

U.S. Department of Education

Early Learning and Development: Birth to Third Grade Presenters

Wallace Amos (Famous Amos)

Born in Tallahassee, Florida, 12-year old Wally Amos moved to New York City to live with his Aunt Della. She was the first person to bake him chocolate chip cookies. Although the home was of modest means, it was abundant in the meaningful qualities that give a child principles, “a can-do” attitude.

After serving four years in the Air Force, Mr. Amos began his early professional career in the stock room at Saks Fifth Avenue. His next job took him to the mailroom at the William Morris Talent Agency and this paid off. In 1962, he rose from mailroom clerk to talent agent in one year – their first African-American talent agent. He was the first to book many of the top performers of that era including The Supremes, Simon & Garfunkel and Marvin Gaye.

Having grown tired of the entertainment business, he moved to California and learned to unwind on weekends by taking up a new hobby – baking chocolate chip cookies. Baking relaxed him and made him reminisce about his Aunt Della’s cookies. In 1975, Mr. Amos came up with the idea that he could sell his cookies as an entertainment personality –a gourmet chocolate chip cookie. He opened the first freestanding store, on Sunset Boulevard, in Hollywood, CA, that sold only cookies: The Famous Amos Chocolate Chip Cookie store. Soon the entrepreneur became a national personality renowned not only for his cookies but for his ebullient and outgoing persona as well.

Asserting that being famous only meant that lots of people knew who he was; Wally Amos always wanted to use his wide recognition as a means to draw attention to an important cause. That cause became literacy. Mr. Amos dedicated his efforts to Literacy Volunteers of America where he served as their National Spokesperson from 1979 to 2002. As a literacy advocate, he uses his well-known name to support educational causes and serves on the Boards of the National Center for Family Literacy, Read to Me International, and Communities in Schools, in addition to many others. In 2005, Mr. Amos and his wife, Christine, founded the [Read it Loud!](#), a publicly supported 501(c) (3) organization, to promote reading aloud to children.

He is the recipient of many honors and awards including the President’s Award for Entrepreneurial Excellence, the Horatio Alger Award, and the National Literacy Honors Award. He has been inducted into the Babson College Academy of Distinguished Entrepreneurs.

Wally Amos is a well known inspirational speaker and is the author of eight books: *The Famous Amos Story: The Face That Launched a Thousand Chips*, *The Power in You: Ten Secret Ingredients To Inner Strength*, *Man With No Name: Turn Lemons Into Lemonade*, *Watermelon Magic: Seeds of Wisdom*, *Slices of Life*, *The Cookie Never Crumbles: Inspirational Recipes for Every Day Living*, *Be Positive, Be Positive!: Insights Into How To Live A Joy-filled and Inspiring Life*, *The Power In Self-Esteem: How To Discover And Fulfill Your Life Dreams and Live An Inspiring Life: Ten Secret Ingredients for Inner Strength*.

Amy Baker

Amy Baker specializes in Developmental Psychology from Teachers College of Columbia University. Her areas of research include parental alienation, child welfare, and parent involvement in their children's education, early intervention, and attachment. She is the Director of Research at the Vincent

J. Fontana Center for Child Protection. Dr. Baker has authored or co-authored three books and over 45 peer reviewed articles.

W. Steven Barnett

W. Steven Barnett is a Board of Governors Professor and Co-Director of the National Institute for Early Education Research (NIEER) at Rutgers University. His research includes studies of the economics of early care and education including costs and benefits, the long term effects of preschool programs on children's learning and development, and the distribution of educational opportunities. Dr. Barnett earned his Ph.D. in economics at the University of Michigan. Recent publications include *The State of Preschool 2007: State Preschool Yearbook*, the fifth in a series of annual reports profiling state-funded prekindergarten programs in the United States, and "Early Childhood Program Design and Economic Returns: Comparative Benefit-Cost Analysis of the Abecedarian Program and Policy Implications" with Leonard Masse for *Economics of Education Review* (2007). He most recently authored *Research on preschool education and its lasting effects: Research and policy implications* for the Education and Public Interest Center & Education Policy Research Unit.

Margaret Burchinal

Dr. Burchinal is the Director of the Design and Statistical Computing Unit at the FPG Child Development Institute at the University of North Carolina at Chapel Hill and Professor of Education at the University of California-Irvine. She has served as the primary statistician for many educational studies of early childhood, including the 11-state Pre-Kindergarten Evaluation for the National Center for Early Learning and Development, the longitudinal study of 1300 children in NICHD Study of Early Child Care; the 4 state evaluation of child care in the Cost, Quality, and Child Outcomes Study; the 3 site study of family child care homes in the Family Child Care and Relative Care Study, and the Abecedarian and CARE Projects. As an applied methodologist, she has helped to demonstrate that sophisticated methods such as meta-analysis, fixed-effect modeling, hierarchical linear modeling, piecewise regression, and generalized estimating equations provide educational researchers with advanced techniques to address important educational issues such as whether child care quality measures are biased. In addition, she has pursued her substantive interest in early education as a means to improve school readiness for at-risk children, and is a leading contributor to this literature.

John Y. Cole

Librarian and historian Dr. Cole has served the Library of Congress since 1966. In 1977, he was asked to become the founding director of the new Center for the Book in the Library of Congress, established by Librarian of Congress Daniel J. Boorstin to stimulate public interest in books, reading, and libraries and to encourage the historical study of books and their influence.

Dr. Cole is a tireless promoter of books, reading, and libraries. Under his leadership, the Center for the Book has grown into an office of national and international importance. Forty-four U.S. states and the District of Columbia have established affiliates of the national center at the Library of Congress. Moreover, the Center for the Book has inspired the creation of centers for the book in several other countries, including England, Scotland, and South Africa.

To honor Dr. Cole's distinguished service to the profession of librarianship, in 2000 the American Library Association presented him with its prestigious Lippincott Award.

Dr. Cole has published extensively about the history of books and libraries in society and the history of the Library of Congress. His most recent book, co-edited with architectural historian Henry Hope Reed, is

The Library of Congress: The Art and Architecture of the Jefferson Building (W.W. Norton, 1997). He is the author of the best-selling Library of Congress volume *On These Walls: Inscriptions and Quotations in the Buildings of the Library of Congress* (1995), and has edited fourteen books published by the Center for the Book, including *Television, the Book, and the Classroom* (1978), *Books in Our Future: Perspectives and Proposals* (1987), and *Books Change Lives* (1996).

For more than 30 years, Dr. Cole has led the Center for the Book in the Library of Congress as its founding director and has devoted his scholarly pursuits to the Library's history and influence on the culture of the nation. To recognize his achievements, the journal "Libraries & the Cultural Record" has just published a book in honor of Cole by devoting the entire issue to his more than 40-year career at the Library of Congress.

"The Library of Congress and the Center for the Book: Historical Essays in Honor of John Y. Cole" is a special issue of the University of Texas journal "Libraries & the Cultural Record: Exploring the History of Collections of Recorded Knowledge."

Rachael Demma

Rachael Demma is a Senior Policy Analyst with the National Governors Association Center for Best Practices and supports the Education Division's Early Childhood Projects. Prior to joining the National Governors Association, she was a Senior Policy Associate with the American Public Human Services Association and acted as Staff Director of the National Association of State Child Care Administrators. She has also served as staff to Baltimore City's Local Management Board within the Mayor's Office for Children, Youth and Families, an evaluation consultant to the Bay Area School Reform Collaborative in San Francisco, CA, and a Program Specialist in the Federal Office of Child Support Enforcement within the Administration for Children and Families. Ms. Demma also contributed to the initial five years of the Building Futures: Head Start Impact Study as a Research Associate on the Westat study team.

Christine Dwyer

Christine Dwyer, is a partner and Senior Vice President in RMC Research Corporation (RMC), a national firm headquartered in Portsmouth, NH, employing approximately 125 people who conduct research and evaluation, provide technical assistance and consultation, and develop products for governments at all levels as well as private foundations and other entities. Dwyer's primary research and development work has been in education, media, literacy, and the arts.

She holds degrees from Mount Holyoke College and the University of New Hampshire. Dwyer has provided extensive pro bono service in the arts over the past ten years. Dwyer has served as chair of the New Hampshire State Council on the Arts (NHSCA), the Portsmouth Music Hall board, and the Portsmouth Cultural Commission. She is currently a board member of the New Hampshire Business Committee on the Arts, an arts commissioner in her home city of Portsmouth, New Hampshire, and a trustee and Treasurer of the Currier Gallery of Art.

Patricia Edwards

Patricia Edwards, a professor of teacher education in the College of Education at Michigan State University, was elected as an officer of the International Reading Association (IRA) in 2008 and became president in 2010. Edwards served as a member of the IRA Board of Directors from 1998-2001 and served from December 2006 to December 2007 as the first African American President of the National Reading Conference (NRC). NRC is the world's premier reading research organization. In addition to serving on a number of IRA committees, she has been an active IRA member and involved with state organizations in Louisiana and Michigan since 1979. She has received numerous awards and is the

author of two nationally acclaimed family literacy programs, is co-editor of the assessment column for *The Reading Teacher* (2007-2009), and served on the editorial boards for *The Reading Teacher* and *Michigan Reading Journal*.

Linda M. Espinosa

Linda Espinosa is currently an Associate Professor at the University of Missouri-Columbia and most recently the Co-Director of the National Institute for Early Education Research at Rutgers University. Her current research interests include the professional development and teacher preparation systems and their relationship to effective early childhood teaching practices. Her recent research and policy work has focused on effective curriculum and assessment practices for young children from low-income families who are dual language learners. She developed and directed the Family Focus for School Success program in Redwood City, California, which has received state and national recognition. She has published more than 50 research articles and training manuals on how to establish effective educational services for low-income, minority families and children who are acquiring English as a second language.

Ellen Frede

Dr. Frede is Co-Director of the National Institute for Early Education Research (NIEER). A developmental psychologist specializing in early childhood education, Dr. Frede is a widely published researcher and a former teacher and a teacher educator with experience in early childhood program implementation and administration. Prior to joining NIEER as co-director, she served as Assistant to the Commissioner for Early Childhood Education at the New Jersey Department of Education. Her office oversaw the implementation of high-quality preschool in more than 150 school districts, serving 50,000 children and their families. As an Associate Professor at The College of New Jersey for over 16 years, she taught applied child development and early childhood teaching methods courses to prospective and practicing teachers.

Dr. Frede began her career teaching in a wide variety of early childhood classrooms including Head Start, employer-sponsored child care and a federally funded model inclusion program. She later served as a professional development specialist at the High/Scope Educational Research Foundation where she assisted teachers and program development specialists throughout the U.S. and abroad. After earning her doctorate, she served as project director and principal investigator on a number of federal, state and foundation-funded research projects. Her work has primarily investigated the relationship of program quality to child outcomes in early childhood. Dr. Frede's work has appeared in various national research journals. She has served as an editor on the review boards of national journals and as a consultant to local agencies, state governments and the World Bank.

Margo Gottlieb

Margo Gottlieb is a nationally recognized specialist in the design of assessments for English language learners in pre-K - 12 settings, the evaluation of language educational programs, and the development of English language proficiency standards. She started her career as an English as a second language (ESL) and bilingual teacher. For the past two decades, Dr. Gottlieb has consulted with and provided technical assistance to governments, states, school districts, publishers, universities, and professional organizations, and has served on numerous national task forces, expert panels, and technical working groups. Dr. Gottlieb has a Ph.D. in Public Policy Analysis, Evaluation Research and Program Design. She also serves as Director of Assessment and Evaluation for the Illinois Resource Center and publishes extensively, including assessment instruments, monographs, handbooks, manuals, chapters, and articles.

Ariella Herman

Dr. Herman is a Senior Lecturer of Operations and Decision Sciences at the UCLA Anderson School of Management. She is also the Research Director of the Johnson & Johnson Head Start Programs and is the founder of the UCLA/Johnson & Johnson Health Care Institute. Dr. Herman has been a key contributor to several programs conducted by the Harold Price Center for entrepreneurial studies and serves as an instructor in two Head Start/UCLA Anderson School partnership programs: the Johnson and Johnson Management Fellows Program (for which she also conducts Head Start research); and the Los Angeles County Office of Education Leadership Institute. She is faculty advisor for the Management Development for Child Care Professionals Program, and consults and teaches at Cedar Sinai Medical Center. She is an expert in child health care management and social research applying experimental and quasi-experimental methods. Her teaching focus is data analysis, operations management and model building. Her research interests include automation protocols and project management, particularly involving child care and health care management systems. Dr. Herman, who is fluent in Hebrew, French, Italian, Romanian, German, Spanish, and English, earned her Ph.D. from the University of Paris.

Kelly Hunter

Kelly Hunter Director of the Children's Literacy Initiative works with teachers to transform instruction so that children can become powerful readers, writers, and thinkers. Our goal is to close the gap in literacy achievement between disadvantaged children and their more affluent peers. In order to teach reading and writing to children entering school with little early literacy experience, teachers need high-impact strategies and techniques. We know that *when instruction improves, children will learn*. Dr. Hunter earned her Ph.D. in Education in Reading/Writing/Literacy in progress at the University of Pennsylvania.

Janice Im

Ms. Im is a Senior Program Manager for Zero to Three and also serves as adjunct faculty for the George Mason University Graduate School of Education. Her professional experience includes experience as a Head Start teacher, Early Head Start manager, Early Head Start/Head Start Regional Training and Technical Assistance provider, and Region III Senior Early Childhood Associate. She holds a Master's Degree in family and child development from Virginia Tech University.

Lori Jones

Ms. Jones is Regional Manager of the Children's Literacy Initiative in Pennsylvania. Children's Literacy Initiative works with teachers to transform instruction so that children can become powerful readers, writers, and thinkers. Our goal is to close the gap in literacy achievement between disadvantaged children and their more affluent peers. In order to teach reading and writing to children entering school with little early literacy experience, teachers need high-impact strategies and techniques. We know that *when instruction improves, children will learn*.

Michael Kamil

Dr. Kamil is a Consulting Professor, for the Psychological Studies in Education, School of Education, at Stanford University. His work is concerned with the effects of technology on literacy and its acquisition. His research determines the types of materials that are best suited for use in beginning reading instruction and the appropriate balance between applications of technology and the demands of literacy. He also conducts research with English language learners. A current study of his examines the effects of recreational reading of information text on reading achievement of ELL students. He is currently a member of the National Literacy Panel for Language Minority Children and on the Editorial

Advisory Board, Journal of Educational Psychology. Dr. Kamil previously served on the RAND Reading Study Group and the National Institute of Child Health and Development National Reading Panel.

Mernell King

Mernell is the Early Childhood Programs Director at Central Missouri Counties Human Development Corporation in Columbia, MO. Mernell has spent the past 15 years working with Head Start in various executive capacities. She has assisted the UCLA/Johnson & Johnson Health Care Institute as a consultant providing training and technical assistance to the Head Start program teams that have been a part of the Institute over the past 10 years.

Prior to joining the Early Childhood team at CMCA, Ms. King spent a year as a Trainer for the T/TA system serving the Office of Head Start. Her first work in Head Start began as the director for Douglass Community Services Head Start and Early Head Start Programs in Hannibal, Missouri. Under her direction, Douglass Community Services participated in the pilot study and first-year of the UCLA/Johnson & Johnson Health Care Institute which has become a premier training program for families needing health literacy education. Earlier in her 30 years of public service, Ms. King worked in the fields of mental health, disabilities and elementary education in Missouri's public schools.

Ms. King is a member of the National Association for the Education of Young Children, Region VII Head Start Association, the Missouri Head Start Association, Board member, and past president, of the Missouri Coalition for Oral Health and serves on the Missouri Planning team for the AAPD Head Start Dental Home Initiative and is the Vice President of the Missouri Head Start Association (MHSA). Mernell is a graduate of the UCLA/Johnson & Johnson Head Management Fellows Program. Ms. King graduated summa cum laude with a Bachelor of Science degree in elementary education from Southeast Missouri State University. She is currently working on her Masters Degree in Public Policy Administration.

Perri Klass

Perri Klass is a professor both in Journalism and Pediatrics at New York University. Among other issues, she is particularly interested in pediatrics and literacy. Dr. Klass serves as Medical Director of Reach Out and Read, a national literacy program with a network of more than 3,000 sites. In this role, she has trained physicians around the country on how to integrate books and advice about reading aloud into pediatrics. She is a member of the National Advisory Child Health and Human Development Council at the National Institutes of Health, and a member of the Health Literacy Project Committee Advisory Committee of the American Academy of Pediatrics. She writes the "18 and Under" column for the New York Times.

Susan Landry

Dr. Landry is a member of the National Early Literacy Panel (NELP) that produced a research synthesis to contribute to decisions in educational policy and practice that affect early literacy development and to determine how teachers and families could support young children's language and literacy development. She is a nationally recognized expert with a focus on environmental factors that promote early cognitive growth and development in early childhood education. She is the Founder and Director of the Children's Learning Institute, and developed the framework for the Center for Improving the Readiness of Children for Learning and Education (CIRCLE) in the Department of Pediatrics, University of Texas Health Science Center. Dr. Landry also helped implement the Texas Early Education Model (TEEM) in pre-kindergarten classrooms. Her numerous research programs have generated a large research database on early childhood with more than 70 peer-reviewed publications. She is currently involved in using the knowledge gained from years of studying young children to help promote the national goals of

early childhood literacy initiatives.

Jana Martella

Ms. Martella is the Executive Director of the National Association of Early Childhood Specialists in State Departments of Education and provides consultancy to multiple states on early childhood initiatives. She brings to her work nearly thirty years of experience in education, including that as a teacher and assistant administrator, legislative liaison and state coordinator for federal programs. A central part of her focus has been on education system and program improvement through standards-based reform, including her work in promoting improved opportunities in early childhood education.

Ms. Martella currently oversees and provides consultancy to projects designed to: advance high quality universal pre-K programs in the states; support school linkages to children aged zero-eight—particularly for those at risk of school failure; facilitate early childhood systems building; expand research findings on policies and practices that promote school readiness; and assist states in the improvement of early childhood accountability mechanisms that support child development and learning.

Lesley M. Morrow

Dr. Morrow is a Professor of Literacy at Rutgers University's Graduate School of Education where she is Chair of the Department of Learning and Teaching. She began her career as a classroom teacher, then became a reading specialist and later received her Ph.D. from Fordham University in New York City. Her area of research deals with strategies for enhancing early literacy development, and the organization and management of Language Arts Programs. Her research is carried out with children and families from diverse backgrounds. She has authored more than 300 publications that appear as journal articles, book chapters, monographs and books and has received numerous awards including the Excellence in Research, Teaching and Service Awards from Rutgers, the IRA Outstanding Teacher Educator of Reading Award, the William S. Gray Citation of Merit Award for lifetime achievement for outstanding scholarship and service nationally and internationally to the field of literacy, and the Fordham University's Alumni Award for Distinguished Achievement. She served as the IRA Board of Directors from 2003-2004 and is the current President of the Reading Hall of Fame.

Florence Nelson

Dr. Nelson is a Senior Policy Analyst at the ZERO TO THREE Western Office in Los Angeles. She serves as a resource on public policy and advocacy issues affecting infants and toddlers in the western states. In this role she works to raise awareness of infant and toddler issues among policy, business and philanthropic leaders and promotes coordination between the national ZERO TO THREE Policy Center and the Western Office on policy and advocacy issues. Dr. Nelson has 20 years experience as a non-profit early childhood program director and teacher trainer.

Susan B. Neuman

Dr. Neuman is a Professor in Educational Studies specializing in early literacy development. Previously, she has served as the U.S. Assistant Secretary of Elementary and Secondary Education. She is especially proud of her work in establishing the Early Reading First program, the Early Childhood Professional Development Education Program, and enhancing accountability efforts to improve children's achievement. At Michigan, she has directed the Center for the Improvement of Early Reading Achievement (CIERA), focusing early childhood policy, curriculum, and early reading instruction, pre-kindergarten - grade three. Dr. Neuman is Director of the Michigan Research Program on Ready to Learn, which includes projects all working to change the odds for children in poverty. She received her doctorate at the University of the Pacific in Stockton, California. Prior to coming to Michigan, she was a Professor at Temple University, the University of Massachusetts, Lowell, and Eastern Connecticut State

University. She has written over 100 articles, and authored and edited 11 books, including *Changing the Odds for Children at Risk* (Teachers College Press, 2009), *Educating the Other America* (Brookes, 2008), and *Multimedia and Literacy Development* (Taylor & Francis, 2008).

Shira Peterson

Ms. Peterson is currently a research associate at Children's Institute in Rochester. Her research has focused language development, cognitive development, and school success in the early childhood years, also received inspiration from her parents. In 2002, she was awarded an American Education Research Association (AERA)/Spencer Pre-Dissertation Fellowship for travel to two AERA/Spencer Foundation Institutes and the AERA Annual Meeting in Chicago in April 2003. Additionally, she has conducted research on discourse processes in families with young children. In 2003, the Spencer Foundation awarded her a Dissertation Fellowship for research related to education, a strong expression of the Foundation's confidence in her potential contribution to the history, theory, and practice of education.

Craig T. Ramey

Dr. Ramey is the Georgetown Distinguished Professor of Health Studies and Psychiatry and Founding Co-Director of the Georgetown University Center on Health and Education. He developed the Abecedarian Project (1971-present) that tested the effects of a systematic early educational program for children living in poverty, and showed large and lasting benefits from infancy through adulthood. With Sharon Ramey, he led the national evaluation of a 31-site trial of supportive transition services to more than 11,000 Head Start children from kindergarten through third grade. The Rameys currently are creating and developing evaluating professional development and systems innovations to improve children's school preparedness and academic success. Dr. Ramey has written more than 250 scientific and education articles and four books, and received numerous awards and honors including induction into the National Institute of Child Health and Human Development Hall of Honor Award and the 2007 Society for Research in Child Development Award for Research Relevant to Public Policy. He is now completing two new books with Dr. Sharon Ramey — *Children's Right to Thrive* and *The Abecedarian Project*.

Sharon Landesman Ramey

Dr. Ramey is the Susan H. Mayer Professor of Family and Child Studies and the Founding Co-Director of the Georgetown University Center on Health and Education. She is a developmental scientist who studies the factors that promote successful transition to school and academic achievement, the multiple biosocial and environmental influences on prenatal and early child development, programs to prevent child neglect, and professional development for the early childhood workforce. She is engaged in large-scale and multi-site trials to improve the health and education outcomes of children considered at-risk and has developed many effective interventions and treatment strategies for children with developmental disabilities. Dr. Ramey has authored more than 200 scientific articles and written five books, including two award-winning parenting books — *Right from Birth* and *Going to School* — that became the companion guides for two public television series based on her books. She has received many national and international honors, including being the 2007 recipient of the Society for Research in Child Development's Award for Distinguished Service to Public Policy for Children and the 2007 University of Washington Alumni of the Year Award in Natural Sciences. She is now completing two new books with Dr. Craig Ramey — *Children's Right to Thrive* and *The Abecedarian Project*.

Sharon Ritchie

Sharon Ritchie, Ph.D., Senior Scientist, Frank Porter Graham Child Development Center The University of North Carolina Dr. Ritchie, Associate Professor in the School of Education and Senior Scientist at FPG Child Development Institute, is recognized for her work with FirstSchool, a long-term, systems-based process focused on state, district, school and classroom policies and practices for vulnerable young children, PreK-3rd grade.

Dr. Ritchie has helped brand FPG Child Development Institute and the University of North Carolina at Chapel Hill as a place for teachers, parents, and administrators to come and work together on some of the biggest challenges facing public education: equity, achievement gap, teacher quality, parent involvement and collaboration. Her engagement with the community is genuine and based on the knowledge that the capacity to change resides within the community structures where children and families are being served, not in the halls of academia.

Tom Schultz

Dr. Schultz is Project Director for Early Childhood Initiatives at Council of Chief State School Officers (CCSSO) in Washington, D.C., where he works with states to improve learning opportunities and outcomes for young children. Prior to joining the Council, Dr. Schultz worked at the Pew Charitable Trusts, from 1995-2005 he served as a senior manager in the Head Start Bureau, where he led the development of initiatives in the of child assessments. He also served as a member of the Secretary's Advisory Committee on Head Start Quality and Expansion and the Editorial Board of the Early Childhood Research Quarterly. He has co-authored two influential reports: *Right from the Start*, offering recommendations to public schools in educating 4-8-year-old students, and *Caring Communities*, providing strategies for assuring that all children enter school ready to learn. Previously, Dr. Schultz directed a national field research project on exemplary early childhood and family support programs for the U.S. Department of Education and the Program Support Division of the Head Start Bureau.

Catherine Scott-Little

Catherine Scott-Little is currently an Associate Professor in the Department of Human Development and Family Studies at the University of North Carolina at Greensboro, where she teaches in the Birth through Kindergarten Teacher Licensure program. In addition to her role on faculty, she collaborates with staff from the SERVE Center for Continuous Improvement on the evaluation of the South Carolina Bridges to Early Learning ECEPDP grant, and she is engaged in several research studies related to the effects of teacher preparation programs. Dr. Scott-Little has also conducted several national studies to examine the content of state-level early learning standards and how the standards are being used within states.

Catherine Snow

Catherine Snow is an expert on language and literacy development in children, focusing on how oral language skills are acquired and how they relate to literacy outcomes. Snow has chaired two national panels: the National Academy of Sciences committee that prepared the report "Preventing Reading Difficulties in Young Children," and the Rand Reading Study Group that prepared "Reading for Understanding: Toward an R&D Program in Reading Comprehension." Her research activities include a longitudinal study of language and literacy skills among low-income children who have been followed for 15 years since age three; following the language development of young children participating in the Early Head Start intervention; studying the vocabulary development of first- and second-language learners; and considering aspects of transfer from first to second language in the domains of language and literacy. She is involved in several efforts to develop consensus among teacher-educators about what pre- and in-service elementary teachers need to know about language and literacy. Dr. Snow has also written about bilingualism and its relation to language policy issues such as bilingual education in the United States and in developing nations, and about testing policy. She is currently involved in efforts

to improve middle-school literacy outcomes.

Dorothy S. Strickland

Dorothy Strickland is the Samuel DeWitt Proctor Professor of Education at Rutgers, the State University of New Jersey. A former classroom teacher, reading consultant and learning disabilities specialist, Dr. Strickland is a past president of both the International Reading Association (IRA) and the Reading Hall of Fame. She has received numerous awards, including IRA's Outstanding Teacher Educator of Reading Award, the National Council of Teachers of English Award for Outstanding Educator in the Language Arts, and the National-Louis University Ferguson Award for Outstanding Contributions to Early Childhood Education. She was recently appointed to the National Academy of Sciences Committee on Teacher Education authorized by Congress, and is a member of the panels that produced *Becoming a Nation of Readers, Preventing Reading Difficulties in Young Children, and Reading for Understanding*. Dr. Strickland has written numerous publications regarding administration, early reading, and reading difficulties.

Teri N. Talan

Teri Talan is an Assistant Professor in the Department of Early Childhood Education at National-Louis University and the Director of Research and Public Policy. She promotes action by policymakers based on research in early childhood education and program administration. Previously, Dr. Talan was the director of a National Association for the Education of Young Children (NAEYC-accredited early childhood program). Teri currently serves on the Workforce Development Committee of the Illinois Early Learning Council, the Steering Committee of the Illinois Professional Development Advisory Council, and the Steering Committee of the Evanston Early Childhood Community Collaboration. She has a Master's Degree in early childhood education and a Ph.D. in adult and continuing education from National-Louis University, as well as a law degree from Northwestern University. She is one of the authors of the report, *Who's Caring for the Kids? The Status of the Early Childhood Workforce in Illinois*, and co-author of the Program Administration Scale: Measuring Early Childhood Leadership and Management.

Gerrit Westervelt

Gerrit Westervelt is Executive Director of the Build Initiative, a project created by the Early Childhood Funders Collaborative to help states create comprehensive early childhood systems. Build provides selected states (currently IL, MI, MN, NJ, NY, OH, PA, and WA) with financial support, tailored technical assistance, a peer-to-peer Learning Community, conferences, reports and other services designed to help them meet the needs of children and families. Prior to his tenure at Build, he spent six years leading Qualistar Early Learning (formerly Educare Colorado), providing quality ratings, improvement strategies and parental support for early childhood across Colorado. For nine years Dr. Westervelt was Director of State Relations for the Education Commission of the States, a Denver-based national nonprofit that helps state policymakers improve PreK-16 education. He also served as a fiscal policy analyst in New York State.

Barbara Willer

Barbara Willer is the Deputy Executive Director for Program Recognition and Support for the National Association for the Education of Young Children (NAEYC). She is the lead for the Program Recognition and Support Division, which sets and monitors standards of quality for programs in early childhood education for programs serving young children as well as professional preparation programs in institutions of higher education. Additionally this division includes initiatives to provide technical assistance to programs to support quality improvement efforts based on the quality standards. Frequently quoted in the national press and family-oriented magazines on issues related to early

childhood development, child care and early education, Dr. Willer has made numerous appearances on network and cable television, including NBC Nightly News, the Today Show, Good Morning America, Lifetime Television, CNN, and Fox Morning News. Dr. Willer has authored various publications regarding NAEYC Accreditation and on issues related to school readiness, the quality and affordability of early childhood programs, and early childhood professional development.

Mary Ann Woodruff

Dr. Mary Ann Woodruff is a pediatrician in private practice in Tacoma, Washington with Pediatrics Northwest, P.S. for the past 20 years. Her involvement with Reach Out and Read began in 2001 when her practice first embraced the Reach Out and Read model. She and Dr. Jill Sells founded Reach Out and Read Washington State in 2007 and Dr. Woodruff currently serves as the Medical Director for the organization. As Medical Director she teaches other doctors across the state about the program and engages them in early learning efforts.

A northwest native, Dr. Woodruff has been caring for children in the South Puget Sound for nearly twenty years. She received her undergraduate degree from Seattle University, and her MD from the University of Washington School of Medicine. She trained in pediatrics in the Bay Area, at Mt. Zion Hospital, Stanford, and University of California San Francisco. She serves on the Board of Directors for the Food Connection Food Bank and the Pierce County Library Foundation, and is the Board President for Friends of Pediatrics Northwest.

U.S. Department of Education Presenters

Jacqueline Jones, Sr. Advisor to the Secretary on Early Learning

U.S. Secretary of Education Arne Duncan named Jacqueline Jones as Senior Advisor to the Secretary for Early Learning. Dr. Jones is the former Assistant Commissioner for the Division of Early Childhood Education in the New Jersey State Department of Education, where she oversaw standards, curriculum and assessment for preschool through 3rd grade programs statewide.

Prior to joining the NJ Department of Education, Dr. Jones worked for 15 years in the Research Division at Educational Testing Service in Princeton, NJ. As a Senior Research Scientist and the Director of Early Childhood Research and Development, her work focused on the study of assessment in early childhood, specifically the development of classroom-based strategies to document young children's science and literacy learning. Dr. Jones has written in the area of early childhood assessment and is particularly interested in the development of effective early childhood assessment systems for school districts and states. Her work also explores the role of documentation and assessment in the ongoing professional development of early childhood educators.

Thelma Meléndez de Santa Ana

Dr. Meléndez de Santa Ana was confirmed as Assistant Secretary for Elementary and Secondary Education at the Department of Education by the U.S. Senate on July 24, 2009. In this position, she plays a pivotal role in policy and management issues affecting elementary and secondary education. She directs, coordinates and recommends policy for programs designed to assist state and local education agencies with improving the achievement of elementary and secondary school students. She helps to arrange financial assistance to local education agencies whose local revenues are affected by federal

activities. She also serves as the principal adviser to the U.S. Secretary of Education on all matters related to pre-k, elementary and secondary education. Prior to arriving at the Department, Meléndez served as superintendent of the Pomona Unified School District (Calif.) since 2006. Two high schools in the district were ranked in 2007 by U.S. News & World Report as among America's top 500 high schools out of 18,000 nationwide. She also designed and launched a mathematics and science magnet school and a charter school for grades 7 through 12 at-risk students. From 2005 to 2006, Meléndez worked on district-level reform in her position as program manager at the nonprofit Stupski Foundation. Here she focused on creating high-performance learning organizations to raise student achievement and close achievement gaps.

Joseph Conaty

Joseph Conaty is the Director of the Academic Improvement and Teacher Quality (AITQ) Programs in the U.S. Department of Education's (ED) Office of Elementary and Secondary Education. This office administers Title II Part A Teacher Quality Program, 21st Century Community Learning Centers Program, the Mathematics and Science Partnership Program, Comprehensive School Reform Program, Advanced Placement Programs, Drop Out Prevention Program, Smaller Learning Communities Program, Javits Gifted and Talented Program, Native Hawaiian Education, Alaska Native Education, and Improving Literacy Through School Libraries Program. He also has served ED's Acting Director of the Office of Research; Director of the National Institute on Student Achievement, Curriculum, and Assessment; and Acting Deputy Assistant Secretary of the Office of Elementary and Secondary Education. Before joining the Department in 1987, Dr. Conaty spent two years at the University of Chicago as a Visiting Professor of Sociology and Statistics.

Michael Dannenberg

Michael Dannenberg is senior policy advisor and counselor to the Under Secretary of the U.S. Department of Education (ED). Before joining ED, he was the founding director of New America's Education Policy Program and was a Schwartz Senior Fellow until early 2010. He created New America's influential education policy blogs and its mini-think tank, the [Federal Education Budget Project](#). Prior to joining New America, he served as the Senior Education Counsel to Senator Edward M. Kennedy (D-MA) for whom he played a significant role in drafting the No Child Left Behind Act, the Education Finance Incentive Grant program, the Taxpayer-Teacher Protection Act, and the National Science Foundation Reauthorization Act.

Zollie Stevenson, Jr.

Zollie Stevenson, Jr. is the Director of Student Achievement and School Accountability Programs (SASA) at the U.S. Department of Education (ED). The SASA programs office is responsible for the administration of over \$15 billion annually in Title I and Title III formula grants to promote improved achievement in schools that serve low-income children and English language learners. He also is responsible for the Education of Homeless Children and Youth Program, Enhanced Assessment Grants, and Programs for Children and Youth Who are Neglected and Delinquent, or At-Risk. Before his current appointment, Zollie served as Deputy Director of SASA and group leader for standards, assessment and accountability. He also has served as director of research, assessment and evaluation for several large urban school districts, and as an evaluation research officer for the Centers for Disease Control and Prevention. He has been a professor of applied research methods, tests and measurements, and has supervised doctoral dissertations. His also has published numerous journal articles in these fields and authored over 50 evaluation studies.

Jennifer Ballen-Riccards

Jennifer Ballen-Riccards is currently a Management and Program Analyst at the U.S. Department of Education, Office of Planning, Education, and Policy Development. She manages the Doing What Works website, an exciting new initiative to assist educators in implementing research-based practices in schools and classrooms. Previously she has worked with numerous grantees of the Bill & Melinda Gates Foundation, including the Texas High School Project and the National League of Cities. Dr. Riccards has also worked at Turning the Page, a non-profit organization working to increase family and community involvement in District of Columbia schools, the White House Millennium Council, and the National Board for Professional Teaching Standards. She began her career at the U.S. Department of Education working on issues around family involvement in education.

Deborah Spitz

Deborah Spitz is the Group Leader for Early Childhood and Reading Programs in the Office of Elementary and Secondary Education at the U.S. Department of Education. This group manages Reading First, Early Reading First, Early Childhood Educator Professional Development, State and Tribal Even Start and, most recently, the Striving Readers Comprehensive Literacy Program. Prior to her current position, she was the Team Leader for the Reading First program and managed the Even Start state and tribal programs. She also served as a Budget Analyst for a variety of Department of Education programs, and participated in Department-wide initiatives on reading, educational technology, and after-school programs. In addition to working at the Department, she has served as a program manager and policy analyst for the District of Columbia Public Schools, the District of Columbia Public Charter School Board, and the DC Appleseed Center for Law and Justice.

Jeffrey Capizzano

Jeffrey Capizzano is currently serving as Senior Policy Advisor for Early Childhood Development and Education in the Administration for Children and Families at the U.S. Department of Health and Human Services (HHS). In this role, he provides policy and substantive support to the Office of Head Start, the Child Care Bureau, and the Deputy Assistant Secretary and Inter-Departmental Liaison for Early Childhood Development. Prior to joining HHS, Mr. Capizzano was Vice President, Research and Public Policy for Teaching Strategies, a developer of curriculum, assessment, and professional development services for early educators working with children birth through age five. From 1997 to 2005, Mr. Capizzano worked as a Research Associate in the Population Studies Center at the Urban Institute, a non-profit research organization in Washington, DC. He is considered a national expert in early childhood policy. He has been a guest on National Public Radio and his research findings have been cited in numerous media outlets including the Washington Post and Christian Science Monitor. He is a graduate of Villanova University and the University of Virginia.

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These are unconfirmed, plus a few more ED staff may need to be added.

Joan Lombardi, Deputy AS & Inter-Depart. Liaison for Early Childhood Development HHS (invited but not confirmed)

Shannon Rudisill, Associate Director of the Child Care Bureau (invited but not confirmed)

Judy Willgren, Head Start Fellow HHS (invited but not confirmed)

Joanne Weiss, Race to the Top Director (invited but not confirmed)

Carmel Martin, Assistant Secretary for Planning, Evaluation and Policy Development (invited but not confirmed)