

2016 Child Health, Education, and Care Summit
Sessions - November 9-10

10/3/2016
9:19 AM

Qty	Day/Time	Presentation Title	Description	Presenters
1	Wednesday 10:30-12:00	Joint Venture Health: An Integrated Primary Care System for Early Healthy Child Development	Joint Venture Health is a pediatric and obstetric primary care-based healthy child development system for low-income families, with special focus on language and cultural barriers. The key components include (1) family engagement and support from prenatal phase, (2) universal screening and integrated onsite services, (3) collaboration with child development agencies and school resources, (4) technology automation to support care teams, and (5) training of the next generation of providers. A partnership of California Pacific Medical Center, Sutter Health; North East Medical Service, and the School of Public Health at UC Berkeley, we aim to serve 10,000 children, or 1 out of 10 children throughout San Francisco.	Judy Li, Joint Venture Health, School of Public Health, UC Berkeley; Suzanne Giraudo, Kalmanovitz Child Development Center CPMC Sutter Health; Katrina Liu, MD, North East Medical Services (SF)
2	Wednesday 10:30-12:00	Are You In? Effectively Supporting Family Child Care Providers to Engage in Quality Improvement	In this session, participants will learn about findings from an exciting new study focused exclusively on family child care providers: the "Are You In?" California Child Care Research Partnership Grant. The project is a four-year study that included providers from Los Angeles, San Bernardino, Contra Costa, El Dorado, and Sacramento Counties. Information about who family child care providers are, what their work is like, and their views about professional development and learning will inform a discussion about how best to support diverse family child care providers to engage in quality improvement in ways that fit with their working conditions.	Holli Tonyan, Susan Savage - California State University
3	Wednesday 10:30-12:00	Trauma Informed Care and Strategies to Support Children, Teachers and Families	This workshop is an introduction to "trauma" and the affects traumatic experiences have on the childhood brain, behavior and daily reactions or responses. Early childhood professionals can effectively identify the traumatic symptoms and the impact so that they are better prepared to identify strategies to support a child's healthy development. Topics discussed in the workshop include basics of trauma-informed care, identification of symptoms, adverse childhood experiences (ACEs), resiliency factors, building a toolbox of social-emotional strategies, and the practical application of strategies to support children.	Julie Kurtz, WestEd
4	Wednesday 10:30-12:00	First 5 San Bernardino's Oral Health Partnership: Supporting Systems Change to Impact Health Equity	Dental decay disproportionately affects children of color and low-income families with limited access to oral health care. First 5 commissions have invested significantly to improve oral health delivery systems which are hard to sustain. This presentation will offer a critical, realistic, and optimistic review of the problem of inequalities in oral health and discuss strategies for dental disease prevention and oral health promotion in San Bernardino. It will explore oral health access through a variety of lenses: (1) the social determinants of health, (2) the dimensions of access to oral health, and (3) the system changes needed to impact oral health equity.	Conrado Barzaga, Center for Oral Health; Scott McGrath, First 5 San Bernardino

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5	Wednesday 10:30-12:00	San Joaquin Reads Campaign - Going Beyond Talk Read Sing	This presentation will highlight the partnership of First 5 San Joaquin and the University of the Pacific's Beyond Our Gates Community Council. The focus of the Council is to address Early Literacy using a Collective Impact model. One of the successful results has been the San Joaquin Reads Campaign - Talk. Read. Sing. Draw. Play. The speakers will share how the campaign was formed and how consensus was reached on these five topics. Start up and implementation challenges and successes will be shared with the audience as well as the opportunities the campaign has had to reach new partners such as the Women, Infants and Children (WIC) programs, restaurants, faith community, and child care providers. From letterhead to tote bags, the goal of the campaign is to engage the community in these important messages.	Lani Schiff-Ross, First 5 San Joaquin; Jennifer Torres Siders, University of the Pacific
6	Wednesday 10:30-12:00	Reflective Practice in Real-Time: Deepening the Dialogue to Strengthen Relationships	This panel presentation focuses on implementation of reflective practice as a way to support authentic family engagement with culturally and linguistically diverse families. Participants will be introduced to a layered approach to reflective practice, with an emphasis on integrating reflective practice at every level of the organization. The panel will highlight two local initiatives, the Early Learning Lab and the Parent Involvement Project and efforts each program is making to engage staff and families in dialogue to promote children's early learning experiences. Program directors and practitioners will engage in reflective practice in real-time to share their experience of the process.	Joshua Sparrow, Brazelton Touchpoints Center, Boston Children's Hospital; Elita Amini Virmani, Chris Sciarino, The Early Learning Lab; laisha Muhammed
7	Wednesday 10:30-12:00	Take Time. Talk! An Intervention to Improve Early Language Development in Low-income Populations	<i>Take Time. Talk!</i> is a language tool that was created as part of Los Angeles Universal Preschool's commitment to the Clinton Global Initiative. Research has shown that children from high-socio-economic status (SES) families exhibit more vocabulary knowledge and stronger language processing skills than their lower-SES peers. By four years old, a high-SES child has heard on average 30 million more words than a low-SES child. <i>Take Time. Talk!</i> is a brochure printed in English and Spanish that is designed to help narrow the gap between low- and high-income children. This presentation will provide attendees with a copy of the tool and communicate the findings of a pilot intervention introducing families to the tool in Los Angeles.	Melissa Barnhart, Mariel Kyger - Los Angeles Universal Preschool
8	Wednesday 10:30-12:00	Building Constructive Alliances With Angry, Insecure, Unhappy, or Suspicious Parents	The training focuses on understanding and addressing underlying emotional and psychological issues of parents with issues with your program; and how staff can best meet their needs through awareness combined with appropriate technique, without compromising their integrity and needs. Staff will use understanding, awareness, and experience with children to understand and work more effectively with adults. Emotional factors remain the same at any age although adults experience them under many layers of accrued socialization (some of which may be maladaptive). In addition, staff will be guided how to professionally make uncomfortable or difficult communication to anxious parents or those in denial.	Ronald Mah

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9	Wednesday 10:30-12:00	Take a Minute. Relationships Matter!	The Department of Developmental Services' (DDS) Early Start program is focusing on the importance of social-emotional relationships and skills for infants and toddlers with developmental disabilities as part of its State Systemic Improvement Plan (SSIP). Supportive relationships promote the social and emotional development of infants and toddlers. And building relationships takes time... but not necessarily very much time. Presenters will introduce new resources for promoting evidence-based practices that early intervention professionals may use with families and that family members may use with children. "Take a minute" to cultivate social and emotional development in infants and toddlers served by Early Start.	Emily Woolford, California Department of Developmental Services; Kelly Young, WarmLine Family Resource Center
10	Wednesday 10:30-12:00	Behavior Support Services: Building the Social-emotional Needs of Young Children	Behavior Support Specialists with the YMCA Childcare Resource Service will help early mental health professionals and early childhood educators understand the importance of social and emotional development in young children. Participants will learn how we utilize the Center on the Social and Emotional Foundations for Early Learning (CSEFEL) as a tool to provide behavioral support services in the community. Behavior support specialists will share case studies, pictures, and videos utilizing this model. Explore how early intervention supports children in the learning environment and decreases childhood expulsion by addressing challenging behaviors. In conclusion, participants will learn how the program strategies are used to develop social-emotional building blocks, and design a quality environment for children to thrive.	Priscilla Villafana, Margaux Marquez - YMCA Child Resource Service
11	Wednesday 10:30-12:00	Healthy Parenting Workshops: A Novel Approach to Nutrition and Parenting Education in Los Angeles County	A 2011 Institute of Medicine Report highlighted a critical need for parenting skills to prevent early childhood obesity. In 2013, the Los Angeles County Department of Public Health collaborated with the University of California, Los Angeles and First 5 Los Angeles to scale-up an evidence-based curriculum based on the Social Learning Theory that links nutrition and parenting skills. The six-week Healthy Parenting Workshop series is implemented by 20 agencies throughout Los Angeles County. This presentation highlights evaluation results among 1,000+ parent participants and engages audience members in an interactive demonstration of the workshops' framework. This novel approach fills a critical need for effective interventions among high-risk populations during early childhood.	Kelly Dumke, Lauren Walter, Zoe Phillips - Los Angeles County Department of Public Health
12	Wednesday 10:30-12:00	If I Had a Blue Ribbon Commission on Early Learning, What Would It Do?	California's Budget Act of 2016 included an announcement that the Assembly Speaker intends to convene a Blue Ribbon Commission on Early Learning. This panel discussion with early learning advocates, child-care stakeholders, and K-12 stakeholders will cover the wide range of interests these organizations believe could or should be covered by a high-level systems reform commission, if we all had a say!	Moderator: Erin Gabel, First 5 California; Dion Aroner, SEIU; Nina Buthee, CCDAA; Donna Sneeringer, Child Care Alliance of Los Angeles; Ted Lempert, Children Now; Mary Ignatius, Parent Voices

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13	Wednesday 10:30-12:00	Children with Special Needs and the CLASS? Sure! Hear How One Program Did It!	Learn about Teachstone’s newly-released recommendations on things to consider when observing in inclusive settings. We will also provide a case study outlining how the State of Arizona used the CLASS in their First Things First Program to evaluate early care and education programs, including classrooms in which the majority of the children received special education services.	Rebecca Berlin, Teachstone Amy Mountz, Teachstone
14	Wednesday 10:30-12:00	The Power of Professional Learning Communities: A Continuous Quality Improvement Approach	Imagine an experience where continuous quality improvement is led by teachers, for teachers: where classroom teaching teams share their insights, struggles, and goals to inspire and learn from one another. Discover how Professional Learning Communities (PLCs) can be a cost-effective and sustainable way to improve and sustain instructional quality, through collective focus on the Desired Results Developmental Profile (DRDP), Preschool Learning Foundations, Environment Rating Scales, and other tools. This session will provide PLC strategies and protocols, research data and resources you can customize for your own program needs.	Krista Murphy, Orange County Department of Education Ann Hentschel, Branagh Information Group
15	Wednesday 2:00-3:30	The Right Place at the Right Time: Lessons from a National Scan of How States Fund & Coordinate Home Visiting Programs	Children Now will present findings from a national scan of how states fund and coordinate voluntary home visiting programs. We’ll highlight key features of California’s home visiting landscape (including significant First 5 county commission investments) and discuss implications and considerations for California. Attendees will gain understanding of the menu of policy and financing options being utilized around the country, as well as how these ideas translate to California’s distinct policy and budget context. There will be ample opportunity for large and small group discussion around paths to strengthen our state’s unique, locally-controlled approach to providing home visiting to vulnerable families.	Angela Rothermel, Children Now
16	Wednesday 2:00-3:30	How to Approach QRIS Through a Systems-building Lens: A Case Study from Los Angeles County	With the release of First 5 IMPACT, agencies and partners in Los Angeles County with expertise in supporting improved outcomes for early care providers, children, and families, identified the need to create a countywide vision and uniform approach for Quality Rating and Improvement System (QRIS) regardless of funding stream. The resulting systems-building approach provides a compelling case study on how these partners maximized impact in quality early learning. The session will provide a deep dive into Los Angeles County’s innovative systems-building approach and its four phases – Define, Learn, Test, Scale – highlighting their lessons learned and suggestions for other California counties and regions.	Kevin Dieterle, First 5 Los Angeles; Christina Bath CollosiVIVA Strategy + Communications; Keesha Woods, LA County Office of Education-Head Start Preschool

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17	Wednesday 2:00-3:30	Growing a More Responsive Transdisciplinary Early Childhood Mental Health System	Join us in exploring Humboldt County's effort to address the fragmented systems that often exemplify children and family services. The presentation will describe how our county has integrated Infant-family and Early Childhood Mental Health (IFECMH) into our Early Childhood quality improvement efforts and created an in-county certification process which is aligned with the California Infant-family and Early Childhood Mental Health endorsement. This transdisciplinary work brings together early childhood educators, home visitors, social workers, and many others to create a common understanding of the importance of family strengthening, adult-child interactions, developmental screening, and reflective practice.	Mary Ann Hansen, First 5 Humboldt; Beth Heavilin, Meg Walkley - Humboldt County Office of Education
18	Wednesday 2:00-3:30	WIC as a Platform for the Promotion of School Readiness: Partnerships to Sustain Impact	The Women, Infants, and Children (WIC) Program reaches over half of all babies born in the U.S., and over 1.2 million low-income pregnant women, infants, and children under age 5 annually in California alone. While the program is not funded to directly support early literacy initiatives, it is a perfect place to engage young parents to optimize the development and school readiness of young children by starting during pregnancy and supporting families through the 5th birthday. This session focuses on the evidence-based Little by Little School Readiness Program, highlighting how a partnership between WIC and First 5 Los Angeles has impacted parent engagement and the school readiness of hundreds of thousands of children in Los Angeles County.	Samar McGregor, Nelly Mallo - Public Health Foundation WIC Program; Mercedes Perezchica, First 5 Los Angeles
19	Wednesday 2:00-3:30	Touchpoints in Libraries: The Power of a Strengths-based Approach to Supporting Families	Join us as we share the innovative partnership we've recently undertaken between California's public libraries and the national Brazelton Touchpoints Center. This partnership has resulted in the evolution and delivery of a high quality professional development training, based on the Touchpoints approach to child development and family engagement. The partnership is contextualized specifically for library staff to assist them in more effectively serving the millions of families and young children who cross their thresholds each year. See what our lessons might reveal about the potential impact of similar multi-disciplinary partnerships and strengths-based approaches to working with young children and families.	Suzanne Flint, California State Library; Joshua Sparrow, Brazelton Touchpoints Center, Boston Children's Hospital; Patrick Remer, Pleasant Hill Community Library
20	Wednesday 2:00-3:30	Perspectives on Infant Care: Preparing Professionals	Research clearly links a baby's early experiences in care to lifelong well-being. This session will address the question of who cares for babies, with what preparation, certification, and pay. We will explore what infants ask of those who provide their care, drawing on studies of infant development and cite recommendations of the National Institute of Medicine / National Research Council report "Transforming the Workforce for Children Birth through Age 8." Participants will consider current and future efforts aimed at assuring that those caring for babies professionally are well-prepared to do this critical work.	Marsha Peralta, Folsom Lake College; Mary Jane Maguire-Fong, American River College

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21	Wednesday 2:00-3:30	Talking is Teaching: Talk, Read, Sing 2 Years Later	How are early brain and language development infused into the fabric of communities? How do we make small moments big for parents and caregivers and their young children? Several years after the launch of the "Talking is Teaching: Talk, Read, Sing" public awareness and action campaign, the presenters will share lessons learned and evaluation findings. Join us to discuss synergies with First 5 California, expanded resources, and examples of how local First 5 county commissions can bring the campaign into their own communities in a highly customizable way.	Kara Dukakis, The Opportunity Institute; Dayna Long, UCSF Benioff Children's Hospital Oakland
22	Wednesday 2:00-3:30	Mothers Strong- Tackling Perinatal Mood and Anxiety through Collective Impact	Perinatal mood and anxiety disorders affect between 15 and 40% of new mothers, and maternal depression and anxiety has an insidious impact on the health of mothers, children, families, and our communities. Mothers Strong is an example of how a community can begin to tackle this challenging issue, one bite at a time. Participants will learn about a successful collaborative, and will come away with concrete strategies and tools for media messaging, medical provider education, and building supportive networks for mothers and families.	Anna Bauer, First 5 Butte County; DeAnne Blankenship, California Health Collaborative; Briana Patterson, Champion Mom
23	Wednesday 2:00-3:30	Linking Collaborative Assessment to Collaborative Instruction Using DRDP (2015) Reports: How All Children Benefit	With the implementation of the Desired Results Developmental Profile (DRDP 2015), early care and education teachers and early childhood special education providers are working together to complete the assessment. They now also have a common set of reports of DRDP (2015) results to look at together. This inclusive and collaborative approach to assessment lays the groundwork for further inclusive practice as early education teams use the DRDP (2015) assessment results to inform programming for young children. This workshop will review recommended and collaborative practices in early childhood assessment and provide an overview of the new DRDP (2015) reports.	Patricia Salcedo, Elizabeth Schroeder - Desired Results Access Project; Tamarra Osborne, WestEd for Child & Family Studies
24	Wednesday 2:00-3:30	Promoting Social-emotional Screening: Partnerships for Policy Change	Broad developmental screening often misses young children with social-emotional and behavioral needs. This presentation highlights the experience of a First 5 Los Angeles-funded screening initiative that included social-emotional screening in a collaborative of agencies spanning early care and education, primary care, mental health, and a family resource center. Research will be presented documenting the importance of social-emotional screening to identify children who would be missed by broad developmental screening. Small-group discussion will address barriers to social-emotional screening and implementation strategies tailored to participants' agencies.	Marian Williams, Marie Kanne Poulsen - USC University Center for Excellence in Developmental Disabilities, Children's Hospital Los Angeles

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25	Wednesday 2:00-3:30	Improving Mental Health and Well-being for Families Before and After Delivery: Amador/Calaveras Perinatal Wellness Coalition	This session will describe how two small counties came together to develop and implement the infrastructure for effective perinatal wellness screening, referral, and treatment. The Amador / Calaveras Perinatal Wellness Coalition has created and maintained community partnerships that are advancing the Coalition's mission, thereby becoming a recognized leader in perinatal support and advocacy. Learn how the steps taken to establish this collaborative and comprehensive system are transferable to other important topics that support children and families.	Nina Machado, First 5 Amador; Teri Lane, First 5 Calaveras; Candace Carroll, Strategies - A Program of Youth for Change
26	Wednesday 2:00-3:30	The Journey from Trauma to Joy: One Child's Journey	This presentation tells the true story of a year in the life of a child. When his mom was removed and his dad was on drugs he moved to a different state and his world was turned upside down. Without specific knowledge of his early experiences, family members took him in and helped create a normal life. Learn what he faced, what they encountered, and learn what works. Gain effective tools that we can all use and learn how adults—foster parents, teachers, administrators, and school bus drivers, can make a difference in the lives of children.	Laurie Prusso Hatch, TeacherLaurie.com
27	Wed Part 1: 2:00 - 3:30 Wed Part 2: 3:45 - 5:15	Ensuring Equity within QRIS	This discussion will focus on the process of creating culturally and linguistically responsive Quality Rating and Improvement Systems (QRIS) – from the assessments to the coaching and the outreach, engagement, and messaging. Successes and challenges will be shared in addressing issues of equity and ensuring assessments, coaching, training, materials, and translations are responsive to the children and communities.	Ingrid Mezquita, First 5 San Francisco; Gabriela Lopez, WestEd; Lisa Lee, First 5 San Francisco
28	Wednesday 2:00-3:30	The Federal Every Student Succeeds Act Meets the Local Control Funding Formula: How Can New Accountability Systems Create Stronger Pre-K and K-12 Ties in California?	This panel discussion with school leaders, the California Department of Education, and early learning advocates will highlight the opportunities and challenges ahead as local schools integrate the new federal Every Student Succeeds Act (ESSA) allowances and requirements and the use of state evaluation rubrics into their Local Control Accountability Plan process, and how early learning strategies can be showcased in these local plans.	Jannelle Kubinec, WestEd - Moderator; Erin Gabel, First 5 California; Patti Herrera, Early Edge; Sara Bachez, California Association School Business Officers; Dave Gordon, Superintendent, Sacramento County Office of Education; Lupe Jaime, First 5 California Commission; Barbara Murchison, California Department of Education

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29	Wednesday 3:45-5:15	Family Engagement and Trauma-informed Care	Trauma-informed care is, “based on the knowledge and understanding of trauma and its far-reaching implications (SAMHSA, 2014).” This presentation illustrates the benefits of trauma-informed care across systems and organizations for families and young children coping with family stress, developmental disabilities, medical conditions, prematurity, educational needs, mental health needs, or involvement in the child welfare system. Application of trauma-informed care principles through specific engagement strategies will be discussed. Participants will practice applying principles and using strategies through case discussion and role-play.	Karen Rogers, Marian Williams - University of Southern California
30	Wednesday 3:45-5:15	Addressing Poverty through a Collaborative Approach: How Public Health and Social Services are Partnering to Improve Outcomes	The California Departments of Social Services and Public Health (CDSS / CDPH) are working collaboratively to address the issue of poverty in order to improve child well-being throughout the state. Through the Essentials for Childhood Initiative, a federally funded project of the Centers for Disease Control and Prevention, CDSS and CDPH are working to prioritize the issues of child abuse prevention and the promotion of child wellbeing through a public health lens. Efforts include state-wide messaging and public awareness campaigns to address poverty, and increase awareness of the effects of trauma and toxic stress on families living in poverty. Join the discussion and learn more about the state agency collaboration on behalf of the children of California.	Angela Ponivas, California Department of Social Services; Steve Wirtz, California Department of Public Health
31	Wednesday 3:45-5:15	Early Childhood Education and Child Welfare Partnerships for Vulnerable Children: Data to Policy	Given the significant overlap between systems serving the same children and families, the potential for targeted resource allocation and more effective collaboration between systems such as child welfare and early childhood education is currently being considered by system managers and policy makers. A panel of researchers and policy advocates from a large non-profit and a university will review surprising findings about the number of children served by a Head Start/child care resource and referral agency who are also served by the child welfare system. Results will prompt lively discussion about funding priorities and serving our most vulnerable children.	Susan Savage, Donna Sneeringer - Child Care Resource Center; Jacquelyn McCroskey, University of Southern California
32	Wednesday 3:45-5:15	Evidence-based Home Visitation Intervention to Reduce Child Welfare Entry	The session will describe the results of a quasi-experimental study that found parents receiving Nurturing Parenting Program home visitation were 173 times less likely to enter the Child Welfare System over a four-year period than parents in a comparison group. Parents in the study had a prior child welfare history, significant risk assessment and an average of over 2 children. The home visitation model operates as a component of nine family resource centers and utilizes paraprofessional home visitors including AmeriCorps members. The session highlights critical elements of the program model including impact on child welfare, service dosage, and cost benefit.	Sheila Boxley, The Child Abuse Prevention Center; Shannon Williams, LPC Consulting Associates

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33	Wednesday 3:45-5:15	Challenging Behaviors and Challenging Lives: What research says about the link between emotional development and classroom culture	Understand what children's lives predict for behavior and success in the classroom. Learn strategies to support teachers and caregivers in creating emotionally supportive environments and relationships through experiences with and between children. Caring relationships are the foundation of emotional self-regulation and social skills. Learn 10 things we can do right now to turn the page and support children and teachers.	Laurie Prusso Hatch, TeacherLaurie.com
34	Wednesday 3:45-5:15	Family Voices of California Project Leadership: Engaging Family Leaders through Training, Mentoring, and Support	Families of young children with special health care needs (CSHCN) have significant real-world experiences that can help to inform the healthcare community on how to be more family-centered and culturally competent. How do we engage parents from readiness to partnership; and from partnership to impact? Family Voices of California (FVCA) developed Project Leadership, a successful training model to prepare parents and caregivers of CSHCN for family engagement activities at the local, county, and state levels. This project, funded by the Lucile Packard Foundation, is a partnership of FVCA and family resource centers throughout the state.	Allison Gray, Family Voices of California; Yvette Baptiste, Eastern Los Angeles Family Resource Center
35	Wednesday 3:45-5:15	Through the Hearts of Teachers Build the Minds of Children	Today's teachers run the risk of becoming technicians. This presentation will address and reflect on challenges that teachers face today and explore strategies that will keep their focus on children. This presentation will address core values, leadership models, and interactions that will keep teachers engaged in building the minds of children.	Steven Erwin, Kaplan Early Learning Company
36	Wednesday 3:45-5:15	Starting Smart and Strong through Cross Sector Partnerships	Fresno is one of three California communities working with the David and Lucile Packard Foundation on its Starting Smart and Strong Initiative. The initiative strives to ensure that all children grow up healthy and ready for kindergarten by improving the quality of adult-child interactions across all settings where children grow and learn. This presentation will focus on how the initiative is bringing together the school district, the Housing Authority, the child care resource and referral agency, the County Office of Education, and First 5 Fresno County through a focus on dual language learners and family engagement.	Whitcomb Hayslip; Deanna Mathies, Fresno Unified School-Early Learning Department; Angelina Nguyen, Fresno Housing Authority
37	Wednesday 3:45-5:15	Kindergarten Readiness: Predictive Skills and Effective Interventions	This session will outline those skills that are most predictive of kindergarten-readiness and later academic success. We'll describe rigorously evaluated programs, interventions, and best practices that effectively accelerate development of skills in early childhood care and education (ECE) settings. We begin by describing our exhaustive analysis and 7-domain consensus definition of k-readiness. We then highlight those domains and skills that the research literature has shown to be most related early in development to later academic success. The presentation will conclude with an analysis of "active ingredients" common across effective interventions that represent concrete actions ECE-providers can immediately implement or strengthen.	Marc Hernandez, NORC at the University of Chicago; Susan True, Kenneth Rain Foundation

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38	Wednesday 3:45-5:15	Knowing the Unknown: Innovative, Interdisciplinary Treatment for Safely Surrendered Infants	Infant Safe Haven Programs (Safe Surrender Programs) exist throughout California and the United States as a safe alternative for mothers who might otherwise consider abandoning their newborn babies. However, research and specialized care for these infants has yet to be developed and implemented in a systemic fashion. This presentation reviews the history of Infant Safe Haven programs, describes preliminary research findings into this population, and presents an innovative, interdisciplinary treatment model that has been developed to address the unique needs of safely surrendered babies.	Micah Orless, Sheela Rao, Karen Rogers - Children's Hospital Los Angeles
39	Wednesday 3:45-5:15	Partnering to Improve Health Outcomes for Families through Home Visitation	This session will highlight the partnership between University of California Cooperative Extension, First 5 San Joaquin, and funded local programs, to develop, fund, and administer services under the Healthy and Ready to Learn Home Visitation Initiative. The Initiative provides in-home services to empower parents to be the creators of healthy change, and their child's best hope for school success. Attendees will gain insight, as well as hands-on experiences, into how curriculum-based content on nutrition, physical activity, child development, early and financial literacy, as well as health insurance and developmental screenings, are brought into the homes of hundreds of families annually.	Jovanna Gonsalves, First 5 San Joaquin; Anna Martin, Lorena Hoyos, UCCE San Joaquin County
40	Wednesday 3:45-5:15	"Learn the Signs. Act Early." Free Resources to Support Developmental Monitoring	Early intervention can have a significant impact on a child's ability to learn new skills as well as reduce the need for costly interventions over time. This presentation will discuss the importance of monitoring milestones and identifying developmental concerns early. Participants will be introduced to the Centers for Disease Control's "Learn the Signs, Act Early" program and will learn about free tools and strategies to support their own education and to also share with parents. Materials are appropriate for those who work with families of young children including parents, home visitors, health care providers, and early educators.	Debra Sarmiento, Family Resource Centers Network of California Fran Goldfarb, Children's Hospital of Los Angeles, USC
41	Wednesday 3:45-5:15	Connecting Help Me Grow to Broader Health Systems at the State Level	Help Me Grow (HMG) is a systems-level approach to expanding early intervention services in counties across California. Connecting HMG to broader health systems at the state level is essential for scaling, sustainability, and leveraging. This session will engage participants in a conversation about policy and advocacy efforts that are helping to advance the scaling of HMG in California.	Moira Kenney, First 5 Association of California; Christina Altmayer, First 5 Los Angeles; Debbi Davis, Children's Nurturing Project; Cally Martin, First 5 Contra Costa

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42	Thursday 10:30-12:00	Choose Health LA Child Care: Engaging Providers to Improve Nutrition and Physical Activity Practices	Created through a collaboration of the Los Angeles County Department of Public Health and the Child Care Alliance of Los Angeles, Choose Health LA Child Care (CHLACC) works to reduce the prevalence of obesity among children in child care. The program provides nutrition and physical activity training and coaching to child care providers and disseminates information to parents. Results will be presented from the following evaluation tools: pre- and post-self-assessment surveys to measure environmental change and provider self-efficacy, provider focus groups, coaching satisfaction surveys, and select onsite pre- and post-observational assessments. This innovative program could be replicated across the country as an opportunity for public health professionals to ally themselves with child care providers in the fight against childhood obesity.	Helen O'Connor, Jeanie Park, Olivia Pillado - LA County Department of Public Health
43	Thursday 10:30-12:00	Libraries as Early Childhood Hubs	Community Hubs are envisioned as places where expectant parents and families with young children are supported as their child's first teacher through core early childhood services. Already a gathering place for parents and community members, local libraries are a natural fit for a Hub, and provide a centralized space within each of the supervisorial districts. Utilizing a Family Strengthening Protective Factors Framework, Hubs will offer opportunities for family literacy, parenting and child development classes, and health and developmental screenings. Join representatives from the El Dorado County Library, County Office of Education, and the First 5 county commission in a journey from silos to systems.	Kathleen Guerrero, First 5 El Dorado; Carolyn Brooks, El Dorado Hills Branch Library; Elizabeth Blakemore, El Dorado County Office of Education
44	Thursday 10:30-12:00	Supporting Child Care Programs to Keep Children Safe in an Emergency	A partnership between early educators and the LA County Department of Public Health (LACDPH) resulted in new materials and trainings to help child care programs and communities prepare for, respond to, and recover from emergencies. Learn about the partnership between the LACDPH and resource and referral agencies, how you can apply this to help your agency be better prepared for an emergency, and how you can help prepare your clients to for an emergency. Each participant will receive an Emergency Preparedness Child Care Toolkit and Quick Guide that is designed specifically to support the preparedness of child care programs.	Cyndi Trujillo, David Bloom - Child Care Resource Center; Aizita Magaña, Emergency Preparedness and Response Program, LA County Dept of Public Health
45	Thursday 10:30-12:00	The Five Protective Factors as a Foundation to the Development of Annual Plans to Support Family Strengthening	Everyone agrees that being intentional in our work with families is imperative. Further, it has been found that using the Five Protective Factors will strengthen families, it relates to the prevention of child abuse and neglect, as well as promotes optimal development for all children. Parent partnerships are key. This presentation will feature a systematic way to utilize the Five Protective Factors in the development of an annual plan to support family strengthening across an agency. Following a brief overview of the Five Protective Factors, the focus will shift on how annual plans to support family strengthening can be developed, monitored and used to evaluate family strengthening efforts. Examples from First 5 San Diego Quality Preschool Initiative will be highlighted.	Evette Callahan, Jena Kubiak - San Diego County Office of Education

Qty	Day/Time	Presentation Title	Description	Presenters
46	Thursday 10:30-12:00	Teaching and Learning with Infants and Toddlers: Where Meaning Making Begins	Join infants and toddlers on an amazing journey, as they construct concepts and theories during play. Using ideas inspired by teachers in Reggio Emilia, Italy, we will use photo documentation to examine what teaching and learning look like when the “learners” in question are infants and toddlers. Through short media clips, we will observe infants and toddlers at play, reflect on how they reveal their thinking, and apply this to the California Department of Education Infant/Toddler Curriculum Framework, the Desired Results assessment, and family engagement.	Mary Jane Maguire-Fong, American River College
47	Thursday 10:30-12:00	Food First: WIC & CalFresh Partnerships for Young Children's Nutrition	The Women, Infants, and Children (WIC) program and CalFresh are working together in new ways to ensure that all eligible children ages 0-5 are participating in both nutrition programs. Come learn about innovative efforts to use data mapping, targeted outreach, and other local agency partnership strategies to help all children get the healthy food they need to thrive.	Kim McCoy Wade, CA Department of Social Service
48	Thursday 10:30-12:00	Translating Brain Science Into Relatable Messages and Usable Resources For Parents	The first three years of a child’s life are the most sensitive period for brain development. Parents and caregivers need resources and tools that they can understand and use to nurture the development of babies and young children. How do we make resources and tools more relatable and usable to parents? In this session participants will learn how to translate brain science into relatable messages and usable resources for parents.	Christina Nigrelli, Zero To Three
49	Thursday 10:30-12:00	Inclusive Classroom Profile: Defining Quality in Inclusive Programs	We are excited to share our presentation on the Inclusion Classroom Profile (ICP). The ICP was created in response to the need to provide quality rating indicators for inclusive early child development centers. The ICP complements the work of other quality rating tools in ensuring administrator’s and staff’s ability to develop baselines, goals, and action steps as they strive for ongoing program improvement. Participants will understand the importance of intentionally adapting classroom environments, activities and instructional support to encourage access and participation, as well as purposefully engaging parents to provide a quality inclusive program for all students with and without disabilities.	Shama Marshall, Kathy Wahl - Santa Clara County Office of Education
50	Thursday 10:30-12:00	Childhood Adversity and Essentials for Childhood Data Indicators on KidsData.org	The California Essentials for Childhood Initiative's Shared Data and Outcomes Workgroup has partnered with KidsData.org to provide a special data dashboard of indicators at the county level. There are two parts to the dashboard. First, there are three measures of childhood and current trauma: 1) Behavioral Risk Factor Survey Adverse Childhood Experiences module (adults); 2) Maternal Infant Health Assessment Childhood Hardship (postpartum pregnant women); and 3) The Child and Adolescent Health Measurement Initiative (CAHMI) childhood adversity report. Second, the Workgroup has identified a short list of existing KidsData.org indicators that reflect some of the core essentials principles for safe, stable, nurturing relationships and environments. This dashboard with local data indicators are intended to be the first step toward developing a user-friendly way for local communities to access useful and actionable information.	Marissa Abbott, Gail Kennedy - CDPH, Safe and Active Communities Branch

Qty	Day/Time	Presentation Title	Description	Presenters
51	Thursday 10:30-12:00	Using the CLASS with DLLs: How do we Best Support the Learners and Teachers	Evaluating program effectiveness and providing professional development support can be tricky when classrooms are filled with children speaking different languages. How do you approach evaluation and professional development in classrooms with DLLs? What information should you collect, how does the CLASS fit within that system, and what other measurement approaches should you consider to enrich your approach? What is Teachstone doing to include more information on within its programs?	Veronica Fernandez, University of Miami; Hilary Ritt, Teachstone
52	Thursday 10:30-12:00	Ensuring High-Quality Environments for Staff as a Component of a QRIS	Just as children's environments can support or impede their learning, work environments promote or hinder teachers' practice and development. Join us for a conversation about how we can include features of early care and education workplace environments - what teachers need in addition to training and education - that can no longer be overlooked. Learn about the SEQUAL tool and how it assesses how well the workplace supports teaching staff to learn and to continue to develop their knowledge and skills on the job.	Elizabeth King, Research and Policy Associate - Center for the Study of Child Care Employment
53	Thursday 10:30-12:00	The Future of First 5 Funding: Commissioner Panel Discussion	Local First 5 county commissioners from around the state will speak about their role in supporting essential services for children ages 0-5 in the midst of declining revenues. They will discuss how their commissions are exploring ways to leverage Proposition 10 and non-Proposition 10 funding and where they see future funding opportunities at the state and local levels.	Sean Casey, First 5 Contra Costa; Vito Chiesa, Stanislaus County; Susan von Zabern, Riverside County Department of Social Services; Jean Turner, Inyo County Health and Human Services; John Jones, Contra Costa Child Care Council; Stacy Iverson, Children's Fund; Dave Pine, San Mateo County
54	Thursday 2:00-3:30	Growing Simple Interactions in an Early Childhood Community of Practice	How can we support the learning and growth of a professional community in early childhood education? Real and lasting change can start with finding what ordinary people do extraordinarily well with children in simple, everyday moments. In this workshop session, we practice an approach to communities of practice that rely on capturing and learning from everyday, "simple interactions" in early childhood settings. We explore how this approach may complement and support the larger work of professional development and system change.	Junlei Li, Fred Rogers Center, St. Vincent College, PA