



# RACE TO THE TOP EARLY LEARNING CHALLENGE



## GRANT REVIEW

### Race to the Top Peer Review Panelists

\*Alba, Marlen  
Almand, Rosemary  
Ameling, Lynne  
Anderson, Beckie  
Brand, Susan Trostle  
Brekken, Linda  
Bridges, Margaret  
Brookes, Sheila  
Brown, William H.  
Burroughs, Alisa  
Butera, Gretchen  
Campbell, Wendell  
Cephas, Kimberly  
Chandler, Lynette  
Cimino, Jean  
\*Craig Unkefer, Lesley  
Crusto, Cindy  
de Boer, Sonja  
DeArmond, Harold  
DeBaryshe, Barbara  
Eady, Glenda  
Early, Diane  
Egas, Carolyn  
Fellows, Diane  
Fillmore, Roxanne  
Flores, Roseanne  
Fox, Lise  
Fredericks, Sharon  
Frye, Della  
Fuzer, Don  
Garfinkle, Ann  
Gaskin, Michael  
Gautt, Sandra  
Gettinger, Maribeth  
Graves, Virginia  
Greenberg, Rivka  
Hausmann, Sharen  
Hebbeler, Kathleen  
\*Hinton, Roikensha  
Holland, Roberta  
Hosea, Marilyn  
Howe, Sandra  
Johnson, Nancy  
Kalifeh, Phyllis  
Landy, Allison  
Lane, Holly  
LaRocque, Michelle  
Lofton, Patricia  
MacDonald, Rebecca  
Martin, Kathleen  
McCollum, Jeanette  
McConnell-Farmer, Judith  
Messner, Lana  
Mika, Kristine  
Miller, Marsha  
\*Murray, Shirley  
Niemeyer, Judith  
OKeeffe, Mary Ellen  
\*Palmer-Blackwell, G. Julie  
Peterson, Jo Ellyn  
Quick, Beth  
Quigley, Andrea  
Richard, Guylaine  
\*Rock-Jefferson, Kimberly  
Rosenberg, Cordelia  
Ryan, Nancy  
Solorzano, Kathryn  
Sonnenschein, Susan  
Spiker, Donna  
Squibb, Kathryn  
Staten, Teresa  
\*Stewart, Delicia  
Terrazas, Dolores  
Thursby, Ellen  
Uttley, Clarissa  
Vail, Cynthia  
Verzaro-O'Brien, Marce  
Warkomski, Fran  
Wiechel, Jane  
Willgren, Judy  
\*Willis, Diane

\* Reviewer attended training but did not review State applications.

## **Marlen Alba**

Dr. Marlen Alba has over 35 years of administrative experience in higher education and extensive expertise in establishing academic programs in traditional and alternative delivery modalities that include Independent Studies, Weekend College, and Outreach and Certification Programs.

Prior to her retirement from Miami Dade College, the largest institution of higher education in the nation, Dr. Alba served as Program Leader in Continuing Education and was responsible for child care certification programs designed to meet state of Florida's regulations for child care workers. Dr. Alba helped establish outreach learning sites that reached hundreds of individuals in a community in need of certification programs and courses for English Language Learners. Before that, Dr. Alba worked as Media Relations Specialist and Director of Special Events and Fundraising at Florida International University, working to create strong community collaborations with university programs. She also directed the outreach program at the University of South Florida, where college credit courses were produced and delivered via the PBS television and radio stations on campus.

Dr. Alba's research in Educational Leadership focuses on Early Learning and Kindergarten Readiness. She is the author of "Preschool Readiness of Hispanic Children in South Florida: A Cultural Perspective" and has actively worked with Pre-K Now and The Children's Trust. She is an enthusiastic advocate for school readiness programs.

## **Rosemary Almand**

Rosemary Almand is the Executive Director of CAPE, Inc. (Community Association for Preschool Education), a nonprofit organization that provides Head Start, Early Head Start, State Preschool Programs, and certified Mental Health Services in Alameda County (in the eastern section of the San Francisco Bay Area).

Ms. Almand has more than 25 years of experience in the field of early child care and education. She has developed numerous program services and management systems, integrated various state- and federally funded early learning programs, and integrated local providers through community child care provider partnerships. She has also developed and provided training/professional development experiences for line and administrative staff and community early learning providers.

Her educational background includes earning a Bachelor of Arts in Humanities with an emphasis in Early Childhood Special Education, as well as a Master of Arts in Humanities and Leadership with an emphasis in Disability Rights and Special Education Law. She also has completed significant coursework towards a Ph.D. in Business/Public Administration. Ms. Almand has held key leadership positions in developing quality early learning systems, and has served on many Interagency Councils, Coalitions, Committees and Boards of Directors to further the goal of providing the highest quality early learning and development services to the neediest children/families.

## **Lynne Ameling**

Lynne Ameling is an adjunct professor at Shoreline Community College, teaching online education courses in the Social Sciences Division. She worked for 35 years in the Peninsula, Vashon Island and Seattle Public School Systems as a high school reading specialist, a teacher of grades 1-5, an elementary and secondary literacy coach and as the Seattle Public Schools Early Childhood Literacy Specialist with two Seattle Early Reading First Grants. During five years spent in this position, she designed and taught professional development courses in language development and early literacy for over 100 preschool teachers and directors.

Ms. Ameling was honored as the Puget Sound ESD Teacher of the Year in 2000. She worked as an adjunct professor of education at Seattle University, Seattle Pacific University and City University, taught adult ELL courses and was an instructor in the Motherread/ Fatherread Family Literacy Program. She served as a peer reviewer for the U. S. Department of Education's Improving Literacy Through School Libraries and Early Reading First Grant Competitions.

Ms. Ameling holds a BA in English from the University of Dayton, an M. Ed. In Educational Psychology from the University of Washington, a P-12 School Administrator's Certificate from Western Washington University and an Advanced Certificate in Teaching English as a Second Language from Seattle University.

### **Beckie Anderson**

Beckie Anderson is the Director of Health Programs for the Family Resource Center Association in Denver, Colorado. In this position, she oversees nutrition, physical activity, food access, and chronic disease management programs for 23 Family Resource Centers.

Previously, for over 18 years, she worked as a consultant and evaluator with national research organizations on state and national research projects and as an independent contractor. Beckie is a certified trainer for the National Center for Family Literacy. Particular areas of expertise are healthy living programs, early childhood education, children's literacy, adult literacy, parent education, professional learning communities, community-based organizations, and web-based data collection systems. She holds a Master of Science from Purdue University in Child Development and Family Studies.

### **Susan Trostle Brand**

Dr. Susan Trostle Brand is a professor of Early Childhood Education at the University of Rhode Island where she has served as the Early Childhood program's team leader for over 15 years and on the faculty for 27 years. Her areas of expertise include emergent literacy, curriculum and instruction for early childhood populations, serving diverse and high needs populations, and universal design for learning.

Dr. Trostle Brand has published over 30 articles and chapters in books. She is also the author of three textbooks addressing early childhood, children's play, the integrated curriculum, and storytelling. She has presented internationally, nationally, and regionally at over 100 conferences, addressing emergent literacy, universal design for learning, and family engagement in early childhood education.

As one of Rhode Island's Project Performance Teaching Fellows, Dr. Brand helped to create and implement statewide standards for teaching and learning. She has also assumed leadership roles at the University, College, and School of Education levels, serving on the Council for Teacher Education, as an early childhood education facilitator for NCATE accreditation, a member of the Faculty Senate Teaching Effectiveness Sub-Committee, the Curriculum Affairs Committee, and the Disabilities Advisory Council.

Dr. Trostle Brand has served as Vice-President and President of the Rhode Island State Council of the International Reading Association. She currently serves as Vice-President of Kappa Delta Pi International Honorary Fraternity in Education. She has served as the Chapter Counselor of Kappa Delta Pi at the University of Rhode Island for the past 20 years. Dr. Trostle-Brand's chapter has won three consecutive Achieving Chapter Excellence (ACE) awards, and a Service Excellence Award.

Dr. Trostle Brand earned her doctorate in Early Childhood Education and Human Development with Administrative Certification from Pennsylvania State University, and is a graduate of the Indiana University of Pennsylvania and West Virginia University. She is a former preschool teacher, primary school teacher, and Literacy Specialist. In 1985, Dr.

Trostle Brand received a Phi Delta Kappa Award for her doctoral dissertation addressing “Implications of Play Therapy with Underserved Minority Children.” She has also been awarded two sabbatical leaves to conduct research in Ambleside, England and Providence, Rhode Island, investigating the effects of storytelling and related multiple intelligence activities with diverse populations of children. Dr. Trostle Brand is a 2010 recipient of the Faculty Excellence in Leadership and Service Award from the University of Rhode Island.

### **Linda Brekken**

Dr. Linda Brekken is the Director of The SpecialQuest Consulting Group, which works to promote high quality inclusive services for young children with disabilities and their families in communities and states across the country. The group builds upon the work of SpecialQuest Birth-Five: The Head Start/ Hilton Foundation Training Program, funded by the Office of Head Start and the Hilton/Early Head Start Training Program, which Dr. Brekken directed since 1997. She and her team designed and developed the SpecialQuest approach and materials which have been shown to be effective and innovative methods for providing professional development and creating change. Dr. Brekken developed the award-winning SpecialQuest videos and materials that comprise the SpecialQuest Multimedia Training Library, which has been used by programs throughout the U.S. to build inclusive communities.

She has designed and directed innovative state, regional, and national training and technical assistance programs which focus on improving services to infants and preschoolers at-risk or with disabilities and their families. These programs have addressed such topics as early childhood inclusion, early language and literacy, cultural competence, program and personnel standards, interagency collaboration, and early childhood team assessment. Dr. Brekken promotes inclusive, family focused services, teaming, and collaborative partnerships in all of her work. She is the recipient of the DEC (Division of Early Childhood, part of the Council for Exceptional Children) Service to the Field Award and the Inclusion Celebration Award of the Supported Life Institute. She has been involved in state and national policy development and advocacy efforts on behalf of young children with disabilities and their families for over 35 years.

### **Margaret Bridges**

Margaret Bridges is a developmental psychologist and research scientist at the Institute of Human Development (IHD) at the University of California, Berkeley. Her research and evaluation work have focused on how families and early care and education teachers can better support the social-emotional and early literacy and math skills of preschool-age children. Currently, she is conducting research on how Latino families prepare their children for school, and how they experience preschool. In addition, she is examining the implications of expanding access to and improving the quality of preschool—and how those preschool programs can best serve particular groups of children, including dual-language learners.

Dr. Bridges led a statewide evaluation of the CARES programs and the experimental early care and education staff training projects, both aiming to boost the quality of early childhood teaching. This work highlighted the mentoring, academic support, and training these programs offered teachers, as well as the infrastructure needed to sustain early childhood teaching staff and the diverse children they serve. She has also led evaluations of Abriendo Puertas, a parent-education program designed for Latino parents.

Dr. Bridges completed her doctoral training in child development at the University of Virginia, studying family, school, and neighborhood effects on children’s outcomes. Prior to coming to Berkeley, she completed a postdoctoral fellowship at the University of California, San Francisco, examining how children’s preschool experiences and peer relationships affect their social-emotional development.

## **Sheila Brookes**

Sheila Brookes, Ph.D., is an assistant professor in the Child and Family Studies Department and the Executive Director of the Center for Child Development at the University of Southern Mississippi. She teaches Child Development courses in the undergraduate Child Development emphasis area and in the Master's in Child and Family Studies program in addition to supervising student teachers in their Student Teaching Practicum.

Dr. Brookes' research interests include early care and education program quality and child maltreatment prevention. Dr. Brookes co-authored several chapters of "Keepin' On: The Everyday Struggles of Young Families in Poverty," which was the culmination of a longitudinal, qualitative study of mothers in the Early Head Start Program. Formerly, Dr. Brookes was a Senior Policy Research Analyst at the Center for Family Policy and Research at the University of Missouri-Columbia where she worked on numerous research projects including: the national Early Head Start study; a nine-state welfare reform project, "The Impacts of Welfare Reform on Young Children and Their Families," which culminated in a briefing on Capitol Hill; and the Preschool Curriculum Evaluation Research funded by the U.S. Department of Education. Prior to her work at the university level, she had extensive experience working with teachers, parents, and children in early childhood programs.

## **William H. Brown**

William H. Brown is a professor in the Department of Educational Studies at the University of South Carolina in Columbia, South Carolina. He earned doctorate in education in 1985 from Vanderbilt University and joined the faculty at the University of South Carolina (USC) in 1995. Dr. Brown was an inaugural member of the USC Research Consortium on Children and Families and is a member of an interdisciplinary research team at the USC Arnold School of Public Health. Previously, he held positions at Vanderbilt University as a Research Assistant Professor, Assistant Director for Outreach Activities at the John F. Kennedy Center for Research in Human Development, and Director of the Susan Gray School for Children.

Dr. Brown has written multiple articles and chapters about services, practices, and policies for young children and their families and served as co-editor of "Inclusion of Preschool Children with Developmental Delays in Early Childhood Programs" (with Maureen Conroy, published by the Southern Early Childhood Association) and co-editor of "Social Competence of Young Children: Risk, Disability, and Evidence-Based Practices (2nd ed.)" (with Samuel L. Odom and Scott R. McConnell). He also served as the editor of the "Journal of Early Intervention" and is an editorial board member for "Topics in Early Childhood Special Education, Behavioral Disorders," and is a guest reviewer for several other professional journals (e.g., "Child Development," "Pediatrics"). He was a Scientist Peer Reviewer for the Early Intervention and Early Childhood Education Research Review Standing Panel of the Institute for Education Sciences (IES) and served as Chair of the Early Intervention and Early Childhood Education Research Review Panel for IES.

During his career, Dr. Brown has held professional positions as a preschool teacher, service coordinator with families of preschool children with developmental delays, director of a large early intervention program for infants, toddlers, and preschoolers with and without disabilities, teacher educator, researcher, and child advocate. In 1993, he received the Professional of the Year Award by the Tennessee Association for Retarded Citizens (The Arc of Tennessee). In 2002, he was awarded the Partner in Education Award for the Child Development Programs in Richland School District Two in Columbia, South Carolina, and he received the 2007 College of Education Research Award at USC. He has worked extensively with personnel in the BabyNET System (Part C Services in South Carolina), the South Carolina Education Oversight Committee, and the Offices of Early Childhood and Exceptional Children in the South Carolina Department of Education.

Dr. Brown's professional interests include (a) community-based services for young children (birth to 6 years of age), (b) personnel preparation in early childhood education and early childhood special education; (c) research related to young children's social competence and preschool inclusion, (d) and most recently, young children's physical activity

in preschools and the community settings. He has taught early childhood and early childhood special education classes for over 20 years and has been Principal Investigator on multiple personnel preparation, evaluation, and research projects funded by Tennessee, South Carolina, and the federal government.

### **Alisa Burroughs**

Alisa Burroughs has been in the education field for over 30 years. She has been a resource special education teacher, a special education preschool teacher, teacher of the deaf and visually impaired, and Education Specialist. Ms. Burroughs presently is the Director of Special Services for Bullhead City Elementary School District.

Previously she worked for over 18 years as a home visitor with families of children with hearing and visual disabilities. Ms. Burroughs was the Project Director for Mohave Coalition-Early Reading First, which included four sites of fourteen classrooms, two public schools preschool programs, and one Head Start program. She has been adjunct faculty for Northern Arizona University in the area of reading instruction. She worked as an Arizona State Trainer for Project Vision In-service In America (VISSA), an organization that works with preschool teachers and home visitors in understanding and applying interventions for children with vision impairment. Ms. Burroughs' serves on the executive council of the national board for the Council of American Instructors of the Deaf (CAID). She is also on the La Paz/Mohave First Things First Council as the Early Childhood Educator representative. Her degrees include: a B.S. in Early Childhood Education and Special Education from Northern Arizona University; an M.S. in Learning Disabilities and Reading Specialist from Northern Arizona University; an M.A. in Deaf Education from Idaho State University; a Certificate as a Teacher of the Visually Impaired from University of Arizona; and an Ed.S. in Special Education from Idaho State University.

### **Gretchen Butera**

Dr. Gretchen Butera is an associate professor at Indiana University-Bloomington where she teaches graduate courses in special education and teacher preparation. She has fifteen years of experience as a special education teacher, primarily in preschool special education classrooms in Illinois, Wisconsin, and California.

Dr. Butera earned her doctorate from the University of California, Santa Barbara and was previously an associate professor of special education at West Virginia University. Her research areas of interest include children with disabilities in Head Start, children's early literacy, teacher education, and family engagement. Currently, Dr. Butera is the director of Special Education for Indiana's Schools Today (SPEDFIST), a project to redesign graduate-level teacher preparation. She also leads an effort with colleagues at two other universities to develop and implement an integrated, comprehensive, universally designed curriculum for preschool children in order to prepare them for school success (Children's School Success).

### **Wendell Campbell**

Wendell Campbell, Associate Professor within the Liberal Studies Department, arrived at Southeastern University (SEU) in 1999, following twelve years as an administrator with a Midwest Head Start program. He was named a National Head Start Fellow at the Department of Health and Human Services' Head Start Bureau in 1997 and a UCLA/Johnson & Johnson Head Start Fellow in 2010.

Dr. Campbell began his work in education as an elementary school teacher. He has served on several boards and in many volunteer programs, including being District Commissioner for the Boy Scouts of America. Professor Campbell was employed in several corporate management positions utilizing academic skills to train staff and other

management in increasing efficiency.

At SEU, he has developed external academic partnerships between the university and groups and agencies in the Washington, D.C. area child care community. He has written diverse articles and papers for various organizations and magazines.

Dr. Campbell concludes that his greatest asset in academia has, and continues to be, the contribution of working with the minds of students and demonstrating the pathways to developing critical thinkers.

### **Kimberly Cephas**

Kimberly Cephas is an educational consultant and trainer for Early Care Educators (ECE). She has over 20 years of experience working with children and their families in a variety of education settings, and holds degrees in Human Services (B.S.), Adult & Continuing Education (M.Ed.), and Early Care Education (M.Ed.).

While Mrs. Cephas' husband served in the military, she began her work with children as a Family Child Care Provider and Preschool Teacher with the Army Child Development Services. She then worked with the Army Family Advocacy Program from 1997 -2004. After the military, she and her family settled in the Atlanta area, and Mrs. Cephas went back into the field of Early Care Education as a preschool teacher, Education Director, Technical Assistance Specialist with the Child Care Resource and Referral of Metro Atlanta, and a State-Approved Trainer. In 2009, Mrs. Cephas started her own consulting company, KRC Consulting, Training & Development Services, to provide high-quality training and technical assistance to Family Child Care providers and Center-based ECE professionals.

Mrs. Cephas also is the CEO and Founder of DIRM, Inc., a nonprofit organization that serves to strengthen and support families as well as organizations that work with families. DIRM, Inc. uses evidence-based prevention and intervention practices and strategies to help families in crisis.

### **Lynette Chandler**

Lynette Chandler is a Professor and Program Coordinator for Special Education in the Department of Special and Early Education at Northern Illinois University. She primarily teaches courses in early childhood special education. Professor Chandler has a number of research interests including Response to Intervention at the preschool level, early literacy and early math skills, working with families, and positive behavior support. She has collaborated on research and systems-change projects with several preschool programs in the northern Illinois area on issues related to early childhood and early childhood special education. She not only has the opportunity to interact with teachers and administrators when she is in the schools, but she also has the opportunity to visit classrooms and work with young children who have disabilities, are identified as at-risk, and who are "typically developing."

Dr. Chandler has worked in early intervention programs that provide services to infants and toddlers with disabilities and their families and in programs that provide services to preschool-aged children with special needs. She has received and coordinated an Early Reading First grant and has served as a reviewer for Early Reading First grant applications as well as other federal grants.

She is a member and Past-President of the International Division for Early Childhood and the Illinois Division for Early Childhood and she has numerous publications and presentations on a variety of areas including functional assessment and positive behavior support, social skills, transition, early language and literacy, developmentally appropriate practice, intentional planning and teaching, inclusion, leadership and systems change, and Response to Intervention. She also is active at the state level where she serves on many committees and task forces that are related to early childhood and early childhood special education.

## **Jean Cimino**

Jean M. Cimino is currently a professional research assistant at the College of Nursing, University of Colorado Anschutz Medical Campus. Her position there is divided between the National Resource Center for Health and Safety in Child Care and Early Education (NRC) and Pediatric Nursing Leadership & Special Needs (PNL). The NRC is one of three national members in the Healthy Child Care America Cooperative Agreement Program, funded by the Maternal and Child Health Bureau. Through this partnership, the NRC is continually addressing national- and state-level needs and research requests related to early childhood health and safety within child care and early education settings. Her role within PNL is to develop curriculum for advanced practice nurses on early childhood health- and learning-related subject matters, such as early social and emotional health and development and nursing care coordination for young children with special health care needs.

Ms. Cimino most recently co-managed the publication of the “Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs, 3rd Edition” (2011). She also works as an independent public health consultant focusing on early childhood health and safety issues. In this role, she has worked at the state-level on a number of different projects, including: administering federal funds, managing a leadership committee whose charge was coordinating systems (physical and mental health, and education) for children with special health needs, and organizing community-level data for Early Childhood Councils. Before these positions, Ms. Cimino was the curriculum planner at the National Training Institute for Child Care Health Consultants, administered out of the University of North Carolina at Chapel Hill (UNC-CH). She received her M.P.H. with a focus in maternal and child health at UNC-CH in 2003.

## **Lesley Craig Unkefer**

Lesley Craig Unkefer is an Associate Professor in the Elementary and Special Education Program in the College of Education at Middle Tennessee State University. She holds an Ed.D. in Early Childhood Special Education from Peabody College. She also held faculty positions at University of Minnesota and University of Illinois at Chicago. Previously she taught public school in Houston, Texas.

## **Cindy Crusto**

Cindy A. Crusto, Ph.D., is an associate professor of psychology in psychiatry, Yale University School of Medicine and is the Director of Program and Service System Evaluation at The Consultation Center. Dr. Crusto has extensive experience in the development, implementation, and evaluation of child- and family-focused interventions and initiatives. She has 15 years of experience providing training and technical assistance to staff of community-based organizations in program evaluation design and implementation.

Dr. Crusto has directed evaluations of several state and community-wide initiatives focused on young children’s health and development and education. These have included evaluations of projects in the areas of early childhood systems development and coordination (State Early Childhood Comprehensive Systems Program, Maternal and Child Health Bureau, Health Resources and Services Administration), early childhood literacy and school readiness (Early Reading First, U.S. Department of Education; Early Learning Opportunities Act, Administration for Children & Families), young children’s exposure to violence (National Safe Start Initiative, Office of Juvenile Justice and Delinquency Prevention), early college awareness and readiness (GEAR UP, U.S. Department of Education), youth substance use/abuse prevention (Office of Safe and Drug-Free School, US Department of Education), and systems of care for children’s mental health (Center for Mental Health Services, Substance Abuse and Mental Health Services

Administration).

Dr. Crusto is interested in culturally relevant interventions for children from racial/ethnic minority and low-resource backgrounds and communities, and in school-based behavioral health services. Dr. Crusto's research examines social processes and individual factors on the health and well-being of preschool-aged children, the impact of family violence on children, and the ecological influences on child and family well-being.

Dr. Crusto earned a B.A. in psychology from Vassar College, an M.A. in clinical-community psychology from the University of North Carolina at Charlotte, and a Ph.D. in clinical-community psychology from the University of South Carolina. She completed pre-doctoral and postdoctoral fellowships in clinical-community psychology at Yale University School of Medicine, Department of Psychiatry.

### **Sonja de Boer**

Sonja de Boer is a Board Certified Behavior Analyst and obtained her Ph.D. from the University of Kansas in Special Education and Psychology and Research in Education, with an emphasis in early intervention and autism spectrum disorders (ASD). She also holds both general education and special education teaching credentials in California and Kansas. She has over 17 years of experience working in early childhood and elementary special education and general education, specifically with students with ASD and attention deficit hyperactivity disorder (ADHD).

Dr. de Boer currently operates her own corporation, de Boer Consulting & Training LLC, providing consultation and training regarding interventions for students with ASD in early childhood and elementary special and general education classrooms, as well as in the home. Prior to this she was the director of the early intervention services division at University of Washington Autism Center. She focuses on early intervention for students with ASD, creating applied behavior analysis (ABA) programs for children with ASD and ADHD (within homes and classrooms), preparing preschoolers for kindergarten, and creating inclusive education programs for students with ASD and ADHD within school districts. She currently provides consultation and training for school districts, families, and universities across the United States and Ireland.

Dr. de Boer authored the book "How to Do Discrete Trial Training" for parents and teachers implementing ABA programs for children with ASD, co-authored the book "Autism Spectrum Disorders: Interventions and Treatments for Children and Youth" for parents and teachers investigating information regarding research-based interventions for children with ASD, and authored the book "Successful Inclusion for Students with Autism: Creating a Complete, Effective ASD Inclusion Program" for administrators and teachers implementing inclusive education programs for students with ASD in preschool and elementary schools.

### **Harold DeArmond**

Harold (Hal) DeArmond recently retired from his position as Assistant Superintendent of the Stanislaus County Office of Education and is continuing to pursue his interest in assisting early childhood program providers. He is now a private consultant working to help a variety of early childhood programs to improve their management practices.

In his work as Assistant Superintendent he was responsible for a seven-county early childhood learning program serving over 6,000 children and comprised of Head Start, Early Head Start, Migrant and Seasonal Head Start, and several early childhood programs funded by the state of California. He has a long history of involvement with early childhood learning programs and has been a consultant for the California State Department of Education Child Development Division. During his extensive career in the California public school system, Mr. DeArmond has been involved in many research and demonstration programs, including: a pilot program to test the best methods for training infant/toddler caregivers which eventually turned into the currently used Program for Infant and Toddler

Caregivers training program; and the Child and Family Resource Program which was the precursor to the current family engagement processes used by Head Start.

Mr. DeArmond holds an M.A. in Counseling Psychology from the University of San Francisco and a second M.A. from California State University Stanislaus in Education. He also holds teaching and administrative credentials issued by the state of California and is a graduate of the Head Start Master Executive Training School. Additionally, he completed the course of study in language and culture at the Centro Intercultural de Documentacion, a school founded by Ivan Illich in Cuernavaca, Mexico. He has received numerous awards and honors over the years including the Plate of Bounty, the highest honor given by the Migrant/Seasonal Head Start Association. Mr. DeArmond he was chosen as one of twenty California educators to participate in an educational exchange with Mexico. He has published articles encouraging public schools to participate in preschool and is a tireless advocate for Universal Preschool. He has served on many boards and commissions and is the past president of the Migrant Head Start Director's Association. Likewise he has done a great many training sessions at Head Start and other Early Learning conferences and has read and scored numerous applications for federal funding.

### **Barbara DeBaryshe**

Barbara DeBaryshe is a faculty member at the University of Hawaii Center on the Family. Her current research addresses early childhood literacy, professional development models for preschool teachers, family educational involvement, and community-based efforts to prevent early childhood obesity.

Dr. DeBaryshe is the author of over 60 articles, book chapters, and extension publications and has received numerous grant awards including two Early Rearing First grants. She also serves as an external evaluator for projects relating to early childhood health and Native Hawaiian education and is a cooperating graduate faculty member in the Departments of Educational Psychology, Psychology, and Curriculum Studies.

### **Glenda Eady**

Mrs. Glenda Eady has thirty two years of experience in the area of Early Childhood service provision. Twenty-eight of these years have been in rural Georgia. She has served as a classroom teacher, disability advocate, program director, and project manager. During her tenure with the local Family Connection Collaborative, her work focused on the collaborative funding, support, and development of early childhood services for the birth through five population in Twiggs County, Ga. Through the collaborative efforts, services were provided for family literacy, after-school programs, and reading tutorial projects.

As an administrator, Mrs. Eady has served as a local Even Start Family Literacy Director, the Reading Excellence Act Coordinator, the Reading First Coordinator, and the Early Reading First Project Manager. These funded programs have raised the bar for student achievement in the rural areas of Georgia. As a consultant, she has provided Pre-Kindergarten training and professional development in best practices for literacy in the states of Massachusetts and Georgia, as well as District of Columbia.

Mrs. Eady received her Bachelor's degree in Early Childhood/Elementary Education from the University of Georgia in 1974, her master's degree from Georgia College and State University in 1988, and completed post-master's work in reading and administration.

## **Diane Early**

Dr. Diane Early is a Scientist at FPG Child Development Institute at the University of North Carolina, Chapel Hill and a Research Associate in the Clinical and Social Psychology Department at the University of Rochester. Dr. Early has led several projects investigating classroom quality, teacher preparation and practices, and children's academic and social outcomes in a variety of early care and education settings. She was a lead investigator for the National Center for Early Development and Learning's Multi-State Study of Pre-Kindergarten and the State-Wide Early Education Program (SWEEP) study.

Currently she is working on two evaluation efforts in the field of early childhood. The first is an evaluation of FPG's FirstSchool, an initiative designed to promote public school efforts to become more responsive to the needs of an increasingly younger, more diverse population. The second is an evaluation of several different professional development models for early childhood teachers being piloted in Georgia. Additionally, she is overseeing the randomized field trial evaluation of an instructional improvement model called Every Classroom, Every Day. She holds a Ph.D. in Psychology from the University of Colorado.

## **Carolyn Egas**

Carolyn Egas has more than 30 years of varied experience in the field of early childhood education. She began her career as a Head Start Director and then worked for the State of New York as a Policy Analyst working on coordinating state services for children and families, a Program Specialist helping state employees establish child care centers at their worksites, and as a Head Start/State Collaboration Project Director building partnerships between Head Start programs and a wide range of state and local programs. She also served as a Program Specialist for Head Start Programs in New York and Puerto Rico for the Region II Office of the Department of Health and Human Services. Ms. Egas' most recent experience has been as a Senior Review Planning Analyst and a Report Analyst with the Head Start Monitoring Support Contract. She has a master's degree in Early Childhood Education from the College of Saint Rose in Albany, N.Y.

## **Diane Fellows**

Diane Fellows, B.A. Elementary Education, has over twenty-five years experience in both direct service and program administration of early childhood programs. She has experience as a teacher, child care center director, trainer/consultant, and Regional Director for a national child care corporation.

Currently Ms. Fellows is the Regional Director for the Early Care and Education Programs at Child and Family Resources. She sits on the Infant Toddler Mental Health Coalition Board and the First Things First T.E.A.C.H. Advisory Board, is an active member of the Southern Arizona Association for the Education of Young Children, is the Chairman of the Board of Directors for Tucson Nursery School and Child Care Centers (a nonprofit center in Tucson), and is the Health and Special Rights Committee Chair for United Way's Impact Council. She is a certified trainer for the Program for Infant Toddler Care (PITC).

## **Roxanne Fillmore**

Dr. Roxanne Fillmore teaches graduate and undergraduate courses in Early Childhood Education at Northeastern State University in Oklahoma. She received her undergraduate degree in Elementary Education at Brigham Young University and taught for several years before getting her graduate degrees. After receiving her Master's at The Ohio State University, she received her Ph.D. at the University of Iowa in Early and Middle Childhood Education. Her current work includes a third draft of a literacy-based curriculum for a local Head Start program and applied research into the

use of technology for observing teacher candidates. She has been a lead reviewer for NCATE (National Council for Accreditation of Teacher Education) for the last seven years.

### **Roseanne Flores**

Roseanne L. Flores is an Associate Professor in the Department of Psychology at Hunter College of the City University of New York. She received her Ph.D. from the Graduate Center of the City University of New York. She is a Developmental Psychologist by training and was a National Head Start Fellow in the Office of Head Start in Washington, D.C. in 2009-2010. In addition to her work at the Office of Head Start, Dr. Flores also worked at the Institute of Education Science in the National Center for Education Research constructing a template for the dissemination of assessment instruments developed from research in the field.

Dr. Flores has expertise in both quantitative and qualitative research methods, statistics, testing and measurement, and linguistic, cognitive and social development of children across various ages and cultural groups. Some of her current research examines the relationship between environmental risk factors, such as community violence, socioeconomic status, and food insecurity on the health and educational outcomes of children. She recently received an NIH grant to examine the relationships between poverty and nutrition and African-American and Latino preschool children's early learning skills. She has published a number of peer-reviewed journal articles and book chapters in child development.

Dr. Flores also served as a member of the Institutional Review Board at Hunter College for over five years, and more recently as the co-chair in 2009. She is currently a Roosevelt House Associate at the Roosevelt House Public Policy Institute at Hunter College. Prior to coming to the Office of Head Start, Dr. Flores was a Visiting Scholar at the Educational Testing Service in Princeton, NJ during the summer of 2009 where she worked in the areas of assessment, research, and policy. Most recently she served as an auditor for ETS. Dr. Flores is currently serving as a member of the Committee on Children, Youth and Families at the American Psychological Association.

### **Lise Fox**

Dr. Lise Fox is a professor in the Department of Child and Family Studies of the University of South Florida in Tampa, Florida and the Director of Florida Center for Inclusive Communities: A University Center for Excellence in Developmental Disabilities. Dr. Fox is also the Principal Investigator of the Technical Assistance Center for Social Emotional Intervention funded by the Office of Special Education Programs and a faculty member with the Center on the Social and Emotional Foundations for Early Learning. Dr. Fox is engaged in research and training efforts related to the implementation of the teaching pyramid model in early education and care classrooms, program-wide models of implementation, and positive behavior support.

### **Sharon Fredericks**

Dr. Sharon Fredericks holds an Early Childhood Special Education Teacher license in Wisconsin. She earned a B.A. in Speech Pathology and an M.S.E. in Early Childhood Special Education from the University of Wisconsin Eau Claire. She has provided home-based early intervention services for infants and toddlers in both rural and urban programs.

For nine years, she taught in the Teacher Education Program at College of Menominee Nation. There she taught 11 different classes in the areas of Early Childhood/Elementary and Special Education and served as Director of Social Science Division from 2006-2008. She also served as the Project Investigator on a Department of Health and Human Services' grant to Menominee Tribal Head Start. She participated in the development of the college's first Bachelor's

Degree Program in Early Childhood/Elementary Education. In 2007, she was named College of Menominee Nation/American Indian College Fund Faculty of the Year.

In 2008, she served on a national work group to revise teacher education standards for the National Association for the Education of Young Children (NAEYC). She has served since 2009 as an Integrated Service Reviewer (ISR1) for Head Start monitoring for Danya International. She has also conducted several grant reviews for the Office of Head Start.

Dr. Fredericks was awarded the American Indian College Fund/Andrew Mellon Fellowship in 2007-08. Her dissertation research consisted of studying the experiences of non-Native American Faculty Members teaching at Tribal Colleges. From 2010-2011, she served as the Dean of Student Learning at Rasmussen College's Green Bay Campus. In this position, she was responsible for the hiring and ongoing training of general education faculty members teaching both residential and online courses, supervising the campus Learning Center and Library, and leading retention strategies for students on academic warning.

### **Della Frye**

Della Frye has 20 years of experience in nonprofit child care, Head Start, and state-funded prekindergarten. For the last eleven years Ms. Frye has served as the Early Childhood Director for Lubbock Independent School District. In this role she provides oversight to preschool and kindergarten programs by serving as the Head Start Director; developing and managing budgets; and ensuring implementation of a high-quality program including the elements of curriculum, instruction, assessment, and professional development. Ms. Frye is also instrumental in creating community-wide partnerships that support early learning for all children.

Prior to her work as the Early Childhood Director, Ms. Frye served as a preschool/kindergarten instructional coach. As a coach, she provided job-embedded professional development to teachers, provided trainings, and established an academy for new teachers to increase the level of support provided and improve retention rates. Ms. Frye has also served as a teacher of 3-5 year old children in Head Start and as a toddler and preschool teacher in nonprofit child care. Working as a teacher provided many opportunities to understand and appreciate the importance of the family-school connection and the value of working in collaboration with families.

### **Don Fuzer**

For over twenty years, Donald Fuzer has been involved with work to strengthen early education as well as early educational opportunity. Currently he is the Vice President of Early Education for a human service organization located in Cleveland, Ohio. Prior to this role, Mr. Fuzer was employed by the Barberton City school district and responsible for the implementation and oversight of the early childhood program. He incorporates his experience from numerous sectors of public, private, and state educational entities for which he has provided service.

Mr. Fuzer is also a part-time faculty member at the University of Akron within the school of Family and Consumer Sciences, teaching courses related to child development and human services. Mr. Fuzer has a B.A. degree in Sociology and an M.A. degree in Child and Family Development Studies, each from the University of Akron. He has also completed post-graduate work toward his Doctorate in the field of Curricular and Instructional Studies. Mr. Fuzer is passionate about the issues surrounding school readiness, student achievement, and narrowing the gap that exists for students in urban school settings. He enjoys working with and guiding staff in their reform efforts as they work to improve the quality of teaching and learning for all students, particularly those students who have not been served equitably in the past.

## **Ann Garfinkle**

Ann Garfinkle is currently an Associate Professor of Special Education at the University of Montana—Missoula. In addition to teaching classes in behavior management and early childhood special education, she dedicates the majority of her time providing professional development and technical assistance on working with children, students, and adults diagnosed with autism to Montana's early interventionists, classroom teachers, and service providers for adults with developmental disabilities. These activities have been supported for the last three years by grants from the Montana Office of Public Instruction and the Montana Department of Public Health and Human Services.

In conjunction with Montana's Department of Public Health and Human Services, Dr. Garfinkle has helped implement and evaluate Montana's Children's' Autism Waiver. The Waiver provides intensive behavioral supports to 50 young children diagnosed with Autism Spectrum Disorders and their families. Preliminary reports indicate that the program is highly successful. Additionally, Dr. Garfinkle serves as Montana's Ambassador to the Center for Disease Control and Prevention's "Learn the Signs. Act Early." campaign. Previously, Dr. Garfinkle has served as Chair of the Department of Curriculum and Instruction at the University of Montana. Additionally, she has had projects funded by the National Institutes of Health and the U.S. Department of Education. She frequently presents at local, state, and national events. She served on the Young Exceptional Children editorial board and publishes frequently.

## **Michael Gaskin**

Mr. Gaskin attained more than 21 years of active duty service in the United States Air Force, and served at the Pentagon with the Office of the Secretary of the Air Force for Public Affairs and the Office of the Assistant Secretary of Defense for Reserve Affairs and Drug Enforcement. His last active duty assignment was as the Superintendent of Air Force Reserve Officer Training Corps, Detachment 770, at Clemson University.

Mr. Gaskin is the Executive Director for Greenwood County First Steps and has taken this grassroots partnership from an outsource-structure single office to a highly functional and productive "in-house" organization. He initiated an organizational effort that combined Greenwood and Abbeville County First Steps, and a collaboration with a local organization Mental Health America in order to link mental health with First Steps' education component. He is a certified trainer through the South Carolina Center for Child Care Career Development and has completed the Child Abuse and Neglect Training. Mr. Gaskin is a certified National Parents-As-Teachers Supervisor and the President of the South Carolina Upper State Region Citizen Review Panel. He is the founder and administrator of the "Real Fathers are Dads" fatherhood initiative and co-founder of "Real Mothers are Moms" initiative. Mr. Gaskin founded "Dream Builders of Greenwood SC," an initiative to assist in skill development for young men 7- to 18-years-of-age.

Mr. Gaskin's received a Bachelor of Science degree in Business Administration from Southern Wesleyan University, Central, S.C. He has earned two master's degrees: an M.S. in Management from Southern Wesleyan University; and an M.B.A. from the University of Phoenix, Phoenix, Ariz. He is scheduled to complete his Doctorate in Business Administration at Walden University in January 2012.

## **Sandra Gautt**

Dr. Sandra W. Gautt is a faculty member in the Department of Special Education at the University of Kansas. She earned her doctoral degree from the University of Missouri-Columbia in special education and child development. Across a 30 year career in higher education, she has continued a commitment to the field early childhood special education. As a faculty member at the University of Missouri, her research and professional activities included program development, model demonstration and outreach activities, and consultation on state policy initiatives during the developmental years of the field and services. Since she accepted a campus-level administrative position in academic affairs at the University of Kansas, she has been actively engaged in peer review activities for the U.S.

Department of Education's model demonstration, research institute and personnel preparation grants in early intervention (EI) and early childhood special education (ECSE). Most recently, she served on review panels for the EI/ECSE personnel preparation competitions and the evaluation panel for the Office of Special Education leadership program study conducted by WESTAT. In addition, she brings significant experience in evaluating policy and the effectiveness of complex systems as a peer reviewer for regional and international higher education institutional accreditation associations. Her community activities include membership on a standing panel established by the county District Court to review cases of children in foster care placements. The panel review and resulting recommendations for court orders require interaction with a range of state and community social service systems in determining what is in the best interest of the child and provide a community-based system of accountability regarding quality of services.

### **Maribeth Gettinger**

Dr. Maribeth Gettinger is a professor in the School Psychology Program in the Department of Educational Psychology at the University of Wisconsin-Madison. Dr. Gettinger joined the faculty at the UW-Madison in 1980. Her teaching and research focus on evidence-based assessment and intervention practices for diverse learners in preschool through Grade 3. Since 2004, she has worked in partnership with the Social Development Commission of Milwaukee Head Start Program to co-direct a professional development initiative focusing on student engagement and literacy development among young children living in low-income communities. Dr. Gettinger has served as a consultant for the Wisconsin Department of Instruction and Department of Health Services regarding evidence-based practices for children with developmental delays, and she has provided in-service training and coaching for over 100 early childhood educators throughout the state of Wisconsin. Dr. Gettinger has published more than 150 journal articles and book chapters on topics related to early learning and development and teacher professional development. She received her M.S. in Special Education (1976) and Ph.D. in Educational Psychology (1978) from Teachers College, Columbia University.

### **Virginia Graves**

Virginia Beth Graves is currently a reading specialist in a middle school in Oklahoma. Her professional areas of interest are preschool literacy, adolescent literacy, and embedded professional development with academic coaching. Prior to her current teaching position, she was a project director for an Early Reading First grant in Atoka, Oklahoma, which included providing on-going professional development for reading specialists in the role of literacy coach in Preschool classrooms and Head Start classrooms. Ms. Graves has also been a Pre-Kindergarten and Kindergarten Coordinator in a 17-elementary-school district during the transition to full day kindergarten in all Title 1 schools. The transition involved facilitating ongoing professional development for teachers new to teaching full-day kindergarten, coordinating activities with principals, and site visits to teachers after professional development meetings. She has also been a Reading Recovery Teacher Leader; a first-, second-, and fifth-grade teacher; and a reading interventionist.

Ms. Graves received a bachelor's degree from the University of Oklahoma, a master's in Reading from the University of Central Oklahoma, and a master's in Administration and Supervision from the University of Oklahoma. She earned a Reading Recovery Teacher Leader certification from Texas Woman's University.

### **Rivka Greenberg**

Dr. Rivka Greenberg works in the areas of maternal/child/family education and health as a direct service provider, academic, evaluator, administrator, and consultant. Her work encompasses children and families at-risk and with special needs; child development and early education; teen parenting; and gender specific and family centered

substance abuse treatment. Dr. Greenberg was on the faculty of Wayne State University in Michigan, holding a dual appointment in the School of Medicine and the College of Education. She has taught at a number of universities, including the University of California, Davis.

Dr. Greenberg worked in home visiting for special needs infants and young children in Israel and started a home visiting program for children with special needs and their families in London, England. She is an independent consultant with clients that include: Early Head Start; Head Start; Early Head Start National Resource Center; and other early intervention programs. Dr. Greenberg has served as an evaluator of grants funded by SAMHSA, NIDA and First Five California. As an infant mental health specialist, she brings a family focus and interdisciplinary approach to her work within educational, social service, and health care programs in the United States and abroad. She has published in the areas of substance abuse, incarceration, and children and families including, "Substance Abuse in Families: Educational Issues," "Substance Abuse Treatment for Pregnant and Parenting Women," and "A Journey of Hope...Forming Partnerships with Families and Community." She received her B.A. from the University of California, Berkeley, her M.A. from San Francisco State University, and her Ph.D. from the University of Michigan.

### **Sharen Hausmann**

Sharen Hausmann is the president of educational consulting company It's About Kids! and a recognized expert in child development, specifically early childhood. She is an accomplished team leader, administrator, manager, educator, and technical assistant consultant with over 25 years experience in all areas of early childhood education including adult education.

As a vice president for a nonprofit organization, Ms. Hausmann implemented four successful Early Reading First grants by providing project accountability, strategic direction, financial management, and overseeing operations and evaluations. She implemented the E-SERF Project: Examining the Success of Early Reading First for the U.S. Department of Education by following children who participated in pre-kindergarten ERF programs through kindergarten and first grade in order to better understand the long-term benefits of quality early literacy instruction.

Ms. Hausmann has dedicated her life to improving the quality of care for all children, a crucial factor in preparing children academically and socially for future successes. She has provided strategic guidance and vision to the development and implementation of innovative programs/initiatives that foster quality early learning environments and provide high quality professional development for early childhood professionals.

Ms. Hausmann received her master's degree in child and youth care administration from Nova Southeastern University. She also took part in the Reggio Emilia Education Approach Summer Institute in Reggio Emilia, Italy and participated in the School-Age Child Care Leadership Institute of the Wellesley College Center for Research on Women. She has published numerous articles in professional and parent magazines and appeared as the featured speaker on various television and radio broadcasts. In addition, she is affiliated with a number of state and national early care and education professional organizations.

### **Kathleen Hebbeler**

Kathleen Hebbeler, Ph.D., has over 30 years of experience in research and evaluation of education, health, and social programs for young children and their families. She has directed large-scale projects involving quantitative and qualitative methods for federal and state agencies and private foundations. Currently, Dr. Hebbeler directs the Early Childhood Outcomes Center, a 10-year effort to build the capacity of states to report high quality data on outcomes for young children with disabilities and their families. She also directed the National Early Intervention Longitudinal Study (NEILS), which examined services and outcomes for a national sample of more than 3,300 infants and toddlers in early intervention programs.

Dr. Hebbeler has authored numerous papers and presented at many national meetings in the areas of early care and education including home visiting, child development, early intervention, general and special education, accountability, and community collaboration. Prior to joining SRI, she worked for the U.S. Department of Education, the National Association of State Directors of Special Education, and the Montgomery County (Md.) Public Schools. Dr. Hebbeler earned her Ph.D. in human development and family studies from Cornell University.

### **Roikensha Hinton**

Roikensha Hinton, native of Mississippi, demonstrates sincere passion and devotion to the field of early childhood education. For 18 years, she has been devoted to increasing high-quality child care, promoting organizational excellence, strengthening families, and promoting social competence in children.

Her participation in national projects includes a joint, collaborative effort of the National Association of Child Care Resource & Referral Agencies (NACCRRA) and the United States Air Force (USAF). The goal of this combined effort was to satisfy the high demand for child care for military families. As an Outreach Specialist, she was responsible for working in partnership with Keesler Air Force Base (in Biloxi, Miss.) to recruit and train local licensed family child care providers to provide child care for military families.

She was on the Nebraska Bright Futures Early Childhood Task Force, created to develop a comprehensive approach to address poverty, nutrition, health, and education of children, adolescents, and young adults within the city of Omaha and surrounding towns. She also participated in Nebraska's early stages of planning efforts to initiate Statewide Positive Behavior Support Implementation.

She is a contracted independent consultant for Danya International, participating in their Federal Head Start Reviews. Her areas of expertise are Infant/Toddlers, Curriculum & Planning, and Program Design & Management. Ms. Hinton has also been a reviewer a grant proposals for the Administration of Children Families (ACF) and the Office of Family Assistance (OFA). She is a National Panelist for the National Head Start Association: Panel Discussions: "Preparing for a Federal Review-2010" and "Building Successful Head Start-Pre-k Partnerships-2011".

Ms. Hinton is currently employed by the Y of Central Maryland as Program Director for Emily Price Jones Head Start, one of largest Head Start program in the city of Baltimore. Emily Price Jones Head Start provides comprehensive, early childhood education services to 338 children.

### **Roberta Holland**

After 30 years of service, Roberta J. Holland is currently retired from Montgomery County (Md.) Public Schools (MCPS). She was a PreKindergarten/Head Start teacher for 26 years. She served as a full-time, full-day teacher working with four year old students from low income and at-risk backgrounds. In 2003 thru 2006, she was the Program Manager for the Early Reading First (ERF) grant program at MCPS. After the grant ended, she was selected to become an Early Childhood Instructional Specialist working with the kindergarten programs, assisting kindergarten teachers with implementing assessments and curriculum as well as planning and instruction. Ms. Holland currently serves MCPS as a part-time, temporary Early Childhood Specialist.

Ms. Holland has a B.S. from the University of the District of Columbia. She earned a master's equivalency from the in-service program from Montgomery County Public Schools with classes from Bowie State University and George Washington University. She has conducted trainings for Prekindergarten/Head Start, the Washington Metro Childhood Education Symposium, and the Maryland Day Care Association on Project Approach, Math Connections, Literacy Language skills and the Maryland Model for School Readiness. She has presented at the Maryland State

Department of Education, Ready-at-Five conference on Early Reading First. Ms. Holland has assisted in writing and developing proposals for Early Reading First grants and has reviewed grant proposals for Maryland's state education department and the U.S. Department of Education. She helped write the MCPS Writing/Reading/Language Arts instructional guides and a brochure for the MCPS ERF Program. Ms. Holland also monitored the MCPS accreditation project for ERF program sites, Prekindergarten/Head Start, kindergarten and child care programs.

She has presented at the U.S. Department of Education's ERF grantees' meeting in Phoenix, Ariz. She served as a consultant for the National Head Start Program's documentary on "Art for Young Children" and participated in a National Head Start Program focus group, federal review team, and the State of Maryland Judy Center's focus group.

## **Marilyn Hosea**

Marilyn Ayenew Hosea is an experienced senior executive, consultant, and teacher with over 28 years of organizational management and leadership development in the public and nonprofit sector. She holds a Doctorate in Management (D.M.) from Case Western Reserve University (CWRU), Weatherhead School of Management (WSOM), where she recently joined the Organizational Behavior Department as a Postdoctoral Scholar. Dr. Hosea is one of two WSOM scholars responsible for co-directing a Federal grant partnership between the Department of Health and Human Services/Office of Head Start and Education Development Center (EDC), WSOM and The Finance Project (TFP). This partnership is responsible for delivering quality, research-based training and technical assistance to Head Start leadership and stakeholders through a National Center on Program Management and Fiscal Operations.

Dr. Hosea's prior professional experience includes leading the Booz Allen Hamilton Training and Technical Assistance (T/TA) contract with the Administration for Children and Families, Region VIII. For seven years, she helped Region VIII and the National Head Start T/TA system build organizational capacity and development of Head Start grantees including overseeing the work of a sixteen member Technical Assistance team serving the states of Colorado, Montana, Wyoming, North Dakota, South Dakota and Utah. She is acknowledged for her academic and practitioner expertise in communicating organizational change through systems thinking, strategic leadership, planning, governance, and continuous learning. Dr. Hosea has served as the Executive Director for Denver City and County Head Start Program; Founder and President of a nonprofit management consulting firm; and several executive leadership positions in community-based Head Start programs. She is a member of the 1996-1998 Inaugural Class of National Head Start Fellows, Washington D.C.; a Mandel Nonprofit Fellow, Case Western Reserve University, Cleveland, Ohio; Valedictorian, UCLA Anderson School/Johnson & Johnson Head Start Management Fellows, July 1995; and, Oxford Round Table 2005, invited participant on the topic of Early Literacy, Oxford University, England.

## **Sandra Howe**

Dr. Sandra Howe is an independent educational consultant in the areas of Early Childhood Education and Family Literacy. Her professional experience includes being a classroom teacher, elementary school principal, early childhood coordinator, and college instructor. She has taught school in Canada, Massachusetts, and Michigan.

Dr. Howe worked in the Kalamazoo Public Schools in Michigan for over twenty years. While there, she developed and directed the school district's state-funded preschool and Even Start Family Literacy programs, and she also wrote the school district's Early Reading First grant proposal, which was awarded. Beginning in 2003, Sandra worked with the Michigan Department of Education, initially facilitating the revision of the Michigan Early Childhood Standards of Quality and then later providing training and technical assistance to Even Start Family Literacy Programs across the state. Dr. Howe was a long time member of the Board of Directors of the National Even Start Association where she was involved in the development of Early Literacy and Family Literacy materials and training. She has also worked with Department of Education Title I monitoring teams, where her responsibility was to monitor a number of states' implementation of the Even Start Family Literacy Program. She holds a Master's Degree in Early Childhood Education

and an Ed. D. in Educational Leadership from Western Michigan University.

## **Nancy Johnson**

Nancy Johnson is an independent consultant specializing in researching, identifying, and advancing effective child care and early education policy. In over 30 years in the early care and education field, she has worked as a family child care provider, center teacher, center director, research manager, consultant, director of the Caring for Kids Scholarship Initiative, executive director of the statewide advocacy coalition Child Care WORKS, and executive director of the Minnesota Child Care Resource and Referral Network.

Ms. Johnson holds a Bachelor of Arts degree in Early Childhood Education and Public Policy from Metropolitan State University in St. Paul, Minn. Awarded a National Head Start Fellowship in 2001 – 2002, Ms. Johnson worked with the Child Care and Head Start Bureaus in Washington, D.C. in the Program Management and Training and Technical Assistance Divisions. Currently, she is an early childhood Parent Aware consultant and CLASS teacher effectiveness coach with Resources for Child Caring. The Minneapolis Strong Beginnings Program for low income, high needs children, the MN Child Care Apprentice/ Mentor Program, and MN TEACH Scholarships are examples of the successful, multi-sector initiatives she has helped initiate.

The Minnesota Early Care and Education Finance Commission which Ms. Johnson co-facilitated helped raise the visibility of early childhood policy discussions in the state. This led to the Ready for K Initiative, of which Ms. Johnson is a founding board member. She coordinated a groundbreaking think tank bringing together higher education financing experts and early education experts. The system reform agenda for early childhood financing that resulted led to Congressional funding for Minnesota's Child Care Financing Project. As director of the Financing Project, Ms. Johnson led research on the economic impacts of child care in Minneapolis and Hennepin County. She also helped develop foundational components of a more coherent financing system for child care and early education: an online tool to help parents calculate the child care subsidies, scholarships, and child care tax credits for which they qualify and a tiered quality rating and improvement system, precursor to Minnesota's Parent Aware TQRIS.

Ms. Johnson has also been a long time member and former Accreditation validator of the National Association for the Education of Young Children, board member of the Minnesota Association for the Education of Young Children, a founding board member of the Development Corporation for Children, a trainer and member of the Advisory Board of the MN Cultural Dynamics Education Project, a member of the National Worthy Wage Campaign steering committee, and a participant in the Twin Cities Culturally Relevant Anti-Bias Work Group.

## **Phyllis Kalifeh**

Phyllis Kalifeh is the President and CEO of the Children's Forum, Inc., a Tallahassee, Fla., organization providing research, advocacy, and services focusing on children birth to five and afterschool. She is a Ph.D. candidate in Educational Policy and Evaluation at Florida State University with a research interest in quality rating improvement systems and teacher effectiveness.

She earned a master's degree in educational leadership from Florida State University and bachelor's degree from the University of West Florida. She has been in the field of early childhood for 32 years and is a former school owner, administrator for a statewide child care resource and referral network, administrator of Head Start and Early Head Start programs, trainer, and college-level instructor. She has served in positions of leadership on national, statewide, and local boards. She currently serves as an advisory council member for the T.E.A.C.H. Early Childhood Scholarship National Training & Technical Assistance Center; Treasurer for The National Registry Alliance Board of Directors; Finance Committee member for the National Association of Child Care Resource and Referral Agencies; Fellow for the Policy Group for Florida's Families and Children; Florida Professional Development Steering Committee member,

Board Member for the Family CAFÉ, and Board Member for the Florida Afterschool Network.

### **Allison Landy**

Allison Landy currently serves as adjunct faculty for Northern Arizona University and Arizona State University where she focuses on early childhood assessment and curriculum. In addition to her work educating preservice teachers, Ms. Landy has held several state-level positions working to drive early childhood policy and program implementation. As a senior policy specialist with Arizona's Early Childhood Development and Health Board, First Things First, Ms. Landy led the development of the assessment component of the state's quality rating system and served by governor appointment on the state's Interagency Coordination Council.

Prior to her position with First Things First, Ms Landy served as the Statewide Title I Even Start Director overseeing the state's family literacy programs under the Arizona Department of Education. She brought her knowledge of young children's development to several projects including the writing of the state's early learning standards and a legislative report on full day kindergarten.

Ms. Landy has also lent her expertise at the local program level working for a Head Start grantee and administering a private, nonprofit inclusive preschool program. She has spoken at the national level at the Zero to Three National Training Institute, presenting on the integration of infants and toddlers into the state's quality rating system.

Ms. Landy received her master's degree in special education with an emphasis on children birth to five from Arizona State University.

### **Holly Lane**

Dr. Holly Lane is an associate professor in the School of Special Education, School Psychology, and Early Childhood Studies in the College of Education at the University of Florida. She teaches courses related to reading and language intervention. Her primary research focus is in the prevention and remediation of reading difficulties through effective instruction and early intervention. Dr. Lane has been the principal investigator (PI) or co-principal investigator on numerous federally funded research projects, including an investigation of the effects of increasing access to books for young children from low-income families, a study of intervention for struggling beginning readers, and the development of reading intervention for youth in juvenile corrections. She has also been the PI on several master's and doctoral-level training grants focusing on literacy.

Dr. Lane serves on the Boards of Directors of the Early Learning Coalition of Alachua County and the Mentor Center. She also serves as a consultant for the Center for Early Language and Literacy. Dr. Lane's work with schools has been extensive. She has conducted many professional development activities with teachers in Head Start through middle school on topics such as phonological awareness intervention, vocabulary development, and comprehension instruction. She provided extensive professional development for teachers through Reading First and Early Reading First. She has also developed online professional development resources for the Florida Family Literacy Initiative and the State of Florida's Voluntary Pre-Kindergarten (VPK) program. She is co-author of the book "Phonological Awareness Assessment and Instruction: A Sound Beginning" from Allyn & Bacon, along with numerous journal articles and book chapters. She also serves on the editorial boards of several scholarly journals.

### **Michelle LaRocque**

Dr. Michelle LaRocque is an Associate Professor of Exceptional Student Education at Florida Atlantic University with

over 20 years experience serving children and their families as a consultant, teacher, and inclusion specialist. Prior to coming to FAU in 2003, she completed her Master's degree in Early Childhood Special Education at Tufts University, and her doctorate in Emotional and Behavioral Disorders at the University of Washington.

Dr. LaRocque is one of the nation's leading experts on the creation environments that support diverse student learning including inclusion, school and classroom climate, home-school collaboration, classroom management, social skills training, and school-wide discipline plans. She has presented at national conferences, published books, articles, manuals and white papers on disabilities from birth through adulthood and has received a variety of grants for her work. She has served on national/state advisory panels, nonprofit boards and national professional organizations serving children and adults. Her consultations include work with early childhood programs, schools, universities, and faith-based programs. Her teaching, administrative, and policy work spans from early childhood through adulthood as she explores post-secondary employment and housing opportunities for adults with disabilities, particularly on the Autism Spectrum.

### **Patricia Lofton**

Patricia K. Lofton is the President of Quality Assistance for Early Childhood Programs located in Mobile, Ala. Quality Assistance (QA) offers training and technical assistance opportunities for board members, directors, and child care staff.

Mrs. Lofton has worked in local, state, and federally-funded preschool programs for 35 years. She has served as a preschool teacher, supervisor of the Even Start Program, Principal of Just 4 Developmental Laboratory, Director of Head Start, and an Adjunct Instructor at Bishop State Community College in the Early Childhood Department. Under her leadership numerous preschool programs received NAEYC accreditation, such as the Just 4 Developmental Laboratory and many Head Start centers. She received her M.Ed. and AA certifications from the University of South Alabama. The sixth-year certification (AA) is in Instructional Specialist and Educational Leadership.

In Mobile, she serves on the Office of School Readiness Advisory Committee for the Child Day Care Association and Trinity Child Care; and the School Action for Excellence Committee for the Just 4 Development Laboratory. As a consultant, Mrs. Lofton has presented at numerous conferences and designed and implemented before-and-after school care programs. Through a grant from the Alabama Career Center in Mobile, she has trained youth to enter the child care workforce. She continues to be an advocate for the early childhood community by offering a Childcare Apprenticeship Program.

### **Rebecca MacDonald**

Dr. Rebecca MacDonald is a Licensed Psychologist in Massachusetts and a Board Certified Behavior Analyst who serves as the Director of Intensive Instructional Early Childhood Autism Program at the New England Center for Children. She is an Adjunct Professor at Northeastern University, Western New England College and in the Special Education Department at Simmons College.

She received her doctorate in Developmental and Child Psychology from the University of Kansas in 1983. Dr. MacDonald began at The New England Center for Children as the Clinical Director in 1983. She then taught for three years in the Graduate School of Education at Simmons College in Boston (1992-1995). In 1995 she returned to the New England Center for Children in her current position. Rebecca has presented her research at numerous conferences over the past twenty years and published studies that have appeared in the "Journal of Applied Behavior Analysis," "Education and Treatment for Children," "Research in Developmental Disabilities," and "Behavioral Interventions." In addition, she has authored a number of book chapters and developed a web-based curriculum for teaching play to children with autism using video modeling. She has been the recipient of both federal and private

grants to support her research, including the Organization for Autism Research and the National Institute of Health. Dr. MacDonald's research interests currently include: assessing and teaching joint attention, teaching play and social reciprocity to children with autism using video modeling, and measuring clinical outcomes of early intensive behavior intervention.

### **Kathleen Martin**

Dr. Kathleen Martin is Associate Professor Emerita at the University of Alabama at Birmingham. Her research fields are early childhood education and development and early literacy. She has taught reading, language arts, and child development at the undergraduate, graduate, and doctoral levels. She is a former Reading Recovery University Trainer and directed the Alabama Reading Recovery University Center at the University of Alabama at Birmingham (UAB). Also at UAB, Dr. Martin co-developed a bachelor's-level degree program in Early Childhood Education focused on the needs of preschool teachers. Currently she advises early childhood education doctoral candidates.

During her career Dr. Martin has served many different roles in the field of Early Childhood Education. She has worked as an infant, toddler, and preschool teacher and taught kindergarten in public schools. She has served as an education coordinator for a not-for-profit agency that provides resources for family child care providers. In that capacity she developed a state-wide training program for family child care providers and co-wrote a Head Start expansion proposal that resulted in funding Head Start delivery in family child care settings. In addition, Dr. Martin has served as a validator for NAEYC accreditation and for NAFCC accreditation. Dr. Martin directed a child development center for infant-preschool aged children and was the principal investigator for one of the first-round of Early Reading First grants.

### **Jeanette McCollum**

Jeanette McCollum is a Professor Emerita at the University of Illinois in Urbana-Champaign, where she developed and then for many years administered the Master's and Doctoral programs in Early Childhood Special Education. In support of this work, she wrote and was awarded a variety of personnel preparation grants to develop alternative format programs with an emphasis on interdisciplinary early education for young children with disabilities, birth-5.

Dr. McCollum has worked for three decades on national and state policy and practice committees and in leadership positions related to ensuring that young children and their families receive a high quality education. Most recently she administered a 4-year Early Reading First project, where she worked with teachers and administrators to achieve high quality classroom environments and to bring the children in their classrooms to higher levels of learning. Dr. McCollum has published extensively in the professional literature and has received a number of state and national awards for her service to the field and for her work in personnel preparation.

### **Judith McConnell-Farmer**

Dr. Judith Lynne McConnell-Farmer is Professor of Education, the current Interim Chair of the Department of Education and Director of the Early Childhood Education Program at Washburn University in Topeka, Kansas. She is the former Chair of the Division of Early Childhood Education at Emporia State University in Emporia, Kansas and had tenure-track Assistant Professor positions at the City College of New York in Manhattan, New York and William Paterson State University in Wayne, New Jersey. She was a preschool and elementary school teacher in Kansas and Virginia for ten years prior to her university teaching.

She received an Ed.D. and M.Ed. in Curriculum and Instruction, Early Childhood Education, from Columbia University,

an M.A. in Elementary Education from the University of Virginia, and a B.S. in Elementary Education, certificate in Early Childhood Education from the University of Kansas. Dr. McConnell-Farmer has presented more than two hundred conference papers, published numerous professional articles and chapters in books and is the co-editor of a book, "Teacher Renewal: Professional Issues and Personal Choice" (1986), Teachers College Press, and editor of two books from Linton Atlantic, Ltd., "The Education of Young Children: Research and Public Policy" (2009) and "Adventures, Fantasy and Dreams in Children's Literature" (2010).

Dr. McConnell-Farmer has served as a faculty member of People to People International, leading delegations of educators to the Peoples Republic of China (twice), Cuba, Russia, The Czech Republic, and Spain. She has facilitated twenty-six Oxford Round Tables (5-day conferences) at Oxford University, England on a variety of topics including, early childhood, women in the university, and poverty. She serves as an international advisor to the Association for Childhood Education Practitioners, Nigeria, Africa and The Belizean International Symposium on Education, Belize, Central America. She has testified as a Child Development Expert Witness for Kansas and Missouri Law Firms. She was an External Examiner and member of a Dissertation Committee at the University of Windsor, Windsor, Ontario, Canada.

She currently is Vice President of OMEP-USA-Organisation Mondiale pour L'Education Prescolaire, World Organization for Early Childhood Education and Care, United States. She is a founding member and President of the Kansas Association for the Education of Young Children. She is the faculty sponsor of the Washburn University Student Organization, Organisation Mondiale pour L'Education Prescolaire. At Washburn University she developed and is the director of the Study Abroad in Belize Program where university students volunteer and tutor children who live in Belizian orphanages and the Transformational Experience in Jamaica, West Indies Program where university students teach in Jamaican basic and primary schools.

### **Lana Messner**

Lana Messner is the founder and president of Tallgrass Consulting, Inc. which provides training, coaching, and technical assistance to early childhood programs. As an independent consultant, Ms. Messner assists clients to assess, develop, analyze, and administer strategies for program improvement in early care and education settings such as Head Start, Early Head Start, child care resource and referral, mental health associations, school districts, and private programs. Ms. Messner holds a Master of Education degree in Curriculum and Instruction - Early Childhood Education, Bachelor's degrees in Elementary Education and Special Education and holds a Level IV (Policy) Infant Mental Health Endorsement. She is also a trainer for the Classroom Assessment Scoring System, Ages and Stages Questionnaire, Ages and Stages Questionnaire: Social Emotional, and WestEd Program for Infant Toddler Caregivers.

Ms. Messner has more than 30 years of experience as a provider of technical assistance and training to Head Start programs, teaching in early childhood classrooms, administering child care center and Head Start programs, and administering state level child care resource and referral initiatives. She has conducted state and regional research on early childhood programs and participated on the Midwest Child Care Research Consortium on regional early childhood policy issues. Ms. Messner has presented at local, state, regional, and national conferences on a wide variety of early childhood topics including evaluation and research, program design and implementation, state and local collaboration, infant and toddler child care quality improvement, oral health, child abuse prevention, physical activity and nutrition, social emotional development, and teacher preparation and professional development.

Ms. Messner managed a state-level infant and toddler child care quality improvement project through the Kansas Child Care Resource and Referral network and provided technical assistance to other states to design and implement similar state initiatives. She led a team to develop an intensive technical assistance and professional development initiative to improve the quality and availability of infant and toddler child care for statewide use. Ms. Messner is experience in project management include those focusing on infant mental health endorsement, engaging physicians in child care quality improvement, prevention of child abuse and neglect, engaging relative care providers, oral health

education, and nutrition and physical activity. She has contributed on many state-level collaborative efforts including early childhood teacher licensure redesign, early childhood comprehensive system planning, Strengthening Families initiatives, state planning groups, and infant mental health initiatives. In her role on the Kansas Early Learning Collaborative, she designed a statewide initiative to increase the availability of infant and toddler child care.

Ms. Messner served on the board of the Kansas Association of Infant and Early Childhood Mental Health, and on the following committees: Kansas Early Childhood Comprehensive Systems Plan, National Infant Toddler Child Care Initiative, National Infant Toddler Child Care Initiative - Parent Education through Physicians, Kansas Early Learning Guidelines Committee, a Relative Care Provider Outreach Project, Kansas Birth-8 Teacher Licensure Redesign Committee, Kansas Pyramid Project Collaborative.

Ms. Messner has dedicated her career to improving early care and education programs for our nation's youngest citizens through developing curricula, developing and administering innovative grant projects, and collaborating on state, private and federally funded research projects.

### **Kristine Mika**

Kristine L. Mika, Ph.D., is owner of Mika Research and Training, LLC (MRT) and will conduct the evaluation activities for the Family Pathways project. Dr. Mika has been designing and conducting both formative and outcome evaluation studies for education and social service programs for state agencies and foundations for over 25 years and has been an independent consultant for over six years, serving a wide range of programs in Connecticut and Massachusetts.

Since establishing MRT in 2003, Dr. Mika has worked on many projects in early learning and family literacy. These projects include: State Evaluator of Connecticut Even Start programs (family literacy program); Early Learning First evaluator (early language and literacy program of professional development and classroom outcomes); Early Start for Student Success (a school counseling program); Urban Reading Initiative (a Connecticut Humanities Council book groups for children and for adults); State-certified ECERS-R observer and trainer; and, Wesleyan University After School Science programs (evaluator of university student run science clubs).

Dr. Mika has presented and national, regional, and local conferences. She is a former adjunct professor in research methods at Western Connecticut State University and at Smith College School for Social Work. As a program evaluator, Dr. Mika uses a wide range of methodologies from both quantitative and qualitative approaches. In 1996, Dr. Mika published Program Outcome Evaluation and was a guest editor for "Families In Society" special issue on outcomes (Nov/Dec 2001). Currently, Dr. Mika sits on the Fahs-Beck board that provides funding to doctoral and post-doctoral candidates for research studies.

### **Marsha Miller**

Marsha Miller, M. Ed., Early Childhood, provides instruction and training in the varied facets of high quality early childhood programming to Early Head Start, Head Start, state-funded preschool programs, C.D.A., B.A., M.A. students, and practitioners. Ms. Miller's current work is focused on supporting adult/ child interactions and enhancing the preschool learning environment at home and at school in order to effectively apply research- and evidence-based practices that maximize the experiences young children receive from birth through their early learning years.

Her experience includes working with public schools, Head Start and Early Head Start, and community based early childhood programs. Much of her work has been focused on strategies designed to close the achievement gap found in later elementary school through strategic interventions during the early learning years. Ms. Miller's expertise supports the effective and appropriate implementation of early childhood curriculum and assessment and the use of ongoing progress monitoring to inform and drive the intentional work of teachers with their students.

## **Shirley Murray**

Shirley Murray is an Early Head Start-Head Start- California State Preschool Child Development and Education Consultant for the Los Angeles County Office of Education. She is a former faculty member in the Human Development Department of Pacific Oaks College in California and consultant for Head Start monitoring reviews. She began her career as a preschool teacher in Riverside County.

Ms. Murray has enjoyed the past three decades working with educators on providing quality early childhood education services for at-risk children, supporting infants, toddlers, and preschoolers with IFSP/IEP's, collaborating with local education authorities, presented at numerous state conferences, and participated in a state-level inclusion workgroup. She holds a master's degree in Human Development with specializations in Early Childhood Education, Educational Leadership, and Adult Learning from Pacific Oaks College.

## **Judith Niemeyer**

Dr. Judith Niemeyer received her Ph.D. from Vanderbilt University and is currently Professor Emerita at The University of North Carolina at Greensboro, N.C. She has been a classroom teacher, administrator, consultant, and teacher trainer. While on the faculty at UNCG, she was the co-coordinator of the birth-kindergarten program (this is a blended early childhood special education and early childhood program) and the Director of the doctoral program in Specialized Education Services (a focus area is early childhood special education). She also initiated a family engagement focus in the birth-kindergarten program which now includes a family member as a co-instructor of the course for Family Community Partnerships. She has numerous publications and presentations at local, state, national and international conferences. She has consulted with public schools and agencies in developing inclusive programs. She has provided training in inclusive practices to child care providers, public school teachers, head start professionals, and families. In addition, she has worked with other IHEs both in and out of state in developing blended early childhood training programs.

Dr. Niemeyer has served on many state committees such as being the chair of North Carolina's Interagency Coordinating Council (NC-ICC), working on the development of North Carolina's state standards for preschool and infants/toddlers, serving on the State team that developed the early childhood teaching standards and early childhood assessment, among others. She has also been the Principal Investigator for numerous federal, state and local grants that have focused on early childhood special education training and research. She is a long-time member of the Division for Early Childhood of the Council for Exceptional Children and served on the Governance board for three years. Her research areas include inclusive practices in early childhood and family engagement in teacher training.

## **Mary Ellen O'Keeffe**

Mary Ellen O'Keeffe is the Vice President for Instruction at North Seattle Community College which serves over 9000 student each quarter. The college has an Early Childhood Education Program that offers an Associate of Applied Science Degree and 45 credit certificates. The College also has the second largest Parent Education program in the state that serves over 900 parents and their children, birth to five. Before becoming a college administrator, she was a tenured faculty member at a neighboring college, Edmonds CC, where she designed and implemented the first Family Support Degree and Certificate Program in the state. Dr. O'Keeffe was also the first Executive Director of Program for Early Parent Support (PEPS) that provides neighborhood support groups for parents and their newborns for the first six months. She also served as Executive director of Children's Trust Foundation. She founded the Family Resource

Coalition of Washington and was the first Chair. She has served on several boards and commissions including the Seattle Children and Families Commission, King County Commission on Children and Youth, and former Governor Gary Locke's Commission on Early Learning. She is currently the Chair of the Program Committee for the Foundation for Early Learning. She has a B.A. in Biology, an M.A. in Human Development, and an Ed.D. in Education Leadership.

### **G. Julie Palmer-Blackwell**

Julie Palmer-Blackwell is an Educare Advisor for The Educare Learning Network at the Ounce of Prevention Fund in Chicago where she supports the expansion, development, and implementation of the Network's Educare Centers.

She is also associate professor at DePaul University where she plans and implements child development courses. Ms. Palmer-Blackwell is founding officer and Executive Director of the Children of Mother Hale Coalition. Previously, she spent her career managing and coordinating services for a variety of programs serving high-risk families in Florida, North Carolina and New York. In addition, she is a National Head Start Fellow, class of 2004-2005.

Ms. Palmer-Blackwell holds undergraduate degrees from Briarcliff College and the University of Connecticut, a master's degree in early childhood education and administration from Nova Southeastern University, and is ABD (all but dissertation) for her doctorate of education and human services from Nova Southeastern University.

She is the proud mother of 7 children and step-children and grandmother to 16 grand-children. She is currently writing a book about her foster mother, the legendary Mother Clara McBride Hale of Harlem, New York.

### **Jo Ellyn Peterson**

Jo Ellyn Peterson is an associate professor of education at Bluffton University in Ohio. She teaches courses in early childhood and special education.

She earned her bachelor's degree in special education from Illinois State University and taught special education for two years in Honduras as a Peace Corps volunteer. She worked as an early intervention specialist in Illinois, working with infants and toddlers with disabilities and their families. She earned her Master's degree and Doctorate in early childhood special education from Auburn University. She has provided training and technical assistance to early intervention and Head Start programs.

### **Beth Quick**

Beth Nason Quick currently serves as Professor and Chairperson of the Department of Educational Studies at the University of Tennessee at Martin. Dr. Quick has over 20 years of varied experiences in PreK-12 and higher education, including classroom teacher, community college instructor, grant writer, college faculty, consultant, and administrator. Her work has allowed her to collaborate with urban, suburban, and rural schools, early childhood programs and agencies, as well as colleges/universities, regional, state, and federal agencies. Dr. Quick previously served in administrative and faculty roles at both Tennessee State University and Florida State University. She earned both her master's and doctorate in early childhood education from Peabody College of Vanderbilt University. Her bachelor's degree was earned in early childhood and elementary education from Samford University in Birmingham, Alabama.

Dr. Quick's research interests and efforts have primarily focused on developmentally appropriate practice, teacher/parent/family collaboration, and emergent literacy in the preschool and kindergarten years. A former

preschool and primary grades educator, Dr. Quick continues to direct her efforts toward early childhood educator preparation and public policy and reform efforts focused on improving positive education and development outcomes for young learners. She continues to serve in leadership roles in early childhood at the local, state, and regional levels in early childhood education and teacher education.

### **Andrea Quigley**

Andrea C. Quigley is director of development at P.G. Chambers School in Cedar Knolls, New Jersey. She is principal grant writer for the private nonprofit school for children with disabilities and oversees fundraising campaigns, endowment, and public relations for the school.

Before entering philanthropy, Ms. Quigley spent 35 years in child development, education, and special education. She designed and implemented training and technical assistance projects for early intervention and early childhood education, training in more than 35 states. As the early childhood coordinator in New Jersey, she was responsible for managing grants for services for young children with disabilities as well as providing training and technical assistance to early intervention providers. She also directed the New Jersey State Planning Grant under the original legislation for education of young children with disabilities.

At the national level, Ms. Quigley was associate director of the COPING Project at John F. Kennedy Medical Center in Edison, New Jersey, providing training to early childhood and early intervention teams in designing intervention to improve resilience and adaptive behavior of young children with and without disabilities.

At Child Development Resources (CDR) in Virginia, she developed training for physicians involved in early intervention and co-authored "Caring for Infants and Toddlers with Disabilities: A Manual for Physicians." Prior to becoming CDR's director of development she was co-director of All Children Can Experience School Success, a project for training general education teachers in inclusion. She also was the Early Head Start mentor and clinical supervisor for home visitors.

Ms. Quigley has contributed to major publications on early intervention administration and service provision. Among her professional affiliations she has served as secretary of INTERACT, the International Transdisciplinary Association for Early Intervention. Throughout her career, she has served as a peer reviewer for the Office of Special Education grant competitions in model demonstration, outreach, and personnel preparation. Ms. Quigley served as an on-site monitor for the original Early Head Start initiative for the Department of Health and Human Services, and also provided training and technical assistance to Head Start and Early Head Start programs throughout the country.

### **Guylaine Richard**

Dr. Guylaine Richard is a doctoral candidate in Natural and Naturopathic Medicine from the Clayton College of Natural Health in Alabama; a medical graduate from the School of Medicine and Pharmacy in Haiti; a graduate from the George Washington University School of Medicine and Public Health and the John Hopkins University School of Professional Studies in Business and Education. She brings more than 20 years of experience leading successful programs, educating and providing training and technical assistance in the field of public health, administration, and education to various national and international agencies serving at-risk populations. Dr. Richard is the founder and chairperson of WISEOP, a nonprofit organization dedicated to the attainment of self-sufficiency through education and leadership. In addition, Dr. Richard has held several positions in Head Start and has had the distinct privilege to be recognized as a National Head Start Fellow, where she developed new project initiatives for the Health and Disabilities Branch, as well as representing the Family and Youth Services Bureau in research and health initiatives with other Federal agencies. She brings a wealth of experience as a Head Start and Early Head Start Director, TTA Health Specialist, Start-up Planner, ARRA Consultant, and Head Start Federal Reviewer in the areas of Program Design and

Management, Health, Nutrition, Mental Health, Disabilities, and Early Head Start.

Dr. Richard holds consultant roles, namely that of an Early Childhood and Management Consultant for the National Head Start Association where she served as Team Leader for the NHSA Quality Initiative and is a faculty member of NHSA's Annual Administrators and Mid-Managers Academy. Dr. Richard is also the owner of RichardEtc, LLC located in Boynton Beach, Florida where she provides training and consultation to Head Start and other human services/early childhood programs in the areas of organizational development and program quality. In this capacity, she also serves as a resource liaison to outside Federal and state agencies.

Throughout her career in the field of public health, education and staff development, Dr. Richard is most proud of her work as Director of Operations for the Institute for Global Training of which she coordinates and provides training to leaders and senior officials from Africa. She is also responsible for ensuring that reports to sponsoring agencies such as the World Bank and USAID are provided with accuracy and timeliness in an effort to meet the needs of U.S. initiatives in Africa. A native of Port-au-Prince Haiti, Dr. Richard served on a medical team providing aid to the Haitian community due to the 2010 earthquake. Dr. Richard has devoted her life to improving the lives of others and brings a broad perspective from public health issues to those in education and early childhood settings. She is known for her passion for children, youth, pregnant women, and her true commitment to delivery of quality services.

Dr. Richard resides in Florida with her husband and two sons. As an instructor for the American Red Cross, a team leader for the Palm Beach Community Emergency Response Team (CERT Unit), and a member of the Palm Beach County Sheriff Department Community Observer Patrol (PBSO/COP), her support and volunteer contribution to her community deserve to be noted.

### **Kimberly Rock-Jefferson**

Kimberly Rock Jefferson is the Executive Director of the Goochland County Department of Social Services and the Goochland County Community Action agency. Ms. Rock Jefferson served as a Head Start Fellow in 2003-2004 with the Office of Head Start. Formerly, Ms. Rock Jefferson worked with the American Indian/Alaskan Native technical assistance network as a senior project officer; collaboration director; and a Head Start manager. She began her career as a social worker investigating child and adult abuse and neglect.

Ms. Rock Jefferson has spent over 18 years in the field of social work, working with organizations on programs for at-risk families and services for the elderly. She is currently taking the lead on working with her local leaders to establish a Family Treatment Court in Goochland County. This requires approval by the Virginia General Assembly. Kimberly holds a bachelor's degree in Social Work with a minor in Communications from James Madison University and a master's degree in Public Administration from George Mason University.

### **Cordelia Rosenberg**

Dr. Cordelia Robinson is a Professor of Pediatrics, Psychiatry, and Preventative Medicine at the University of Colorado School of Medicine. Since 1993, Dr. Robinson has been director of JFK Partners, an interdepartmental program of Pediatrics and Psychiatry at the CU School of Medicine. In this role she is responsible for providing leadership and direction to an interdisciplinary professional staff of over 40 faculty members. Dr. Robinson has professional preparation in Nursing (B.S.), Special Education (M.A.), and Developmental Psychology with a research specialty in Intellectual Disabilities (Ph.D.) from Peabody College, Vanderbilt University.

She has worked in the field of early intervention for children with developmental disabilities as a clinician, researcher, and educator of personnel from multiple disciplines since 1973. She has been the principal investigator on over 30 federally funded demonstration, training, or research projects in the field of developmental disabilities and

intellectual disabilities. Since 2001, much of her work has been focused on Autism Spectrum Disorders. She is co-principal investigator on the Centers for Disease Control and Prevention-funded Colorado CADDRE and Surveillance projects and co-principal investigator on the Colorado site of the Autism Treatment Network. Her community work in Colorado includes service on the Developmental Disabilities Council and the Colorado Autism Commission.

### **Nancy Ryan**

Nancy Ryan has spent her entire professional career working with young children and their families. She earned a bachelor's degree in Early Elementary Education from Eastern Michigan University and a master's degree in Early Childhood Education from Rhode Island College. She spent most of her career in the Newport (Rhode Island) Public Schools, where she was a classroom teacher, a reading teacher, early childhood coordinator, and director of an Even Start family literacy program in Newport.

In addition to the positions above, Ms. Ryan wrote and directed several state- and federally funded preschool and family literacy grants; presented on topics concerning professional development in early literacy and language; provided technical assistance on preschool evaluations; developed and advocated for family literacy policies with local, state, and federal legislators; and taught undergraduate college students preparing to become early childhood educators.

Ms. Ryan was on the Board of Directors for the National Even Start Association for six years and served as its legislative and advocacy chair. She is presently an educational consultant.

### **Kathryn Solorzano**

As a Mental Health Specialist, Kathryn Solorzano works at the California State Department of Mental Health (DMH) certifying, licensing, and monitoring mental health facilities statewide. In her past position with the DMH she provided consultation services to assist counties in funding and developing infrastructure and capacity under Proposition 63, which mandates transformation of California's statewide mental health systems of care targeting the unserved or underrepresented populations.

Ms. Solorzano has also worked for the State Interagency Coordinating Council of the California State Department of Developmental Disabilities and audited Regional Centers statewide. She has served as department liaison to southern counties to manage pilot demonstration projects replicated statewide. She provided training and technical assistance to adoption agencies and recruited families for foster care and adoption service programs under the permanency and planning Branch of the California Department of Social Services. She served as Program Administrator for the California Rural Indian Health Board. She has worked with nonprofit and community organizations in the areas of domestic violence and juvenile justice. She has been a research specialist for one of California's leading and established nonprofit organizations advocating for the delivery of integrated, consumer driven services statewide. She has served as Community Program Social Worker providing home visitation services through the Birth and Beyond Demonstration Program, Family Resource Center which targets the 0-3 population to provide early intervention and prevention services to children and their families at-risk for child abuse.

Ms. Solorzano is a recipient of the National AmeriCorps Scholarship. She is a graduate of California State University in Sacramento, earning a master's degree in Social Work. She is currently a professional child welfare mediator with a nonprofit agency providing post-adoption services, and works independently reviewing child welfare reviews nationwide. She has served as grant reviewer annually with the Administration for Children and Family, performing expert grant reviews for all programs.

## **Susan Sonnenschein**

Susan Sonnenschein is a faculty member in the Department of Psychology at the University of Maryland, Baltimore County. She also serves as the Graduate Program Director of the Applied Developmental Psychology program.

She has a Ph.D. in developmental psychology from Stony Brook University, an M.S. in educational psychology from Pennsylvania State University, and is a certified school psychologist.

Her research focuses primarily on young children's language, literacy and math development with an emphasis on parental and sociocultural influences on such development. In 2005 she and two colleagues published a well-received book, "Becoming Literate in the City: The Baltimore Early Childhood Project" based on the results of a 5-year longitudinal study. Her research has been funded by national organizations and local foundations and published in top-tier developmental psychology and educational journals. She also serves as a reviewer for such journals.

Dr. Sonnenschein has conducted many evaluations of educational programs. She also has served as a reviewer for proposals of such program that have been submitted to various national funding agencies.

## **Donna Spiker**

Donna Spiker, Ph.D., Early Childhood Program Manager at SRI International in Menlo Park, Calif., has extensive experience designing and conducting research and evaluations on the effects of early intervention, early care and education, home visiting, and school readiness programs and services for infants and young children and their families.

She has expertise in the development and assessment of infants, toddlers, and young children with disabilities and developmental delays and other risk conditions, including living in poverty, and programs and services to support them. Dr. Spiker currently is co-leading a number of early childhood evaluations for states and the national Early Childhood Outcomes (ECO) Center for the Office of Special Education Programs (OSEP) of the U.S. Department of Education. Previously at Stanford University, she worked on a genetics study of autism. She also served as Chief Psychologist in the Stanford Pervasive Developmental Disorders Clinic. She also served as Deputy Director of the Infant Health and Development Program, a national randomized study of early intervention for low birthweight infants and their families. Dr. Spiker holds a Ph.D. in child development from the University of Minnesota.

## **Kathryn Squibb**

Kathryn Squibb is an Instructor with the Department of Child Development at Tidewater Community College in Norfolk, Virginia, focusing in early literacy and behavior guidance for pre-service and in-service early childhood educators. She is also Research Coordinator for the University of Virginia's Center for the Advanced Study of Teaching and Learning for the Preschool Relationship Enhancement Project.

Prior to this work, Ms. Squibb has directed local QRIS (quality rating and improvement systems) and worked with the state of Virginia, helping to develop systems and planning for Virginia's Star Quality Initiative, and supporting the statewide pilot of QRIS systems to family child care homes across the state. She currently serves as the chair for the Star Quality Advisory Team, the advisory committee for the state of Virginia's quality rating and improvement system. Previously, Ms. Squibb has worked as a Literacy Coach Mentor with Old Dominion University's Research Foundation in conjunction with an Early Reading First grant.

Ms. Squibb earned a B.A. in Linguistics from the College of William and Mary, and a M.S.Ed. in Early Childhood

Education from Old Dominion University. Her research interests include measurement and management of state-wide quality rating improvement systems and early literacy best practice for comprehension and vocabulary development in pre-readers.

## **Teressa Staten**

Dr. Teressa V. Staten is an education consultant to education agencies, schools, and leadership organizations. Dr. Staten served eight years as the Chief Deputy Superintendent of the Michigan Department of Education. While in the Department of Education, she played a significant role in the establishment of the Office of Early Childhood Education and development of its policies, procedures, standards, and complimentary school code. She was the Executive Director of the \$60M Annenberg-funded "Schools of the 21st Century School Improvement Collaborative" in Detroit, Michigan. She was the President of the National Charter Schools Institute located on the campus of Central Michigan University. Dr. Staten has taught reading development courses at the University of Michigan, where she received her Ph.D. in Curriculum and Instruction with an emphasis in reading and a cognate in Linguistics. She has an Ed.S. in Reading Instruction from Michigan State University, and both B.S. and M.S. degrees in Education from Alabama A&M University. Post-doctoral work was done by Dr. Staten in School of Law at Harvard University.

She has served in various educational leadership roles, including: Michigan Children's Trust Board, the National Education Commission, the North Central Education Laboratory Board, the Council of Chief State School Officers, the Reading Item Analysis Committee with the National Assessment of Educational Progress, and the Board of the Michigan Reading Association. She has been instrumental in the enactment of Michigan and national school laws and policies.

She has served as a public school teacher, head start director, pre-school teacher, reading specialist, and as an elementary school principal in Lansing, Michigan. She has served as a consultant and grant reviewer with the U.S. Department of Education in several areas including the Early Reading First Grants, The High School Magnet Grants, and Charter Schools Leadership Grants. She has also worked with Department of Health and Human Services on Collaborative Grants relative to School Mental Health and Counseling Services.

## **Delicia Stewart**

Delicia Stewart-Muhammad is currently a Distance Education Instructor in the Department of Human Sciences in Child Development/Family Relations. Ms. Stewart was previously employed as: Literacy Facilitator for the Atlanta Speech School's "Read Right From the Start"; Supervisory Early Intervention Specialist in the Infants and Toddlers with Disabilities Division of the District of Columbia's Office of the State Superintendent of Education (OSSE); and Early Literacy Specialist for the Academy for Educational Development in Washington, D.C. where she worked with Native American Head Start programs nationwide.

Ms. Stewart was one of nine individuals selected as a National Head Start Leadership Fellow 2004 -2005 from a pool of national applicants. Prior to the fellowship, she was an early childhood development and health services program manager at Bethlehem Center Head Start in Charlotte, N.C. where she provided management and oversight of early childhood, disabilities/mental health and health and nutrition services. Additional work experience includes serving as: an adjunct professor in early childhood at Tallahassee Community College; an early childhood development specialist for the Capital Area Community Action Agency Head Start; and a parent educator for Even Start and First Start with the Leon County School Board. She is a storyteller and spoken word artist who enjoys writing and performing.

She earned an M.S. in Early Childhood Education from Florida State University and a B.A. in Mass Communications/Public Relations from Clark Atlanta University. Ms. Stewart's voluntary activities include Custodians

of Faith (Homeless Feeding Program), Alpha Kappa Alpha Sorority, Inc Psi Alpha Omega chapter (Parliamentarian), Emerging Young Leaders, NAEYC Validator, youth retreat co-chair for the Committee to Enhance the Role of Women in Society, member of the scholarship and education committee for Ash Shaheed Islamic Center and former member and president-elect of the Leon County Association for the Education of Young Children. Professional affiliations include National Association for the Education of Young Children (NAEYC), National Black Child Development Institute, and National Head Start Association.

## **Dolores Terrazas**

Dolores G. Terrazas is currently an early education consultant with a focus on systems integration and strategic planning. Particular areas of expertise are professional and program development. A former faculty member in the Department of Child and Adolescent Development at San Francisco State University, Ms. Terrazas has taught with a bilingual Spanish language emphasis in such courses as: assessment and observation, child family and community, research in action, and teacher placement. Ms. Terrazas has worked at local, state, and national levels advancing the agenda of educational equity and development in early education. In her tenure as the child care administrator for the Mayor of San Francisco, Willie Brown, she moved forward the early education agenda in citywide policy development, grant administration, capacity building, and technical assistance.

As part of Ms. Terrazas' trajectory, she has participated in leadership development efforts at various levels throughout her career. She was selected as a Head Start Fellow and served in the Administration of Children and Families in Washington, D.C.; was part of the international delegation of young Latino Leaders with the Fundación Ortega & Gasset and Universidad Internacional Menéndez Pelayo in Spain; and was a participant of the National Latina Leadership Institute. In her ongoing commitment and work to the field of diversity, equity, and access, she was recognized by San Jose (California) State University and bestowed the award of Equity in Education. She has worked extensively with both center-based providers as well as family child care providers. She is the editor of several family child care publications in both English and Spanish and has spoken extensively on needs of dual language learners and bilingual policies.

Ms. Terrazas is rooted in community and serves on one local nonprofit board at a time, working to further the specific agenda and intentionally mentoring new board members. She is a native San Franciscan, holds a bachelor degree from San Francisco State University and a master's degree in curriculum and instruction from New Mexico State University.

## **Ellen Thursby**

Dr. Ellen Thursby received her Ph.D. and M.S.W. from the Catholic University of America. She is currently the Director of Professional Education and Training/Associate Director of Field Education and adjunct faculty at The Catholic University of America.

Dr. Thursby was the Director of Early Childhood Health and Education at an Early Head Start/Head Start program in Washington, D.C. She has worked with children and families in early childhood special education and child welfare for the past 20 years. She has a private practice providing clinical supervision to social workers. Dr. Thursby developed a multidisciplinary model to provide interventions to teenage parents and their children to promote parenting and self-sufficiency. Dr. Thursby has presented at national conferences related to working with children and families. Dr. Thursby's research interests include a narrative analysis of the decision making processes leading to motherhood during the teen years and field education and social worker development.

## **Clarissa Uttley**

Dr. Clarissa Uttley has over 10 years of professional experience in early childhood and higher education, including teaching preschool in Massachusetts. Dr. Uttley is currently an Assistant Professor in the Education Department at Plymouth State University (PSU) where she teaches in the Early Childhood Studies program.

Dr. Uttley has been active as a teacher, teacher educator, and researcher. She has published in the areas of teacher education and preparation; early childhood social emotional development; teacher and parent communication, and the impact of animals in early childhood development. She serves on several governing and advisory boards for professional organizations and community nonprofits. She has given numerous national and international presentations in the areas of early childhood development, teacher and parent relationships, and research and evaluation techniques in early childhood programming.

Before coming to PSU, Dr. Uttley was at the University of Rhode Island where she completed her undergraduate and graduate degrees. She has her bachelor's and master's degrees in human development and family studies with a child development focus, and her doctorate in psychology with a focus on research methodology including program evaluation and statistics.

## **Cynthia Vail**

Cynthia Vail is the Associate Department Head and Associate Professor in the Department of Communication Sciences and Special Education at the University of Georgia. She specializes in early childhood special education (birth-8 years). She received her Ph.D. from Florida State University. Dr. Vail directs an undergraduate personnel preparation grant, Responsive Early Education for Diversity (REED). This project has been funded for an additional five years and a new birth-through-five graduate level component will be added to the program. She also co-directed two master's-level teacher preparation grants and three leadership doctoral grants all with an early childhood special education focus.

Dr. Vail's areas of expertise include collaboration among professionals and families, peer coaching, Positive Behavior Support, autism, and play as it relates to young children with disabilities. Dr. Vail collaborates with other leaders in early intervention through a multi-faceted personnel training project funded through Georgia's Babies Can't Wait. Her contributions include evaluating the impact of the higher education consortium in early intervention and coordinating an early intervention Research Institute. In 1998, Dr. Vail received a Governors appointment to Georgia's State Interagency Coordinating Council for Early Intervention Programs (SICC). She was reappointed to the SICC and served as Chair for this council from 2002-2010.

## **Marce Verzaro-O'Brien**

Dr. Marce Verzaro-O'Brien has worked in the early childhood field at the local, state, regional, and national levels. She currently serves as the Director of Training and Technical Assistance Services (T/TAS), a department in the College of Education and Behavioral Sciences at Western Kentucky University (WKU). T/TAS provides training and technical assistance to Head Start, Early Head Start, and other early childhood programs and initiatives throughout the United States. In addition to her leadership responsibilities, Dr. Verzaro-O'Brien's areas of expertise include child assessment, strategic planning and program leadership, and risk management. She has provided training and technical assistance, and has delivered keynote speeches, to over 200 Head Start and Early Head Start programs, and has written numerous articles for referred journals.

During her tenure at WKU, Dr. Verzaro-O'Brien served as the Director of the Florida Quality Improvement Center, under a contract with Florida's Office of Early Learning. She also was the Associate Director of Office of Head Start's Center on Program Management and Fiscal Operations, and served as the Curriculum Director of South Carolina

Educational Television's Head Start Demonstration Project on Distance Learning for Head Start classroom staff across the U.S.

Dr. Verzaro-O'Brien has a long history of program leadership, including many years as the Administrator of the Buffalo/Erie County, N.Y., Community Action Organization's Head Start/Early Head Start program. During that time, she was two-term President of the New York state Head Start Association, secretary of the Region II Head Start Association and a member of the National Head Start Association Board of Directors. She also was on the Board of the National Association for the Education of Young Children. She has served on Head Start Federal Review teams, and as a reviewer for Head Start/Early Head Start grant applications.

Dr. Verzaro-O'Brien has been a member of the faculties at the University of Tennessee-Knoxville, Syracuse University, and the SUNY Colleges at Geneseo and Buffalo. She received her M.S.W. in community organization and her Ph.D. in early childhood from the University of Wisconsin-Milwaukee.

### **Fran Warkomski**

Currently, Fran Warkomski is an educational consultant with over 35 years' experience in the field. Her teaching, administrative, and policy work spans the P-20 spectrum within urban, suburban, and rural school districts, as well as regional and state agencies. Dr. Warkomski holds a bachelor's degree in Speech Pathology, a master's degree in Audiology, and a doctorate in Educational Leadership and Policy Studies from Temple University, Philadelphia.

Dr. Warkomski was associate professor and executive director at the Scott Center for Autism Research, Florida Institute of Technology, providing research, service, and training for graduate level students in the College of Psychology. Prior experiences include the Director of the Bureau of Special Education, Pennsylvania Department of Education with responsibility for programs and services in special education within the Commonwealth and Director of the Pennsylvania Partnership for Professional Development, a statewide program to coordinate professional development opportunities across the K-16 system for the Department of Education as part of school improvement and comprehensive system of personnel development.

### **Jane Wiechel**

Jane Wiechel has worked in the field of education for over 30 years. Currently she is an education consultant with a focus on public policy and system design in early childhood education.

As a former associate superintendent for the Ohio Department of Education, she had responsibility for the administration and oversight of early learning and school readiness, special education, gifted education, student intervention, child nutrition, and family and community engagement. She served as president and on the governing board of the National Association for the Education of Young Children. She earned her bachelor's degree in elementary and special education at Kent State University, her master's in reading at Bowling Green State University, and a Ph.D. in education policy and administration at The Ohio State University.

### **Judy Willgren**

Judy Willgren is currently working for the National Association for Child Care Resource and Referral Agencies as the Military Liaison for Texas, a joint project between NACCRRRA and the Department of Defense designed to increase the availability of high quality child care in civilian communities for military families.

Prior to working with NACCRRA, Ms. Willgren was a 2009 Head Start Fellow assigned to the Deputy Assistant Secretary and Interdepartmental Liaison for Early Childhood at the Department of Health and Human Services where she worked on a number of interdepartmental activities between the HHS and the U.S. Department of Education. Before her fellowship Ms. Willgren served as the Early Childhood Comprehensive Systems Coordinator for Texas and worked with the Head Start Training and Technical Assistance system for over 10 years. She has presented at the National Head Start Birth to Three conference. In 2008, she was invited to serve as a content advisor to the Office of Head Start revision of the Head Start Performance Standards and as an advisor to the National Early Head Start Special Quest program. In 2003, Ms. Willgren was appointed by the Governor to the Texas Interagency Coordinating Council. In 2008, she received the Texas Association for Mental Health Child Advocacy Award. Ms. Willgren holds a Master's in Education in Early Childhood from the University of Texas at Austin where she majored in Special Education and specialized in infant toddler development.

### **Diane Willis**

Diane Willis was born in Bridgeton, New Jersey. She attended and graduated from: the Bridgeton Public Schools System; Trenton (N.J.) State College where she received a B.S. in Early Childhood Education; Hampton Institute in Virginia, where she received an M.A. in Education Administration; and Nova Southeastern University in Florida, in which she received her Ed.D. in Educational Leadership.

She resides in Columbia, South Carolina with Richard, her husband of forty-one years. Richard retired from the United States Air Force in 1994.

In 1992, Dr. Willis joined the South Carolina Department of Education staff in the Office of Title 1. In 2000 she was requested to work as an Early Childhood Regional Coordinator at the Department and in 2007 she became the Department's 21st Century Community Learning Centers Director.

Her previous experiences includes teaching in: Head Start Program(s), first-third grades, Military Correctional Facility (Philippines), pre-k -12th grades, and as currently as an adjunct college professor. Recently, Dr. Willis served on numerous national and state level advisory boards (early childhood education, youth challenge). Although retired, Dr. Willis continues to serve as a Lt. Colonel, the educational advisor, in the South Carolina State Guard.