



**B-3 Continuity  
Project**

# ILLINOIS BIRTH-TO-THIRD GRADE (B-3) CONTINUITY CONFERENCE

**June 12-13, 2019**

**DOUBLETREE BY HILTON**  
10 Brickyard Drive  
Bloomington, IL 61701

 **Governor's Office of  
Early Childhood Development**



**Illinois State Board of Education**

James T. Meeks, Chairman  
Tony Smith, Ph.D., State Superintendent of Education



**CENTER FOR THE STUDY OF  
EDUCATION POLICY**  
EMPHASIZING RESEARCH THAT MATTERS  
ILLINOIS STATE UNIVERSITY

## WELCOME

Welcome to the Birth-to-Third Grade (B-3) Continuity Conference. We are excited you are here and hope that you and your communities take away strategies for aligning your B-3 systems. Communities from all over the state are participating in this conference; some have been doing alignment work for years while others are just beginning. We hope that you take time to grow as a community team as well as network and learn from others. One of the conference's goals is to expand knowledge of structures, practices, and needed supports to increase alignment and to also learn about supports communities need to implement B-3 strategies. We encourage you to engage in conversations about the good work being done and the existing struggles for advancement. More information about the project and resources can be found at <https://education.illinoisstate.edu/csep/b3/>.

## FROM THE GOVERNOR'S OFFICE OF EARLY CHILDHOOD DEVELOPMENT

To the Participants of the 5th Annual Birth-to-Third Grade Continuity Conference,

On behalf of the Governor's Office of Early Childhood Development, welcome to the fifth and concluding conference of the Birth-to-Third Grade Continuity Project. Since 2015, the B-3 Project has brought together leaders from communities throughout Illinois to collaborate on the important work of systems building and alignment. Our Office is proud to have joined the Illinois State Board of Education and the Center for the Study of Education Policy on this project to support our State's children, families, and workforce professionals in accessing and strengthening equitable and high-quality early learning services.

This project's goal—to create more connections within and across our systems—is foundational to the vision for the work that the field of early care and education does: helping every young child develop to their maximum potential and thrive with the support of their families and communities. This vision motivates every aspect of the work of our Office, and as we move forward at the end of the Preschool Development Grant-Expansion period, we are excited for the new opportunities to build on our accomplishments over the past four years.

One notable opportunity is the federal Preschool Development Grant Birth through Five funding award, which Illinois received at the end of 2018. This grant will allow the State to develop a comprehensive birth to five strategic plan for building a continuous, equitable, high-quality early childhood mixed delivery system. As a part of this work, we will begin putting into action the recommendations from the Kindergarten Transition Advisory Committee; expanding access to services for high-risk populations, deepening family engagement and leadership, and improving the quality of our programs.

Meaningful incorporation of the B-3 strategies at every level of our early care and learning systems depends on the dedication and engagement of the leaders represented in the Birth-to-Third Grade Continuity Project community. We thank you for your work and your continued commitment.

Best wishes and warm regards,



Cynthia L. Tate

## FROM THE ILLINOIS STATE BOARD OF EDUCATION

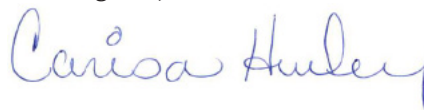
Greetings Participants of the 5th Annual Birth-to-Third Grade Continuity Conference,

On behalf of the Illinois State Board of Education, I would like to welcome you to the Birth to-Third Grade Continuity Conference. Whereas this is the final year of this project, it is our hope that the work that has been conducted over the past five years will continue to resonate as we further build and align Birth-to-Third Grade systems throughout the State of Illinois. It was our honor to partner with The Center for the Study of Educational Policy and the Governor's Office of Early Childhood Development on this project.

There has been progressive work with Birth-to-3rd Grade alignment in our Preschool Expansion Communities by providing access to varying levels of support through an annual conference, webinars, and technical assistance to over 70 communities throughout Illinois. The key findings of this project have provided the information needed to continue to move this work forward in the State. More specifically, Illinois has adopted the following eight core elements for B-3 alignment: community partnerships, comprehensive services, family engagement & parent leadership, supported transitions, joint professional development, aligned curriculum and instruction, aligned assessments, and data-driven improvement.

I sincerely thank The Center for the Study for Education Policy at Illinois State University for all of their contributions to the Birth-3 Continuity Project and wish you well in your future endeavors to support educational policy within the State.

Best Regards,



Carisa Hurley

## KEYNOTE SPEAKER



Blythe Keeler Robinson is an innovative leader with 20 years of non-profit management experience and expertise in educational programming, early childhood education, program design and implementation, grant writing and contract review and negotiation. Robinson is the President and CEO of Sheltering Arms Early Education and Family Centers in Atlanta, Georgia. Founded in 1888, Sheltering Arms is one of Georgia's largest non-profit organizations and one of its most respected. Sheltering Arms serves nearly 2,500 children daily, ages six weeks to five years old, and their families in 15 early care and education centers across metro Atlanta. Robinson's prior roles include Senior Vice President and Chief Programs Officer of the Early Learning Coalition of Miami-Dade/Monroe, where she managed and implemented early care and education programs, providing services to more than 50,000 children and their families annually, and Vice President of Strategic Planning and Initiatives at Reading Is Fundamental, where she directed programs and strategic initiatives nationally.

Robinson holds a bachelor's degree in Government and Politics from the University of Maryland, College Park and a juris doctorate from The Georgetown University Law Center.

## MEET THE PLENARY SPEAKERS

### THE TRANSFORMATIVE JOURNEY TOWARDS EXCELLENT PRACTICES IN BIRTH TO THIRD GRADE



**Pat Chamberlain**

Pat Chamberlain works as a consultant with school districts and agencies on issues related to optimizing the educational opportunities for young culturally and linguistically diverse children and their families. She has worked in a variety of capacities including as a bilingual teacher, a professional development specialist, a bilingual special education supervisor, a director of Early Learners program, and in Higher Education. One of her most recent projects has been working with the Illinois Governor's Office of Early Childhood as the Director of the Award for Excellence Project for Linguistically and Culturally Responsive Practices.



**Julie Kallenbach**

Julie Kallenbach, Ed.D. currently works for ISBE as a Trainer and Coach for the Kindergarten Individual Development Survey (KIDS) along with other independent consulting projects in early childhood. Her work roles have included Director of Early Learning Initiatives in Elgin School District U-46, principal, special education supervisor, diagnostician and teacher. Presentation topics and special interests are play-based learning, authentic assessment, oral language, developmentally appropriate practice and project management to support the development of children and teachers.

### ILLINOIS B-3 SYSTEMS MOVING FORWARD



**Cristina Pacione-Zayas**

**MODERATOR**

Cristina Pacione-Zayas, PhD, directs the vision for policy and leadership initiatives at Erikson Institute. She is charged with articulating and executing Erikson's policy agenda to generate systemic solutions leading to equitable opportunities and positive outcomes for young children, families, and communities. Dr. Pacione-Zayas is credited with establishing The Early Childhood Leadership Academy for Illinois leaders seeking learning experiences to enhance their capacity to inform early childhood policy.



**Cathy Blevens**

Cathy Blevens is the Operations Director for Riverbend Head Start and Family Services, a not-for-profit agency providing quality early childhood development education and family support services in Madison County, Illinois. Cathy has 25 years of experience in social services, dedicating the past 20 years to Head Start programming. Throughout her career, Cathy has provided direct service to families and supervised Home Visitors in the Home Based Head Start/Early Head Start program option for over 15 years working collaboratively with local school districts.



**Katie Cobb**

Katie C. Cobb is principal at Valeska Hinton Early Childhood Education Center, Peoria Public Schools. Katie has leadership responsibilities for over 100 professional and non-professional staff members. She is credential as an Illinois Director by Gateways to Opportunities, Illinois Professional Development System, Illinois Network of Child Care Resources and Referral Agencies (INCCRRA). She provides a strong early childhood education link to many of the young families that attend and seek services from the church which is located in an urban area of Peoria.



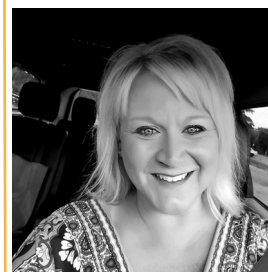
**Carisa Hurley**

As an early childhood professional, Carisa Hurley is committed to making sure that children receive a high quality education that will result in a great start for their future. She believes that as early childhood professionals we must commit ourselves to making sure that children who come through our programs receive a high quality education in an environment that is conducive to learning for young children. She is director of Early Childhood at the Illinois State Board of Education. In her 29 years of experience working with children and families, she has served in various capacities including vice president of early childhood, director, family support supervisor and teacher. She holds a bachelor's degree in child and family services from Southern Illinois at University at Carbondale and a master's degree in education from Erikson Institute/Loyola University.



**Ushma Shah**

Ushma Shah has served on the Superintendent/CEO's Cabinet in School District U-46 since 2011, the past seven years of which have been in the role of Assistant Superintendent for Elementary Schools, Instruction and Equity. Ushma's scope of work in U-46 has ranged from supervision of the district's 40 preK-6th grade elementary schools and the Departments of English Language Learners, Early Childhood and Assessment/Accountability to concentrated school transformation work in sites formerly designated as being in federal restructuring status. Ushma has also served as a teacher, principal, and curriculum designer during her 25+ years of experience in the field of public education.



**Erin Stout**

Erin Stout is the program director for Peoria County Bright Futures. They are a Preschool for All program that serves about 650 children in 17 school districts all throughout Peoria County. She also oversees the Prevention Initiative Grant for Peoria County Bright Futures. She has worked in early childhood for over 2 years starting as a classroom teacher, lead teacher/mentor and then program director all with Bright Futures. She has been on the leadership team for our local Early Childhood Forum, Local Inter agency Council, Coordinated Intake start-up program, birth to age three committees and more. Bright Futures works to partner with their families in the community to be and get the best possible for themselves and their children.

**June 12, 2019**  
**Wednesday**

**7:30 a.m.**

**Administrative Academy Pre-session - What Do the Kindergarten Classrooms in Your Building Look, Feel, and Sound Like?**

Brickyard 1&2  
ADMIN ACADEMY

Administrators and participants will have the opportunity to reflect on what is currently taking place in their building's kindergarten classrooms and evaluate what that means in terms of the use of developmentally appropriate practice (DAP). Specific teaching strategies aligned with DAP and additional resources used to define and support use of DAP will be reviewed.

**9:00 a.m.**

**REGISTRATION**

**10:00 a.m.**  
Brickyard 1&2

**Welcome & Opening Remarks**

*Jenny Metcalf, Principal Consultant, Illinois State Board of Education; Lori Orr, Preschool Expansion Policy Implementation Director, Governor's Office of Early Childhood Development; Ashley Long, PhD, Director B-3 Continuity Project, Center for the Study of Education Policy, ISU*

**10:15 a.m.**  
Brickyard 1&2

**KEYNOTE**

**School Readiness & Ready Schools: Building and Maintaining Authentic Partnerships for Our Children to Succeed**

*Blythe Keeler Robinson, President/CEO, Sheltering Arms*

Providing children (and their families) a seamless and coordinated transition from their early years to kindergarten requires that true and authentic partnerships be built and maintained. This keynote session will share highlights from work happening in Atlanta to create systems between early learning and school district(s). Lessons from a nonprofit, Sheltering Arms, and their work with Atlanta Public Schools will be shared. Attendees will also learn about the work of city of Atlanta and their work partnering with various sectors through the Georgia Early Education Alliance for Ready Students (GEEARS) to develop a shared vision and actionable goals to help children reach their full potential. Lessons from this work will be tied together to emphasize that in the end it's a two-way street - we need to focus on school readiness AND having ready schools.

**11:30 a.m.**  
Brickyard 1&2

**Community Conversations**

Communities will have the opportunity to reflect on how the keynote session connects to their local community. Prompts will be provided to help facilitate conversations and help communities get the most out of the conference.

**12:00 p.m.**

**LUNCH ON YOUR OWN**

**1:15 p.m.**

**BREAKOUT SESSIONS**

**Building a Collective Data Muscle: A practical workshop for using data to inform collaborative work**

Brickyard 3  
EARLY INTERVENTION  
CREDIT

*Emily Rusca, Director, Children and Families MLP Partnerships, Education Systems Center at NIU; Melisa Figueira, Senior Policy Associate, Advance Illinois; Helen Zhang, Policy Associate, Advance Illinois*

This workshop will provide tools to both figure out what data can help answer questions practitioners have about their community or work, and what to do with the information once they obtain it. Attendees will learn about data resources available to them and also practice using easy-to-use data protocols that can inform their efforts.

Brickyard 4

**Mastering KIDS: Voices From the Field**

*TeachPlus Early Childhood Policy Fellow Team: Erin Jackle, Megan Hillegass, Katie Cannady, Vincent Rodriguez, Nicole Cannon*

This presentation will provide a brief overview of KIDS (Kindergarten Individual Developmental Survey) and its implementation to date. Participants will be provided with quantitative and qualitative data from focus groups with Kindergarten teachers on their experiences implementing the KIDS assessment. The presentation will relate teachers' experiences to quality indicators for developmentally appropriate assessment practices and share recommendations for future implementation of KIDS.

**Developmentally Appropriate Practices and Illinois Learning Standards**

Brickyard 6  
ADMIN ACADEMY

*Michelle Escapa, KIDS Professional Development Coordinator and Lindsey Bohm, KIDS Coach*

During this session, presenters and participants explore how developmentally appropriate practice (DAP) is directly linked to the Illinois Learning Standards, as well as KIDS. Common misconceptions about Kindergarten standards and expectations will be addressed as a way to support use of DAP within classrooms.

**Bridging the Transition through Collaboration: Strategies to help families thrive**

Ironwood

*Sarah Collentine, Associate Director of Early Childhood, and Kelsey Nelson, Kindergarten Teacher, Christopher House*

A smooth transition from preschool to kindergarten requires collaboration, communication and intentionality! At Christopher House, we work to share strategies, communicate expectations and provide comprehensive support for all children transitioning between the preschool and kindergarten. We use joint workshops, observations and case studies for our schools to share knowledge and support the transition. This workshop will share strategies and activities that can foster collaboration and support the ongoing dialogue necessary to make these transitions successful. Participants will also reflect on current practices and plan for ways to incorporate new ideas into their transition protocols.

**2:15 p.m.**

**BREAK**

**2:30 p.m.**

**General Plenary: The Transformative Journey towards Excellent Practices in Birth to Third Grade\***

Brickyard 1&2

*Pat Chamberlain, Consultant, Chamberlain Educational Consulting, Inc. and Julie Kallenbach, Educational Consultant*

Through visionary leadership and the collaboration of school districts and community organizations in the continuous improvement cycle much has been done to operationalize excellent practices from birth-to-third grade. The session will share a wealth of resources that have been developed from the early childhood field to support programs in their alignment efforts. A reflection on examples that highlight the positive and unintended outcomes of B-3 alignment work and plan for sustaining the work while anticipating barriers will be included. Participants will leave with ideas for continuing their work locally and have the opportunity to share ideas for continued work.

3:30 p.m. **BREAK**

3:45 p.m. **NETWORKING**

### Connecting with GOECD's PDG B-5 Staff

Brickyard 3

Illinois' Governors Office of Early Childhood Development in partnership with the Illinois State Board of Education has been awarded a Preschool Development Grant Birth- 5 (PDG B-5) grant from the Administration for Children and Families at the Department of Health and Human Services and the Department of Education. Please join this session to engage with PDG B-5 Staff and others about the importance that access to a continuous, equitable, and high-quality early childhood system enables children, with the support of their families and communities, to grow up safe, healthy, happy, and ready to succeed. One topic that will be highlighted are the recommendations from the Kindergarten Transition Advisory Committee (KTAC) report.

### Zooming Out: A Systems Approach to Sustaining B-3 Alignment

Brickyard 4

During this networking session, Bryan Stokes with Illinois Action for Children and Jenny Metcalf with the Illinois State Board of Education will facilitate administrator's learning of the use systems thinking approaches and tools to reflect on their accomplishments with Birth-to-Third Grade alignment over the past four years. Using the skills and tools of systems thinking, administrators will identify the measurable factors that can be used to assess change within each area of B-3 alignment and start to estimate this change over time. Working in cross-functional groups, attendees will share best practices and begin to develop concrete plans for the future to continue advancing their communities towards their alignment goals.

### Reflections with Blythe

Brickyard 6

Come spend time with keynote speaker, Blythe Keeler Robinson. Bring your unanswered questions from the morning session, additional questions about work happening in Atlanta, and stories about your work preparing students for kindergarten. Participants will have opportunities to engage and network both with Blythe and other attendees about how their communities are partnering to make sure that students, families, and schools are able to provide strong transitions from early learning to kindergarten.

### CS3 - Community Systems

Ironwood

In early childhood community systems development (CSD) diverse stakeholders collaborate to focus and align their work so that every child enters kindergarten healthy, safe, eager to learn, and ready to succeed. Join Illinois Action for Children Community Systems Statewide Supports (CS3) team to network and to discuss: who is currently at the table in your community, who is missing from that table, and what you can do to bring others to the table.

5:00 p.m. **HAPPY HOUR**

Join us for a cash bar at the DoubleTree followed by dinner on your own. Recommended restaurants in folder.

**June 13, 2019**  
**Thursday**

8:00 a.m. **REGISTRATION**

8:30 a.m. **Welcome - State Updates\***

Brickyard 1&2

*Jenny Metcalf, Principal Consultant, ISBE and Julia Zhu, Community Systems Policy Director, Governor's Office of Early Childhood Development*

8:45 a.m. **BREAKOUT SESSIONS**

### Smarter not Harder: Using MTSS and Data to improve outcomes for PreK-3rd Grade Children and Families

Brickyard 3

*Antoinette Taylor, PhD, Exceptional Needs Consultant and Elizabeth Rothkopf, Community Liaison, Center for the Study of Education Policy, ISU*

Multi-tiered System of Supports is the platform that sustains the varied frameworks, initiatives, and guidelines educators and administrators are required to implement daily. This interactive session will give participants practical strategies and resources to support data usage to inform tiered supports to improve behavior, academic and attendance outcomes for PreK-3rd grade children and families regardless of ability, disability or twice exceptionality.

### The Power of Rhythm to Regulate

Brickyard 4

*Cris Stanek, Early Childhood Mental Health Consultant, LCSW, Caregiver Connections*

EARLY INTERVENTION

CREDIT

Rhythm is a natural pathway for helping children regulate physiologically, emotionally and behaviorally. Like our heartbeat, consistent rhythms can soothe and form the soundtrack of our relationship with our children.

The power to connect and form attachment relationships with our children begins long before they have language. Children with trauma backgrounds are often disrupted by "shark music" and may need some help changing their tunes. By utilizing strategies commonly found in early childhood education, we can attune with all children and provide each child with a sense of felt-safety. This presentation will encourage you to sing, dance, and be silly in an effort to give you practical strategies to use with your children.

### Connecting DAP to Danielson

Brickyard 6

*Lisa Hood, Senior Policy Analyst & Researcher, Center for the Study of Education Policy, ISU*

ADMIN ACADEMY

Lisa Hood will join the academy's presenters to provide administrators and participants the opportunity to establish connections between use of developmentally appropriate practice (DAP) and the Danielson Framework for Teaching. Early learning examples, aligned to the Framework and developed by CSEP will be used to illustrate these connections, along with resources provided as part of PK-3 Teach Lead Grow.

Ironwood  
EARLY INTERVENTION  
CREDIT

## Ready for Success Network: A Roadmap for Early Childhood Collaboration

*Tiffany Culpepper, Site Director, Infant Welfare Society of Evanston (IWSE); Megan Aseltine, Assistant Superintendent, and Liza Sullivan, Birth-Third Grade Coordinator, Skokie-Morton Grove School District 69*

This session will provide a roadmap of how a community partnership between a 0-3 provider and a School District was established to create seamless transitions into kindergarten for children and families. The Ready for Success Network believes that building a strong foundation for early learning can lead to a pathway of astonishing success for the children and families in our community. The Ready for Success Network's collaborative identification and service delivery model provides a comprehensive continuum of supports from prenatal through eighth grade.

9:45 a.m.

## BREAK

10:00 a.m.

## BREAKOUT SESSIONS

### The Early Development Instrument (EDI): Using Shared Early Childhood Data for Community Planning

Brickyard 3

*Jaclyn Vasquez, Associate Director, and Rebecca Halperin, Doctoral Student, EDI, Erikson Institute; Kimberly Nelson, Executive Director of Early Childhood, and Heidi Dettman, Executive Director of Curriculum (K-12), Rockford Public Schools*

This panel is made up of representatives from Rockford, Illinois, a community engaging in the Early Development Instrument (EDI) Project. They will share their experiences, including big and small wins, using the EDI Project as a community needs assessment and mobilization tool. The EDI is a population-based measure used to learn about how kindergartners in a community are developing within their neighborhood contexts. Participants will learn about a data-informed community development approach through the EDI's practice of engaging in a collaborative data-inquiry process. Time will also be allowed for the exchange of ideas about community-level systems development and participants relationship to policy and advocacy.

### Cultivating Leadership for Equity in Early Learning: The Illinois Racial Equity Leaders Cohort

Brickyard 4

*Jennifer Caldwell, Senior Associate, and Natasha Stovall, Training Specialist, School Readiness Consulting*

SRC has been partnering with ISBE and GOECD to design, implement, and evaluate the Illinois Racial Equity Leaders Cohort. The professional learning topics covered in the workshops include: 1) Hiring and developing your team with a racial equity lens; 2) Developing strengths-based family outreach and partnership practices; and 3) Becoming a leader for Anti-Bias Education. During this session, the case will be made for expanded leadership development with a particular focus on racial equity, and present the work that participating leaders are doing in their programs. We will share the needs, opportunities, and challenges that have surfaced as a result of this exploration, and initial lessons learned from the leaders' experiences.

Brickyard 6

ADMIN ACADEMY

## Play as Method of Instruction

*Michelle Escapa, KIDS Professional Development Coordinator and Lindsey Bohm, KIDS Coach*

As a result of this session, administrators and other participants will better understand the positive impacts play can have on students' academic and social skills. Stages, types, and rigor of play will be reviewed. Current research and ways to support play-based approaches to learning using classroom design, intentional planning and instruction will be discussed.

## What I am learning as a sole family support in my program and what I wish I was told from the get-go

Ironwood

*Javier Ramos Gonzalez, Family Support Specialist, Children's Home and Aid*

It's the first day on the job as a Parent Educator and you are provided the Early Childhood Block Grant 3-5 Compliance Checklist by your supervisor. Startled and overwhelmed by the abundant amount of tasks that are required by your position. What to do? Where to start? I understand your struggle - especially if you are a sole support provider in your setting! Parent Advisory Councils, Goal Setting, Community Partnerships, and Family Education (amongst other Parent Educator duties) can be Goliaths that can control your life, but only if you allow them to do so. This session will provide attendees with ideas and strategies that will help them manage their time, use up as much of their local resources, and most importantly, improve their quality of work.

11:00 a.m.

## BREAK

11:15 a.m.

Brickyard 1&2

## Resources & Community Connections

We know there is never enough time to connect with your team! A suggested guide will be available to help facilitate continued conversations about what you are learning and B-3 work within your community. Support providers will also be available at resource tables - check out what they can provide to support your key areas of work!

11:45 a.m.

## LUNCH ON YOUR OWN

## PLEASE NOTE

Sessions marked with a \* have opportunities for special giveaways. Make sure to attend these sessions to be entered to win!

1:00 p.m.

## BREAKOUT SESSIONS

Brickyard 3  
EARLY INTERVENTION  
CREDIT

### Sharing Developmental Concerns with Families to Impact Informed Family Decision Making

*Lynn Barts, Early Intervention Professional Development Specialist, and Susan Connor, Director, Early Intervention Training Program at University Of Illinois*

Sharing developmental concerns can be a difficult conversation to have with a family. How the information is shared can impact the choices a family may make for their baby or young child. When schools, families, and service providers feel valued and their perspectives respected, strong, trusting partnerships can be established. Let's dialogue about how to share developmental concerns in a way that can set children and families up for success.

### Early Education Essentials: Strengthening Organizational Conditions across the Educational Continuum

*Maribel Centeno, Director, Maureen Wagner, Program Manager, Evaluation and Solutions, and Mary Joyce Robbins, Early Childhood Practice Consultant, Implementation and Practice Improvement, Ounce of Prevention Fund*

Researchers at the Ounce of Prevention Fund collaborated with UChicago Consortium researchers to develop the Early Education Essentials measurement system for use in school- and community-based preschool programs. In this updated session, participants will see examples of these tools in action and have a hands-on experience interpreting and dialoguing with survey data using the newly improved tools. They will also learn about the work to adapt the surveys for use in infant-toddler programs and brainstorm ways to capture infant-toddler teacher, staff, and parent perspectives more effectively. We will conclude with a discussion on how the alignment between the Early Education Essentials and K-12 5Essentials tools provides a common lens, language, and metric for understanding and promoting instructional improvement across the educational continuum.

### Moving Forward and Taking Action: Planning for Use of DAP and Play-Based Approaches to Learning

*Kathleen Kogut, Director of Early Childhood Education, East Aurora District 131; Emily Loney, Researcher, REL Midwest; Peggy Ondera, Director of Early Learner Initiatives, SD U-46*

Administrators have the opportunity to work with their program teams to reflect on their current strengths and needs and use the B-3 Grade Self-Assessment and Action Planning Guide to determine a plan or next steps that will support use of developmentally appropriate practice (DAP) or implementation of a play-based instructional approach. Representatives with different administrator capacities will provide fellow administrators with perspectives from those early and later in the process.

Brickyard 6  
ADMIN ACADEMY

Ironwood

### Playing with Numbers: Family Engagement in Early Math

*Ramona Richards, Education Programs Manager, Chicago Children's Museum*

Join this session to see how Chicago Children's Museum combined its mission ("Improve children's lives by creating a community where play and learning connect.") with family engagement in a new component of their Playing with Numbers professional development. See the framework, resources, and activities CCM compiled with support from early education partners such as Erikson Institute, Education Development Center, and the YMCA. Come learn about CCM's approach to family engagement, set goals for your organization or classroom, and bring back ideas for implementation in your classroom, school, and community.

2:00 p.m.

## BREAK

Brickyard 4  
EARLY INTERVENTION  
CREDIT

### Illinois B-3 Systems Moving Forward

*Moderator: Cristiana Pacione-Zayas, PhD, Director of Policy, Erikson Institute*

*Panel: Cathy Blevin, Programs Operation Manager, Riverbend Head Start & Family Services; Katie Cobb, Early Childhood Principal, Peoria County Schools; Carisa Hurley, Director Early Childhood, Illinois State Board of Education; Ushma Shah, PhD, Assistant Superintendent, Elementary Schools, Instruction, and Equity, SD U-46; Erin Stout, Director, Peoria County Bright Futures*

2:15 p.m.  
Brickyard 1&2

Illinois is at an interesting crossroads in the wake of recent elections and birth-to-third grade education reforms throughout the state. We have made great strides towards creating a more seamless continuum of learning and services for our children and their families. What are some exciting accomplishments and how can we build on them? How do experts from different vantage points in Illinois' early learning field reflect on B-3 systems building amid competing priorities? Join Cristina Pacione-Zayas, PhD of Erikson Institute as she moderates a lively conversation and shares observations from the field.

3:15 p.m.  
Brickyard 1&2

## CLOSING REMARKS\*

*Ashley Long, PhD, Director B-3 Continuity Project, Center for the Study of Education Policy, Illinois State University*

## MEET THE CONFERENCE COORDINATORS



**Ashley Long**

Ashley Long, PhD is a consultant specializing in community impact initiatives, with over a decade of experience creating innovative strategic efforts that improve the lives of children and families. She has served as the Director of Illinois B-3 Continuity project for the last two years. Prior to that she worked in the field of social work; most notably spending eight years doing community development, program evaluation and collaboration building. She has a PhD from the School of Social work at the University of Illinois, Urbana-Champaign and MSW from the University of Chicago, School of Social Service Administration. Dr. Long is the principle owner of Long Consulting Solutions working with schools, nonprofits, government, and businesses to connect their social impact strategies to their desired goals and objectives.



**Elizabeth Rothkopf**

Elizabeth Rothkopf is the Community Liaison for the B-3 Continuity Project. She has almost 10 years' experience in early learning, starting at Educare, a school for children birth to five on Chicago's south side. Elizabeth has a passion for early math, for collaboration, and for community systems building. She has a Bachelor's in English from Bowdoin College and a Master's of International Affairs in Human Rights and Humanitarian Policy from Columbia University of New York.



**Michelle Sands**

Michelle Sands has worked for over fifteen years in early childhood and elementary programs as a blended classroom teacher, research support assistant, instructional coach, curriculum specialist, special education coordinator, and assistant principal. She has worked for public school districts, Head Start programs, research firms, a children's museum and a national child care provider, and has most recently presented at the Division of Early Childhood and Council for Exceptional Children's Annual International Conferences. As a current doctoral student at University of Illinois at Urbana-Champaign, her research focus is specific to improving the transition experiences and outcomes for children with disabilities and their families and improving the collaboration between general education and special education teachers.

We would like thank the many speakers that have contributed to the 2019 conference. The success of this project and associated conferences is dependent upon all of the time and effort they give to the content they share!

**To receive credit for attendance, please make sure you check-in and out each day!**

**All of the conference materials will also be posted to the conference website.**

### STAY UP TO DATE

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**The Exchange Newsletter:**

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Evidence of Completion for Professional Development Provided by:

**Early Childhood  
Professional Learning**

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