Pre-Conference Session: Performance Standards Excellence - Train the Trainers (must pre-register)

Tuesday, January 31st—1:00 to 5:00pm
Wednesday, February 1st—8:00 to 11:00am (Annual Conference opening session begins at 1:00pm)

Will you survive your next monitoring visit? What will you need to fully implement the Head Start Performance Standards? What will each and every staff need to know and be able to do that they are not doing now? When the Office of Head Start says “birth to five programming” and “redesign” or “local flexibility” what does this mean and how does it impact the federal monitoring system that’s currently being overhauled? When we move from a compliance based monitoring system to a performance based system how will you justify the what, how and why of your program? Are you ready? Are you working to inform your staff? Will you champion the drive forward?

Use this session to continue to build excellence and move your program to the next level. Yes, we will provide all the resources needed to take this training back and train staff on the performance standards. Many of you have already accessed resources from ECKLC, but when training staff you need more interactive and engaging activities. We will provide the basic materials to train staff with engaging activities so the learning sticks. But more importantly, what is it that you need more of and how can this session help? How can systems thinking help? Phase two of this session will provide you tools to inform you and your team on the cultural shift happening. Change and leadership is a must! How will you motivate overworked and underpaid staff to carry your mission forward? This is like peeling the onion back, each section is critical to overall operations. This training will provide you with strategies to build, redesign and move forward in ways you never thought of. You leave with both the tools and resources needed to provide the training back at your organization. But most importantly you gain insight on how to look more deeply at your work, your program and move people to a different level. You will be the champion!

“Champions are not the ones who always win races - champions are the ones who get out there and try. And try harder the next time. And even harder the next time. 'Champion' is a state of mind. They are devoted. They compete to best themselves as much if not more than they compete to best others.”

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WORKSHOP SESSIONS ARE NOT GUARANTEED. SESSIONS MAY BE CHANGED BASED ON THE DISCRETION OF IHSA.
Pre-Conference Session: Performance Standards Excellence - Train the Trainers (continued)

Learning Objectives:
Understand and practice adult learning principles.
Examine the Head Start Performance Standards in new ways.
Identify system operations and the connection to Standards to assist staff with implementation of the Standards in your agency.
Ascertain how to use the resources and tools to champion the Standards within your agency.
Develop a deeper understanding of change.
Explore leadership challenges and develop personal strategies to champion the Standards.

Presenters:
Dr. Tim Nolan
Sharon Cochran
Lauri Morrison-Frichtl

Wednesday, February 1, 2017
Pre-Conference Session: QEC Book Study Group/ Meet the Author Jonathan Kozol (must pre-register)

11:00am to Noon
Come meet the author, Jonathan Kozel, of your QEC book study group "Amazing Grace". Bring your book and it signed! We will have a more detailed conversation regarding your book that will lead to new ideas and improvements to promote the application of new ideas to use back in your program!
IHSA Public Policy Breakfast: What’s Happening?
Where are We Heading? What Does the Future Look Like?

8:30-10:00am (must pre-register)

Participants will receive a briefing from federal and state policy leaders on current and emerging issues affecting their programs. This event is not to be missed by directors and other program leaders. This is an opportunity to garner the latest information pertaining to state and federal policy. Come together with your colleagues and hear policy directions affecting Head Start/Early Head Start children and families in Illinois. The Illinois Public Policy Breakfast will provide perspectives from research, state and federal budget, and policy on the early childhood care and education policy landscape in Illinois. A panel of presenters from both a national and state perspective will give us the most current information. We have many challenges ahead in 2017 lets make sure you have the "inside scoop" to make the best decisions.

Panel Speakers:
Cynthia L. Tate, Ph.D.
Executive Director
Governor’s Office of Early Childhood Development

Thomas J. Sheridan
Director of Government Affairs
National Head Start Association

Cindy Zumwalt
Division Administrator, Early Childhood
Illinois State Board of Education

Ireta Gasner
Assistant Director, Illinois Policy
Ounce of Prevention Fund

Facilitated by
Lauri Morrison-Frichtl
Executive Director, Illinois Head Start Association
Leadership

Self-Assessment: Developing a Systematic Program Plan (Three Hour Session)
Rebecca Spiridis, Spiridis Consulting LLC
Developing a systematic program plan for self-assessment is essential for continuous quality improvement throughout the five year grant period. Join us to explore how you can use a self-assessment process, rather than making it an actual event. You'll be encouraged to reflect on current practices and reframe a new program plan for self-assessment.

At the end of the session, participants will be able to:
- Describe the connection between on-going monitoring, self-assessment and aligned monitoring.
- Identify key staff and define roles and responsibilities to gather data and information.
- Formulate a systematic program plan for self-assessment.

Leadership as a Way of Thinking (Three Hour Session)
Verlinda Sims, Office of Head Start, Training and Technical Assistance Center, STG International
The things you do and say impact and influence your leadership abilities. Does your leadership style hinder or help your program provide quality care to children and families? This session will help you look at the things you do and say that support exemplary practices in your program.

At the end of the session, participants will be able to:
- Identify leadership practices that influence staff.
- Discuss values and beliefs that impact leadership style.
- Looking at leadership as a statement of hopes and dreams.

Education

Promoting Children’s Success Through Setting Expectations
Rita Elliott-Greathouse, Office of Head Start, Training and Technical Assistance Center, STG International
Children come to our classrooms with different temperaments and personalities. Some children also come to our classrooms with expectations that are not always a part of our Head Start classrooms. When we welcome these children into our school family, we need to help them to adapt to the environment. We will discuss EHS/HS classroom environment in the context of developing supportive relationships between teachers and children as well as with families. We will discuss setting behavioral expectations in advance of activities and transitions, so children will understand what is expected of them. There is no “magic wand” that can change children’s behaviors; however, this session will provide you with some strategies that will allow children more opportunities to be successful.

At the end of this session, participants will be able to:
- Provide strategies to help prevent behavior problems before they happen.
- Understand that positive relationships with children serve as the foundation for addressing social emotional needs.
- Understand that expectations need to be taught to children using a range of teaching strategies.
Lessons from Coaching: Successes, Challenges and Next Steps
Jan Brown, Office of Head Start, Training and Technical Assistance Center, STG International
Are you considering coaching but aren’t sure where or how to begin? Then this is the place for you! In this session a panel of previous participants of the Practice Based Coaching Leadership Academy, Coach Training and Teacher’s Learning and Collaborating (TLC) will share their processes, successes, challenges and helpful tips from their journey to develop a successful coaching system. At the end of this session, participants will be able to:
- Familiarize themselves with Practice Based Coaching and methods of implementation.
- Evaluate program’s capacity to implement a coaching system.
- Network and establish professional contacts to collaborate with as you establish a system of coaching.

Yes! Learning Can Be FUN and GAMES!
Bev Schumacher, CEO Learning Props
Play is learning! Come join the fun as we look at learning GAMES for children. Games can support social and emotional development, enhance concept development and encourage higher levels of thinking. The classroom is an ideal play environment but inviting families to play can reap benefits far exceeding what the classroom alone achieves. This session is will focus on how the staff can use games as a highly effective strategy supporting skill development. At the end of this session, participants will be able to:
- Explore the potential impact from games as learning opportunities.
- Identify concepts, skills, and knowledge that aligns with their curriculum and assessments.
- Generate a list of games that they have played and brainstorm how they could adapt these to support student and parent learning.

That’s A Great Question: Using Children’s Natural Curiosity for Teaching and Learning
Jesús Oviedo, Chicago Commons Association
Children learn best when, along with supportive adults, they help shape curriculum through their involvement and participation. The old saying which concludes “involve me and I will remember” is at the heart of Inquiry-Based Learning. From the beginning of life, children are on a mission to understand the world around them. This session gives ideas on how to support them through active listening and mutual dialogue to meet and exceed expectations and foster powerful learning. At the end of this session, participants will be able to:
- Participants will gain information about inquiry-based learning.
- Taking part in this experience will help participants acquire skills on using children's natural curiosity to inform teaching and learning.
- Participants will acquire knowledge and gain skills on using the classroom environment as the "third teacher", where children can develop and answer their own questions.
Coaching with Connection in Mind
Nykisha Barefield, Assistant Director of Education and Support Services, Catholic Charities Diocese of Joliet
This workshop will provide participants with strategies on building coaching capacity within their programs. Teachers and Leaders will have an opportunity to reflect on the holistic approach to coaching and the important factors related to connecting with one another in an effort to improve the quality of teaching and learning.
At the end of this session, participants will be able to:
- Participants will learn the value of building connections with staff prior to developing coaching capacity
- Participants will be able to gain an understanding of their role in the coaching process
- Participants will be able learn strategies to use to enhance teaching practices and improve child outcomes.

Successful Strategies for Eliminating Expulsion and Suspension
Sue Dierks, Head Start Director, Western Egyptian Economic Opportunity Council
Successful elimination of expulsion and suspension will be shared. Learn how a Head Start program has remained successful at supporting every child's individual developmental needs through the implementation of the research-based Conscious Discipline. Specific strategies for supporting the well-being of children, staff and parents will be shared. This approach is applicable to all program models desiring a positive learning environment for children, parents and staff.

What Do Trauma Informed Early Childhood Educators Need to Know?
Dr. E. Paula Crowley, Illinois State University
This session is designed to present the findings of a study on child maltreatment involving children with disabilities. Learners will articulate five relevant data based findings that will guide their trauma informed intervention and prevention efforts. Furthermore, learners will prioritize five specific implications of these findings for professional practice.

An Interactive Read-Aloud? What is That?
Katy Hisrich, Ph.D, Governors State University
Megan McCaffrey, Ph.D, Governors State University
Since reading aloud to children has many benefits, how can parents and teachers plan and conduct a quality read-aloud? This self-reflective and engaging workshop will help participants learn, apply, and evaluate the strategies to conduct a successful interactive read-aloud. Participants will walk away with new strategies and methods to implement at home and in the classroom.
At the end of this session, participants will be able to:
- Understand the importance and benefits of read-alouds
- Describe best practices for read-alouds
- Use strategies to conduct an effective interactive read-aloud
- Develop ways to implement read-alouds at home/in classroom
Family & Community Engagement

Tocar El Futuro: Building Stronger, More Inclusive Communities—Parental Engagement/Partnerships (Three Hour Session)

Maricela Moreno, Director of Health and Social Services, El Valor
Sara Avalos, Program Governance and Parent Engagement Manager, El Valor
Amparo Cazarez, Compliance Specialist, El Valor

Share El Valor’s success in engaging parents and children in innovation, two-generational programming in order to strengthen communities and empower families to achieve self-sufficiently. The three following creative and inspiring programs will be explored: 1. Parents as their children’s first teacher—Monarch Butterfly Experience 2. Connecting families to meaningful resources and tools for workforce development—Steps to Success and 3. Advocating for self—Food Service Management Program.

At the end of this session, participants will be able to:
- Understand how to connect to culture, language and geography through a learning experience
- Learn strategies to provide parents with workforce development opportunities
- Understand how to set up partnerships with food industry businesses.

Cause and Effect: Family Engagement Parallels while Working with Parents and Their Children (Three Hour Session)

Nick Wechsler, Director for Program Development, Ounce of Prevention Fund
Tamara Value, Ounce of Prevention Fund

The Educare Learning Network anchors work with children and families within the framework of attachment theory. Through intentional family engagement strategies, secure base relationships become the engine that drives change and boosts confidence and competence. This interactive workshop invites you to explore your own staff-parent interactions, the parallel cause-and-effects of these experiences, and how these factors affect the growth, development and well-being of both children and parents.

At the end of this session, participants will be able to:
- Identify ways of building secure-based relationships with parents as pathways for change.
- Identify their own program’s outcomes for families and chart a program pathway for reaching goals.
- Identify intentional program strategies for reaching program goals.

Health, Disabilities & Mental Health

It’s All About the Brain - Coaching Staff to Support Children’s Social and Emotional Well-Being

Sue Dierks, Head Start Director, Western Egyptian Economic Opportunity Council

Successful strategies will be shared for coaching staff to skillfully support every child’s mental health and social and emotional well-being by focusing on brain development using Conscious Discipline. Learn how to create a program-wide culture that provides a positive learning environment that supports teacher practices and strategies for engaging every child. Leave inspired and encouraged to implement successful strategies for supporting teachers and children.
Becoming Autism-Informed: Resources you can use to include all children in the life
Elise Groenewegen & Derek Craig, Illinois Chapter, American Academy of Pediatrics

Autism Spectrum Disorder (ASD) is a general term for a group of complex disorders of brain development characterized in varying degrees by difficulties in social interaction, verbal and nonverbal communication, and repetitive behavior. Being autism-informed means being able to recognize and respond to the challenges associated with the disorder in a way that is inclusive, provides support and guidance, and builds on the child’s and family’s strengths, in order to build a strong foundation for a successful future.

At the end of the session, participants will be able to:
- Increase participant’s understanding of Autism Spectrum Disorder (ASD)
- Recognizing and Responding to Challenging Behaviors Associated with ASD
- Incorporating available resources to provide autism-informed instruction and support to students and families

More than 10%!

Inclusion Resources, Planning and Challenges
Barbara Becker, Office of Head Start, Training and Technical Assistance Center, STG International

In Head Start, we spend a lot of our time trying to identify children with special needs. It is challenging to provide inclusive classrooms for all children. In this session, we will address ways of supporting special needs children, share our experiences and challenges, and discuss resources that can support you in serving all of the children in the Head Start classroom. We will include time for sharing your experiences and talking with your colleagues about Inclusion.

After this session, participants will be able to:
1) To support interactive, cross agency dialogue on approaches to inclusion.
2) To discuss how the Head Start Early Learning Outcomes Framework (HSELOF) applies to all children, birth to five,
3) To review the 15 minute suite - Curriculum Modifications.

What Early Childhood Educators Need to Know About The Abuse and Neglect of Children with Behavioral Disorders
Dr. E. Paula Crowley, Illinois State University

This presentation is based on case examples of children with behavioral disorders who have been abused and neglected. We will examine the cases and identify common elements that predict abuse and neglect in the lives of these children. We will focus on the implications of these findings for professional practice.

Parents

Being Your Child’s Superhero!
Maranda Pedigo

Join us for a very powerful and motivational presentation on how parents can be engaging and make choices in their child's educational, medical, and nutritional aspects. By empowering parents with information on what rights they have, we can empower them to be their child's superhero. We will touch the basics such as IEP/IFSP, concerns with doctors, how to approach different services and how to deal with "guilt shaming."
Parents

**Bring Order to Your Meetings (Three Hour Session)**
Mel Gravely, Executive Director, The Gravely Group

Participants will learn their roles and how to properly structure and organize their parent policy council/committee to effectively conduct the business of the group. This section will provide participants with a prescription for success by giving them the necessary tools to build a strong working relationship with their partners. The participants will be using the Head Start Performance Standards as a resource. The final part of the session will focus on conducting effective meetings. Participants will learn the dos and don’ts of conducting meetings using Robert’s Rule of Order and Head Start Performance Standards. The participants will be provided with samples of how to organize and prepare for a meeting, creating meeting agenda, proper manner how to record minutes, how to make a motion, etc.

*After this session, participants will be able to:*
- Learn the basic concepts underlying meetings and identify the steps in the approach to meetings
- Understand the key elements that are a must that contribute to successful meetings i.e.: bylaws, how to open/close a meeting, motions, and taking minutes
- Understand the importance of preparing an agenda for meetings

**Get Involved: Engaging Your Parents (Three Hour Session)**
Mel Gravely, Executive Director, The Gravely Group

Parent involvement means that families take an active role in their child’s education and development, helping to make decisions about their program in partnership with other parents, staff and program coordinators. The contribution of family experience, perspective and participation is of tremendous value to Head Start Programs. Having parents involved improves family life through improved parent-child relationships, enhanced home learning environments, children’s greater social competence, greater parental involvement in elementary school, and increased parental self-sufficiency.

*After this session, participants will be able to:*
- Ability to clarify regulations, definitions and interpretations to build consistency and continuity amongst parent committee
- Identify their role and responsibility to the Parent Committee and Head Start Agency
- Establish a mutual working relationship with governing board, Policy Council and Head Start Agency

**Life on a Budget: How to Make the Most of your WIC, Snap Benefits (or Money Towards Food), and Taxes**
Maranda Pedigo

This workshop will be personal as I will show how I personally use my WIC coupons to make healthy meals (which equals more free meals), How I use my food stamp budget and able to make all meals, snacks, and drinks and stay under my budget and with taxes I will explain how using your taxes to pay your bills ahead can allow you to have so much freedom during the year. We used our taxed to pay our rent, phone bill, and some luxury items like Netflix, and take care of the big maintenance on our vehicle. This allows us to breathe easier during the year.
Directors Forum:

A Forum for Directors and Executive Directors *(All Day Thursday)*:

This Forum, for Head Start/Early Head Start Directors and Executive Directors, is an opportunity to garner the latest information on issues and challenges currently impacting programs. Special guest speakers will share information and provide us lots to think about, discuss, and dissect with each other. You will have opportunities for networking and small group "think tanks" which allow you to talk more deeply with others who have similar challenges. Instead of moving from session to session we bring the speakers to you.

This is the probably one of the most perilous times for Head Start in decades, if not ever. Keeping Head Start from being dismantled - in so many different ways - is something that will call upon every resource, every smart strategy - upon every one of us to be the smartest and most effective we can be! So lets use this time together to be the most informed we can be and to think and act together.

**Overview and Goals:**

Learn the latest and most current state and federal information available  
Understand how best to move forward and position your agency in the critical climate  
Discover contingency and planning strategies  
Network with fellow colleagues

**Overview:**

Updates from Leaders - NHSA, IHSA, Region V Office of Head Start, Head Start Collaboration Office and state leaders  
Federal policy and legislative priorities  
Strategies for Performance Standards Implementation  
Contingency Planning and Positioning in Local Communities  
ExceleRate  
Implementation of standards  
Every Student Succeeds Act  
OHS Region V  
National Head Start Association  
Head Start State Collaboration Office  
Data

Also, we will provide small group time for these individual grantee's for -  
Discussion / networking for grantees who received duration awards – challenges and opportunities?  
Discussion / networking around EHS and EHS-CCP potential awards

***Friday, February 3, 2017 Sessions Continued on Next Page***
Leadership

Square Peg Round Hole: A Systematic Approach to Fitting Into Your Organization Structure
Latisha Smith, Illinois Action for Children
Just as Head Start programs have regulations that guide the way, their systems are designed to meet the needs of the community, families and children they serve, grantee organizations have organizational policies that shape the work they do. When program systems and organizational policies don’t readily align, programs may experience the “Square Peg, Round Hole Effect”. Attendees will learn strategies to address common challenges to overcome the confines of their organizations structure.

At the end of the session participants will be able to:
• Discuss some of the barriers and obstacles to ensuring leadership has full understanding of Head Start management systems and their relationship to high quality services and program success
• Examine the importance of the collaborative relationship of the organization and the Head Start program
• Explore ways to strengthen the relationship between leadership, management systems, and Head Start services

Education

Instructional Support
Shawn Brown, Motivational and Keynote Speaker, The Super Fun Show
We will examine strategies that teachers use to promote children's higher order thinking skills and language development. We’re also going to focus on how teachers use feedback to help children learn.

Participants will be introduced to various educational methods of engaging children in purposeful and meaningful conversations that foster concept development and vocabulary enrichment. We will showcase different language modeling techniques that provoke back and forth exchanges with children.

At the end of this session, participants will be able to:
• Define instructional discussion and share techniques to create activities that promote children’s higher order of thinking. (Concept Development)
• Define and showcase examples of quality feedback that will expand learning opportunities.
• Discuss and exhibit language-stimulation and language-facilitation techniques that will extend a child’s oral vocabulary and their oral language skills.

Are you Lost in the Missing Zone? Get on Track with the Gateways Registry
Mark Obuchowski, INCCRRA
The Missing Zone—where training certificates and transcripts seem to disappear! Don’t spend hours keeping track of your professional development achievements. The Gateways Registry offers you a one stop location for ALL your professional development and educational attainments. Learn how to access your own Professional Development Record (PDR) on-line whenever you need it. PLUS, learn how to use your PDR to help set a professional development plan.

Parents

Family Fest in the Kitchen
Roslyn Davis, Dominican University
Join us for this interactive session and learn about food and ways to include children in family meal planning and preparation. Participants will also enhance their knowledge of food safety.
Family & Community Engagement

**Gateways Family Specialist Credential**

*Stephanie Hellmer & Joni Schritchlow, INCCRRRA*

Attention! The Gateways Family Specialist Credential (FSC) is a symbol of professional achievement that validates those who work with families have the education and knowledge required to: build strength-based relationships with families, encourage families to identify and set achievement goals, support families in developing the skills and knowledge needed to access resources, assist families in becoming leaders within their communities, promote and strengthen bonds between parent and child. The purpose of this training is to inform Head Start family workers of the Gateways Family Specialist Credential. The Gateways Family Specialist is available to professionals working in a family service setting who support families with children 0-21 years of age.

At the end of the session participants will be able to:
- Understand Gateways to Opportunity Illinois Professional Development Systems programs and services
- Understand Gateways Credentials
- Apply for the Family Specialist Credential
- Ask questions about the FSC and other Gateways Programs

**Sharing the Toolbox - Partnering with Parents to Build Parenting Skills**

*Sue Dierks, Head Start Director, Western Egyptian Economic Opportunity Council*

Learn how a Head Start program successfully strengthened parents' knowledge and parenting skills to promote children's learning and development by integrating one research-based curriculum throughout the program. Specific strategies for applying Conscious Discipline strategies to family engagement in the classroom, home visits, conferences and parent events will be shared. This approach is applicable to any program model.

Health, Disabilities & Mental Health

**Becoming a Trauma-Informed Organization**

*Tom Bradach, Coordinator, Illinois Chapter American Academy of Pediatrics*

Trauma is a widespread public health problem that occurs as a result of violence, abuse, neglect, and other emotionally harmful experiences. Although trauma can affect people of all ages, it is especially detrimental to those in their earliest years of childhood. In order to become trauma-informed, an organization must be able to effectively recognize and respond to the effects and signs of trauma in children, as well as the effects felt by those caring for those who have suffered from trauma (compassion fatigue). This workshop will enable participants to understand the effects of trauma in early childhood, help build resiliency in those children who have suffered trauma, as well as to take care of themselves in order to combat the adverse effects of compassion fatigue.

At the end of this session, participants will be able to:
- Increase participant's understanding of trauma and its effects in early childhood
- Recognize and respond to signs of trauma in children and adults
- Recognize compassion fatigue as an occupational hazard that seriously affects those working with victims of trauma