TUESDAY, JUNE 5 – WEDNESDAY, JUNE 6, 2018
9:00am to 4:30pm (11 contact hours)

Practice Based Coaching – Coach Training  
PRIOR REGISTRATION REQUIRED via Sign-Up Sheet included in Registration Materials
Delphia Roberts-Brown, Michelle Self and Lynne Storar, STG International

The goal of Practice-Based Coaching (PBC), the coaching model proposed by NCQTL, is to support teachers’ use of high-quality teaching practices with confidence and competence. Implementation of high-quality teaching practices, in turn, supports children’s progress towards school readiness goals. Successful implementation of PBC requires planning at the grantee level, systematic implementation, and ongoing evaluation. The Early Childhood Education Specialists will guide grantee teams in planning for implementation and evaluation of PBC in their programs during this 2 day training for Coaches. Participants from programs that have participated in Part 1 of the Leadership Academy will receive preference in registering for this session.

Learning Outcomes
1. Identify key components of Practice Based Coaching
2. Describe characteristics of collaborative partnerships
3. Practice creating goals and action plans
4. Conduct focused observation based on action plans
5. Prepare prompts for reflection and feedback

Effectively Managing Multiple Funding Streams  
Sponsored by the OHS TTA Network, in partnership with OHSAI
Janice Stephens, Fiscal Consultant

Effectively managing cost allocations between state, federal, and private funding streams. Training topics include regulation requirements, different methodologies, how to apply methodologies, building the holistic budget with cost allocations, and developing a cost allocation plan. Cost Allocation Exercise - understanding the impact different methodologies have on the same cost. Tools include cost allocation tables, cost allocation plan template, and budget templates.

Learning Outcomes
1. Complete a cost allocation plan
2. Increase understanding of Federal and State requirements
3. Understand the difference between direct and indirect costs
4. Ability to identify appropriate bases for allocating direct and indirect costs
5. Increase understanding of how to implement and monitor cost allocations
TUESDAY, JUNE 5, 2018
9:00am to 4:30pm (5.5 contact hours)

How to be at the Top of Your “CLASS” in Language Modeling

Heather Nusbaum and Michelle Self, STG International

Join your colleagues to dive deeper and build greater capacity in the CLASS area of Language Modeling. This session will focus on the behavioral markers in the Language Modeling Dimension and participants will leave with strategies that will translate into action in the classroom increasing teacher’s use of language-stimulation and language-facilitation techniques.

Learning Outcomes
1. Examine frequent conversation including open-ended questions and discover key supports for teachers
2. Discuss and develop repetition, extension, self-talk and parallel talk strategies to support teachers and experience a variety of supports to use in the classroom
3. Examine advanced language and compile strategies that support teachers in the classroom
4. Describe what teacher’s use of language-stimulation and language-facilitation looks like in the classroom and prioritize commitments for follow up at the grantee level

Head Start Eligibility, Recruitment, Selection, Enrollment and Attendance

Eileen Storer-Smith and Camille Stanford, STG International

ERSEA is no longer considered a stand-alone system, however, as described in the Management Systems Wheel, it is supported by each of the Head Start management systems. ERSEA is the “gateway” to Head Start service delivery because it opens the door of your program to children and families and the community. It is their first glimpse into the window of your Head Start/Early Head Start program. ERSEA identifies the children and families for the program, gets children and families into the program, and helps keep children and families in the program. For this reason, we are more compelled to thoughtfully and inclusively consider what the data from the Community Assessment is telling us about our programs. In this session we will examine what the Head Start Performance Standards tell us about ERSEA and the important elements of the Community Assessment.

Learning Outcomes
1. Explore how data informs community assessments
2. Review the importance of community assessment and its relationship to ERSEA activities
3. Identify tools and strategies to support community assessment and ERSEA

TUESDAY, JUNE 5, 2018
9:00am to 12:00pm (2.75 contact hours)

SPECIAL SESSION FOR HEAD START LEADERS

Regional and National Updates
Karen McNamara, Office of Head Start, Region V

Federal Initiatives and Updates
The latest updates from the Regional Office, including the FY2018 Budget (COLA, EHS-CCP funds, Duration), Underenrollment and the regulations going into effect on Background Checks, EHS requirements and more...

Working with Difficult People
Les Helms, L&L Training Solutions

Have you ever had to work with someone you just don’t understand? Is communicating effectively with this person difficult or seemingly impossible? This workshop will provide you with knowledge and techniques that will allow you to communicate and interact with this person in a more positive and productive manner.

Learning Outcomes
1. Articulate the "Lens of Understanding"
2. Examine the "most unwanted" behavior patterns
3. Identify strategies to adapt your interactions to make interacting with each of the behavioral patterns more positive and productive
Connecting and Building Relationships with Early Head Start Families

Carla Aronhalt and Linda Langosch, STG International

This session will focus on the knowledge, skills and attitudes necessary for Early Head Staff to develop positive goal orientated relationships with families. We will explore the specific roles such as teachers, child care partners, family child care providers and family service workers and the unique opportunities they have to build relationships with families in the program. Competencies for the supervisors of EHS staff will be outlined. Participants will have the opportunity to share their successes and challenges in connecting with families in a way that supports school readiness.

Learning Outcomes
1. Gain awareness of relationship-based competencies for specific EHS staff roles.
2. Support child care partners with engaging families.
3. Identify strategies that promote building relationships with families.

In Pursuit of Optimal Fidelity: Bringing Your Coaching “A” Game to Head Start and Early Head Start

Donna Fowler, Teaching Strategies

This session aims to give coaches, mentors, and administrators a greater understanding of the coaching role along with practical strategies for improving their work with Head Start and Early Head Start teachers and caregivers at all levels of implementation. Participants will discover ways to enhance the quality of their coaching and tailor it to the individual strengths, needs, and opportunities they observe in their programs.

Learning Outcomes
1. Recognize how optimal fidelity of implementation positively supports the children, families, and teachers in your program.
2. Describe specific coaching strategies related to different levels of teacher implementation and identify the four elements of the coaching process.
3. Identify observation and communication strategies that build positive relationships with teachers and guide them toward optimal implementation of curriculum and assessment.

Messy Science and Math Using Hands-On Activities

John Funk, Discount School Supply, U. of Utah

Math and science are better understood by real-world experiences. This workshop uses messy and constructive activities to help children understand the developmental sequence of mathematics skills and science principles that are appropriate for preschool children. This session will help you build a scaffold of understanding with children in your care.

Learning Outcomes
1. Identify Head Start Science and Math content and how to scaffold activities.
2. Identify how to use hand-on activities as more complete approach to reinforcing and teaching math and science content.
3. Experience making many of the activities suggested and identify opportunities for application.
SPECIAL SESSION FOR HEAD START LEADERS  
What Was That All About? And What Did You Learn?  
AND Other Interesting Stuff!

This session will begin with Dr. Angel Rhodes joining us to share the Ohio Bold Beginnings Plan. This early childhood strategic framework has been developed under the auspices of the Early Childhood Advisory Council, with considerable input from the Ohio Head Start Collaboration office and a group of Head Start leaders. This exciting and fresh approach to framing the work of early childhood in Ohio is monumental. Be sure to join us for this session. Following that, we will hear from Lynanne Gutierrez, Policy Director and Legal Counsel for Groundwork Ohio. Lynanne will share an update on Groundwork’s initiative on Ohio Early Childhood Race and Rural Equity and the report being developed. This is an amazing and revealing report and critical to understanding the work we do.

Finally, the session will take on a review of the morning’s session with Karen, and hopefully a full court clarity on the current and future status of Head Start and OHS management requirements and expectations. How are the on-site reviews being interpreted and graded? What does that mean for program management in the near future? What does the EHS/CCP and EHS expansion portend for the program – for your program whether or not you have applied? And what does the fact that we are continuing with duration changes and the necessary funding imply for your program operations? Let’s try to create a clear picture of our near future and provide a guide for getting there. Other questions? Other insights? Other thoughts? Bring them up!

Classroom Management and Sanity Savers  
John Funk, Discount School Supply, U. of Utah

This workshop focuses on good classroom management/guidance strategies for running an efficient and nurturing environment. 20 sanity-saving tips will be given to help a teacher build a positive classroom atmosphere.

Learning Outcomes
1. Examine the latest research for setting up a classroom to avoid negative behavior
2. Identify basic procedures and routines that create a nurturing learning environment
3. Identify and apply sanity-saving tips for making early childhood classrooms efficient and positive

How Millennials and Generational Culture Impact the Workplace

Les Helms, L&L Training Solutions

This workshop covers why generational culture is important; how generational cultures developed and what constitutes a generational culture. The particular focus is on the Millennial generational culture (also known as Gen Y). The workshop covers some important characteristics of this generational culture; what these characteristics mean for the workplace; how to manage Millennials and also how to attract and retain talented Millennial employees.

Learning Outcomes
1. Describe what constitutes a generational culture
2. Understand why generational culture is important
3. Identify some important characteristics of the Millennial generational culture
4. Identify methods of adapting the workplace to the Millennial culture

Health Services: Strategies to Success

LaNissa Trice, STG International

This session will provide an overview of the Health requirements related to Health Services in Head Start and Early Head Start. Participants will review Motivational Interviewing techniques and strategies to successfully work with parents and community partners to strengthen the delivery of Health Services through Health Services Advisory Committees and Community Partnerships.

Learning Outcomes
1. Identify factors that make it difficult for families to obtain Health Requirements for Head Start
2. Identify strategies for improve ability to collaborate with Parents and Medical Providers and strengthen the delivery of Health Services
3. Identify strategies to support more-helpful conversations that facilitate growth and relationship building through motivational interviewing
In Apps, Taps, and DAP:

Innovating to Optimize Teachers’ Time with Children

Donna Fowler, Teaching Strategies

Quality teacher–child interactions lie at the heart of developmentally appropriate practice. Innovations in teacher-facing technology focus on streamlining planning and ongoing assessment, freeing teachers to spend more time interacting with children. Participants will explore technologies designed to seamlessly connect curriculum and assessment. These teacher-facing tools enable teachers to quickly determine what children know and can do and then use that information to plan meaningful learning experiences that meet the needs of children at all developmental levels.

Learning Outcomes

1. Identify key components of teacher child interactions
2. Identify and explore technologies to connect curriculum and assessment
3. Practice application of technologies to support instruction and make learning experiences more meaningful

WEDNESDAY, JUNE 6, 2018
9:00am to 4:30pm (5.5 contact hours)

Culture of Safety

LaNissa Trice, Camille Stanford and Carla Aronhalt, STG International

This session will support health managers to prepare, collect, analyze/aggregate, and utilize safety and injury prevention data to identify when systemic changes need to be made. Participants will also receive sample forms and ideas to collect data, utilize hazard mapping and processes to find evidence-based solutions to promote safety and reduce injury.

Learning Outcomes

1. Identify a framework to assess performance and promote organizational learning through a safety lens and define injury and its relevance to Head Start
2. Identify 10 Actions to Create a Culture of Safety
3. Identify methods for preparing, collecting, aggregating and analyzing safety, injury and incident data
4. Implement strategies to promote effective health and safety practices and continuous quality improvement
5. Use and share comprehensive strategies that are informed by program injury prevention

WEDNESDAY, JUNE 6, 2018
9:00am to 12:00pm (2.75 contact hours)

SPECIAL SESSION FOR HEAD START LEADERS

Continuous Quality Improvement (CQI) for Head Start in a New World of Data

Stuart Jones, Acorn Evaluation

Head Start is undergoing a period of tremendous change, posing new and undefined challenges for program directors throughout the nation. This training provides clarity for program directors with regards to the new Head Start Program Performance Standards, Focus Area Two Monitoring Protocol, Goals and Objectives, Self-Assessment, and expectations from OHS and federal review teams around the use of data for implementing continuous quality improvement and demonstrating evidence-based outcomes.

Learning Outcomes

1. Articulate changes to HSPPS and the Monitoring Protocol
2. Understand how CQI works in the context of Head Start
3. Leave with tangible examples of CQI from existing Head Starts
When Families Push Back: Techniques to Managing Resistant Behaviors
Sharon Custer, Miami University

This session will explore techniques and practices for working with families who may be reluctant to complete required components within Head Start and Early Head Start programs (health, family services, education, etc.). Embedding principles of strengths-based relational techniques through the Family Development Credential curriculum and Motivational Interviewing, participants will be provided opportunities to reflect and practice assertive communication skills designed to foster relationships and trust while addressing areas of concern.

Learning Outcomes
1. Assess their own confrontation styles and the positive and negative implications for their roles in the workplace
2. Summarize strategies for effective assertive communication
3. Describe how motivational interviewing components can support change

Healthy Me! The Preschoolers’ Guide to Nutrition and Wellness
Lenora Phillips, National Institute on Child Nutrition

Training for professionals to implement healthful best practices that promote healthy growth and development in young children. Content focuses on best practices for nutrition and wellness, building a healthy plate, safe mealtime environment, active play environment, and developing wellness policies.

Learning Outcomes
1. Articulate why best practices are important to implement in the child care setting.
2. Identify at least three best practices each for nutrition, food safety and physical activity and at least two strategies for implementation of each
3. Assess current best practices in place and develop an action plan for implementing best practices

Learning at Home: Supporting Parents to Promote School Readiness
Michelle Self, STG International

The partnership between parents and Head Start staff is fundamental to children’s current and future success and their readiness for school. This relationship ensures success when staff understand the value of information and how to share such information effectively, and when they have the attitudes and skills that support genuine partnerships. In this session participants will learn how information that programs collect about children’s learning and development can support engaging strategies used with families in the home.

Learning Outcomes
1. Connect assessment and planning to integrate School Readiness and Parent, Family and Community Engagement
2. Examine resources and identify strategies to engage families in the home
3. Interact with home materials to plan engaging activities

Diving Deeper into the Ohio’s Early Learning and Development Standards
Patti Jo Wilson, Lakeshore Learning

This module is an overview into Ohio’s Early Learning and Development Standards. This training covers all of the domains from birth to preschool age. The training allows for hands-on practice of aligning activities to the ELDS. This training is designed to support direct service early childhood teachers and professionals to introduce and explore the ELDS content, and offer teaching strategies for supporting development of all children.

Learning Outcomes
1. Apply knowledge of social emotional development to facilitate children’s learning
2. Assess ways to intentionally support individual and group growth learning in each of the domains
3. Connect learning activities to Ohio’s Early Learning & Development Standards (ELDS)
Practice-Based Coaching: Focused Observation, Reflection and Feedback  
Heather Nusbaum, STG International

This session is to extend the content for December, February, and April participants who attended Practice Based Coaching sessions but will also be relevant to anyone wishing to join the group. Participants will receive support to strengthen PBC components and the processes and systems at the grantee level. If you are a coach or someone that supervises or supports a coach this session is for you.

Learning Outcomes
1. Define and describe the PBC components and practices specific to Focused Observation
2. Define and describe the PBC components and practices specific to Reflection and Feedback
3. Formulate next steps in strengthening PBC practices at the grantee level including reviewing the PATHS process

SPECIAL SESSION FOR HEAD START LEADERS:  
What Gives You Inspiration?
Barbara Haxton and Dr. Tim Nolan

What feeds your soul? You might be surprised that you are surrounded each day with the evidence of your personal impact, and how you just might feed the souls of those you touch. Join this session that will inspire you, will entertain you, will bring you a feeling of joy and hopefully the deep awareness that you too are an inspiration and a light in the world. This session will warm your heart and make you smile all over.

Diving In - Data Visualization and Analysis in Head Start
Stuart Jones, Acorn Evaluation

Analyzing Data at the managerial level involves more than running reports in Child Plus or My Head Start/PROMIS and deciding whether program requirements are either in or out of compliance. Continuous Quality Improvement is based on a director or manager identifying trends through data “filters”: who collected/entered this data and what differences and professional development opportunities are there, and how do our existing fields/systems/reports contribute to problems and inefficiencies. Come dive in to a valuable exploration of these skills.

Learning Outcomes
1. Understand how to use a few “lenses” with respect to data visualizations
2. Articulate basic concepts of data science that apply to Head Start
3. Leave with tangible steps of how to proceed in their own programs

Leadership Strategies for Fostering Effective Teams
Sharon Custer, Miami University

Building positive teams and relationships amongst professionals supports an agency culture where staff want to come to work, want to work together, and want to stay. However, individual personalities, generational expectations, and cultural differences can interrupt cohesion and disrupt productivity. This session will focus on ways to build positive teams and relationships with specific attention to middle managers who are often mediating the needs of the agency with the needs of staff and clients.

Learning Outcomes
1. Differentiate different manager’s/ supervisors’ roles in supporting individual and team success
2. Examine communication styles and activities that promote staff empowerment versus dependency
3. Explore team-building assessments and strategies designed to foster collaborative work across programs and content areas
Home Visiting “Ports of Entry”:
Establishing Relationships with Families
Michelle Self and Heather Nusbaum, STG International
All families want to and can be engaged in their children’s learning and development. In this session, we’ll explore how trusting and respectful relationships with families and community members are achieved, using the PFCE framework background based on parent engagement and core communication skills to impact school readiness.

Learning Outcomes
1. Articulate the importance of relationship-building for all support programs for families
2. Identify strategies for establishing and maintaining relationships between home visitors and the families they serve
3. Identify mechanisms for developing relationships with families experiencing challenges

Kinesthetic Make-it-Take Literacy Activities
Shawn Holden, Tracee Oglesby and Crystal Glover, Council for Economic Opportunities of Greater Cleveland
Would you love to make some favorite children’s books and nursery rhymes come to life? Do you need ideas for literacy activities in the home? Is it time that you need to create engaging kinesthetic literacy activities for your children? This interactive session will give participants the opportunity to create kinesthetic literacy activities from popular children’s books and nursery rhymes.

Learning Outcomes
1. Identify kinesthetic literacy approaches that will engage children in the reenactment of popular children’s stories
2. Design kinesthetic literacy activities from a selection of popular children’s books to implement in the home and classroom
3. Determine what areas of their on-going assessment tool and CLASS domains/dimensions connect to their literacy activity

CACFP Best Practices and Infant Feeding
Lenora Phillips, National Institute on Child Nutrition
This training provides participants with knowledge, skills, and resources for implementing the updated CACFP meal patterns (published 4/25/16). The training will focus on Infant Feeding and CACFP Meal Pattern Best Practices.

1. Identify at least four changes to the updated infant meal pattern charts
2. Summarize at least two requirements for serving breastmilk and infant formula based on the updated meal pattern
3. State three strategies that support infants and their developmental readiness for solid foods
4. Identify at least four new requirements for serving more nutritious solid foods to infants
5. Identify a minimum of five CACFP best practices to further improve the nutritional quality of meals
6. List three strategies for implementing a minimum of two CACFP best practices

Instructional Support with Intentional Teaching
Patti Jo Wilson, Lakeshore Learning
This session will focus on ways of increasing the quality of interactions in the classroom. The focus will be on the development of children and ways that teachers can support the daily instruction. Overall emotional tone of the classroom and how teachers connect with children will be the focus of many of our hands-on activities.

Learning Outcomes
1. Connect intentional teaching to high quality learning of children
2. Integrate instructional support strategies into their everyday lesson plans and child centered activities
3. Produce activities that support the developmental level of all children
THURSDAY, JUNE 7, 2018
8:45am to 11:00am (2.25 contact hours)

SPECIAL SESSION FOR HEAD START LEADERS: Sequoia 3
What Makes You Wonderful?
Barbara Haxton and Dr. Tim Nolan
Because you really are, you know! The work you do, the inspirations that drive you to do that work; the challenges you face and the gumption that keeps you managing those challenges are part of that wonderful! What drives the spirit behind your eyes and what soothes the soul that wakes in you each day?? Part of your wonderful. Let’s spend this time together searching for the inner parts of our being that truly show us and tell us we are wonderful beings. This will be a session to make you smile!

Increasing CLASS Scores through the Lens of the Early Learning Outcomes Framework - There's an App for that! Fallen Timbers BC
(If you plan to attend this session, please download the ELOF2GO app from the App Store or Google Play to your device prior to the session)
Carla Aronhalt, Heather Nusbaum and Michelle Self, STG International
Participants will engage in a session designed for leaders to introduce the ELOF2GO Application to staff, with emphasis and alignment to cross-walking CLASS behavior markers and the Early Learning Outcomes Framework (ELOF). This highly interactive session will support usage of CLASS tools, ECLKC resources, as well as the ELOF. Early Childhood Specialists will utilize a CLASS lens to engage participants with the ELOF2GO application, so that managers are able to support planning and next steps for quality teacher child interactions.
Learning Outcomes
1. Crosswalk CLASS and ELOF2GO App
2. Connect Early Learning Outcomes Framework, CLASS and ELOF2GO Resource for planning
3. Utilize CLASS Implementation Guides and ELOF2GO for creating quality interactions for children with connection to CLASS Behavior Markers

Parent’s Rights in the Special Education Process
Valorie Dombroskas, Ohio Association for the Education of Children with Disabilities
Participants will gain a functional knowledge of parent’s rights under IDEA 2004. The six components of FAPE will be discussed and explained. Timelines under IDEA, as well as, the evaluation, referral and testing process will be covered. Participants also will learn the basic facts about mediation, ODE complaint procedures, resolution meetings and due process procedures.
Learning Outcomes
1. Identify the six guiding principles of IDEA
2. Summarize the rights of parents afforded to them by IDEA
3. Demonstrate knowledge of the dispute resolution options available to parents

Connecting Data, Ongoing Monitoring and Continuous Improvement: Solutions to Fit Any Size Program
Zach Foster, Clinton County Head Start and Scot Siegfried, Miami Valley Child Development Centers
This session will explore strategies and systems used by programs of various sizes to explore data and make the connection between the ongoing monitoring process and continuous program improvement. Areas of discussion include challenges faced by programs of different sizes, ways to address these challenges, and how systems can be modified to meet the needs of programs. Attendees will walk away with a greater understanding of the challenges in these areas and possible solutions no matter what the size of their program.
Learning Outcomes
1. Identify connections between ongoing monitoring and continuous program improvement
2. Identify challenges to these processes and strategies to address challenges and modify systems to meet program needs
3. Plan implementation of strategies to strengthen systems
The Heart of School Readiness for Infants and Toddlers

**Lynne Stora and Delphia Roberts-Brown, STG International**

“The infant/toddler field owns the concept of school readiness because we are devoted to having the enduring, nurturing relationships with young children that help create the healthy brain” {Young Children Sept. 2012 School Readiness for Infants and Toddlers? Really? Yes, Really! Sandra Peterson} This quote sums up the responsibility that Infant and Toddler caregivers have in helping to lay down the foundation of school readiness for our youngest and most vulnerable children. Join as we dig into and highlight the importance of considering the EHS approach to school readiness, which differs from our approach for 3-5-year old’s.

**Learning Outcomes**

1. Identify the importance of ensuring that activities in the classroom contribute to the brain being wired the best it can be to ensure future school success
2. Articulate the differences in experiences available for infants and toddlers and determine which experiences add to the child’s ability to be school ready
3. Demonstrate how to use appropriate strategies for building attachment using responsive caregiving to ensure children are school ready

Human Trafficking: Ohio’s Children and Commercial Sexual Exploitation and Labor Trafficking

**Veronica Scherbauer, Anti-Human Trafficking Grant Coordinator, Ohio Office of Public Safety**

During this session, participants will learn how to recognize and respond to the signs or “red flags” of human trafficking. Presenters will use case examples to illustrate what human trafficking of children in Ohio looks like and how communities have been able to organize and respond in these cases. The long-term mental and emotional effects of human trafficking will be discussed along with the importance of trauma informed care and inter-agency collaboration in responding to victims of human trafficking.

**Learning Outcomes**

1. Identify the red flags of human trafficking
2. Identify strategies to organize communities to respond to human trafficking
3. Examine components of trauma informed care and strategies to implement to support clients