

KIDS

Kindergarten Individual Development Survey
Every Illinois Child Ready for Kindergarten

KIDS: KINDERGARTEN INDIVIDUAL
DEVELOPMENT SURVEY

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B-3 Continuity Conference
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BACKGROUND

- Result of years of collaboration among advocates, educators, philanthropists and content experts.
 - 11 Domains
 - 55 Measures
 - 3 Rating Periods

Starting in fall 2017, ISBE required all school districts to implement 14 state readiness measures from four developmental domains. The full KIDS Instrument remains available to teachers and districts.

- Successful pilots over five year period helped inform KIDS.
 - 4 Domains deemed most crucial in predicting later success
 - 14 State Required Measures
 - 1 Rating Period to determine kindergarten readiness

BACKGROUND

KIDS is at the core of the Illinois State Board of Education's goal that every child in Illinois deserves to attend a school wherein all kindergartners are assessed for readiness.

Research shows key areas of development in kindergarten promote **long-term school success:**

- Social-Emotional
- Self-Regulation and Approaches to Learning
- Language and Literacy
- Math/Cognitive

PURPOSE

- KIDS provides a consistent way to measure developmental readiness across the state
 - Assists in identifying strengths and challenges in early childhood development at the district and state level.
 - Enables the districts and the state to respond to identified needs.
- Informs instructional practice by building from what children already know and can do.
- Integrates information from other required assessments with observation and documentation to create a developmental profile of each child.

OVERVIEW

- KIDS is an **observation-based tool**, not a one-time readiness test.
- KIDS provides **valid, reliable** measures in multiple **key areas of child development**.
- KIDS enables teachers to document development **upon entering kindergarten** and **growth over time**, if using multiple data collection points.
- KIDS is **not** designed to hold kindergarten teachers accountable for students' readiness upon entry. Teachers should not be evaluated based on student readiness.
- KIDS is intended to determine what skills and knowledge students have and areas in which they need to grow for **long-term educational success**.

BENEFITS

<p>Illinois will have consistent data, for the first time, on student development before third grade.</p>	<p>Students go about their daily routines, without interruption, while teachers make KIDS observations.</p>	<p>Teachers will have valuable information to improve instruction.</p>	<p>KIDS can be a powerful bridge between the pre-k and kindergarten communities.</p>	<p>Advocates and districts can make informed decisions about resource allocation to ensure children get the support they need.</p>
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RESOURCES

- KIDS website is www.isbe.net/KIDS
- Provides implementation support for administrators, teachers and families
- Family materials are available in multiple languages

Illinois State Board of Education

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EARLY CHILDHOOD
KIDS: EVERY ILLINOIS CHILD READY FOR KINDERGARTEN

The Kindergarten Individual Development Survey (KIDS) is an observational tool designed to help teachers, administrators, families and policymakers better understand the developmental readiness of children entering kindergarten. KIDS is core to the Illinois State Board of Education's (ISBE) goal that every child in Illinois deserves to attend a school where all kindergarten are assessed for readiness. Starting in Fall 2017, ISBE will require districts and kindergarten teachers across the state to use KIDS.

KIDS focuses on the knowledge, skills, and behaviors across four key domains that most impact long-term student success. The domains are: Approaches to Learning and Self-Regulation, Social and Emotional Development, Language and Literacy Development, and Cognitive Math.

Mastering KIDS Summit

Presentations from the KIDS Summit that was held in December 2017:
Closing the Achievement Gap in Our Nation's Education System (General Session)
• Building More Effective Statewide Education Systems Using Kindergarten Entry Assessments
• Kamy Hago, Washington
• Amy Santos, North Carolina
• Lunch and Keynote Address
Hearing Every Child's Needs Through KIDS
• Latino Policy Forum
• Dr. Linda Espinoza
• Interpreting KIDS Data and Setting Goals
• Michael Kell

SCHOOL ADMINISTRATORS AND TEACHERS FAMILIES

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SAMPLE MATERIALS



KIDS Supports Students' Success

- The Kindergarten Individual Development Survey (KIDS) is an observational tool designed to improve understanding of the developmental readiness of children entering kindergarten.
- KIDS will be implemented for the first time in school districts statewide in 2017-18.
- KIDS measures kindergarten students' development across four important learning domains — Approaches to Learning and Self-Regulation, Social and Emotional Development, Language and Literacy Development, and Math.
- KIDS is validated, informed by research, and aligned with state learning standards.

KIDS Was Created By Educators For Kids

- Children enter kindergarten with a variety of backgrounds and early childhood experiences. Educators have long recognized that an estimated 90 percent of brain development happens in the first five years of life, but there is no consistent measure of each student's development.
- A planning committee of early childhood advocates, educators, elementary teachers and administrators, child development specialists, and Illinois State Board of Education (ISBE) staff members partnered in 2010 with WestEd Center for Child and Family Studies to develop KIDS.
- KIDS has been piloted across the state since 2012, engaging more than 50,000 children. The pilot has informed updates and adjustments to improve the tool in advance of statewide implementation in fall 2017.

KIDS Helps Kids, Families, Teachers, and Administrators Learn

- Children will engage in play-based learning — without interruption in their education — while teachers observe behaviors and interactions and collect work samples.
- Families will receive information about their child's individual development and ideas for fun activities they can do at home.
- Teachers will have a better understanding of each student's development at the beginning of kindergarten and can tailor instruction to best meet the needs of students throughout the year.
- Local school districts and ISBE will have a snapshot of strengths and challenges in early childhood development at the local and state levels.
- KIDS data will inform local school districts and ISBE decision-making on support and resource allocation necessary for all kids in Illinois to succeed.

KIDS Information

- Visit www.isbe.net/KIDS
- Follow ISBE on Facebook and Twitter



OVERVIEW for Administrators & Teachers

Kindergarten Readiness is Key

Evidence suggests that a young child's development in key domains—including social and emotional learning, language and literacy, mathematics, and approaches to learning—correlates to long-term education outcomes. Understanding individual children's readiness when they arrive at kindergarten allows educators and families to employ a strength-based approach, building from what children know and can do. The Kindergarten Individual Development Survey (KIDS) is an observational tool designed to help teachers, administrators, families, and policymakers better understand the developmental readiness of children entering kindergarten.

KIDS is at the core of the Illinois State Board of Education's goal that every child in Illinois deserves to attend a school wherein all kindergartners are assessed for readiness. KIDS will be used statewide starting in fall 2017, and it is validated, informed by research, and aligned with state standards. KIDS focuses on the knowledge, skills, and behaviors across four key domains that most impact long-term student success. The domains are Approaches to Learning and Self-Regulation; Social and Emotional Development; Language and Literacy Development; Cognition; Math.

A Comprehensive Picture Will Help All Students Succeed

KIDS will provide a single, statewide picture of kindergarten readiness among all students. To date, educators and policymakers have had limited information on how students are developing prior to third grade. KIDS creates common language among the state's 8,300 kindergarten teachers regarding the skills, knowledge, and behaviors that best support learning in children's early school years.

A more comprehensive picture of kindergarten readiness will help teachers better understand each student's development, help families understand their child's development needs, and help school administrators and the State Board of Education develop strategies that will allow all Illinois children to thrive. Aggregate KIDS data also can inform advocates and community stakeholders about areas of greatest student need and policymakers of how best to align resources to most efficiently serve families and children in the years prior to kindergarten and formal schooling.

HOW KIDS WORKS

- All kindergarten teachers will use the KIDS tool beginning in fall 2017 to observe students on 14 measures across four learning domains during the first few weeks of school.
- Child interactions will be observed and work samples will be collected during routine classroom activities throughout the school day.
- Teachers will use the observations to place each child's abilities on the KIDS developmental continuum and enter the information in KIDSweb, a secure online system.
- Developmental levels for 14 measures will be entered into KIDSweb once per year statewide, and all districts have the option to collect additional measures, and all districts have the option to collect additional measures. Many pilot districts have chosen to extend the use of KIDS beyond the first year so that for the first time ever Illinois will have a single, statewide picture of kindergarten readiness among all students, no matter their ZIP code. This will promote collaboration across grade levels, helping districts to smooth the transition for families and children from preschool and child care into kindergarten.

KIDS will be implemented statewide beginning in the 2017-18 school year so that for the first time ever Illinois will have a single, statewide picture of kindergarten readiness among all students, no matter their ZIP code. This will promote collaboration across grade levels, helping districts to smooth the transition for families and children from preschool and child care into kindergarten.

Combined information from KIDS will go to the State Board of Education so it can inform advocates and policymakers of how best to align resources to most efficiently serve families and children.

For More Information

Talk to your child's kindergarten teacher or check out the resources on www.isbe.net/KIDS.

Visit isbe.net/KIDS
Download tools, implementation resources, and information for families (including translated versions)



OVERVIEW for Kindergarten Families

Kindergarten Readiness is Key

A young child's knowledge in areas such as language and literacy, mathematics, and social and emotional learning, and development of skills such as curiosity, creativity, and perseverance can better prepare the child for success in school. Understanding the individual strengths, challenges, and dispositions of students at the beginning of kindergarten allows educators and families to take an approach that builds on what children already know and can do. The Kindergarten Individual Development Survey (KIDS) helps teachers better understand their children and that helps them improve their teaching. A strong experience in kindergarten builds a foundation for a child to learn and grow all through school.

KIDS Helps Teachers, Kids & Families
KIDS helps teachers understand the abilities and behaviors they observe in children who have just begun kindergarten. Information from KIDS also can help families learn more about what their child is learning in kindergarten and what they can do at home to continue to support their child's healthy growth and development.

Illinois school districts previously have used a variety of methods to understand how children are doing after they enter kindergarten. As a result, educators and policymakers have had limited information on how students are doing until third grade, making it difficult to determine if every child had appropriate support prior to entering kindergarten.

KIDS will be implemented statewide beginning in the 2017-18 school year so that for the first time ever Illinois will have a single, statewide picture of kindergarten readiness among all students, no matter their ZIP code. This will promote collaboration across grade levels, helping districts to smooth the transition for families and children from preschool and child care into kindergarten.

Combined information from KIDS will go to the State Board of Education so it can inform advocates and policymakers of how best to align resources to most efficiently serve families and children.

For More Information

Talk to your child's kindergarten teacher or check out the resources on www.isbe.net/KIDS.



THE IMPORTANCE OF PLAY IN KINDERGARTEN

Observing Children & Play

The Kindergarten Individual Development Survey (KIDS) is an observational tool for teachers to understand the developmental readiness of children entering kindergarten. KIDS enables teachers to assess students' development while they go about their daily classroom routines, including during play.

"Play" describes activities that are freely chosen and directed by children. Teachers facilitate and construct play in kindergarten classrooms through child-directed time in centers (e.g., block play, dramatic play, sand and water play) and more structured, playful learning (e.g., finger plays, songs, and games that connect to content learning). No matter the specifics, implementing play in the classroom includes planned, purposeful activities. Productive and intentional play builds on children's initiative and interests but does not descend into chaos.

Why Play in Kindergarten?

Research shows that play-based learning is essential for children's academic, social, emotional and physical development. Additionally, play is the most accessible approach to learning for young children. Kindergarten tasks are viewed to learning in context, meaning they learn from parts of something larger rather than the immediate task at hand. For example, while playing store, a child acting as a cashier with classmates could be practicing one-to-one correspondence and learning the concept of numbers in a more effective way than children practicing this concept on a worksheet.

Play is fun for children. Evidence suggests that children love playing because it allows them to practice, apply and extend new learning. Playful learning helps children develop social relationships and connectivity which are important to a child's persistence in school, love of learning, and self-efficacy.

Using Intentional Play as a Teaching Strategy

Play is essential to learning for all kindergarten children. It can be academically rigorous and support gaps in a child's development. Using playful learning as a teaching strategy requires teachers to plan in the same way they would with more didactic methods. On the following page are a few ways that Illinois kindergarten teachers are already using play as an effective learning modality with their children.



IL Districts Embracing KIDS: West Chicago KIDS Helps West Chicago Teachers Improve Instruction

IT'S DRAMATIC PLAY TIME, and the 27 kindergartners in Michelle Lewis's classroom are going about the business of playing, which also is the business of learning.

In one corner, four children toggle between Spanish and English as they play the table for a block. Lewis floats from the head to the Lego construction zone with an iPad in hand, where she's asking children what they're planning, who's responsible for what and how many forks they need. At the same time, she's casually tapping on her iPad, collecting photos and observations about each child's learning. Twice over the course of weeks, the information collected under KIDS helps create a sophisticated set of data on what each student is able to demonstrate in the most important learning domains, and that, in turn, informs Lewis what to focus on next with each child.

KIDS provides Lewis with more precise information on the development of her students learning two languages simultaneously. "We've already trained to look for subtle ability as far as their second language, but now with these measures, we're able to identify where they are, versus waiting for the ACCESS test," she said, referring to the English language proficiency test for students learning English.

Lewis likes that the KIDS observations of a provide more than just a snapshot of how well a child masters a particular task on a specific day. The information helps Lewis build a nuanced, comprehensive portfolio for each child on 20+ learning measures to demonstrate their mastery or struggles with particular skills.

In the 60-second interview, Lewis will collect as many as six KIDS observations on two students. Writing, which allows Lewis to write recognizable letters (LDS) word knowledge, because she was writing words (LDS) number sense and quantity because Alysonna demonstrated a sense of 10 objects in her table (ECOMATH) demonstrating relationships with familiar objects by mimicking what the teacher draws on her mini white board (SE2) using strategies to negotiate ambiguity and start over (SE2) and even initiating a learning activity (L1).

West Chicago Elementary School Class 27 plays the required measure (object-color observations) on an additional five measures.

LESSONS FROM WEST CHICAGO

- KIDS allows districts to move away from multiple assessments measuring specific skills, increasing instructional and learning time.
- KIDS helps teachers avoid making age-appropriate, everyday challenges among dual language learners for disabilities.
- Even short, small exchanges between children can yield multiple KIDS observations for teachers.

Kindergarten readiness is key to a child's long-term success.

KIDS
Kindergarten Individual Development Survey
Every Illinois Child Ready for Kindergarten

Starting in 2017, teachers across the state will implement KIDS to ensure that every Illinois child is ready for kindergarten!

KIDS will:

- Help children succeed.
- Help teachers better understand students' development.
- Help families understand their child's learning needs.
- Help school districts and the Illinois State Board of Education develop strategies and allocate resources for all kids in Illinois to thrive.

Learn more at www.isbe.net/kids

STRATEGIES for COLLECTING & ORGANIZING OBSERVATIONS for KIDS

The Illinois Kindergarten Individual Development Survey (KIDS) allows teachers to compare what a student demonstrates in class with the developmental continuum for specific KIDS Measures. How teachers document and organize these observations, queries, and student work samples is a professional choice left to teachers' discretion. The strategies suggested below are drawn from the work of many Illinois kindergarten teachers experienced in implementing KIDS. Consider which combination of systems and strategies will fit most naturally with your teaching style, or create your own! For more ideas, see the Observation Guide for Teachers and other resources on www.isbe.net/KIDS.

Strategy	How to use it	Considerations for Implementation
Anchor observations Identify specific observations of student behaviors or responses (including direct speech) that are important to your plan to collect information. Documentable as available on KIDS. Use anchor notes during the day to note the date and contextual time of day on the note. At the end of each day, sort the anchor notes into the binder.	Anchor observations: Use check, tally, notes, photos, and/or video with secure note-taking or student portfolio app. Check the developmental continuum available on www.isbe.net/KIDS .	Consider: Your anchor notes that are specific, concise and descriptive are possible. It is easy to forget important details later in the day or during the week. Consider using a secure note-taking app to capture and organize anchor notes. Timing: Some teachers carry their collecting materials with them every day, just to make sure they can capture anchor notes throughout the day. Some teachers designate a few times during the day to write down observations or notes.
Focus: Many teachers report that it is helpful to focus on a handful of students each day and apply those same observations and queries collected across their groups and development. Other teachers focus on a specific KIDS Measure on one day, and record observations on all of their students as they go, especially contented in the Measure.	Focus: Many teachers report that it is helpful to focus on a handful of students each day and apply those same observations and queries collected across their groups and development. Other teachers focus on a specific KIDS Measure on one day, and record observations on all of their students as they go, especially contented in the Measure.	Focus: Many teachers report that it is helpful to focus on a handful of students each day and apply those same observations and queries collected across their groups and development. Other teachers focus on a specific KIDS Measure on one day, and record observations on all of their students as they go, especially contented in the Measure.

TIP: After collecting observations for a few weeks, use the Documentation Record Sheet (downloadable from www.isbe.net/KIDS) to make sure you have enough evidence on each child and for each Measure, and/or to identify which children require additional focus to ensure an accurate developmental picture for each Measure.

For teachers who create student portfolios or use Work Sampling as part of their normal routine, reporting on the 14 required KIDS Measures can be easily layered on the information already collected for those purposes.

ATL-REG 1: Curiosity and Initiative in Learning

Mark the most developmentally appropriate (X) that has mastered.

Building	Earlier	Later
Building	Earlier	Later
Earlier	Mid-Box	Later
Mid-Box	Mid-Box	Later
Later	Mid-Box	Later

Earlier Explains through direct observation, manipulation or entry into the specific scenario.

Mid-Box Explains by engaging in the specific scenario, manipulation, entry into the specific scenario, or verbal explanation.

Later Comes out independently to explore the scenario, manipulate, or entry into the specific scenario.

Earlier Comes out independently to explore the scenario, manipulate, or entry into the specific scenario.

Mid-Box Comes out independently to explore the scenario, manipulate, or entry into the specific scenario.

Later Comes out independently to explore the scenario, manipulate, or entry into the specific scenario.

CHB is emerging in the next developmental level
If you are unable to rate this measure, explain how.

ATL-REG 1: Curiosity and Initiative in Learning ATL-REG 1 of 4

HIGHLIGHTS FROM THE FIELD



Michelle Lewis easily collects KIDS observations on her iPad while interacting with children during independent play.



LESSONS FROM WEST CHICAGO

- **KIDS allows districts to move away from multiple assessments measuring specific skills, increasing instructional and learning time.**
- **KIDS helps teachers avoid mistaking age-appropriate, everyday challenges among dual language learners for disabilities.**
- **Even short, small exchanges between children can yield multiple KIDS observations for teachers.**

SUMMARY OF DATA AND REPORTS

Day One of Student Attendance	40 th Day of School Attendance	School and District Data Availability	Statewide Data Availability
<ul style="list-style-type: none"> Teachers begin collecting KIDS observations and evidence. 	<ul style="list-style-type: none"> Ratings are entered into KIDSTech within a two week window—7 days before through 7 days after the 40th day of school attendance. 	<ul style="list-style-type: none"> Teachers can pull individual student reports and classroom summaries. Districts can pull district wide reports. 	<ul style="list-style-type: none"> ISBE plans to issue the first statewide "kindergarten readiness" data in Fall of 2018, based on data collected in Fall 2017.

SUMMARY OF DATA AND REPORTS

Benefit of Reports	14 State Readiness Measures	Five Domains of Readiness	11 Domains of Readiness
<p>Teachers</p> <ul style="list-style-type: none"> Helps guide classroom planning, communication with parents and strengths-based support for children. 	<p>Individual child and classroom measure-level summary reports.</p>	<p>Individual child and classroom measure- and domain-level summary reports.</p>	<p>Individual child and classroom measure- and domain-level summary reports.</p>
<p>Administrators</p> <ul style="list-style-type: none"> Informs local planning and school readiness efforts, including local conversations about supporting children’s learning and development. 	<p>Aggregate subset summary reports and school/district measure-level summary reports.</p>	<p>Aggregate subset summary reports and school/district measure- and domain-level summary reports.</p>	<p>Aggregate subset summary reports and school/district measure- and domain-level summary reports.</p>
<p>State</p> <ul style="list-style-type: none"> Inform state planning and school readiness efforts, including state conversations about supporting children’s learning and development. 	<p>Aggregate subset summary reports and statewide measure-level summary reports.</p>	<p>Aggregate subset summary reports and statewide measure- and domain-level summary reports.</p>	<p>Aggregate subset summary reports and statewide measure- and domain-level summary reports.</p>

YEAR 1 HIGHLIGHTS

KIDS TRAINING

Districts which provide kindergarten classes

Have had teachers attend a KIDS training	Still need to have teachers attend a KIDS Training	Total number of districts which provide kindergarten classes	Percentage of districts that have attended a KIDS training
744	17	761	97.77%

Number of participants that have completed an Illinois KIDS Training

Participant Type	SY12/13	SY13/14	SY14/15	SY15/16	SY16/17	TOTAL
Kindergarten Teachers	371	771	2,115	1,034	2,054	6,345
School Administrators and Other District Personnel	120	277	582	303	761	2,043

KIDS RATINGS

More than 95% of all districts with kindergarten participated in KIDS.

6,276 Teachers from **1,876 Schools** in
745 Districts Completed Ratings Completed on
125,800 students.

MASTERING KIDS SUMMIT



The inaugural “Mastering KIDS Summit” drew nearly 300 educators from across Illinois, including administrators, principals, kindergarten teachers and other district staff. Participants joined in conversations at the Hyatt Regency in Rosemont about how to ensure that every child in Illinois arrives to kindergarten ready to thrive.

Meeting Every Child’s Needs Through KIDS

Administrator Roundtable

Sharing Best Practices



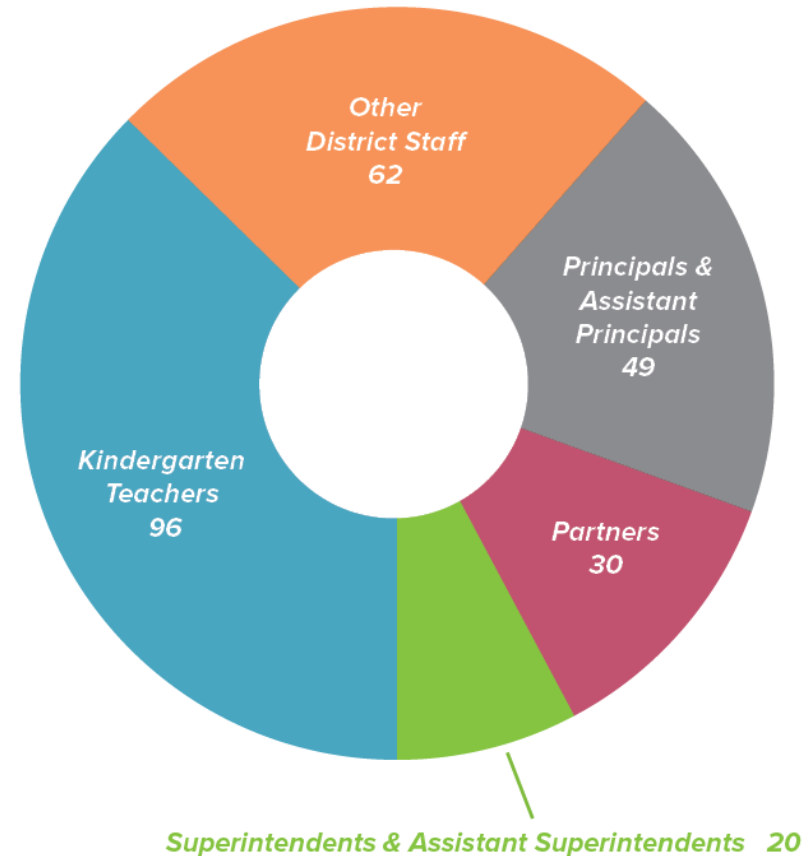
MASTERING KIDS SUMMIT

Advancing Readiness in Illinois

Robin Steans, from the Steans Family Foundation, moderated a discussion with ISBE Chief Education Officer Libi Gil, Charles Johns, Superintendent of West Chicago District #66, Roy Calkins, Principal of Rock Falls Elementary School #13, and Mindy Holesigner and Barbara McKenna, kindergarten teachers at Rock Falls Elementary School #13.

Gil highlighted the need for KIDS to be immediately actionable and beneficial for students, and not just an exercise of “checking the box.” She encouraged everyone working on KIDS to stay focused on the “why”—to ensure that every Illinois child arrives to school ready to learn and that schools are prepared for students when they arrive. ISBE plans to use KIDS data, Gil said, to target resources across the state and to advocate for stronger policies to support access to quality education.

CONFERENCE PARTICIPANTS



MOVING FORWARD...

Goals

- Maintain more than **95% ratings** for KIDS statewide.
- **Improve the perception and value of KIDS for kindergarten students** among teachers, principals and superintendents.
- Support districts in **leveraging KIDS** as a tool to improve student outcomes and translate KIDS into developmentally practice.
- **Influence ISBE** in key decisions regarding data, reporting and policy.
- Continue to **engage partners** with influence on key stakeholder groups in KIDS.

TRAINING AND COACHING:

ISBE COMMITTED TO PROVIDING **KIDS COACHES** FOR FIVE YEARS. KIDS COACHES ARE ASSIGNED TO STATE REGIONS TO PROVIDE TRAINING AND COACHING TO KINDERGARTEN TEACHERS AND DISTRICTS.

Coaching can include, but is not limited to:

- District-wide training
- Policy recommendations
- 1:1 Coaching
- Best Practice Sharing
- Ongoing training opportunities for teachers to translate data into improving instruction

Districts can request **KIDS Coaching** support through:

- Interactive Coaching Map
- Contact the KIDS Coaching and Training Coordinator, Michelle Escapa at mescapa@roe51.org; or
- Contact the ISBE Early Childhood Division at 217.524.4835 or kids@isbe.net

IMPROVED DATA COLLECTION:

LESSONS LEARNED FROM THIS FIRST YEAR OF MANDATED, STATEWIDE DATA COLLECTION

- Start Early
 - Reminders
 - Reinforce Purpose
 - Continuous Introductory Training for New Teachers
 - Offer Multiple Supports
- Ensure Districts have Current SIS Information
- Offer Individualized Supports for Teachers, Administrators and Districts
- System Upgrades

PEER-TO-PEER LEARNING

- Collect Feedback from District, Administrators and Teacher

- Create district “environmental peer learning groups” for KIDS based on like criteria:
 - Number of students,
 - Number of teachers,
 - Number of classrooms

- Creation of a KIDS Community of Practice and a KIDS Newsletter

QUESTIONS?

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