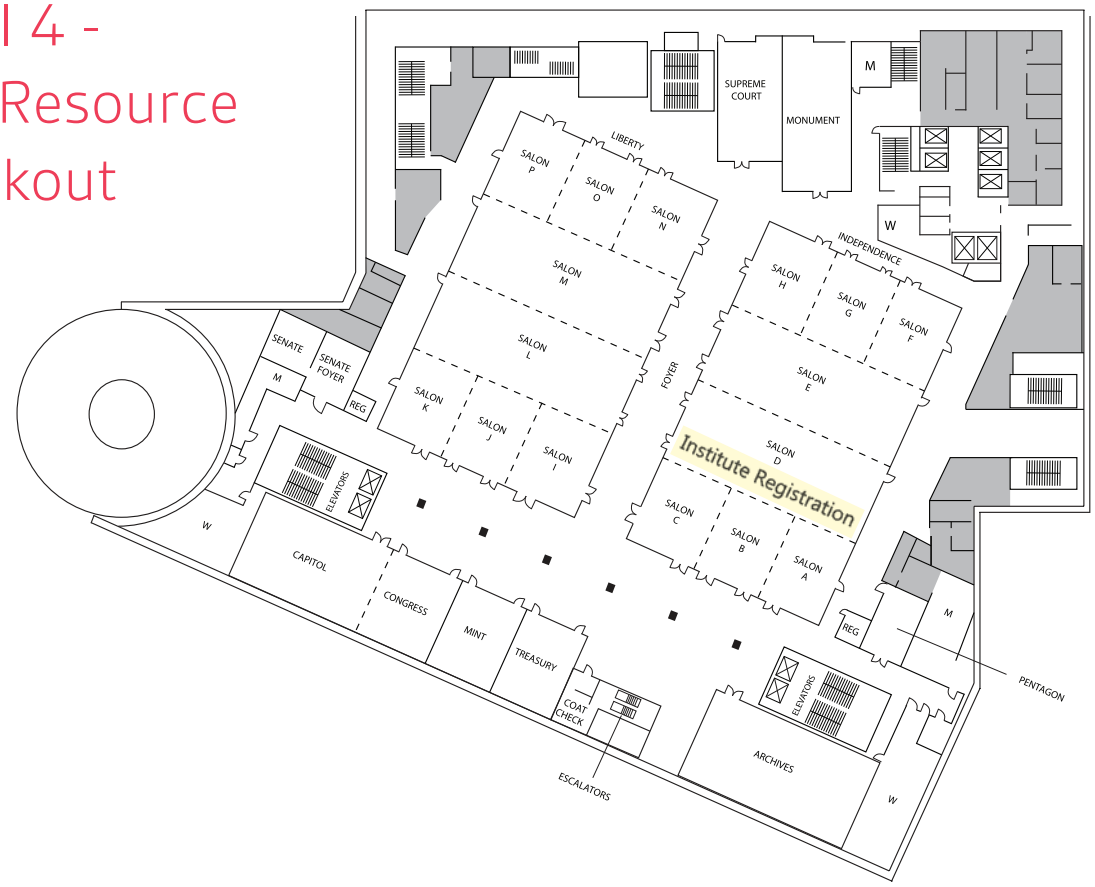
Meeting Level 2 - Plenary



Meeting Level 3 - Breakout Sessions



Meeting Level 4 - Registration, Resource Tables & Breakout Sessions



18th Annual

Birth to Three Institute

July 28-31, 2014 • Washington, DC

Nurturing…

Relationships, Responsiveness, Readiness

CERTIFICATE OF ATTENDANCE

This is to certify that the individual listed has participated in the 18th Annual Birth to Three Institute and its interdisciplinary professional education in promoting the optimal growth and development of children from birth to three years of age.

_____

Attendee Name

OFFICE OF HEAD START NATIONAL CENTERS

EARLY HEAD START
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This Certificate of Attendance is provided for non-licensed professionals and is not designed to comply with regulations of licensing/certification boards or other regulatory agencies for use for license renewal or to meet continuing education requirements. Attendees requiring verification of hours in attendance should enter the continuing education system.

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http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/center

The Early Head Start National Resource Center (EHS NRC) was created in 1995 by the Office of Head Start (OHS)., Administration for Children and Families (ACF). We are housed at ZERO TO THREE, National Center for Infants, Toddlers, and Families. The EHS NRC is a storehouse of early childhood expertise that promotes the building of new knowledge and the sharing of information by:

- Linking and actively engaging the Early Head Start and the Head Start community through opportunities in coordination with the Office of Head Start's online Early Childhood Learning and Knowledge Center, to share resources and learn from one another in a variety of venues
- Creating, collecting and disseminating information relevant to comprehensive early childhood programs that is timely, accessible, and easy to use
- Providing professional development opportunities for the Early Head Start and Head Start community through face-to-face meeting and state-of-the-art distance learning experiences.

ZERO TO THREE®
National Center for Infants, Toddlers, and Families

www.zerotothree.org

ZERO TO THREE is a national, nonprofit organization that informs, trains, and supports professionals, policymakers, and parents in their efforts to improve the lives of infants and toddlers.

Our mission is to promote the health and development of infants and toddlers.

The conference was funded, in part, through a contract (HHSP23320100009YC) with the Department of Health and Human Services (HHS) (Administration for Children and Families/Office of Head Start). The views expressed in written conference materials and by speakers and moderators at this conference, do not neccessarily reflect the official policies of HHS, nor does the mention of trade names, commercial practices, or organizations imply endorsement by the U.S. Government.