Celebrating 30 Years of Engaging, Empowering, and Educating AI/AN Communities

REGISTRATION COST

<table>
<thead>
<tr>
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<td>Early (On or before May 28)</td>
<td>$375</td>
<td>$425</td>
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<tr>
<td>Late (After May 28)</td>
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AGENDA (all times are listed in central time)

Monday, June 28
- Opening Session
- Workshops
- Break and Vendor Product Demos
- Workshops
- Workshops

Monday, June 28
10:15 am—10:45 am
11:00 am—12:30 pm
12:30 pm—1:30 pm
1:30 pm—3:00 pm
3:30 pm—5:00 pm

Wednesday, June 30
- Zone Meetings
  Zones 1, 2, 3, 4, and 5
- Workshops
- Break and Vendor Product Demos
- Workshops
- Workshops
- Zone Meetings
  Zones 6, 7, 8, 9, and 10

Wednesday, June 30
9:00 am—10:00 am
11:00 am—12:30 pm
12:30 pm—1:30 pm
1:30 pm—3:00 pm
3:30 pm—5:00 pm
5:30 pm—6:30 pm

Tuesday, June 29
- General Session
  Dr. Bernadine Futrell, Director, OHS and Todd Lertjuntharangool, Program Manager, Region XI
- Workshops
- Break and Vendor Product Demos
- Workshops
- Workshops

Tuesday, June 29
10:15 am—10:45 am
11:00 am—12:30 pm
12:30 pm—1:30 pm
1:30 pm—3:00 pm
3:30 pm—5:00 pm

Thursday, July 1
- Workshops
- Break and Vendor Product Demos
- Workshops
- Closing Session
  Greg Smith, NIHSDA Lobbyist

Thursday, July 1
10:30 am—12:00 pm
12:00 pm—1:00 pm
1:00 pm—2:30 pm
3:00 pm—3:30 pm
**Workshop Sessions**

*All presentations will be live via Zoom. Registered participants will have access to watch archived sessions for 30 days following the live event.*

**(Un)learning Your Organizational Culture During (Un)certain Times**  
*Pat Kelsaw, MSW*

As nonprofit organizations simultaneously navigate the disruptions caused by COVID-19 and plan for a post-pandemic future, “going back to normal” or doing certain methods because you “always did it that way” may not be how to operate. And the time for meaningful change is now, when forces are demanding that leaders and organizations transform quickly or be left behind. What can you unlearn now to transform your organization for the future? Leaders and managers (leaders in the middle) are consistently challenged with how to create value within an organization, how to increase employee morale and staff retention. A leader’s success will depend, to a great extent, upon understanding organizational culture. What they may not see is how once-vital aspects of the organization’s culture may be stifling their progress to meet the internal and external demands of these turbulent times.

Moving forward, the assumptions, behaviors, habits, policies, practices, and processes built into our decision-making and interactions with staff, stakeholders and communities, will require leaders to question their long-held beliefs, unlearn what they once knew (or thought they knew), and reinvent their organizational cultures through bold action. This fast-paced and inspiring workshop uses evidence-based practices and references that will highlight some of the most urgent leadership challenges and begin to adapt your organization’s culture for what’s needed now. Additionally, the session offers practical tips and strategies for leading in fresh and compelling ways at the individual and organizational levels to truly transform how we live and work.

**Are you Asking the Right Question? Supporting Higher Order Thinking Skills in Young Children**  
*Sandra Ampudia, Educational Consultant, The Discovery Source  
David Scahill, Educational Publisher, The Discovery Source*

Constructivist theories explain how young children learn and develop not only by exploring the environment, but also with the presence of effective interactions in which teachers interact with children to facilitate learning activities to support and scaffold development, learning, and language.

The properties of the interactive exchanges between teachers and children-the information conveyed, feedback loops, and conversational sequences- are critical to teachers’ fostering of children’s learning (La Paro, Hamre & Pianta, 2012)

One way to promote the engaged support of learning is understanding the process and the impact of teacher-child conversations, questions and the natural use of higher levels of vocabulary.

This training session is designed to support practitioners to be more intentional in the use of questions and vocabulary, providing them with specific information on the different ways to embed those in daily routines to effectively support higher order thinking skills, cognitive and language competence. Meanwhile, these strategies are intrinsically connected with the Cognitive Development CLASS® Domain improving effective indicators such as analysis and reasoning, problem solving, making predictions and prompting thought processes, among many others.

**Books, imagination and problem solving skills- An introduction to storybooks and STEAM**  
*Maria Teresa Ruiz, Child Development Specialist and Consultant, Mariateresaruiz.com*

This webinar explores children’s literature as an engaging platform to integrate Science, Technology, Engineering, Arts, and Math (STEAM) practices. By experiencing stories as mathematicians and scientists, young children engage in STEAM practices such as reasoning and problem solving through discussions within the context of the story. In addition, this webinar illustrates extension experiences that connect the stories to background knowledge and real-life problem-solving.
Building Resilience from the Inside Out

*Patricia Brown, Early Education Consultant*

Coming out of a year-long quarantine and going back to providing care for children and staff can be daunting. What will it look like when we re-open? How will the children and parents respond? As a practitioner of early childhood, it is critical to make sure you are ready and able to take on the demands of the known and unknown. Building self-resilience is key to creating a healthy environment. This workshop is designed to inform and explore doable and meaningful strategies to practice calming and self-care. Being self-aware and reflecting on how to create a culture of wellness with ourselves and in the work and home environment.

**CLASS: What Directors Need to Know (Part 1 & 2)**

*Mala Sablok, ECS, ICF*

*Sheila Sellers, ECS, ICF*

Presenters in this session will focus discussion specifically to meet a program director’s perspective on the CLASS tool. We aim to help directors think about how CLASS can be used as a regular part of your program's professional development, and how CLASS data can inform program level decision making.

Community Assessment: The Foundation for Program Planning in Head Start

*Betsy McDougall, Grantee Specialist, ICF*

*Darlene Zacherle, Grantee Specialist, ICF*

The community assessment provides Head Start programs with a mechanism for ensuring programs remain responsive to the needs of the children and families they serve. The Head Start Program Performance Standards refer to it as the "community-wide strategic planning and needs assessment." Community assessments provide a starting point for understanding community strengths and identifying gaps in services. Join this session to learn about the five steps in the community assessment process and strategies for conducting a meaningful community assessment in your program.

Community Assessment: Utilizing Data in the Wake of the Pandemic

*Rebecca Spiridis, Owner/Consultant, Spiridis Consulting*

Gathering Community Assessment data is essential for program planning and meeting the needs of children and families, particularly in the wake of the COVID-19 pandemic. This session will discuss specific resources for collecting current data, challenge leaders to consider how families have truly been impacted in the past year, and promote purposeful planning for families and communities as they return to normal.

Cost Allocation & Cost Principles

*Natalie Williams, Specialist, PMFO*

*William Maes, Specialist, PMFO*

In this session participants will analyze the concepts of cost allocation, learn how to classify different types of cost, and review the steps to developing a cost allocation plan. Participants will also examine cost principles and the relationship to non-federal match and briefly explore how to conduct and implement wage and comparability data.

Curriculum Development that Honors Every Child and Family

*Renetta Goeson, Zero to Three-NCECDTL*

Are you looking for a way to weave cultural practices, heritage language and intentional curriculum planning together? Join us in this session and explore tools that can assist you in individualizing your curriculum to be reflective of and honor your community, families and most importantly, the children. We will examine how intentional planning using Making It Work and the Early Learning Outcomes Framework can be used in the process. Let’s weave all the pieces together and imagine the possibilities.
Data driven approaches to Community Assessment
Vincent Rinehart, Analyst, Early Childhood Analytics
This workshop explores key data for your program's Community Assessment and analytical approaches that will inform the 5-year planning cycle and grant writing. Much of the data needed for a Community Assessment is available through comparative analysis of your program's PIR to state and regional PIR data available through the Head Start Enterprise System. Attendees of this workshop will receive basic demographic data for their program's service area through the year 2019 including estimates for the number of children under age 5 and the poverty rate for young families. We will explore how this and other data can be compared to PIR data to begin your Community Assessment, and demonstrate how the analytical process can identify 5-year goals.

Facilities Overview: The 1303 Application Process
Chris Barnes, Specialist, PMFO
Mark Mazon, Specialist, PMFO
Using the community assessment to determine the vision of the organization and needs of the program, in this session participants will examine the facility’s life cycle and explore the 1303-Subpart E application process and related pre-eligibility activities.

Facilities: Planning for Upgrades, Health and Safety Needs and Ongoing Maintenance
Leslie Porter, Grantee Specialist, ICF
Kristin Ramstad, Grantee Specialist, ICF
Head Start Programs have to ensure facilities are ready to respond to the changing programatic needs and that all health and safety needs will be met for participants. Programs need to plan for both facility upgrades as well as ongoing maintenance. During this session participants will review regulations related to facilities, the planning process for needed upgrades, and how to budget for facility maintenance. We will also discuss potential upgrades, health and safety needs, and ongoing maintenance priorities based on the the COVID pandemic.

Farm to Early Care on Leech Lake
Claire Chase, SNAP-Ed Coordinator, Leech Lake Band of Ojibwe
The Leech Lake Band of Ojibwe’s SNAP-Ed presents the development of the Leech Lake Early Childhood’s Farm to Early Care initiative.
Farm to School and Farm to Early Care initiatives have a foundation of educating families and organizations to make healthy decisions around food. They especially emphasize obtaining food from local producers. The Leech Lake initiative took a unique approach, responsive to community interests and values, by focusing on indigenous local foods and processes.
Our Farm to Early Care project in Leech Lake helped create meaningful and specific intersection for a collective vision with our partners in different program areas, including Education, Family and Community and Nutrition. SNAP-Ed will lead a discussion of how we established meaningful relationships with each program area to build buy-in; how the buy-in helped build a collaborative effort to develop culturally appropriate curricula and menu and how these were implemented into early childhood and family programming.
Our ability to focus on food sovereignty and cultural reclamation has built a strong and effective Farm to Early Care program that enriches the lives of our little ones at Leech Lake Early Childhood as well as the lives of our parents and teachers.

Fighting for the Kids—How to Advocate for your Program and Community
Gregory Smith, NIHSDA Lobbyist, HOBBS STRAUS DEAN & WALKER, LLP
It is important for AIAN Head Start programs to build relationships and alliances with elected officials, the media, and key opinion leaders in order to address the many challenges they face in the modern world ranging from funding shortfalls and excessive regulatory requirements to the unexpected, such as the COVID-19 pandemic. This session will
provide an overview of effective advocacy and relationship building techniques and provide information on related legal considerations

Food Insecurity and the Effects on AIAN Head Start Programs and Communities
Janet Schultz, Pediatric Nurse Practitioner/AIAN Monitoring Specialist, AIAN OHS
Kassandra Harding, Assistant Professor, Department of Health Science & Human Ecology California State University, San Bernardino

Seen through the lens of advocacy, political will, funding, resources, training and program delivery this session will address general barriers to food security, specific impacts of climate change and Covid-19 and short and health impacts. We will examine programmatic and logistical barriers to implementing solutions. The two presenters will be joined by EHS and HS program staff and other community members to conduct this interactive session.

Fundamental Values, Knowledge, and Skills to Manage Health Services in Head Start
Alma Sandoval, Health Specialist, ICF

This session will allow Health Managers explore and evaluate their own values, knowledge and skills needed to manage the health component of a Head Start program. Resources useful to Health Managers will be shared.

Head Start Budgets: Forecasting, Budget Revisions, and Carryover
Lamont Yazzie, Grantee Specialist, ICF
Barbara Ricketts, Grantee Specialist, ICF

A budget is a financial planning tool that requires thoughtful, regular review which often can lead to budget modifications and carryover requests. Join us for an overview and how to session on forecasting, budget modifications and carryover requirements for Head Start Grants.

Head Start Policy Council: Engaging Families as Advocates and Leaders
Racquel Martinez, Family Engagement Specialist, ICF

Participants will review and discuss the roles and responsibilities of the Policy Council and explore strategies to strengthen the partnership with parents as well as support their growth as leaders and advocates.

Head Start/Early Head Start Systems Management to a Better Tribal Program
Micker Richardson, Director, National American Indian Alaska Native Head Start Collaboration Office

This workshop is for Directors, Managers, Coordinators and Staff seeking a better understanding of how all systems working together makes for a better program. When internal systems such as education, mental health, disabilities, health, family engagement, nutrition, transportation, language, etc. all have a system to work together, outcomes are so much higher. We will look at ways to improve and in some cases create a more harmonious system structure, while maintaining a cultural environment. We will also look at external systems, such as LEAs, local, tribal, state and federal entities that impact our tribal programs.

Healing from trauma: A relational approach to building resilience in the face of COVID-19
Kelli McDermott, NCHBHS Senior Policy Associate, Georgetown University

Head Start is uniquely qualified to address trauma and promote resilience for children, families, and staff. This interactive webinar will provide practical strategies for all HS staff to understand and cope with trauma during the COVID 19 pandemic and to build resilience through relationships. The webinar will also highlight stress management and staff wellness strategies.

Individual Education Plan/Program and Individual Family Service Plan in a COVID era- Are you receiving services and how?
Leticia Velarde, Special Education and Behavioral Early Childhood Specialist, Early Childhood Cognition and
Individual Education Plans/Programs - IEP and Individual Family Service Plan - IFSP
This workshop will look at what is the student’s services and how the LEA/Program/Agency is collaborating through online and in-person support. What is the role of the family? Who is the "Team" and related specialists role? How is the document (IEP/IFSP) carry out to both general education teacher, family, and specialists? Is data collect to determine needs, support, and progress for student viral or in-person and how? Are the services continual? Is technology being used and how? Is compensatory and extended school year (ESY) being considered and why? Is inclusion and universal design for online at home or in-person offered or considered for virtual and in-person? How will your programs be determining support and communication with Teachers/Family/Specialists/Coordinators and local educational agency (LEA)? How are your programs ensuring ongoing fidelity with assessments and data and services for virtual or in-person? How are programs ensuring access, equity, and cultural linguistics diversity to services? How are your programs supporting transitions from Part C to Part B and from virtual to in-person?

Instructional Support: Leadership’s Role in Classroom Happenings
Mala Sablok, ECS, ICF
Join us in this session where we will work with you to discuss how as a leader in a Head Start program, you have a direct influence on what happens for children and families day-to-day. This session will re-charge you with knowledge of the importance of your role in children's lives, and help you to identify ways to be the instructional leader for your staff. Audience: Directors, Education Managers

Intentional Outdoor Learning
Ron Mohl, Lead Education Consultant, Lakeshore Early Learning
Patti Jo Wilson, Professional Development Specialist, Lakeshore Learning
The importance of play for a child’s healthy development is grounded in a strong body of research. In this session, we will dive into the research to gain a clearer understanding of how connecting indoor and outdoor play promotes cognitive, physical, social, and emotional development in children. Through music, sand, art, and more, we will learn how to effectively plan intentional outdoor learning activities to engage children in play to spark their curiosity and engage their senses.

Internal Controls, Fiscal Monitoring & Reporting
William Maes, Specialist, PMFO
Shandra Davis, Specialist, PMFO
In this session participants will explore the five strategies to ensure that internal controls are effective, discuss how fiscal monitoring assists grantees in forecasting expenditures, and review the regulations regarding fiscal monitoring.

Is Your Board Bored? Board Engagement in an Unpredictable and Virtual World
Pat Kelsaw, MSW
Why are so many board meetings “bored” meetings? Staff goes through their slides trying to get through a presentation to share how great things are going and hope that there aren’t any questions so they can get back to their real jobs. Executives left feeling unsupported, underappreciated and overwhelmed. Board disengagement stifles. Feelings of being undervalued BEFORE the pandemic are only going to magnify as we navigate our way “back to normal”. But is this really what we want? It’s a shame if you do and a missed opportunity, since the value that the right board could add is immeasurable if you select the right board members and manage them - their time and talents effectively. Board accountability and communication are key. Organizational leaders and their boards charged with the fiduciary and programmatic responsibilities, must work and communicate effectively in today’s unpredictable environment. As nonprofit organizations simultaneously navigate the disruptions caused by COVID-19 and plan for a post-pandemic future, “going back to normal” or doing certain methods because you “always did it that way” may not be how to
operate. The time for meaningful change is now, when forces are demanding that leaders and organizations transform quickly or be left behind. Board members must reflect and recommit to the mission. This workshop uses evidence-based practices and references that highlight some of the most urgent Board engagement challenges and begin to adapt your board culture for what’s needed now. Additionally, the session offers inspirational & practical tips and strategies for board engagement.

Learning Stories for Family Engagement
Allyson Montana, Director of Professional Development and Curriculum, Educa
Rachel Silva, Director of Development, Educa
Making learning visible and accessible is a challenge in early childhood education, compounded by a variety of barriers including but not limited to literacy, language, culture, and practice. Story, a universal form of communication, allows us to convey meaning in ways that many traditional assessments do not. That said, the myriad challenges families face today and the diversity of experiences demand that we expand our concept of learning stories to be more inclusive and accessible.

In this session we will examine how to write powerful learning stories as authentic assessment and connect with families in meaningful ways as partners in their child’s learning journey. Seeking to engage vs. involve, learning stories act as a powerful and inclusive collaborative tool shared by all the important adults in a child’s life. We will also review the ways technology can connect more families to learning stories, providing a wider net for feedback and an opportunity to address cultural misunderstandings.

Let's Get Physical with Zoo-phonics!
Dana Schuetze, Zoo-phonics Consultant, Zoo-phonics, Inc
Come and experience how our animal friends can help you teach phonemic awareness, phonics and word blending using a multi-sensory, brain efficient approach. Dana will demonstrate how to incorporate Zoo-phonics as a cueing system, as well as, throughout your day - in small groups and literacy centers. This will be a fun and active session using music and movement. You will leave with many ideas for your classroom.

Let's Take It Outside
Sally Brownfield, Squaxin Island Child Development Center Director
We will look at how the Squaxin Island Child Development Center embraced our culture of teaching and learning through the natural elements, pushed the limits of the 'you can't do that' and showed how quality early learning, with all of its regulations can happen in a safe and engaging outdoor program. We became one of the first state licensed outdoor preschools in the nation.

Making it Work! (Part 1 & 2)
Linda DiBrito, ECS, ICF
Michelle Tsosie, ECS, ICF
In this brief introduction to Making it Work!, participants will learn about ways to link school readiness goals and the Head Start Early Learning Framework to your tribal cultural lifeways and practices. The goal of this session is to utilize your cultural traditions and lifeways as the basis for your curriculum and learning outcomes for children.

Managing the Health Component from a Management Systems Approach
Alma Sandoval, Health Specialist, ICF
Being the manager of the health component means much more than just data entry and follow-up of health requirements. If you are a Health Manager that wants to keep improving your management skills come to learn more about the components of a management system approach. This session will help you improve your skills so the quality of services you offer reflects your growth as a manager.

2021 NIHSDA Management Training Conference     June 28—July 1
Managing Up (Part 1 & 2)
Becky Schueller, Trainer & Consultant, Rebecca Schueller Training & Consulting
Join your peers to discuss how to help your supervisor and your organization’s management understand what you and your coworkers need to operate at your best. The tools and strategies discussed are appropriate for staff working in highly functional organizations as well as for those in situations where there are communication breakdowns or other organizational stresses. The pandemic has made work life more difficult for everybody. Managing Up is a proactive strategy that includes:

- Being appropriately assertive to help your supervisor and organizational management understanding what you need to do your job well (i.e. tools, resources, equipment, supervision, support, and more)
- Sending ideas and feedback about client, team, and organizational practices and policies up to your supervisor and organizational management
- Requesting clarification when things are unclear
- Being specific about needs and requests so that they are actionable for your supervisor
- Identifying your professional development goals and plan

In Part 2 of Managing Up, we will address specific scenarios and communication strategies that are appropriate for "Managing Up." Participants may suggest scenarios and the presenter will come prepared with several options to role play.

Megwayaak: Natural Learning Environments
Waase Paulson, Ojibwemowin Mentor, Leech Lake Band of Ojibwe CCS
This workshop will provide a discussion of the development of our outdoor learning project, Megwayaak, at Leech Lake Band of Ojibwe Early Childhood Development (LLECD) in Cass Lake, MN. In the 3-acre wooded space adjacent to the Head Start and Early Head Start building, our plan for Megwayaak includes trails, a wigwam, and spaces where knowledgeable Anishinaabe community members can demonstrate indigenous food practices and share knowledge with our children, families, community and staff. Children (6wks-5y) will have access to Megwayaak throughout the year to hike, identify plants, including medicinal gardens, harvest berries and other foods, snowshoe and begin their lifetime of learning in natural spaces.

The development of Megwayaak is also central to the programming at the new Childcare Center, Maajiigin, to the north of the existing building. Maajiigin will house additional classrooms for children 6wks to 3 years with foundation of Ojibwe language and cultural programming developing towards immersion.

We believe that this exposure to traditional teachings, our language, our food practices and time in the woods will have social, emotional and health benefits for our children, our families, our teachers and our community for generations to come.

Monitoring Focus Area One
Tammy Jelinek, Principal, Wipfli LLP
The Aligned Monitoring System 2.0 is one of the processes that assist the Office of Head Start in assessing Head Start/Early Head Start program impact. In this session, we will focus on Focus Area One (FA1). We will explore the goals of the monitoring team, review the questions they will ask, and address suggested best practices. We will also discuss how the COVID-19 addendum has impacted the process.

Monitoring Focus Area Two
Tammy Jelinek, Principal, Wipfli LLP
The Aligned Monitoring System 2.0 is one of the processes that assist the Office of Head Start in assessing Head Start/Early Head Start program impact. In this session, we will focus on Focus Area Two (FA2). Usually this process is done on-site, however those visits have been suspended during this time. We will explore the goals of the monitoring team, review the questions they will ask, and address suggested best practices in this new environment of sharing
information in a virtual world. We will also discuss how the COVID-19 addendum has impacted the process.

**OHS Forum**

*Dr. Bernadine Futrell, Director, Office of Head Start*

*Todd Lertjentharangool, Regional Program Manager, Region XI, Office of Head Start*

Participants will have the opportunity to share their issues and concerns with OHS staff, including OHS Director and Region XI Program Manager.

**Organizational Well-Being: Embed a Systemic Approach (Part 1 & 2)**

*Janet Humphries, Co-Founder, Principal Coach, Dynamic Coaching Systems*

*Genevieve Jaramillo-Padilla, Director, Santo Domingo Early Learning Center*

The typical pattern of improving education programs is to focus on training and coaching teachers, new hire after new hire, and this is failing our children; it is unsustainable and inequitable. Even before the pandemic teaching staff were overwhelmed, overworked and unable to keep up with that pressure! To improve programs today, to attract and retain the best staff throughout the program, we need to ensure the well-being of the entire organization. Dynamic coaching is organizationally systemic; it is a humanistic way of being together that cultivates each staff members’ potential.

What outcomes could be reached if every staff member in your program functioned at their highest human potential? Join us as we present a research- and evidenced-based process you can use to get started on such a journey in the individualized way that works best for your organization and culture – Part 1. In Part 2, we will provide examples of how one tribal program is building this capacity, including funding and supporting it. Shift can happen – find out how!

**Prioritizing Culturally Responsive Teaching and Indigenous Values in Tribal Head Start Programs**

*Joshuaa Allison-Burbank, Speech-Language Pathologist, Little Moccasins Education Services, LLC*

This workshop will explore Indigenous communities and discuss how historical trauma, colonization, and systemic racism impacts child development, family resiliency, and identity. Culturally responsive teaching practice in early childhood education and the resurgence of Indigenous child rearing practices will be presented in detail.

**Program Design and Working Toward Full Enrollment (Part 1 & 2)**

*Racquel Martinez, Family Engagement Specialist, ICF*

*Todd Lertjuntiharangool, Regional Program Manager, Region XI, Office of Head Start*

Participants will learn how to implement program designs that align with current community needs, integrate relationship-based practices into their recruitment and enrollment process, and work toward and maintain full enrollment.

**Promoting Health: Strategies to Minimize the Risk of COVID-19**

*Kimberly Clear-Sandor, Sr. Training and Technical Assistance Associate, National Center on Health, Behavioral Health, and Safety*

*Candace Shelton, Training and Technical Assistance, National Center on Health, Behavioral Health, and Safety*

Join the National Center on Health, Behavioral Health, and Safety to discuss practical strategies to help you promote health and stay safe as you resume in-person services. This session will explore what is known about COVID-19, how it spreads, and discuss ways to minimize exposure in programs and reduce the risk for children and staff.

**Real Solutions Created - Family Development/Comprehensive Case Management**

*Bob Swanson, Trainer/Consultant, RS Consulting*

Mission driven/client focus approaches.

Family Development process: Joining, Assessment, Planning, Support and Linkage.

Emphasis on active listening, empowerment and rapport building.

Practical application of tools and techniques from Family Development Specialist curriculum. Tools - Timeline, Eco-
map, matrix, Emotional Wheel and balance wheel. Planning techniques and reinforcing solutions to barriers to greater self-sufficiency.

Secondary Traumatic Stress Mitigation to Support Early Childhood Caregivers (Part 1 & 2)
Amy Foster Wolferman, Director of School-Based Training and Technical Assistance, National Native Children’s Trauma Center
This presentation will define secondary traumatic stress (STS) as well as related terms and experiences and describe self-care approaches for mitigating the effects of STS that include personal and professional approaches.

Strategies to Support and Engage Families Virtually
Jennifer Olson, TTA Implementation Lead, National Center on Parent, Family, and Community Engagement
The pandemic has deeply affected our personal and professional lives while resulting in disruptions of services for AIAN programs, children, and families. However, we now know there are many benefits to virtual service delivery, and in this session, we will explore how they can be utilized in your work. Join NCPFCE to expand your knowledge on overarching strategies that have emerged from research and Head Start communities on supporting families through virtual engagement.

Submitting a Fundable Five Year Grant Application
Ron Ransom, Grantee Specialist, ICF
Ronda Ritchie, Grantee Specialist, ICF
Submitting a complete and fundable grant application is a goal for every Head Start Director. During this 90 minute session, we will review the requirements for a fundable Five Year Grant Application and highlight the most common pitfalls in both the fiscal and programmatic areas that occur when submitting a Five Year Grant Application.

Supporting Teachers and Caregivers with Social Distancing in EHS and HS Classrooms (Part 1 & 2)
Carol Bellamy, ECS, ICF
In this session, participants will learn about things to consider when helping teachers and caregivers design a layout for their classroom in the age of social distancing. We'll address training needs for teachers and parents, program policies that may need adjustment, and how to support staff in ensuring that children have social, cooperative experiences while maintaining safety.

Supportive and Responsive Transitions, Unlocking the Key to Best Practice
Renetta Goeson, Zero to Three-NCECDTL
Roselia Ramirez, Senior Training and Technical Assistance Specialist, Zero to Three-NCECDTL
As programs plan for transitions to kindergarten in addition to changes in virtual or in person settings, strategies for supporting a successful transition are more important than ever. In this session, we’ll explore best practices in transitions, including partnering with families and receiving schools as well as special considerations to support children with disabilities. Participants will also explore responsive transition strategies for children, families, and staff and learn about transition event success stories.

Tell Me a Story – Sharing Children’s Literature with Social Emotional Themes
Joelfre Grant, Director, Tribal Initiative, Brazelton Touchpoints Center
Heidi Roibal, National Facilitator, Brazelton Touchpoints Center
In this interactive workshop, participants will explore Tell Me A Story – a component of the Family Connections Mental Health Consultation and Professional Development System. Each of us has a role to play in supporting the social and emotional health of young children in our care. We will model the use of this practical, step-by-step, way of helping children understand and describe their emotions through the use of literature/stories and discussion. We will also discuss program leadership supporting implementation of Tell Me A Story.

2021 NIHSDA Management Training Conference  June 28—July 1
Sara Bernstein, Senior Researcher, Mathematica
Todd Lertjuntharangool, Regional Program Manager, Region XI AIAN, Administration for Children and Families, Office of Head Start
The American Indian and Alaska Native Head Start Family and Child Experiences Survey (AIAN FACES) is a nationally-representative study of children and families served by Region XI Head Start. AIAN FACES was carried out in 2015 and 2019 among 1,049 and 720 children, respectively, from across Region XI. The goals of this workshop are to: 1) provide participants with information about the overall study; 2) using information provided by parents whose children participated in the 2019 survey, describe families’ economic conditions and their social and community supports; 3) explore the relationship between social and community supports and the experience of financial strain (the sense that there is not enough money for daily life) and material hardship (lack of access to basic needs such as food and utilities); and 4) examine whether social and community supports relate to children’s well-being, when taking families’ economic conditions (household income, financial strain, and material hardship) into account. Workshop participants will break into small groups to discuss the findings and how they can be useful to Head Start program leaders, tribal leaders, and others as they advocate for policies that best support the needs of Region XI children and families.

The Classrooms of Today - Utilizing Technology
Shaun Steele, National Tribal Consultant, Hatch Early Learning
Marnetta Larrimer, Professional Development Lead, Hatch Early Learning
This workshop will explore the challenges of the current learning environment and how to maximize learning and minimize learning loss through educational technology.

The Fully Effective Supervisor's Pledge
Becky Schueller, Trainer & Consultant, Rebecca Schueller Training & Consulting
Discuss the importance of high quality supervision and the values that supervisors must agree to for staff well-being and performance to be maximized. Share best practices in supervision with your peers and discuss the components of supervision that contribute to effective working relationships. High quality supervisor can help promote staff retention, which is essential to high quality outcomes for our youngest learners and their families.

The Importance of Child Engagement in Play and Learning
Alan Guttman, Program Administrator, Johns Hopkins University IDEALS Institute
This workshop focuses on the importance of child engagement in play and learning. In this interactive session you will learn how to define and recognize when children are genuinely engaged with adults, peers, and materials in sophisticated play and learning. Join us as we view, analyze, and discuss videos of children engaged in daily activities to broaden and deepen your understanding of how best to support and promote child engagement in your program.

The New 3Rs: Routine, Relationships, and Regard
Mary Margaret Gardiner, Consultant, Teachstone
Marilyn Rice, Contract Trainer, Teachstone
As teachers and children adjust to the “new normal” it will take planning and intention. In this session, we will explore ways to use the CLASS tool to build relationships through routines, while maintaining regard for children’s perspectives. Join us to learn new ways to incorporate instructional support strategies throughout the day to foster relationships in meaningful ways.

The Program Information Report (PIR)- Tips on Accurate Submission for 2021
Janet Schultz, SME AIAN Compliance, DLH
It's that time of year...start thinking about aggregating your data for the 2020-2021 Program Information Report (PIR)
which needs to be submitted by August 31st, 2021. The PIR is an important source of descriptive and service data for the Head Start community, their partners, Congress, and for the general public. PIR data is compiled for use at the federal, regional, state, and local levels. The full PIR data set, prior year reports, and PIR forms are available to the public on request which is why it is important to submit accurate data.

There are major changes to numerous sections of the 2020–2021 PIR Form. This session will review the new instructions, definitions, and questions in the PIR Form including guidance in response to COVID-19. The four sections – Program Information, Program Staff and Qualifications, Child and Family Services and Grant Level Questions will be reviewed in detail to better understand what is required particularly in the areas of enrollment, health services, family and community partnerships.

There will be opportunities for participants to have their questions answered.

The Spirit of the Language (Part 1 & 2)
Angel Little Plume-Upham, Bilingual Manager, Blackfeet Early Childhood Center
Presentation on the Spirit of the Language. The center core of the language to be offered in the classroom through interaction. Each of the five (5) domains covered through a multi-station style learning environment. The goal for the outcomes is directed at “School Readiness”. Preparing the students to enter kindergarten while exposing them to the 2nd Language in which they are learning. Currently the Blackfeet Early Childhood Center is conducting this method. The Spirit of the Language is carried with the intention of positive attitude along with each station and domain which is held in our Culture building, named “Pikanioyis” which means Blackfeet Lodge. A lesson plan is created for each week and filed for data use.

Through Our Eyes: Exploring Authentic, Culturally-Responsive Curriculum
Melody Redbird-Post, Program Manager, NCTECD
Char Schank, TA Coordinator, NCTECD
Dig into the evidence base on culturally-responsive curriculum development in early childhood education, birth through third grade. Through small and large group activities, explore how local knowledge can be incorporated into early childhood curriculum, particularly grades Pre-K through Third Grade, using emerging methodologies from the research. Engage in a step-by-step action planning approach that includes family engagement, community partnership, staff involvement, and developmentally-appropriate practice to inform the curriculum development process.

Trauma Resilient Educational Programs
Amy Foster Wolferman, Director of School-Based Training and Technical Assistance, National Native Children’s Trauma Center
This presentation will review four key components of a Trauma Resilient Educational Program: 1) culture and context, 2) collaboration with families and community, 3) systems to support staff, and 4) trauma-informed practices to support children. A process for identifying areas of strength and areas for growth will be shared as well as resources for ongoing support.

Understanding and Supporting Young Children Impacted by Trauma (Part 1 & 2)
Amy Foster Wolferman, Director of School-Based Training and Technical Assistance, National Native Children’s Trauma Center
This presentation will define multiple types and layers of trauma, describe common reactions to and impacts of trauma, and share trauma-informed approaches and practices to support young children impacted by trauma.

Updating your Community Assessment: Re-Assessing Community Needs Based on COVID
Betsy McDougall, Grantee Specialist, ICF
Darlene Zacherle, Grantee Specialist, ICF
On an annual basis, programs must review and update the community assessment to reflect any significant changes as
outlined in HSPPS 45 CFR §1302.11(b)(2). This review should examine the demographic, economic, environmental, and resource changes that impact your program and the community. There may also be changes in availability of publicly-funded pre-kindergarten, increases or decreases in rates of family and child homelessness and significant shifts in community demographics and resources. During this session, we will explore the requirements and processes for updating the community assessment and we will discuss how COVID may has impacted many the needs of children and families in your community.

Using Data to Develop School Readiness Goals
Jessica Elzey, Account Executive, ChildPlus Software
Are your children and families ready for school? Data collected through your developmental assessments may help you answer this question, but school readiness is so much more. ChildPlus has a variety of reports to help make data-driven decisions easier regarding children and the various factors impacting each child’s development and learning. In this session, attendees will view examples of how data can be used to effortlessly monitor progress towards school readiness goals. Additionally, attendees will be introduced to upcoming, exciting enhancements to the software.

Using Data to Support Family Progress (Part 1 & 2)
Racquel Martinez, Family Engagement Specialist, ICF
Dannetta Tate, ECE Specialist, ICF
Participants will review and discuss the four Data Activities, explore how to use data in planning and decision-making related to family outcomes, and develop strategies to support proactive monitoring practices.

Using the DC:0-5 System for Spotting the Early Signs of Social-Emotional Distress in Young Children & Identifying Next Steps in Referral and Assessment
Michelle Sarche, Associate Professor, University of Colorado Denver
Jane West, Licensed Professional Counselor, Heart of the West Counseling
It is more critical than ever to be informed about the mental health needs of very young children. Young children’s development happens within the context of supportive family, school, and community relationships, yet support systems have suffered from the relentless stress of the last tumultuous year. According to a survey by the Indigenous Futures Project about the impact of COVID-19 on Indigenous people, 30% of participants living in reservation communities reported feeling depressed, 52% felt frustrated, and 60% felt stressed, while 47% reported that their household financial situation had gotten worse. It is unfortunately not surprising then, that the Centers for Disease Control and Prevention also reported a 24% increase in the proportion of pediatric emergency mental health admissions related to anxiety and panic attacks among children. To best support the health and well-being of young children, early detection of mental distress is both possible and paramount. The sooner that developmental and social-emotional challenges can be identified, the sooner young children’s suffering can be alleviated, allowing their ability to focus on key cornerstones of wellbeing — forming close relationships, exploring their environment, and expressing and managing emotions — to resume and flourish.
In this 90-minute workshop, participants can learn more about spotting the early signs of distress in young children and identifying next steps in the referral and assessment process. The centerpiece of this workshop will be the culturally and developmentally sensitive diagnostic system, the DC:0-5, created by ZERO TO THREE, a national leader in the early childhood mental health field. Over the last two years, numerous mental health professionals have been trained to use this diagnostic system. As the next step, it is essential that those who work directly with young children and families on a day-to-day basis are aware of the DC:0-5 diagnostic criteria so that young children with unaddressed mental health needs can be identified and connected with available services.

Using the Tribal Child Care Management Systems Framework to Conduct your Annual Self-Assessment
Char Schank, TA Specialist, NCTECD
Melissa Madrid, TA Specialist, NCTECD

2021 NIHSDA Management Training Conference     June 28—July 1
Discover how the Tribal Child Care Management Systems Framework and its guiding questions can be used to complete your annual self-assessment. Identify the systems within your Tribal program through participation in the “What does the Tribal Child Care Management Systems Framework look like for your CCDF program?”, activity. The information identified can be used to support Tribal Lead Agencies in identifying points of contact for each of the management systems within both their CCDF program and their Tribal government or organizational structure and how each of these systems work together for effective program operations.

Using the Whole Child Approach in Addressing Inter-generational Trauma in Early Childhood Mental Health
Rosa Julia Garcia Rivera, Chief Operating Officer, Gads Hill Center
Nilsa Ruiz, Associate Director of Mental Health & Community Initiatives, Gads Hill Center
Description: Research demonstrates that a caregiver’s mental health and overall functioning significantly impacts the emotional well-being of their child. A history of generational family trauma can significantly increase a child’s risk of psychological distress and mental illness. However, when the caregiver-child relationship is safe, supportive, and stable, the child is buffered from the adverse effects of potential mental health stressors. This workshop will focus on innovative practices that take a whole-child approach to early childhood mental health. Participants will explore a multi-tiered system of support that effectively meets the mental health needs of the whole family.

What Are They Saying? Tribal Language Immersion in Early Childhood Education and Recent Research Trends
Melissa Madrid, TA Specialist, NCTECD
Melody Redbird-Post, Program Manager, NCTECD
Discover how tribal language immersion has become such a hot topic in education. Examine and discuss the latest trends in tribal language immersion education. Explore the implications of recent language immersion education research for schools and communities. Through small and large group activities, participants will have various opportunities to identify language immersion strategies currently used in early childhood education classrooms as well as establish next steps for language immersion implementation in their classrooms and schools.

AIAN Head Start/Early Head Start Community Photo Tour

For this year’s conference, NIHSDA is organizing a virtual tour across Indian Country. We are asking programs to share photos from their communities, so we can all celebrate the beauty and diversity of our Tribal people and lands.

When selecting photos, think about what you would show a visitor to your community. What things should they see to really experience your culture? The pictures do not all have to be photos you have taken, they can be from the internet. They can also be pre-pandemic (especially in the case of events).

Some ideas of photos you could share: Locations of cultural or historical importance, Tribal gathering spaces and events, Examples of local cultural arts or artifacts, Traditional attire, Types of housing/architecture in your community, Examples of subsistence living still practices in your community, Your HS/EHS centers/playgrounds, the geography of your area. Think of this as a way to tell others about the families and community you serve!

Pictures should be submitted online, and are due by May 28th.