


## The School of the 21<sup>st</sup> Century National Conference

Monday, July 14	Tuesday, July 15	Wednesday, July 16
7:00 am to 7:30 am Early Morning Walk	7:00 am to 7:30 am Early Morning Walk	7:00 am to 7:30 am Early Morning Walk
7:30 am to 8:30 am Breakfast/Registration	7:30 am to 8:30 am Breakfast/Registration	7:30 am to 8:30 am Coffee/Registration
8:30 am to 9:20 am Opening Remarks	8:30 am to 9:20 am Keynote Address	8:30 am to 9:50 am Concurrent Sessions VII
9:30 am to 10:20 am Seminar Sessions I	9:30 am to 10:20 am Seminar Sessions II	10:00 am to 12:00 pm Brunch Buffet
10:20 am to 10:30 am Break	10:20 am to 10:30 am Break	Plenary Panel
10:30 am to 11:50 am Concurrent Sessions I	10:30 am to 11:50 am Concurrent Sessions IV	
12:00 pm to 1:20 pm Lunch	12:00 pm to 1:20 pm Lunch	
1:30 pm to 2:50 pm Concurrent Sessions II	1:30 pm to 2:50 pm Concurrent Sessions V	
2:50 pm to 3:00 pm Break	2:50 pm to 3:00 pm Break	
3:00 pm to 4:20 pm Concurrent Sessions III	3:00 pm to 4:20 pm Concurrent Sessions VI	
4:45 pm to 6:00 pm Yale Tour	4:45 pm to 6:00 pm Yale Tour	

**21C Desk**  
4:00 to 6:00 pm

### **Pre-Registration**

Conference pre-registration opens Sunday at 4:00 pm and is available until 6:00 pm at the 21C Registration Desk.

CONFERENCE AT A GLANCE

SUNDAY, JULY 13

**21C Desk**

7:00 to 7:30 am

**Early Morning Walk on The Green**

Join Pat Donlow Wright, 21C Coordinator from Arkadelphia, AR, for a brisk early morning walk on a 17th century town green, cited by numerous historical organizations as one of the most beautiful public greens in the country. Get energized for a busy conference day. Meet promptly at 7:00 am at the 21C Registration Desk.

**Ballroom**

7:30 to 8:30 am

**Breakfast/Registration**

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**Ballroom**

8:30 to 9:20 am

**Opening Remarks**

***New Directions for the School of the 21st Century***

Matia Finn-Stevenson will share her vision of new initiatives and plans for 21C, showing how the program has evolved and will continue to reshape and provide direction for the development of school-based services.

- *Matia Finn-Stevenson, Director, School of the 21<sup>st</sup> Century; Associate Director, The Edward Zigler Center in Child Development and Social Policy, Yale University, New Haven, CT*

***The School of the 21<sup>st</sup> Century: Its Conceptual Roots and Implementation***

Edward Zigler will describe national circumstances, demographic trends, and policy contexts that led to development and implementation of 21C and show its impact over time.

- *Edward Zigler, Founder, School of 21<sup>st</sup> Century; Director Emeritus, The Edward Zigler Center in Child Development and Social Policy, Yale University, New Haven, CT*

**Seminar Sessions I** *(select one)*

**Temple**

9:30 to 10:20 am

***Mental Health Consultation in Preschool: Outcomes and Benefits***

Attendees will hear recent results of a first of its kind random controlled evaluation of a statewide mental health consultation system embedded into child care and preschool programs. These services hold promise for reducing behavior problems in young children and may reduce the likelihood of preschool expulsions.

- *Walter Gilliam, Director, The Edward Zigler Center in Child Development and Social Policy, Yale University, New Haven, CT*

**Wooster**

9:30 to 10:20 am

***The Link Between School Wellness Policies and Nutrition***

This presentation will cover research supporting the importance of the environment on children's eating and activity levels in school. Ongoing research from the Rudd Center on school and preschool level nutrition and activity policies will be presented and best practices highlighted.

- *Marlene Schwartz, Deputy Director, Rudd Center for Food Policy and Obesity, Yale University, New Haven, CT*

**George**

9:30 to 10:20 am

**School-Age Child Care: From Research to Practice**

This session will provide an overview of research on the consequences of how school age children spend their time during the non-school hours (e.g., after-school programs, self-care etc.) and implications for ways to best organize out-of-school time. The focus will be on the developmental correlates of structured and supervised after-school care (e.g., after-school programs), as well as settings that lack adult supervision (e.g., self care), for socio-economically disadvantaged children.

- Heather Lord, Consultant, Boston Consulting Group, New York, NY

**Ballroom**

10:20 to 10:30 am

**Break**

**Concurrent Sessions I** (select one)

**Temple**

10:30 to 11:50 am

**The ABCs of 21C**

21C educators will provide a broad overview of the 21C model, along with detailed examples of each of its key components. They will also offer in-depth examples of ways to enhance 21C and develop programs into an integral part of the school.

- Norma Meek, Senior Associate; 21C National Peer Trainer, School of the 21<sup>st</sup> Century, Yale University, New Haven, CT
- Susan Simmons, 21C Coordinator, Ashdown School District, Ashdown, AR
- Patricia Donlow Wright, 21C Coordinator, Arkadelphia School District, Arkadelphia, AR
- Deborah Zipkin, FRC Director, Charter Oak Academy, West Hartford, CT

**Wooster**

10:30 to 11:50 am

**Effective Evaluation Strategies in Before- and/or After-School Programming: Using Existing Data**

Research has shown that well-attended before- and/or after-school programs increase student achievement and social skills and decrease problem behaviors. So how do you prove it? This presentation demonstrates the process of collecting information systematically about activities and characteristics to better inform decisions regarding program quality, effectiveness, and impact on student achievement. The presenter will share lessons learned and successful strategies from a five year longitudinal study.

- Jennifer Walker, Director, Youth Development, Independence School District, Independence, MO

**George**

10:30 to 11:50 am

**School Based Mental Health (SBMH) Services in Arkansas: An Update**

This presentation will provide audience members with updated information from the Arkansas School-Based Mental Health (SBMH) Network. Topics will include specific types of SBMH services available in schools, including collaboration with outside providers, sustainability issues such as getting support of stakeholders and long-term funding, and program evaluation results at the local and state levels.

- Deborah Swink, Special Education Director/ 21C Coordinator, Van Buren County School Based Mental Health Program, Clinton, AR
- Ruth E. Fissel, Consultant, Arkansas Department of Education, Special Education Unit, Little Rock, AR
- Tony Boaz, Director, Medicaid In The Schools (MITS,) Little Rock, AR

MONDAY, JULY 14

**York**

10:30 to 11:50 am

***Relationship-Building with Immigrant Parents: A Community Approach***

Staff from Rockland 21C and Every Person Influences Children (EPIC) will describe their community-based workshops for Spanish-speaking parents of preschoolers that introduce them to the school system and ways they can prepare their children. The presenters will describe how they made the connections and intentionally transitioned parents from the community to the school, their curriculum, and results and ask the audience to share their outreach strategies for immigrant parents.

- *Anne Nissen, Administrator, Rockland 21<sup>st</sup> Century Collaborative for Children and Youth (Rockland 21C), West Nyack, NY*
- *Myriam Saravia, Family Resource Center Coordinator, Neary Elementary School, Haverstraw, NY*
- *Phyllis Eig, Regional Director, Every Person Influences Children (EPIC), Spring Valley, NY*

**Chapel**

10:30 to 11:50 am

***Strength Through Numbers and Expertise: Community Collaboration for School Improvement***

How can you turn a good school into a great school? Community involvement is THE key to school improvement! Learn how to identify potential community partners, encourage them to be active participants in school activities, and motivate them to maintain an ongoing collaborative relationship with students, parents, and school administrators and staff.

- *Carolyn E. Stinnett, Executive Director, Knox County Family Resource Center, Knoxville, TN*

**Ballroom**

12:00 to 1:20 pm

***Lunch***

**Concurrent Sessions II** *(select one)*

**Temple**

1:30 to 2:50 pm

***Effective Program Evaluation Strategies: Considering the Audience***

Effective program evaluation depends on a strong evaluation strategy that captures program design and outcomes. Once the results are in, reporting the right information to the appropriate audience is just as important as having good data. In this session, we'll discuss effective strategies to capture results and present findings to parents, administrators, financial supporters, and policymakers.

- *Carol H. Ripple, Principal Program Evaluator, North Carolina General Assembly Program Evaluation Division, Raleigh, NC*

**Wooster**

1:30 to 2:50 pm

***Family Reading Nights: Building Partnerships for Student Success***

Family Reading Nights are events for parents, students, teachers, and others in the community that encourage students to value and enjoy reading and writing, promote literacy activities at home, support family involvement in student achievement, and help build positive relations among educators, parents, and community partners. This session will outline structures and procedures to plan, implement, and evaluate these events.

- *Marsha Greenfeld, Senior Program Facilitator, National Network of Partnership Schools, Johns Hopkins University, Baltimore, MD*
- *Darcy Hutchins, Senior Program Facilitator, National Network of Partnership Schools, Johns Hopkins University, Baltimore, MD*

**George**

1:30 to 2:50 pm

***The Challenges of American Immigration: What Role Can Teachers Play?***

Politicians, schools, and local and civic organizations in communities across the United States have been engaged with deliberation of the topic of immigration reform and policies. The purpose of this presentation is to examine the sometimes vexing issue of immigration from the perspective of schooling children of immigrants.

- *Natalie Johnson-Leslie, Assistant Professor, Department of Teacher Education, Arkansas State University, State University, AR*

**York**

1:30 to 2:50 pm

***Music, Learning, and Brain Development: Take-Home Lessons***

Brain processes for musical skills facilitate development of mental skills as an integral component of learning. The *Arts for Critical Thinking (ACT)* program builds on these similarities through short lessons that may be readily integrated into a preschool or after-school program or used at home by parents. ACT provides cross-fertilization in learning and enhances student development and achievement, which will be illustrated in this hands-on workshop.

- *Martin Gardiner, Research Associate in Human Development, Center for the Study of Human Development, Brown University, Providence, RI*

**Chapel**

1:30 to 2:50 pm

***Accessing Resources through the US Department of Education's Teacher to Teacher Initiative***

The *Teacher-to-Teacher (T2T) Initiative* helps teachers improve student achievement by supporting them through email updates, website resources, teacher awards, and a variety of professional development opportunities using a corps of teachers around the country. T2T has created several digital workshops including one on *Doing What Works in Early Childhood Education*. This session will focus on ways to access resources through the *Teacher-to-Teacher Initiative*, as well as highlight free digital learning professional development opportunities.

- *Tracy Mulvenon, Deputy Director; Visiting Educator, Teacher to Teacher Initiative, Office of Elementary and Secondary Education, US Department of Education, Washington, DC*

**Ballroom**

2:50 to 3:00 pm

***Break***

**Concurrent Sessions III** *(select one)*

**Temple**

3:00 to 4:20 pm

***Schools and the Community: Effective Partnerships***

Creating a culture of partnerships between the school and community is paramount to the well-being of children and families. Not only is there a need for greater parental involvement in education but also for linking families with services in the community. Through planning and collaboration, a system of school-family-community partnerships can be established which reinforces academic achievement and family success.

- *Kenneth A. Anthony II, District Family Resource Center Coordinator, Windsor Public Schools, Windsor, CT*

**Wooster**

3:00 to 4:20 pm

**Talk & Play: A Research-Based Program Serving Latino Children and Families**

Early Head Start provides comprehensive and inclusive services to pregnant women and children from birth to three. This session features promising practices emerging from the evaluation of an enrichment program designed for Latino children requiring supplementary speech and language support. Presenters will highlight the program model, offer suggestions for participants interested in starting this work, and provide strategies to bolster positive parent-child relationships around learning and development.

- Andrew Seltzer, *Psychologist, The Children's Aid Society, New York, NY*
- Marlene Aranda-Gillman, *Program Director, The Children's Aid Society, New York, NY*
- Erica Quezada, *Educational Director, The Children's Aid Society, New York, NY*

**George**

3:00 to 4:20 pm

**Leadership Development: Coaching as an Option**

Experience the power of professional leadership coaching and learn how it can benefit you and your school district. Participate in an engaging coaching activity designed to support you in moving forward where you feel most challenged. Gain some valuable coaching tools you can use immediately.

- Mary Gorham, *Leadership and Organizational Coach, Woodbridge, CT*

**Chapel**

3:00 to 4:20 pm

**Applying Yoga Science for Healthy, Peaceful Families, Schools, and Communities**

Simple yoga practices calm students, teachers, and parents to resolve conflicts before they arise. By managing stress this way, tension and anxiety dissolve, generating a healthy, friendly, respectful environment in which acceptance of self and others, cooperation, and achievement flourish. Techniques include easy-to-practice correct breathing, neck, shoulder, and backstretches, and focusing tools for quieting the mind.

- Janaki Pierson, *Director; Chief Instructor, Woodbury Yoga Center, Woodbury, CT*

**Hotel Lobby**

4:45 to 6:00 pm

**Yale Tour**

Take a guided walking tour of the historic Yale campus to learn many stories associated with this famed institution. No registration is required. No charge for conference participants. Meet in the Hotel Lobby.

**21C Desk**  
7:00 to 7:30 am

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**Ballroom**  
8:30 to 9:20 am

**Keynote Address**

*Brain Development and Education: Closing the Gap Between What We Know and What We Do to Promote Optimal Learning, Behavior, and Health*

This presentation will highlight findings from brain research in the early years and beyond, during middle childhood, and how it can be used to direct programs and effective interventions.

- Jack P. Shonkoff, Julius B. Richmond FAMRI Professor in Child Health and Development; Director, Center on the Developing Child, Harvard University, Cambridge, MA

**Seminar Sessions II** (select one)

**Temple**  
9:30 to 10:20 am

*Transition and Alignment in Community Perspective*

Focusing on the importance of a seamless transition between early education and the early elementary years as a key to school success, this presenter will share lessons learned from the Kellogg Foundation's SPARK (Supporting Partnerships to Assure Ready Kids) initiative, discuss the recent authorization of P-16 Councils, and emphasize that the 21C Network and SPARK can provide the necessary context to make meaningful research and policy prescriptions to ensure success.

- Tony Berkley, Deputy Director, WK Kellogg Foundation, Battle Creek, MI

**Wooster**  
9:30 to 10:20 am

*Parent Engagement: The View from Central Office*

Using his district's unique efforts to involve parents, this superintendent will share his perspectives on what parent engagement has meant to schools, children, and families, and lessons learned in the process.

- Joshua Starr, Superintendent, Stamford Public Schools, Stamford, CT

**George**  
9:30 to 10:20 am

*Emotional Intelligence: What It Is and Why It Matters*

The field of emotional intelligence (EI) is filled with journal articles and popular and scholarly books, resulting in various definitions that leave educators confused about what EI is, how it is measured, and whether it predicts important outcomes about a person's life. Scientists at Yale's Health, Emotions, and Behavior Laboratory clarify the field by defining a research-based ability model that views EI as an intelligence that is defined and measured as a set of mental abilities, including accurate appraisal and perception of emotion, use of emotion to facilitate cognitive activities, understanding emotions, and managing emotions for both emotional and personal growth. This presentation will provide an overview of EI theory and measurement and present research demonstrating its role and importance in academic and personal lives of students and educators.

- Marc Brackett, Research Scientist, Yale University, New Haven, CT

**Ballroom**

10:20 to 10:30 am

**Break**

**Concurrent Sessions IV** *(select one)*

**Temple**

10:30 to 11:50 am

***Home Visitation as a Strategy for School Success***

Developing emergent literacy skills begins with verbal interactions between parent and child. For more than 40 years, *The Parent-Child Home Program* has served at-risk families through a research-based and validated home visitation model that empowers parents as their child's first and most important teachers/advocates. Learn how this model succeeds with diverse demographics to create language-rich home environments that also develop the attendant cognitive and social-emotional skills that produce graduates performing at the same level as their middle-class peers.

- Sarah E. Walzer, Executive Director, *The Parent-Child Home Program*, Garden City, NY
- Mary L. Durel, National Expansion Director, *The Parent-Child Home Program*, Garden City, NY

**Wooster**

10:30 to 11:50 am

***Linking Home and School through the Power of Coaching***

If you are ready for a new strategy that gets results, then you want to be a part of this workshop. Attendees will learn an innovative approach to parent involvement, see the success of using a coaching model with families, and understand the advantages of such a program in a school district.

- Mary Jo Corcoran, Certified Parent Coach, *Adler School for Professional Coaching*; Director of Parent Education, *Ladue School District*, Ladue School District, St. Louis, MO

**George**

10:30 to 11:50 am

***After-the-Bell: An Enrichment Program for High School Students***

With funding from the federal 21<sup>st</sup> Century Community Learning Centers initiative, ninth to twelfth grade students at Lavaca High School are provided high quality after-school programming. This enrichment program offers photography, music production, visual arts, creative writing, robotics, and soccer to students in a rural, bedroom community. Presenters will share obstacles and successes in working with this population.

- Jared A. Cleveland, Superintendent, *Lavaca Public Schools*, Lavaca, AR
- Eric S. Saunders, Principal, *Lavaca High School*, Lavaca, AR
- Chase Carter, Band Director, *Lavaca High School*, Lavaca, AR

**York**

10:30 to 11:50 am

***Building Bridges in Our Community***

This is a story of building bridges...bridges of collaboration and communication, bridges with families and the community, bridges of learning, and bridges to the future. Presenters will share photographs, video clips, and teachers' and children's own words to tell a story of community, collaboration, and curriculum.

- Jody Veit-Edrington, Coordinator, *Early Childhood and School of the 21st Century Programs*, North Little Rock School District, North Little Rock, AR
- Anne C. Lindsay, Associate Professor; Coordinator of Early Childhood Education, *University of Arkansas*, Little Rock, AR

**Chapel**

10:30 to 11:50 am

**Investing in Children: States' Perspective**

State agency leaders play an important role in enhancing family support programs, which lead to children's well-being and increased academic achievement. A panel of these leaders will share successful strategies that have been used in several states.

- Moderator: Norma Meek, Senior Associate; 21C National Peer Trainer, School of the 21<sup>st</sup> Century, Yale University, New Haven, CT
- Michael Denney, Assistant Director, Division of Family Resource and Youth Services Centers, Cabinet for Health and Family Services, Frankfort, KY
- Dee Cox, Special Programs Coordinator, Department of Education, Little Rock, AR
- Jamie Morrison, Arkansas Better Chance Program Administrator, Division of Child Care and Early Childhood Education, Department of Human Services, Little Rock, AR
- Louis B. Tallarita, Associate Education Consultant, Division of Teaching and Learning Programs and Services, Department of Education, Middletown, CT

**Ballroom**

12:00 to 1:20 pm

**Lunch**

**Concurrent Sessions V** (select one)

**Temple**

1:30 to 2:50 pm

**Evolution of the Neighborhood School**

Education today requires that schools evolve to meet various demands. The key to thriving in this constantly changing environment is the diligent focus of the neighborhood school on the needs of students and families. Administrators from 21C/ Family Resource Centers and school districts must wrestle with questions of growth, finance, innovation, and sustainability. In their 20<sup>th</sup> year as 21C schools and with an impressive record of continually growing 21C, educators from the Independence School District (Independence, MO) will share their strategies.

- Jim Hinson, Superintendent, Independence School District, Independence, MO
- Jennifer Walker, Director, Youth Development, Independence School District, Independence, MO

**Wooster**

1:30 to 2:50 pm

**Improving Outcomes for Children by Supporting Parents**

High stress levels are associated with dysfunctional parenting behavior and negative interactions between parent and child. *FAST Babies* is a multi-family group prevention program for parents and infants (birth to three) designed to build protective environments and reduce risk factors to provide children with the opportunity to reach their full potential.

- Pat Davenport, Director, FAST National Training and Evaluation Center, Madison, WI

**George**

1:30 to 2:50 pm

**Educating the Whole Child (and Teacher) with Emotional Literacy**

Researchers associate emotion-related skills with success in many areas of life, including social relationships, academic achievement, and job performance. Recent research has focused on the role of these skills in both students and teachers. However, most school curricula do not include relevant training and many school systems lack pre-service and in-service teacher training. This session will describe the research base, programs, and tools that address these needs and will include a discussion on how emotional literacy training can help schools achieve national academic goals and state standards.

- Marc Brackett, Research Scientist, Yale University, New Haven, CT

**York**

1:30 to 2:50 pm

***Literacy in After-School Programs: Tested Strategies That Work!***

Many after-school programs seek ways to support children's literacy skills. Research from the Commission on Reading states that "The single most important activity for building the knowledge required for eventual success in reading is to read aloud to children." In this workshop, participants will learn key strategies to promote reading aloud and other components of a reading program that builds on school day efforts. Participants will also learn ways to overcome space challenges to create cozy book corners and literacy spaces.

- Anna Adler, Manager, Literacy Programs, ReadBoston, Boston, MA

**Ballroom**

2:50 to 3:00 pm

**Break**

**Concurrent Sessions VI** *(select one)*

**Temple**

3:00 to 4:20 pm

***Leadership Commitment: The Key to Successful School Reform***

This interactive session will address best practices in student support systems, school organization and culture, challenging standards and curriculum, active teaching and learning, leadership, and school-family-community partnerships.

- Ann Levett, Executive Director, School Development Program, Yale University, New Haven, CT

**Wooster**

3:00 to 4:20 pm

***Improving Behavior and Academics through Sport Psychology***

Recognizing, categorizing, and changing thoughts are skills that coaches use to optimize performance in sports. These skills have broader applications. In this interactive workshop, the presenter will discuss the link between sport and cognitive behavioral psychology and show how skills emphasized in sports can be used to enhance students' self-control, leading to a more positive school environment and improved academic performance.

- Mitch Lyons, Executive Director, GetPsychedSports.org, Inc., Newton, MA

**George**

3:00 to 4:20 pm

***Making It Work: Collaboraton Between Head Start and Public Schools***

Presenters will share a unique collaboration effort in which children receive education services from the Little Rock School District while enrolled in Head Start. The University of Arkansas School for Medical Sciences Head Start/Early Head Start program provides "enhanced services" that include health, dental, and parent resource services.

- Glenda Nugent, Director, Early Childhood, Little Rock School District, Little Rock, AR
- Mary Kaye McKinney, Director, UAMS Head Start/Early Head Start, Little Rock, AR

**York**

3:00 to 4:20 pm

***Embedding Media in Literacy and Arts Education***

Focusing on the award winning PBS shows *Between the Lions* and *Lomax, the Music Hound*, Chris Cerf will show how television, animations, interactive games, and fun characters promote literacy, music, and the arts, contribute to student academic achievement, and supplement the curricula. As Cerf will show, learning to read and learning the arts can be imaginative and fun.

- Christopher Cerf, President; Co-Founder, Sirius Thinking, Ltd., New York, NY

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**Coffee/Registration**

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**Concurrent Sessions VII** *(select one)*

**Temple**

8:30 to 9:50 am

**Public/Private Partnerships: A Roundtable Discussion on Funding Strategies**

This open forum will explore various funding strategies that could lead to ongoing support for sustaining program growth. Come prepared: the forum will allow participants to share their views.

- *Emil W. Angelica, President, Community Consulting Group, Minneapolis, MN*
- *Gerald M. Cutts, President; Chief Executive Director, First Children's Finance, Minneapolis, MN*
- *Alice Barnes Rose, Assistant Commissioner, Department of Education, Little Rock, AR*
- *Lee Vent, Superintendent, Barton-Lexa School District, Barton, AR*

**Wooster**

8:30 to 9:50 am

**Move to Read**

Brain research indicates that movement facilitates cognition and physical activity increases learning. Engaged, multi-sensory learning methods prepare the brain to learn. Experience innovative, fun activities that make learning enjoyable for all students. PARTICIPATE in movement, music, rhythm, and rhyme while enforcing the language arts standards!

- *Miriam Everette, Educator/Trainer, Move to Read, Diamond Bar, CA*

**George**

8:30 to 9:50 am

**Protecting Play in the Age of Accountability**

Using clinical material, child psychology research, anecdotal examples from Darcey School, and memories of growing up together and raising six children between them, the speakers will explore the concept of play in the development of the self as a learner, community member, and person with efficacy in the world.

- *Barbara Moldawsky Stern, Principal, Darcey School Early Childhood Center, Cheshire, CT*
- *Laurel Moldawsky Silber, Child Psychologist; Adjunct Assistant Professor, Institute for Graduate Clinical Psychology, Widener University, Chester, PA*

Ballroom

10:00 to 12:00 pm

### **Brunch Buffet**

We invite participants to a celebratory brunch buffet which will be followed by a plenary session.

### **Plenary Panel: A Message to the Next President**

The next presidency will provide opportunities for change. How will the new president respond? What should be his priorities? How can the next president make a difference in school achievement and the lives of children and families? A distinguished panel will provide views and perspectives on what will be needed in the next four years.

- *Tony Berkley, Deputy Director, WK Kellogg Foundation, Battle Creek, MI*
- *Christopher Cerf, President; Co-Founder, Sirius Thinking, Ltd., New York, NY*
- *Jonathan Gillette, Director, Teacher Preparation and Education Studies Program, Yale University, New Haven, CT*
- *Jim Hinson, Superintendent, Independence Public Schools, MO*
- *Sherece West, President; CEO, The Winthrop Rockefeller Foundation, Little Rock, AR*

WEDNESDAY, JULY 16

## **Biographies**

### **Anna Adler**

Anna Adler is passionate about working with young people and promoting literacy development. For seven years she has led ReadBoston's After-School Reading Initiative. She was recently promoted to literacy manager for ReadBoston and currently oversees its Reading Trail Program, an initiative that partners with child care centers to develop home lending libraries. Adler received her master's degree in education from Bank Street College and was a classroom teacher for five years. She enjoys leading citywide, statewide, and national workshops and connecting with other educators, movers, and shakers. Her favorite children's books include *Good Night Moon*, *Eat Your Peas*, and *Charlie Parker Played Be Bop*.

### **Emil W. Angelica**

150 words go here

### **Kenneth A. Anthony II**

Kenneth A. Anthony II, district Family Resource Center coordinator for the Windsor Public Schools in Windsor, CT, oversees five family resource centers, as well as a before- and after-school component at each site. He is also responsible for creating school, family, and community partnerships with other agencies and committees in the town and state. Anthony has been an integral part of the development of Windsor's parent and educator conference called *Childhood Conversations*. He has been published in the journal *Perspective* (August 2005) with an article titled: *Working Together After School: Collaboration*. Anthony was also child care services director at the New Britain-Berlin YMCA from 2002 to 2006. While there, he joined school competencies with after-school enrichment activities to enhance student performance. He sat on the Berlin Education and Tunxis Early Childhood Councils and is an executive committee member of the Windsor Early Childhood Council. He also chairs the Leadership Work Group of a community planning effort in Windsor and serves as an education consultant for the New Britain-Berlin YMCA Child Care and Youth Programs.

### **Marlene Aranda-Gillman**

Marlene Aranda-Gillman, a true leader and innovator in the field of early childhood education and social work, has worked for many years to enhance services for pregnant women and children in the not-for-profit sector. Her knowledge and experience is extensive and she sets very high standards for herself and others. Aranda-Gillman oversees The Children's Aid Society's Early Head Start Program located in two public schools, as well as other services and programs that support and provide optimal continual care to the youngest and most vulnerable.

## **Biographies**

### **Tony Berkley**

Tony Berkley, deputy director for education and learning at the WK Kellogg Foundation (WKKF), is responsible for coordinating and integrating programmatic efforts, including effective program design and implementation, general grant-making direction and administration, comprehensive knowledge management, and day-to-day operations management. He most recently held the position of program director in youth and education programming, where he led the nationwide SPARK initiative. In February 2007, he moved to the innovation and design team. Berkley joined WKKF in 2003 as evaluation manager, where he led the learning and evaluation process for several Foundation strategic education initiatives and provided leadership for development and implementation of numerous projects. Before joining the Foundation, Berkeley consulted with various organizations in places such as Wisconsin, México, and California and founded an internet company, Retroliner, Inc., based partly on his dissertation research into nostalgia. His research expertise is with indigenous education and he has conducted intensive ethnographic fieldwork in Maya-speaking communities in southern Mexico. He has been a visiting assistant professor at the University of Michigan and held faculty positions at the University of Chicago and University of Wisconsin. He is author of numerous publications and presentations in the fields of anthropology, knowledge management, and education. Berkeley earned his PhD in anthropology at the University of Chicago.

### **Tony Boaz**

Tony Boaz, LCSW, has 11 years of experience working in the field of mental health. He currently serves as director of Medicaid in The Schools (MITS) section of the Arkansas Department of Education, Special Education Unit. This section is responsible for program oversight of all Medicaid reimbursable services provided within the public education system in Arkansas, which includes school-based mental health. His education background includes bachelor's degrees in English and psychology and a master's degree in social work.

### **Marc Brackett**

Marc Brackett, PhD, associate research scientist in the department of psychology at Yale University, is also deputy director of Yale's Health, Emotion, and Behavior Laboratory and head of the Emotional Intelligence Unit in the Edward Zigler Center in Child Development and Social Policy.

Brackett has co-authored more than 50 scholarly publications, including four educational curricula. Most recently, he co-developed the RULER model of emotional literacy which posits that teaching children and adults the skills associated with Recognizing, Understanding, Labeling, Expressing, and Regulating emotions contributes to positive development. Brackett recently received a multi-million dollar grant to test the effectiveness of his programs in changing the culture of 80 schools. He works regularly with school systems to assess and train students and educators and delivers keynote addresses throughout the world. He also holds a 5th degree black belt in Hapkido, a Korean martial art.

### **Chase Carter**

Chase Carter, who is not only recognized within the northwestern quadrant of Arkansas but also throughout the state as an exemplary musician and leader in advocacy for the

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musical arts, has received numerous awards. His bands and individual students have also been recognized. He is currently working with students in the after-the-bell program's musical production session. Under his tutelage, students will learn to create productions of professional quality.

### **Christopher Cerf**

Christopher Cerf is an author, record and television producer, composer-lyricist, editor, humorist, and co-founder and president of the educational television production company, Sirius Thinking, Ltd. Cerf played a pivotal role in the ongoing funding of the *Sesame Street* television show, through creation, licensing, and producing educational records, toys, and books. For more than 30 years, he has also been a regular contributor of music and lyrics to Sesame Workshop productions, winning two Grammy Awards and two Emmy Awards for songwriting and music production.

Before joining *Sesame Street*, Cerf spent eight years as a senior editor at Random House and helped to create an in-school reading program based on the famous Beginner Book series, edited by Dr. Seuss. In 1993, he assumed the role of chair of the Modern Library.

Cerf edited and produced Marlo Thomas and Friends' *Free To Be...A Family* book, album, and TV special. The book reached number one on *The New York Times* bestseller list within a week of publication, and the show received a prime-time Emmy as the year's outstanding children's special. Currently, Cerf serves as Creative Producer of *Between the Lions*, the multiple-award-winning children's literacy series his company, Sirius Thinking, created for PBS.

### **Jared A. Cleveland**

Jared A. Cleveland, currently serving his third term as a superintendent of an Arkansas public school district, is a native Arkansan who grew up in the rural Paris and Magazine communities. He is married and the father of three boys. He is respected within the Arkansas administrative community and is currently a member of the Arkansas Superintendent's Leadership Academy, representative to the Education Commission to the States, and member of the Arkansas Facilities/Maintenance Review Planning committee.

### **Mary Jo Corcoran**

Mary Jo Corcoran, in education for 25 years as a classroom teacher, parent educator, administrator, and trainer, has expertise in the area of parent involvement and parent education. Her work includes field work as a parent educator for Parents As Teachers National Center, conducting home visits, developmental screenings, and offering parent group meetings.

She has written grant programs through the Educare initiative to increase quality care for young children for low income school districts and has developed a parent support program for the more affluent population. She has a wide range of experience working for a public school district and creating programs that serve the needs of the families in the district. Corcoran has piloted a parent coaching program in the local public school with great results. She is a dynamic speaker and her humor and practical approach to student success is unique and fresh.

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### **Dee Cox**

Dee Cox is a program manager in the Grants Initiative/Early Childhood Units for the Arkansas Department of Education. Her educational experience consists of teaching in the areas of early childhood, elementary, and special education. She has a BSE, MSE, and MEd, as well as additional licenses as an educational examiner, curriculum coordinator, and administrator.

### **Gerald M. Cutts**

Gerald M. Cutts is president and CEO of First Children's Finance, which creates public/private partnerships to support the business, financial, and management side of child care in eight states. He has spent more than 30 years building partnerships to support child care, combining experience in community development, financing, and early education. He holds a degree in law and a master's degree in urban planning and is an experienced elementary school teacher. He also managed a child care program for low-income children for five years.

### **Pat Davenport**

Pat Davenport is executive director of FAST National Training and Evaluation Center, a non-profit organization. Davenport brings to this position her passion and belief that increasing parent empowerment and family support networks enriches the lives of every child and everyone in the community reaps the benefits. Pat Davenport has more than 20 years of experience in the field of human services management and a strong background in services to families, children, and communities. She is an accomplished program administrator, grant writer, fiscal manager, and coordinator of intergovernmental relations.

Pat Davenport is an experienced presenter who has most recently spoken at the Annual Conference of National Association of Community Schools, Annual Conference of the American Public Health Association, 11th Annual Conference on Advancing School Mental Health, 6th Annual Diversity Challenge Conference at Boston College, and Annual Conference of the National Black Child Development Institute.

### **Michael Denney**

Michael Denney is assistant director of the Kentucky Division of Family Resource and Youth Services Centers in the Cabinet for Health and Family Services. The division provides administrative support, technical assistance, and training to local school-based Family Resource and Youth Services Centers (FRYSC). The primary goal of these centers is to remove nonacademic barriers to learning as a means to enhance student academic success. Based on the 21C model, each center offers a unique blend of programs and services determined by the needs of the population being served, available resources, location, and other local characteristics. FRYSCs have established a record of success based on improved student performance in class work, homework, and peer relations as reported by teachers. Parents, too, report they experience greater satisfaction and involvement with the schools as a result of assistance through their local FRYSCs.

### **Mary L. Durel**

Mary L. Durel, MEd, has worked with families and children for more than 30 years. She brings her organizational, assessment, and child advocacy skills to The Parent-Child

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Home Program in her role as national site expansion director, where she focuses on bringing The Parent-Child Home Program to underserved, or not yet served, regions and states. She employs her experience as a panelist, advocate, community organizer, and collaborator to create new opportunities for communities to access the program. Durel has directed family and children's programs in Westchester County, NY, coordinated child welfare services for 27 counties in southern Mississippi, and served as deputy director of the Child Welfare League's 12-state southern region. She is also a former teacher, has volunteered as a professional mentor for SED young adults, and served as a child representative/parent advocate for children with learning disabilities and an expert witness on child development.

### **Phyllis Eig**

Phyllis Eig, regional director of Every Person Influences Children (EPIC), worked with Rockland 21C to develop their curriculum, which is being presented. In addition, she trained the facilitators and contributed financial support from her existing funding. A graduate of Brooklyn College, Eig has been the regional director of EPIC in the Central Hudson region of New York for the past 12 years. Before that, she was a program coordinator for EPIC for seven years.

Eig is a certified trainer and facilitator for all of EPIC programs and services. She serves on the Advisory Board for the Foster Grandparent Program in Rockland County.

### **Miriam Everette**

Miriam Everette, MS, has been an educator in various community settings for more than 20 years. Her expertise and success have been in building a comfortable learning environment to enable students of all abilities and ages to thrive in their quest for learning. Her experiences observing the learning processes in physical fitness and English as a Second Language have motivated her to write the curriculum guide/CD from which her workshop is entitled. She currently teaches English Language Learners and works with parents, preschools, and elementary schools in family literacy in California.

### **Ruth E. Fissel**

Ruth E. Fissel, LCSW, earned her BA in social welfare from Pennsylvania State University in 1979 and her MSW from Louisiana State University in 1985. She has 26 years of experience in the field of social work, with a background in medical social work, outpatient clinical management, and inpatient psych. Her specialties include program development, family therapy, post traumatic stress disorder, and systems theory. Fissel currently serves as a consultant for the Arkansas Department of Education, Special Education Unit.

### **Matia Finn-Stevenson**

Matia Finn-Stevenson holds positions as both research scientist at the Yale University Child Study Center and associate director of The Edward Zigler Center in Child Development and Social Policy, where she is director of the School of the 21st Century program.

With extensive research in child development and work-family life issues, her current focus examines the impact of demographic and other changes on schools and the

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involvement of schools in child care and family support programs. She is conducting several evaluations of school-based initiatives and family support programs and is author and co-author of numerous scholarly publications, including books entitled *Children in the Changing World*, *The School of the 21st Century: Linking Child Care and Education*, *Child Development and Social Policy*, and *The First Three Years and Beyond: Brain Development and Social Policy*.

Finn-Stevenson has been advisor/consultant on domestic policy issues to staff and members of the White House, US House of Representatives, US Senate, Connecticut legislature, state departments of education, foundations, and school districts. She earned her doctorate from Ohio State University, Columbus, OH.

### **Martin Gardiner**

Martin Gardiner is currently at the Center for the Study of Human Development at Brown University in Providence, RI, and New England Conservatory of Music, in Boston, MA. He was educated at Columbia University (AB in physics), Stanford University (MS in electrical engineering), and University of California, Los Angeles (PhD in Biophysics, applied to brain research), and received musical training at Columbia, Stanford, UCLA, and the Kodaly Institute in Keskemedt, Hungary. Gardiner was lead author of an article, published in the international science journal *Nature*, which reported the impact of musical and visual arts training on broader learning. With colleagues, he continues to study connections between musical and visual arts learning and broader academic, personal, and social learning in youngsters from preschool to high school. The *Arts for Critical Thinking* (ACT) program that he will discuss builds on his own research with colleagues and other related research.

### **Jonathon Gillette**

Jonathon "Jack" Gillette, director of the Teacher Preparation and Education Studies Program at Yale University with appointments in sociology and the Child Study Center, teaches numerous graduate and undergraduate education courses, including a course on organizational theory and school reform. Until recently, Gillette was director of professional development and consultation for the Yale Child Study Center's School Development Program, a national school reform model developed by James P Comer. He was also a member of the ATLAS design team, a New American School design, and of the CoZi model design team, a collaboration between Comer and Edward Zigler.

Gillette received his BA from Harvard University, MAT from Wesleyan, and PhD in Administrative Science from Yale University. His research and writing interests include school reform, organizational change, and race in American education.

### **Walter Gilliam**

Walter Gilliam, director of The Edward Zigler Center in Child Development and Social Policy, provides consultation to state and federal decision-makers, and national and international news reporters seek his comments on early education.

Gilliam's research involves early childhood education and intervention policy analysis (specifically how policies translate into effective services), ways to improve the quality of pre-kindergarten and child care services, and the impact of early childhood education programs on children's school readiness. His scholarly writing addresses early childhood

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care and education programs, school readiness, and developmental assessment of young children. Gilliam has led national analyses of state-funded pre-kindergarten policies and mandates, ways that pre-kindergarten programs are being implemented across the range of policy contexts, and the effectiveness of these programs at improving school readiness and educational achievement, as well as experimental and quasi-experimental studies on the efficacy of various methods to improve early education quality.

Additionally, Gilliam provides clinical supervision in the early childhood section of the Child Study Center (providing developmental evaluations of children birth to 5 years old) and in the Newborn Follow-up Clinic, for premature and low birth weight infants. Gilliam holds a joint appointment with the psychology department at Yale University.

### **Mary Gorham**

Mary Gorham coaches change agents who are committed to powerful educational, social, or environmental results. Over the past 14 years, her clients have included elementary schools, Yale School Development Program, Connecticut Center for School Change, and William Caspar Graustein Memorial Fund, as well as a variety of other social and environmental leaders and their organizations. Before coaching and consulting, Gorham served as an organizational and human resource manager at Cummins Engine Company and GE Capital for seven years and as a school teacher and researcher for four years. She is a graduate of the Coaches Training Institute's Leadership Program where she also received the degree of Certified Professional Co-Active Coach (CPCC). In addition to having been trained in individual and systems coaching, she holds an MBA from the Yale School of Management and a BA from Amherst College.

### **Marsha Greenfeld**

As senior program facilitator at Johns Hopkins University's National Network of Partnership School, Marsha Greenfeld provides professional development to build and sustain comprehensive partnership programs that positively impact student success. She mainly assists schools and districts in the eastern region of the country. Greenfeld co-authored *Family Reading Night* (Hutchins, Greenfeld, and Epstein, Eye on Education, 2007). She retired from the Baltimore City Public School System where she worked as a classroom teacher and a district facilitator for School Family Community Partnerships. As a district facilitator, Greenfeld assisted Action Teams for Partnerships to build partnership programs linked to school improvement plans. After retiring, she worked as a partnership coordinator for Communities In Schools National and in the Technical Assistance Branch of the Office of Federal Grants Programs in Washington DC.

### **Jim Hinson**

Jim Hinson, superintendent of the Independence School District (MO) since 2002, began his career as a sixth grade teacher in Carthage, MO. After six years in the classroom, he became an elementary school principal. At the age of 33, he was named superintendent of the Greenfield School District in southwest Missouri, later moving to the East Newton School District to serve as superintendent there. Hinson graduated from Missouri Southern State College and holds a master's and specialist degree from Southwest Missouri State University. He received his doctorate in education from St. Louis University, St. Louis, MO.

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### **Darcy Hutchins**

As senior program facilitator at Johns Hopkins University's National Network of Partnership School, Darcy Hutchins provides professional development to build and sustain comprehensive partnership programs that positively impact student success. She mainly assists schools and districts in the western region of the country. Hutchins co-authored *Family Reading Night* (Hutchins, Greenfeld, and Epstein, Eye on Education, 2007) and is in the process of completing her PhD in Education Policy. Hutchins was a first-grade teacher in the Baltimore City Public School System, where she developed and implemented successful family literacy workshops.

### **Natalie Johnson-Leslie**

Natalie Johnson-Leslie, an immigrant from Jamaica, has been teaching at Arkansas State University (ASU) in the teacher education department since August 2004. Her expertise lies in the areas of educational leadership and policy studies, as well as curriculum instructional technology. For the past two years, she has been involved in conducting diversity seminars at ASU-Mountain Home as part of the diversity plan for ASU's Teacher Education Program.

Each time she conducts seminars on diversity, participants indicate that the sessions are highly interactive, appropriate, and applicable. Participants leave the workshop with practical and ready-to-implement strategies to better serve all students. Johnson-Leslie uses songs, music, and poetry to bring energy and life to the workshop session. Participants will leave this workshop with implementable ideas and practical approaches to immigration and diversity for their classrooms. Johnson-Leslie has served as a volunteer in elementary schools as a lunch buddy and reader.

### **Beth Lapin**

Beth Lapin joined the staff of The Edward Zigler Center at Yale University as senior associate in the summer of 2002. She heads technical assistance, training, and program development operations for the School of the 21st Century. In this position, Lapin focuses on developing and implementing 21C in Arkansas, a major initiative funded through a grant from the Winthrop Rockefeller Foundation.

Lapin comes to the Zigler Center with hands-on experience in all aspects of 21C components and was a Family Resource Center director in Connecticut. She also led statewide community planning efforts related to public health issues and managed a national grassroots campaign. She has published in a wide array of journals and newsletters on a variety of topics. Lapin has conducted orientation and training meetings for people of all ages and backgrounds and administered a range of volunteer and grants programs.

Lapin has a BS in Biology with a minor in education, MA in biological sciences, and MSW with a major in community organizing and a focus on children and family issues.

### **Ann Levett**

Ann Levett is executive director of the School Development Program, a national school reform program at the Child Study Center, Yale University. She has taught at all pre-K to grade 12 and college levels and served in various school administrative positions,

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including interim superintendent. Levett's research interests include minority student achievement, leadership development, and instructional leadership. Her most recent publication is a chapter entitled *Performance Management: The Principal's First Priority*.

Levett has a BS in speech and language pathology, master's degrees in special education and public administration, and an education specialist degree in educational administration, followed by a doctorate in educational administration from the University of Georgia. She served as a national review panelist and site visitor for the National Blue Ribbon Schools program for more than 12 years. She has created and conducted leadership development academies for principals, aspiring administrators, and parents in addition to programs designed to address behavior management issues and special education concerns.

### **Anne C. Lindsay**

Anne C. Lindsay is associate professor and coordinator of Early Childhood Education at the University of Arkansas at Little Rock. She has worked closely with the pre-K programs in North Little Rock for seven years, as well as with other pre-K programs in the state. She is a member of the 21C Advisory Board.

### **Heather Lord**

Heather Lord earned her BS in human development from Cornell University and her PhD in developmental psychology from Yale University. While at Yale, her research interests focused on developmental consequences of the ways preschool and school age children spend their time in a variety of developmental contexts during the non-school hours, including self-care and after-school programs. One unifying theme of her academic and professional career has been a firm commitment to apply research to real-life problems facing children and families and to leverage public and private resources to create viable, sustainable solutions. To that end, she co-authored the forthcoming book *The Tragedy of Child Care in America* with Edward Zigler and Kate Marsland. She has also worked on school-age child care related issues within the Office of Mayor Michael Bloomberg and UNICEF (Tbilisi Georgia). She is currently a consultant at the Boston Consulting Group in New York.

### **Mitch Lyons**

Mitch Lyons has been coaching basketball at the youth through college levels for more than 20 years. In 2000, he left his law practice of 26 years to devote himself to his nonprofit, GetPsychedSports.org, Inc (GPS). He writes nationally for athletic periodicals concerning coaching and athletic management, espousing the view that sports be used to train children in known cognitive skills that not only improve achievement but also are invaluable to reduce violence, addictions, and eating disorders in our communities. His many speaking engagements have taken Lyons cross-country to talk about his vision of how to train teachers, parents, coaches, and children at the earliest ages in a life-long process that would produce a more positive and emotionally healthier society.

### **Mary Kaye McKinney**

Mary Kaye McKinney is director of the University of Arkansas for Medical Sciences (UAMS) Head Start/Early Head Start Program. She has held a number of leadership positions in the area of early childhood education, including serving as the Arkansas state coordinator of Early Childhood Special Education, state director of Regional

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Training and Technical Assistance Center for the Home Instruction Program for Preschool Youngsters (HIPPY) at Arkansas Children's Hospital, and program manager/unit leader of Early Childhood Grants Initiatives for Arkansas Department of Education, where she provided leadership and oversight in the areas of curriculum, training, and evaluation.

### **Norma Meek**

Norma Meek, senior associate at Yale's Edward Zigler Center in Child Development and Social Policy, is employed by the Boyd County (Ashland, KY) Board of Education where she serves as district parent involvement coordinator, Reading First reading coach, and after-school programs coordinator including 21CCLC.

Her educational accomplishments include twice being named Teacher of the Year, receiving the TWIN Award in Education, Kentucky's first Harry J Coward Center Award, KY Coalition Ruth Lerner Fitzpatrick Award in Child Care, Yale University Community Service Award for her resource center, and her parent involvement program at Summit Elementary being named the national Intel/Scholastic/Blue Ribbon Schools of Distinction.

Statewide, Meek served as president of the Kentucky Coalition for Family Resource Youth Services Center and Kentucky Coalition for School Age Child Care and chaired one of the state's six Kentucky Child Initiatives. She has served on several Governor Task Force Councils for children and as an officer on various councils and boards in her community. In addition she has made numerous state and national presentations on behalf of children.

### **Jamie Morrison**

Jamie Morrison joined the staff of the Arkansas Division of Child Care and Early Childhood Education in April 2005, as an Arkansas Better Chance for School Success (ABCSS), which is a state-funded pre-kindergarten, program specialist covering the southeast corner of the state. Since January 2006, Jamie has been the ABCSS program administrator. The ABCSS program serves approximately 24,500 pre-kindergarten children (3 and 4 year olds) in 305 agencies.

Before coming to the Division, Jamie worked as a Head Start teacher and center director for several years. She has been a CDA instructor for Arkansas State University-Beebe for the past 2 years. She has a BS in early childhood education and a master's degree in reading.

### **Tracy Mulvenon**

Tracy Mulvenon serves as deputy director of the Teacher-to-Teacher Initiative and educator in residence to the US Department of Education from the Fayetteville Public Schools in Fayetteville, AR. She works with the Office of Elementary and Secondary Education and, more specifically, for the Teacher-to-Teacher Initiative, an outreach effort that includes teacher roundtables, workshops, e-mail updates, a variety of professional development opportunities, and the American Stars in Teaching project.

She brings to the department a wide variety of educational experiences working with students from preschool to college-age. She taught elementary and high school regular

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and special education. She supervised teachers working on their master's at the University of Illinois while working on her PhD in special education with an emphasis on inclusion and technology.

During the past eight years, Mulvenon served as assistant director of special education and elementary and middle school principal. Her last three years as a principal included work with her staff, students, parents, and community to close an elementary school and open a new technologically advanced and environmentally friendly elementary/middle school campus.

### **Anne Nissen**

Anne Nissen, Rockland 21C's administrator for the past three years, previously was coordinator for the county's second Family Resource Center. Nissen studied the vernacular built environment at MIT, worked in communications at a community planning nonprofit, and is committed to the concept of schools as community hubs.

### **Glenda Nugent**

Glenda Nugent serves as the director of Early Childhood for the Little Rock School District. She began her career as an elementary school teacher and has held a number of teaching and administrative positions at the school, district, and state levels. She served as program manager for Reading and Early Childhood and professional development coordinator for the Arkansas Reading First Program at the Arkansas Department of Education. Nugent is president of the Arkansas Reading Association and serves on the International Development Committee of the International Reading Association.

### **Janaki Pierson**

Janaki Pierson has been giving seminars on and teaching meditation, yoga, stress management, and related topics for 28 years in a wide range of educational, medical, corporate, and community settings. She is the co-founder and director of the 24-year-old Woodbury Yoga Center. A keynote speaker on reversing heart disease through meditation and yoga at several cardiac conferences, she initiated the yoga program at Greenwich Hospital, Greenwich, CT, 14 years ago, which continues to this day. She has introduced yoga and meditation to children of varied ages, including talented/gifted and emotionally challenged students, at several grammar and high schools, in addition to classes every winter term at Taft School, Watertown, CT. She offered yoga classes at the 21C National Conference for several years and gave a workshop entitled *Enhancing the Learning Environment through Yoga* at the 2005 conference.

### **Erica Quezada**

Erica Quezada, MSW, MsEd CD(DONA), CEIM, is a leader in the field of early childhood. Her passion is advocating, supporting, and nurturing Latino families with special needs infants and toddlers. She has dedicated her life to ensuring that every family she encounters understands that children thrive on shared loving moments and intimate connection that occur on a daily basis. Quezada believes that imprints of these moments are templates for healthy development in families and children. She oversees the educational component in the Children's Aid Society Early Head Start Program in two public schools, as well as the special needs and nutrition component.

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### **Carol H. Ripple**

Carol H. Ripple, PhD, is principal program evaluator in the North Carolina General Assembly Program Evaluation Division. She has 18 years' experience designing, conducting, and reporting program evaluation findings. Before moving to Chapel Hill, Ripple was senior research associate at Casey Family Services in New Haven, CT, where she evaluated community-based programs for children and families. As assistant professor of psychology in psychiatry in the Yale University School of Medicine, she was director of Child Development and Policy and of Children's programs, where she supervised therapeutic child care providers. Carol has a PhD in developmental psychology (1995) and BA in psychology (1990), both from Yale University, and is adjunct faculty in psychology at the University of North Carolina at Chapel Hill and a faculty fellow at Yale's Edward Zigler Center in Child Development and Social Policy.

### **Alice Barnes Rose**

Alice Barnes Rose, assistant commissioner for Arkansas Department of Education, is a long time educator. Her career started in Forrest City, AR, a small rural community nestled atop Crowley's Ridge. Loving and making a difference in the lives of children led her to teaching, starting professionally with children who had never entered school. Following her passion, she dedicated nine years teaching kindergarten students. Before her job at the Arkansas Department of Education, her roles and responsibilities were numerous, including serving as assistant principal, director of resource and development, assistant superintendent, and adjunct faculty member.

Much of her success can be attributed to her time spent working and living in the Delta Region, in addition to hard work and dedication. She earned a doctorate of education while working as deputy superintendent for the Forrest City School District. Her credentials include serving on a number of local, state, and national boards including as the current chair of the Arkansas Schools of the 21<sup>st</sup> Century Leadership Council. She is actively involved in the 21<sup>st</sup> Century initiative in her state, as well as her community, and revels in the contributions she has made at both the state and local level.

### **Myriam Saravia**

Myriam Saravia, FRC coordinator at Gerald F Neary Elementary School for four and a half years, is bilingual, bicultural, and in tune with her community and its needs. Neary, which is a pre-kindergarten to grade two elementary school in Haverstraw, NY, has a student population that is 82 percent, Hispanic, with a small representation of African-Americans and whites. Seventy to 80 percent of the students qualify for free or reduced lunch. Saravia works in partnership with many community agencies, coordinates the Parent-Child Home Program serving 14 toddlers, translates, and runs many FRC programs. She is also an active volunteer in her church and serves as its community services director.

### **Eric S. Saunders**

Eric S. Saunders is currently in his second term as principal of Lavaca High School, AR. He is a member of the Arkansas Principals' Leadership Academy. He is married and the father of one...soon to be two. His peers recognize him as a statistician and he is a proponent for programmatic evaluations.

### **Marlene Schwartz**

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Marlene Schwartz serves as deputy director for the Rudd Center for Food Policy and Obesity at Yale University. Her research focuses on ways that state and local school food policies, parenting strategies, and food advertising shape children's eating attitudes and behaviors. She collaborates regularly with the Connecticut Department of Education to evaluate state efforts to improve children's nutrition and has received three grants from the Robert Wood Johnson Foundation to support this work. Her current studies examine development and implementation of local K through 12 school wellness policies and implementation of federal feeding programs in preschool settings. She has published dozens of peer-reviewed articles and chapters, co-authored a book for parents entitled *Helping Your Child Overcome an Eating Disorder: What You Can Do at Home*, and co-edited the book *Weight Bias: Nature, Extent, and Remedies*. Schwartz received her PhD in clinical psychology from Yale University in 1996.

### **Andrew Seltzer**

Andrew Seltzer holds a doctorate in counseling psychology from Rutgers University and a master's degree in early childhood education from Queens College. His dissertation topic focused on achieving black elementary school students attending an integrated school. He has supervised the Children's Aid Society Zero to Five Program since 1997 and is associate director in the Children's Aid Society Early Childhood Department.

### **Jack P. Shonkoff**

Jack P. Shonkoff, MD, is the Julius B Richmond FAMRI Professor of Child Health and Development and Founding Director of the Center on the Developing Child at Harvard University. He currently chairs the National Scientific Council on the Developing Child, a multidisciplinary collaboration comprising leading scholars in neuroscience, psychology, pediatrics, and economics, whose mission is to bring credible science to bear on policy affecting young children. He has served as chair of the Board on Children, Youth, and Families at the National Academy of Sciences and chaired an Academy blue-ribbon committee that produced a landmark report entitled, *From Neurons to Neighborhoods: The Science of Early Childhood Development*. He has authored more than 130 publications, including 9 books, and has received multiple professional honors, including elected membership to the Institute of Medicine, the C. Anderson Aldrich Award in Child Development from the American Academy of Pediatrics, and the Distinguished Contributions to Social Policy Award from the Society for Research in Child Development.

### **Laurel Moldawsky Silber**

Laurel Moldawsky Silber, PsyD, is adjunct professor at the Institute of Graduate Clinical Psychology at Widener University and in private practice with children and families in Rosemont, PA. She has taught courses on child development and child and family psychotherapy and given many presentations to professional organizations and schools. She is a past president of the Philadelphia Society for Psychoanalytic Psychology and currently on the Board of Philadelphia Center for Psychoanalytic Education.

### **Susan Simmons**

Susan Simmons, director of Family and Community Relations in the Ashdown School District (AR), was an elementary school teacher and an active community volunteer before taking her present position. She has operated the district family resource center for 12 years. With the help of a well-trained and enthusiastic staff, Simmons has formed

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a collaborative effort between the school system, local preschools, and private daycares to improve school readiness for kindergarten students and reduce special education referrals.

### **Joshua Starr**

Joshua Starr, EdD has been superintendent of Stamford's Public Schools (CT) since July 2005. Before that, Starr was the director of school performance and accountability for the New York City Department of Education, where he helped design a comprehensive approach to measuring school performance throughout the New York City public schools. He also served as deputy senior instructional manager in the New York City Department of Education, Office of Programs, where he developed new reforms-related curriculum and instruction for Early Childhood Education, English Language Learners, Special Education, Gifted and Talented, and Instructional Technology. Before that, Starr was executive director of operations (Freeport, NY, School District), director of accountability (Plainfield, NJ Public Schools), and special education teacher (Brooklyn, NY).

Starr received his undergraduate degree from University of Wisconsin-Madison, a master's in special education from Brooklyn College, and both a master's and doctorate in education administration, planning, and social policy from the Harvard University Graduate School of Education, with a specialization in the urban superintendents program.

### **Barbara Moldawsky Stern**

Barbara Moldawsky Stern, MS, MBA, is the principal of Darcey School, which serves as the early childhood center for the town of Cheshire, CT, and includes a Birth-to-Three program (an early intervention preschool) and 16 kindergarten classes. Formerly, Stern was the principal of DC Moore School in East Haven, CT, where she acquired grants to implement the town's first Family Resource Center. Before her work in school administration, she worked at the Zigler Center in Child Development and Social Policy as the program manager of the Comer/Zigler initiative known as CoZi and as a consultant to non-profit and educational organizations providing organizational development and strategic planning services.

### **Carolyn E. Stinnett**

Carolyn E. Stinnett has been executive director of the Knox County Family Resource Center, Knoxville, TN, for the past 14 years, providing information and referrals, parent education classes, parent support groups, and literacy programs for parents in three elementary schools in Knoxville's inner city. She holds bachelor, master's, and doctorate degrees from The University of Tennessee-Knoxville and has previously directed dropout prevention programs and taught English at her alma mater and local colleges. Her areas of expertise include intergenerational programming, literacy projects, grantwriting, and presentations on shaken baby syndrome (SBS). She is the enthralled adoptive parent of a severely disabled 9-year-old SBS survivor.

### **Deborah Swink**

Deborah Swink earned her BSE in 1976 from Indiana University of Pennsylvania in the area of special education and her MSE in 1988 from the University of Central Arkansas in special education, mild to moderate disabilities. She completed her administrative

## **Biographies**

certification in the area of special education administration while attending Northern Arizona University in 1993. Swink has 28 years experience in public school education, including 15 years teaching in special education classrooms and 13 years of special education administration in Arkansas. Swink currently works as LEA supervisor for three school districts in Van Buren County, AR, and oversees all aspects of the special education programs and school-based mental health programs in the districts. She has been a member of CEC since 1987 and has served on the executive board of the Arkansas Federation of CEC (AR-CEC) from 1998 to 2004 in the offices of CAN coordinator, vice president, president-elect, president, and past president. Swink currently serves as an appointed member of the Arkansas Advisory Council for the Special Education Unit of the ADE and President-elect of the Arkansas Mental Health in Education (ARMEA) organization.

### **Louis B. Tallarita**

Louis B. Tallarita is associate education consultant with Connecticut State Department of Education (CSDE). His major responsibilities are as program manager to Connecticut Family Resource Center Program and state coordinator to the Federal McKinney-Vento Homeless Education Program. Before his employment with CSDE, Tallarita administered programs and services as program specialist with the Connecticut Department of Social Services for 10 years. Tallarita earned his bachelor's degree from Southern New Hampshire University and is currently completing a graduate degree in social work at the University of Connecticut.

### **Jody Veit-Edrington**

Jody Veit-Edrington earned her bachelor's degree in early childhood and her master's degree in elementary education with an emphasis in early childhood from the University of Mississippi. She earned her educational specialist degree in educational leadership and is currently a doctoral student at the University of Arkansas at Little Rock. Veit-Edrington's experience as a kindergarten and pre-kindergarten teacher and principal at the early childhood center and coordinator of early childhood programs exposed her to all levels and areas of early childhood – birth through kindergarten. She is currently coordinator of Early Childhood and School of the 21st Century programs in the North Little Rock (AR) School District and commissioner on the Governor's Early Childhood Commission.

### **Lee Vent**

Lee Vent, superintendent in Barton-Lexa, AR, had the vision to implement 21C as a statewide model. A native of Arkansas, Vent began his educational career as a classroom teacher in Missouri. He soon returned to his home state in a number of administrative capacities, including assistant high school principal, middle school principal, and superintendent at the Clarendon School District. He also worked as director of career development for Phillips County Community College. In 1990, he moved to Paragould where, as superintendent, he initiated the first 21C program in the state in 1992. He brought 21C to Forrest City when he was superintendent from 1996 through 2008, until his move July 1, to Barton-Lexa. Vent has always been a strong advocate for preschool education, citing the need for *upstream solutions to downstream problems* related to both public education in America and society as a whole. He is a founding member of the AR21C Leadership Council.

## **Biographies**

### **Jennifer Walker**

Jennifer Walker is director of youth development for the Independence (MO) School District. As director, she coordinates youth learning centers (Kids' Safari) at 13 elementary and 3 middle schools, as well as eleven 21CCLC grants that are currently being evaluated by the Schools of the 21st Century. She is also responsible for implementation of Nutrition Detectives© and ABC for Fitness© throughout the district and collaborating on the study of both programs with Yale-Griffin Prevention Research Center. She holds a BS degree in child development and MEd in curriculum and instruction.

### **Sarah E. Walzer**

Sarah E. Walzer, JD, has been executive director of The Parent-Child Home Program, Inc, since 1997, during which time the Program has grown from 38 to more than 150 sites. Before joining The Parent-Child Home Program, Sarah Walzer was counsel to the assistant secretary for legislation of the US Department of Health and Human Services, where she worked on legislation and funding for early childhood, youth development and family support programs. From 1989 through 1993, she was legislative assistant/counsel to US Senator Joseph I. Lieberman, working on women's and children's issues, education, and poverty. She also was responsible for children and family issues for the Clinton/Gore Domestic Policy Transition Team. In that capacity, she worked on a variety of legislation initiatives, including family and medical leave, teenage pregnancy prevention, child care, Head Start, and family preservation. She has presented on The Parent-Child Home Program to many audiences, including the National Center on Family Literacy and the Council of Great City Schools.

### **Sherece West**

Sherece West, president of the Winthrop Rockefeller Foundation, is known nationally for her leadership in community development, public policy, and, most recently, disaster recovery. Before joining the Winthrop Rockefeller Foundation, West was chief executive officer of the Louisiana Disaster Recovery Foundation, which is committed to promoting equity and inclusion as communities build back in Louisiana.

West holds a doctor of philosophy in public policy from the University of Maryland, Baltimore County, master's of public policy from the University of Michigan Institute of Public Policy, and BS from Bowie State University.

The Winthrop Rockefeller Foundation seeds efforts to improve the quality of life for all Arkansans and to promote systemic change. In committing itself to this mission, WRF continues the progressive, cutting-edge, visionary work that Governor Rockefeller undertook in his political life and philanthropy from 1954 until his death in 1973.

### **Patricia Donlow Wright**

Pat Donlow Wright, a native of Arkadelphia, AR, returned to her hometown in 1997 to organize a nonprofit organization to help address the needs of children and families with limited resources. This grassroots organization is currently housed in a 14,800 square foot community center in Arkadelphia, where she serves as Executive Director. Wright also directs the School of the 21st Century program for the Arkadelphia Public School District. She holds an Education Specialist degree in educational leadership from Henderson State University and is currently a doctoral student at the University of

## **Biographies**

Arkansas. She has an extensive educational background in early childhood education and out-of-school-time programs. Wright is currently serving as the co-chair of the Governor's Task Force on Best Practices for After-School and Summer Programs.

### **Edward Zigler**

Edward Zigler, Sterling professor of psychology emeritus at Yale University, is the former head of the psychology section of the Child Study Center at Yale's School of Medicine and founder of Yale's Center in Child Development and Social Policy. The Center has been renamed in his honor and is now known as The Edward Zigler Center in Child Development and Social Policy. He is the founder of the School of the 21st Century, which more than 1,300 schools nationwide have adopted.

Zigler regularly testifies as an expert witness before congressional committees and has served as consultant to a number of cabinet-rank officers. He was one of the planners of Project Head Start and President Carter later named him chair of the 15th anniversary Head Start analysis committee. From 1970 to 1972, he was the first director of the US Office of Child Development (now the Administration on Children, Youth, and Families) and chief of the US Children's Bureau. He was also a member of the Advisory Committee on Head Start Quality and Expansion and the planning committee for the Early Head Start program for families and children ages zero to three.

Zigler's many honors include awards from the American Psychological Association, American Academy of Pediatrics, Society for Research in Child Development, American Academy of Child and Adolescent Psychiatry, American Academy on Mental Retardation, American Orthopsychiatric Association, National Head Start Association, Heinz Foundation, and Teachers College, Columbia University. Among his many honorary degrees are those from Boston College and McGill University in Canada.

### **Deborah Zipkin**

Deborah Zipkin has been the director of the Family Resource Center (FRC) at Charter Oak Academy in West Hartford, CT, since 1994. She is on the editorial board of *All Children Considered* and has had articles published in *Young Children*, *Mothering Magazine*, and *Family Computing*. Before her work at the FRC, Zipkin directed a parenting center in New York and spent many years both teaching and developing curriculum. She is a 21C trainer and has presented at both local and national conferences.

## **Exhibitors**

### **Gesell Institute**

### **Kaplan Early Learning Center**

PO Box 609  
Lewisville, NC 27023  
(336) 712-3203 (office)  
Contact: David Kulick, Educational Consultant  
Email: [dkulick@kaplanco.com](mailto:dkulick@kaplanco.com)

### **Yale Autism Program**

Yale University-Child Study Center  
230 S. Frontage Road  
New Haven, CT 06520  
(203) 785-3420 (office)  
(203) 764-5663 (fax)  
Contact: Betty Litto, Senior Intake Officer  
Email: [betty.litto@yale.edu](mailto:betty.litto@yale.edu)  
Website: [www.autism.fm](http://www.autism.fm)

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