

Virginia Head Start Association *Confirmed* Annual Conference Workshop Schedule

October 24-26, 2023 at The Hotel Madison, Harrisonburg, VA

TUESDAY KEYNOTE: 8:00-9:15 AM

Passion, Patience, Partnerships - Empowering Parents and Teachers Through Social-Emotional Learning with Sign Language! This innovative and enriching Keynote is for educators/parents to learn how to enhance learning and help children by understanding their brain’s emotional inter-workings, how this impacts children’s behavior, and what we can do to help our children to have a better day – everyday! *Dr. Michael Hubler and Lillian Hubler Tobin, bios below*

Tuesday, October 24, 9:30-11:00 am

Workshop/Presenter	Description	Bio
<p>Positive Preventive SEL Skill Building Activities Using Sign Language</p> <p><i>Lillian Hubler Tobin</i></p>	<p>Our children’s early years are spent in their emotional brain where it is harder to self-regulate, retain information, and grow behaviorally and academically. During this workshop participants will learn how to use sign language and other techniques to bring our children out of their emotional brain into their logical brain, in time producing better self-regulation skills. Participants will learn fun and revolutionary practices on how to connect with children using their communication languages. This workshop will provide attendees with quick and easy to implement strategies that will keep children in their logical brain; walking participants through a family/child-focused childcare environment from greeting to goodbye.</p>	<p>Mrs. Lillian Hubler Tobin is the Founder and President of Time to Sign, Inc. The foremost sign language trainer of young children’s educators, with having trained more than 125,000 educators nationwide. She is a dynamic presenter whose presentations are educational best practices, engaging, and fun. Lillian brings sign language into life for visual learning, social and emotional readiness, and classroom & behavior management best practices. Her methods are being used in over 3800 schools nationwide.</p>
<p>Supporting Inclusive Teaching in Divisive Times</p> <p>JMU Professors: Joi Merritt, Kara Kavanagh, Leonard Richards, Jr, Joshua</p>	<p>Across the country, teachers and students from culturally, ethnically, and linguistically diverse backgrounds are under attack. Since January 2021, bills have been introduced in 42 states to restrict the teaching of critical race theory or limit the discussion of racism and sexism. In Virginia, Executive Order 1 was issued restricting access to equity practices; yet, teachers are still required and evaluated on their use of</p>	<p>Dr. Joi DeShawn Merritt is an Associate Professor at James Madison University and is academic unit head of the Early, Elementary and Reading Education department. She served as chair of the College of Education Diversity Council. The Diversity Council’s Sub-Committee on Issues in the Field are faculty members who work together to develop workshops to navigate, challenge, and interrupt these</p>

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<p>Pulos, Emma Thacker, Kristina Doubet, Monica Smith-Woofter, Tiara Brown, and Donica Hadley</p>	<p>culturally responsive teaching and equitable practices. Contrasting, however, a Federal Executive Order 14035 was signed into law in June 2021 asking federally funded programs, including Head Start, to create action plans that address inequity and promote diversity. This workshop will highlight evidence to move forward with the important use of equity-focused teaching and provide an advocacy toolkit for participants to use to defend this work. Participants will (a) explore how Virginia attempts to restrict them from using equitable practices in their teaching, (b) learn of evidence to support their use of equity-focused instruction, and (c) acquire advocacy skills to defend this work. Participants will be provided a brief overview of laws around Head Start instruction, dive into evidence with language-specific in support of equity-focused instruction, examine scenarios to understand how to support this work; and leave with an advocacy toolkit to defend this work.</p>	<p>issues facing our students and their current and future P-12 youth and families.</p>
<p>Moving and Learning: Creative Movement Experiences for the Infant/Toddler Classroom <i>Maria-Ines Tripodi</i></p>	<p>This workshop will incorporate basic dance concepts into teachers’ daily curriculum to stimulate arts-based learning in the infant/toddler classroom. With the aid of music, children’s literature, and imagination, teachers will be introduced to and encouraged to create movement-based experiences that will enhance all areas of development in our youngest learners. Participants will: Learn and practice creative movement experiences designed for infants and toddlers, identify and incorporate dance elements into their daily curriculum for infants and toddlers, and create a movement experience that incorporates the elements of imagination, literature, and dance for infants and toddlers.</p>	<p>Maria-Ines Tripodi holds a BA in Performance and Language Arts and a Masters in Teaching from Bennington College. Currently, Maria works as a teaching artist for different arts organizations in the area, such as Wolf Trap Institute (2004- present), summers at Levine School of Music (2006-2018), Sitar (2013-2017) and Kennedy Center for the Arts (2017-present). She is a graduate from the Teaching Artist Institute, a program established by the Maryland Arts Counsel, Arts Education in Md. Schools (AEMS), and Young Audiences of Md. Having grown up both in Washington DC and Argentina, Maria is a native speaker and conducts classes in both English and Spanish.</p>
<p>Mama Bear: Engaging Families of Young</p>	<p>This training integrates the narratives and experiences of parents of children with disabilities, while sharing a process,</p>	<p>Dr. El Brown is family engagement strategist and faculty member in the Early Childhood Education Master of Arts in Teaching Program at</p>

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<p>Children with Disabilities</p> <p><i>Dr. El Brown</i></p>	<p>structure, and framework for practitioners to utilize the funds of knowledge of parents to better engage support and the families of children with disabilities. This training uses whole group discussions and bilateral exercises to provide strategies to catalyze the necessary collaborative, trusting, and respectful partnerships between practitioners and families to result in desired learning outcomes for children with disabilities.</p>	<p>American University. Early in her career, El served as an Elementary and Early Childhood educator in the United States, Japan, and South Korea. Upon her return to the US, El founded KinderJam, an Early Childhood Education care, enrichment, and training agency that has serviced young children and their families, globally.</p>
<p>Effective Monitoring of your Early/Head Start</p> <p><i>Morticia White</i></p>	<p>This session will provide strategies to effectively implement ongoing monitoring to identify significant findings, program success, and areas of need. Attendees will learn how to develop efficient monitoring systems in their Early/Head Start programs. The information in this training will ensure continuous quality improvement and to ensure high-quality services for children and families.</p>	<p>Mortricia White MA, Ed.D (ABD), owner of White’s Consultants a veteran, minority, and woman-owned business has 20 years of experience in Early/Head Start, with 11 of those years in conducting Head Start/Early Head Start FA2 Reviews, onsite compliance monitoring, and Infant, Toddler, and Pre-K CLASS. Mortricia has also provided training in all content areas and has a background in Early Childhood Development and Elementary Education. Mortricia has expert knowledge of the Head Start Program Performance Standard, the monitoring protocol, program services, and the Early Learning Outcomes Framework.</p>
<p>*Behind the Scenes: Examining How Adults Contribute to Children's Challenging Behaviors</p> <p><i>Karen Rucker</i></p>	<p>Often challenging behaviors are the product of multiple factors that may not be readily apparent, including the adults in the early childhood program! Join us as we examine the bigger picture including developmentally appropriate behaviors, mistaken behaviors, unrealistic expectations, and imitation.</p>	<p>Karen Rucker has more than 35 years’ experience in early care and education, having held multiple roles as early childhood consultant/technical assistant, teacher, director, education coordinator, trainer, mentor, and multi-site manager in a variety of educational settings including urban, suburban, for-profit, non-profit, government-sponsored, and a university law school; in centers small and large, including start-ups and fixups. Along the way, Karen has led three childcare centers to NAEYC accreditation: a national hallmark of quality in early childhood education.</p>

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<p>Understanding Emergent Literacy and Why It Matters in School Readiness</p> <p><i>Dr. Myra Crouch</i></p>	<p>Emergent literacy encompasses the knowledge, skills, and attitudes that a child develops in relation to reading and writing throughout their early childhood experience, and before the onset of conventional reading and writing instruction that evolves in kindergarten. In 2022, 44% of Virginia children enter school below the expected levels in literacy, math, social skills, and self-regulation. This session will focus on the key skill areas to support teachers and administrators in planning instruction that aligns emergent literacy with school readiness to support Head Start children with successful transitions to kindergarten.</p>	<p>Dr. Myra Crouch brings a wealth of 25 years’ experience as an early childhood administrator and researcher in capacities ranging from Senior Director, Chief Program Officer and Head Start Administrator. She was a member of the Head Start Training and Technical Assistance Network at the federal level aimed at assisting local programs with improving the quality of early childhood. She is a former Head Start Administrator for the Head Start and Early Head Start programs at the Office for Children in Fairfax County, VA. She is certified in Practice-based Coaching, Time To Teach®, and a certified CLASS Observer in Infant, Toddler and PreK CLASS. Myra, as an independent consultant supports Ready Regions with the VQB5 initiative.</p>
<p>Character Building in Young Children: What Does Play Have to Do With it?</p> <p><i>Dr. Smita Mathur</i></p>	<p>While social-emotional development and fostering character-building behaviors are essential, it is not always clear how this can be done in an early childhood setting in inclusive and culturally responsive ways. We will explore the value of play and how it can be leveraged to practice character-building skills. Play is a basic innate tendency in all children across ability and cultures. In play, a child is always above his average age, above his daily behaviors. Play gives children the freedom to both succeed and fail at new roles and ideas. Play is joyful, builds trust and relationships, teaches children to cooperate, advocate, make and follow the rules, and accept responsibility for themselves and their groups. These skills are essential in building character and a sense of right and wrong in young children. Participants will: learn ways to create a caring and equitable community within their classrooms and schools, work together to design and implement learning strategies that leverage play to build five key components of character development in young children: caring, fairness, respect, personal-responsibility, and citizenship, and consider developmental,</p>	<p>Smita Mathur, Professor, She teaches a course on Character Development to pre-service teachers of elementary-aged children. Smita is the past president of The Association for the Study of Play and a member of the International Play Association. She is the editor of Play Policy & Practice Connections - an online international journal associated with the Play Interest Group of NAEYC.</p>

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	<p>cultural, and linguistic appropriateness of play-based and character-building strategies for young children. Participants will walk away with ideas to implement immediately and more to create and institute in the future.</p>	
<p>Commit To Your Passion and Reach Your Goals <i>Brenda Workman</i></p>	<p>If you want to be happy in life, finding your passion is vital. Finding your passion is not always easy; many struggle to figure this out. Everything you do becomes much more meaningful when you have a sense of purpose. Some people think that reaching their goals is a simple process that they do only once, but this is not true. You have to take steps every day to reach your desired outcome. Life always has a way of getting in your way if you let it. If you want to make the most of your time on this planet, find what makes you happy & alive, and uncover your true calling, be in this workshop. Brenda’s steps will help you discover your passion, as well as steps to take to start moving in the direction of your passion and goals today.</p>	<p>Brenda Workman operates her own business, speaking to groups about the importance of living intentionally, eating whole food plant based, and setting and achieving goals. She teaches in-person cooking classes & offers a membership for those interested in transitioning to a plant-based diet. She is a blogger, empowerment speaker, and a licensed Food for Life instructor. Check out her website at www.brendaworkmanspeaks.com</p>

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Tuesday, October 24, 11:00 am – 12:00 pm

Networks Presenter	Description / Intended Audience
<p>Education Network Part 1 of 2 Part 2 (Wed. same time) <i>Camille Kelly & Joe Preece</i></p>	<p>Designed for new and experienced Virginia Head Start Education Coordinators and teaching staff, our EC Network is an excellent place to share ideas and problem solve together. This network receives support from Region 3’s Training and Technical Assistance Team, Early Childhood Specialists, ECE community partners, and from each other.</p>
<p>Family Services Network Part 1 of 2 Part 2 (Wed. same time) <i>Kathleen Kilgore & Dr. Pam Waddell</i></p>	<p>Designed for new and experienced Virginia Head Start Family Services Staff, this network helps Family Service Specialists build relationships with families and community resources. Members gain knowledge and resources, share expertise, and brainstorm together in order to establish relationships to best serve individual Head Start family needs. This network receives support from Region 3’s Training and Technical Assistance Team, DSS community partners, and from each other.</p>
<p>Health Advisory Committee Network Part 1 of 2 Part 2 (Wed. same time) <i>Jennifer Holmes & Rashanda Jenkins</i></p>	<p>Designed for new and experienced Virginia Head Start Health Services Staff, this network helps members gain knowledge, share expertise, network, ask questions and take information back to their programs to enhance their local program’s Health Advisory Committee. By collaborating with regional, state and local organizations Head Start’s success in improving the health outcomes for the children and families is maximized. Helping the program establish ongoing collaborative partnerships with community organizations makes it easier for children and families to access health services in their local area This network receives support from Region 3’s Training and Technical Assistance Team, VDH community partners, and from each other.</p>

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<p>Directors Network Part 1 of 2 Part 2 (Wed. same time)</p> <p><i>Taundwa Jeffries & Dawn Ault</i></p>	<p>Designed for new and experienced Virginia Head Start Directors and management staff, our Director’s Network is an excellent place to share ideas and problem solve together. This network receives support from Region 3’s Regional Office, VDOE Early Childhood Specialists, ECE community partners, and from each other.</p>
<p>Parent Network: Equitable Career Pathways for Parents Part 1 of 2 Part 2 (Wed. same time)</p> <p><i>Taylor Beck Virginia Ready Partnership Manager</i></p>	<p>Virginia Ready’s goal is to reward Virginians who seize the moment and commit themselves to training for in-demand jobs. We’ve partnered with businesses across Virginia and Virginia’s Community Colleges and the FastForward Workforce Credential Program as well as Sentara College of Health Sciences to equip them with the skills needed for sustainable jobs in high-growth sectors. Virginia Ready is helping Virginians take control of their futures by opening the doors to new career paths and advocating for employers to place equal weight on credential-based applicants (in comparison to those with two and four year degrees), while enabling organizations to fulfill their DE&I promises. In this session you will learn how to participate in the Virginia Ready Program, the program's impact, and future opportunities.</p>
<p>Mental Health Network: Social-Emotional Learning Part 1 of 2 Part 2 (Wed. same time)</p> <p><i>Dr. Michael Hubler & Lillian Hubler Tobin</i></p>	<p>Designed for parents, educators, and/or mental health consultants to focus on social-emotional learning for young children, this group will talk about ways to enhance learning by understanding their brain’s emotional inter-workings, how this impacts children’s behavior, and what we can do to help our children self-regulate. Ample time for discussion and brainstorming will be given to help learn from each other in this networking session.</p>

Lunch 12:00-1:15 pm

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Tuesday, October 24, 1:15 – 2:45 pm

Workshop/Presenter	Description	Bio
<p>Disrupting Microaggressions in Early and Elementary Classrooms</p> <p><i>JMU Professors: Kara Kavanagh, Emma Thacker, Joi Merritt, Donica Hadley, Monica Smith-Woofter, and Tiara Brown.</i></p>	<p>This interactive workshop uses real scenarios and an analysis process for early childhood educators to recognize and interrupt racist, xenophobic, and ableist microaggressions that occur in early and elementary classrooms in Virginia. Participants will be able to a) recognize the types of microaggressions that arise in today’s classrooms, b) understand intent versus impact, and c) respond with tools and strategies to provide a path toward a more just education.</p>	<p>Dr. Kara M. Kavanagh is an Associate Professor in the Department of Early, Elementary, and Reading Education at James Madison University. She is the current Chair of the College of Education’s Diversity Council. Her teaching, research, and service are focused on the micropolitical contexts of schools, policies, and reforms that harm schools, and social justice-oriented teacher education. She has extensive experience working alongside families, communities, and educators as they work for more equitable education contexts for marginalized students.</p>
<p>Building Self-Determination in Preschool: Yes We Can!</p> <p><i>Erin Saxon</i></p>	<p>Building self-determination skills in early childhood has lasting impacts. Learn how to teach children the skills they have to achieve a goal, make choices, and identify the people who can help them learn and grow. Walk away feeling empowered and ready to promote self-determination in any educational setting for ALL preschoolers. Getting started now is key! The components of I’m Determined are the essential skills necessary for increasing self-determination. By looking through the lens of these components and translating them to evidence-based early childhood practices, both practitioners and families will become empowered to use these skills at home and in the classroom. Sharing resources and tools to increase self-determination will enhance competency, autonomy and relatedness for preschoolers to engage</p>	<p>Erin Saxon is an educational specialist at the TTAC ODU. The scope of Erin’s work includes providing training and technical assistance across VDOE Superintendent’s Study Regions 2 and 3 in the areas of early childhood special education and early literacy. She joined TTAC ODU with experience as an early childhood special education teacher and as a division wide ECSE teacher specialist. In addition to her role with TTAC, Erin is an adjunct instructor for the Department of Communication Disorders and Special Education at ODU. She is encouraged by collaborative efforts within the field that aim to improve outcomes for children and students with disabilities.</p>

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	<p>children in their own development. Establishing this mindset early on will have a life-long impact for families from a variety of backgrounds and for the children we serve with diverse abilities. Through facilitated discussion, we aim to show the relevance of self-determination as it relates to the experiences of participants in reference to the children they support. Through interactive group activities, practitioners will learn strategies to assist a child how to identify their strengths to complete a goal and make choices to self-advocate for their needs. All materials will be made accessible in both paper and electronic formats, accompanied by visuals including infographics and brief video examples. Resources shared will allow participants to choose the skills they plan to prioritize in practical application, as well as provide points of contact to obtain additional information related to the content of the presentation.</p>	
<p>Cultural Humility: A Tool for Creating Safe Spaces for Collaboration and Partnerships with Diverse Families of Young Children</p> <p><i>Dr. El Brown</i></p>	<p>Cultural Humility is an ongoing commitment to self-evaluation to recognize and lessen power imbalances and establish and maintain respectful, reciprocal, relationships with diverse communities. This workshop provides participants opportunity to examine tenets of Culture Humility to develop tools to better serve the vast diversity found within the families we serve. The participants will: differentiate between Cultural Humility and Cultural Competence and provide examples of both concepts in practice; describe how one’s own culture and life experience influence one’s work with clients, community members, and professional colleagues from diverse backgrounds; and develop personal goals for moving from Cultural Competence to Cultural Humility.</p>	<p>Dr. El Brown is family engagement strategist and faculty member in the Early Childhood Education Master of Arts in Teaching Program at American University, in Washington DC. Early in her career, El served as an Elementary and Early Childhood educator in the United States, Japan, and South Korea. Upon her return to the US, El founded KinderJam, an Early Childhood Education care, enrichment, and training agency that has serviced young children and their families, globally.</p>

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<p>Conscious Discipline: An Introduction</p> <p><i>Heidi Condrey</i></p>	<p>In this Conscious Discipline workshop, participants will learn how Conscious Discipline differs from traditional discipline models. Participants will learn how to begin cultivating a mindset shift that allows one to see behaviors differently and respond to behaviors differently.</p>	<p>Heidi Condrey is a Conscious Discipline Certified Instructor who is passionate about sharing the Conscious Discipline message with others. Heidi has worked in the field of early childhood education for over twenty years. A state licensed teacher, Heidi holds a Master’s Degree in Education with a specialization in Teacher Leadership. Her career has centered around early childhood education and the empowerment of both children and their families.</p>
<p>What's Data Got to Do With It? How to effectively utilize data in your Early/Head Start program</p> <p><i>Morticia White</i></p>	<p>The purpose of this training will be to provide strategies for Early/Head Start staff in utilizing program data to: Make informed program decisions, establish program goals, identify success and areas of concern, identify staff training needs, and share with the Governing Board and the Policy Council</p>	<p>Morticia White MA, Ed.D (ABD), owner of White’s Consultants a veteran, minority, and woman-owned business has 20 years of experience in Early/Head Start, with 11 of those years in conducting Head Start/Early Head Start FA2 Reviews, onsite compliance monitoring, and Infant, Toddler, and Pre-K CLASS. Morticia has also provided training in all content areas and has a background in Early Childhood Development and Elementary Education. Morticia has expert knowledge of the Head Start Program Performance Standard, the monitoring protocol, program services, and the Early Learning Outcomes Framework.</p>
<p>*Behind the Scenes: Examining How Adults Contribute to Children's Challenging Behaviors</p> <p><i>Karen Rucker</i></p>	<p>Often challenging behaviors are the product of multiple factors that may not be readily apparent, including the adults in the early childhood program! Join us as we examine the bigger picture including developmentally appropriate behaviors, mistaken behaviors, unrealistic expectations, and imitation.</p>	<p>Karen Rucker has more than 35 years’ experience in early care and education, having held multiple roles as early childhood consultant/technical assistant, teacher, director, education coordinator, trainer, mentor, and multi-site manager in a variety of educational settings including urban, suburban, for-profit, non-profit, government-sponsored, and a university law school; in centers small and large, including start-ups and fixups. Along the way, Karen has led three childcare centers to NAEYC accreditation: a national hallmark of quality in early childhood education.</p>
<p>Childhood Poisoning Prevention: Tools for Early Learning Professionals</p>	<p>More than four out of every ten calls to Poison Centers are about children under the age of 6. Early learning professionals are uniquely positioned to help reduce childhood poisoning risks--at school and at home. Learning</p>	<p>Kristin L. Wenger, MA, BS, designs and implements poisoning prevention and poison center awareness programs for people of all ages for the Blue Ridge Poison Center. She serves as an expert resource for other individuals, groups, or agencies who want to</p>

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<p><i>Kristin Wenger</i></p>	<p>Objectives:1) Participants will examine the risk factors for childhood poisoning.2) Participants will describe measures to help poison-proof a child's environment.3) Participants will identify steps to take in the event of a poison exposure. Participants will leave the session with some free materials and a certificate of completion.</p>	<p>provide poisoning prevention programs within their own communities. She is a member of the Virginia Department of Health's Injury and Violence Prevention Coalition; the Suicide Prevention and Awareness Resources Council (SPARC); Safe Kids Heart of Appalachia; and the Public Education Committee of the American Association of Poison Control Centers (AAPCC), for which she served as Co-Chair from 2013-2015. Kristin received her Master of Arts in Teaching from the University of Virginia.</p>
<p>*Story Strategies <i>Richelle Newlin</i></p>	<p>Come learn about a way to look at books before reading them to the students that will be high in Instructional Support Strategies. Share this template with your staff to facilitate higher order thinking during book readings. Please bring 2 books per person for a hands-on approach.</p>	<p>Richelle Newlin is an experienced early childhood educator with twenty-eight years teaching in Head Start. She is an education coordinator, Certified Pre-K CLASS Observer, Certified HighScope Trainer, coach, mentor and coordinator.</p>

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Tuesday, October 24, 3:00 – 4:30 pm

Workshop/Presenter	Description	Bio
<p>*100 Easy Ways to Promote Social–Emotional Learning</p> <p><i>Dr. Michael Hubler</i></p>	<p>Participants will learn about children’s social-emotional development and how to use positive reinforcement, role-modeling, stories, music and games that provide a powerful foundation to enhance children’s learning and behavior. This workshop will teach teachers and specialists the 100 Easy Ways to Promote Social – Emotional Learning to guide their children through a positive, preventative, and effective instructional approach. Participants also learn to use strategies and techniques to bring young children out of their emotional brain into their logical brain to increase peer relations, expressing their feelings in a positive manner, and to improve self-regulating behavior</p>	<p>Dr. Michael Hubler earned his doctorate of education degree from Regent University and his masters of administration degree from Radford University, where he was a graduate teaching fellow. He has earned many prestigious awards in providing educational and service programs to youth, including: organization of the year, citizen of the year, White House and U.S. Congressional recognition, and outstanding minority education facility for the state of Florida. He has published over 40 books as the Vice President of Time to Sign in charge of Research, Training, and Curriculum Development. His doctoral specialization is the Social and Emotional Learning of Young Children and how it relates to learning and school readiness.</p>
<p>*ACES and Relational Health</p> <p><i>Keith Cartwright</i></p>	<p>When we talk about Adverse Childhood Experiences (ACES), we often talk about the connection between toxic childhood adversity and long-term health and wellness. That connection is real. But neuroscience and research tell us that relationships are the greatest protection we have against poor health outcomes, and it's actually the damage that ACES do to our relational health that pose our greatest health risk. In this workshop we'll discuss the science behind relational health, and what we can all do to improve relational opportunities for both those who've suffered ACES, and those passionate about bringing healing to those suffering the relational consequences of ACES.</p>	<p>Keith Cartwright is the Adverse Childhood Experiences Coordinator for the Department of Behavioral Health and Developmental Services. In this role, Keith has led an effort to train 450 ACE Interface presenters across the state. Through their presentations, over 100,000 Virginians have become more aware of the connection between early childhood experiences and life-long health and wellness. Keith is also the part-time Alcohol and Drug Education Coordinator at Randolph-Macon College.</p>

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<p>Infant & Toddler Brain Development and Communication</p> <p><i>Lesley Sanchez</i></p>	<p>This training session will focus on how rich early experiences build young children's minds starting in infancy. Participants will learn how positive and negative experiences affect brain and language development in infants and toddlers.</p>	<p>Lesley Sanchez has worked with children for over 20 years. She worked with Early Head Start/Head Start for about 10 years and gained most of her experience with infants and toddlers during her time in a Head Start program. Lesley now works with the Virginia Infant and Toddler Specialist Network as a Behavior Consultant for the Piedmont Region. She is CLASS certified, and trained in ASQ-3, ASQSE-2, TPITOS, and has a bachelor's degree in early childhood development from Bluefield University.</p>
<p>Teaching Toddlers Social Skills with Conscious Discipline</p> <p><i>Mandy Lloyd</i></p>	<p>Teacher toddlers can be rewarding and fun, but also exhausting. It can be shocking for a toddler to find out the world doesn't always go their way and sometimes their strong emotions and reactions are as overwhelming for us as it is for them. Join this session to learn how to A.C.T. so toddlers learn pro-social skills to communicate effectively and get their needs met. Acknowledge the child's wants with the Skill of Positive Intent and the Power of Love. Calmly communicate limits and expected behaviors using the Skill of Assertiveness and the Power of Attention. Take time to practice the new language and strategies in a playful way that fosters connection and encourages willingness to learn. This Conscious Discipline session will be helpful for teachers just beginning their career as well as veteran teachers who have been enjoying toddlers for many years. This session is also for preschool teachers who have challenging toddler-like behaviors in their classrooms.</p>	<p>Mandy Lloyd has 20 years of experience in the field of Early Childhood Education. After graduating from Virginia Tech with a degree in Human Development, she began working at a childcare center. After teaching in the 4-year-old classroom for several years, she then worked as the director for about 7 years before transitioning to working from home. She has been a Conscious Discipline Certified Instructor since 2007 and enjoys sharing presentations with teachers and parents throughout the Northern Virginia area and beyond. Currently she is the Operations Manager for Mission Delivery with Conscious Discipline.</p>
<p>Building Relationships with Children</p> <p><i>Jamie Morris</i></p>	<p>Participants in this workshop will explore and develop strategies to build strong relationships with children that support social and emotional development in the childcare program. They will be able to use those strategies to address typical and challenging behaviors with developmentally appropriate practices.</p>	<p>Jamie Morris is an Infant and Toddler Specialist for the Virginia Infant and Toddler Specialist Network. She supports early childhood educators by providing on-site services including individualized consultation, targeted training, classroom focused mentoring, and feedback. Jamie has worked directly with children and families for over 20 years in her role as Teacher, Director and Trainer.</p>

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<p>Relationship Based Competencies: A Focus on Family Well Being and Individual Practices</p> <p><i>Dr. Pam Waddell</i></p>	<p>The Relationship-Based Competencies (RBCs) can help guide and inform early childhood professionals in knowledge, skills, and practices that can support the important work in family engagement. The RBCs are effective tools to use in the work alongside families in helping them to reach positive outcomes and overall family well-being. In this interactive session participants will explore the Relationship-Based Competencies and expand their thinking around the RBC connections to family well-being. Additional resources that can be used to support programs and staff working with the RBCs will be highlighted during the presentation.</p>	<p>Dr. Pamela Waddell is a Family Engagement Specialist who has served the HS/EHS community for over 23 years, 10 of which have been in TTA. She has served in the capacities of Grantee Specialist and, most recently, Grantee Specialist Manager. At her previous employment as a Head Start director, she engaged staff and families in all aspects of program operations, including the policy council. In addition, she provided oversight and PD to program staff, including family services. During her time as a Grantee Specialist in the TTA Network, she provided TTA to directors and management teams, including PFCE managers to ensure family services were fully integrated. She also has experience in providing training and technical assistance to programs serving children birth to five and has developed and presented training at local, state, and regional events and conferences on a variety of program topics that include leadership and management systems, data, ERSEA, curriculum, child growth and development, health and safety, child outcomes, mental health, and assessment.</p>
<p>Sprouting Success with Incorporating Agriculture in the Classroom</p> <p><i>Lynn Black</i></p>	<p>Help your students sprout towards success by incorporating agriculture literacy programming into your classroom! Join us as we share Virginia Agriculture in the Classroom's free resources including lesson plans, grants, classroom supplies, and our harvest of the month program. In addition to sharing our free resources, we will be demonstrating fun seasonal activities and other hands-on lessons related to nutrition, animal care, and more. Finally, we will be showcasing a multitude of agriculture literacy books perfect for preschool and early education read aloud.</p>	
<p>VDOE Coordinated Preschool Enrollment</p>	<p>For this session, VDOE Early Childhood Care and Education leaders will review key strategies and approaches to coordinated preschool enrollment that can support expanded access for Virginia families. Participants will</p>	<p>Tiffanie Meehling joined the Virginia Department of Education in August 2020, initially as an Early Childhood Specialist working in PreK Programs and now as the Associate Director of PreK Programs. She came to Virginia from Denver Public School in Colorado, where</p>

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<p><i>Tiffanie Meehling and Taundwa Jeffries</i></p>	<p>acquire pertinent resources and supports that help facilitate key partnerships and build relationships with other early childhood education program leaders, regional, and state partners.</p>	<p>she served as the supervisor of Early Childhood Special Education. Tiffanie has worked in early education for over 15 years. She has taught both general education and special education. Tiffanie has a B.A. degree in Psychology and Criminology from Norwich University, a Master’s Degree in Early Childhood Special Education from the University of Colorado, and an Education Specialist Degree in Educational Leadership and Special Education Administration from the University of Northern Colorado. She is passionate about education equity, inclusion, and access.</p>
<p>Head Start as a Maternal Health Intervention <i>Rashanda Jenkins</i></p>	<p>Head Start programs support families through pregnancy and after birth to promote positive maternal and infant outcomes. Join us to explore the important elements of prenatal and postpartum care. Develop strategies to help families navigate health systems and manage the systemic obstacles that can make it more difficult to receive timely and appropriate care. This includes the early identification of root causes of health disparities and environmental barriers to health. Head Start programs that provide comprehensive services to pregnant people and expectant families and are actively engaged with community health, mental health, and wellness partners, have the power to shift the health trajectory of entire families.</p>	<p>Rashanda Jenkins has served the HS/EHS community for 13 over years. Rashanda joined the TTA Network in 2019 as a Health Specialist. As the Health Specialist, she supports recipients with individualized TTA in areas such as safe and healthy learning environments; new health leadership and orientation; emergency preparedness; ongoing monitoring and quality improvement systems; and data monitoring and tracking. In her previous roles, while working at a recipient program, she analyzed and used multiple program datasets to make informed decisions for program operations, ongoing monitoring, and quality improvement. Rashanda provided resources and information on health-related topics and supported states in developing and strengthening state health manager networks. This wide-ranging experience with building organizational capacity and management systems enables her to provide TTA in specialty areas of data analysis, health and safety, and group facilitation and presentation.</p>

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WEDNESDAY KEYNOTE: 8:00-9:15 AM

Title: Practical Strategies to Minimize Challenging Behaviors for School Readiness

Description: Let's talk about the most current practical strategies to redirect children's undesirable behaviors before disrupting learning activities. Additionally, understanding how one's own culture norms may impact how teaching staff interpret challenging behaviors and ensuring all students understand the assignment and making no assumptions of what children already know. Programs are serving more culturally, and ethnically diverse families and some programs may not be prepared to address these challenges. Therefore, leading to the belief of challenging behaviors where there are different cultural norms. *Freda Carter, see bio below*

Wednesday, Oct 25, 9:30 – 11:00 am

Workshop/Presenter	Description	Bio
<p>More Strategies to Minimize Challenging Behaviors</p> <p><i>Freda Carter</i></p>	<p>Children's cultures and their developmental readiness all play a role in their behaviors. Classroom rules only work if all the children understand the cultural norms including American children who may not have been exposed to certain activities and learning materials. Proactive strategies along with other strategies are powerful classroom tools which can be easily utilized by teaching staff for redirecting undesirable behaviors. In addition, having meaningful and engaging learning areas and ease of transitions will also support learning environments and decrease the likelihood of challenging behaviors. These challenging behaviors have been exacerbated by the pandemic and new-onset psychological concerns noted by a 2020 National Institute of Health (NIH) report in children such as depression, anxiety, irritability, boredom, etc.</p>	<p>Mrs. Freda Carter has over 20 years' experience consulting in all 12 Head Start regions and has traveled to over 40 states on her quest to assist programs and observe children in their learning environments. Mrs. Carter started her career as a volunteer in E/HS in 2001, with a program who served over 1000 Head Start and Early Head Start children and expectant mothers, which led her passion to continue to make a positive impact within the communities served by the Head Start programs. As a young child, Mrs. Carter grew up in the foster care system and understands the challenges facing young children. The pandemic has placed additional stressors on the children and families and many children were left with their own devices to adapt to more abuse while sheltering in place at home. Mrs. Carter has been working with programs for years on proactive strategies to redirect children and training staff on how to implement these approaches for effective class management.</p>
<p>Help Children Succeed with Meaningful Classroom Jobs</p> <p><i>Jane Plum</i></p>	<p>Give children the opportunity to contribute in the classroom and school and give them citizenship skills for life! Discover how to create and manage meaningful classroom jobs for all students. Jobs help foster kindness and helpfulness in a Conscious Discipline School Family. Encouraging children's</p>	<p>Jane Plum shares her passion for creating a Conscious Discipline School Family™ where all children and adults feel safe and connected. She has been a Conscious Discipline Certified Instructor since 2015. In her career in education, she has taught high school, adults, and preschool. When teaching Early Childhood Careers in a</p>

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	work builds cooperation and willingness, in addition to optimizing brain development. Plan for implementing classroom (and school-wide) jobs and teaching children to complete them.	high school, she partnered with a Head Start class. Jane recently retired from her position of 15 years as Director of a NAEYC accredited preschool. She holds a B.S. and M.S. from Virginia Tech.
Creating Playful Environments, starting with Infants and Toddlers <i>Lucia Gibson</i>	This training will explore and discover developmentally appropriate activities and materials for playful learning, review resources for improving infant and toddler classroom environments, as well as learn to assess and modify infant and toddler environments.	Lucia Gibson is an Infant and Toddler Specialist for the Early Learning Strategies team at United Way of Roanoke Valley. Her educational background is in Early Childhood/Psychology. Lucia has worked with infants and toddlers in both a center base and home setting, preschool age children in private schools, service coordination in Early Intervention, ID/MH services as well Foster Care Case Management and Recruitment
*ACES and Relational Health <i>Keith Cartwright</i>	When we talk about Adverse Childhood Experiences (ACES), we often talk about the connection between toxic childhood adversity and long-term health and wellness. That connection is real. But neuroscience and research tell us that relationships are the greatest protection we have against poor health outcomes, and it's actually the damage that ACES do to our relational health that pose our greatest health risk. In this workshop we'll discuss the science behind relational health, and what we can all do to improve relational opportunities for both those who've suffered ACES, and those passionate about bringing healing to those suffering the relational consequences of ACES.	Keith Cartwright is the Adverse Childhood Experiences Coordinator for the Department of Behavioral Health and Developmental Services. In this role, Keith has led an effort to train 450 ACE Interface presenters across the state. Through their presentations, over 100,000 Virginians have become more aware of the connection between early childhood experiences and life-long health and wellness. Keith is also the part-time Alcohol and Drug Education Coordinator at Randolph-Macon College.
Art of Professionalism: Painting a Blank Canvas <i>Peggy White</i>	What is professionalism? Webster's Dictionary defines Professionalism as: "the conduct, aims, or qualities that characterize or mark a profession or professional person; and it defines profession as "a calling requiring specialized knowledge and often long and intensive academic preparation." Participants will have an opportunity to exchange ideas about how they view professionalism.	Peggy White has a Bachelor Degree in Organizational Management with a minor in Early Education. She has fifteen years of childcare and early learners experience as Director of a Department of Social Services licensed program located in North Chesterfield. Peggy was a substitute teacher for the City of Richmond 2013-2014 and the County of Chesterfield 2019-2020. She obtained numerous certificates from the Virginia Cross-Sector Professional

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	<p>Presenter will share through handouts, visuals (Power Point), games and mock scenarios the following areas which can be reflective of the individual's professionalism: speech, body language, demeanor, dress and appearance, acceptance of cultural differences and awareness of assertions, stereotype, values and biases. Participants will identify 2-4 areas where they can increase their professional skills and commit to taking steps to "paint a new blank canvas."</p>	<p>Development Provider. Also, Peggy started her own Early Educator's business in 2018 which provides staff development, parent consultation, observations and new teaching coaching and retention.</p>
<p>Building World Class Culture as a Recruitment Tool for Staff <i>Lauren Small</i></p>	<p>Learn strategies to build lasting positive workforce culture that attracts staff that stays. Use that culture to create job ads and career pages that work together to attract the right fit for your program. Participants will: Understand the most critical aspects of building a long-lasting workplace culture, learn how to focus on the most essential elements of culture by automating staff surveys and conducting STAY interviews, and build a happier, healthier, and higher-performing team using pedagogical leadership strategies</p>	<p>Lauren Small, MBA, has been an entrepreneur educator and business coach for over 30 years. She is the CEO and founder of Early Education Business Consultants (EEBC)—an innovative firm she conceived after noticing a serious gap in the preschool/childcare industry. Lauren has consulted with several hundred early childhood programs, both nationally and in her community of Hampton Roads, Virginia. In 2010, Lauren launched the Early Education Business Program—an eight-part course that encourages and trains early childhood businesses on best practices. Lauren is Virginia Small Business Development Center (SBDC) state childcare expert, and in 2014, the Hampton Roads SBDC won the national Small Business Administration's "Small Business Development Center Excellence and Innovation Center" Award because of Lauren's groundbreaking work. Most notably, she presented her early education business training program at the "Transforming Local Government" national conference in 2013, and at the 2015 and 2016 SBDC national conferences.</p>
<p>Building Motivation & Cultivating Competency in Underprepared Teachers of Young Children</p>	<p>By the end of the workshop, we want our owners/administrators to: Reframe less than qualified staff as an opportunity, not a hindrance, understand the time and continual support it takes to develop less than qualified staff to qualified staff, understand how to mentor and coach less than qualified staff to help them feel as a valued part of the</p>	<p>Smita Mathur, Professor, She teaches a course on Character Development to pre-service teachers of elementary-aged children. Smita is the past president of The Association for the Study of Play and a member of the International Play Association. She is the editor of Play Policy & Practice Connections - an online</p>

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<p><i>Dr. Smita Mathur</i></p>	<p>team, and have a plan/actions they can utilize immediately to help support the development of less than qualified staff (i.e. know how to translate their knowledge into action)</p>	<p>international journal associated with the Play Interest Group of NAEYC.</p>
<p>Virginia’s Unified Early Childhood System</p> <p><i>Tiffany Meehling and Alex McPherson</i></p>	<p>Virginia is serving more young children in publicly-funded early childhood settings than ever before. In this session, participants will receive an overview of VDOE's Division of Early Childhood Care and Education, including the structure and recent initiatives (internal and external). VDOE staff will dive into key priorities and specific strategies for increasing access to publicly-funded early childhood care and education programs, including the Virginia Preschool Initiative, Child Care Subsidy Program, and Mixed Delivery Grant Program, and supporting enrollment at Head Start programs across the state. Speakers will share how programs can work together to support full-day, full-year services for eligible children.</p>	<p>Tiffany Meehling joined the Virginia Department of Education in August 2020, initially as an Early Childhood Specialist working in PreK Programs and now as the Associate Director of PreK Programs. She came to Virginia from Denver Public School in Colorado, where she served as the supervisor of Early Childhood Special Education. Tiffany has worked in early education for over 15 years. She has taught both general education and special education. Tiffany has a B.A. degree in Psychology and Criminology from Norwich University, a Master’s Degree in Early Childhood Special Education from the University of Colorado, and an Education Specialist Degree in Educational Leadership and Special Education Administration from the University of Northern Colorado. She is passionate about education equity, inclusion, and access.</p> <p>Alexandra McPherson is the Associate Director of Early Childhood Access and Enrollment at the Virginia Department of Education. In this role, Alex supports efforts to expand access and family choice to high-quality publicly funded early childhood programs across Virginia’s unified early childhood system. Alex oversees activities associated with coordinated enrollment processes in the early childhood system, including supporting relationship-building at the state and local level, with a focus on application and enrollment processes in the Child Care Subsidy Program. Alex has also closely supported the agency’s work to pilot cost-based payment structures in private child care programs and pilot a new Early Childhood Navigator model to increase the supply of publicly-</p>

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		<p>funded early childhood care and education providers in the Commonwealth.</p>
<p>*100 Easy Ways to Promote Social – Emotional Learning</p> <p><i>Dr. Michael Hubler & Lillian Hubler Tobin</i></p>	<p>Participants will learn about children’s social-emotional development and how to use positive reinforcement, role-modeling, stories, music and games that provide a powerful foundation to enhance children’s learning and behavior. This workshop will teach teachers and specialists the 100 Easy Ways to Promote Social – Emotional Learning to guide their children through a positive, preventative, and effective instructional approach. Participants also learn to use strategies and techniques to bring young children out of their emotional brain into their logical brain to increase peer relations, expressing their feelings in a positive manner, and to improve self-regulating behavior</p>	<p>Dr. Michael Hubler earned his doctorate of education degree from Regent University and his masters of administration degree from Radford University, where he was a graduate teaching fellow. He has published over 40 books as the Vice President of Time to Sign in charge of Research, Training, and Curriculum Development. His doctoral specialization is the Social and Emotional Learning of Young Children and how it relates to learning and school readiness.</p> <p>Mrs. Lillian Hubler Tobin is the Founder and President of Time to Sign, Inc. The foremost sign language trainer of young children’s educators, with having trained more than 125,000 educators nationwide. She is a dynamic presenter whose presentations are educational best practices, engaging, and fun. Lillian brings sign language into life for visual learning, social and emotional readiness, and classroom & behavior management best practices. Her methods are being used in over 3800 schools nationwide.</p>

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Wednesday, October 25, 11:00 am – 12:00 pm

Networks	Description / Intended Audience
<p>Education Network Part 2 of 2</p> <p><i>Camille Kelly & Joe Preece</i></p>	<p>Designed for new and experienced Virginia Head Start Education Coordinators and teaching staff, our EC Network is an excellent place to share ideas and problem solve together. This network receives support from Region 3’s Training and Technical Assistance Team, Early Childhood Specialists, ECE community partners, and from each other.</p>
<p>Family Services Network Part 2 of 2</p> <p><i>Kathleen Kilgore & Dr. Pam Waddell</i></p>	<p>Designed for new and experienced Virginia Head Start Family Services Staff, this network helps Family Service Specialists build relationships with families and community resources. Members gain knowledge and resources, share expertise, and brainstorm together in order to establish relationships to best serve individual Head Start family needs. This network receives support from Region 3’s Training and Technical Assistance Team, DSS community partners, and from each other.</p>
<p>Health Advisory Committee Network Part 2 of 2</p> <p><i>Jennifer Holmes & Rashanda Jenkins</i></p>	<p>Designed for new and experienced Virginia Head Start Health Services Staff, this network helps members gain knowledge, share expertise, network, ask questions and take information back to their programs to enhance their local program’s Health Advisory Committee. By collaborating with regional, state and local organizations Head Start’s success in improving the health outcomes for the children and families is maximized. Helping the program establish ongoing collaborative partnerships with community organizations makes it easier for children and families to access health services in their local area This network receives support from Region 3’s Training and Technical Assistance Team, VDH community partners, and from each other.</p>

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<p>Directors Network Part 2 of 2</p> <p><i>Taundwa Jeffries & Dawn Ault</i></p>	<p>Designed for new and experienced Virginia Head Start Directors and management staff, our Director’s Network is an excellent place to share ideas and problem solve together. This network receives support from Region 3’s Regional Office, VDOE Early Childhood Specialists, ECE community partners, and from each other.</p>
<p>Parent Network: Equitable Career Pathways for Parents Part 2 of 2</p> <p><i>Taylor Beck Virginia Ready Partnership Manager</i></p>	<p>Virginia Ready’s goal is to reward Virginians who seize the moment and commit themselves to training for in-demand jobs. We’ve partnered with businesses across Virginia and Virginia’s Community Colleges and the FastForward Workforce Credential Program as well as Sentara College of Health Sciences to equip them with the skills needed for sustainable jobs in high-growth sectors. Virginia Ready is helping Virginians take control of their futures by opening the doors to new career paths and advocating for employers to place equal weight on credential-based applicants (in comparison to those with two and four year degrees), while enabling organizations to fulfill their DE&I promises. In this session you will learn how to participate in the Virginia Ready Program, the program's impact, and future opportunities.</p>
<p>Mental Health Network: Social-Emotional Learning Part 2 of 2</p> <p><i>Dr. Michael Hubler & Lillian Hubler Tobin</i></p>	<p>Designed for parents, educators, and/or mental health consultants to focus on social-emotional learning for young children, this group will talk about ways to enhance learning by understanding their brain’s emotional inter-workings, how this impacts children’s behavior, and what we can do to help our children self-regulate. Ample time for discussion and brainstorming will be given to help learn from each other in this networking session.</p>

Lunch 12:00-1:15 pm

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Wednesday, Oct 25, 1:15 – 2:45 pm

Workshop/Presenter	Description	Bio
<p>Building a Framework for Personalized Professional Learning</p> <p><i>Jaime Brinkman</i></p>	<p>Are you trying to figure out how to design a professional learning structure that meets various educator’s needs? Come hear how Early Learning Preschool’s professional learning framework fosters collaboration and creates opportunities for personalized learning while aligning with program goals and positive student outcomes. Learn about the conditions in place that support the framework, including the use of the PreK CLASS tool, instructional coaches, and ongoing feedback. Explore ways to provide professional learning that include choice, differentiation, and individualization. Participants will also have time to consider applicable next steps for their own program.</p>	<p>Jaime Brinkman has over 25 years of experience in public education and has worked with students from PreK to adults. Prior to being in her current role as an Instructional Development Coordinator for Early Learning Preschool, she worked as a classroom teacher, reading specialist, and division literacy coach. During her time as a classroom teacher, she also attended the University of Virginia (UVA) and graduated with a Master of Education in reading. Jaime then continued her education at Longwood University and completed her post master’s endorsement in administration and supervision. Highlights of her career include being a winner of the Barnes & Noble My Favorite Teacher contest, Adjunct Faculty at UVA, finalist for Henrico County Teacher of the Year, Virginia Commonwealth University Clinical Faculty, and her methods being featured in the book Raising Our Children to Be Resilient by Dr. Linda Goldman.</p>
<p>Teachers’ Perspectives on the Implementation of Head Start Program Performance Standard 1302.17 While Ensuring Overall Job Satisfaction</p> <p><i>Dr. Leslie Floyd</i></p>	<p>Participants will be able to identify HSPPS 1302.17 and its purpose as it relates to suspension and expulsion of young children. Participants will gain knowledge in supporting and implementing HSPPS 1302.17, children’s social-emotional development while maintaining overall job satisfaction. Participants will be able to identify and implement strategies that support children’s social-emotional development while ensuring overall job satisfaction.</p>	<p>Dr. Leslie Floyd is the Chair of Early Childhood Education and an Associate Professor for Bluefield University. She has been fortunate to serve in a variety of positions including as a Preschool Teacher and Monitoring and Compliance Coordinator for Early Head Start Partnerships for Total Action for Progress’ Head Start/ Early Head Start Program, as the Virginia Infant and Toddler Specialist for United Way of the Roanoke Valley’s Early Learning Strategies, and the Virginia Infant and Toddler Mental Health Consultant for the Piedmont and Southside region for Child Development Resources. She is also the President of the Piedmont Chapter of the Virginia Association for the Education of Young Children. Leslie received her Bachelor’s degree in Human Development from Radford University, and her Master’s degree</p>

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		<p>from Arizona State University in Human Development and Family Studies. She recently completed her Doctorate in Education with a concentration in Early Childhood Education. Leslie serves on the Total Action for Progress (TAP) Executive Board as a Head Start, educational representative, the Black Father Family Initiative Leadership Steering Committee, and is completing the training to become a Court Appointed Special Advocate (CASA) for children in foster care. She is passionate about early childhood education, ensuring the best outcomes for young children, and preparing highly skilled early childhood practitioners through higher education and at the preservice and in-service levels.</p>
<p>Literacy Routines for Everyday: Maximizing Moments to Ignite Children’s Literacy</p> <p><i>Dr. Kimberly Austin, Sarah Miller, Christine Schull, and Leslie LaCroix</i></p>	<p>Do you feel like there is not enough time in the day? Are you wondering when it is time to refresh a literacy routine? Are you curious about how to spark children’s engagement in literacy-related activities? Early literacy environments are filled with opportunities to develop young children’s literacy expressions. In this session, we will reflect on how time is used during the day to promote children’s literacy. Then we will examine how to create meaningful spaces within daily routines to promote children’s literacy interests. This session emphasizes how to leverage strengths-based opportunities to support children’s language, reading, and writing development. You will leave this session with specific strategies for enhancing early literacy routines in your early childhood classroom.</p>	<p><i>Kimberly Austin</i> is a Professor of Early Childhood Development at a rural community college. Areas of expertise include language and literacy in rural communities and supporting the early childhood workforce.</p> <p><i>Sara Miller</i> is an Associate Professor of Education at a small, public university in a rural area. Areas of expertise include early literacy instruction, trauma-informed teaching, and culturally responsive classroom management.</p> <p><i>Christine Schull</i> is a Professor of Early Childhood Development at a large, multi-campus community college in an urban/suburban area. Areas of expertise include working with early educators who support multilingual children and developing pathways for early childhood educators.</p> <p><i>Leslie LaCroix</i> is an Assistant Professor of Education at a large, public university in a metropolitan area. Areas of expertise include assessment and early literacy practices for early childhood educators.</p>
<p>Goal Setting with Families to Make</p>	<p>Setting goals is an essential part of the family partnership process. During this process, we partner with the family and focus on priorities and what is important to them. As we build</p>	<p>Dr. Pamela Waddell is a Family Engagement Specialist who has served the HS/EHS community for over 23 years, 10 of which have been in TTA. She has served in the capacities of Grantee Specialist</p>

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<p>Progress Towards Outcomes</p> <p><i>Dr. Pam Waddell</i></p>	<p>a respectful and trusting relationship with a family, we can learn more about the family’s stories, hopes, and dreams. In this interactive session, participants will explore the phases and steps of goal setting to support families in making progress towards their goals and in reaching positive outcomes. Resources will also be reviewed to support the goal setting process.</p>	<p>and, most recently, Grantee Specialist Manager. At her previous employment as a Head Start director, she engaged staff and families in all aspects of program operations, including the policy council. In addition, she provided oversight and PD to program staff, including family services. During her time as a Grantee Specialist in the TTA Network, she provided TTA to directors and management teams, including PFCE managers to ensure family services were fully integrated. She also has experience in providing training and technical assistance to programs serving children birth to five and has developed and presented training at local, state, and regional events and conferences on a variety of program topics that include leadership and management systems, data, ERSEA, curriculum, child growth and development, health and safety, child outcomes, mental health, and assessment.</p>
<p>Supporting Children’s Social and Emotional Well Being</p> <p><i>Joe Preece</i></p>	<p>“It takes a village to raise a child” is an African proverb that means an entire community of people must interact with children for those children to grow in a safe and healthy environment. The Region 3 TTA Network would like to be a part of your village to support children’s social and emotional well-being. In this session, participants will discuss a variety of effective practices supported by Region 3 TTA Specialists, for preventing and addressing behaviors that challenge adults.</p>	<p>Joe Preece has 23 year's experience in the Head Start/Early Head Start community. Joe worked in a local program for 8 years as a Family and Community Partnership Specialist and Infant and Toddler Specialist before moving into the Head Start Training and Technical Assistance (TTA) system. While in the TTA system Joe has conducted numerous trainings around the country on a myriad of early childhood topics. He also served as chair of the 2012, 2013, 2014, and 2015 Birth to Three Institute national conferences while at the Early Head Start National Resource Center. Currently, Joe is an Early Childhood Specialist with ICF providing expert training and technical assistance to Head Start programs in West Virginia and Virginia. He has a Bachelor of Social Work and BA in Early Childhood Education from Concord University, a MS in Strategic Leadership from MountainState University, and an ED.S in Educational Leadership from Liberty University.</p>

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<p>Strategies for Successful Staff Meetings</p> <p><i>Jaye Harvey</i></p>	<p>Do you look forward to your staff meetings? What are the purposes of staff meetings? How do you have a successful staff meeting with tired staff, insufficient time, and very small chairs? Come explore a process for leading staff meetings to include agenda development and techniques to explore active participation.</p>	<p>Dr. Jaye Harvey is the State Coordinator for PD Essentials, Virginia’s organization preparing early childhood professional development providers. In addition, she serves as a trainer and consultant for the Virginia Department of Education and Child Care Aware of Virginia. She has been fortunate to serve in a variety of positions including as preschool supervisor for Roanoke City Public Schools, as Associate Professor of Early Childhood Special Education at Radford University, as the specialist in early childhood special education at the Virginia Department of Education, and as director of the laboratory/demonstration preschool at the University of Memphis. Jaye is passionate about blending the worlds of early childhood education and early childhood special education and preparing highly skilled early childhood practitioners at the preservice and in-service levels.</p>
<p>VQB5 Practice Year 2 Results and Next Steps for Unified Measurement and Improvement</p> <p><i>Kris Meyers and Taundwa Jeffries</i></p>	<p>During this session, VDOE will share a summary of state and regional VQB5 Head Start data from Practice Year 2, with a focus on helping Head Start partners understand how to use VQB5 data to target improvement supports to the classrooms who need support the most. Information about the development of the new VQB5 Quality Profiles will also be shared. Head Start leaders will have an opportunity to ask questions and share ideas with state and regional partners.</p>	<p>Both Kris Meyers and Taundwa Jeffries are from Virginia Department of Education, Division of Early Childhood Care and Education</p>
<p>Smile and Mean It</p> <p><i>Ashley Pearce</i></p>	<p>Childcare professionals consistently give of themselves to help make the world a better place for infants, toddlers, and their families. While this line of work is extremely rewarding, it can also come with stressors of its own. This workshop will review the signs and causes of burnout as well as provide action steps to help manage the effects. Making changes which will increase motivation to take on each new day will be explored. Ideas and strategies which promote positive stress management for childcare professionals and the connection it</p>	<p>Ashley Pearce is an Infant and Toddler Specialist with over 10+ years of experience as a teacher, Director, and mentor in early childcare. Ashley has worked in Infant/Toddler care, what she calls her “bread and butter,” for over 5 years and has helped children have sure-fire success in their emotional, cognitive and gross motor development. Ashley has a Bachelor’s degree in Mass Communications and is currently pursuing an Associates degree in Early Childhood Education.</p>

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	has to an increased level of quality care for infants and toddlers will be discussed.	
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Virginia Head Start Association *Confirmed* Annual Conference Workshop Schedule

October 24-26, 2023 at The Hotel Madison, Harrisonburg, VA

Wednesday, Oct 25, 3:00 – 4:30 pm

Workshop/Presenter	Description	Bio
<p>Musical Moments: Using Music to Explore Math in Children’s Literature</p> <p><i>Wincey Terry-Bryant</i></p>	<p>Learn how to tap into young children’s love of music and stories to spark meaningful explorations of math concepts. Participants will identify math opportunities in children’s books and stories and create catchy songs and chants to enhance math learning. Participants will also explore the use of music as a classroom management and assessment tool.</p>	<p>Wincey Terry-Bryant is a Master Teaching Artist who presents arts-integration classroom residencies and workshops for Wolf Trap Institute for Early Learning Through the Arts nationwide. Wincey is CEO of Winceyco LLC and Executive Director of the non-profit organization NanaBabies. Wincey won Kiss FM’s “Phenomenal Woman” award, Women in Media’s Human Rights Activist award, and the Zeta Phi Beta Woman of The Year Award for her innovative arts and human trafficking awareness programs. Wincey is a children’s book author, a producer of music and educational CDs, Arts Chair of the NJ Human Trafficking Coalition, and Vice President of Zonta International, Essex County Chapter. An international recording artist, her voice can be still heard on the children’s series “Sesame Street.”</p>
<p>Coparenting for Third Parties</p> <p><i>Jinelle Reynolds</i></p>	<p>Single parent families are more likely to need coparenting education and coparenting assistance, however, they are also of the groups of parents who is more likely to live in poverty. This is one reason it is especially important for staff that works with low-income families know how to navigate coparenting situations and know how what you do and say could affect your families and students. Join us as we break the stigma on coparenting, talk about the different types of coparenting, reveal myths, discuss facts and together learn how to navigate coparenting as a third party.</p>	<p>Jinelle Reynolds is a Virginia Headstart parent, Headstart Mallory Center Parent Liaison, and present Headstart Peninsula Policy Council President. She attended Old Dominion University to obtain a double major in Sociology and Criminal Justice with a minor in child's rights. In October 2021, she created For the Love of Children Consulting, in order to fill the educational gap blended families, experience and do so in an affordable manner. Presently, she provides free webinars, free coparent support groups, and coparenting consultations to the community.</p>
<p>Making a Difference Through Early Interactions</p>	<p>This workshop will provide an overview of the importance of helping young children develop the ability to use words and understand the language they hear. Participants will learn how to play and talk with children in lively, engaging ways that</p>	<p>Navia Quan is an Infant and Toddler Specialist for the Central region, based at ChildSavers. She has over 12 years of experience in Early Childhood Education. She has served as a program leader for quality-focused, licensed programs that serve children from</p>

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<p><i>Navia Quan</i></p>	<p>directly impacts learning in the areas of cognitive and social-emotional growth. We will be examining the Virginia Early Learning and Development Standards as we talk about language development. We will also discuss these areas through the lens of the Classroom Assessment Scoring System (CLASS) addressing Teacher Sensitivity with infants and toddlers, Early Language Support for infants, and Language Modeling for toddlers.</p>	<p>birth to twelve years old. She is especially passionate about curriculum implementation and supporting staff to use these materials with fidelity. 8+ years of her ECE experience involved providing direct care to infants and toddlers and using milestones and evidence-based practices to guide experiences and interactions with children. She is currently Infant and Toddler CLASS certified and has been TTT- certified to support the usage of the Streamin3 curriculum.</p>
<p>*It Takes Leadership to Grow the Programs and Organization: Communication and Teamwork is the Key to Success!</p> <p><i>Raj Kapur</i></p>	<p>Leadership, Communication, and also Teamwork Synergy is vital to success! This workshop will take you up with some ideas for improving your leadership capacity. How to communicate effectively and also work in teams to obtain ideal results. This workshop based on John Maxwell's books will take your mindset to a different level. You will connect better and take your management capability to a greater degree. Workbooks as well as tools for thought, will be presented. Be prepared with an open and growth-oriented state of mind.</p>	<p>As an Executive/Leadership Coach, Raj believes in building World Class “Super Leaders,” One Executive at a time. Raj is an Award-winning C-suite leader and certified executive and leadership coach who has built, developed and led large, globally-competitive teams, provided transformational coaching to maximize productivity, improve staff morale, and inculcate powerful leadership skills — experience in for-profit and non-profit sectors. Raj received his Master’s in Business Administration from Dowling College in Long Island, New York. He is a sought-after speaker, online educator, and consultant for top leaders. Raj is the co-author of the book “The Successful Mind.” Raj has been a Keynote Speaker, speaking about mindset, and has his podcast “Guidance to Wealth with Raj Kapur.”</p>
<p>Using CLASS for Quality Improvement: Designing an Effective Path Forward</p> <p><i>Karla Sprouse</i></p>	<p>The Classroom Assessment Scoring System (CLASS) not only defines quality teaching through the lens of interactions, but it also provides programs the ability to measure and improve the interactions that matter most to support children's learning. In this session, participants will explore CLASS resources that are available on the Early Childhood Learning and Knowledge Center (ECLKC) website and design a path for how these resources can be used to support staff onboarding, ongoing professional development, and coaching within their program.</p>	<p>Karla Sprouse is an Early Childhood Specialist with ICF who has been working with young children since 1989 and with Head Start/Early Head Start since 2004. She has been an Infant Toddler Specialist, a teacher, a family consultant, a Center Director, an Education and Disabilities Coordinator, and the Director of an Early Head Start program in Virginia. Throughout her career, Karla has been successful in promoting collaborative efforts to increase quality education for young children both in her community and across the state. Karla holds her Masters of Teaching and Learning: Early Childhood from Liberty University, her Bachelor's</p>

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		degree in Human Services: Management, her Associate Degree in Early Childhood Development, and she is a 2013 graduate of the UCLA/Johnson & Johnson Head Start Management Fellows Program.
<p>*Building the Village: Schools and Families Partnering for Learner Success</p> <p><i>Cheryl Turner</i></p>	<p>Students are best served when their families are informed, involved and invested partners in the school experience, rather than obstacles, critics or adversaries. While communication with families can sometimes be challenging, it is critical to remain positively focused on student outcomes as you utilize strategies to encourage school-family partnering. This session will focus on effective ways to communicate with families and strategies for building and sustaining the healthy, productive partnerships that will help kids to thrive.</p>	<p>Cheryl Smith Turner is a seasoned trainer and early childhood practitioner. As founder of REACH TLS, LLC., an educational consulting firm based in Atlanta, Georgia, Cheryl helps educators utilize techniques that will contribute to a positive climate for learning. She is a nationally certified trainer for child guidance and is a featured speaker and presenter for a variety of national staff development organizations and agencies. Cheryl's training content includes various topics related to social learning, emotional intelligence, child guidance, language and literacy, life skills and executive function, play-based learning, leadership, and support of high needs learners.</p>
<p>Every Interaction Counts: Science Behind How Conversations Build Brains</p> <p><i>Liz Pettit</i></p>	<p>Over the past decade, peer-reviewed research studies have linked conversational turns to improved socioemotional development, executive functioning, reading skills, and brain development. In this session, we will explore the latest early talk research and how to put it into practice to promote responsive caregiving and improve classroom language environments.</p>	<p>Liz Pettit is Senior Product Manager at LENA, focused on creating data-focused professional development for teachers. For the past 15 years, Liz has been passionate about supporting language and literacy development in early childhood. Over the years she has developed literacy curricula, worked on grants measuring the impact of interaction on development, and developed professional development that empowers early educators. Liz holds a Bachelor's degree from the University of Virginia.</p>
<p>Families: Moving Between Resilience and Recharge</p> <p><i>Dana Yarbrough</i></p>	<p>Decades of research on family resilience are being reimaged in light of a pandemic. Join this discussion of looking at family resilience as a way families can recharge as they apply their strengths and beliefs so they are more hopeful for the future and feel more confident they can manage life changes. Included in this session are: a definition of family resilience developed by parents, important resilience considerations</p>	<p>Dana Yarbrough is the associate director of the Partnership for People with Disabilities, Virginia's university center for excellence in developmental disabilities located at Virginia Commonwealth University. Among her many roles at VCU, Dana directs the \$1.5 million Center for Family Involvement and its initiatives statewide to support diverse families of children and young adults with developmental disabilities and special health care needs to</p>

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	<p>related to families of children with developmental delays/disabilities, and a conversation about how we can incorporate attention to resilience recharging into our conversations with families.</p>	<p>become effective advocates for their children and leaders for systems change. Dana is the mother of a 28 year old daughter who despite significant support needs for physical, intellectual and physical disabilities owns her own dog boarding business. She holds masters degrees in transformational non-profit leadership and special education secondary transition.</p>
<p>Put More “M” In Preschool STEM: Purposeful Integration of Mathematics in Engineering</p> <p><i>Dr. Brian Mowry</i></p>	<p>Participants will learn strategies to enhance children’s mathematical learning as it occurs authentically during teacher-guided instruction and child-initiated exploration and play focusing on the big ideas of science, technology, and engineering. The presenter discusses how the knowledge and skills children enact during STEM occur within five content domains defined by the National Council of Teachers of Mathematics (NCTM) as algebra, numeracy, measurement, geometry, and data analysis. For example, children encounter algebra as they engage in repeated reasoning to make sense of patterns and structures. Numeracy and measurement intersect when children count nonstandard units (e.g., cubes, blocks) to fit and align along the length or height of various straight-line segments (e.g., along the edge of a board). Children also incorporate sorting and graphing to categorize by like attributes. Finally, formal geometry begins when children problem solve to figure out where and how objects move in space, discover relationships between the number and length of line segments (e.g., shape), and visualize how a shape’s orientation changes in space. Participants will walk away from this session with practical ways to explore opportunities to connect mathematics into science, technology, and engineering.</p>	<p>Dr. Brian Mowry serves as the Director of Content for Professional Learning at Frog Street and is the senior author of the Frog Street Pre-K Mathematics Program. Brian has co-authored other scholarly articles and texts, including Rigorous DAP in the Early Years: From Theory to Practice. He served 25 years in the Austin Independent School District in Texas as a former bilingual preschool and kindergarten teacher as well as a district-level mathematics and early childhood specialist. During this time, he was a Teacher of the Year recipient and was awarded the AAEYC Teacher Educator of the Year in 2011. He earned his doctorate at the University of Texas with an emphasis on early childhood education. Brian has presented at numerous state and national conferences, including NAEYC and NCTM.</p>

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THURSDAY KEYNOTE: 8:00-9:15 AM

Title: Pull the Alumni Lever: A Tool for Tough Times

Description: Head Start alumni can be a strategic lever to use across numerous areas like enrollment, promotion, in-kind donations, board membership, and legislative advocacy. Alumni are often untapped for various reasons, but there’s never been a more crucial time to engage them. NHSA’s director of alumni engagement and Head Start alumna will discuss the hidden value of alumni relationships and the three big things needed to connect and engage with them effectively. *Malkia Payton-Jackson, NHSA's Director of Alumni Engagement*

Thursday, Oct 26, 9:15 – 10:25 am

Workshop/Presenter	Description	Bio
Movement Powers Learning <i>Preston Blackburn</i>	Communication is key to learning and it starts as early as the toddler years. Whether we are reading, writing, speaking gesturing, using body language, or facial expressions, we need strong communication skills. But every one of these skills relies on a physical movement. If our bodies are weak, how can we have success communicating? Using studies, logic, and anecdotal experiences, we will look at two sensory systems that are foundational to the mechanics of communication and three strengths that are vital to the successful development of classroom skills that support communication. Finally, we will connect them all to big-body physical play and share tricks to spot weaknesses and ideas to incorporate this type of play into the classroom and beyond.	Preston Blackburn has never been one to sit still. For 20 years, through her company Pop, Hop & Rock™, she has been designing curricula and delivering youth physical activity programs to rave reviews and big smiles. Through her company Pivot to Play™, Preston regularly shares her philosophy on the value of play to a child’s social, emotional, behavioral, and cognitive development at conferences (NAEYC, VAAEYC, LAEYC, SECA, US Play Coalition to name a few), through professional development in schools, and with interviews and articles (Community Playthings, Katie Couric Media, Playground Professionals, Genius of Play, Richmond Times Dispatch, Play with a Purpose, for example). Preston’s mission is to change the way we, as a culture, value play by sharing her philosophy and proof that Fun is Smart®. Her standing-room-only presentations have been called fun, engaging, exciting and thought-provoking.
Connecting the Dots: An Open and Honest Dialogue About Building Intentional Relationships between	It has been said that the pathway to organizational success is when even all parties are able to successfully operate in their roles. What is often discussed is what occurs when the pathway is inundated with conflicting priorities, frequent transitions, and a budget that doesn’t quite support program	Nekeya O’connor has almost 20 years in accounting, nonprofit management and finance experience, Nekeya has served in various roles that have allowed her to create space for budding and seasoned leaders alike. No stranger to Region III, Nekeya not only started her Head Start career in this region as the Chief

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<p>Program and Fiscal Managers</p> <p><i>Nekeya O'Connor</i></p>	<p>plans. In this session, leaders will have an opportunity to discuss the hard truths about intentional approaches to building relationships, how to have open discussions about connecting the dots between program and fiscal management, and the benefits of breaking down the silos that currently exist in the field.</p>	<p>Financial Officer of a Head Start & Early Head Start program in VA, she has worked as a Fiscal Expert with the National Center on Program Management and Fiscal Operations, a Grants Management Specialist with OGM, and now serves as a Supervisory Program Specialist in the Region III Office of Head Start. Often times referred to as a “program-minded fiscal specialist”, Nekeya seeks to support Head Start programs in understanding the importance to connecting the dots between their fiscal and program management in order to support higher outcomes. From working with organization to establish or reimagine their strategic plans to training leaders on the importance of managing their organizations, Nekeya has set out to become a subject matter expert in helping managers tap into their skills to identify, develop, and implement strategies for success. Nekeya holds a Bachelor of Accounting, a Masters of Public Administration, is a UCLA Head Start Management Fellow, and is a Certified Public Manager.</p>
<p>Building Positive Family Partnerships and Connecting with Early Learners</p> <p><i>Dr. Jocelyn Henry-Whitehead</i></p>	<p>Forming positive partnerships with families is an integral part of early childhood development and student achievement. Would you like to discuss valuable insights, experiences, and strategies for developing positive relationships with families and learners? Along with your voice and dialogue, connections will be made to curricula, resources, national organizations, and research literature. This session will provide information and ideas for how to take care of students, their families, and you all at the same time. This session will include a conceptual framework, large and small group discussion, resources, and music. Dr. Henry-Whitehead will share her personal story, "From Struggling to Mending".</p>	<p>Dr. Jocelyn Henry-Whitehead received a Bachelor of Science degree and a Post-Master’s Certificate in Education from Virginia Commonwealth University in Richmond, Virginia. Her Master's degree, her Educational Specialist degree, and her doctorate in Higher Education are all from The College of William & Mary in Williamsburg, Virginia. Over the years, Jocelyn has been a Baltimore City police officer, a museum educator, an early childhood/elementary educator, an adjunct professor, an assistant principal, and a Head Start director. As a volunteer, she has also served as a harpist in religious, medical, behavioral health, convalescing, palliative care, and hospice settings. Currently, Jocelyn is walking in her calling as a musician, telling her story, and as a PreK teacher serving preschoolers and their families.</p>

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<p>*Time Together: Promoting Attachment and Positive Interactions for Social- Emotional Development</p> <p><i>Kisha Goodfield</i></p>	<p>Social emotional competence is the foundation for lifelong development, learning, and health. And is reliant on nurturing and responsive relationships, interactions with primary caregivers and positive early experiences. TIME TOGETHER is a playful and interactive workshop where participants explore social emotional development & behaviors that support secure attachment. Early learning settings are rich with opportunities to build and practice social and emotional skills. Join us & discover the impact of safe and trusted relationships & warm and caring environments!</p>	<p>Kisha Burchard-Goodfield is a retired Special Education Teacher from Long Island, NY. Her work experience includes years of teaching Early Intervention and SPED Preschool across home, center and community settings. Kisha's career focus includes educational and therapeutic services for students with Autism, their teaching adults and families. She ran a small private practice as an Interventionist offering special instruction, training, coaching and technical assistance around challenging behaviors. She has been part of both intensive in-home therapy and applied behavior analytic teams. Kisha's passion for ECE and the importance of Relational Health has brought her to Infant and Early Childhood Mental Health Consultation. Currently, she is our Eastern Region's Behavior Consultant providing services for infants, toddlers and those who care for them. Kisha works with Virginia's Infant and Toddler Specialist Network for Child Development Resources.</p>
<p>*Infants and Toddlers: Playing Outside the Box</p> <p><i>Emily Chase</i></p>	<p>Participants will: Gain awareness of incorporating learning opportunities for infants and toddlers, discuss the importance of encouraging active engagement in daily routines and play time for infants and toddlers, and explore fun and interactive methods on how to successfully enhance the learning and development of infants and toddlers throughout the day</p>	<p>Emily Chase is an Infant and Toddler Specialist for Ready Region West. She was an early childhood educator for over a decade and most recently served as the Virginia Quality Technical Assistance Specialist for Central VA. Emily received her Bachelor's Degree in Elementary Education (Pre-K to 6) from Mary Baldwin University and her Master's Degree in Early Childhood Special Education (Birth to 5) from James Madison University. She is an advocate for early childhood education and believes that by teaching young children empathy and social/emotional skills, it translates into later academic success. As an Infant and Toddler Specialist, she is passionate about coaching, mentoring, and training providers on quality early learning and its importance due to rapid brain develop from ages birth to 3 years.</p>
<p>*Creating a Culturally Relevant Classroom</p>	<p>Each student is a unique and special person with a background that created who they are today and will impact the person</p>	<p>Dr. Rebecca Reynolds is a compassionate education advocate. She advocates for multi-cultural, non-biased education, that</p>

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<p><i>Dr. Rebecca Reynolds</i></p>	<p>they grow into. Use your students' own background and culture to create a classroom culture that inspires each student to do their best and to encourage continued growth.</p>	<p>creates social-emotionally safe environments for children and educators. She is affiliated with Concordia University Chicago and the International Preschool Curriculum (IPC). She is an author of Reynolds' Provisions curriculum, an international teacher educator, and continues to research and use that research to improve the lives of educators and students.</p>
<p>A Day in the Life of a Coach <i>Karla Sprouse</i></p>	<p>With so much to do and so little time to do it...how can we implement intensive coaching? In this session, explore what a day in the life of a coach may include and discover tips and strategies to help coaches organize their time and effectively support early care and education staff. Participants will engage in dialogue, share strategies, and be introduced to some organizational tools and strategies.</p>	<p>Karla Sprouse is an Early Childhood Specialist with ICF who has been working with young children since 1989 and with Head Start/Early Head Start since 2004. She has been an Infant Toddler Specialist, a teacher, a family consultant, a Center Director, an Education and Disabilities Coordinator, and the Director of an Early Head Start program in Virginia. Throughout her career, Karla has been successful in promoting collaborative efforts to increase quality education for young children both in her community and across the state. Karla holds her Masters of Teaching and Learning: Early Childhood from Liberty University, her Bachelor's degree in Human Services: Management, her Associate Degree in Early Childhood Development, and she is a 2013 graduate of the UCLA/ J & J Head Start Management Fellows Program.</p>
<p>*Building the Village: Schools and Families Partnering for Learner Success <i>Cheryl Turner</i></p>	<p>Students are best served when their families are informed, involved and invested partners in the school experience, rather than obstacles, critics or adversaries. While communication with families can sometimes be challenging, it is critical to remain positively focused on student outcomes as you utilize strategies to encourage school-family partnering. This session will focus on effective ways to communicate with families and strategies for building and sustaining the healthy, productive partnerships that will help kids to thrive.</p>	<p>Cheryl Smith Turner is a seasoned trainer and early childhood practitioner. As founder of REACH TLS, LLC., an educational consulting firm based in Atlanta, Georgia, Cheryl helps educators utilize techniques that will contribute to a positive climate for learning. She is a nationally certified trainer for child guidance and is a featured speaker and presenter for a variety of national staff development organizations and agencies. Cheryl's training content includes various topics related to social learning, emotional intelligence, child guidance, language and literacy, life skills and executive function, play-based learning, leadership, and support of high needs learners.</p>

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<p>When You Just Have to Roar! Supporting Social Emotional Development and Self-Regulation of Young Children</p> <p><i>Dr. Leslie Floyd</i></p>	<p>Participants will be able to: Be able to better support children's social emotional development. Better support and further develop children's self-regulation skills. Set clear, positive early learning</p>	<p>Dr. Leslie Floyd is the Chair of Early Childhood Education and an Associate Professor for Bluefield University. She has been fortunate to serve in a variety of positions including as a Preschool Teacher and Monitoring and Compliance Coordinator for Early Head Start Partnerships for Total Action for Progress' Head Start/ Early Head Start Program, as the Virginia Infant and Toddler Specialist for United Way of the Roanoke Valley's Early Learning Strategies, and the Virginia Infant and Toddler Mental Health Consultant for the Piedmont and Southside region for Child Development Resources. She is also the President of the Piedmont Chapter of the Virginia Association for the Education of Young Children. Leslie received her Bachelor's degree in Human Development from Radford University, and her Master's degree from Arizona State University in Human Development and Family Studies. She recently completed her Doctorate in Education with a concentration in Early Childhood Education. Leslie serves on the Total Action for Progress (TAP) Executive Board as a Head Start, educational representative, the Black Father Family Initiative Leadership Steering Committee, and is completing the training to become a Court Appointed Special Advocate (CASA) for children in foster care. She is passionate about early childhood education, ensuring the best outcomes for young children, and preparing highly skilled early childhood practitioners through higher education and at the preservice and in-service levels.</p>
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Thursday, Oct 26, 10:35 – 11:45 am

Workshop/Presenter	Description	Bio
<p>Outsmart the Wiggles <i>Preston Blackburn</i></p>	<p>When kids wiggle, act distracted, and can't control their bodies, it is hard for them to focus and learn. Often, it is movement, in the form of big-body physical play, that helps kids sit still and attend. Through play and physical activity, kids learn self-regulation and self-control as well as how to control their bodies so when it is time to sit in school, at their desk, in circle time, or transition smoothly they can. We will examine data and studies as well as anecdotal experiences that prove more moving helps children calm their bodies and minds for learning. Then we will wrap up with proven fun games that incorporate specific strengths and skills while also folding in learning activities to enhance the school experience.</p>	<p>Preston Blackburn has never been one to sit still. For 20 years, through her company Pop, Hop & Rock™, she has been designing curricula and delivering youth physical activity programs to rave reviews and big smiles. Through her company Pivot to Play™, Preston regularly shares her philosophy on the value of play to a child's social, emotional, behavioral, and cognitive development at conferences (NAEYC, VAAEYC, LAEYC, SECA, US Play Coalition to name a few), through professional development in schools, and with interviews and articles (Community Playthings, Katie Couric Media, Playground Professionals, Genius of Play, Richmond Times Dispatch, Play with a Purpose, for example). Preston's mission is to change the way we, as a culture, value play by sharing her philosophy and proof that Fun is Smart®. Her standing-room-only presentations have been called fun, engaging, exciting and thought-provoking.</p>
<p>The Forgotten Senses: The Importance of Proprioceptive and Vestibular Sensory Input on Self-Regulation <i>Dr. Ali Temple</i></p>	<p>"The Forgotten Senses": The Importance of Proprioceptive and Vestibular Sensory Input on Self-Regulation workshop will address:- Understanding the sensory processing cycle- Briefly reviewing the 8 sensory systems - Increasing awareness of sensory seekers versus sensory avoiders in the classroom to assist with co-regulation- A deeper discussion about our proprioceptive and vestibular sensory systems- Fun and functional activities to increase sensory input to the forgotten senses to promote self-regulation.</p>	<p>Dr. Ali Temple, OTR/L graduated with her doctorate in occupational therapy from Murphy Deming College of Health Sciences (Mary Baldwin University) in May of 2018. Ali founded First Priority Occupational Therapy, LLC in April 2021, which is a private pediatric occupational and physical therapy company in the Richmond, Virginia area. First Priority Occupational Therapy, LLC offers private in-home OT and PT services as well as private school based services including screens, individual sessions, and after-school enrichment programs. First Priority Occupational Therapy, LLC collaborates and partners with over 20 schools in the Richmond area, emphasizing interdisciplinary collaboration to promote carry over for student success and independence. Ali has presented at a number of conferences, both local and state-</p>

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		wide, sharing about the importance of sensory processing on self-regulation.
<p>Collaborating with Families to Address Challenging Behaviors</p> <p><i>Marisel Lewis</i></p>	<p>This workshop is a great foundation to building relationships with families. Families that have children with challenging behaviors will benefit from the techniques taught in this workshop. Staff will be empowered to handle the challenges that arise from having these children in their classrooms.</p>	<p>Marisel Lewis is an Infant Toddler Specialist working out of the Ready Kids office in Charlottesville, VA. Marisel has worked in the field of Early Childhood Education for the last 28 years. Marisel has experience as a teacher, director and Licensed Family Day Homeowner as well as a Head Start Teacher. Head Start has a very special place in her heart not only for the tremendous work it does to prepare children for school and life, but also the place where her and her husband met as teachers over 20 years ago.</p>
<p>*Time Together: Promoting Attachment and Positive Interactions for Social-Emotional Development</p> <p><i>Kisha Goodfield</i></p>	<p>Social emotional competence is the foundation for lifelong development, learning, and health. And is reliant on nurturing and responsive relationships, interactions with primary caregivers and positive early experiences. TIME TOGETHER is a playful and interactive workshop where participants explore social emotional development & behaviors that support secure attachment. Early learning settings are rich with opportunities to build and practice social and emotional skills. Join us & discover the impact of safe and trusted relationships & warm and caring environments!</p>	<p>Kisha Burchard-Goodfield is a retired Special Education Teacher from Long Island, NY. Her work experience includes years of teaching Early Intervention and SPED Preschool across home, center and community settings. Kisha's career focus includes educational and therapeutic services for students with Autism, their teaching adults and families. She ran a small private practice as an Interventionist offering special instruction, training, coaching and technical assistance around challenging behaviors. She has been part of both intensive in-home therapy and applied behavior analytic teams. Kisha's passion for ECE and the importance of Relational Health has brought her to Infant and Early Childhood Mental Health Consultation. Currently, she is our Eastern Region's Behavior Consultant providing services for infants, toddlers and those who care for them. Kisha works with Virginia's Infant and Toddler Specialist Network for Child Development Resources.</p>
<p>*Story Strategies</p> <p><i>Richelle Newlin</i></p>	<p>Come learn about a way to look at books before reading them to the students that will be high in Instructional Support Strategies. Share this template with your staff to facilitate</p>	<p>Richelle Newlin is an experienced early childhood educator with twenty-eight years teaching in Head Start. She is an education coordinator, Certified Pre-K CLASS Observer, Certified HighScope Trainer, coach, mentor and coordinator.</p>

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	higher order thinking during book readings. Please bring 2 books per person for a hands-on approach.	
<p>*Infants and Toddlers: Playing Outside the Box</p> <p><i>Emily Chase</i></p>	<p>Participants will: Gain awareness of incorporating learning opportunities for infants and toddlers, discuss the importance of encouraging active engagement in daily routines and play time for infants and toddlers, and explore fun and interactive methods on how to successfully enhance the learning and development of infants and toddlers throughout the day</p>	<p>Emily Chase is an Infant and Toddler Specialist for Ready Region West. She was an early childhood educator for over a decade and most recently served as the Virginia Quality Technical Assistance Specialist for Central VA. Emily received her Bachelor’s Degree in Elementary Education (Pre-K to 6) from Mary Baldwin University and her Master’s Degree in Early Childhood Special Education (Birth to 5) from James Madison University. She is an advocate for early childhood education and believes that by teaching young children empathy and social/emotional skills, it translates into later academic success. As an Infant and Toddler Specialist, she is passionate about coaching, mentoring, and training providers on quality early learning and its importance due to rapid brain develop from ages birth to 3 years.</p>
<p>*Creating a Culturally Relevant Classroom</p> <p><i>Dr. Rebecca Reynolds</i></p>	<p>Each student is a unique and special person with a background that created who they are today and will impact the person they grow into. Use your students' own background and culture to create a classroom culture that inspires each student to do their best and to encourage continued growth.</p>	<p>Dr. Rebecca Reynolds is a compassionate education advocate. She advocates for multi-cultural, non-biased education, that creates social-emotionally safe environments for children and educators. She is affiliated with Concordia University Chicago and the International Preschool Curriculum (IPC). She is an author of Reynolds' Provisions curriculum, an international teacher educator, and continues to research and use that research to improve the lives of educators and students.</p>
<p>*It Takes Leadership to Grow the Programs and Organization: Communication and Teamwork is the Key to Success!</p>	<p>Leadership, Communication, and also Teamwork Synergy is vital to success! This workshop will take you up with some ideas for improving your leadership capacity. How to communicate effectively and also work in teams to obtain ideal results. This workshop based on John Maxwell's books will take your mindset to a different level. You will connect better and take your management capability to a greater</p>	<p>As an Executive/Leadership Coach, Raj believes in building World Class “Super Leaders,” One Executive at a time. Raj is an Award-winning C-suite leader and certified executive and leadership coach who has built, developed and led large, globally-competitive teams, provided transformational coaching to maximize productivity, improve staff morale, and inculcate powerful leadership skills — experience in for-profit and non-</p>

*Denotes the workshop is repeated at another time

Virginia Head Start Association *Confirmed* Annual Conference Workshop Schedule

October 24-26, 2023 at The Hotel Madison, Harrisonburg, VA

<p><i>Raj Kapur</i></p>	<p>degree. Workbooks as well as tools for thought, will be presented. Be prepared with an open and growth-oriented state of mind.</p>	<p>profit sectors. Raj received his Master’s in Business Administration from Dowling College in Long Island, New York. He is a sought-after speaker, online educator, and consultant for top leaders. Raj is the co-author of the book “The Successful Mind.” Raj has been a Keynote Speaker, speaking about mindset, and has his podcast “Guidance to Wealth with Raj Kapur.”</p>
<p>Practice-Based Coaching Cluster</p> <p><i>Karla Sprouse</i></p>	<p>Are you a coach or coach supervisor? Do you enjoy coming together for the virtual coaching clusters? If so, please join us for a coach networking session in person! We will share the purpose of a coaching cluster, thoughtful considerations for coaching, identify small group discussion topics for networking, and share resources. Our intent is to encourage you to share what’s working, areas for improvement, and how we can support your efforts. We ask that you come prepared to engage and interact with one another so you can walk away with new or improved strategies, resources, and confidence!</p>	<p>Karla Sprouse is an Early Childhood Specialist with ICF who has been working with young children since 1989 and with Head Start/Early Head Start since 2004. She has been an Infant Toddler Specialist, a teacher, a family consultant, a Center Director, an Education and Disabilities Coordinator, and the Director of an Early Head Start program in Virginia. Throughout her career, Karla has been successful in promoting collaborative efforts to increase quality education for young children both in her community and across the state. Karla holds her Masters of Teaching and Learning: Early Childhood from Liberty University, her Bachelor's degree in Human Services: Management, her Associate Degree in Early Childhood Development, and she is a 2013 graduate of the UCLA/Johnson & Johnson Head Start Management Fellows Program.</p>

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