



T.E.A.C.H. EARLY CHILDHOOD® AND CHILD CARE WAGES®
**2018 NATIONAL PROFESSIONAL
DEVELOPMENT SYMPOSIUM**

APRIL 24 – 25, 2018 • CHAPEL HILL, NC

William and Ida Friday Center for Continuing Education

MOVING THE NEEDLE ON COMPENSATION



Registration
Booklet

**EARLY BIRD
REGISTRATION
ENDS MARCH 16!**

Information Inside



WELCOME

Welcome to the 18th T.E.A.C.H. Early Childhood[®] and Child Care WAGES[®] National Professional Development Symposium.

The symposium will begin early Tuesday, April 24, and conclude mid-afternoon Wednesday, April 25. It will be held at the William and Ida Friday Center for Continuing Education, UNC-Chapel Hill's state-of-the-art conference center.

The theme of this year's symposium is *Moving the Needle on Early Childhood Workforce Compensation*. With a groundswell of attention paid to the early education workforce in the past year, we direct our attention to compensation, one of the most intractable issues facing our workforce. Much has been written in the media about the woefully low compensation of early education teachers. Discussions about and research on compensation parity frame the issue and in some cases result in successful strategies implemented in states and communities. *Transforming the Workforce for Children Birth–Age 8* said a comprehensive approach to addressing factors that affect professional practice for early childhood educators must include compensation parity and supporting federal and state policies. Yet, the field is stymied by resource limitations that constrain compensation of educators, recruitment of capable and motivated people into the workforce, and other essential features of a high-quality system. Targeted and innovative funding strategies must be identified and advocacy in support of compensation must be a priority. With the release of the IOM Financing Study on the horizon, there is no better time to come together to plan how our field will move forward.

We look forward to robust and thought-provoking presentations and conversations at this year's symposium. We hope you can join us.

SYMPOSIUM PROGRAM

DATE/TIME	FUNCTION
Tuesday, April 24	
7:30 am – 5:00 pm	Registration
7:30 am – 8:30 am	Continental Breakfast (included in registration)
8:30 am – 10:15 am	Opening Welcome & Keynote Address
10:30 am – 12:00 pm	Concurrent Sessions I
12:00 pm – 1:00 pm	Lunch on site (included in registration)
1:00 pm – 2:30 pm	Concurrent Sessions II
2:45 pm – 4:15 pm	Concurrent Sessions III
5:00 pm – 6:30 pm	Networking Reception and Program Displays at the Courtyard by Marriott (across the street from the Friday Center). Included in registration.
Wednesday, April 25	
7:15 am – 1:00 pm	Registration
7:15 am – 8:00 am	Continental Breakfast (included in registration)
8:00 am – 9:30 am	Concurrent Sessions IV
9:45 am – 11:15 am	Concurrent Sessions V
11:30 am – 12:40 pm	Plenary Panel Presentation
12:40 pm – 1:30 pm	Lunch on site (included in registration)
1:45 pm – 3:15 pm	Concurrent Sessions VI



SYMPOSIUM HIGHLIGHTS & SPECIAL EVENTS

Opening Welcome & Keynote Presentation

Tuesday, April 24, 8:30 am – 10:15 am

This year's opening session will begin with a welcome and recognition of T.E.A.C.H. Early Childhood® and Child Care WAGE\$® programs and staff. We are very pleased to welcome Marica Cox-Mitchell, Deputy Executive Director for Early Learning Systems at the National Association for the Education of Young Children, who will present *Power to the Profession...Looking Toward Compensation*.

Networking Reception and T.E.A.C.H. and WAGE\$ Program Displays

Tuesday, April 24, 5:00 pm – 6:30 pm at the Courtyard by Marriott Hotel

Join staff of the T.E.A.C.H. Early Childhood® National Center and your colleagues from across the country for a networking reception and poster session. Hors d'oeuvres will be served and a cash bar will be available. Meet, network and learn more about T.E.A.C.H. and WAGE\$ programs while enjoying the sounds of DJ Donnie G.

Plenary Session and Panel Discussion

Wednesday, April 25, 11:30 am – 12:40 pm

The plenary session will open with a review of T.E.A.C.H. Early Childhood® and Child Care WAGE\$® Program highlights. The panel, speaking on the topic, *Education is a Game Changer*, includes **Tracy Ehlert**, former T.E.A.C.H. recipient, in-home early educator and candidate for the Iowa House—District 70; **Bweikia Foster Steen**, Associate Professor of Education and Director of Early Childhood Programs at Trinity Washington University; and **Michele Miller-Cox**, former T.E.A.C.H. recipient, SAS Montessori Preschool teacher and Adjunct Instructor at both Wake Tech Community College and NC A&T. Panelists will share personal thoughts, experiences and knowledge including their educational journeys, how education has changed the children in their care and how T.E.A.C.H. is supporting early educators in their endeavors to succeed in college.

Door Prizes

Back by popular demand, door prizes will be provided by each T.E.A.C.H. and/or WAGE\$ Program! **NOTE: Since many people who attend the symposium travel by air, please consider baggage restrictions for size, weight, liquids and gels when creating your door prize.**

T.E.A.C.H. and WAGE\$ Database On-site “Genius Bar”

T.E.A.C.H. and WAGE\$ program staff will have an opportunity to schedule appointments for on-site database support at the symposium. A registration system has been set up to schedule appointments ahead of time through the link below. Appointments can be scheduled on site based on availability. The database support team recommends that you bring a laptop for your appointment. Database team members will contact those that sign up with further details. Questions? Contact Jill Arnold at jilla@childcareservices.org. Schedule an on-site database support session [here](#).

SYMPOSIUM HIGHLIGHTS

- 34 high-quality and timely workshops
- Welcome and Keynote Presentation
- Plenary Session Panel Presentation
- Evening Reception and Program Displays
- Featured Sessions from leaders in the early childhood education field
- Presenters from within the ranks of T.E.A.C.H. and WAGE\$® programs, higher education institutions and an array of national organizations including:
 - Buffett Early Childhood Institute
 - Council for Professional Recognition
 - Erikson Institute
 - National Association for the Education of Young Children
 - National Governors Association
 - National Women's Law Center

CONCURRENT SESSIONS

Participants must register in advance for sessions on the registration form. Preferences for sessions will be given on a first-come, first-served basis. Space is limited, so register early. Workshops are marked for the intended audience. This is only a guide. Participants should make workshop choices that meet their particular professional needs.

SESSION I

Tuesday, April 24 | 10:30 am – 12:00 pm

1. Building a Quality Workforce Development Program with the Child Development Associate

The Child Development Associate (CDA) Credential as a first step in the early care and education field creates a direct pipeline to higher education institutions and fosters a more competent early educator workforce. Aligning the CDA Credential to an instructional framework with college standards prepares students for postsecondary success and establishes an active collegiate trajectory. Refocusing professional development outcomes will move the needle on completion of credential attainment, career success, and systemic changes. This workshop will provide information to educational entities, agencies, and organizations on building a dynamic Workforce Development program by articulating and embedding the CDA Credential into their professional development processes. It will draw a connection between organizational capacity expansion, sustainability, and target funding.

Track: Professional Development Systems

Audience: All

Presenters: Katorra Enoch-Longshore, Strategic Alliance Services Mgr., Council for Professional Recognition; Kimberly Cephas, Strategic Alliance Services Mgr., Council for Professional Recognition

2. What We Talk About When We Talk About Compensation

When we focus on compensation, some of us talk about quality, some about equity, some about economic fairness. Sometimes, regardless of what we say, policymakers hear us talking about adults instead of children, and parents may hear nothing but increased costs for them to shoulder. Join a conversation about compensation based on polling, market research, and data to learn more about messages, messengers, audiences, and timing. Take home tools to help you think about compensation policies, opportunities, and levers in your state, and the messages to help move them forward.

Track: Compensation

Audience: All

Presenter: Lauren Hogan, Sr. Director, Public Policy and Advocacy, National Association for the Education of Young Children

3. Developing Your Counseling Muscles to Support Your Recipients While Providing Self Care at the Same Time

If you have ever flown on an airplane, you've heard the flight attendant say to put on your oxygen mask before helping others, should they be needed. This is self-care in the truest sense. You can't take care of others if you haven't taken care of yourself. This same adage is true of counselors. As someone who helps early educators navigate higher education while balancing work and

family, you hear about difficulties that need to be addressed, often outside the school, work and home life equation. Some recipients present difficulties in other facets of their lives, from food, housing or health insurance insecurity to dealing with children in their classrooms who have experienced trauma. Or perhaps they are experiencing trauma, domestic violence or other crises themselves. Maybe you have faced some of these difficulties. This workshop will look at types of crises and discuss what happens to people who experience them, how others' crises can spill into your life, resources to help recipients, and strategies to help you take care of yourself.

Track: Counselor Staff Development

Audience: T.E.A.C.H. and WAGE\$ Counselors

Presenters: Mildrienne Best, T.E.A.C.H. Counselor, Child Care Services Association; Pam Mahoney, T.E.A.C.H. Counseling Specialist, Iowa AEYC; Julie Rogers, Director, T.E.A.C.H. Early Childhood® National Center; Cindy Villani, T.E.A.C.H. Counselor, Child Care Services Association; Felicia Wilburn, T.E.A.C.H. Counselor, Alabama Partnership for Children

4. T.E.A.C.H. Early Childhood® and Child Care WAGE\$® Administrator Roundtable (For T.E.A.C.H. and WAGE\$ Program Administrators and Administrative Home Executive Directors Only)

This session provides an opportunity for T.E.A.C.H. and WAGE\$ program administrators and agency heads to meet in an open forum with Sue Russell to discuss topics important to the field of early care and education.

Track: T.E.A.C.H. and WAGE\$ Staff Development

Audience: T.E.A.C.H. and WAGE\$ Administrators and Administrative Home Executive Directors ONLY

Presenter: Sue Russell, Executive Director, T.E.A.C.H. Early Childhood® National Center

5. Updates from Moving the Needle on Articulation State Teams—What Have They Been Doing and What Lies Ahead?

Four years ago, with support from the T.E.A.C.H. National Center, 10 T.E.A.C.H. state programs created articulation teams to identify strategies, tools and pathways to address articulation issues. That journey continues today, with most of these states making progress toward more and better articulation agreements between and among two-year and four-year higher education institutions. This workshop highlights team experiences, their learnings, status, and the work still to be done.

Track: Higher Education/College Completion

Audience: All

Presenters: Sharon Sullivan, Higher Education Mgr., T.E.A.C.H. Early Childhood® National Center; Lisa Eads, Program Coord., NC Community College System Office

6. Database Quality Control and How It Impacts Reporting

The T.E.A.C.H. Early Childhood® database is a management tool used to operate the T.E.A.C.H. Early Childhood® Program effectively. Data is critical to understanding the needs of the workforce and to the provision of T.E.A.C.H. scholarships. The T.E.A.C.H. database offers the best hope of collecting data that can guide decisions regarding program development and improvement. This workshop will review quality control measures, highlight how quality control affects reporting and outline the steps to take to ensure your database quality control systems are working for your program.

Track: T.E.A.C.H. Staff Development

Audience: T.E.A.C.H. Staff ONLY

Presenter: Jill Arnold, Director, Database Support and Services, Child Care Services Association

SESSION II

Tuesday, April 24 | 1:00 pm – 2:30 pm

7. The Three “C’s” of Working with a Host Agency: Collaboration, Communication and Commitment

Balancing the depth and complexity that comes with ensuring a successful T.E.A.C.H. program and balancing those needs with your host agency is not always easy. How does each program in an agency keep its identity and strong voice? How do agency and program staff work together to integrate shared goals for continued growth? Navigating through these questions requires strong collaboration, communication and commitment from T.E.A.C.H. and agency administrators. In this session learn about how two agencies have navigated through these questions and continue to learn. The audience will discuss challenges and successes they have encountered in their own agency/program.

Track: T.E.A.C.H. and WAGE\$ Staff Development

Audience: T.E.A.C.H. and WAGE\$ Program Staff

Presenters: Ana deHoyos O’Connor, Advisory Committee Chair, Texas AEYC; Megan Burk, T.E.A.C.H. Program Director, Texas AEYC; Kim Kofron, Executive Director, Texas AEYC; Gail Piggott, Exec. Director, Alabama Partnership for Children; Michelle Raybon, T.E.A.C.H. Director, Alabama Partnership for Children

8. Taking Your Program to the Next Level—Interesting Ways to Look at and Analyze Your Data

There are many interesting ways to look at and use T.E.A.C.H. data. This workshop will focus on several. First, a basic overview of the analytics piece—the discovery, interpretation and communication of meaningful patterns in data—will be provided. Next, working through scenarios relevant to our work with T.E.A.C.H. will provide a chance to analyze and discover what the data is telling you. Finally, a review of the annual report template, including common areas where there tend to be flawed data will

position programs for submitting year-end data in August.

Track: T.E.A.C.H. Staff Development

Audience: T.E.A.C.H. Staff ONLY

Presenters: Jill Arnold, Director, Database Support and Services, Child Care Services Association; Sue Russell, Executive Director, T.E.A.C.H. Early Childhood® National Center

9. Counselor Roundtable: Defining the Issues and Talking About Solutions: Bringing Veteran and Novice Counselors Together—Part I (Part II is scheduled for 2:45–4:15 pm, immediately after this session) For T.E.A.C.H. Counselors ONLY, veteran and novice.

This two-part workshop will bring both veteran and novice counselors together for a chance to learn from each other through discussions moderated by the presenters using fishbowl conversations. Fishbowls allow a large group of participants to benefit from smaller group dialogs where sharing ideas from a variety of perspectives can occur.

Track: Counselor Staff Development

Audience: T.E.A.C.H. Counselors ONLY, veteran and novice

Presenters: Amy Duffy, Project Manager, T.E.A.C.H. NORTH CAROLINA, Child Care Services Association; Edith Locke, Vice President, Professional Development Initiatives, Child Care Services Association

10. Federal Early Childhood in an Unusual Time: News from D.C.

We are pleased to welcome back Helen Blank, Director, Child Care and Early Learning at the National Women’s Law Center. She will provide an update on what’s happening in child care/early childhood education and other supports for children and their families on the national front, its impact on your state, and what is needed from the field to make the case for investments in child care and early learning and maintain key safety net supports for children and families.

Track: Public Policy/Advocacy/Research

Audience: All

Presenter: Helen Blank, Director, Child Care and Early Learning, National Women’s Law Center

11. How to Use Social Media for Outreach and Communication for T.E.A.C.H. and WAGE\$

Most T.E.A.C.H. and WAGE\$ projects are not using social media to connect with sponsors and recipients. Are you interested in learning how to connect and expand your reach via Facebook, Twitter, Instagram and be sure your website is user friendly? We will discuss the social management site, Hootsuite, which social channels our targeted audiences are using, and how to use these channels to our advantage, as well as mobile friendly websites. We will begin to develop social media strategies to help communicate with scholars, sponsors, recipients and our local and state politicians, enhancing counseling, outreach, and advocacy already in place.

Track: Outreach

Audience: T.E.A.C.H. and WAGE\$ Staff

Presenter: Michelle Spencer, T.E.A.C.H. Coordinator, Delaware AEYC

FEATURED SESSION

PHOTOGRAPHY DISCLAIMER

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12. Leveraging Higher Education In Support of Non-Traditional Students

T.E.A.C.H. is known as an agent of change for many components of early education systems across the country. This workshop will focus on how T.E.A.C.H. leverages change in higher education for non-traditional students. From leveraging more coursework in general to more relevant and more accessible coursework, more and better articulation agreements, negotiating reduced tuition rates with private colleges and more, T.E.A.C.H. brings to the table leadership and knowledge of what students need from higher education and the buying power. This workshop will highlight what three T.E.A.C.H. programs and their administrative homes are doing to leverage change in higher education for our workforce.

Track: Higher Education/College Completion

Audience: All

Presenters: Pam Ellis, T.E.A.C.H. Counseling Specialist, Iowa AEYC; Jeanette Paulson, Director, Workforce Initiatives, Wisconsin Early Childhood Association; Dianna Wallace, Executive Director, Indiana AEYC

Education Mgr., T.E.A.C.H. Early Childhood® National Center; Phyllis Kalifeh, President, Children's Forum; Dara Madigan, Child Care WAGE\$ Program Mgr., Iowa AEYC; Shay Everitt, Associate Director, Center for Social Measurement and Evaluation, Children at Risk

15. Time Management for T.E.A.C.H. Counselors—Balancing on a Three Legged Stool

How counselors manage their work each day may be individualized to the specifics of their program, although there are commonalities in terms of the buckets of work. At the core are counseling functions. There is also work around recruiting new participants, which may take the form of making cold calls or conducting presentations in higher education classrooms or at local or state meetings and conferences. Finally, some counselors engage in system change and development, including participating on college advisory committees or other policy related committees. However your days are structured or your program operates (some have administrative support and some do not, and caseload sizes may differ), time management strategies are a must for keeping it together and getting it done. This workshop will highlight the functions inherent in the T.E.A.C.H. counseling role and discuss effective time management.

Track: Counselor Staff Development

Audience: T.E.A.C.H. Counselors

Presenters: Mildrienne Best, T.E.A.C.H. Counselor, Child Care Services Association; John Cregg, Executive Director, Nevada AEYC; Pam Ellis, T.E.A.C.H. Counseling Specialist, Iowa AEYC

16. Making Higher Education Work for Working Early Childhood Educators—A Higher Education Faculty Panel Discussion

Early childhood education quality depends a lot on the skills of the adults who care for young children, yet concerns about how early educators can possibly meet the education standard set out in *Transforming the Workforce for Children Birth-Age 8* continue to be raised. From media outlets to research and advocacy organizations and more, this topic is getting a lot of attention. This higher education faculty panel will discuss how they are making higher education work for the workforce. They'll address access barriers, concerns about the potential loss of workforce diversity if degree standards become the norm and what they are doing to support access and student success for the workforce.

Track: Higher Education/College Completion

Audience: All

Presenters: Bweikia Foster Steen, Assoc. Professor, Trinity Washington University; Sharon Little, Program Director, Early Childhood Education, South Piedmont Community College; Catherine Scott-Little, Assoc. Professor, Human Development and Family Studies, University of North Carolina at Greensboro; Ana deHoyos O'Connor, Assoc. Professor, Early Childhood Studies, San Antonio College (moderator)

17. Counselor Roundtable: Defining the Issues and Talking About Solutions: Bringing Veteran and Novice Counselors Together—Part II (Part I is scheduled from 1:00–2:30 pm, immediately before this session) For T.E.A.C.H. Counselors ONLY, veteran and novice.

This two-part workshop will bring veteran and novice

SESSION III

Tuesday, April 24 | 2:45 pm – 4:15 pm

13. High Wages, High Quality: Power to the Profession and the Pathway to an Effective, Diverse and Well Compensated Early Childhood Education Profession

Low compensation undermines quality early learning and diminishes the benefits to children, families and communities. Power to the Profession is a national initiative to establish a shared framework of career pathways, knowledge and competencies, qualifications, standards, and compensation that unifies the entire early childhood profession. To address compensation, we need to tackle key questions such as, what does comparable compensation and support look like in this profession? How can comparable compensation be recognized as an indicator of high quality? Inform the initiative through thoughtful dialogue on lessons learned and challenges ahead for increasing compensation.

Track: All

Audience: All

Presenters: Katherine Kempe, Sr. Director, Professional Recognition and Advancement, NAEYC; Ruth Schmidt, Executive Director, Wisconsin Early Childhood Association; Baji Rankin, Executive Director, New Mexico AEYC; Jillian Henrick, Executive Director, Iowa AEYC

14. Moving the Needle on Compensation—Successes, Celebrations and Next Steps

A little over a year ago, eight T.E.A.C.H. state teams started down a two-year path toward raising awareness of early childhood workforce compensation issues and creating new or significantly expanding policy, advocacy, and funding strategies to improve compensation in their states. This workshop will highlight state work to date, the action plans that guide their work, the successes to date and plans for the remainder of the project and beyond.

Track: Compensation

Audience: All

Presenters: Barb Merrill, Consultant, T.E.A.C.H. Early Childhood® National Center; Sharon Sullivan, Higher

counselors together to learn from each other through discussions moderated by the presenters using fishbowl conversations. Fishbowls help a large group of participants benefit from smaller group dialogs where sharing ideas from a variety of perspectives can occur.

Track: Counselor Staff Development

Audience: T.E.A.C.H. Counselors ONLY

Presenters: **Amy Duffy**, Project Manager, T.E.A.C.H. NORTH CAROLINA, Child Care Services Association; **Edith Locke**, Vice President, Professional Development Initiatives, Child Care Services Association

18. Transforming Your T.E.A.C.H. and WAGE\$ Recipients into Advocates

Currently policy think tanks, research institutes, advocacy organizations and media outlets are contributing to a national dialog about the EC workforce. While the NAM report, *Transforming the Workforce for Children Birth-Age 8*, has made the case that the workforce needs to be appropriately educated (i.e., a Bachelor's degree in ECE as a foundation for lead teachers), many voices raise issues of the lack of capacity of the workforce to meet this standard. To prove these voices wrong it's important for the voices of our early education workforce to be heard. This workshop will highlight efforts in T.E.A.C.H. and WAGE\$ states to transform recipients and sponsors into advocates for these programs and for an educated, fairly compensated and stable workforce including examples of advocacy opportunities; information and materials they share to ensure the messaging is clear; and strategies and supports used to engage them and ensure follow through.

Track: Public Policy/Advocacy/Research

Audience: All

Presenters: **Megan Burk**, T.E.A.C.H. Director, Texas AEYC; **Peggy Haack**, Outreach Coordinator, Wisconsin Early Childhood Association; **Michelle Raybon**, T.E.A.C.H. Director, Alabama Partnership for Children; **Qiana Peters**, Child Care WAGE\$ Coordinator, Children's Forum

SESSION IV

Wednesday, April 25 | 8:00 am – 9:30 am

19. Bridging T.E.A.C.H. and Community College Programs Toward Student Success

This workshop will bring together a community college faculty member and T.E.A.C.H. staff who will discuss how colleges and T.E.A.C.H. programs can work together proactively to help students prepare before semesters begin instead of scrambling at the last minute. Topics will include enrollment and registration, selecting the right courses, book purchases, and dealing with unexpected issues like a missing charge approval. Resources and tools to help support student success will be shared. There will be time for discussion and brainstorming solutions.

Track: Higher Education/College Completion

Audience: T.E.A.C.H. Counselors

Presenters: **Sharon Little**, Program Director, Early Childhood Education, South Piedmont Community College; **Mary Erikson Gerbig**, Lead Scholarship Counselor, Wisconsin Early Childhood Association; **Michelle Spencer**, T.E.A.C.H. Coordinator, Delaware AEYC

20. Making the Case to Funders in Support of T.E.A.C.H. and WAGE\$ Program Stability and Growth

Every T.E.A.C.H. and WAGE\$ program and its administrative home need to regularly and intentionally seek funding to sustain and grow the organization and T.E.A.C.H. and WAGE\$ programs. Funding should be sought from a variety of funding sources to ensure that programs continue if one or more sources of funding end. This workshop will highlight where to look for funders, how to court them, and how to make the case for T.E.A.C.H.

Track: Funding

Audience: T.E.A.C.H. and WAGE\$ Staff

Presenters: **Jillian Henrick**, Executive Director, Iowa AEYC; **Kara Shultz**, Development Mgr., Child Care Services Association; **Gail Piggott**, Executive Director, Alabama Partnership for Children

21. Governor-Led Strategies for Improving the Early Care and Education Workforce

This session will explain how a governor's unique position allows them to lead change in the early care and education workforce. Through innovative state models, participants will gain a deeper understanding of how important governor support is to moving policy around the early care and education workforce in states, including specific examples of this as a part of NGA's work with states. An overview of the NGA workforce project will also provide participants with an increased awareness of policy options states are using to increase compensation, preparation and development of the early care and education workforce.

Track: Public Policy/Advocacy/Research

Audience: All

Presenter: **Mandy Sorge**, Policy Analyst, Early Care and Education, National Governors Association

22. The Empowerment Project: Early Childhood Professionals as Agents of Change—Part I (Part II is scheduled from 9:45–11:15 am, immediately after this session)

This training aims to infuse the field with revolutionary approaches to overcoming some of early childhood's biggest challenges. Guided by the work of top leaders in the field of educational change, inspired by the use of design thinking principles, and shaped by the collective wisdom of the participants involved, we will generate a shared vision for our workforce and use a strategic process to design creative solutions to addressing the issues in early childhood education that impact our everyday lives. Participants will engage in large and small group work and a mix of hands-on activities leading to the collective creation of the future of early childhood education.

Track: Public Policy/Advocacy/Research

Audience: All

Presenters: **Lisa Guerrero**, Early Childhood Professional Development Specialist/Instructor, Child Care Resource/Community College of Vermont; **Ellen Drolette**, Family Child Care Provider/Professional Development Specialist/Author, Child Care Resource/Exchange Magazine

23. Child Care WAGE\$® Roundtable—Part I (Part II is scheduled from 9:45–11:15 am, immediately after this session) For Child Care WAGE\$® staff ONLY.

Join Allison Miller and Katherine Walker-Brooks for a two-part conversation on all things Child Care WAGE\$®. Bring your questions, concerns and experiences to share with the group.

Track: Child Care WAGE\$ Staff Development

Audience: Child Care WAGE\$ Staff ONLY

Presenters: Allison Miller, Vice President, Compensation Initiatives, Child Care Services Association;

Katherine Walker-Brooks, Child Care WAGE\$® Program Manager, Child Care Services Association

Brandee Lengel, T.E.A.C.H. Director, Nebraska AEYC;
Amy Roberts, Research Assistant Professor, Buffett Early Childhood Institute, University of Nebraska

26. T.E.A.C.H. and WAGE\$ from a State Administrator Perspective—Accountability, Funding and Making the Case

Nearly 75% of T.E.A.C.H. funding nationally comes from federal funding to the states, so it is important to have a good working relationship with your state's lead agency responsible for overseeing these funds. It is also important to understand your state's budget relative to child care funding and what helps sell T.E.A.C.H. and WAGE\$ to a state administrator. In this workshop, two child care administrators discuss the budget in their states—where funding for T.E.A.C.H. is located in the budget and other possible funding sources for these programs, what helps make the case for funding, what accountability measures they look for in T.E.A.C.H. and WAGE\$, and the measures they put in place to ensure the programs are accountable to them as funders.

Track: Funding

Audience: T.E.A.C.H. and WAGE\$ Administrators

Presenters: Anna Carter, Director, NC Division of Child Development and Early Education, Dept. of Health and Human Services; Kimberly Krzanowski, Executive Director, Office of Early Learning, Dept. of Education

27. The Empowerment Project: Early Childhood Professionals as Agents of Change—Part II (Part I is scheduled from 8:00–9:30 am, immediately before this session)

This training aims to infuse the field with revolutionary approaches to overcoming some of early childhood's biggest challenges. Guided by the work of top leaders in the field of educational change, inspired by the use of design thinking principles, and shaped by the collective wisdom of the participants, we will generate a shared vision for our workforce and use a strategic process to design creative solutions to addressing the issues in early childhood education that impact our everyday lives. Participants will engage in large and small group work and hands-on activities leading to the collective creation of the future of early childhood education.

Track: Public Policy/Advocacy/Research

Audience: All

Presenters: Lisa Guerrero, Early Childhood Professional Development Specialist/Instructor, Child Care Resource/Community College of Vermont; Ellen Drolette, Family Child Care Provider/Professional Development Specialist/Author, Child Care Resource/Exchange Magazine

28. Child Care WAGE\$® Roundtable—Part II (Part I will take place from 8:00–9:30 am, immediately before this session) For Child Care WAGE\$® Staff ONLY.

Join Allison Miller and Katherine Walker-Brooks for a two-part conversation on all things Child Care WAGE\$®. Bring your questions, your concerns and your experiences to share with the group.

Track: Child Care WAGE\$ Staff Development

Audience: Child Care WAGE\$ Staff ONLY

Presenters: Allison Miller, Vice President, Compensation Initiatives; Child Care Services Association;

Katherine Walker-Brooks, Child Care WAGE\$® Program Manager, Child Care Services Association

SESSION V

Wednesday, April 25 | 9:45 am – 11:15 am

24. Guiding Principles for Change in the ECE Profession—Part I (Part II is scheduled from 1:45–3:15 pm, immediately after lunch)

With growing evidence about the critical period of birth to age 5 for child development and learning, the imperative to professionalize the early childhood education workforce has never been greater. In this session an expert panel will update the audience on initiatives to professionalize the field and explore four Guiding Principles to leading change: the need to **Respect** the workforce, to seek **Equity**, and to acknowledge the field's **Strengths** while doing the hard work to enhance **Competence**. The expert panel will guide participants in thinking about these principles and analyzing them as they apply to their local communities.

Track: Professional Development Systems

Audience: All

Presenters: Valora Washington, PhD, CEO and a Certified Credentialing Specialist, Council for Professional Recognition; Baji Rankin, Ed.D., Executive Director, New Mexico AEYC; Aisha Ray, Emeritus Professor of Child Development, Erikson Institute; Dianna Wallace, Executive Director, Indiana AEYC

25. Making Informed Decisions: Leveraging Nebraska Early Childhood Workforce Data to Identify Opportunities to Move the Needle on Early Childhood Compensation

This session focuses on the utility of early childhood workforce data for developing targeted strategies to improve compensation of early childhood professionals. The Buffett Early Childhood Institute, University of Nebraska, surveyed more than 1,600 teachers/providers and more than 600 administrators to understand the characteristics and working conditions of professionals across various early childhood settings. Using these data, the Buffett Institute collaborated with Nebraska Association for the Education of Young Children and partners to examine access to and use of employer-sponsored benefits among the EC workforce. Presenters discuss how leveraging data informs targeted programs and outreach efforts with implications for other states.

Track: Compensation

Audience: All

Presenters: Catherine Huddleston-Casas, Associate Director, Workforce Planning and Development, Buffett Early Childhood Institute, University of Nebraska;

SESSION VI

Wednesday, April 25 | 1:45 pm – 3:15 pm

29. Creating a Culture of Accountability: Effective Practices for Program Staff

Oversight of T.E.A.C.H. and WAGE\$ programs is no simple task. Join us as we discuss strategies for communication with staff, ensuring accuracy and quality of work, and compliance with license requirements. Come hear about how these lessons learned apply to our work with T.E.A.C.H. and WAGE\$ and the changes you can implement in your state to better support your staff and affect program outcomes.

Track: T.E.A.C.H. and WAGE\$ Staff Development

Audience: T.E.A.C.H. and WAGE\$ Program Staff

Presenters: **Ashley Otte**, T.E.A.C.H. Program Manager, Iowa AEYC; **Dara Madigan**, WAGE\$ Program Manager, Iowa AEYC

30. Continuing the Discussion on Diversity

For the past two years, the Symposium's plenary panels have highlighted issues of race, gender and equity in the personal and professional lives of early childhood professionals. This workshop will continue that discussion with a new diverse panel of T.E.A.C.H. staff.

Track: Diversity

Audience: All

Presenters: **John Cregg**, Executive Director, Nevada AEYC; **Hanan Osman**, Sr. Director, T.E.A.C.H. Early Childhood®, Indiana AEYC; **Felicia Wilburn**, T.E.A.C.H. Counselor, Alabama Partnership for Children; **Florianna Thompson**, Instructor, Early Childhood Education, Wake Technical Community College (moderator)

31. Taking on the Issue of Diversity in T.E.A.C.H. Program Degree Participants and Graduates—Exploring What it Takes for Participants of Color to Be Successful and What Your Program Can Do Facilitate Their Success

Do your T.E.A.C.H. recipient racial and ethnic demographics look like those of the birth-5 child population in your state? Do your T.E.A.C.H. recipient degree graduates reflect the diversity of your T.E.A.C.H. population and/or the diversity of the early education workforce in your state? This workshop will unpack what it takes for participants of color to be successful college graduates and what your program can do to facilitate their success. Presenters from T.E.A.C.H. states making progress in this area will discuss the strategies and practices that affect their capacity to have participants of color participate and succeed in earning degrees.

Track: Diversity

Audience: T.E.A.C.H. Program Staff

Presenters: **Edith Locke**, Vice President, Professional Development, Child Care Services Association; **Lori Stegmeyer**, Director, Workforce Initiatives, Children's Forum; **Sue Russell**, Executive Director, T.E.A.C.H. Early Childhood® National Center (moderator)

32. Transitioning a Small Nonprofit to Strong Home for T.E.A.C.H. and WAGE\$

Nonprofit organizations often start very small, with only one staff person, and grow as programs and funding are added. We will work through this journey, using best practices for nonprofit management, sharing information about pitfalls to expect and procedures to put in place to ensure your organization and your T.E.A.C.H. and/or WAGE\$ programs will be successful. Bring your own experiences and questions.

Track: T.E.A.C.H. and WAGE\$ Staff Development

Audience: T.E.A.C.H. and WAGE\$ Administrative Home EDs and Administrators

Presenter: **Barb Merrill**, Consultant, T.E.A.C.H. Early Childhood® National Center

33. Guiding Principles for Change in the ECE Profession—Part II (Part I is scheduled immediately before the Plenary Session and Panel Discussion)

With growing evidence about the critical period of birth to age 5 for child development and learning, the imperative to professionalize the early childhood education workforce has never been greater. In this session an expert panel will update the audience on initiatives to professionalize the field and explore four Guiding Principles to leading change: the need to **Respect** the workforce, to seek **Equity**, and to acknowledge the field's **Strengths** while doing the hard work to enhance **Competence**. The expert panel will guide participants in thinking about these principles and analyzing them as they apply to their local communities.

Track: Professional Development Systems

Audience: All

Presenters: **Valora Washington, PhD**, CEO and a Certified Credentialing Specialist, Council for Professional Recognition; **Baji Rankin, Ed.D.**, Executive Director, New Mexico AEYC; **Aisha Ray**, Emeritus Professor of Child Development, Erikson Institute; **Dianna Wallace**, Executive Director, Indiana AEYC

34. Using Stories and Testimonials to Demonstrate the Impact of T.E.A.C.H. and WAGE\$

Storytelling is common in every culture; it helps us make sense of the world and share that understanding with others. In fact, stories are remembered 22 times more than facts alone. Using stories and testimonials to show the impact of T.E.A.C.H. and WAGE\$ helps show the importance of our work. This workshop will focus on why we tell our stories, the many ways stories can be shared, and tricks of the trade needed to collect stories and testimonials. Presenters will share information on how T.E.A.C.H. and WAGE\$ programs share their stories with funders and the public, and attendees will practice some of the work around creating stories and testimonials.

Track: Outreach

Audience: All

Presenters: **Denise Bishop**, Vice President of Outreach, Innovation, and Training, Children's Forum; **Laurie Litz**, T.E.A.C.H. Director, Pennsylvania Child Care Association; **Julie Rogers**, Director, T.E.A.C.H. Early Childhood® National Center

REGISTRATION INFORMATION

- Early Bird registration for the two-day symposium is \$265 per person. Register by March 16.
- Registration for the two-day symposium is \$300 per person after March 16.
- Registration for one day only is \$150 per person.
- The deadline for registration is Friday, March 30, 2018.
- The registration fee includes all workshops and plenary sessions, breakfast, lunch and afternoon refreshments on both days, and the evening reception.

QUESTIONS?

Send inquiries to Judy Leinbach at
919-967-3272 or
judy@teachecnationalcenter.org
for additional information.

Hotel Reservations

A block of rooms has been reserved at the Courtyard by Marriott, the Aloft Hotel, and the Hampton Inn. Information on making reservations for each hotel is below.

Courtyard by Marriott | 100 Marriott Way, Chapel Hill

Across the street from the Friday Center

- Group rate \$144/night for single, double, triple, quad
- Cut-off date for guaranteed rate and availability is March 24, 2018
- Register by phone: 800-321-2211 or 919-883-0700
- Register on line [here](#)
- Group Code: T.E.A.C.H. Early Childhood Symposium

Aloft Hotel | 1001 S. Hamilton Road, Chapel Hill

About 1 mile from the Friday Center, offers shuttle service

- Group rate \$129/night for single, double, triple, quad
- Cut-off date for guaranteed rate and availability is April 9, 2018
- Register by phone: 866-716-8143
- Register on line [here](#)
- Group code: TEACH Symposium 2018

Hampton Inn & Suites | 6121 Farrington Road, Chapel Hill

About 2 miles from the Friday Center, offers shuttle service

- Group rate \$94/night for single, double, triple, quad
- Cut-off date for guaranteed rate and availability is April 4, 2018
- Register by phone: 919-403-8700 or Toll Free: 800-426-7866
- Phone group code: TEACH Symposium
- Register on line [here](#), online group code: TEA

Meals (all included in registration fee)

- Continental breakfast is available in the Conference Center Atrium and includes assorted juices, fresh fruit, hard-boiled eggs, a selection of muffins and breakfast breads, tea and coffee.
- Afternoon refreshment breaks are available each day and include assorted drinks, fruit, nuts and fresh baked goods.
- A buffet lunch on both days offers soup, a salad bar, two hot entrees (one fish and one meat), vegetables and starches, bread, desserts, tea and coffee.
- Gluten free meals are available on request. Vegetarian options are available on the lunch buffet.

REGISTRATION FORM

2018 Professional Development Symposium

DEADLINE: Friday, March 30, 2018

Complete one registration form for each participant.

Name to appear on your name tag: _____

Organization: _____ Title: _____

Address: _____ City/State: _____ Zip: _____

Phone: _____ E-mail: _____

REGISTRATION

Conference registration includes all workshops, keynote and plenary sessions, networking reception/program displays, continental breakfast, lunch, and mid-afternoon refreshment break on both days. In order to receive the early bird registration fee discount, your completed registration form and either your payment or a purchase order must be received by the Center no later than March 16, 2018.

- Enclosed is my EARLY BIRD registration fee of \$265.00. Register by March 16.
- Enclosed is my registration fee of \$300.00 for both days. Register after March 16.
- Enclosed is my registration fee of \$150.00 for Tuesday only.
- Enclosed is my registration fee of \$150.00 for Wednesday only.
- Enclosed is my presenter registration fee of \$150 for both days.
- Please accept our purchase order. Purchase order number: _____

**To pay by credit card contact judy@teachecnationalcenter.org*

TOTAL Enclosed: \$ _____

MEALS

Tuesday Lunch (included in the conference registration)

- Yes, I will attend lunch on Tuesday.
- No, I will not attend lunch on Tuesday.
- I need a gluten-free lunch.

Wednesday Lunch (included in the conference registration)

- Yes, I will attend lunch on Wednesday.
- No, I will not attend lunch on Wednesday.
- I need a gluten-free lunch.

RECEPTION

Tuesday, at the Courtyard by Marriott, directly across from the Friday Center (included in conference registration)

- Yes, I will attend the reception.
- No, I will not attend the reception.

CONFERENCE WORKSHOPS

Indicate your first and second choices by writing in the number corresponding to that session. Numbers are listed next to each session description. **YOU MUST INCLUDE BOTH YOUR FIRST AND SECOND CHOICES IN ORDER FOR YOUR REGISTRATION TO BE PROCESSED.**

	SESSION I	SESSION II	SESSION III	SESSION IV	SESSION V	SESSION VI
First Choice	_____	_____	_____	_____	_____	_____
Second Choice	_____	_____	_____	_____	_____	_____

Mail, fax or email conference registration including the registration fee or purchase order number by Friday, March 30, 2018. Checks should be made out to Child Care Services Association and forwarded to:

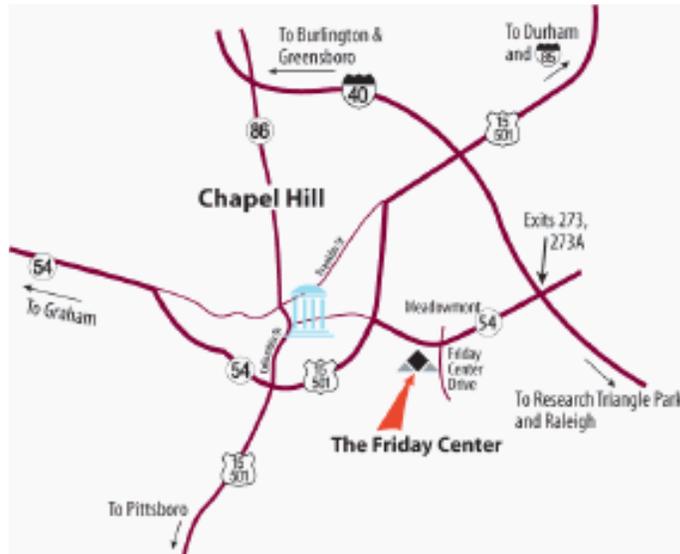
T.E.A.C.H. Early Childhood® National Center Symposium
Child Care Services Association
PO Box 901
Chapel Hill, N.C. 27514
Telephone: 919.967.3272
Fax: 919.442.1988
Email: judy@teachecnationalcenter.org

WELCOME TO CHAPEL HILL

What to Do While in Town

Across the street from the Friday Center are the Shops at Meadowmont where there are several eateries including Brixx Pizza, Fusion Fish, Chronic Tacos, and Café Carolina and Bakery as well as a Harris Teeter grocery store, where you will find a Starbucks. The Marriott Courtyard has a Bistro offering starters, soups, salads, sandwiches and more. Just a few miles into the heart of Chapel Hill is Franklin Street, home to more restaurants and shops, which are accessible on the citywide free bus line.

In addition to the Shops at Meadowmont and Franklin Street there are several malls within a few miles. University Place is located 2.4 miles from the Friday Center. The Streets at Southpoint Mall is just minutes away at the very next exit on I-40. Visit the web for more on planning your time in Chapel Hill: www.visitchapelhill.org



NC Botanical Garden



Southern Season



Meadowmont

The Friday Center is in the Central Piedmont section of North Carolina, near the state capital, three major universities, the Raleigh-Durham International Airport (RDU), and the Research Triangle Park.

William and Ida Friday Center for Continuing Education, UNC-Chapel Hill

100 Friday Center Drive, Chapel Hill NC 27599-1020
(919) 962-3000 | Toll-free (866) 441-3683

DIRECTIONS TO THE FRIDAY CENTER

The Friday Center is located approximately three miles east of the UNC-Chapel Hill campus, just off Highway 54 East (Raleigh Road). The Center is a short distance from Interstate 40 (from Raleigh, I-40 exit 273A; from Greensboro, I-40 exit 273).

From Winston-Salem, Greensboro and points West: Take I-40 East to Exit 273 (Hwy 54 West/Chapel Hill). Turn right at top of ramp. Proceed to the fourth stoplight, turn left onto Friday Center Drive (approximately two miles), and take the second right into the Fri-day Center parking area. Guest parking is on the left; the Friday Center is on the right.

From Durham: Take I-85 South to 15-501. Take I-40 East to Exit 273 and follow the directions above.

From Charlotte: Take I-85 North to Greensboro (I-85 and I-40 intersect in Greensboro) and follow the directions from Greensboro above.

From Raleigh and RDU: Take I-40 West to Exit 273A (Hwy 54 West/Chapel Hill). Proceed to the fourth stoplight, turn left onto Friday Center Drive (approximately two miles), and take the second right into the Friday Center parking area. Guest parking is on the left; the Friday Center is on the right.

From Points South of Chapel Hill, Arriving on Hwy 15-501 North: Take the 15-501/54 East bypass as you approach Chapel Hill. Take the Hwy 54 East exit (approximately two miles) toward Raleigh. Proceed to the fourth stoplight, turn right onto Friday Center Drive, and take the second right into the Friday Center parking area. Guest parking is on the left; the Friday Center is on the right.

I make a **Difference** for young children.  Ask me how.®