

# ASK

A day for  
child  
development  
professionals

ADVANCING SKILLS & KNOWLEDGE



**SATURDAY, FEBRUARY 22, 2020**  
East Chapel Hill High School

*Presented by*  
**Child Care  
Services  
Association**



**CCSA**  
helping  
families  
educating  
teachers  
supporting  
children

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**Lakeshore®**

with  
**REGGIO  
EMILIA**

LEARNING  
THREAD

DEAR EARLY CARE AND SCHOOL  
AGE EDUCATION PROFESSIONALS,

On behalf of the planning committee and Child Care Services Association, we invite you to join hundreds of early childhood professionals from across North Carolina at the 47th annual Advancing Skills and Knowledge (A.S.K.) Conference. We are excited to share this year’s program!



The A.S.K. Conference has always served classroom teachers as our primary audience. Although there is something for every early childhood professional, the majority of workshops support instructional strategies. It is the planning committee’s priority to bring you a full range of professional development opportunities, from shorter workshops to in-depth CEU sessions. As is traditional at this conference, you have the opportunity to choose workshop sessions when you register for the day.

with  
**REGGIO  
EMILIA**  
  
LEARNING  
THREAD

The NC Reggio Emilia Collaborative was formed by a group of NC educators after hosting The Wonder of Learning, the traveling exhibit from Reggio Emilia, in 2017. The NC Reggio Emilia Collaborative reflects the importance of a shared vision for education as well as creates energy, conversation, and action around how we as a community wish to cultivate the strong potential of all children.

For the third year, we are glad to be working with the **NC REGGIO EMILIA COLLABORATIVE**. They are hosting a series of sessions examining how to implement the key principles of the Reggio approach to early childhood learning in North Carolina. Participate in the Reggio workshops all day to earn a .5 CEU credit.

We are excited to host **RON MOHL**, celebrated educator, as our keynote speaker and **ERICA BERRY**, noted musician and educator, as our featured presenter. We believe the conference will meet the professional development needs of all who attend!

CCSA is also sponsoring a learning thread for Durham PreK educators at the ASK Conference. These workshops are designed to support high quality teaching and learning for public classrooms for 4-year-old children.

See you at the Conference,  
*The 2020 A.S.K. Conference Planning Committee*

CONTENTS

CCSA Welcome .....1  
Featured Presenters.....2  
Reggio Emilia Learning Thread .....3  
Durham PreK Learning Thread .....5  
Chart of Workshop Subject Categories .....6  
CEU Courses .....6  
Conference Schedule .....7  
Session 1 Workshop Descriptions.....7  
Session 2 Workshop Descriptions.....8  
Session 3 Workshop Descriptions.....10  
Directions to East Chapel Hill High .....12  
Registration Information .....13  
Registration Form .....14

A.S.K. CONFERENCE COMMITTEE

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*The A.S.K. Conference is made possible by your registration fees and conference sponsorship funding from Lakeshore, Chapel Hill Training and Outreach Project, Discount School Supply and Kaplan.*

OUR MISSION

Child Care Services Association is dedicated to ensuring affordable, accessible, high quality child care for all young children and their families.

CCSA’s Triangle Area Child Care Resource and Referral Division supports early care and school age educators by conducting professional development, training and technical assistance activities all year. [View our monthly training calendar](#) on the website for additional learning opportunities.



## »» KEYNOTE

### Ron Mohl, Lead Educational Presenter, Lakeshore

#### Keynote: **Foundations for Life: Being Emotionally Responsive for Young Children**

Join Ron in discussing our role in a young child's development and how it connects to social-emotional skills. We will consider brain development when defining ourselves as facilitators of social-emotional development and employ hands on strategies that support a child's independence. From this session, participants will be able to articulate three points that define their role as a child's social-emotional facilitator; list social-emotional skills that can be encouraged in the learning environment; and apply hands-on strategies that can be used with intentional instruction.

Ron brings over 20 years of experience in the education industry to his position of Lead Educational Presenter for Lakeshore Learning Materials. In this role, Ron has presented to school districts, public and private institutions, Head Start programs, and military bases across the country. By focusing on the importance of play in the learning process, Ron's interactive trainings help educators enrich the curricula related to language development, math, science, music and diversity.



encouraging  
**informative**  
connection

#### Join Ron for featured workshop #21: **Being a Partner in Play** | **10:15 – 11:45 am**

What intentional choices can we make with children to support their learning while being a partner in play? We will look at specific strategies that enrich being a partner in play through opportunities for discovery and actively participating in their play. As responsive partners in play, we will address the growth of the whole child while respecting them and their play. Participants will list opportunities for a child's discovery; apply a 3-step process to initiate responsive teacher/student interactions; and employ contributions while being a partner in play.

## »» FEATURED SESSION



### Erica Berry, Noted Musician and Educator

For the last 13 years, Erica has served as a music and movement professional in preschools and to families all over the Triangle. She created the Theatre Arts Department at Woods Charter School and the voice program at Renner Dance Studios. She has worked with all ages of kids and adults in her capacity as a certified Group Fitness Instructor. Her passion is leading children and adults to greater happiness and health through movement and music. Erica studied Political Science and Music at Howard University and went on to pursue her Juris Doctorate degree at Hastings College of the Law. She practiced Corporate Law for 6 years before having her first child in 2002. She started an early childhood music education program, Jammin Baby, LLC, in 2006.

Check Erica out at [www.jamminbaby.com](http://www.jamminbaby.com).

#### Join Erica for featured session #52: **How to Crack a Walnut** | **1:45 – 3:15 pm**

Have you ever had a class where the kids were wild? What about super shy? Or was it a mixed bag? Guess what? This workshop will give you tangible techniques using music and movement to successfully engage children in such classes. Once techniques are shared, you will have an opportunity to participate in real exercises so that you can hit the ground running in your classroom. Be sure to attend this interactive workshop that will keep you on your toes!

full  
**fantastic**  
tips

feedback  
**ENERGETIC**  
new ideas

# REGGIO EMILIA LEARNING THREAD

## Geography of Connections: Creating a Community of Learners

**(.5 CEU)** The NC Reggio Emilia Collaborative was formed by a group of North Carolina educators in 2018, after hosting the traveling exhibit from Reggio Emilia, *The Wonder of Learning: The Hundred Languages of Children*. The mission of the NC Reggio Emilia Collaborative is to create energy, conversation, and action around how we as a community wish to cultivate the strong potential of all children.

*If you register for the Reggio Emilia .5 CEU learning thread with a paper registration form, you will receive a workshop selection form by e-mail. The demand for the Reggio Emilia Learning Thread was very strong at A.S.K. 2019.*

**Registration is limited** and will be assigned first come, first served.

REGGIO  
EMILIA

### Session I: 8:30–10:00 am

Participants should choose one option:

caring  
COLLABORATE  
worthy

- **BEGINNER**—*The Reggio Emilia Approach to Education: What is It? How Do I Begin?*

This presentation is ideal for those who are new to the Reggio Emilia approach, just beginning to implement key principles of the infant-toddler, preschool and primary schools of Reggio Emilia in their own classrooms, or participants who would like to hear more about the fundamental principles and how they can be translated into the American context.

- **INTERMEDIATE**—*Cultivating a Reggio Mindset: What's Next?*

This presentation is designed for participants who have been implementing the basic principles of the Reggio Emilia approach and are ready to consider how to move beyond the beginning steps. This presentation will show examples of a current child-led, emerging project from Lakewood Avenue Children's School, a 5 star-licensed Reggio-inspired preschool for children ages 1–5. Participants will explore how to use the children's every day experiences as provocations for longer-term projects. This presentation is ideal for participants who would like to delve deeper into their understanding of the key principles of the Reggio Emilia approach.

- **ADVANCED**—*Children as Agents of Change*

This presentation is designed for those who have been researching the infant-toddler, preschools and primary schools of Reggio Emilia for some time. Participants have a solid foundation of the key principles of the Reggio Emilia approach and are ready to delve into an understanding of the democratic classroom through an examination of the child's right to be viewed as a global citizen and an activist. This presentation will show an example of a project from Carolina Friends Durham Early School, an independent Quaker school, which has been drawing inspirations from the schools in Reggio Emilia since 1996. During this presentation, participants will examine the key dispositions that foster the democratic classroom, as well as the connection between projects, civic participation, and the child's right to be an agent of change.

- **INFANT-TODDLER**—*Petite Investigations: Explorations with our Youngest Children*

Can you do a long-term project with infants and toddlers? How do you determine what the children are interested in and truly reflect a child driven investigation? In this workshop we will discuss how to plan and implement an emergent investigation with infants and toddlers.





## REGGIO EMILIA Session II: 10:15 am–12:00 pm

### Atelier Experiences

Participants should choose one option for in-depth exploration. In Reggio Emilia an atelier is considered “a place of study.” During this session, participants should choose one option for in-depth exploration. We’ll begin this session with guided work, learning about the materials provided in the chosen atelier. Participants will also have time to explore the materials freely, concluding the experience with suggestions for creating an atelier experience in their setting. Then we’ll open all the ateliers to visitors, so each participant can explore the materials provided in all the ateliers.



- **#1: THE NATURAL MATERIALS ATELIER**—Learn how to bring the natural world into your classroom, giving children the ability to express themselves with materials found out in nature.
- **#2: THE LIGHT AND SHADOW ATELIER**—Bridge the worlds of science, art, and storytelling through light and shadow play. Discover the magical worlds that can be created through the use of simple materials, overheads, and lightboxes.
- **#3: THE BLACK AND WHITE ATELIER**—This atelier can best be described by Ann Pelo’s quote from *The Language of Art: Reggio-Inspired Studio Practices in Early Childhood Settings*—“Before launching into the full spectrum of color, stand at its edge with white and black, the beginning and the end. Black and white provide a frame through which we more clearly see and understand color. Side by side on paper, the contrast between black and white calls each more fully to life.
- **#4: THE GRAPHIC LANGUAGES ATELIER**—Discover the importance of drawing and painting as a tool of research for children. Participants will have time to experiment with line drawings, and various painting media.
- **#5 THE BAMBINO ATELIER**—Explore ways we can weave the fabric of connection and relationships through the materials we offer our youngest learners.
- **#6: THE MOVEMENT ATELIER**—Highlighting the ways you can move your body to express yourself. Learn about this important language of learning that children so frequently use.

LUNCH BREAK 12:00 – 12:20 pm

## REGGIO EMILIA Session III: 12:30–1:30 pm

### Geography of Connections: Children as Creators of Community

Come hear about the umbrella project that is being created by educators across the state of North Carolina. Learn how you can get involved and receive support implementing the principles of the Reggio approach in your classroom

## REGGIO EMILIA Session IV: 1:45–3:00 pm

### School Tours

- **#1 THE LITTLE SCHOOL HILLSBOROUGH**—301 College Park Rd., Hillsborough. The Little School is a Reggio-inspired early learning center for 300 children age 3 months–5 years old. Located on 5 acres in Hillsborough, the school features several small cottages interconnected by playground spaces. In addition, The Little School hosts professionally trained cooks who create locally sourced, organic meals for the children, sta and families.
- **#2 CAROLINA FRIENDS DURHAM EARLY SCHOOL**—404-A Alexander Ave., Durham. Carolina Friends School is an independent Quaker School serving children 3 years–12th grade. The Durham Early School campus, located on Duke University’s central campus, is a Reggio-inspired preschool and kindergarten serving children ages 3–6 in two classrooms.
- **#3 LAKEWOOD AVENUE CHILDREN’S SCHOOL**—1701 Lakewood Ave., Durham. Lakewood Avenue Children’s School is a Reggio-inspired preschool serving 32 children in 3 classrooms—one for toddlers (1 & 2 year olds), middlers (2 & 3 year olds) and preschoolers (ages 3, 4, & 5). Lakewood Avenue Children’s School is a converted home in the Lakewood neighborhood of Durham.
- **#4 CHILDREN FIRST**—1211 Carroll St., Durham. Children First serves 12 children ages 2¾ to 5 in a mixed group setting. Children First draws inspiration from several sources, including the preschools in Reggio Emilia. The school is located in a home close to downtown Durham.
- **#5 MORNINGSIDE PRESCHOOL**—304 Morningside Dr., Carrboro. A play- and nature-based, Reggio-inspired preschool for 10–12 children ages 2–5. Morningside Preschool is located in a home in Carrboro.
- **#6 BRANCHES COMMUNITY SCHOOL**—903 Broad St., Durham. Branches Community School is a converted bungalow home nestled between the neighborhoods of Old West Durham, Walltown, Trinity Heights, and Duke’s East Campus. This Reggio-inspired school serves 35 children ages 3 months-5-years-old. Branches has 3 classrooms—an infant room for children aged 3 months to 1 year, a toddler room for 2 to 3-year-olds, and a preschool room for children aged 3 to 5.

# DURHAM PREK LEARNING THREAD

## Unmasking the Invisible: Trauma, Stress and Self Care in Early Childhood

This CEU earning professional development opportunity is sponsored by Durham PreK specifically for early educators working with 4-year-old children in Durham. Join an important cohort of teachers to meet new colleagues and explore the profound impact of these topics on your work with young children.

### Session 1: 8:30–11:30 am

Participants will choose one session. Select either DPKA or DPKB:

- **DPKA—Trauma-Informed Strategies for Early Childhood Educators**

Experiences of adversity can have negative effects on development from infancy—but we can also begin building relationships and resilience from birth! We will discuss the short- and long-term effects of adverse experiences on children and caregivers. Then we will focus on solutions: how can we support and empower teachers and parents? How can we reduce the dosage of stress? What can we do in early childhood to build relationships, skills, and resilience? Interactive discussion will encourage brainstorming about how to begin this work in your classroom, center, and community.

*Katie Rosanbalm, PhD, Senior Research Scientist, Center for Child and Family Policy, Duke University*

- **DPKB—The Effects of Trauma on the Young Brain and How Early Childhood Educators Can Be a Buffer**

Young children between the ages of birth through eight years old are the most vulnerable to the effects of trauma because their brains are still in the early formative years. Research shows that what a child experiences as overwhelming, frightening or stressful can reduce the size of their brain cortex which leads to problems with memory, attention span, thinking skills, language, and even their ability to self-regulate. These children show up in our early childhood classrooms as their best selves. As ECE professionals it is our responsibility to see their needs, and be prepared to help them build resiliency to become successful children, ready for kindergarten and beyond. Come to this session prepared to change your mindset about children and families, after all, we are the professionals in this field.

*Cymie Rawlins, Halifax County Smart Start*

valuable  
exhilarating  
helpful

### Session 2: 12:30–3:00 pm

All participants will attend:

#### **Preventing Compassion Fatigue**

Participants will learn about compassion fatigue (caused by absorbing the trauma and stress of the families that we work with), the symptoms to watch out for, how to do a self-assessment, and prevention strategies. These strategies will include awareness, balance, connection, mindfulness, and self-care.

*Jan Williams, Consultant*

**REGISTRATION FOR THE DURHAM PREK THREAD IS LIMITED.**

Contact Durham PreK at 919-403-6950 to register or e-mail us at [durhamprek@childcareservices.org](mailto:durhamprek@childcareservices.org).



SESSIONS

We have designated all workshops as one of the nine subject areas required by NC licensing standards, shown at right.

All workshops impacting teacher classroom practice are aligned with the North Carolina Foundations for Early Learning Development Standards (NC FELD/Foundations).

Subject Area	Description
1	Planning a safe, healthy learning environment
2	Steps to advance children’s physical and intellectual development
3	Positive ways to support children’s social and emotional development
4	Strategies to establish productive relationships with families
5	Strategies to manage an effective program operation
6	Maintaining a commitment to professionalism
7	Observing and recording children’s behavior
8	Principles of child growth and development
9	Working with children with special needs



CEU COURSES

These courses provide more in-depth information and meet from **8:30 am – 3:00 pm** with a short break for an on-site lunch—you will not have time to attend the keynote address. You will need to bring your lunch or purchase lunch when you register to attend these courses. **You will earn (.5) continuing education units (CEUs).**

	Audience	Subject Area
<b>A Boys in the Preschool Classroom: Supporting and Engaging Them</b> Boys, especially high energy and boys of color, continue to be expelled from pre-kindergarten programs across the U.S. One study suggests that boys are treated like defective girls, implying that boys’ slower developmental rates, physical response styles and kinetic learning behaviors are seen as deficits, and teachers wish them to be firmly and swiftly corrected. In this high energy session, we will discuss common issues teachers identify concerning boys and suggest ways that teachers can create a learning environment that supports and engages boys (as well as girls). <i>Chantale Sherman, NC Healthy Social Behavior Initiative</i>	P	1,3
<b>B Geography of Connections: Creating a Community of Learners</b> NC early childhood educators are invited to join the NC Reggio Emilia Collaborative in making visible the intelligence of all children and educators through an all day supported inquiry in to children’s perspective on their community. Geography of Connections focuses on children’s curiosity, wonderings, and theories on their community using the principles of the Reggio Emilia approach. Read more about this learning thread in the Reggio Emilia section. <i>The NC Reggio Emilia Collaborative</i>	E	2,3
<b>C How to Deal with Sensitive Issues in Early Childhood Education</b> This workshop is designed to help professional educators, parents, teachers, floaters, and volunteers deal with sensitive issues that arise in the Early Childhood field. The core of this workshop will include a highly interactive session that will provide knowledge, and a listening space along with five important strategies that can be implemented immediately in our profession. Participants will gain several special technique skills, and an opportunity to role play various sensitive issues that Early Childhood Educators are faced with throughout the year. <i>Pebbles Lucas, Director, First Chronicles Daycare Center</i>	E	5,6
<b>D Loving Literacy: Books, Writing and Talking About Both</b> Learn playful strategies that will aid young children’s life long literacy and encourage their communication, curiosity, creativity and questioning. Discover methods that will inspire children’s desire to read and write while furthering their abilities to reason and understand different perspectives on both. <i>Susie Wilde, Igniting Writing</i>	E	2,3
<b>E Trauma, Toxic Stress &amp; Resilience for Early Childhood Professionals</b> Child care administrators and teachers routinely confront Adverse Childhood Experiences (ACEs), trauma and toxic stress, in their own families and communities and in the children in their care. We will reflect on: the importance of self care and workplace wellness for child care providers, the impact of trauma and toxic stress on brains, bodies and behavior and the power of relationships to promote self-regulation and healing. Will include the film <i>Resilience: The Biology of Stress and the Science of Hope</i> . Participants will develop a personal resilience plan. <i>Ennis C. Baker, MSW, LCSW</i>	E	2,3
<b>F What Can You Do With an Infant, Toddler, or Two? Programming for the Very Young</b> There is a myth that infants, toddlers, and twos are too young to do any real learning. Early childhood brain development research shows that very young children absorb environmental enhancements very rapidly. Can you actually do any teaching at all with children this young? We will explore the early developmental process and find out what infants, toddlers, and twos can be taught, but more importantly, what you can instruct while learning how to apply that information in planning, designing, and implementing learning experiences for very young children. <i>Romy Allen, Allenromy Consultants</i>	I/T	1,2,3 8

AUDIENCE KEY:

E = Everyone; AD = Administration; I/T = Infant/Toddler; P = Preschool; SA = School-age; H/S = Health & Safety



SCHEDULE FOR THE DAY

REGISTRATION: 7:30 – 8:15 am

BREAK: 10:00 – 10:15 am

LUNCH: 11:45 am – 12:30 pm

BREAK: 1:30 – 1:45 pm

SESSION 1: 8:30 – 10:00 am

SESSION 2: 10:15 – 11:45 am

KEYNOTE: 12:30 – 1:30 pm

SESSION 3: 1:45 – 3:15 pm

SESSION 1: 8:30 – 10:00 AM

	Audience	Subject Area		Audience	Subject Area
<b>1 A Conversation About Anti-Bias Education</b> This workshop will include activities to explore adult bias, classroom activities to foster respectful relationships, a guided group discussion, and a brainstorming session on ways to understand and support all cultures in the preschool classroom. <i>Jennifer Fisher, Brown’s Early Learning School</i>	E	1,5	<b>7 Getting Dirty with Infants</b> Are you not sure how to engage infants in the classroom, or does routine care take the majority of time, are you looking for ways to create fun activities? If you answered yes then this is the training for you. In this training, participants will create ways to interact with infants outside of routine care needs. Training participants will learn fun ways to engage with infants. This is an interactive session that will teach infant early care professionals how to make creative activities to take back to the classroom. <i>Christin Davis, Child Care Resources Inc.</i>	E	1
<b>2 Add The Paint: The Art of the Early Childhood Profession</b> Child care teachers are the canvases; the variety of paints are the resources. If you are new to the early childhood profession or a seasoned professional seeking resources or looking to support other teachers, this session is for you. We will explore meaningful resources and tips that encourage, support and promote quality care and education. Join us as we add the paint to canvases throughout the early childhood profession. Participants will also engage in hands-on activities that display how art not only supports the development of children, but teachers as well. <i>Marquita Moore-Raynor, Hertford Northhampton Smart Start Partnership for Children</i>	E	1,6,8	<b>8 How to Greet Parents Upon Arrival</b> This workshop will provide teachers with 5 strategies to help them improve their communication skills with parents upon arrival. We will focus on building better communication, building teacher/parent relationships, developing trust, helping parents to feel welcome, and sharing the importance of confidentiality. <i>Martha Lavern Lucier, First Chronicles, Lead Teacher</i>	I/T	4
<b>3 Birth-Kindergarten Licensure for NC Pre-K Lead Teachers and Developmental Day Lead Teachers</b> Workshop participants will gain knowledge of the processes to become a NC Birth–Kindergarten Licensed Teacher in a NC Pre-K Program or Developmental Day Program in nonpublic schools. The EESLPD Unit staff will provide information on eligibility for teacher licensure and enrollment into the EESLPD Unit. An overview will be provided of the following licensure types: Lateral Entry, Emergency, Residency, Initial, and Continuing. Mentoring and evaluating services provided by the EESLPD Unit will also be reviewed. <i>Tamiah Pittman, DCDEE-EESLPD Unit</i>	P	6	<b>9 In The End It’s All About The Beginning</b> Would you like to provide an environment where every child has the opportunity to succeed? This training will focus on how to become an effective Early Care and Preschool teacher who creates a quality learning environment to unlock every child’s potential for their future success. <i>Katharine J. Smith MS, S.I.E.R.R.A.</i>	E	1,2,3,8
<b>4 Creative Movement for the Mind &amp; Body</b> Creative Movement combines music and movement while working on gross motor skills, encouraging imagination, and creating positive energy. Participants will understand the meaning and importance of vestibular, proprioception, and crossing the midline. Miss Kim will share a 20 minute creative movement class complete with music and skits. Miss Kim will explain why each movement is important as well as any modifications that need to be made for children with special needs. Miss Kim will end her presentation demonstrating children’s YOGA practice through storytelling! <i>Kim Black, Miss Kim Productions</i>	P	2	<b>10 Let the STEAM Flow in Your Classroom!</b> Let’s inspire and create new and engaging learning experiences that will capture kids’ interest in science! You will learn fun STEAM project-based ideas you can do with simple and affordable items from items you already have in your classroom to recycled items! Not only will the children be learning science they will be incorporating math, art and technology into their projects without even knowing it! You will be amazed by the simple project based ideas found around your classroom! So let’s get the STEAM rolling in your classroom! <i>Pearl Highducheck, Goddard School</i>	E	2
<b>5 Demystifying Intentional Planning with NC FELD</b> This workshop will help administrators and teachers with individualization and connection with NC FELD. After a brief introduction of NC FELD and the importance of intentional teaching, participants will be provided templates and have hands-on, guided practice creating plans to meet the needs of all children in their classrooms. <i>Leigh Zaleon, M.Ed, Chapel Hill Training-Outreach Project</i>	E	1,2,3,4,7,89	<b>11 Little Voices, Big Sounds</b> Learn new and innovative music and rhythm techniques from the VOICSS Model to help your students transition from one activity to another in inclusive and non-inclusive classroom settings. <i>Yasmine White, Voices Together</i>	P	1,5
<b>6 Every Child Ready to Read</b> In this session participants will get an overview of the brain development and learn simple, fun ways to prepare children to read and succeed in school. <i>Karlene Fyffe Phillips, DMin</i>	E	8	<b>12 Promoting School Readiness Skills in Preschool Classrooms</b> Research in early care and education suggests that aspects of the preschool classroom quality not measured by the CLASS or ECERS appear to promote school readiness skills. Different quality dimensions seem to develop different types of child outcomes. Findings will be presented briefly and then discussed with the audience. <i>Peg Burchinal, Frank Porter Graham, UNC-CH</i>	E	1,2,3,7,8,9
			<b>13 Recruiting and Hiring Infant Toddler Child Care Staff</b> <b>PART ONE</b> This is the first part of a two part training. Part two is session 35. Recruiting and hiring infant and toddler staff can be a challenge! This training will provide expert information on recruiting and hiring child care staff with a focus on the needs of infants & toddler staffing. It will be beneficial to attend both sessions, but you will still get helpful information if you only attend one! In this session, you will have the opportunity to learn creative methods in order to attract teachers that are the best fit for your organization. In the second, you will learn best practices for the interview and hiring process. <i>Cassia Simms, NC Infant Toddler Initiative</i>	P	5,6

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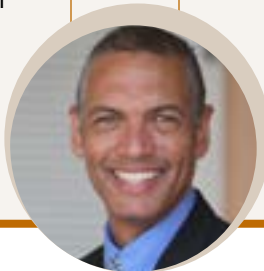
	Audience	Subject Area
<b>14 Speak Up! Applying the Levels of Leadership</b> Standard I of the Teaching Standards doesn't have to be daunting. In fact, everyone can be a leader and effect change, from their classroom all the way up to the state level. Dig deep with someone who is not "just a teacher" as we explore encouraging leadership among students, why failure can be an option, and how to be an advocate for our profession. We will also explore how the seed model and other social-emotional principles can help you be more effective with your coworkers. <i>Amy Latta, Childcare Network #78</i>	E	6
<b>15 What's the Difference? An Introduction to Conscious Discipline</b> Conscious Discipline is a social-emotional program that empowers adults to consciously respond to daily conflict, transforming it into an opportunity to teach critical life skills to children. It creates a culture of cooperation, construction problem solving, and academic success within the classroom. Come learn more about this transformational program! <i>Ashley Cooper, Connected At Last, LLC</i>	P	3,8
<b>16 Who Needs the Mess? Family Style Meals</b> This training is designed to introduce and transition centers toward serving family-style meals. Teachers will understand the concept of mealtimes as part of the curricula, make a plan to handle messes and spills, and understand the importance of respecting children's choices about what they eat. <i>Joyce West, Down East Partnership for Children</i>	P	1

	Audience	Subject Area
<b>17 Yoga Beyond an Exercise: Yoga Theory for Classrooms</b> We will explore actionable techniques to foster self regulation, emotional intelligence, and stress reduction within the classroom. Gain a better understanding of yoga principles to carry into the learning environment and everyday life. Develop tools based in yoga theory to foster stronger communication with students and parents. <i>Malikia Robertson, Yoga 4 Us, LLC</i>	E	2,3
<b>18 Zero to Three The Growing Brain: Communication and Language</b> Zero to Three The Growing Brain: Communication and Language is one of seven trainings developed by Zero to Three from The Growing Brain Curriculum. Communication and Language Development focuses on skills that develop in the first 5 years. In this training, you will learn to recognize communication milestones that develop in children from birth to 36 months: when they typically emerge, how this relates to brain development and identify strategies for supporting infants and toddlers early communication skills. <i>Julie Clinkscale, NC Infant Toddler Initiative</i>	I/T	2,3,8



## SESSION 2: 10:15 – 11:45 AM

	Audience	Subject Area
<b>19 A Conversation About Anti-Bias Education</b> This workshop will include activities to explore adult bias, classroom activities to foster respectful relationships, a guided group discussion, and brainstorming session on ways to understand how to support all cultures in the preschool classroom. <i>Jennifer Fisher, Brown's Early Learning School</i>	E	1,5
<b>20 Add The Paint: The Art of the Early Childhood Profession</b> Child care teachers are the canvases; the variety of paints are the resources. If you are new to the early childhood profession or a seasoned professional seeking resources or looking to support other teachers, this session is for you. We will explore meaningful resources and tips that encourage, support and promote quality care and education. Join us as we add the paint to canvases throughout the early childhood profession. Participants will also engage in hands-on activities that display how art not only supports the development of children, but teachers as well. <i>Marquita Moore-Raynor, Hertford Northampton Smart Start Partnership for Children</i>	E	1,6,8
<b>21 FEATURED SESSION: Being a Partner in Play</b> What intentional choices can we make with children to support their learning while being a partner in play? We will look at specific strategies that enrich being a partner in play through opportunities for discovery and actively participating in their play. As responsive partners in play, we will address the growth of the whole child while respecting them and their play. Participants will list opportunities for a child's discovery; apply a 3-step process to initiate responsive teacher/student interactions; and employ contributions while being a partner in play. <i>Ron Mohl, Lakeshore</i>	E	2,3,8,9



	Audience	Subject Area
<b>22 Birth-Kindergarten Licensure for NC Pre-K Lead Teachers and Developmental Day Lead Teachers</b> Workshop participants will gain knowledge of the processes to become a NC BirthKindergarten Licensed Teacher in a NC Pre-K Program or Developmental Day Program in nonpublic schools. The EESLPD Unit staff will provide information on eligibility for teacher licensure and enrollment into the EESLPD Unit. An overview will be provided of the following licensure types: Lateral Entry, Emergency, Residency, Initial and Continuing. Mentoring and evaluating services provided by the EESLPD Unit will also be reviewed. <i>Tamiah Pittman, DCDEE-EESLPD Unit</i>	P	6
<b>23 Creative Movement for the Mind &amp; Body</b> Creative Movement combines music and movement while working on gross motor skills, encouraging imagination, and creating positive energy. Participants will understand the meaning and importance of vestibular, proprioception, and crossing the midline. Miss Kim will share a 20 minute creative movement class complete with music and skits. Miss Kim will explain why each movement is important as well as any modifications that need to be made for children with special needs. Miss Kim will end her presentation demonstrating children's YOGA practice through storytelling! <i>Kim Black, Miss Kim Productions</i>	P	2,9
<b>24 Demystifying Intentional Planning with NC FELD</b> This workshop will help administrators and teachers with individualization and connecting with NC FELD. After a brief introduction of NC FELD and the importance of intentional teaching, participants will be provided templates and have hands-on, guided practice creating plans to meet the needs of all children in their classrooms. <i>Leigh Zaleon, M.Ed, Chapel Hill Training-Outreach Project</i>	E	1,2,3,4,7,8,9
<b>25 Every Child Ready to Read</b> In this session participants will get an overview of the brain development and learn simple, fun ways to prepare children to read and succeed in school. <i>Karlene Fyffe Phillips, DMin</i>	E	2,8

	Audience	Subject Area
<b>26 Expulsion and Suspension: Strategies for Teaching African American Preschool Children</b> According to the US Department of Education Office for Civil Rights (2014) data showed that African American boys make up 18% of preschool enrollment, but 48% of preschoolers are suspended. The training will provide an overview of federal and state policies on suspension and expulsion among preschoolers. Based on the above data, the training will provide strategies in lessening the numbers of suspension and expulsion of African American preschool children. <i>Angeline Martin Woodson, JRM Counseling PLLC</i>	P	1,3
<b>27 Fostering Infant and Toddler Language Skills</b> Infants and toddlers rely on caregivers to create, support and extend their language experiences. In this session, participants will identify interactions and caregiving techniques that make the greatest impact on infant and toddler language development. <i>Diana Lloyd, Reflective Teaching</i>	I/T	2,8
<b>28 How a Trauma Informed, Two-Generational Approach Supports Young Children and Families in the Crisis of Homelessness Residing in a Shelter Setting</b> In 2016, Families Moving Forward ventured into an almost unknown territory, targeting services for the youngest population in the shelter, birth to 5 years old. Over the course of three years, many lessons have been learned and services continue to expand to offer support to infants, toddlers, preschoolers and their families. FMF's Dir. of P&P, Children's Svcs. Coord., and Early Childhood Specialist will walk you through how family homeless shelters and early childhood partner organizations can engage and provide evidence-based practices to effectively support vulnerable households. <i>Tasha Melvin, Families Moving Forward</i>	E	1,4
<b>29 Are You Ready to Succeed?</b> You are here in your job not just to survive but to thrive. Achieving success is not rocket science. In this workshop, you will walk away with unconventional techniques and wisdom that is bound to help you to become successful as a teacher, director or owner of your childcare. <i>Payal Nanjiani, Insightful Learning</i>	E	6
<b>30 How to Greet Parents Upon Arrival</b> This workshop will provide teachers with 5 strategies to help them improve their communication skills with parents upon arrival. We will focus on building better communication, building teacher/parent relationships, developing trust, helping parents to feel welcome and sharing the importance of confidentiality. <i>Martha Lavern Lucier, First Chronicles, Lead Teacher</i>	E	4
<b>31 In The End It's All About The Beginning</b> Would you like to provide an environment where every child has the opportunity to succeed? This training will focus on how to become an effective Early Care and Preschool teacher who creates a quality learning environment to unlock every child's potential for their future success. <i>Katharine J. Smith, MS, S.I.E.R.R.A.</i>	E	1,2,3,8
<b>32 Let the STEAM Flow in Your Classroom!</b> Let's inspire and create new and engaging learning experiences that will capture kids' interest in science! You will learn fun STEAM project-based ideas you can do with simple and affordable items from items you already have in your classroom to recycled items! Not only will the children be learning science they will be incorporating math, art and technology into their projects without even knowing it! You will be amazed by the simple project based ideas found around your classroom! So let's get the STEAM rolling in your classroom! <i>Pearl Highducheck, Goddard School</i>	P	2

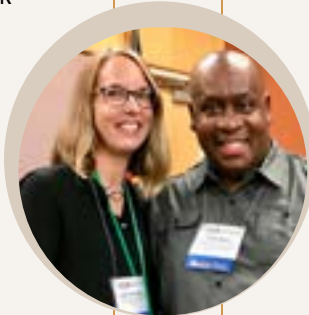


	Audience	Subject Area
<b>33 Let's Dig In With the Conscious Discipline Brain State Model</b> Conscious Discipline empowers us to be conscious of brain-body states in ourselves and children. It then provides us with the skills we need to manage our thoughts, feeling and actions. With this ability to self-regulate, we are then able to teach children to do the same. By doing this, we help those who are physically aggressive (survival state) or verbally aggressive (emotional state) become more integrated so they can learn and use problem-solving skills (executive state). Let's dig in so we can identify and then help children (and ourselves) upshift their brain for optimal learning! <i>Ashley Cooper, Connected At Last, LLC</i>	P	3,8
<b>34 Making Them Visible: Recognizing, Supporting, and Advocating for Children of Incarcerated and Returning Parents</b> On any given day, there are an estimated 2.7 million children in the US with at least one incarcerated parent (28,000+ in NC). This workshop will focus on what we know about these children and the impact of parental incarceration, what strategies could be implemented to serve them, resource and data collection gaps, and ways to better meet their needs. The presenter will discuss the importance of gathering the families' insight to ensure their voices are heard. Participants will be encouraged to take what they learn back to their centers, continue the conversation, and determine next steps. <i>Melissa Radcliff, Our Children's Place of Coastal Horizons Center</i>	E	1,3,4
<b>35 Recruiting and Hiring: Infant Toddler Child Care Staff PART TWO</b> This is the second part of a two-part training that will provide expert information on recruiting and hiring child care staff with a focus on the needs of infants & toddler staffing. In the first session, participants had the opportunity to learn creative methods in order to attract teachers that are the best fit for your organization. In this session, you will also learn best practices for the interview and hiring process. It will be beneficial to attend both sessions, but you will still get helpful information if you only attend one! <i>Cassia Simms, NC Infant Toddler Initiative</i>	AD	5,6
<b>36 Sensory Integration and The Out of Sync Child</b> A review of the sensory systems and the alert mechanism will provide a background for understanding and recognizing sensory processing issues in the "out of sync" child. <i>Swetal Thaker, Developmental Therapy Associates</i>	E	2,9
<b>37 Stay Healthy, Stay Clean</b> Handwashing, diapering, toileting and sanitation procedures are performed multiple times a day. Since they are done so frequently, steps can easily be forgotten or rushed. Reviewing proper technique is a good reminder that these processes are more than just about cleanliness but can also prevent the spread of infectious disease. While an early educator may believe they already know how to do these procedures correctly, this training can help improve or refine their skills to keep themselves and children healthy and safe. <i>Rhonda Rambeaut, Durham County Health Department</i>	E	1,5
<b>38 Strategies for Promoting Early Communication Skills</b> In this workshop, we will discuss strategies for promoting communication skills in young children. Participants will be able to: (1) use information about typical communication milestones to guide their observations of children; (2) identify evidence-based contexts for working on communication skills; (3) describe several evidence-based strategies for promoting children's communication; and (4) identify resources for continued learning on this topic. <i>Jessica Kinard, Carolina Institute for Developmental Disabilities</i>	E	2,3
<b>39 Teaching Concepts Through Music and Movement</b> I will share with participants how I use music and movement to teach literacy concepts, math skills, as well as social studies concepts. Through these activities young children explore their environment, gain self awareness, as well as develop communication skills. Making connections with personal experiences and displaying learning through interactions with music, is an authentic and creative way of learning that stimulates children's interest in their everyday environment. <i>Angela M. Clayton, Gardner Webb University</i>	E	2,3



	Audience	Subject Area
<b>40 Teaching for Community, Creativity, &amp; Sustainability</b> What would happen if we quit adding to the waste problem and began creating unique projects with repurposed materials that promote creative thinking? Join the Scrap Exchange to learn more about how we can combine creativity, environmental awareness, and community through reuse. <i>Kelly Jones, Scrap Exchange</i>	E	1,2
<b>41 Uso de la Lectura Dialogada Durante las Visitas al Hogar para Mejorar el Desarrollo de la Alfabetización Temprana y la Participación Familiar</b> <i>(Using Dialogic Reading During Home Visits to Enhance Early Literacy Development and Family Engagement)</i> Participantes aprenderán sobre visitas innovadoras de instrucción de alfabetización en el hogar, informadas por prácticas de la Lectura Dialogada. Se compartirá la evidencia del impacto en los resultados de alfabetización de los niños, así como en la participación de las madres y padres. Esta valiosa intersección se resaltará a lo largo de la sesión a través de ejemplos e información del programa Book Babies. Participants will learn about innovative literacy coaching home visits informed by Dialogic Reading practices. Evidence for impact on literacy outcomes for children as well as on parent engagement will be shared. This valuable, intersection will be highlighted throughout the session demonstrated through lived, measured examples of the Book Babies program. <i>Meytal Barak, Book Harvest</i>	E	2,4

	Audience	Subject Area
<b>42 FEATURED SESSION: Voices from the Field</b> Join us for a lively roundtable discussion of Careers in Early Childhood. Have you wondered what your future will look like if you invest in a career in early childhood? Every day across NC, early educators with wide ranging skills, educational level and experiences play pivotal roles in the lives of young children. Come hear this panel discuss their career pathways and how they became equipped with the knowledge and skills to impact healthy and happy growth in children. <i>Rhodus Riggins, UNC-G, Cathy Collie-Robinson, Durham Tech, and other special guests</i>	E	6
<b>43 Yoga Beyond an Exercise: Yoga Theory for Classrooms</b> We will explore actionable techniques to foster self-regulation, emotional intelligence, and stress reduction within the classroom. Gain a better understanding of yoga principles to carry into the learning environment and everyday life. Develop tools based in yoga theory to foster stronger communication with students and parents. <i>Malikia Robertson, Yoga 4 Us, LLC</i>	E	2,3,4



## KEYNOTE: 12:30 – 1:30 PM



### Foundations for Life: Being Emotionally Responsive for Young Children

Join Lakeshore’s Ron Mohl in discussing our role in a young child’s development and how it connects to social-emotional skills. We will consider brain development when defining ourselves as facilitators of social-emotional development and employ hands on strategies that supports a child’s independence. From this session, participants will be able to articulate three points that define their role as a child’s social-emotional facilitator; list social-emotional skills that can be encouraged in the learning environment; and apply hands-on strategies that can be used with intentional instruction. *Subject area = 1,2,3,8; Audience = Everyone*



Keynote  
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## SESSION 3: 1:45 – 3:15 PM

	Audience	Subject Area
<b>45 Becoming Brain Smart</b> When children start their day the Brain Smart way, they are focused and ready to learn. Participants will learn the four components of a Brain Smart Start (that aligns with the principles of Conscious Discipline) and leave with numerous activities that support the development of self-regulation and emotional well-being. <i>Ashley Cooper, Connected At Last, LLC</i>	P	1,2,3, 8
<b>46 Birth-Kindergarten Licensure for NC Pre-K Lead Teachers and Developmental Day Lead Teachers</b> Workshop participants will gain knowledge of the processes to become a NC Birth–Kindergarten Licensed Teacher in a NC Pre-K program or Developmental Day program in nonpublic schools. The EESLPD Unit staff will provide information on eligibility for teacher licensure and enrollment into the EESLPD Unit. An overview will be provided of the following licensure types: Lateral Entry, Emergency, Residency, Initial and Continuing. Mentoring and evaluating services provided by the EESLPD Unit will also be reviewed. <i>Tamiah Pittman, DCDEE-EESLPD Unit</i>	P	6

	Audience	Subject Area
<b>47 Conversations With Children: The Common Thread of Our Work</b> This training is designed to provide teachers with strategies to simplify and integrate many of the demands of the preschool curricula by enhancing the use of rich, authentic conversations with children in all areas of the classroom. <i>Joyce West, Down East Partnership for Children</i>	P	1,2,3
<b>48 Fine Motor Activities for the Preschooler</b> A discussion of the sub-skills needed for coordinated fine motor skills will provide the knowledge for selecting fine motor activities for preschoolers. Numerous activities will be demonstrated. <i>Swetal Thaker, Developmental Therapy Associates</i>	P	2,8
<b>49 Fostering Infant and Toddler Language Skills</b> Infants and toddlers rely on caregivers to create, support and extend their language experiences. In this session, participants will identify interactions and care giving techniques that make the greatest impact on infant and toddler language development. <i>Diana Lloyd, Reflective Teaching</i>	I/T	2,8

	Audience	Subject Area		Audience	Subject Area
<b>50 Guiding Children with Ability Differences in Inclusive Spaces</b> Today's rich early childhood tapestry requires different skills and dispositions to truly support all children and families. This interactive session will explore essential knowledge, skills, and strategies to guide the experiences of young children with ability differences in inclusive spaces. Participants will discuss the spectrum of ability differences in our diverse learning environments and spaces; examine key skills and characteristics of individuals in inclusive spaces; explore strategies for creating and supporting children and families in culturally inclusive spaces; and explore resources for supporting children with ability differences. <i>Rhodus Riggins, UNC-G</i>	E	1,2,8,9	<b>57 Slow Down, You are Growing Way too Fast!</b> Training participants will learn about the many changes as infants grow and learn each day. During this interactive training participants will learn developmental milestones for infants and how to support infant growth and development in the classroom setting. <i>Christin Davis, Child Care Resources, Inc.</i>	I/T	1,2,3,8
<b>51 Are You Ready to Succeed?</b> You are here in your job not just to survive but to thrive. Achieving success is not rocket science. In this workshop, you will walk away with unconventional techniques and wisdom that is bound to help you to become successful as a teacher, director or owner of your childcare. <i>Payal Nanjiani, Insightful Learning</i>	E	6	<b>58 Social and Emotional Teaching: Long-term Development and Short-term Sanity</b> Learn to address behavior challenges by increasing Social and Emotional Teaching Strategies in the classroom. We'll focus on the explicit instruction and support of social skills, emotional regulation and problem-solving for children ages 18 months - 5-years-old. We'll use the framework of the CSEFEL Pyramid Model and how it supports the Environment Rating Scales (ITERS-R and ECERS-R) and North Carolina Early Foundations for Early Learning and Development. <i>Zulaykha Clemons-Dunn, Exchange Family Center</i>	E	1,2,3,7
<b>52 FEATURED SESSION: How to Crack a Walnut</b> Have you ever had a class where the kids were wild? What about super shy? Or was it a mixed bag? Guess what? This workshop will give you tangible techniques using music and movement to successfully engage children in such classes. Once techniques are shared, you will have an opportunity to participate in real exercises so that you can hit the ground running in your classroom. Be sure to attend this interactive workshop that will keep you on your toes! <i>Erica Berry, www.jamminbaby.com</i>	E	1,2	<b>59 Stay Healthy, Stay Clean</b> Handwashing, diapering, toileting and sanitation procedures are performed multiple times a day. Since they are done so frequently, steps can easily be forgotten or rushed. Reviewing proper technique is a good reminder that these processes are more than just about cleanliness but can also prevent the spread of infectious disease. While an early educator may believe they already know how to do these procedures correctly, this training can help improve or refine their skills to keep themselves and children healthy and safe. <i>Rhonda Rambeaut, Durham County Health Department</i>	E	1,5
<b>53 In The End It's All About The Beginning</b> Would you like to provide an environment where every child has the opportunity to succeed? This training will focus on how to become an effective Early Care and Preschool teacher who creates a quality learning environment to unlock every child's potential for their future success. <i>Katharine J. Smith MS, S.I.E.R.R.A.</i>	E	1,2,3,8	<b>60 Teaching Concepts through Music and Movement</b> I will share with participants how I use music and movement to teach literacy concepts, math skills as well as social studies concepts. Through these activities young children explore their environment, gain self awareness as well as develop communication skills. Making connections with personal experiences and displaying learning through interactions with music, is an authentic and creative way of learning that stimulates children's interest in their everyday environment. <i>Angela M. Clayton, Gardner-Webb University</i>	E	2,3
<b>54 Little Bodies Big Feelings</b> We are not born knowing how to manage our emotions. Young children need our guidance when learning to navigate this often-wild ride. Learn the techniques and strategies needed to help infants, toddlers and two's move towards regulating their emotions. Carrie Becker, Transforming Early Childhood Education LLC	I/T	2	<b>61 Teaching for Community, Creativity, &amp; Sustainability</b> What would happen if we quit adding to the waste problem and began creating unique projects with repurposed materials that promote creative thinking? Join the Scrap Exchange to learn more about how we can combine creativity, environmental awareness, and community through reuse. <i>Kelly Jones, Scrap Exchange</i>	E	1,2
<b>55 Making it Fresh... Using Local Produce In Child Care</b> This workshop will focus on exposing young children to fresh local produce through menu changes and cooking activities. We will be doing hands-on activities to learn more about knife skills, seasonal menu ideas, and cooking with children. <i>Lynn Policastro, Wake County Smart Start</i>	E	1,2	<b>62 Rigor—Is It Really What You Think It Is?</b> What does it mean when someone says “include strategies to make learning rigorous and relevant?” What does it look like in an early childhood classroom? We have answers! Come explore rigor and its relevance to early learning. How to plan for it across curriculum, challenge children and keep it developmentally appropriate. <i>Tracey-Lee Drummond Lucas, Consultant</i>	E	1,8
<b>56 Making Them Visible: Recognizing, Supporting, and Advocating for Children of Incarcerated and Returning Parents</b> On any given day, there are an estimated 2.7 million children in the US with at least one incarcerated parent (28,000+ in NC). This workshop will focus on what we know about these children and the impact of parental incarceration, what strategies could be implemented to serve them, resource and data collection gaps, and ways to better meet their needs. The presenter will discuss the importance of gathering the families' insight to ensure their voices are heard. Participants will be encouraged to take what they learn back to their centers, continue the conversation, and determine next steps. <i>Melissa Radcliff, Our Children's Place of Coastal Horizons Center</i>	E	1,3,4	<b>63 Family Child Care Homes—It's All About YOU!</b> In partnership with NC DCDEE, Southwestern Child Development's Statewide Family Child Care Home (FCCH) Consultant will be leading research efforts to better understand the current landscape of licensed FCCHs in North Carolina. This session will focus on gathering feedback from FCCH providers, families that choose/use FCCHs, and collaborating with community partners to inform a statewide framework that develops strategies to support current and potential licensed FCCH providers. Consider this a 'fact finding' interactive session where participant engagement is highly valued! <i>Nicole L. Pearson, Lori Jones, Deidre McMahon, Southwestern Child Development</i>	E	1,8



## THANK YOU TO OUR CONFERENCE SPONSORS

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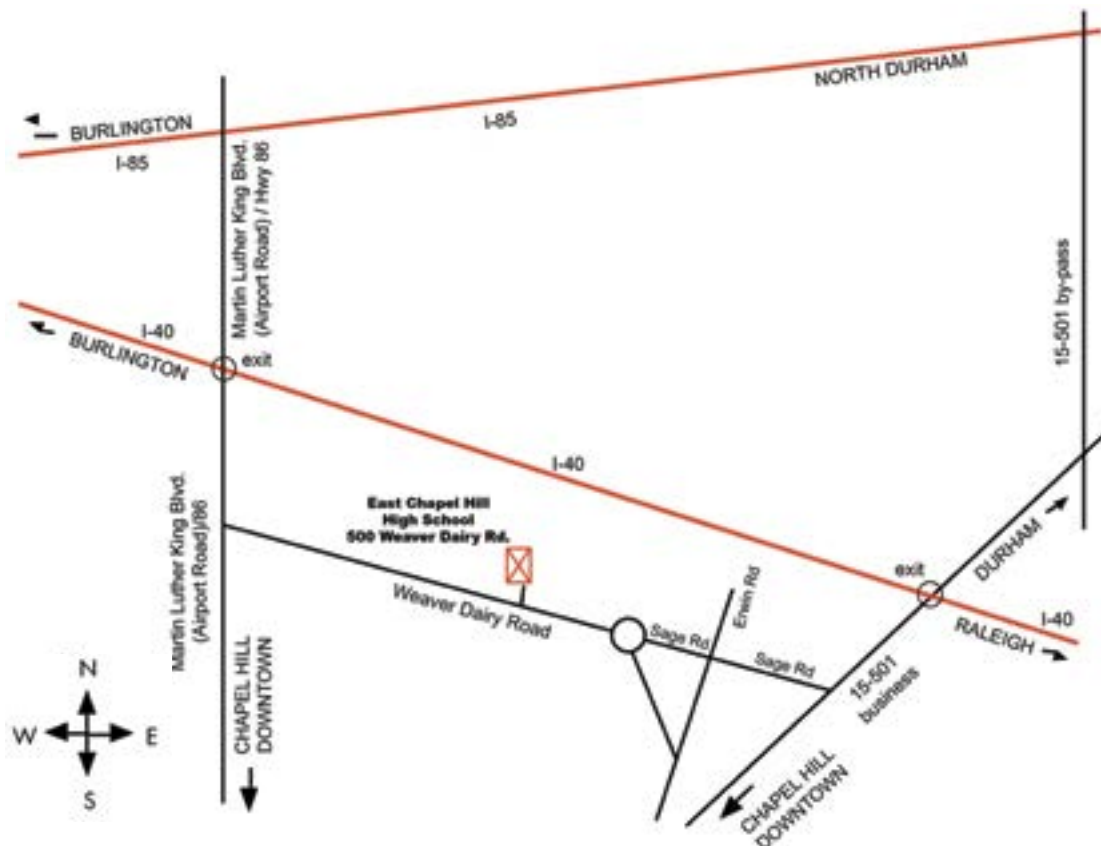
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## DIRECTIONS TO EAST CHAPEL HILL HIGH SCHOOL

Remember to bring this map with you when you come to Chapel Hill!



- **FROM GREENSBORO:** Coming from the West on I-40, get off on Hwy. 86 South toward Chapel Hill (exit #266). At the first 4-way intersection, take a left on Weaver Dairy Rd. East Chapel Hill High School is about 1 3/4 miles down the road on your left. Look for parking signs.
- **FROM RALEIGH:** Coming from the East on I-40, get off on Hwy. 86 South toward Chapel Hill (exit #266). At the first 4-way intersection, take a left on Weaver Dairy Rd. East Chapel Hill High School is about 1 3/4 miles down the road on your left. Look for parking signs.
- **FROM DURHAM:** Come into Chapel Hill on 15-501 Business. At Sage Road, take a right. At light, cross over Erwin Road and continue straight on Sage Road. At the traffic circle take the first exit onto Weaver Dairy Road. East Chapel Hill High School is on your right about .7 miles from the traffic circle. Look for parking signs.
- **FROM PITTSBORO:** Come into Chapel Hill on 15-501. It becomes Columbia Street. Do not get off on the 54/15-501 Bypass. Continue through town. Stay in the right lane and continue North. The road separates and becomes Martin Luther King Blvd. (Airport Rd.) Continue on M.L.K. Blvd (Airport Rd.) to Weaver Dairy Rd. Take a right on Weaver Dairy Rd. East Chapel Hill High School is about 1 3/4 miles down the road on your left. Look for parking signs.

## LODGING:

- **CAROLINA INN:** 211 Pittsboro St., Chapel Hill, 919-933-2001
- **QUALITY INN:** 15-501 N, Chapel Hill, 919-968-3000
- **RED ROOF INN:** I-40 & US 15-501, Durham, 919-489-9421
- **CHAPEL HILL UNIVERSITY INN:** 1301 Fordham Blvd, Chapel Hill, 919-929-2171
- **RESIDENCE INN:** Erwin Rd., Chapel Hill, 919-933-4848

## »»» WIN FREE REGISTRATION TO THE 2020 A.S.K. CONFERENCE! «««

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Like us on Facebook: <https://www.facebook.com/ChildCareServices/> #ASKCCSA

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**OFFICIAL RULES:** No purchase is necessary to enter. Entrants must "Like" Child Care Services Association and/or follow @CCSAchildcare on Twitter by noon on December 12, 2019 to be entered in the drawing. The winner will be notified via e-mail, Facebook message, or Twitter message within 24 hours. The winner must respond within 72 hours of contact or he/she forfeits the prize. If the prize is not claimed within the time limit, an alternate prizewinner will be selected at random. No cash equivalent or prize substitution is permitted. Employees of CCSA and respective affiliates, subsidiaries, advertising and promotional agencies, and immediate family members of each are not eligible. This promotion is in no way sponsored, endorsed or administered by, or associated with Facebook or Twitter. You understand that you are providing your information to the owner of this Facebook & Twitter page and not to Facebook or Twitter.

## WHO SHOULD ATTEND?

Those in attendance include teachers, directors and administrators from early education and school age programs across North Carolina representing: child care; public schools; Early Head Start; Head Start; NC Pre-K; Smart Start; half-day preschools; special education; health and human service agency providers and child advocates.

## REGISTRATION

Registrations (\$85) must be received on or before February 1, 2020. An early bird registration is available (\$60) until December 1, 2019.

## GROUP DISCOUNT (ONLINE GROUP REGISTRATION)

A group discount is available for groups of 10 or more registering and paying together (\$60 per person) by January 25, 2020. The later you register as a group, the less likely you are to get your first choice. To receive the group rate, register the first person and click submit. At the bottom of the page click to add an additional person. Continue to add one registrant at a time. Once you have added the 10 or more, you can make payment. **You cannot go back and make any changes or add more people after payment has been made.** Please do not create new accounts unless the individual is new to your organization or program. Creating a new account for an individual already in the system will result in your not being able to complete the registrations for the additional individuals. You may also mail your check with a minimum of 10 registration forms. *\*Once your group registration is confirmed, we regret that we must charge you an additional fee for changes or substitutions.*

## REGISTRATION CONFIRMATION

All registrations that are accepted will receive a confirmation e-mail, if an email address is provided.

## PROGRAM CHANGES AND REFUNDS

**Refunds of registration fees will not be made.** CCSA reserves the right to make changes in workshops and speakers or to cancel workshops if enrollment criteria are not met or when conditions beyond our control prevail. In the event of inclement weather, a make-up date for the conference has been set for March 14, 2020. All registrations will transfer to the make-up date in the event of a weather cancellation.

## CONFERENCE CHECK-IN

Check-in will take place in the 2<sup>nd</sup> floor lobby of East Chapel Hill High School. Once check-in is complete you may visit the help desk located in the 2<sup>nd</sup> floor lobby for assistance. The desk will be open on Saturday from 7:30 am – 2:30 pm. Folders with general information and schedules for the day may be picked up at the conference check-in table. After check-in, coffee and light refreshments will be available from 7:45 to 8:15 am.

## LUNCH

A box lunch is available at the conference by purchase in advance. It features a choice of a Roasted Turkey Sandwich or a Spinach Veggie Wrap, chips and a cookie. We are sorry, but no changes or special orders are allowed with the purchased box lunches.

You may choose to leave campus to have lunch in one of the many great Chapel Hill restaurants (we'll provide suggestions and directions). It is important to note that if you do not order a box lunch when you register, then you will have limited options—either bring

your lunch or leave campus. *Although there are restaurants in the vicinity, they are not within walking distance.* The school athletic booster club MAY have the concession stand open for a school event; however, it is not a part of the conference and cannot be guaranteed.

The box lunches may be picked up in the 1<sup>st</sup> floor cafeteria from 11:45 – 1:30 pm. Participants may stay and eat lunch in the school or take it elsewhere to enjoy. For those interested in attending the keynote speaker session, it begins at 12:30 pm in the auditorium. Note that no food is allowed within the auditorium.

*\*We strive to work with our food service vendors to provide safe and delicious meals for those with dietary restrictions. Despite taking every precaution, we cannot guarantee that menu items are free of trace amounts of allergens or other ingredients.*

## SCHEDULE OF THE DAY

We encourage all participants to arrive on time. Late entrances are disruptive to the presenters and other participants. As was true last year, there are several parking lots to use, and traffic monitors will be available early Saturday morning to help you.

There are three 1.5 hour sessions in the conference as well as a limited seating one-hour keynote address. If you wish to attend the keynote, you must pre-register. *You will have a 45-minute break before the keynote begins, so order a box lunch with your registration or bring your lunch to the conference.* Please note that if you choose to skip the keynote you will have a long break between sessions.

## CEU SESSIONS

There are in-depth CEU workshops for which you will receive .5 Continuing Education Units and a special certificate for participating.

## EXHIBIT AREA

We will again have an exhibit area with vendors for you to visit. Everyone who attends the conference will have a chance to win a collection of children's books and toys. You will receive a ticket in your conference packet when you arrive. To be entered in the drawing, fill out your ticket and drop it in one of the many boxes on tables in the exhibit area.

## ENDORSEMENT OF PRESENTERS AND VENDORS

We are proud of the diversity that will be exhibited by the presenters and vendors at this conference. However, we do not assume responsibility for the information, opinions, products or services shared by the presenters and vendors. Please share your concerns directly with the presenter or vendor or take the time to complete the evaluation form provided. We also encourage participants to offer presenters and vendors compliments!

## GET COMFORTABLE!

Wear comfortable clothes and walking shoes. Workshops will be in classrooms throughout the high school, so you will have a little walking to do.



You can register and pay online at  
[www.childcareservices.org/ps/training](http://www.childcareservices.org/ps/training)



## A.S.K. CONFERENCE REGISTRATION FORM

Complete one form for each person registering. PLEASE PRINT.



First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_  
Home Phone: \_\_\_\_\_ Email Address: \_\_\_\_\_  
Home Address: \_\_\_\_\_  
City: \_\_\_\_\_ State / Zip: \_\_\_\_\_  
Work Phone: \_\_\_\_\_ Work Fax: \_\_\_\_\_  
Place of Employment: \_\_\_\_\_  
Facility/Program License Status: (please check one) ☐ Licensed ☐ Unlicensed  
Facility Type: (please check one) ☐ Center ☐ Family child care home ☐ Public school pre-K  
☐ School-age program ☐ CCR&R ☐ Durham PreK ☐ Other  
What is your first language? ☐ English ☐ Spanish ☐ Other  
In what county do you work? \_\_\_\_\_ Last 4 digits of your SS# \_\_\_\_\_  
(for office use only)  
Select: ☐ African-American ☐ Asian ☐ Caucasian ☐ Hispanic/Latinx  
☐ Multi-Racial ☐ Native-American ☐ Prefer not to give

Number of children in each age group you work with: (please give the number of children):  
\_\_\_ ages 0–3 years \_\_\_ ages 3–5 years \_\_\_ ages 5–12 years ☐ I do not work directly with children

### OPTION 1: INDIVIDUAL WORKSHOPS

Indicate 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> choice for each session.

Session 1: Workshop number: _____	1 <sup>st</sup> choice _____	2 <sup>nd</sup> choice _____	3 <sup>rd</sup> choice _____
Session 2: Workshop number: _____	1 <sup>st</sup> choice _____	2 <sup>nd</sup> choice _____	3 <sup>rd</sup> choice _____
Session 3: Workshop number: _____	1 <sup>st</sup> choice _____	2 <sup>nd</sup> choice _____	3 <sup>rd</sup> choice _____

☐ LUNCHTIME KEYNOTE (limited to 450) Check if you wish to attend the Keynote Session.  
Remember to either bring your lunch or register to pay for a boxed lunch.

### OPTION 2: FULL-DAY CEU COURSES (.5 CEU—no extra charge)

Indicate 1<sup>st</sup> and 2<sup>nd</sup> choice (A, B, C, D, E, F).

CEU course letter: \_\_\_\_\_ 1<sup>st</sup> choice **OR** \_\_\_\_\_ 2<sup>nd</sup> choice  
**OR** \_\_\_\_\_ Reggio Emilia CEU\*

\* The Reggio Emilia CEU is described on pages 3–4. Once you register for the Reggio Emilia CEU, you will receive a second registration form to complete for your workshop choices. To register for the Durham PreK Learning Thread, contact CCSA.

### CONFERENCE FEE

Conference Early Bird (\$60)	\$ _____	(deadline December 1, 2019)
Conference Regular (\$85)	\$ _____	(deadline February 1, 2020)
Group Registration (\$60)	\$ _____	(deadline January 25, 2020)
		(must be 10 or more registrations paid together)
Boxed Lunch (\$10)	\$ _____	(optional) <input type="checkbox"/> Turkey <input type="checkbox"/> Vegetarian
<b>Total</b>	<b>\$ _____</b>	

Save Money!  
Be an Early Bird  
and register by  
December 1, 2019  
OR  
Register with a group  
by  
January 25, 2020.

No Registrations  
accepted after  
February 1, 2020

Take a CEU course  
at no extra charge  
this year thanks  
to our generous  
sponsors!

Print and mail  
your completed  
registration form  
and payment  
made out to:  
Child Care Services  
Association  
ATTN: A.S.K.  
Conference  
1201 South Briggs  
Ave., Suite 200  
Durham, NC 27703



## REGISTRATION INSTRUCTIONS:

Register by mail: use this form or download and print a form from CCSA's website ([www.childcareservices.org](http://www.childcareservices.org)).

- If you provide an e-mail address, a registration confirmation email will be sent.
- Telephone confirmations will not be available.
- There will be no on-site registration the day of the conference.
- NO REFUNDS WILL BE GIVEN.
- A snow date for the conference has been set for March 14, 2020.

Register Online: [www.childcareservices.org/ps/training.html](http://www.childcareservices.org/ps/training.html)

If you have any questions, call CCSA at 919-403-6950.

Group registration options: (1) enter online for 10 or more with one payment, (2) fax in completed registration forms for each person and pay over the phone with a credit card or (3) mail in registration forms with a check. Fax to: 919-403-6959.



Child Care Services Association  
ATTN: A.S.K. Conference  
1201 South Briggs Avenue #200  
Durham, NC 27703

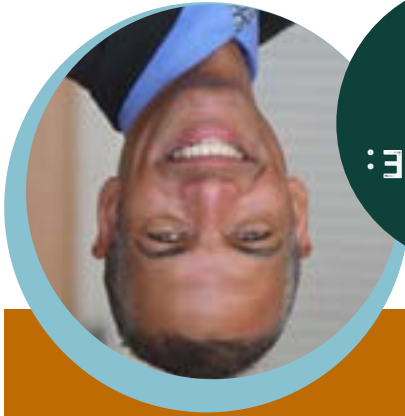
Non-Profit  
Organization  
U.S. Postage  
PAID  
Permit No. 1006  
Durham, NC  
27703

A day for  
child  
development  
professionals

ASK

ADVANCING SKILLS & KNOWLEDGE

SATURDAY, FEBRUARY 22, 2020  
East Chapel Hill High School



KEYNOTE:  
RON  
MOHL



Presented by  
Child Care  
Services  
Association

ASK is  
2/22/2020  
—you'll want  
2 be there!

EARLY BIRD DISCOUNT AVAILABLE UNTIL DECEMBER 1, 2019

INCLEMENT WEATHER MAKE-UP DAY IS MARCH 14, 2020