

WASHINGTON AREA WOMEN'S FOUNDATION EARLY CARE AND EDUCATION SUMMIT



BEYOND THE CLASSROOM

The Role of Race and Culture in
Improving Early Education Systems



WASHINGTON AREA
WOMEN'S
FOUNDATION



Early Care & Education Funders
COLLABORATIVE

MC
MONTGOMERY
COLLEGE

ABOUT WASHINGTON AREA WOMEN'S FOUNDATION

Washington Area Women's Foundation's mission is to mobilize our community to ensure that economically vulnerable women and girls in the Washington region have the resources they need to thrive. We are the region's only donor-supported foundation focused exclusively on investing in women and girls.

We believe in the promise and value of every woman and girl in the DC area, and we know that when they achieve their full potential, our entire region benefits. This approach connects us to the global movement that recognizes that promoting the prosperity of women and girls is key to stronger, more resilient and healthier communities.

ABOUT THE WASHINGTON AREA WOMEN'S FOUNDATION'S EARLY CARE AND EDUCATION FUNDERS COLLABORATIVE (ECEFC)

Launched in 2008, as a multi-year, multi-million dollar collective investment effort, the ECEFC holds the distinction of being the only early care and education funders collaborative in the country that works on systems-change across state lines. Its mission is to increase the quality and capacity of, and access to, early care and education in the Washington, DC region, with the goal of closing existing kindergarten readiness gaps.

The ECEFC is supported and directed by corporate funders and local and national foundations, including: The Bainum Family Foundation, The Boeing Company, The Julie and Andy Klingenstein Family Fund, J.W. Marriott Foundation, The Meyer Foundation, The Morris and Gwendolyn Cafritz Foundation, PNC Foundation, R.N. Marriott Foundation, The Washington Area Women's Foundation, and The World Bank Group.

ABOUT MONTGOMERY COLLEGE

Montgomery College is a public, fully accredited, open admission institution. Led by President DeRionne P. Pollard, Ph.D., Montgomery College is dedicated to student success and widely recognized for the quality and scope of its academic programs. Our mission, vision, and core values reflect who we are as an institution and demonstrate why we are so dedicated to our students and their success.

Montgomery College is led by an accomplished group of professionals dedicated to the growth and development of the College. The Board of Trustees is the College's legal governing body and works with President Dr. DeRionne Pollard and the leadership team. Our students learn from a talented and award-winning faculty made up of academic leaders and industry experts. With an 18:1 student-teacher ratio and small classes, students can get to know their instructors and develop partnerships that foster growth and achievement.

HOSTED BY



The Washington Area Women's Foundation's
Early Care and Education Funders Collaborative
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The Equity in Early Learning Initiative - a partnership of The Campagna Center,
School Readiness Consulting, and Wonders Early Learning + Extended Day



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**A special thank you to all of our presenters
for donating their time today!**

PROGRAM AGENDA

Beyond the Classroom: The Role of Race and Culture in Improving Early Education Systems

Saturday, January 20, 2018

11:00 am - 3:15 pm

Montgomery College Cultural Arts Center

7995 Georgia Ave.

Silver Spring, MD 20910

Registration and Coffee	10:00 am - 11:00 am
Welcoming Remarks	11:00 am - 11:10 am
Keynote Presentation	11:10 am - 11:40 am
Breakout Sessions Round 1	11:50 am - 12:50 pm
Lunch	1:00 pm - 1:30 pm
Breakout Session Round 2	1:40 pm - 2:40 pm
Panel Discussion	2:45 pm - 3:15 pm
Closing Remarks	3:15 pm - 3:20 pm

WELCOME REMARKS

Dr. Sharon Fechter, Montgomery College

Dr. C. Nicole Mason, Washington Area Women's Foundation

OPENING KEYNOTE

**Past, Present, and Future: The Journey Toward Equity in Early Learning
by Lindsey Allard Agnamba, Joanne Hurt, and Dr. Tammy Mann, leadership of the Equity in
Early Learning Initiative partnership.**

Through a mixture of facts and personal anecdotes, this presentation will highlight the history of race's impact on early education systems and opportunities for future policies to benefit equity in early education programs.



BREAKOUT SESSIONS

ENGLISH LANGUAGE SESSIONS

The Complexity of Inequality: Meeting the Needs of Culturally, Linguistically, and Ability Diverse Learners for Academic Success

Dr. Zeporia Smith, School of Education, Montgomery College

The ability to meet and understand the diverse needs of students is critical to closing the achievement gap in early care and education. In this workshop, participants will have an opportunity to explore the connection between home and school culture, the significance of second language acquisition, and the importance of identifying learners with special needs to child outcomes. Educators and administrators will work to identify the challenges as well as opportunities to support learners with disabilities and special needs, as well as culturally and linguistically diverse populations within early education settings.

Countering the Preschool to Prison Pipeline by Intentionally Planning: Instructional Strategies to Combat Preschool Suspension

Dr. Bweikia Steen, Trinity Washington University

Black children account for almost half of the public preschool suspensions nationally but are less than a fifth of the preschool population. This interactive session will focus on the role developmentally appropriate and intentional instruction plays in combatting this preschool to prison pipeline for young learners. Educators will learn strategies and engage in discussions on how to better promote positive classroom opportunities for social-emotional development, academic confidence, and success for students of color.

Early Childhood Racial Health Disparities and Strategies for Educators: A Case Study using Pediatric Asthma

Dr. Ankoor Shah, Children's National Health System

Racial and ethnic disparities in health outcomes have a direct impact on educational outcomes for young children. Using asthma as case study, this workshop will focus on how to work with families and educators to improve health outcomes and manage chronic illness to close the achievement and attendance gaps. This session will also take a critical look at the burden of pediatric asthma in our region, how it relates to racial and socio-economic inequity, and the implications that it has for early childhood programs serving diverse populations.

***Ensuring Equitable Practices when Engaging with Diverse Families**

Lisa Gordon, Bank Street College of Education

Parent and family involvement in a child's learning is key to her developmental growth. However, diverse families often face barriers to engaging in their child's educational program. This session will explore an evidence- and strengths-based approach to family engagement that utilizes culture to strengthen parent, family, and community engagement. Participants will learn how to incorporate this culturally responsive approach into the learning environment.

*Two-Part Session – This session will last through both breakout session rounds.

Finding our Strength: Breaking Patterns of Inequity through Strengths-Based Approaches

Liza Pringle, Wonders Early Learning and Extended Day and

Jennifer Caldwell and Nicole Sharpe, School Readiness Consulting

Socio-economic and racial school-readiness gaps exist well before children enter kindergarten, and are, in fact, present between children as young as 18 months. During this session, participants will explore ways in which historical inequities have led to the current gaps in early childhood development that programs and communities must address. Participants will also learn ways local programs are using effective strengths-based approaches to serve diverse children and families.

****Military 101: Understanding the Diverse Military Culture and Community to Support Young Children of Color**

Horace Franklin, Naval District Washington School Liaison Officer

The average active Navy family moves every 2.9 years and more than one third of children of military members are under the age of 6. This session will teach participants about military family culture and discuss the unique needs of young children of color living in military families and how early education programs can best support them.

**Afternoon Session Only

Power to the Profession: Contribute to Advancing Early Childhood Education as a Unified, Diverse, and Well-Compensated Profession

Katherine Kempe, National Association for the Education of Young Children

Nationally, approximately two million adults, almost exclusively women, care for and educate more than 12 million children. However, professional expectations and compensation for early childhood educators vary significantly across settings and communities, resulting in stark differences related to race and income, among other factors. Power to the Profession is a two year collaborative initiative to establish the shared framework of knowledge and competencies, qualifications, standards of practice, and compensation for all early childhood educators. Participants will have the opportunity to engage in the national dialogue, inform the development of the shared framework for a unified and diverse early childhood education profession, and explore linkages to local initiatives to advance the early childhood workforce.

Keeping Children of Color in School: Strategies to Support Educators and Families in Combating Preschool Expulsion

Shelley Keith and Ginny Holloway, Northern Virginia Community College

Children of color, especially boys, are expelled from preschool and child care settings at a higher rate than their white peers, and at a much higher rate than K-12 students, leading to negative developmental and educational outcomes. This session will explore the causes behind the alarming rise in preschool expulsions, with a focus on young boys of color. Administrators will benefit from strategies and resources for supporting program staff, and educators will learn strategies for working with families to avoid expelling young children.



PRESENTACIONES EN ESPAÑOL

****Explorando la Diversidad y Equidad en Programas Desarrollo Infantil en Hogares**

Jill McFarren Aviles, McFarren Aviles & Associates and Mary's Center

Mediante una breve presentación y actividades participativas se explorará la importancia de la diversidad en programas de desarrollo infantil. Participantes reflexionarán acerca de sus propias experiencias e identificarán estrategias que les puede apoyar a fortalecer la diversidad en sus programas.

** Este taller sera presentado solo una vez.

Tolerancia, Igualdad, Y Diversidad en El Ambiente Escolar

Ramona Johnson, WD&CE Montgomery College and Montgomery County Public School

Adopte contenidos educativos y utilice herramientas que reflejen la diversidad social en su aula y promulguen la igualdad y tolerancia. Parte de nuestra tarea como docentes consiste en pensar, reflexionar, y considerar con el fin de crear nuevas estrategias y metas aplicables en nuestras aulas.



CLOSING PANEL DISCUSSION

ENSURING DIVERSITY AND INCLUSION IN THE EARLY CARE AND EDUCATION FIELD MOVING FORWARD

In the past few years, national attention has been cast on the early care and education workforce, with new initiatives and projects seeking to support educators, increase compensation, and/or change licensing requirements. Panelists will explore how early education systems can improve in their support of a diverse and inclusive workforce during this time of uncertainty and change for the field.

Moderated by: Cemeré James, National Black Child Development Institute

With Panelists: Dr. Stacie Burch, Anne Arundel Community College; Florence Kreisman, Mary's Center; Marica Cox Mitchell, National Association for the Education of Young Children; Sonia Pruneda-Hernandez, Montgomery College; and Mandy Sorge, National Governors Association.

CLOSING REMARKS

Dr. Kim Kelley, Montgomery College Rockville Campus Vice President and Provost

PRESENTER & PANELIST BIOS



Lindsey Allard Agnamba **School Readiness Consulting**

Lindsey is the founder and Executive Director of School Readiness Consulting. Lindsey works extensively with program, district, and state leaders to design and implement instructional initiatives, improving the quality and measurement of early childhood curriculum, instruction and assessment, integrating pre-K into K-12 systems, building capacity for early childhood leadership, and conceptualizing and implementing evaluation of education initiatives. Lindsey began her career teaching young children in Head Start, community based programs and in public schools. She is author of several publications related to instructional support and the social and emotional development and identity formation of young children. Lindsey holds a Doctorate in Educational Leadership from the University of Pennsylvania, an Ed.M. in International Education Policy from the Harvard Graduate School of Education and a B.S. in Human Development and Early Childhood Education from Wheelock College.

Jill McFarren Aviles **McFarren Aviles & Associates and Mary's Center**

Jill McFarren Aviles is driven by her passion for working with infant/toddler early childhood professionals, the Latino community, and creating synergies amongst key stakeholders. Jill is the Founder/Director of McFarren Aviles & Associates, LLC whose mission is to foster leaders in early childhood development. With a Master's degree in Curriculum Development from Teacher's College, Columbia University, Jill has over 36 years of extensive experience working in United States, Latin America, Asia, and the Middle East providing customized training, technical assistance, and coaching to early care and education staff, parents, government and non-governmental organizations. Her expertise includes developing, and evaluating bilingual/multicultural early care and education programs, and designing and piloting a variety of curricula for early care and education trainers and providers. She developed a strength-based coaching framework that builds early childhood educators' confidence, knowledge, and love of learning.

Jill McFarren Avilés está impulsada por su pasión por trabajar con los profesionales de la niñez temprana, la comunidad Latina, y crear sinergias entre las partes interesadas clave. Jill es la Fundadora/Directora de McFarren Avilés & Associates, LLC cuya misión es fomentar líderes en el desarrollo de la primera infancia. Con una maestría en desarrollo curricular de la Universidad de Columbia, Jill tiene más de 36 años de experiencia trabajando en Estados Unidos, Latinoamérica, Asia y Oriente Medio proporcionando capacitación personalizada, asistencia técnica, y Coaching al personal de atención y educación temprana, padres, gobierno y organización no gubernamental. Su experiencia incluye el desarrollo y evaluación de programas de atención y educación temprana bilingües y multiculturales, y el diseño y pilotaje de una variedad de currículos para formadores y proveedores de cuidado y educación temprana. Desarrolló un marco de entrenamiento basado en las fortalezas que conlleva a la confianza, el conocimiento y el amor del aprendizaje de los educadores de la niñez temprana.

Dr. Stacie Burch

Anne Arundel Community College

Stacie Burch is the Director of TEACH Institute at Anne Arundel Community College. Stacie has worked in the field of education for over thirty years, with learners of all ages, birth through adult. She serves as an adjunct faculty member at Anne Arundel Community College, The College of Southern Maryland, and Notre Dame of Maryland University. Stacie is a member of the Anne Arundel County Early Childhood Advisory Council. She has a Ph.D. in Educational Leadership from Northcentral University, a M.A. in Human Development and Education from The George Washington University and a B.A. in Early Childhood Education from Trinity College.

Jennifer Caldwell

School Readiness Consulting

Jennifer Caldwell is a Senior Associate with School Readiness Consulting, where she lends leadership and support to the Practice and Strategy divisions. Her current project work focuses on workforce development, community-level evaluation, and strategic planning. Jennifer began her career as a childcare center Director in Baltimore City. She worked with Even Start and Head Start programs for several years, providing early learning opportunities and other supportive services to culturally and linguistically diverse children and families, and working to address the multiple systemic factors affecting school readiness. Jennifer later worked to establish and lead multiple community-based early childhood initiatives, especially serving children ages 0-5 and their families. Jennifer earned her M.Ed. in Early Childhood Education from Towson University, and a B.S. in Early Childhood Leadership from Stevenson University.

Dr. Sharon Fechter

Montgomery College

Sharon Ahern Fechter, Ph.D., is the Dean of Humanities, formerly Professor of Spanish and chair of the department of World Languages and Philosophy, at Montgomery College. She earned her Ph.D. from New York University and her M.A. and B.A. from The Catholic University of America. She was recently invited by the American Academy of Arts and Sciences to participate in the work group of the national task force of the Commission on Languages. She is past president of the American Association of Teachers of Spanish and Portuguese (AATSP). Sharon was awarded the 2009 Outstanding Teacher of the Year for Two-Year Colleges by AATSP and has twice been awarded an Outstanding Faculty award by Montgomery College. She has served as an associate editor for the refereed journal Hispania and on the Executive

Council of the AATSP, on the Montgomery County Public Schools Foreign Language Curriculum Advisory Committee, and is an active member of numerous professional organizations. She previously served as Director of Inter-Institutional Collaboration for Project 2001 at Middlebury College. She has presented and published on numerous topics dealing with foreign language pedagogy, literature, distance education, and international education.

Lisa Gordon

Bank Street College of Education

Lisa Gordon is Associate Director of Early Childhood Programs for the Center on Culture, Race & Equity (CCRE) at Bank Street College of Education in New York. Lisa partners with communities across the US to build their capacity to create equitable learning environments that are responsive to the needs of children and families. Central to her work is her focus on elevating issues of culture, race, and implicit bias that have created opportunity gaps for children and families in minoritized communities, in order to effect systemic change to program policies and practices. Lisa has worked in early childhood education for the past 20 years designing and delivering professional development, training, technical assistance, and programs at both the state and federal levels that facilitate the well-being of children and families. She co-founded Colorful World, a women-owned diversity education consulting firm whose mission is to help early childhood educators and care-givers create inclusive educational learning environments that empower all children and families to succeed.

Ginny Holloway

Northern Virginia Community College

Ginny Holloway is an adjunct professor at Northern Virginia Community College Alexandria and teaches courses in early childhood development and early child care administration. She has degrees in Early Childhood Development and Adult Education from George Mason University. Ginny has worked in various positions in the early childhood field for 30 years. She is co-president of the Northern Virginia Association for the Education of Young Children (NVAEYC) and has served in other early childhood professional organizations.

Horace Franklin, Jr.

Naval District Washington Regional School Liaison

Horace Franklin, Jr. is the Naval District Washington Regional School Liaison Officer. He holds a Bachelor's degree in Interdisciplinary Studies with an emphasis in Early Childhood Education, and a Master's degree in Reading from Prairie View A&M University. Horace spent four years in the classroom before returning to school to complete an additional Master's degree in Educational Leadership from Trinity University. Upon completion, he served nine years as a principal in the San Antonio Independent School District. After relocating to Maryland, he spent three years as the School Liaison Officer at Naval Support Activity Bethesda and Joint Base Anacostia-Bolling. In his current role as the Regional School Liaison Officer, it is his goal to bridge partnerships while connecting families, installations, schools, and the community.

Joanne Hurt

Wonders Early Learning + Extended Day

Joanne Hurt is the Executive Director of Wonders Early Learning + Extended Day, a nonprofit organization that provides NAEYC accredited early childhood education and before and after school programs in Montgomery County and the District of Columbia. Wonders' mission is to create and advance high quality, diverse educational communities that teach children the foundations of lifelong learning and social

responsibility. Throughout her career, Joanne has worked to ensure that Wonders creates and sustains learning environments for children that are engaging, nurturing, and led by excellent teachers who are supported in their growth and professional development. She currently serves on the Board of Directors of the Montgomery County Collaboration Council for Children, Youth and Families. Additionally, Joanne is on the Advisory Board of the Judische Kulturbund Project.

Cemeré James

National Black Child Development Institute

Cemeré James is the Vice President of Policy of the National Black Child Development Institute. Prior to joining NBCDI, Cemeré was deputy director of the Work Support Strategies project and senior policy analyst at CLASP where she focused on strategies to increase access to public work support programs. Before joining CLASP, Cemeré was Lead Operations Specialist at Illinois Department of Human Service and, from 2009–2011, was an inaugural fellow in the Illinois Early Childhood Fellows Program where she worked as an advocate for access to quality early childhood education and supported their strategic planning initiatives. Cemeré holds a Master of Public Policy from University of Chicago and a Master of Industrial Engineering and Management Science from Northwestern University, as well as a bachelor's degree in Industrial Engineering from Florida A&M University.

Shelley Keith

Northern Virginia Community College

Shelley Keith has over 25 years of experience in the field of early care and education. Currently, she is an adjunct professor teaching early childhood education courses at Northern Virginia Community College, a rater and technical assistance specialist with Virginia Quality, and an early education literacy master coach and trainer. Shelley has degrees in Early Childhood Education and Family and Consumer Sciences. She has experience with a wide variety of programs with various philosophical approaches.

Dr. Kim Kelley

Montgomery College

Kim Kelley is a native of Maryland and was educated in the Montgomery County school system. Kim is currently the Vice President and Provost of Montgomery College's Rockville Campus, and she is excited to provide support for the students, faculty, and staff at the Rockville Campus of Montgomery College in her home state. Previously, Kim was at the University of Wisconsin-Parkside as the Associate Vice Chancellor for Academic Affairs. In her role as Associate Vice Chancellor, Kim led the University's initiative to close the achievement gap for at-risk students and improve student persistence and retention across the institution. Kim was also responsible for new program development to offer alternative pathways for traditional and non-traditional students to achieve their educational goals. Kim has taught at the undergraduate and graduate level since 1991. Most recently, she taught at the doctoral level in business at the University of Maryland, University College where she has been a tenured faculty member for 25 years. Kim has a doctorate in Higher Education, Policy and Leadership from the University of Maryland, College Park, a master's in information science, and a bachelor's degree in psychology from Emory University.

Katherine Kempe

National Association for the Education of Young Children

Katherine Kempe is Senior Director for Professional Recognition and Advancement with the National Association for the Education of Young Children (NAEYC) where she leads Power to the Profession, a

national collaboration to establish a unified framework for the early learning profession. Kat has extensive experience working in Minnesota's early learning community focusing on community engagement and elevating the voices of parents and early learning professionals at the state Capitol. As Senior Policy Advocate at Think Small, a multi-service nonprofit supporting Minnesota's early learning community, Kat served as the grassroots manager for a successful statewide campaign to increase public resources to support high quality early learning. Kat is driven by a passion to create policies and systems that lead to the optimal environments to support the healthy development of children and the adults who care for them.

Florence Kreisman

Mary's Center

Florence Kreisman's DC early childhood career began 16 years ago as a preschool teacher, later infant-toddler administrator at the World Bank Children's Center, a high quality, NAEYC-accredited program inspired by the Reggio Emilia approach. This set the foundation for taking different paths in the District's early learning field, including as a Core Leader of Teaching for Change's Early Childhood Equity Initiative. More recently, she was a manager with DC Public Schools' Early Childhood Education team, planning and implementing the rollout of the Head Start School-Wide Model, and supporting instructional specialists that coached in Pre-K and Kindergarten classrooms with dual language models. In her current director role with Mary's Center's Education department, Florence leads a team working with family child care-based educators in the Quality Improvement Network (QIN), a citywide effort to build capacity, increase access, and enhance the quality of infant and toddler care and education in the District of Columbia.

Ramona Jayne Johnson

Montgomery College & Montgomery County Public School

Ramona Johnson resides in Montgomery County. She has lived and served in her community for 15 years. Ramona holds a B.A. in Economics from George Mason University, a Masters in Education in Early Childhood Education from University of Phoenix and a Masters in Education in Curriculum and Instruction with a focus on STEM from Concordia University.

Ramona grew up in Saltillo, Coahuila Mexico and is fluent in Spanish and English. In her free time, Ramona enjoys spending time with her son Miguel, traveling, helping her community and playing with her dog, Shakira.

Ramona Johnson vive en el condado de Montgomery. Ella ha vivido y servido su comunidad durante 15 años. Ramona tiene una su Licenciatura en Economía de la Universidad George Mason, Maestría en Educación en la Educación Infantil de la Universidad de Phoenix y Maestría en Educación en Currículo e Instrucción con enfoque en Ciencia, Tecnología, Ingeniería y Matemáticas (STEM) de la Universidad de Concordia. Ramona creció en Saltillo, Coahuila, México y habla español e inglés. En su tiempo libre, Ramona le gusta pasar tiempo con su hijo Miguel, viajar, ayudar a su comunidad y jugar con su perrita, Shakira.

Dr. Tammy Mann

The Campagna Center

Tammy Mann is the President and Chief Operating Officer of The Campagna Center. Prior to her work at The Campagna Center, Tammy served as Executive Director of the Frederick Patterson Research Institute and as Deputy Executive Director at ZERO TO THREE. Tammy has played an active role in the field of

early childhood development through numerous service and professional endeavors, including serving on national committees and authoring articles and books on issues that address the emotional well-being of young children and the role of culture in development. Tammy currently serves on the Board of Directors for the Foundation for Child Development, the Buffet Early Childhood Institute, and as a former Chairman and Commissioner for Alexandria's Children Youth and Families Collaborative Commission. She was elected as an at-large member to serve a four-year term on the Governing Board of the National Association for the Education of Young Children in 2012. In 2016, she was appointed President of the NAEYC Governing Board for a two-year term. Tammy earned her Bachelor's degree from Spelman College and completed her Masters and Doctorate in Clinical Psychology, with an Interdisciplinary Specialization in Infant Studies, at Michigan State University.

Dr. C. Nicole Mason

Washington Area Women's Foundation

C. Nicole Mason is Vice President of Programs at Washington Area Women's Foundation and is Director of the Center for Research and Policy in the Public Interest (CR2PI). Prior to her current positions, Nicole was the Executive Director of the Women of Color Policy Network at New York University's Robert F. Wagner Graduate School of Public Service. Nicole is also an Ascend Fellow at the Aspen Institute and has written hundreds of articles on women, leadership development and economic security. Her writing and commentary have been featured in MSNBC, CNN, NBC, CBS, the *Washington Post*, *The New York Times*, *ESSENCE Magazine*, the *Root*, the *Grio*, the *Miami Herald*, and numerous NPR affiliates, among others. She also delivered a TEDTalk at TEDWomen 2016 on the gift of being difficult.

Marica Cox Mitchell

National Association for the Education of Young Children

Marica Cox Mitchell is Deputy Executive Director, Early Learning Systems at NAEYC and is responsible for the organization's major program efforts in early childhood program and higher education accreditation. Marica has worked in the early childhood education field for more than 16 years in both administrative and classroom settings. Before assuming her current role, she served as the Director of Higher Education Accreditation for NAEYC, and prior to that she led the Early Childhood Professional Development Unit at the DC Office of the State Superintendent of Education. Marica began her early childhood professional journey working in early childhood programs as a teacher assistant, teacher, and curriculum specialist. She holds a B.A. in Early Childhood Education from the University of the District of Columbia and a M.S in Educational Administration from the University of Scranton.

Liza Pringle

Wonders Early Learning + Extended Day

Liza Pringle is the Curriculum and Instruction Specialist for Wonders Early Learning + Extended Day, a non-profit organization serving communities in Maryland and Washington, DC. In her seven years in this leadership role, Liza has overseen the learning at Wonders' NAEYC accredited early childhood centers. Liza guides curriculum implementation, provides feedback and support to all instructional staff, and creates training and resources around best practices in the field. Previously, Liza taught in both elementary and preschool classrooms and served on the Wonders administrative team. She received a Master of Education degree from the Peabody School of Education at Vanderbilt University, where she held a research fellowship at the Betty Phillips Center for Parenthood Education. She earned a Bachelors of Science degree in Human Development and Family Studies from Cornell University.

Sonia Pruneda-Hernandez**Montgomery College**

Sonia Pruneda-Hernandez is the Early Childhood Program Coordinator for Montgomery College Rockville and Takoma Park Campuses. Sonia earned her M.S. from Nova Southeastern University and her B.A. from the University of North Florida. She is a current doctoral candidate of early childhood education at Walden University. Sonia started her career in early childhood education with the Navy Child Care Programs in Jacksonville, Florida and continued in the field directing and training in Child Care Centers for the Department of Defense - Naval Support Activity Naples, Italy and then government centers in Rockville, MD. She has worked extensively throughout her career assisting child care centers through the NAEYC Accreditation process. Sonia is the Co-Advisor of the Montgomery College Early Childhood Education Club and the Montgomery College Coordinator for the Maryland State Department of Education Child Care Career and Professional Development Fund. She has been teaching early childhood education courses at Montgomery College since 2006. She was awarded the Montgomery College Faculty Outstanding Service Award in 2015 and the NISOD of Excellence Award in 2016.

Mandy Sorge**National Governors Association**

Mandy Sorge is a Policy Analyst for Early Care and Education in the Education Division at NGA, where she works on early childhood education issues, from birth through third grade. Prior to joining NGA, she worked in training and technical assistance for the Early Head Start-Child Care Partnerships grants. In this role, she helped lead the evaluation of training and technical assistance, as well as writing and developing training materials and resources to support effective implementation of these grants. She began her career as an early childhood educator working in Early Head Start and child care classrooms in both North Carolina and Washington, D.C. Mandy holds a master's degree in Education Policy from the George Washington University and a bachelor's degree in Early Childhood Education from the University of North Carolina at Chapel Hill. She is currently an Ed.D. candidate with the Peabody School of Education at Vanderbilt University.

Dr. Ankoor Shah**Children's National Health System**

Ankoor Y. Shah, MD MPH FAAP is a board-certified pediatrician and the Associate Medical Director for Advocacy and Innovation at IMPACT DC (Improving Pediatric Asthma Care in the District of Columbia). IMPACT DC is a pediatric asthma program that treats underserved children with poorly controlled asthma through education and clinical management, and by addressing social and environmental determinants of asthma health. Ankoor is also an Assistant Professor of Pediatrics at the George Washington University School of Medicine & Health Sciences. His clinical work is primarily based at the Children's Health Center at THEARC in Southeast D.C. He is currently the President-Elect of the D.C. Chapter of the American Academy of Pediatrics and has frequently appeared before the D.C. City Council to testify on child health issues as well as written opinion pieces for The Washington Post and The Hill. Ankoor graduated magna cum laude from Emory University and completed his medical and public health training at Emory School of Medicine and Emory Rollins School of Public Health. He finished his pediatric residency and chief residency at Children's National Health System.

Nicole Sharpe**School Readiness Consulting**

Nicole is a Principal Associate at School Readiness Consulting, where she provides technical assistance and strategic planning support to school districts, municipalities, states, foundations and nonprofit organizations working to advance early childhood policies, investments, and systems-building efforts. She contributes to School Readiness Consulting's early childhood strategy efforts by leading projects, conducting research and producing materials to further improve the services and supports provided to young children and families. Nicole began her career as a preschool teacher at the Reggio-inspired World Bank Children's Center. She subsequently worked in a variety of settings advocating for early learning issues, including the DC Office of the State Superintendent of Education and the Ounce of Prevention Fund. Nicole earned an Ed.M. in Policy and Management from the Harvard Graduate School of Education, and a B.S. in Early Childhood Education from the University of Vermont.

Dr. Zeporia Smith**School of Education Chair, Montgomery College**

Zeporia N. Smith is a seasoned educator with more than twenty years of experience in curriculum and program development for future teachers. As a teacher researcher, she has garnered ample experience teaching in culturally and linguistically diverse environments, both higher education and the P-12 setting. Her expertise is in the development and implementation of specialized curriculum and bilingual and culturally relevant instruction for P-12 and adult learners with special needs to include behavior management by program modification. She has developed a Collegewide Field Experience Program Model for the School of Education at Montgomery College and a teacher cohort program entitled CREATE (Culturally Responsive Educators Aspiring for Teaching Excellence) with an enrollment of more than 50 future teachers. Her passion is preparing culturally and linguistically diverse teachers to meet the needs of diverse learners in today's classroom.

Dr. Bweikia Steen**Trinity Washington University**

Bweikia Foster Steen is an Associate Professor and the Director of Early Childhood Education at Trinity Washington University. She received her doctoral degree from the University of San Francisco in International and Multicultural Education. She has worked in early childhood and elementary settings for over fourteen years and has taught on the collegiate level at New York University in the Early Childhood program and George Mason University in the Initiatives in Educational Transformation program. Her research deals with promoting academic excellence among African American children during the early years of schooling by implementing developmentally appropriate practices that will promote positive early learning experiences.





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