



**2016 CHILD HEALTH, EDUCATION,
AND CARE SUMMIT:**
From Partnerships to Impact



**SUMMIT
PROGRAM**





Parents as Teachers®

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Parents as Teachers (PAT) is an evidence-based home visiting model. We partner with local organizations to deliver personal visits to California families, to screen and refer children, and to bolster family well-being. PAT serves families with young children from pregnancy through kindergarten.

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Contact us to see how we can partner to ensure the next generation of young Californians is prepared to succeed in school and life.

Contact: Laura Krueger at 916.730.6221 or at Laura.Krueger@ParentsAsTeachers.org

www.parentsasteachers.org



2016 CHILD HEALTH, EDUCATION, AND CARE SUMMIT:

From Partnerships to Impact



Dear Summit Participants:

The staff of First 5 California and all our partner State agencies are pleased to welcome you to the **2016 Child Health, Education, and Care Summit** in Sacramento. This is our second Child Summit, and your participation is a key component to achieving our goal for this Summit and supporting the optimal health and well-being of California's children and families.

This Summit is hosting several hundred attendees representing preschool, infant/toddler child care, social workers, foster care, higher education, administrators, parents, advocates, philanthropists, and elected officials.

Our goal is to follow up on last year's Child Summit. We will continue to form beneficial county- and state-level partnerships, focus on achieving strategic impacts, and work to provide services to our common target audiences that become more effective and less duplicative. To do so, we tap the knowledge and resources of experts from around the country.

As I complete my fourth year as Executive Director of First 5 California, I'm proud to say I have visited and observed programs in all 58 counties. I'm reminded of just how large and diverse our state is and how individual county needs vary. We are committed more than ever to energizing and coordinating our efforts to maximize children's potential.

The Summit organizers and supporters represent a broad coalition of State agencies or statewide organizations that support young children's health, learning, and care in California. We have come together to find common ground on best practices and policies that will prepare our youngest children to be healthy, well-educated, and successful.

We sincerely appreciate your hard work to support children and families in our state. Together we can help California's children receive the best possible start in life and thrive.

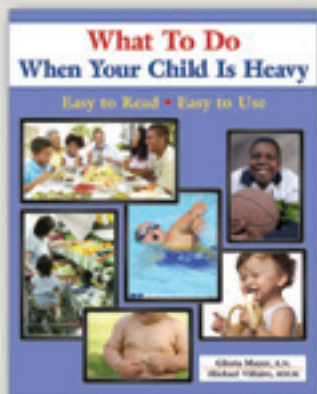
Camille Maben

Camille Maben
Executive Director
First 5 California

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AGENDA AT A GLANCE


TUESDAY, NOVEMBER 8: PRE-SUMMIT DAY

	Registration and Information	7:30 AM–5:00 PM	MAXI'S
	Breakfast and Networking	7:30–9:00 AM	GRAND BALLROOM
	Pre-Summit Sessions	9:00 AM–12:00 PM	
	Lunch and Plenary	12:15–1:30 PM	GRAND BALLROOM
	Pre-Summit Sessions	1:45–5:00 PM	

WEDNESDAY, NOVEMBER 9: SUMMIT DAY ONE

	Registration and Information	7:30 AM–5:00 PM	MAXI'S
	Breakfast and Networking	7:30–9:00 AM	GRAND BALLROOM
	Welcome and Opening Remarks: <ul style="list-style-type: none"> Camille Maben, Executive Director, First 5 California The School of the Sacramento Ballet Pre-Ballet Class with Karen Kamilos Presents "By The Sea" George Halvorson, Chair, California Children and Families Commission 	9:00–10:15 AM	GRAND BALLROOM
	Morning Speakers: <ul style="list-style-type: none"> José M. Hernández, Former NASA Astronaut and Lt. Emada Tingirides, Los Angeles Police Department 		
	Breakout Session 1	10:30 AM–12:00 PM	
	Opening Remarks: <ul style="list-style-type: none"> Camille Maben, Executive Director, First 5 California 	12:15–1:45 PM	GRAND BALLROOM
	Lunch and Keynote Address: <ul style="list-style-type: none"> Alison Gopnik, Professor of Psychology, UC Berkeley 		
	Breakout Session 2	2:00–3:30 PM	
	Breakout Session 3	3:45–5:15 PM	
Reception and Special Movie Night: <i>The Beginning of Life</i> Sponsored by Los Angeles Universal Preschool	5:15–7:00 PM	GRAND BALLROOM	

THURSDAY, NOVEMBER 10: SUMMIT DAY TWO

	Registration and Information	7:30 AM–12:00 PM	GRAND BALLROOM FOYER
	Breakfast and Networking	7:30–9:00 AM	GRAND BALLROOM
	Welcome Back and Opening Remarks: <ul style="list-style-type: none"> Delaine Eastin, Former California State Superintendent of Public Instruction 	9:00–10:15 AM	GRAND BALLROOM
	Morning Keynote Address: <ul style="list-style-type: none"> Sylvia Acevedo, Member, President's Advisory Commission on Educational Excellence for Hispanics 		
	Breakout Session 4	10:30 AM–12:00 PM	
	Opening Remarks: <ul style="list-style-type: none"> Diana S. Dooley, Secretary, California Health and Human Services Agency 	12:15–1:45 PM	GRAND BALLROOM
	Lunch and Closing Keynote Address: <ul style="list-style-type: none"> Junlei Li, Professor of Psychology, Co-Director, Fred Rogers Center, Saint Vincent College 		
	Summit Concludes	1:45 PM	
	Extraordinary Post-Summit Plenary with Junlei Li	2:00–3:30 PM	CAPITAL SALON A-B



2016 CHILD HEALTH, EDUCATION, AND CARE SUMMIT: *From Partnerships to Impact*

KEYNOTE SPEAKERS



Dr. Alison Gopnik

The author of *The Philosophical Baby*, *The Scientist in the Crib* and other influential books on cognitive development, Dr. Gopnik presents evidence that babies and children are conscious of far more than we give them credit for, as they engage every sense and spend every waking moment discovering, filing away, analyzing and acting on information about how the world works. Her work draws on psychological, neuroscientific, and philosophical developments in child development research to understand how the human mind learns, how and why we love, our ability to innovate, as well as giving us a deeper appreciation for the role of parenthood.

Dr. Gopnik's research explores how young children come to know about the world around them. The work is informed by the "theory theory"—the idea that children develop and change intuitive theories of the world in much the way that scientists do. Recently, her research has been concentrating on young children's causal knowledge and causal learning across domains, including physical, biological and psychological knowledge. In collaboration with computer scientists, Dr. Gopnik and her team of researchers are using the Bayes Net formalism to help explain how children are able to learn causal structure from patterns of data, and they have demonstrated that young children have much more powerful causal learning mechanisms than was previously supposed.



Sylvia Acevedo

Sylvia Acevedo is an award winning CEO, global thought leader and visionary who has earned worldwide recognition for her work in addressing two of society's most vexing challenges—universal access to education and healthcare. In 2010, President Obama named Ms. Acevedo to the President's Advisory Commission on Educational Excellence for Hispanics where she serves as Chair of the Early Childhood Subcommittee. In 2012, she was named one of the top 100 American Women in Science, Technology, Engineering and Math (STEM) by US News and World Report.

Ms. Acevedo started her career as a rocket scientist at the Jet Propulsion Labs. She has since served as an executive with Fortune 100 companies: Apple, IBM, Autodesk and Dell. As a technology executive, she was well known for her ability to lead divisions to record growth and for her strategic acumen in turning around divisions with poor performance records. Ms. Acevedo holds a Master's degree in Industrial Engineering from Stanford University and a Bachelor's degree in Industrial Engineering from New Mexico State University. She is currently the Interim CEO of the Girl Scouts of the United States.



Dr. Junlei Li

As Co-Director of the Fred Rogers Center and Rita M. McGinley Professor of Early Learning and Children's Media at Saint Vincent College, Junlei Li seeks to understand and apply Fred Rogers' philosophy and approach to serve children and their helpers. We look for and communicate what is "simple and deep" and matters most in service of children and their families. With our many partners and students, we strive to enhance the quality of human relationships surrounding children, promote children's "growing on the inside", and give positive meaning to the use of technology in children's learning and growing.

Junlei joined the Center after serving as the Principal Research Scientist at the Fred Rogers Company, Director of Applied Research and Evaluation at University of Pittsburgh Office of Child Development, and principal investigator on federal research grants at Carnegie Mellon University. He holds a Ph.D. in psychology and M.A. in instructional science from Carnegie Mellon University, and a B.S. in computer science from University of Notre Dame.

FEATURED SPEAKERS



Jose Hernandez **Former NASA Astronaut**

NASA engineer Jose Hernandez was selected to begin training as a mission specialist as part of the 2004 astronaut candidate class.

One of four children in a migrant farming family from Mexico, Hernandez—who didn't learn English until he was 12 years old—spent much of his childhood on what he calls “the California circuit,” traveling with his family from Mexico to southern California each March, then working northward to the Stockton area by November, picking strawberries and cucumbers at farms along the route. Then they would return to Mexico for Christmas, and start the cycle all over again come spring.

After graduating high school in Stockton, Hernandez enrolled at the University of the Pacific in Stockton, where he earned a degree in electrical engineering and was awarded a full scholarship to the graduate program at the University of California in Santa Barbara, where he continued his engineering studies. In 1987, he accepted a full-time job with Lawrence Livermore National Laboratory.

While at Lawrence Livermore, Hernandez worked on signal and image processing applications in radar imaging, computed tomography, and acoustic imaging. Later in his career, Hernandez worked on developing quantitative x-ray film imaging analysis techniques for the x-ray laser program. Hernandez applied these techniques in the medical physics arena and co-developed the first full-field digital mammography imaging system. He has also worked in the international arena where he represented Lawrence Livermore and the U.S. Department of Energy on Russian nuclear non-proliferation issues.



Emada E. Tingirides **Lieutenant, Los Angeles Police Department**

Lieutenant Emada Tingirides was born in the city of Los Angeles to a single mother and was raised in Watts and South West Los Angeles.

In 1995, Emada joined the Los Angeles Police Department and completed her probationary period in the West Los Angeles Area. Emada promoted to the rank of Sergeant in 2006 and completed her probationary time in Harbor Division. In 2007, Southeast Area Community Police Station was in search of a supervisor who had the ability to overhaul and reinvigorate the Community Relations Office. Emada transferred to Southeast Area with the goal of uniting a community and bridging the historical gap between law enforcement and the community it served. During this same time, Emada returned to college and obtained a Bachelor's Degree in Criminal Justice from National University.

In 2011, Emada was selected by the Chief of Police to coordinate the Community Safety Partnership Program (CSP). Her goal is to expand the Community Safety Partnership Program into all 14 public housing Developments in the City of Los Angeles.

Emada continues to dedicate her law enforcement career to the South Los Angeles community and has recently been promoted to the rank of Lieutenant; all while being married to the LAPD police Commander of Operations-South Bureau, the mother of two children and a beautiful blended family of six kids.

LAUP offers comprehensive quality improvement solutions from **A** to **Z**



Over the past decade, LAUP has helped over 130,000 children become better prepared for kindergarten and beyond by supporting providers with quality coaching, program enhancement, and professional development training.

Whether you are a new provider or have a seasoned team, LAUP can provide the tools you need to meet your quality development goals.

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Consulting services for quality rating and improvement systems

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Quality improvement solutions training in various areas:

- Program Development
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IHA

INSTITUTE for HEALTHCARE ADVANCEMENT

Easy to Read • Easy to Use

What To Do When You're Having a Baby



Easy to Read • Easy to Use

Glora Meyer, RN
Ann Kuklens, RN



Backache

What is it?
It is pain in your back.

What do I need to know?

- Many women have back pain during pregnancy. The more weight from the growing baby puts pressure on your back.
- Pregnant women often push their stomach out when they stand or walk. This is not the best.
- Pregnant women who have good posture have less back pain.
- Some women get pain down their leg. It means that the baby pressing on a nerve in the back. Lying on the other side can ease the pressure off the nerve.
- Ask your care for a sign of early labor.

What should I do?

- Do not push your stomach out when you stand or walk. Keep your back straight. Tuck your bottom under.

Coming in 2017

Early child brain development content

www.iha4health.org | 800-434-4633

First5LA.org



First 5 LA is proud to partner with First 5 California. **Together, we are strengthening families** so all children enter kindergarten ready to succeed in school and life.

First 5 LA is a leading public grantmaking and child advocacy organization.



TUESDAY, NOVEMBER 8: PRE-SUMMIT DAY

AGENDA AT A GLANCE

	Registration and Information	7:30 AM–5:00 PM	MAXI'S
	Breakfast and Networking	7:30–9:00 AM	GRAND BALLROOM
	Pre-Summit Sessions	9:00 AM–12:00 PM	
	Refreshment Break	10:15–10:30 AM	
	Buffet Lunch	12:15–1:30 PM	GRAND BALLROOM
	Pre-Summit Sessions	1:45–3:15 PM	
	Refreshment Break	3:15–3:30 PM	
	Pre-Summit Sessions	3:30–5:00 PM	

9:00 AM–5:00 PM (ALL DAY)

The 3R's of Early Childhood: Relationships, Resilience, and Readiness

Decades of research indicate the importance of young children developing solid early relationships to support healthy emotional and social development and the skills needed for lifelong success. This session focuses on the social and emotional building blocks of school readiness:

1. Learning to Love: Early relationships that form the basis for the development of trust and reliance on others.
2. Loving to Learn: Autonomy, moving toward the exploratory state of learning and regulating with caregiver support.
3. Learning to Learn: Focus, attention, persistence, and an understanding of others' feelings and sharing.

Karen Moran Finello, WestEd
Monica Mathur-Kalluri, WestEd
Virginia Reynolds, WestEd
Sharon DeRego, California Department of Developmental Services

CALIFORNIA SALON 1–2

9:00–12:00 PM

Open Space Technology

Open Space Technology (OST) is an evidence-based approach to meeting/conference facilitation in which the participants help shape the agenda around a specific theme; self-identify topics with which they would like to engage; and share their insights, struggles, and goals with one another. Using the OST format, participants will reflect upon the value of a Quality Improvement System (QIS)/Quality Rating and Improvement System (QRIS), implementation practices and challenges, and other "hot" topics in a safe and comfortable environment. Through this session, participants will deepen their learning and develop new strategies to support their local QIS/QRIS implementation and continuous quality improvement.

Sarah Neville-Morgan, First 5 California
Debra Silverman, First 5 California
Desiree Soto, First 5 California
David Dodds, First 5 California
Cecelia Fisher-Dahms, California Department of Education

CAPITAL BALLROOM

12:15–1:30 PM

Lunch

All Pre-Summit Attendees

GRAND BALLROOM

12:45–1:30 PM

Lunch Plenary

The State of Systems Building

Erin Gabel, First 5 California
Gerrit Westervelt, WestEd

GRAND BALLROOM

TUESDAY, NOVEMBER 8: PRE-SUMMIT DAY

1:45–3:15 PM • QRIS Session 1

P-1A Using QRIS as a Frame for Advocacy and Systems Change

Implementing QRIS offers a golden opportunity to unify quality early learning across all settings and advocate for it as you educate your community about what quality means. Strong messages that make the case for quality should be part of any QRIS implementation. Whether tailored for parents, providers, or policymakers, QRIS messaging can provide a unifying framework and common language for selecting, supporting, and funding quality early childhood education. Participants will hear from counties about the impact QRIS has had in their local systems work, and their messages and messengers as they seek to increase local and state investment in QRIS. Come and engage in this important topic so critical to sustaining and building support for high-quality care.

Erin Gabel, First 5 California
David Brody, First 5 Santa Cruz
Christina Bath-Collosi, VIVA Strategy + Communications
Sean Casey, First 5 Contra Costa
Gerrit Westervelt, WestEd
Catherine Goins, Placer County Office of Education

CAPITAL SALON A

P-1B Practice-Based Coaching is Key to Improving Effective Educator Practice

First 5 California and county implementers have learned from past funding efforts and experiences in providing T&TA, and developing ways to take successes to scale. This presentation will highlight statewide efforts to support local county coaching capacity through a multifaceted system to ensure coaches in California-QRIS have established competency, capacity, resources, and a range of skills that help improve quality of early childhood settings. It also will highlight Santa Clara County's Video Coaching Project, a professional development intervention designed to improve the quality of early educators' teaching practices by engaging the entire teaching team in cycles of reflective dialogue based on video clips of teachers in their own classroom. This project focuses on the Instructional Support domain of the CLASS® as a basis of this reflective dialogue; and has utilized the University of Washington My Coaching Companion platform.

Debra Silverman, First 5 California
George Philipp, WestEd
Jennifer Mayman, WestEd

CAPITAL SALON B

P-1C CLASS® for Leaders: Building a Culture of Data

As an early learning leader, you probably already use data to track progress, plan initiatives, and provide reports to external stakeholders. However, you may be overlooking opportunities to use data, particularly CLASS data, in your day-to-day interactions with teachers, coaches, and other administrators. This session will use a strengths-based lens for leveraging data in your organization's daily operations to impact improvement in classroom practices and relationship building.

Melissa Kelley-Knutzen, Teachstone
Francine Oliver, Teachstone

CAPITAL SALON C



TUESDAY, NOVEMBER 8: PRE-SUMMIT DAY

1:45–3:15 PM • QRIS Session 1

P-1D Increasing the Quality of Interactions Using myTeachstone™ Through Partnering with the California Child Care Resource and Referral Network’s CCIP and FCCHEN

Effective interactions matter. Ventura County is one of ten counties piloting an online professional development program. Together with coaching, myTeachstone supports early childhood educators in improving their interactions with children. With the Infant Toddler Block Grant, Ventura County has taken a unique approach to expand its use of myTeachstone by partnering with the local Child Care Resource and Referral agency and their Child Care Initiative Project (CCIP) and Family Child Care Home Education Network (FCCHEN) to engage a cohort of family child care providers. Learn about the response from providers and coaches, and the exciting partnership between the local Child Care Resource & Referral agency and CA-QRIS efforts.

Tanya McMahan, Child Development Resources
Carrie Murphy, Ventura County Office of Education
Sloane Burt, Ventura County Office of Education

CAPITAL SALON D

P-1E Building Local Consortia: Effective Partnerships with R&R for QRIS

A successful QRIS must support continuous quality improvement in early learning settings, provide technical assistance and professional development to the workforce, and inform and listen to parents, advocating for and with families about high-quality education for their children. For over 30 years, Child Care Resource and Referral (CCR&R) programs have played a key role in parent education and the development of the early care and education workforce. Learn from these presenters about counties in which the CCR&R is a key local consortia partner and an effective support for carrying out local QRIS goals for educators and families.

Lola Cornish-Nickens, CCR&R Network
Lupe Jaime, Fresno County Office of Education
Gayle Duffy, Children’s Services Network
Leah Benz, First 5 Sonoma County
Ashley Chavez, 4 C’s of Sonoma

CALIFORNIA SALON 3

P-1F Harnessing QRIS Communications to Create Impact, Advocates, and Engaged Communities

Strong communication is vital to the success of any QRIS. This session is designed to provide a deep dive into QRIS communication, and will provide case examples of QRIS communications from California’s diverse communities. Attendees will learn a step-by-step process and walk away with tangible ideas for designing and implementing communication strategies to increase awareness, and mobilize support and participation in their QRIS.

Nicole O. Tanner, VIVA Strategy + Communications
Laura Bowen, VIVA Strategy + Communications

CALIFORNIA SALON 4

P-1G Screening as Part of a QRIS—Coordinating Early Childhood Developmental and Behavioral Screening, Referral, and Intervention Services Across Sectors

This session will describe strategies used in San Diego to implement integrated developmental and behavioral screening, referral, and intervention services for young children across a spectrum of coordinated providers and share how it has coordinated with the local QRIS. Areas of focus will include utilizing regional screening protocols, tracking results and data, addressing concerns at home and in the classroom, referring to intervention specialists, following up on outcomes, and developing relationships to facilitate alignment and streamlining for families.

Gloria Corral, First 5 San Diego

SACRAMENTO

TUESDAY, NOVEMBER 8: PRE-SUMMIT DAY

3:30–5:00 PM • QRIS Session 2

P-2A Using State Resources within Your TA System—What Do the Quality Projects and CECO Have to Offer?

California's common QRIS framework is locally implemented with \$100 million in annual state funding (including First 5 IMPACT and the CSPP and Infant/Toddler Block Grants), allowing every county to join the QRIS movement. Central to each county's implementation is providing affordable, scalable, high-quality professional development. The presenter will discuss the numerous state-level resources that can support local implementation of professional development, which are built on the California Early Learning and Development Foundations, and available to help consortia address the "I" (Improvement) in the CA-QRIS Quality Continuum Framework.

Cecelia Fisher-Dahms, California Department of Education

CALIFORNIA SALON 3

P-2B The Three-Legged Stool: QRIS, ECE Competencies, and Higher Education

Effective workforce development builds on statewide standards and competencies integrated into a QRIS, and aligned with the higher education system. Using the PEACH Model of professional collaboration, presenters will discuss how Los Angeles IHEs worked across systems to align QRIS and standards/competencies to help IHEs incorporate the QRIS into their curriculum. This presentation will discuss the benefits, lessons learned, and successes in developing that seamless connection between CA-QRIS, the Early Childhood Educator Competencies, and professional preparation programs in higher education.

Jan Fish, PEACH Consultant
Nancy Hurlbut, Cal Poly Pomona
Toni Isaacs, PEACH Coordinator

CALIFORNIA SALON 4

P-2C Evaluating QRIS: What Have We Learned?

Making quality systems great and taking them to scale requires different strategies over time. Presenters will describe findings from the Race to the Top-Early Learning Challenge validation study as well as some related local evaluations, and will discuss how First 5 California, the California Department of Education, and the CA-QRIS Consortium can use the results to inform future CA-QRIS work, additional evaluation needs, and evolution of the CA-QRIS Rating Matrix and Pathways.

Sarah Neville-Morgan, First 5 California
Heather Quick, American Institutes for Research
Erika Takada, Harder and Co.
Gerrit Westervelt, WestEd
Emily Moiduddin, Mathematica Policy Research

CAPITAL SALON A

P-2D Power of a Workforce Registry

Imagine an information system where California's leaders and local implementers have the data they need to truly understand who comprises the early childhood workforce, support career ladder advancement, and tailor supports to meet specific workforce improvement needs. This data could be a powerful source of information to advocate for workforce policy and funding changes. California pioneers have implemented California Workforce Registry as a state, regional, and local collaboration. Learn from Los Angeles, San Francisco, and Santa Clara about the power of the Registry in their quality improvement efforts and how other consortia can access the Registry to track and promote the education, training, and experience of their early care and education workforce for the purpose of improving professionalism and workforce quality to positively impact children.

Fiona Stewart, Child Care Alliance of Los Angeles
Elise Crane, Office of Early Care and Education, San Francisco

SACRAMENTO

TUESDAY, NOVEMBER 8: PRE-SUMMIT DAY

3:30–5:00 PM • QRIS Session 2

P-2E Lessons Learned and Opportunities Revealed from RTT-ELC Counties—For Those Just Starting in QRIS

You or your county may be new to QRIS ... where do you start? Presenters will share their experiences as some of the first counties implementing the Race to the Top Early Learning Challenge (RTT-ELC) Grant, the predecessor to the statewide CA-QRIS. Participants will learn how, locally, individuals and agencies shifted their thinking, collaboration, and funding mechanisms over the past four years of QRIS implementation to create successful models. This interactive session will allow participants to engage in discussion about early implementation of a QRIS to support the success of individuals and counties that are new to CA-QRIS systems building work.

Lupe Jaime, Fresno County Office of Education
Hannah Norman, Fresno County Office of Education
Lani Schiff-Ross, First 5 San Joaquin
Mary Anne Doan, First 5 Alameda County
Eileen Monahan, First 5 Santa Barbara County

CAPITAL SALON D

P-2F Building a QRIS Region: Sharing the Bay Area's Process

The Bay Area Quality Early Learning Partnership is a collaboration of six California counties that implemented a regional QRIS approach with RTT-ELC. With a population of over 6.3 million residents, with 25% born outside the US, it is as ethnically and linguistically diverse as Los Angeles. During this session, participants will learn about the structures, agreements, and policies the six counties created to maximize efficiencies and standardize QRIS implementation across the region.

Ingrid Mezquita, First 5 San Francisco
Wei-min Wang, First 5 San Francisco
Malia Ramler, First 5 Alameda County
Melissa Hong, First 5 Santa Clara County

CAPITAL SALON C



WEDNESDAY, NOVEMBER 9: SUMMIT DAY ONE

AGENDA AT A GLANCE

	Registration and Information	7:30 AM–5:00 PM	MAXI'S
	Breakfast and Networking	7:30–9:00 AM	GRAND BALLROOM
	Welcome and Opening Remarks: <ul style="list-style-type: none"> • Camille Maben, Executive Director, First 5 California • The School of the Sacramento Ballet Pre-Ballet Class with Karen Kamilos Presents “By The Sea” • George Halvorson, Chair, California Children and Families Commission 	9:00–10:15 AM	GRAND BALLROOM
	Morning Speakers: <ul style="list-style-type: none"> • José M. Hernández, Former NASA Astronaut, and Lt. Emada Tingirides, Los Angeles Police Department 		
	Refreshment Break	10:15–10:30 AM	
	Breakout Session 1	10:30 AM–12:00 PM	
	Opening Remarks: <ul style="list-style-type: none"> • Camille Maben, First 5 California Executive Director 	12:15–1:45 PM	GRAND BALLROOM
	Lunch and Keynote Address: <ul style="list-style-type: none"> • Alison Gopnik, Professor of Psychology, UC Berkeley 		
	Breakout Session 2	2:00–3:30 PM	
	Refreshment Break	3:30–3:45 PM	
	Breakout Session 3	3:45–5:15 PM	
Reception and Special Movie Night: Sponsored by Los Angeles Universal Preschool	5:15–7:00 PM	GRAND BALLROOM	

10:30 AM–12:00 PM • Session 1

<p>1A Reflective Practice in Real Time: Deepening the Dialogue to Strengthen Relationships</p> <p>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, including 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.</p>	<p>Joshua Sparrow, Brazelton Touchpoints Center, Boston Children’s Hospital Elita Amini Virmani, WestEd Chris Sciarrino, The Early Learning Lab Sheryl Chan, Moreland School District Renee White, Fresno Unified School District</p>	<p>CALIFORNIA SALON 1</p>
<p>1B Trauma-Informed Care and Strategies to Support Children, Teachers, and Families</p> <p>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 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, resiliency factors, building a toolbox of social-emotional strategies, and the practical application of strategies to support children.</p>	<p>Julie Kurtz, WestEd</p>	<p>CALIFORNIA SALON 2</p>

WEDNESDAY, NOVEMBER 9: SUMMIT DAY ONE
10:30 AM–12:00 PM • Session 1
1C Building Constructive Alliances With Angry, Insecure, Unhappy, or Suspicious Parents

The training focuses on understanding and addressing underlying emotional and psychological issues of parents who have problems 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 on how to professionally make uncomfortable or difficult communication to anxious parents or those in denial.

Ronald Mah, Consultant,
RonaldMah.com

CALIFORNIA SALON 3
1D 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

CALIFORNIA SALON 4
1E 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

CAPITAL SALON A


WEDNESDAY, NOVEMBER 9: SUMMIT DAY ONE

10:30 AM–12:00 PM • Session 1

1F 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. 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, YMCA Child Resource Services
Margaux Marquez, YMCA Child Resource Service

CAPITAL SALON B

1G 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, California State University, Northridge
Susan Savage, Child Care Resource Center

CAPITAL SALON C

1H 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, Service Employees International Union
Nina Buthee, California Child Development Administrators Association
Donna Sneeringer, Child Care Alliance of Los Angeles
Ted Lempert, Children Now
Mary Ignatius, Parent Voices

CAPITAL SALON D



WEDNESDAY, NOVEMBER 9: SUMMIT DAY ONE
10:30 AM–12:00 PM • Session 1
1I 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

GARDEN
1J 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, University of Southern California
Marian Williams, University of Southern California

TERRACE
1K Take Time. Talk! An Intervention to Improve Early Language Development in Low-income Populations

Take Time. Talk! is a language tool that was created as part of Los Angeles Universal Preschool's commitment to the Clinton Global Initiative. Research has shown 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. Take Time. Talk! is a brochure printed in English and Spanish 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, Los Angeles Universal Preschool
Mariel Kyger, Los Angeles Universal Preschool

SACRAMENTO
1L 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 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 children received special education services.

Rebecca Berlin, Teachstone

REDWOOD

WEDNESDAY, NOVEMBER 9: SUMMIT DAY ONE

10:30 AM–12:00 PM • Session 1

1M 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, North East Medical Services (SF)

AMERICAN RIVER

1N Take a Minute. Relationships Matter!

The Department of Developmental Services (DDS) Early Start program focuses 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. 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

BEAR RIVER

12:15–1:45 PM • Lunch

Opening Remarks

Camille Maben, First 5 California Executive Director

GRAND BALLROOM

Keynote

"What Science Tell Us about the Relations Between Caregivers and Children"

Alison Gopnik, Professor of Psychology, UC Berkeley

2:00–3:30 PM • Session 2

2A 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.

Joshua Sparrow, Brazelton Touchpoints Center, Boston Children's Hospital
Patrick Remer, Pleasant Hill Community Library

CALIFORNIA SALON 1

WEDNESDAY, NOVEMBER 9: SUMMIT DAY ONE
2:00–3:30 PM • Session 2
2B 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 the county has integrated Infant-family and Early Childhood Mental Health (IFECMH) into its Early Childhood quality improvement efforts and created an in-county certification process, which is aligned with the California IFECMH 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, Humboldt County Office of Education
Meg Walkley, Humboldt County Office of Education

CALIFORNIA SALON 2
2C 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 what works. Gain effective tools we all can 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, Consultant,
 TeacherLaurie.com

CALIFORNIA SALON 3
2D Talking is Teaching: Talk, Read, Sing Two 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

CALIFORNIA SALON 4
2E Ensuring Equity within QRIS—Part 1

This discussion will focus on the process of creating culturally and linguistically responsive QRISs—from the assessments to the coaching and 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

CAPITAL SALON A


WEDNESDAY, NOVEMBER 9: SUMMIT DAY ONE
2:00–3:30 PM • Session 2
2F 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, First 5 California, 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.

Moderator: Jannelle Kubinec, WestEd
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, Fresno County Office of Education
Barbara Murchison, California Department of Education

CAPITAL SALON B
2G 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 the 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 lessons learned and suggestions for other California counties and regions.

Kevin Dieterle, First 5 Los Angeles
Christina Bath Collosi, VIVA Strategy + Communications
Liz Guerra, Los Angeles County Office of Education

CAPITAL SALON C
2H 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, USC University Center for Excellence in Developmental Disabilities, Children’s Hospital Los Angeles
Marie Kanne Poulsen, USC University Center for Excellence in Developmental Disabilities, Children’s Hospital Los Angeles

CAPITAL SALON D
2I Mothers Strong—Tackling Perinatal Mood and Anxiety through Collective Impact

Perinatal mood and anxiety disorders affect between 15–40% of new mothers, and maternal depression and anxiety have 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

GARDEN

WEDNESDAY, NOVEMBER 9: SUMMIT DAY ONE
2:00–3:30 PM • Session 2
2J 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 special education providers are working together to complete the assessment. They now also have a common set of reports of DRDP (2015) results to review 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, Desired Results Access Project
Elizabeth Schroeder, Desired Results Access Project
Tamarra Osborne, WestEd

TERRACE
2K 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 their child's 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, Public Health Foundation WIC Program
Nelly Mallo, Public Health Foundation WIC Program
Mercedes Perezchica, First 5 Los Angeles

AMERICAN RIVER
2L 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
Olga Maldonado, Support for Families

REDWOOD


WEDNESDAY, NOVEMBER 9: SUMMIT DAY ONE
2:00–3:30 PM • Session 2
2M The Right Place at the Right Time: Lessons from a National Scan of How States Fund and 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

SACRAMENTO

2N 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 require 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

BEAR RIVER

3:45–5:15 PM • Session 3
3A 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

CAPITAL SALON C



WEDNESDAY, NOVEMBER 9: SUMMIT DAY ONE
3:45–5:15 PM • Session 3
3B 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.

Zoe Schweitzer, Los Angeles County Department of Public Health (LACDPH)
Jasmine Klinton, LACDPH
Gabrielle Ettlinger, LACDPH

TERRACE
3C 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 ten things we can do right now to turn the page and support children and teachers.

Laurie Prusso Hatch, Consultant,
 TeacherLaurie.com

CAPITAL B
3D 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 teachers face today, and explore strategies that will keep their focus on children. This presentation will address core values, leadership models, and interactions to keep teachers engaged in building the minds of children.

Steven Erwin, Kaplan Early Learning Company

CALIFORNIA SALON 4
3E Ensuring Equity within QRIS—Part 2

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 that 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

CAPITAL SALON A
3F “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 and 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 Sarmento, Family Resource Centers Network of California
Monica Adrian, Merced County Office of Education

CALIFORNIA 3

WEDNESDAY, NOVEMBER 9: SUMMIT DAY ONE
3:45–5:15 PM • Session 3
3G 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 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 well-being through a public health lens. Efforts include statewide 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

SACRAMENTO
3H 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, University of California Cooperative Extension, San Joaquin County

Lorena Hoyos, University of California Cooperative Extension, San Joaquin County

GARDEN
3I 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 for serving our most vulnerable children.

Susan Savage, Child Care Resource Center

Donna Sneeringer, Child Care Resource Center

Jacquelyn McCroskey, University of Southern California

CALIFORNIA 2
3J 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, Fresno Unified School District

Deanna Mathies, Fresno Unified School District

Angelina Nguyen, Fresno Housing Authority

CAPITAL D

WEDNESDAY, NOVEMBER 9: SUMMIT DAY ONE

3:45–5:15 PM • Session 3

3K Improving Mental Health and Well-being for Families Before and After Delivery: Amador/Calaveras Perinatal Wellness Coalition

Presenters 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

REDWOOD

3L 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

AMERICAN RIVER

3M 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 developed to address the unique needs of safely surrendered babies.


Micah Orliss, Children’s Hospital Los Angeles
Sheela Rao, Children’s Hospital Los Angeles
Karen Rogers, Children’s Hospital Los Angeles

BEAR RIVER



THURSDAY, NOVEMBER 10: SUMMIT DAY TWO

AGENDA AT A GLANCE

	Registration and Information	7:30 AM–12:00 PM	GRAND BALLROOM FOYER
	Breakfast and Networking	7:30–9:00 AM	GRAND BALLROOM
	Welcome Back and Opening Remarks: • Delaine Eastin, former California State Superintendent of Public Instruction	9:00–10:15 AM	GRAND BALLROOM
	Morning Keynote Address: • Sylvia Acevedo, Member, President’s Advisory Commission on Educational Excellence for Hispanics		
	Refreshment Break	10:15–10:30 AM	
	Breakout Session 4	10:30 AM–12:00 PM	
	Opening Remarks: • Diana S. Dooley, Secretary, California Health and Human Services Agency	12:15–1:45 PM	GRAND BALLROOM
	Lunch and Closing Keynote Address: • Junlei Li, Professor of Psychology, Co-Director, Fred Rogers Center, Saint Vincent College		
	Summit concludes	1:45 PM	
	Extraordinary Post-Summit Plenary with Junlei Li	2:00–3:30 PM	

9:00–10:15 AM

Opening Remarks

Diana S. Dooley, Secretary, California Health and Human Services Agency

GRAND BALLROOM

Morning Keynote Address

Dual Language Advantages for the Child and for the Economy

Sylvia Acevedo, Member, President’s Advisory Commission on Educational Excellence for Hispanics

10:30 AM–12:00 PM • Session 4

4A 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 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, California Department of Public Health

Gail Kennedy, ACEs Connection Network

David Dodds, First 5 California

Lori Turk-Bicakci, Lucile Packard Foundation for Children’s Health

CALIFORNIA SALON 1

THURSDAY, NOVEMBER 10: SUMMIT DAY TWO

10:30 AM–12:00 PM • Session 4

4B 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, and 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, San Diego County Office of Education
Tara Ryan, San Diego County Office of Education

CAPITAL A

4C 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

CAPITAL D

4D 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 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 for 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

CAPITAL B

4E 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 continue to develop their knowledge and skills on the job.

Elizabeth King, Center for the Study of Child Care Employment
George Philipp, WestEd

CALIFORNIA 2

THURSDAY, NOVEMBER 10: SUMMIT DAY TWO
10:30 AM–12:00 PM • Session 4
4F 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
Campbell Buie, Teachstone

CALIFORNIA 4
4G Inclusive Classroom Profile: Defining Quality in Inclusive Programs

We are pleased 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 administrators' 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, Santa Clara County Office of Education
Kathy Wahl, Santa Clara County Office of Education

CAPITAL SALON C
4H 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

CALIFORNIA 3
4I-J 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 to 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
Muntu Davis, Alameda County Public Health Department

GARDEN/TERRACE

THURSDAY, NOVEMBER 10: SUMMIT DAY TWO

10:30 AM–12:00 PM • Session 4

4K 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.

Janet Scully, Los Angeles County
Department of Public Health (LACDPH)
Jeanie Park, LACDPH
Olivia Pillado, LACDPH

SACRAMENTO

4L 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, Child Care Resource
Center
David Bloom, Child Care Resource
Center

REDWOOD

4M 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 to 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, California
Department of Social Services
Christine Nelson, California
Department of Public Health, WIC
Alexis Fernandez, California
Department of Social Services

AMERICAN RIVER



THURSDAY, NOVEMBER 10: SUMMIT DAY TWO
12:15–1:45 PM • Lunch
Opening Remarks
Diana S. Dooley, Secretary, California Health and Human Services Agency

GRAND BALLROOM
Closing Keynote Address
Appreciating the Deep and Simple in Early Childhood Education
Junlei Li, Professor of Psychology, Co-Director, Fred Rogers Center, Saint Vincent College

2:00–3:30 PM • Session 5
5A-B 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 present 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, Ph.D., Fred Rogers Center, St. Vincent College

CAPITAL SALON A-B


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