

Wednesday, November 14, 2018

ASQ3 and-ASQ-SE2

How to properly administer and interpret the ASQ-3 and ASQ-SE2. Ages & Stages Questionnaires® (ASQ®) provides reliable, accurate developmental and social-emotional screening for children between birth and age 6. Ages & Stages Questionnaires®: Social-Emotional, Second Edition (ASQ®:SE-2)—a parent-completed, highly reliable system focused solely on social and emotional development in young children.

Shanel Gray, RUCD Head Start

Has a Bachelor's degree in Elementary and Secondary Education with a Minor in Early Childhood. Taught in the public school system for 12 years before coming to RUCD Head Start in 2012. Began as a classroom teacher at Head Start and then was promoted to Education Coach after four years. After two years of coaching, she was given the opportunity to become the Head Start Education Coordinator. She has been teaching and involved in education for the past 18 years. Education is her passion and she loves sharing that passion with others.

Psychological First Aid

Psychological First Aid (PFA) is an evidence-informed modular approach to help children, adolescents, adults, and families in the immediate aftermath of disaster and terrorism. Individuals affected by a disaster or traumatic incident, whether survivors, witnesses, or responders to such events, may struggle with or face new challenges following the event. This session will provide an overview of the Psychological First Aid training.

Dr. Noelle Hause, NCECHW

Noelle is a graduate of the Irving Harris Child Development and Mental Health Fellowship, is an experienced Infant Mental Health Endorsed Mentor with a demonstrated history of working in higher education, program development, clinical services, and systems building. She provided coordination for the Weld Systems Navigation Project LAUNCH and the Trauma Informed Infant Mental Health Consultation Judicial and Child Welfare Project in Weld County. Currently, she is in private practice and focuses on training, supervision, higher education and consultation related to reflective practice, infant mental health, maternal mental health, and trauma informed care.

Amazing Action Alphabet

The Amazing Action Alphabet workshop provides Pre-K and Kindergarten educators an approach to teaching letters, sounds and pre-reading skills through multi-sensory and hands-on techniques. The techniques involve seeing + hearing + doing = learning! This workshop demonstrates study-related rhymes, songs, stories, snacks, and hands-on activities along with step-by-step beginning writing and pre-reading suggestions. These ideas and techniques promote a total learning experience for early learners.

Esther Kehl

Writer, teacher, reading specialist, and preschool owner, draws upon twenty years of experience in creating and developing The Amazing Action Alphabet learning system. Established in 2004, her company continues to grow and her published books have been highlighted on the local television programs, Good Things Utah and KUTV: Family Matters.

Family & Program Progress Part 1: Making Connections from Family Engagement to School Readiness and Program Planning. A Story of Outcomes

In this NCPFCE session, participants will broaden their understanding of how connections from the classroom to the family and the program are made, and how together, they lead to programmatic practice change and growth for children and families. The group will have the opportunity to interact with each other and explore the use of a NCPFCE resource to break down program silos and tell their story while measuring progress toward outcomes. The NEW Head Start PFCE Framework and Foundations for Excellence documents will be used as a core resources in this session.

Family & Program Progress Part 2: Goal Setting Beside Families

This session will build on Part One's discussion around making connections from the classroom to the family and the program. This discussion will offer the opportunity for participants to explore meaningful conversation around the knowledge, skills, and individual practices which may be useful to support families in moving toward engagement that leads to positive change. The OHS Parent, Family and Community Engagement Framework (PFCE Framework) commits us to support families' well-being through engagement practice, build strong relationships between parents and their children, celebrate their unique cultures, and connect them with their community. This workshop will allow participants to experience an interactive session around goal-setting beside families and how to integrate relationship-rooted strategies into the Family Partnership Agreement process.

Brandi Black Thacker, MA MSW

Director of Training, Technical Assistance, and Collaboration for the NCPFCE, has served communities as educator, case manager, advocate, director, trainer, technical assistance specialist, and consultant for over 15 years. She began her career in the mental health field, supporting children ages five to twenty-one with serious emotional disturbances. After moving to Virginia, she became a Head Start Director where she served 138 children and families. Brandi advanced to a position within the Region III Head Start Technical Assistance system where she provided extensive, ongoing, individualized attention to grantees in each of the six states. She also worked on the monitoring contract where she assisted in updating the protocol using the Monitoring 360 approach, and subsequently trained Federal and review team staff on its implementation. As the Director of TTA and Collaboration, Brandi oversees the development of materials and delivery of all NCPFCE training and technical assistance nationwide.

Dr. Jennifer Olson has experience in various settings in the field of early childhood education and care over the past 30 years. She is currently a Sr. Training and Technical Assistance Specialist for the National Center on Parent, Family, and Community Engagement. She worked at the Early Head Start/Child Care Partnership Center with an emphasis upon partnerships located in American Indian and Alaska Native Region XI programs and was part of the Training and Technical Assistance Grant for AIAN programs located at Family Health International (FHI 360). She has directed numerous state and federally funded projects designed to provide technical assistance to early childhood care and education professionals in the field.

Creating a Solid Foundation for Successful Coaching

What is the difference between a coach and supervisor? How do you develop a successful coaching partnership? Come and connect to resources and participate in hand-on activities to develop a solid foundation for successful coaching.

Stacie Walton, Davis Head Start

Stacie has worked in the early childhood field for 30 years. She has set up and directed government programs in Reno Nevada at two different community colleges (Western Nevada and Truckee Community). She had her own business (Children's University) for 15 years, teaching preschool to 3-5-year olds. She taught at American Fork High School for three years. She is now at the Davis Head Start Program, and has been working as an education mentor coach for the past four years. She has a bachelor's degree in early childhood and completed the early childhood education coaching certificate program through Weber State University and is now coaching the amazing team at Davis Head Start. She is married and has seven beautiful children and one wonderful granddaughter. She enjoys hiking, running and spending time with family, and has a new found love riding with her husband on his Harley.

Sarah Piercy, Utah Community Action Head Start

Sarah has worked in the early childhood field for 10 years. She has worked as a Lead Teacher, an Education Specialist and an Education Coach. For the past seven years she has worked as the Lead Education Coach for Utah Community Action Head Start where she has provided coaching and training for teaching staff, as well as, provided training and mentoring for the other coaches working within the program. She completed the early childhood education coaching certificate program through Weber State University and is now taking the course again alongside the coaches she works with and is also working as part of UCA's professional development team, hiring and training new teaching staff. Sarah is passionate about adult learning and hopes to leave a lasting impact on children and families lives through coaching adults to be the best teachers they can be.

THE DUAL LANGUAGE LEARNER AND THE CRITICAL IMPORTANCE OF THE HOME TO SCHOOL CONNECTION

Children come to school with a home language. Research on the importance of maintaining the child's home language will be discussed. Staff will become familiar with strategies that welcome dual language learners and build cultural and linguistic responsiveness into their classrooms. Experiential activities, videos, and discussions give staff the ability to support the strengths and needs of children who are dual language learners and their families. Tools to connect the school and home experience will be explored. Participants will gain a deep understanding of the ReadyRosie tools that will empower their work with dual language learners and their families.

Teddi Fulenwider, Ready Rosie

Has a Masters in Early Education and over 33 years working in the education field. Her experience ranges from classroom teacher, literacy coach and trainer, PreK-2nd grade ELA curriculum developer, author and facilitator of early literacy professional development, adjunct professor for Texas Woman's University, literacy consultant, and coach for teachers in PreK-4th grade. She is passionate about equipping teachers and parents to work together to

help all children become lifelong readers and writers. Teddi co-authored Ready Rosie's professional development workshops.

Conversations with the Regional Office on Writing a Successful Baseline and Continuation Grant Application

Generating a Head Start baseline or continuation grant application requires interpretation and responsive use of comprehensive data of your community and family needs through a multi-faceted approach including support from management staff, governing body and Policy Council that promote improved outcomes for children and families. The Regional Office will discuss the grant application foundations, such as fiscal, governance and school readiness, to ensure that you have a better understanding of the comprehensive grant process. Bring your knowledge and questions about the Head Start Grant Instructions and Guidance, Version 3. Be prepared to explore the difference between baseline and continuation grants and examine how your goals and processes provide evidence that you are making a difference in your programs.

Roshelle Jones, Region VIII Program Specialist

Program Specialist for the Office Head Start in Region 8 since February 2015. Roshelle provides oversight for Head Start Programs in the states of Utah and Colorado. Prior to joining the Head Start family, Roshelle was the Director of Child, Youth and School Services with the Department of the Army located in Kaiserslautern, Germany. With her 20 years of experience and expertise in the field of Early Childhood Education and Development, Roshelle brings with her a blended capability as a former Family Child Care provider, Early Childhood Educator, Trainer, and Director. Roshelle's vision or pursuit is that which aligns with the Office of Head Start, "The vision is to position Head Start as a value-added, highly respected and accepted program for young children and their families; where Head Start grantees are high performing organizations and every child receives comprehensive, high quality, early care and education."

Anita Sullivan, Grantee Specialist, Region VIII T/TA

Has been a Grantee Specialist in Region VIII for over 7 years. Prior to her work with Region VIII, she led the early childhood programs in Wyoming Department of Education, including data analysis, preschool programs and design and implementation of the kindergarten entry assessment. As a Head Start Director, she wrote and implemented EHS and HS grants and was CEO of an agency which included early intervention services, Head Start, child care and inclusion preschool. She has presented nationally and internationally on early childhood and Head Start and was awarded National Board Certification in Early Childhood. Her degree work includes Preschool through K-6, Early Childhood Special Education and Leadership.

Preschool Pioneer Online Library: Successful Approaches to Toddler's & Technology

Explore the Utah Education Network's online library for early education (available across the region). Learn how caregivers, teachers, parents and young children "Click, Learn & Grow" with the vast resources available from the Preschool Pioneer Library. Review best practices when it comes to engaging the youngest digital natives and learn some fantastic ways to use technology in the classroom and for Parent Engagement.

Lisa Cohne, MSW

Lisa first joined the Utah Education Network as the Community Partnerships Manager in 2005 after over a decade of teaching and administrative experience. At UEN Lisa has had the honor to create numerous relationships and opportunities to engage students, teachers and families

in learning. Lisa is passionate about her work with Early Childhood and the success of the Preschool Pioneer Online Library, a project she created and has managed for the last decade.

Tips and Tools for Accomodating Children with Special Needs

Learn how to make easy adaptations to serve children with special needs in the HS classroom. We will provide a variety of strategies, tips and tools to help support children with language, cognitive, sensory, and behavior delays

Victoria Edmonds has worked in Early Childhood for the past 20 years. She has been a Head Start teacher, Program Specialist, Program Coordinator and is currently the Special Needs Coordinator with Utah Community Action Head Start. She has also been a special education teacher, early intervention specialist and Transition Coordinator with Davis School District. Victoria holds a Masters degree in Education and a certification in Early Childhood Special Education and Early Intervention.

Renee Monroe has more than 12 years' experience working in the field of Early Childhood Education. She earned her Bachelor's Degree at the University of Utah, with a double major in Psychology and Human Development & Families Studies. She has worked as a preschool teacher, therapeutic preschool specialist, and has been a member of the special needs team at Utah Community Action, Head Start since 2011.

Effective Use of Data to Inform Teaching & Learning

In this session, we will discuss the importance of data, identify the distinction between screening and ongoing child assessment, and talk about how to prepare, collect, aggregate and use child-level data. We will focus on the integration of screening and assessment within the four data activities in interactive ways and share how to use this information to inform teaching and learning in the classroom.

Melisa Jaen is a Senior Training and Technical Specialist, with over 18 years of experience in the early childhood education field. She has worked in various capacities to support early childhood educators to provide high quality education services that improve positive outcomes for children birth to five. Melisa has a Master's degree in Early Childhood Educational Administration at the University of Denver. Melisa combines her passion and knowledge to help Head Start organizations deliver comprehensive, high-quality individualized services that enhance school readiness of children from low-income families.

Stephenie Hickman has over 20 years of experience in early childhood education with extensive experience in local and statewide professional development, learning management systems, adult learning and Reflective Supervision/Consultation. Her tenure includes work with children from birth to five with developmental disabilities and delays, family engagement, mentoring, coaching, training and technical assistance. Stephenie served as a Sr. TTA Specialist, Director, School Readiness Consultant, Head Start Education Manager, ECE Instructional Coach and Trainer. Additionally, she has experience administering assessment tools including ECERS, ITERS and CLASS and holds a IMH-E ® Infant Family Specialist. She has enjoyed facilitating and coaching with the Incredible Years Parent Group as well as for Colorado's Expanding Quality in Infant and Toddler Care Initiative. She received a BA from the University of Northern Colorado, and an MA in Early Childhood Education from Pacific Oaks College.

Randi Hopper, NCDTL

Foundations of Excellence: Data-Fueled Systems

This 3.5 hour interactive session will explore the data management concept ladder. This will include the four basic data activities through discussion on how data informs the program planning process with a focus on ongoing monitoring and continuous improvement as well as the core concepts supporting leadership in data management.

Jacquie Davis - Jacqueline Davis brings years of experience as director, project manager and training, and technical assistance specialist for early care and education. Ms. Davis assumed a lead role in developing and publishing a suite of products for emerging leaders in early childhood as well as a series of interactive homelessness lessons for staff who work with families. Recognition by the California State Senate, the City of Los Angeles and Administration for Children and Families Assistant Secretary's Partnering for Excellence emphasize her passion for building partnerships and collaborating across organizations. Ms. Davis' work took her to the Outer Pacific regions including Guam, Saipan, Yap, the Marshall Islands, Palau, and Pohnpei where she had the opportunity to work with programs to support their growth specifically focused on family and community engagement. She earned a master's degree in public administration from California State University, Dominguez Hills and a Bachelor of Science from Louisiana State University.

Lionel Espinoza – Lionel Espinoza has enjoyed a storied 19-year career partnering with, and on behalf of, diverse communities as well as collaborating with like entities. Since serving in the United States Army from 1992-1994, through his second year in a Doctorate of Leadership and Educational Equality Program, his focus and passion has always been to strengthen and sustain education systems by employing a systems thinking, effective leadership, and collaborative approach when working with others. Mr. Espinoza is also an active leader in the broader early childhood education community in various capacities including serving as the board president for the Institute for Racial Equity and Excellence as well as serving on the board of Padres & Jovenes Unidos. Currently, Lionel Espinoza is a Program Management, Governance Specialist for the National Center of Program Management and Fiscal Operations (PMFO) led by the UMass Donahue Institute.

Steve Russell - Mr. Russell previously gained extensive experience leading and managing early care and education programs including Head Start, Early Head Start, and child care services. He also has experience consulting with early care programs on organizational and leadership applications as a consultant, technical assistance provider, and trainer. Mr. Russell earned his Bachelor's of Arts from Springfield College and his Master's of Arts in early childhood education from Wheelock College. He was also a Head Start/Johnson & Johnson Management Fellow at the University of California, Los Angeles and holds certificates in management and supervision from the University of Maine.

Curiosity Unleashed (Intentionally)!

Come discuss how to support our youngest learners in STEM by directing their natural curiosity about their world to hands-on science observations and experiments!

Kellie Yates, Utah STEM Action Center

A former classroom teacher, Kellie has worked with the STEM Action Center since 2015 to support teachers and schools developing their STEM content and instructional practices to engage learners of all ages in STEM learning. Favorite STEM subjects include the history of engineering and inventions, the impact of technology on society, and biomimicry- learning from the natural world to solve ageless problems.

Proactive approach to reduce behavior issues in the classroom

The objective of this session is to raise awareness of the vulnerability of Head Start families and at the same time, outline their strengths and dreams. You will experiment with different behavior strategies to use in the classroom and strategies that parents can use at home. This session will outline the importance of being proactive in implementing behavior strategies in the classroom.

Jeane Adams, Mountainland Head Start

Jeane has an undergraduate degree in behavioral sciences with emphasis in social work from Utah Valley University (UVU) and a master's in clinical mental health counseling from the University of Phoenix (UVofP). She also has training on Eye Movement Desensitization and Reprocessing Therapy (EMDR) from the EMDR Institutes and University of Utah, Biofeedback Therapy from the Neurogenesis Neurofeedback Center/FL, Trauma Focused Cognitive Behavior Therapy (TF-CBT), Play Therapy (PT), Behavior Therapy (BT) from Wasatch Mental Health and Trauma Focused Literature and therapeutic modalities from the Boston Trauma Institute and Positive Psychology from UVU. She has worked in different capacities for Early Head Start (EHS) and Head Start (HS) programs for the past 15 years.

TRANSFORMATIONAL LEADERSHIP: HOW TO TRULY INSPIRE PEOPLE

Many people often use the terms management and leadership interchangeably, but they are really two completely different concepts. Unlike management, leadership is a vocation rather than a position. While management can be assigned or chosen, leadership is something to which someone must be called. Transformational Leadership is about getting people on board to support the company, the vision, the mission and the products. Leadership speaker Jonathan Edison believes and teaches that real leadership is an "influence relationship" among leaders and followers who seek real changes and outcomes that reflect their shared purposes. Jonathan will facilitate a process where leaders can see and experience the benefits of being concerned with values, ethics, and long-term goals while focusing on growth and development. This action will ultimately lead to strong feelings of trust and high levels of employee engagement. Jonathan will share how to use creative and effective communication that will re-energize and re-focus teams to execute strategic initiatives. His communication style provides the leaders with the ability to turn anxiety into action through the power of words. Jonathan will present the principles of how a great leader inspires others through vision, future expectations and big opportunities. In addition he will show you how to engage the heart and the head of the team. Takeaways include: how to provide "new solutions" in times of change while intellectually stimulating and developing the followers as individuals that set the stage for innovation, how to properly communicate the vision because leadership is not one size fits all, and how to share power, inspire action, and to encourage followers to think beyond themselves.

Jonathan Edison

“Success Strategist” Jonathan Edison is one of the most compelling thought leaders and Motivational Business Speakers today. As an expert in human development he delivers strategies, methods and tools filled with insight and humor that consistently move people and organizations to their highest potential. His personal Motto is “ Results DON’T LIE, people do!” Growing up in an environment that was a prescription for failure, young John John—his grandmother’s affectionate nickname for him—faced many hardships. After exposing him to drugs and violence, his mother was removed from the household by the Department of Social Services when he was five years old. Two years later Jonathan’s father left to start a new family on another side of town. Then, his grandmother Cloraine that took on the challenge of raising him died of cancer when he was 14. Now homeless, Jonathan was forced to take up residence in his aunt’s basement. To afford the \$50.00 a month in rent and his portion of the electric bill, he worked a full-time job as a dishwasher/busboy at Chili’s Grill and Bar in the evenings and on weekends. He graduated from high school with a 1.63 grade point average and completed his first year of college with a 0.82 GPA before dropping out completely. Instead of becoming another statistic, Jonathan found the courage he needed within himself to rise above adversity. He enrolled in remedial classes at Wayne County Community College. In 1993, Jonathan graduated with an associate’s degree as a part of the Urban Teacher Program. In 1995 Jonathan continued his education at Wayne State University, earning a bachelor’s and a master’s degree in only 3 semesters. During college, Jonathan worked as a bus attendant, waiter, gas station attendant and often slept in his car so that he could hold down his jobs and attend classes. After teaching for four years, at age 27, Jonathan became the youngest assistant principal in the history of Detroit Public Schools. In 2002, he was named Wayne County Spokesman for Success. Then, along with hundreds of other dedicated educators, Jonathan was fired. With no savings, clients or plan, in 2004 he launched Edison Speaks International, a motivational and training development company. Since then Jonathan has shared his “Strategies for Success” with over 1,000 audiences and one million people, authored four books and has spoken in over 40 States. Jonathan’s Fortune 500 clients include: CVS Pharmacy, Daimler Chrysler, FBI, Folgers Coffee, General Motors, Hewlett Packard, McDonald’s and State Farm Insurance.

Why Early Childhood Vision Screening?

This session will educate attendees on why early childhood vision screening is important; what vision screening is looking for, and how it affects children’s lives; why it is important to follow-up with children who fail vision screening protocols and discuss the differences of visual acuity versus digital autorefractor screening tools.

Rebecca Christensen, Plusoptix

She has been been working for Plusoptix, Inc for nearly five years after working as an early childhood vision project coordinator for twelve years in Wyoming. She helped start a vision screening program in Florida and continue to screen preschool children in the state of Florida. She is the parent of a child who does not have amblyopia because her vision difficulty was picked up early in life and corrected.

Large and Small group: Ideas that spark curiosity and excitement

How can we tap in to a child’s natural curiosity and excitement of learning? Through sharing, videos, and hands-on activities, participants will take home several small and large group ideas

that are fun, simple to prepare and have learning opportunities embedded in them. We will learn how to use creative brainstorming to create new and fun activities that are DAP and based on the children's interests.

Shelley Jolley, RUCD Head Start

Has a bachelor's degree in Early Childhood Special Education. Taught Early Intervention Special Education for 15 years. Also taught as a lead teacher in Head Start for 5 years. Is currently an education coach and disability specialist for RUCD Head Start.

Using TS GOLD® Data to Improve Outcomes for Children and Families

The practice of using TS GOLD® data to inform planning, caregiving, instruction, professional development, and teacher reflection is not isolated to any one age-group or grade. Rather, it is vital that teachers in all settings understand how to collect quality data, interpret that information accurately, and then use it to plan routines, experiences, instruction, and the learning environment.

Angela Sears-Johnson, Teaching Strategies

Angela has been a Professional Development Consultant with Teaching Strategies since April 2016. She is also a certified CLASS trainer. Angela's expertise is in providing teachers with individualization techniques for children and coaching teachers in understanding advanced skills in assessment and curriculum alignment and correlating them to state goals and other regulatory framework.

DELIVERING THE READYROSIE FAMILY WORKSHOP SERIES SUCCESSFULLY

This workshop is designed for programs who will be hosting ReadyRosie workshops with families throughout the year. Educators will understand how to conduct Family Workshops that are empowering, relationship-building, and drive usage of ReadyRosie. Participants will have a deeper understanding of the implementation guide and facilitator tools in order to deliver workshop modules with families throughout the school year.

Teddi Fulenwider, Ready Rosie

Policy Councils and Effective Governance: The Rules of Engagement

From elections to "leveraging their expertise", the Policy Council can be your greatest advocate. Knowing the standards and engaging parents are key areas for building successful leadership in the Head Start community. We will explore the basics of the requirements, including composition, by-laws, training and impasse procedures and the roles and responsibilities of Policy Council in coordination and communication with Board oversight and in providing direction for the Head Start program. Using the expertise of the group, we will explore common issues in establishing a Policy Council that supports compliance and quality to build high performing and innovative programming.

Carra Godbey, Grantee Specialist, Region VIII T/TA

Recently joined the Region VIII T/TA team as a Grantee Specialist. As a Licensing Officer for the State of Wyoming and working her way up through Head Start to an Executive Director, Carra derived 20+ years' experience in the early childhood field. For the past five years, she was the Executive Director for Central Montana Head Start. During her professional career with

CMHS, she had the opportunity to serve as staff and director representatives on both the Montana Head Start Association and the Region VIII Association; most recently as President and Vice President concurrently. At the state level, Carra valued the opportunity to serve on committees, with other early childhood advocates, that were change agents contributing and bringing awareness to early childhood field.

Anita Sullivan, Grantee Specialist, Region VIII T/TA

Has been a Grantee Specialist in Region VIII for over 7 years. Prior to her work with Region VIII, she led the early childhood programs in Wyoming Department of Education, including data analysis, preschool programs and design and implementation of the kindergarten entry assessment. As a Head Start Director, she wrote and implemented EHS and HS grants and was CEO of an agency which included early intervention services, Head Start, child care and inclusion preschool. She has presented nationally and internationally on early childhood and Head Start and was awarded National Board Certification in Early Childhood. Her degree work includes Preschool through K-6, Early Childhood Special Education and Leadership.

The Mistakes I've Made: Finding Strength in Failure

Making mistakes is something we rarely want to admit, yet our greatest lessons can come from failure. In this session we will learn some steps to take between the mistake and the redemption of a life lesson, and leave feeling supported and renewed.

Keri Allred, RUCD Head Start Executive Director

Serves as the Executive Director of a rural Head Start program in Southeastern Utah. Keri's love for children has been the focus of her career, in both higher education instruction and in Head Start. She believes education is the way to success and teaching with humor makes that journey even better!

Thursday, November 15, 2018

The Foundation of Literacy: Phonemic Awareness

Come learn about this crucial component to a strong literacy foundation and how you can imbed it in the work you are currently doing. This session will explain the difference between phonemic awareness and phonics, the progression of PA acquisition, formative assessment ideas for phonemic awareness and the opportunity to plan for ways to imbed phonemic awareness strategies in what you are currently doing.

Erika Thomas, Utah State Board of Education

Erika is a lifelong learner herself who believes every child can succeed when given the opportunity. She graduated from Utah State University in Social Work, because of various leadership positions held at USU, she was recruited by Teach For America where she taught several grades in inner-city Phoenix. During this time she graduated with her M.Ed with an emphasis in global training and development. Erika currently works for USBE as an elementary literacy specialist. Her prior educational experience includes teacher in various elementary grade levels, technology integration coach, founding STEAM teacher, a member of a local governing school board and K-12 instructional coach.

Jamie Robinson, Utah State Board of Education

Jamie has recently been hired as the preschool-2nd grade specialist at the Utah State Board of Education. She received a degree in Elementary Education and an endorsement in Special Education from Weber State University. She later obtained a Master's degree in Communications from Idaho State University. She has used that education and has taught in Northern Utah for the past 19 years teaching preschool through 3rd grade students. A majority of years have been spent teaching early reading skills and development. Jamie enjoys spending time with her family traveling to various sporting events in support of her children.

myTeachstone - Providing Solutions for Data Collection and Professional Development

Join us for a conversation with Ann Lundberg and members of her team from Southern Utah University to hear about their journey with the myTeachstone Observation Data and Learning Resources Modules. After a brief demonstration of the solutions oriented platform, we will discuss what implementation looks like, what solutions the system provided, and what impact using myTeachstone has had in helping Southern Utah University manage their data and individualize professional development.

Andrew Duverney, Teachstone

Andrew is a Client Success Manager at Teachstone who focuses on the implementation and support of the myTeachstone Platform, supporting more than 90 organizations across the United States. He has spent his entire tenure with Teachstone focused on customer support and success in his various roles. Andrew has a Bachelor's degree from Georgetown University.

Ann Lundberg, SUU Head Start

Ann's passion for Head Start began over 12 years ago when she started working with Southern Utah University Head Start as a Family Advocate teacher. She worked as Lead Teacher and Education Coordinator before her current position as Education Manager/Assistant Director. During this time she completed her Bachelors of Science degree in Early Childhood Development from Southern Utah University.

Jolynne Nay, SUU Head Start

Jolynne has worked in the Early Childhood field for the past 26 years. Most of those years were spent at Southern Utah University Head Start as Teacher or Education Coordinator. Her passion is her current position as Education Coach where she mentors and coach teachers. Jolynne has a Bachelor's degree from Southern Utah University in Early Childhood Education.

Toxic Stress - Resilience & Recovery

A study conducted at the University of Miami found that trauma is prevalent in the lives of EHS/HS children. The study found that 71% of the young children in the study had experienced at least one trauma and many children had experienced more than one trauma. (Head Start Bulletin, 2009, #80). Similarly the ACES study has demonstrated the prevalence of adverse experiences in childhood and the impact of these experiences on adult behaviors. This session will provide information about the impact of trauma on young children and identify strategies to support young children's resilience.

Shana Bellow, Ph.D., NCECHW

Shana is an Assistant Professor at Georgetown University's Center for Child and Human Development. Currently, Dr. Bellow shares responsibility for training and technical assistance with the Head Start National Center on Early Childhood Health and Wellness focusing on topics related to mental health and well-being. Previously, she shared responsibility for training and technical assistance with the SAMSHA funded Project LAUNCH (Linking Actions for Unmet Needs in Children's Health). Her roles have also included oversight and program management on clinical and research projects pertaining to infant and early childhood mental health as well as early childhood mental health consultation across the District of Columbia and Louisiana. She has over eighteen years of experience bridging community health with research driven early childhood mental health initiatives including her work with the Louisiana Early Childhood Supports and Services (ECSS) program, Tulane University's Health Beginnings program, and the District of Columbia Health Futures program. Dr. Bellow has co-authored several publications on early childhood mental health, particularly focusing on trauma and the early child-caregiver relationship and presented at numerous local and national conferences.

PARTNERING WITH FAMILIES THROUGHOUT THE YEAR; THE KEY TO SUCCESS

Viewing families as equal partners and engaging them throughout the year will dramatically improve academic success and connections with students. Discussions and hands-on activities facilitate a deep understanding of the distinct roles of the staff and the caregiver, the importance of working together, and the critical role a strong, healthy family/school partnership plays in improving student outcomes. Participants will reflect on personal biases as they

Draft 10/31/18

explore core beliefs about families and barriers that keep caregivers from engaging. Hands-on activities, discussions, and self-reflections encourage educators to partner with families through all touch points, including home visits, drop-off and pick-up, back-to-school events, conferences, open house, field trips, family events, socialization day, and communications. Meaningful ways to know your families: their stories, the hopes and dreams they have for their children, and the assets they bring to your center are discussed. Participants will have time to explore opportunities to incorporate ReadyRosie tools with their existing touch points, hear how others have used ReadyRosie effectively throughout the year, and create an implementation plan.

Teddi Fulenwider, Ready Rosie

Supporting All Infants and Toddlers with Embedded Learning Opportunities

Infants and toddlers have unique needs and diverse abilities. It can be challenging for education staff to provide quality learning opportunities for all children—including infants and toddlers with disabilities or suspected delays. This session provides recent research and effective teaching practices. Education staff will use this content to ensure that children are served in high-quality, inclusive settings.

Angela Fisher-Solomon, Ph.D.

has worked in the early childhood field supporting parents and professionals in a variety of settings including Early Head Start and Child Care to gain a stronger understanding of child development and healthy attachment relationships. Dr. Fisher-Solomon is an Infant Developmental Psychologist and Parent-Infant Specialist with over 15 years' experience. Prior to joining the National Center on Early Childhood Development, Teaching, and Learning at ZERO TO THREE, Dr. Fisher-Solomon has served as a Senior Training and Technical Assistance Specialist with the Partnership Center, Early Head Start for Family Child Care, and MD State-Based Infant Toddler Specialist. Dr. Fisher-Solomon has served as an adjunct-professor and works in private practice with a focus on healthy, responsive attachment relationships and building confidence in infants and toddlers.

Randi Hopper is a Senior Training and Technical Assistance Specialist with the National Center on Early Childhood Development, Teaching, and Learning (NCECDTL). Before joining NCECDTL, Randi served as a Senior Training and Technical Assistance Specialist with the Partnership Center where she delivered training and technical assistance and developed resource materials focused on all aspects of Early Head Start-Child Care Partnerships. She also served as an Early Childhood Specialist in Region IX, where she provided training and technical assistance to agencies that offered multiple program options including EHS-CC Partnership grantees and their partners. She has gained her knowledge and skills through participating in various programs, including Head Start, Early Head Start, and non-profit and private child care programs, in an assortment of administrative, family services, and education roles. Her extensive experience is focused in program design and management, professional development, school readiness, family engagement, and community partnerships.

Planned Language Approach to Serving Dual Language Learners

Part 1 - Using the newly released Dual Language Learners Program Assessment (DLLPA), participants will explore the systems and services needed to design and implement a

Draft 10/31/18

Coordinated Approach to serving DLLs and their families, as outlined in the Head Start Program Performance Standards. Part 2 – Supporting the full and effective participation of children who are DLLs – Participants will explore high-quality language and literacy practices that support all children’s development using the “the Big 5 for ALL”

Wendy Flanders, Region VIII T/TA

Has been working in the field of Early Childhood Education for over 20 years, with much of that work in Head Start and Early Head Start. She has a Master’s degree in Educational Psychology from the University of Colorado, Denver. She joined the Region 8 T&TA team as a Birth-Five Early Childhood Specialist in September 2016.

Cynthia Fischer, Region VIII T/TA

Worked in a Dual Language Head Start program as an Early Head Start teacher and home visitor, Head Start Teacher & Education Manager for five years in Wyoming. She has a California teaching certification with an endorsement in supporting language development for Dual Language Learners and all children, and a Masters in Curriculum and instruction with a focus in language development. She has been with the R8 training and technical assistance network for 7 years.

Do Ants Have Teeth? Teaching Science Through Meaningful Inquiry That Engages Children’s Minds

Project-based investigations enable children to actively explore topics that are relevant to their lives. Children learn to communicate, think mathematically, test hypotheses, and think like scientists. These methods of learning help children build on process skills that are critical to future school success. Participants will explore the many ways in which children observe and explore, make connections, solve problems, organize information, and communicate and represent their ideas within a classroom community that is engaged in a long-term, project-based investigation.

Angela Sears-Johnson, Teaching Strategies

The Relationship-Based Competencies (RBCs): Exploring the NEW Resource Suite

In this session, participants will preview the revised and expanded Relationship-Based Competencies (RBCs) resource suite. New Universal RBCs, in addition to those for specific roles, outline the knowledge, skills, and individual practices needed by Family Service professionals, Teachers, Family Child Care providers, and Home Visitors. We will dig into the suite to share what is new, uncover what is common and unique for professionals based on their roles, and discuss how programs might utilize them in their work.

Brandi Black Thacker, MA MSW, Director of Training, Technical Assistance, and Collaboration for the NCPFCE

Dr. Jennifer Olson

Understanding & Addressing Intergenerational Poverty

The goal of this session is to provide attendees with an understanding of Utah's Intergenerational Poverty Mitigation Act. The session will utilize data to illustrate the barriers

and challenges confronting children and their families experiencing intergenerational poverty. It will include a discussion of two-generational approaches to reduce its impact in Utah.

Tracy Gruber, JD, Department of Workforce Services, Director of the Office of Child Care and Senior Advisor for the Intergenerational Poverty Initiative

Tracy is the current Director of the Office of Child Care and Senior Advisor for the Intergenerational Poverty Initiative. Tracy's professional career has been focused on achieving positive results for families. Currently, her focus is at the system level to ensure systems are efficient both for families served and government. Prior to joining DWS, Tracy worked at Voices for Utah Children, as a Senior Policy Analyst and Director of State Fiscal Policy. In that capacity, she researched issues related to poverty, fiscal policy and strategies to reduce poverty including two-generation approaches for families in poverty. Her work experience also includes serving as a budget analyst in the Illinois Senate and overseeing a public employee, retiree organization. She received her undergraduate degree from the University of Wisconsin-Madison and her Juris Doctor from Chicago-Kent College of Law.

Implementing ERSEA: Analyzing Community Assessment and OGM Data to Meet HSPPS 1302 Requirements

How can you use the Community Assessment to maintain enrollment in changing times? Are you missing some of the eligible children who could be recruited in your community? Is your selection criteria matching your demographics? What is working to maintain attendance? How do you locate eligible homeless children using the McKinney Vento and Head Start requirements? What challenges exist in coordinating efforts for foster children and how do you build success in working with foster families? Bring your questions or challenges and together we will use the standards to support implementing your ERSEA system. Linking your Community Assessment to ERSEA, can help identify population trends and also identify unserved eligible children and families. This interactive session will serve as a way to understand and implement the 1302 ERSEA requirements and problem solve your challenges in meeting the Full Enrollment Initiative: **ACF-PI-HS-18-04**.

Carra Godbey, Grantee Specialist, Region VIII T/TA

Recently joined the Region VIII T/TA team as a Grantee Specialist. As a Licensing Officer for the State of Wyoming and working her way up through Head Start to an Executive Director, Carra derived 20+ years' experience in the early childhood field. For the past five years, she was the Executive Director for Central Montana Head Start. During her professional career with CMHS, she had the opportunity to serve as staff and director representatives on both the Montana Head Start Association and the Region VIII Association; most recently as President and Vice President concurrently. At the state level, Carra valued the opportunity to serve on committees, with other early childhood advocates, that were change agents contributing and bringing awareness to early childhood field.

Tere Keller, Grantee Specialist, Region VIII T/TA

Has been involved in early care and education for more than 30 years. She worked as a Family Service Coordinator and Director for a Head Start/Migrant Seasonal Head Start program. After working at the local Head Start grantee level, she joined the Region VIII Head Start Training and Technical Assistance Network. She also spent three years at Zero to Three at the Early Head Start National Resource Center as a Senior Writer/Trainer. She has a Master of Arts in Education Leadership and Policy, with a concentration in Early Care and Education. Her areas

of expertise are in Program Design and Management, which encompasses program planning, systems and policy development, governance, community partnership building, and program monitoring and evaluation.

IMIL: Strategies for Healthy Active Living and Obesity Prevention Part 1 & 2

Join us to move and learn while you discover new resources and effective practices to add to your toolbelt. Healthy active living promotes brain development and links to school readiness. Participants will discuss strategies and activities to increase the quality of children's movement experiences and nutrition education in the classroom and to help parents incorporate healthy lifestyles at home.

Cynthia Myles, Region VIII T/TA Health Specialist

She has been a pediatric nurse for over 30 years.

Megan Larson, Region VIII T/TA

Infant Toddler Early Childhood Specialist with the Region 8 Training and Technical Assistance Network. She has a Masters in Early Childhood Education and has worked for over 20 years in varying capacities directly with children birth to five, their families, school districts, and community partners.

Happy Kids, Happy Play

Keep your kids happy and active - without the fuss - with easy inexpensive games that will help them grow, develop and learn while having fun. Facilities will receive a FREE Active Play Book (\$39 value packed with no-brainer easy to implement pages for indoor and outdoor play) and free equipment to get started. Sponsored by the Utah Dept. of Health and the CDC. Find out how to receive FREE ongoing training, one-on-one support and resources through TOP Star.

Recipes for Your Kids' Success

Want more "calm" in the kitchen? Keep your kids fueled well so they are happy and more focused. Attendees will receive free recipe books, menu planning aides, games, and other resources to make your work easier. Sponsored by the Utah Dept. of Health and the CDC, find out how to receive FREE ongoing training, one-on-one support and resources through TOP Star.

JUDITH HARRIS, MPH, RD, CD, IBCLC, Utah Department of Health

Has over 20 years of experience as a Nutrition Consultant with the Utah Department of Health. Her nutrition and lactation work has been recognized by the State of Utah, and nationally by the USDA. Her passion for living a healthy lifestyle shines through in fun, hands-on presentations audiences love.

SOCIAL- EMOTIONAL LEARNING IN THE CLASSROOM AND HOME

Strong relationship and social emotional skills are key to school and life success. Highly interactive activities, practice, and reflection are used to build a responsive SEL classroom and to explore how to partner with families to support the continuing development of strong foundational social skills. Tools and strategies for equipping families in their efforts to create a

home learning environment, set routines, build self-regulation skills, and social problem solving will be shared. Participants will gain an insight into how the ReadyRosie Modeled Learning Moments can teach SEL skills in a fun and non-threatening way.

Teddi Fulenwider, Ready Rosie

Has a Masters in Early Education and over 33 years working in the education field. Her experience ranges from classroom teacher, literacy coach and trainer, PreK-2nd grade ELA curriculum developer, author and facilitator of early literacy professional development, adjunct professor for Texas Woman's University, literacy consultant, and coach for teachers in PreK-4th grade. She is passionate about equipping teachers and parents to work together to help all children become lifelong readers and writers. Teddi co-authored Ready Rosie's professional development workshops.

“The boy who lived” how an Infant and Early Childhood System could have saved Harry Potter

The boy who lived, did in fact live. But, could there have been better systems put in place that could have helped him not just live, but thrive? Infant and Early Childhood Mental Health is often forgotten but is so vital to the long term success of children. Come learn what Utah is doing to establish an Infant and Early Childhood Mental Health System including competencies, endorsement, and consultation.

Codie Thurgood, LCSW

Received her Bachelor's and Master's of Social Work from Utah State University. Codie has worked as a mental health clinician in multiple settings including school-based behavioral health, public mental health, and a non-profit for survivors of domestic violence and sexual assault. Codie has a passion for working at the systems level to increase the access of quality services for children, youth, and families throughout Utah. Codie currently works as a Program Manager with the Division of Substance Abuse and Mental Health for the State of Utah.

Visionary Coaching

Looking at coaching in a more comprehensive way. Attendees will understand the process, give examples, and evaluate the process through coaching and understand that success looks different for each person

Patrice Goins-Boyd, DDI Vantage Early Head Start

Patrice has worked with DDI Vantage Early Head Start for 13 years, in home base and in several centers. Currently she is working as a coach for the home base Family Advocates.

Keeping Children Safe with Active Supervision

In this workshop, participants will identify ways to plan for, implement, and monitor active supervision strategies in all environments. Participants will identify key resources that can be used within their program to support active supervision.

Cynthia Myles is the Region 8 Health Specialist and a pediatric nurse for over 30 years.

Amber Blodgett is a Region 8 Early Childhood Specialist with experience in multiple early childhood education fields.

Data Management with ChildPlus

In this session, you will learn how to collect data for reporting, improve data tracking for attendance, and improve your policies and procedure. Head Start management and staff will be introduced and familiarized with customizing notifications, data tracking for teacher-child interactions and family goal-oriented relationships.

Stacy Lewis, Director of Business Development, ChildPlus

Stacy began her career with ChildPlus in 2001. Since joining ChildPlus, her efforts have helped develop and implement growth through-out ChildPlus. In her role as the Director of Business Development, Stacy strives to keep ChildPlus as the #1 provider of Head Start management software by showing the best practices for Head Start/Early Head Start program management data tracking.

In-kind & Non-Federal Share

The requirement for a non-federal share match to a Head Start or Early Head Start grant reflects the partnership and commitment between the federal government and local community, and for the young children and families served in the program. The federal government has committed to cover 80 percent of the actual costs of program services. It is expected that local communities raise the other 20 percent. This session discusses non-federal share match. It uses interactive activities and supporting materials to explore the non-federal share match requirement.

Carra Godbey, Grantee Specialist, Region VIII T/TA

Tere Keller, Grantee Specialist, Region VIII T/TA

What's Unique about Home Based?

In Head Start and Early Head Start center-based and family child care programs services are provided primarily by the teacher working directly with the child in a classroom environment. In home-based programs, home visitors promote secure parent-child relationships and the home as a rich learning environment through weekly home visits and group socializations. Changes in parent behavior typically precede positive changes in the child's development. In this session explore what makes Head Start Home-Based a unique opportunity to promote school readiness and positive child outcomes; recognize how the components of the home-based program work together to achieve program goals and explore the home visitor's role of forming a collaborative partnership with families.

At the end of this session, you should be able to:

1. Recognize the key components of the Head Start home-based option
2. Identify home visiting practices that are successful in promoting positive parent and child outcomes
3. Practice sharing information about Head Start/Early Head Start home-based programs
4. Review resources that support the implementation of home-based programs

Angela Fisher-Solomon, Ph.D. NCECDTL

Randi Hopper, NCECDTL

Unpacking Coordination in Head Start Systems

What does it mean to coordinate and how are you implementing systems that meet the 1302.101(b), Subpart J standard for Coordinated Approaches? We will explore the processes used to ensure compliance and build an effective foundation for data management and program services. This session will be interactive, so plan to share what's working and the challenges of building coordinated systems.

Diane Lowery, Region VIII T/TA

Has been an Early Childhood Specialist with Region VIII for eight years, coming back to Head Start after twelve years as the state Title I Director for the South Dakota Department of Education. Prior to T/TA work, Diane was the education manager at a local Head Start program. She has experience in home child care as well as private and public preschool programs. Diane has a Master's degree in early childhood education and a Doctorate in curriculum and instruction. She has presented at state, regional, and national conferences and teaches online graduate level early childhood education classes.

Anita Sullivan, Grantee Specialist, Region VIII T/TA

Money and Other Motivational Matters

Let's talk seriously about what we actually know about employee motivation and retention.

Introduction to The Outward Mindset: Leadership Principles at the Utah Dept. of Workforce Services

Come learn about the Leadership principles at work at the Utah Department of Workforce Services; The Outward Mindset. Developed by the Arbinger Institute The Outward Mindset, "enables individuals and organizations to make the one change that most dramatically improves performance, sparks collaboration, and accelerates innovation..."

Armand Drummond, DWS/ DHRM field office

Armand is on a mission to destroy almost everything you think you know about HR. He is a dynamic, well-respected leader, speaker, workshop facilitator, and trainer who helps organizations, executives, managers, and individuals achieve their very best.

Armand has earned a Master's degree in Organizational Management and holds three national certifications: Senior Professional in Human Resources (SPHR), SHRM Senior Certified Professional (SHRM-SCP), and Certified Public Manager (CPM)

Armand has decades of operations, management, and Human Resources experience working in both the public and private sectors in the fields of private security, warehousing, hospitality, healthcare, social services, and government.

Brain Architecture

This tabletop board game experience was designed to engage policymakers, community and business leaders, health and education service providers, and government officials in understanding the science of early brain development—what promotes it, what derails it, and what are the consequences for society. Originally developed in 2009 through a partnership of the Center on the Developing Child and the University of Southern California's School of Cinematic Arts, the game has been play-tested by more than 12,000 people in teams at small workshops and large conferences.

Lorine Horvath, Region VIII T/TA

Early Childhood specialist with Region 8 Training and Technical Assistance for Head Start and Early Head Start for the past eight years. Her experience before that includes classroom teacher in infant, toddler and preschool rooms, home childcare for children ages 6 weeks to 5 years, work as a nanny for children 2 weeks through third grade, mentor teacher and teacher coach. Lorine has a Master's degree in Child Development and Family Science from North Dakota State University.

Heidi Hagenson, Region VIII T/TA**Increasing Resilience in Parents and Children using the Five Protective Factors**

No one can eliminate stress from parenting, but a parent's capacity for resilience can affect how a parent deals with stress. Resilience is the ability to manage and bounce back from all types of challenges that emerge in every family's life. It means finding ways to solve problems, building and sustaining trusting relationships including relationships with your own child, and knowing how to seek help when necessary. Teaching children social and emotional competency can help them navigate the challenges in childhood.

Donnette DeMaio is the Director of Family Support at Open Doors in Clearfield. She has been at Open Doors for 11 years providing resources and support to families and the community. She has a Bachelors Degree in Psychology from Westminster College. She enjoys spending time with her husband and 3 daughters and crocheting gifts for others in her free time.

Rachel Pratt is the In-Home Parent Education Program Director at The Family Support Center in Salt Lake. She has been at Family Support Center for 10 years working with families to increase positive interactions and strengthen parenting skills. She received a bachelor's degree from Utah State University. She enjoys traveling with her husband, refinishing furniture, and reading when she can find time.

Foundations of Excellence: Program Planning & Service System Delivery

It's here! Join us to explore the Foundations for Excellence, 2nd Edition, a guide that supports grantees in effective program planning and continuous improvement. The session will include group discussions that highlight core messaging and strategies that share knowledge about effective program planning throughout the five-year project period. Participants will discuss strategies and ideas for using the guide consistent with their operational priorities.

Jacquie Davis , Lionel Espinoza Steve Russell, National Center of Program Management and Fiscal Operations (PMFO)

Friday, November 16, 2018

There's the ELOF for That! Linking the ELOF and the Professional

In this session, participants will receive a brief overview of the Head Start Early Learning Outcomes Framework (ELOF) with a focus on coaching and professional development including innovative ideas of implementation from the field. Specifically, attendees will explore the Effective Practice Guides which provide information about domain-specific teaching practices that support children's development.

Marlena Suazo, Region VIII T/TA

Has a Bachelor's degree in Child and Family Studies from the University of Wyoming. She has worked in early childhood with various Head Start and childcare programs for over 22 years in many different capacities. She has been with the Region 8 T/TA network for eight months as a birth to age five Early Childhood Specialist.

Heidi Hagenson, Region VIII T/TA

Has worked with diverse populations in early childhood throughout the last 14 years and has served in varied positions and settings. Heidi holds a Master's degree in Early Childhood Special Education from the University of Colorado, Denver. She joined the Region VIII T&TA team as an Infant Toddler Early Childhood Specialist in July 2016.

A Fruitful Pre-K Math Intervention

In order to expand and deepen their pre-kindergarteners' math understandings, Aurora Head Start implemented a math intervention addressing targeted ELOF child outcomes. The math experiences designed for children incorporated play-based strategies from Cognitively Guided Instruction, ESL & dual language, and CLASS. Participants will learn about the components of the math intervention and examine child outcome data.

Diana L. Geisler, PhD, Aurora Head Start

Director of Professional Learning and Teaching at Aurora Head Start in the Denver area. She has over thirty years of experience working with young children, their teachers, and their families. Dr. Geisler is a specialist in dual language and ESL strategies.

Three Tiered Family Coaching Model

Our workshop introduces our 3 tiered level of coaching support with corresponding caseloads. Coaches working with families who have more intensive needs for support have smaller caseloads not to exceed 15 in order to provide intentional support to families in self advocacy and self sufficiency. Learning Objectives: Introduce and explore an innovative 3 tiered coaching model in order to best assign staff and resources based on the urgency and intensity of family needs and goals. Outcomes: Providers will leave the workshop with the framework which they may consider implementing to support their community.

Jennifer Coggin, Aurora Head Start

Jennifer has been in the Early Childhood Field since 1991. She holds a Master of Science in Early Childhood Studies. She is currently working on her Doctorate. Jennifer is the Director of Program Operations for Aurora Head Start at Ability Connection Colorado. Her passion is faculty development.

Sophia Esteve, Aurora Head Start

Draft 10/31/18

Sophia's passion is building on parental capacity to ensure families well-being and promote children's learning and development.

Story Time: Teaching or Entertaining? A Look at Dialogic Reading

Using Dialogic reading to bring children into the process of reading a book while simultaneously teaching them literacy, cognitive, and reading skills necessary for future academic success.

Marlene McKellips, Utah Community Action Head Start

She began working with children in 1997 through the Department of Defense's child care program for military families. In 2003, she started with the Even Start program as an Infant/Toddler teacher. Even Start's main goal was to break the cycle of intergenerational poverty by working with local community colleges in providing adult education, job skills training, literacy training, parenting courses, and highly qualified child care, in partnership with the Arkansas Head Start Association, Parents as Teachers, and Lifelong Learners. After earning a Bachelor's degree in Early Childhood Education, she returned to Utah and began teaching for Salt Lake Community Action Head Start. In 2017, she became a Mentor Teacher. She is passionate about reading and literacy and cannot wait each week to share the books she loves so much with her students every day.

Smiles for Life: Oral Health

Staff will learn the importance of oral health, factors and strategies for preventing tooth decay. Also, oral health education tips for teachers and home visitors helping parents and children.

Michelle Martin and Melissa Utley

Public Health Dental Hygienists with the National Center of Early Childhood Health and Wellness - Dental Hygiene Liaisons

Improving Head Start Success Through Crucial Conversations

Whenever you're not getting the results you're looking for, it's likely a crucial conversation is keeping you stuck. Whether it's a lack of student success, a negative culture, or a strained relationship—whatever the issue—if you can't talk honestly with nearly anybody about almost anything, you can expect poor results. This workshop will introduce the dynamic skills in Crucial Conversations. Participants will be able to recognize situations that are keeping them from succeeding to their highest levels and learn to apply specific skills to help them improve relationships, enhance a positive culture, and improve student success.

J. Lynn Jones, VitalSmarts

Is a veteran educator with 39 years of experience as a teacher, principal, and district level administrator. For 13 years J. Lynn was responsible for federal programs (including Special Education) in a large school district. He has provided training for Head Start organizations and many other education entities in many parts of the country. He was recognized as Utah's National Distinguished Principal and received the National Milken Award. He has certifications in Crucial Conversation, Influencer, Getting Things Done, 7 Habits of Highly Effective People, and many other powerful content areas. J. Lynn has presented at many national and state level conferences and has provided training for thousands of educators.

Designing Intentional Data Management Systems for Comprehensive Program Monitoring

Centro de la Familia de Utah's data management system has evolved from basic, isolated, content-centered monitoring to a comprehensive, data management system. This session will highlight the importance of implementing a centralized, comprehensive data platform. Assessing and leveraging current data sources that promote intentional design in system development. It will showcase what success looks like through the implementation of a centralized data management system.

Michael Fairchild, Centro de la Familia de Utah

He has a BBA and Accounting with extensive years of management consulting, accounting, and finance experience. He has led process transformation to improve efficiencies, designed global business processes, management reporting, ERP and system integration. His experience includes accounting for various types of organizations. Mr. Fairchild is fluent in Portuguese. He joined Centro de la Familia in July of 2016.

One Simple Approach to Licensing in Utah

Through a simple explanation of licensing in the state of Utah, attendees can see firsthand how licensing and Head Start programs can align their efforts to work for the children in Utah in a cohesive way. Attendees will be given time to ask questions.

Simon Bolivar, Utah Department of Health, Child Care Licensing

Currently the Child Care Licensing Administrator in the Bureau of Child Development, and a member of the Licensing Expert Panel from the National Center on Early Childhood Quality Assurance. Has a background in Elementary Ed. and Psychology. "My most valuable education comes from working with children. I have always been amazed by the ability children have to intake information and to transform it into the tools they will use to navigate their world. I love learning, and I am most interested in the brain. I have been able to learn from children, teens, adults, and animals in various positions. I have been in roles such as, teacher, conductor, director, manager, inspector, trainer, and administrator, but my favorite one is learner."

Benefits of Mindfulness for Staff, Families, and Children

Mindfulness is the basic human ability to be fully present, aware of where we are and what we're doing, and not overly reactive or overwhelmed by what's going on around us. This workshop will focus on improving your own mindfulness practice, as well as provide age-appropriate techniques to use in the classroom.

Michelle Allen, LCMHC, Davis Head Start

She received a Masters Degree in Mental Health Counseling from University of Phoenix and is licensed in the state of Utah as a Clinical Mental Health Counselor. She currently is the Mental Health Consultant for Davis School District Head Start/Early Head Start and is the Owner/Director of Therapy SOULutions, an outpatient mental health clinic in Farmington, UT.

Head Start Leadership, Advocacy & Policy

No doubt you've probably seen the Schoolhouse Rock production "I'm Just A Bill," about how the legislative process works. But is that *really* how things get done in Washington? Do you

also have other questions about what the future of Head Start? Or the future of public policy? And why certain decisions are made in Washington while others remain unaddressed for years and years? Bring your questions - whether about Head Start, early childhood, politics, or even hiking, baseball, or cooking - to this open Q+A session with Tommy Sheridan, NHSA's Senior Director for Government Affairs.

How Full is Your Bucket? Creating a Positive Classroom Community

Using the book "How Full is Your Bucket? For Kids," by Tom Rath and Mary Reckmeyer as a guide, we will explore how to introduce empathy and create a positive climate in your classroom.

Jake Timmons, Utah Community Action Head Start

Currently works as an Education Coach at Utah Community Action Head Start. Previously he was a classroom Pre-K teacher for over 10 years, and he is a Licensed Marriage and Family Therapist.

THERE IS AN OPIOID EPIDEMIC, WHAT CAN WE DO?

A brief overview on opioid use and overdose deaths in our area. The presentation will discuss and review prevention, early intervention and protective factors that can be used to help the families and children that we work with. Lastly this presentation will briefly address the trauma that is experienced due to the use of opioids or loss of a loved one to opioids and how we can offer support to those struggling.

Susannah Burt has been working in Substance Abuse and Mental Illness prevention since 2001. In her position, she has been instrumental in indentifying evaluation plans for state and local communities. She has managed contracts for Communities that Care coalitions and training, and has worked to develop an evaluation plan for environmental strategies, including policies and campaigns. In addition, she has managed the SAPT Block Grant for Utah as well as four discretionary grants, totaling over \$20 million for prevention. Ms. Burt has chaired the Utah State Epidemiological Outcomes Workgroup (SEOW), Utah's Evidence Based Workgroup, and participates on Prevention Dimensions' Steering Committee, Utah's Underage Drinking workgroup, and Utah Protecting Children Project. She helps to plan Utah's premier substance abuse conference, Utah's Fall Substance Abuse Conference, annually. Susannah currently sits on her local Communities that Care coalition in Utah. She received her Bachelor's Degree from Weber State University and works for the State of Utah Division of Substance Abuse and Mental Health.

VaRonica Little is an LCSW who works for the Division of Substance Abuse and Mental Health to manage the Opioid State Targeted Response (Opioid STR) and State Opioid Response (UT SOR) Grants and is the alternate State Opioid Treatment Authority for Utah. She has worked in the field of substance use and mental health for the past 16 years in multiple settings and capacities. VaRonica believes that substance use is a chronic relapsing brain disease that affects all aspects of an individual's life. Recovery is a process of change through which individuals improve their health and wellness, live self-directed lives and strive to reach their full potential. She believes this disease requires holistic support, education, options/ opportunities for multiple interventions at different levels of intensity, in order to effect long lasting change. There is no wrong path to recovery.

Portfolio, Assessment, and Family Engagement at Your Fingertips

Introducing a conceptual model and field practices showcasing how to collect Head Start data such as portfolio evidence, assess children's needs, individualized lessons, and track school readiness by linking child assessment outcomes with family engagement practice.

Cristian Santos, Learning Genie, Inc.

Cristian is a Partnership Manager with Learning Genie and he strives to provide the most positive experience to all our users. His six-year background in the telecommunication industry makes him a leader in this new technology-driven generation. He is a Head Start Alumn and has a five-year-old daughter named Sophia. Cristian deeply understands the importance of early education and preparing children for Kindergarten. In his free time, he enjoys exploring and taking photos of random things, spending time with friends and family, and reading new books.

Utah's Child Care Quality Rating System (CCQS)

This session will focus on the QRIS system being developed in Utah that is referred to as the CCQS and how it will impact Head Start Programs and child care partnerships.

Kathy Link has 27 years of experience with the Department of Workforce Services. Kathy managed the SNAP program for DWS from 2001 – 2015. In January 2016 she moved to the Office of Child Care as the Assistant Director. Kathy is a University of Utah graduate.

Dual Language Learners (DLL) and Head Start

What is a Dual Language Learner (DLL) and how do we provide better support for these children and families in Head Start?

Serelem Candedo, Utah Community Action Head Start

She has her B.A. in Early Childhood Education, and has over 20 years experience in the field. She was honored in 2014 with the Early Childhood Teacher of the Year award by the UAEYC. She is currently a Program Specialist for Utah Community Action Head Start. She began as a parent-volunteer while her child attended; she became a Teaching Assistant, moved to a Lead Teaching Position, Single Session Teacher and Family Advocate for a Dual Language Immersion Spanish Classroom and later moved into a Mentor Teacher Position.

Max Cabrera, Utah Community Action Head Start

Max has a bachelor's degree in Spanish with a minor in latin american studies from California State University Long Beach (CSULB), four years of French in high school, and two years of Italian (CSULB). He has over 15 years experience in education, including gang resistance intervention in California, and emergency teaching credential in California. He has worked as a substitute teacher in all grades K-12 including high schools, charter schools, middle schools, and elementary schools. He has also worked as a long-term dual immersion substitute with Jordan School District (Spanish). He worked for two years as a lead teacher in the Pre-K program with Granite School District in Utah. Then he worked two years as a lead Pre-K teacher with UCA. Currently, he is an assistant teacher with UCA, and working on a master's degree in education and teaching credential K-12 in Utah.