Arkansas Presents:
The School of the 21st Century
National Conference
The Peabody • Little Rock, Arkansas
July 23-25, 2007

Hosted by
The Arkansas School of the 21st Century Network and
The School of the 21st Century/Yale University
The Edward Zigler Center in Child Development and Social Policy
310 Prospect Street, New Haven, CT 06511-2187
203-432-9944 (office) • 203-432-9945 (fax) • www.yale.edu/21c
The School of the 21st Century (21C) is a school reform model, founded at Yale University, that incorporates early childhood programs, after-school care, and other family support services designed to promote the optimal growth and development of children beginning at birth. In 1988, Connecticut enacted Family Resource Center (FRC) legislation based on the 21C model; Kentucky lawmakers used Connecticut’s framework in 1990 to establish their Family Resource and Youth Service Center (FRYSC) programs. Thus, often we refer to 21C as “21C/FRC.” 21C has proven successful in urban, rural, and suburban areas, as well as in affluent, middle-class, and poor communities. In many schools, 21C serves as an umbrella for an expanded array of programs besides child care, including adult education, youth development programs, and health and social services. 21C transforms traditional schools into year-round, multi-service centers.

If you are interested in learning about the latest research, new funding opportunities, evaluation findings – and more – to support your school-based, school-linked child care and family support programs, join the 21C Network! Members receive relevant information via the 21C Listserv and mailings. In addition, members can contract with Yale 21C to take advantage of technical assistance and training and share successful strategies with other practitioners throughout the country. If you are interested in General Membership (which is free) or inquiring about a contract, please contact us at: yale21C@yale.edu

Arkansas School of the 21st Century Network
The Arkansas 21C Network (AR21C), an organization of all 21C programs in Arkansas, has the goal of ensuring that more children and families throughout the state have the benefit of high-quality preschool and other 21C program services in their communities.

Schools within the AR21C Network receive technical assistance and support from the Yale 21C National Center and two regional centers – in Paragould and Hamburg. In addition, Arkansas 21C Network members have several opportunities each year to attend training and in-service workshops within the state.

Initially comprised of 35 founding 21C programs, the AR21C Network is growing! If you want more information on how to join the network, contact us: yale21C@yale.edu

The AR21C Network is made possible with support from the Winthrop Rockefeller Foundation.
July 23, 2007

Greetings:

Welcome to the School of the 21st Century National Conference at The Peabody Little Rock! Yale 21C and the Arkansas 21C Network are pleased to co-host this forum for educators working with children and families around the country.

Conceptualized by Edward Zigler, 21C has proven to be a sustainable model. From our first site in Independence, MO, 21C programs have grown to include individual school districts such as Harwich (MA), county projects as found in Rockland County (NY), and statewide initiatives in Connecticut and Kentucky (where 21C programs are known as Family Resource Centers).

The 21C National Conference has traditionally been held at Yale University. With this growth of the 21C program – now in more than 1,300 schools around the country – Yale 21C began to showcase exemplary 21C schools by co-hosting the conference in their home sites. The first such conference was held in 2004 in Independence, MO, where 21C is in place in all of its 13 elementary schools.

Now, we have the pleasure of meeting in Little Rock. Back in 1992, the first Arkansas school district – Paragould – adopted the 21C model under the direction of Superintendent Lee Vent. With support from the Winthrop Rockefeller Foundation, 21C programs have expanded and now reach 43 communities across the state, including Arkadelphia where The Ross Foundation supports the 21C program. And we know from our evaluations that these programs are making a difference – by providing family support services and environments where students can experience academic success.

But this is only the first step. We want to see the 21C model available to all communities interested in its implementation and integration into their educational process, especially in Arkansas. Towards this goal, we are formalizing the Arkansas 21C Network, an organization of 21C school districts throughout the state. This Network will work to expand 21C across Arkansas, provide technical assistance, and offer professional development.

The AR21C Network is an example of what can be achieved when the philanthropic sector – foundations such as the Winthrop Rockefeller Foundation and the Ross Foundation – invests in a statewide initiative. We hope this can be replicated in other states.

We are pleased you are joining us at this conference and hope that you use this opportunity to expand your understanding of 21C, explore cutting edge research in the field, and develop new skills to apply to your work.

Matia Finn-Stevenson, PhD
Director, School of the 21st Century
Research Scientist, Yale University

Alice Barnes, EdD
President, Arkansas 21C Network
Deputy Superintendent, Forrest City School District
## Conference at a Glance

### MONDAY, JULY 23

**Morning River Walk**  
7:00am - 7:45am

**Breakfast/Registration**  
8:00am - 9:00am

**Opening Session**  
Welcome Address
**Keynote:** School-based Family Support and Childcare: The Time is Now  
9:00am - 9:50am

**Seminar Sessions I**  
10:00am - 10:50am

**Break**  
10:50am - 11:00am

**Seminar Sessions II**  
11:00am - 11:50am

**Lunch**  
North Little Rock STARS  
12:00pm - 1:20pm

**Concurrent Sessions I**  
1:30pm - 3:00pm

**Break**  
3:00pm - 3:15pm

**Concurrent Sessions II**  
3:15pm - 4:45pm

**Gala Evening Reception:**  
Celebrating Success  
William J. Clinton Presidential Library  
Host: The Winthrop Rockefeller Foundation

### TUESDAY, JULY 24

**Morning River Walk**  
7:00am - 7:45am

**Breakfast/Registration**  
8:00am - 9:00am

**Plenary Session:**  
Six Degrees of Separation  
9:00am - 9:50am

**Seminar Sessions III**  
10:00am - 10:50am

**Break**  
10:50am - 11:00am

**Seminar Sessions IV**  
11:00am - 11:50am

**Lunch**  
Address: Children, Schools, and Families: Critical Connections  
12:00pm - 1:20pm

**Concurrent Sessions III**  
1:30pm - 3:00pm

**Break**  
3:00pm - 3:15pm

**Concurrent Sessions IV**  
3:15pm - 4:45pm

**Exhibitors Showcase**  
5:00pm - 6:00pm

**Site Visit:**  
10:00am - 11:50am  
Early Childhood Program

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**PLEASE WEAR YOUR NAME TAG AT ALL TIMES FOR ADMISSION TO EVENTS**
WEDNESDAY, JULY 25

Morning River Walk
7:00am - 7:45am

Breakfast/Registration
Address
8:00am - 9:00am

Concurrent Sessions V
9:00am - 10:30am

Break
10:30am - 10:45am

Awards and Recognitions Ceremony and Lunch
Little Rock Preschoolers
Door Prizes
10:45am - 12:45pm

Arkansas Department of Education
Session: Preschool and Beyond:
Making a Smooth Transition
1:00pm - 3:00pm

Break
3:00pm - 3:15pm

Preschool and Beyond:
Making a Smooth Transition (continued)
3:15pm - 5:00pm

21C REGISTRATION DESK
(on Level B near elevators)
Sunday: 3:00pm - 6:00pm
Monday through Wednesday: 8:00am - 5:00pm

Message board and restaurant guide located in the 21C Registration Desk area

EXHIBITORS
(Level B: Grand Ballroom Balcony and Hoffman)
Monday: 8:00am - 5:00pm
Tuesday: 8:00am - 6:00pm
Wednesday: 8:00am - 6:00pm

PLEASE WEAR YOUR NAME TAG AT ALL TIMES FOR ADMISSION TO EVENTS


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21C REGISTRATION DESK

Morning River Walk
Join Arkadelphia’s 21C Coordinator Pat Donlow Wright for a brisk stroll along the Arkansas River – where you may see the little rock of the city’s name! Pat is a recent participant in the fitness scene and a successful marathon contestant. Everyone is welcome to join us on this lovely walk. Meet promptly at the 21C Registration Desk on the B level.

GRAND BALLROOM

Breakfast/Registration
Conference registration opens at 8:00 am and is available until 5:00 pm at the 21C Registration Desk. Breakfast will be served from 8:00 am-9:00 am in the Grand Ballroom.

GRAND BALLROOM

Opening Session
Lee Vent, superintendent in the first Arkansas school district to implement 21C, will open the conference.

Welcome Address
Arkansas Commissioner of Education Ken James, former superintendent in several Arkansas school districts that currently are implementing 21C, will welcome participants to the conference. T. Kenneth James, Commissioner, Arkansas Department of Education

Keynote Address:
School-based Family Support and Childcare: The Time is Now
Edward Zigler, Sterling Professor of Psychology, Emeritus; Founder of 21C; Director Emeritus, The Edward Zigler Center in Child Development and Social Policy, Yale University, New Haven, CT

Early Education and Hispanics: A Substantive Advantage
Hispanic children, especially those from disadvantaged circumstances, continue to lag behind non-Hispanic Whites on measures of school readiness and school achievement. At the same time, there is growing evidence that quality early childhood programs are producing valuable school readiness gains for Hispanic youngsters who have the opportunity to attend them. As is the case with other populations, the earlier Hispanic children have access to high quality educational programs, the better. The most effective existing early childhood strategies close only part of the readiness and achievement gaps between Hispanics and Whites. García, a leader in research and advocacy efforts, will focus on the need to engage in research and development of new or improved program and policy strategies for this population.

Eugene E. García, Vice President for Education Partnerships, Arizona State University, Tempe, AZ

Emotional Intelligence: What It Is and Why It Matters
Today, our field of emotional intelligence (EI) is filled with journal articles and both popular and scholarly books on the topic. As a result of various definitions, books, and tests, the field has become extremely diverse, leaving educators confused about what EI is, how it is measured, and whether it predicts important outcomes about a person’s life. At Yale’s Health, Emotions, and Behavior Laboratory, scientists have tried to clarify the field by distinguishing a research-based ability model from other “trendy” models. Yale’s researchers view EI as an intelligence that is defined and measured as a set of mental abilities, including the accurate appraisal and perception of emotion, use of emotion to facilitate cognitive activities, understanding emotions, and managing emotions for both emotional and personal growth. This presentation will provide

Seminar Sessions I (select one)

CONWAY

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Performance by North Little Rock STARS
The STARS (Serving Today’s At Risk Students) are high school students who serve as role models and mentors for the preschool children of the NLR School District. Under the direction of Sherry Ratliff, Service Learning Coordinator, they spend an hour each week with their “lil” friends. The STARS teach lessons in personal health, character development, and life skills. In addition, the STARS travel throughout the state promoting healthy life style choices. In the original musical production, Star-Quest, The Me I Want to Be, elementary children learn the importance of physical, mental, and social health.

Ellen Frede, Co-Director, National Institute for Early Education Research (NIEER); Associate Professor, The College of New Jersey, New Brunswick, NJ

Is Your School Culturally Responsive?
This session will focus on how school culture can affect the quality of a school’s social-emotional climate, expectations for student achievement, and home-school partnerships. The speaker will examine observable indicators of cultural responsiveness and share specific recommendations on pedagogical practices, school procedures, and school policies that can facilitate equitable and culturally responsive learning environments.

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

Music, Learning, and Brain Development:
Opportunities for School-age Children
Research has demonstrated significant improvements in math, reading, and writing when students obtain musical and other arts skills training as a regular part of their activities. Similarities in brain processes supporting musical or visual arts skills and those called upon in these other areas of learning can facilitate mental development. The program developed by the speaker, Arts for Critical Thinking (ACT), builds on these similarities through short lessons either integrated into the curriculum or presented after school or both. Cross-fertilization in learning that ACT provides has important potential to enhance personal development and academic achievement.

Martin Gardiner, Research Associate in Human Development, Center for the Study of Human Development, Brown University, Providence, RI
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Concurrent Sessions I (select one)

HARRIS BRAKE

1:30-3:00 pm

Educating the Whole Child (and Teacher) with Emotional Literacy: Links to Social, Emotional, and Academic Outcomes
Researchers associate emotion-related skills with success in many areas of life, including social relationships, academic achievement, and job performance. Over the last decade, increasing research has focused on the role of emotion-related skills in both students and teachers. However, most school curricula do not include relevant training. In addition, many school systems lack pre-service and in-service training to develop these skills in teachers. This session will describe the research base, programs, and tools that we’ve developed to address these needs. The presentation will also include a discussion on how emotional literacy training can help schools achieve national academic goals and state standards.

Marilyn D. Carpenter, Assistant Professor, School of Education, University of Arkansas, Monticello, AR; Senior Trainer, Quest Education, Hamburg, AR

WHITE OAK

1:30-3:00 pm

Leadership, Commitment, and Competence – You’ve Gotta Have the Will and the Skill
This interactive session will include an examination of factors that distinguish highly effective schools. Attention will be given to practices, structures, and conditions that facilitate strong student achievement. The presentation will address best practices in student support systems, school organization and culture, challenging standards and curriculum, active teaching and learning, leadership, and school-family-community partnerships.

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

CHICOT

1:30-3:00 pm

Quick Guide to 21C
This workshop will present an overview of 21C as well as tips and tools for those new to its implementation. Topics include 21C components and guiding principles, conducting a needs assessment, forming and maintaining an advisory committee, and planning for action.

Norma Meek, Senior Associate, 21C National Peer Trainer, School of the 21st Century, Yale University, New Haven, CT
Patricia Schumacher, Senior Associate, Coordinator of 21C Leadership Development, School of the 21st Century, Yale University, New Haven, CT

GRAMPAS

1:30-3:00 pm

Beyond Bake Sales: Financing Strategies for Out-of-School Time Programs
This session will explore creative financing strategies that out-of-school time programs can use to sustain their work, including building partnerships and engaging in community fundraising events. Participants will have the opportunity to discuss their efforts in undertaking these financing strategies and/or determine which strategies might work for their programs.

Soumya Bhat, Program Assistant, The Finance Project, Washington, DC
Brittany Anuszkiewicz, Senior Program Associate, The Finance Project, Washington, DC

OUACHITA

1:30-3:00 pm

The FAST Track to Parent Involvement
Families and Schools Together (FAST) is a model prevention program designed to build relationships and protective factors that address a number of problems: school failure, violence, delinquency, and alcohol and drug abuse. Learn the strategies that increase parent involvement in school and bridge the gap between school and community.

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

Exhibitors Hours 8:00am - 5:00pm, Level B: Grand Ballroom Balcony and Hoffman
NEOSHO  **Having a “Ball” – Fitness Activities for Everyone!**
The objective of this workshop is to develop fitness skills by manipulating a ball in a
way that is non-competitive, ability-based, and is a whole lot of fun. The goal is to help
individuals who may have little knowledge about fitness gain confidence in including it
in their curriculum. This workshop deals with fine motor skills and cross-lateral training.
The speaker will put a unique twist on a popular game that makes it fun for students at all
abilities to participate.

*Sandy Slade, President, Sandy Spin Slade, Inc, Corona, CA*

MANNING  **Successful Schools in the Age of Testing:**
**Strategies for Implementation and Evaluation**
With the increased focus on achievement testing and cuts to funding, schools are under
an increasing amount of pressure to show high student achievement. How does today’s
school stay successful? Using data from Independence (MO) School District, presenters
will illustrate lessons learned and highlight steps to take to ensure success in your school.

*Misty Ginicola, Postdoctoral Fellow and Senior Associate, School of 21st Century, Yale University, New Haven, CT
Jennifer Walker, Director, Youth Development and Education, Independence School District, Independence, MO*

3:00-3:15 pm  **Break**

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**Concurrent Sessions II (select one)**

HARRIS/BRAKE  **Growing and Sustaining Your Neighborhood School**
As 21C/Family Resource Center programs grow, administrators wrestle with the questions
bedeviling all programs: how do we flourish without sacrificing quality? How can we
sustain the program and find financing, year after year? How do we ensure continuity
in the face of staff and leadership changes? In its 18th year as a 21C school, the
Independence (MO) School District has an impressive record of continually growing 21C.
In this session, Superintendent Jim Hinson and key staff share their secrets to success.

*Jennifer Walker, Director, Youth Development and Education, Independence School District, Independence, MO
Jim L. Hinson, Superintendent, Independence School District, Independence, MO*

CHICOT  **A Day in the Life – Quality Preschool**
This presentation will give an insider’s glance at what a quality preschool classroom offers
to our children. Along with narrative information, the audience will be taken on a virtual
tour of a classroom “to spend the day.” Presenters will treat participants to circle time
and free choice centers, as well as transition time activities. They will be shown, through a
small portal, what can be offered in a day in the life of quality preschool.

*June Elliott, Director, Federal Programs/Special Initiatives, Cabot Public Schools, Cabot, AR
Tina Kimbrell, 21CCLC Coordinator, Cabot Public Schools, Cabot, AR*
Use thematic learning to enhance your summer program. Grounded in research and practice, this session will help you understand the characteristics of effective programs and how to develop themes that engage youth in high-quality out-of-school time learning experiences.

Jennifer Eden Brady, Director, Training and Management Assistance, Center for Summer Learning, Johns Hopkins University, Baltimore, MD

Beyond Zero to Three: A New Approach to Home Visiting

A home visitation program demonstrates that teachers, principals, and school staff are willing to go more than halfway to involve all parents in their children’s education. Home visits help school staff establish a relationship with families, thus promoting home-school communication and helping to improve attendance and achievement. Planning is the key!

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

Brief Parenting Interventions – A New Parent Education Strategy

The Brief Parenting Intervention Model, an innovative approach to parenting education, is designed to deliver parenting education in 5- to 15-minute brief interventions. Preschool teachers are trained to translate research into family friendly conversations that respond to individual parent concerns over time to improve parenting practices shown to improve outcomes for children.

Teri Patrick, Research Associate; Parent Educator, University of Arkansas for Medical Sciences, Little Rock, AR

From Circle Time to Center Time

This presentation will invite participants to engage in (Early Childhood Environmental Rating Scale) ECERS-friendly circle time and center time activities focused on the theme of animals. Activities will be presented within Work Sampling Domains/AR Early Childhood Education Frameworks. Come ready to play, learn, and walk away with ready-to-use materials.

Stacy Aldridge, Preschool Teacher, Valley View School District, Jonesboro, AR
Shirley Mitchell, Preschool Teacher, Valley View School District, Jonesboro, AR
Brenna Jones, Preschool Teacher, Valley View School District, Jonesboro, AR

If you pre-registered for this event, you are invited to a reception, Celebrating Success, hosted by the Winthrop Rockefeller Foundation at the William J. Clinton Presidential Library. Transportation details and tickets are included in conference registration packets only to those who pre-registered for this event.
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- **Morning River Walk**
  Join Arkadelphia’s 21C Coordinator Pat Donlow Wright for a brisk stroll along the Arkansas River – where you may see the little rock of the city’s name! Pat is a recent participant in the fitness scene and a successful marathon contestant. Everyone is welcome to join us on this lovely walk. Meet promptly at the 21C Registration Desk on the B level.

- **Breakfast/Registration**
  Conference registration opens at 8:00am and is available until 5:00pm at the 21C Registration Desk. Breakfast will be served from 8:00am-9:00am in the Grand Ballroom.

- **Plenary Session:**
  **Six Degrees of Separation**
  No Child Left Behind (NCLB), the most far reaching educational legislation in decades, has significant implications for educational policy and practice. The speaker, representing the US Department of Education, will discuss the reauthorization of NCLB and its importance in preparing students for life in the 21st century.
  
  Raymond Simon, Deputy Secretary, United States Department of Education, Washington, DC

**Seminar Sessions III or Site Visit**
(select one; pre-registration required for site visit)

- **Site Visit**
  If you pre-registered for this event, you are invited to attend a site visit, concurrent with Seminar Sessions III and IV. We will provide bus transportation. The group will return to The Peabody Little Rock for lunch. Instructions for pre-registrants for the Early Childhood Site Visit are in registration packets for those who have pre-registered. Be at the Hotel Lobby by 9:55 am.

  If you are not pre-registered for the site visit, choose a seminar for each time slot from the list below.

- **HOTEL LOBBY**
  **After-school for the Global Age**
  Ours has become an increasingly global community, requiring outreach to other countries. After-school programs are in an ideal position to provide a global perspective. How can extended day learning programs and after-school initiatives integrate international content into program design, development, and delivery? What help is available and needed to implement internationally oriented after-school and summer learning initiatives? How can the after-school community incorporate an international perspective in policy advocacy? This presentation will address these and other issues related to after-school programs.

  Michael Levine, Founding Executive Director, The Joan Ganz Cooney Center, New York, NY; Senior Associate, School of the 21st Century, Yale University, New Haven, CT

- **CONWAY**
  **Successful Links Between your School Board and your 21C Programs**
  Successful implementation of school-based child care and family support services can be achieved only if there is program commitment and informed leadership at all levels. Since such programs are often funded by public agencies or private foundations, school board members have been missing from the equation. Yet their enthusiasm and support are essential prerequisites to program sustainability. How do schools and their boards

- **WHITE OAK**
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Successfully convey their interests and activities to each other? What program information do board members want to hear and from whom? How can school administrators engage board members’ interest? The superintendent and the school board president from Independence, MO—the longest operating 21C program in the country—will answer these and other questions.

Jim L. Hinson, Superintendent, Independence School District, Independence, MO
Jana Waits, School Board President, Independence School District, Independence, MO

Break

Seminar Sessions IV (select one)

WHITE OAK

10:50-11:00 am

Strategies for Engaging the Private Sector in Funding and Financing

Many schools are skilled in garnering financial support through the use of state and federal funds but have limited experiences with other fundraising strategies. The private sector provides a broad, largely untapped source of funding for 21C programs. This presentation will provide strategies to identify and work with this potential resource.

Gerald M. Cutts, President; Chief Executive Director, First Children’s Finance, Minneapolis, MN

11:00-11:50 am

Nutrition, Physical Activity, and the Curriculum: Real-world Reconciliations of Square Peg and Round Hole

Most of us have heard about the recent emphasis on the importance of nutrition and physical activity and associated problems related to childhood obesity. Much less is known about the underlying research on the topic and ways to address the problem. Two national experts in the field will provide an overview of the research and what schools can and should be doing related to this issue. This will be followed by a presentation about updated versions of two national school-based wellness programs: Nutrition Detectives® and ABC for Fitness®.

David L. Katz, Associate Clinical Professor of Public Health; Director, Prevention Research Center, Yale University School of Medicine, New Haven, CT
Catherine S. Katz

CONWAY

11:00-11:50 am

Lunch

GRAND BALLROOM

12:00-1:20 pm

Children, Schools, and Families: Critical Connections

Effective school, family, and community partnerships that support the educational development of children are critical in today’s world. Research demonstrates the correlation between achievement and school-family-community connections. This presentation will explore this, along with how and why families are involved with their children’s educational development and how educators can develop strong parent relationships.

Karen Mapp, Lecturer on Education, Graduate School of Education, Harvard University, Cambridge, MA
Concurrent Sessions III (select one)

**HARRIS BRAKE**

*Implementing a Nutrition and Physical Activity Program with Minimal Resources*  
Participants will explore steps to develop and implement a school-based nutrition and physical activity program tailored to meet the needs of their students. This session will highlight two school-based wellness programs, *Nutrition Detectives*® and *ABC for Fitness*©, that are currently being implemented and evaluated in the Independence (MO) School District.

David L. Katz, Associate Professor, Public Health; Director, Prevention Research Center, Yale University School of Medicine, New Haven, CT  
Jennifer Walker, Director, Youth Development and Education, Independence School District, Independence, MO

**WHITE OAK**

*The Building Leader’s Role in Successful Neighborhood Schools*  
Principals from the Independence (MO) School District will highlight the important role of a building leader in developing and sustaining the components of neighborhood programming. They will share their strategies of engaging students, teachers, and families in education. Discussion will include the use of data to inform decisions and create programming and the benefits of mobilizing neighborhoods to respond to the ever-evolving needs of students and families. The presenters encourage participants to bring questions and programming ideas for meaningful participant discussion.

Jonathan Pye, Principal, Bryant Elementary School, Independence, MO  
Ann Laudwig, Principal, Sycamore Hills Elementary School, Independence, MO  
RD Mallams, Principal, Thomas Hart Benton Elementary School, Independence, MO

**CHICOT**

*It’s All in the Family (Center, that is)*  
This presentation will discuss school-based Family Resource Network Centers designed to link families with resource materials and the factors that influence their successful development, operation, and sustainability. Factors include: a strong facilitating team, quality resource materials that support parents as children’s first teachers, strong public/private collaboration, and built-in incentives that encourage collaboration.

Grace F. Fong, Professor, University of Hawai’i at Manoa, Honolulu, HI  
Mary Ann Nemoto, Senior Project Coordinator, Learning to Grow Project, Center on the Family, University of Hawai’i at Manoa, Honolulu, HI

**GRAMPAS**

*Benefits Beyond the Bell*  
After-school programs are emerging as a strategy for improving student performance due to their contribution to educational benefits. The presenter will examine various models that connect school competencies with academic results. After-school programs enable schools to bridge the achievement gap and communities to reap the benefits beyond the bell.

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

**OUACHITA**

*Talk or Action: Making Parent Involvement Happen*  
This session will compare histories and activities of parent centers in five Conway (AR) elementary schools to see how each site arrived at programs that successfully involve parent populations. It will also place an emphasis on *The Prescription for Excellence Program* used at the schools and how to make it a success at your school.

Fritzi K. Montgomery, Parent Coordinator, Conway Public Schools, Conway, AR
NEOSHO  Hands-on Strategies for Teachers of
English Language Learners (ELLs)
The audience will learn a brief overview of language acquisition. This presentation will
 teach how to modify a lesson plan step-by-step, starting with objectives, preparation of
 lesson and materials, selecting important concepts and vocabulary, chunking, checking for
 comprehension, previewing, viewing and reviewing, allowing more practice and alternative
 assessments. The audience will be given several class activities at different grade levels and
 allowed time to identify how they can modify the class activity for ELLs. Group discussion of
 reasoning for modifications will follow.
Karyna Cintrón-Carbone, ESL Coordinator, Cabot Public Schools, Cabot, AR
Lisa York, Teacher Leader, Cabot Public Schools, Cabot, AR

MANNING  North Star: A Program for School-age Girls
North Star promotes social emotional learning and aids in prevention of future interper-
sonal and academic performance problems. A Native American theme, animal cards, and a
series of art projects based upon components of self-esteem inspire a ritual that stimulates
discussion and provides an atmosphere of mutual respect, self-expression, communication,
self-understanding, and group reinforcement.
Patricia W. De Barbieri, Associate Professor; Coordinator,
School Counseling Program, Southern Connecticut State University, New Haven, CT
Erica Fancher, Graduate Student, Southern Connecticut State University, New Haven, CT

Concurrent Sessions IV
(select one)

HARRIS BRAKE  Strategies for Sustainability: Weaving 21C into
the Fabric of Your School System
The Somerset (KY) Independent School System implemented a Family Resource and Youth
Service Center (FRYSC) in August 1991. (As part of the 1990 Kentucky Education Reform Act,
that state established FRYSCs, which were based on Connecticut Family Resource Centers,
which themselves were modeled after 21C.) The school system had owned and operated
a child-care center since 1988. Through a partnership between FRYSC and the community,
schools offered nursing services, mental health counseling, parent education, reading-
tutoring, healthy life-style awareness, and many other projects. In 2007, 21C components are
an integral part of the system and community partners assist in the schools daily.
Julie Goodan, Family Resource Center Coordinator, Somerset Independent School System, Somerset, KY
Donna L. Wilson, Family Resource Staff Member, Meece Middle School,
Somerset Independent School System, Somerset, KY
Sharon Flowers, Instructional Supervisor, Somerset Independent School System, Somerset, KY

WHITE OAK  Environments and Strategies to Engage Male Learners
This session provides an overview of recent brain research that facilitates understanding of
hard-wired differences and learning predilections of boys. The presenter provides simple
environmental and teaching strategy adjustments that can be easily implemented to
enhance learning opportunities for boys.
Larry J. Griffin, National Assessment Specialist, Kaplan Early Learning Company, Lewisville, NC
Using Assessment Data to Support Curriculum Development
This session will provide participants with the experience of efficiently using data to make effective decisions about curriculum and experiences. Examples of early learning standards will be provided to connect assessment and planning to standards. Participants will be actively engaged in large and small group work throughout the session.

Joanna Grymes, Associate Professor, Early Childhood Education, Arkansas State University, State University, AR

What Really Works After School
Positive Atmosphere Reaches Kids – PARK – has been heralded as a model after-school youth development program. Over the past 10 years, PARK has worked to impact the lives of central Arkansas youth by remaining focused and committed to a very specific mission. This presentation will explore what makes PARK special and discuss its successes and challenges. This session will provide youth-serving organizations with concrete positive youth development ideas, tools, and approaches. It will offer practical hands-on examples for motivating, rewarding, and encouraging young people to get the most out of after-school time.

Kareem Moody, Program Director, Positive Atmosphere Reaches Kids, Little Rock, AR

Engaging Parents in Out-of-School Time Programs
In this interactive session, participants will have the opportunity to explore why parents should be involved in before- and after-school programs. We will talk about ways parents can be involved and how to get them to participate. Bring your good ideas to share!

Janet Shepard, Training Coordinator, Practical Parenting Partnerships, Jefferson City, MO

Working with Immigrant Families and their Children
The purpose of this workshop is to explore the critical issue of immigration as a construct of diversity. This workshop is aimed at offering thought-provoking, innovative, and practical teaching and learning strategies to help participants develop insight and self-knowledge about working with a diverse workforce that includes immigrants.

Natalie Johnson-Leslie, Assistant Professor, Department of Teacher Education, Arkansas State University, Jonesboro, AR
Dianne Lawler-Prince, Chair, Department of Teacher Education, Arkansas State University, Jonesboro, AR

Successful Rural Partnerships and Advocacy Ideas
This presentation will provide new and experienced 21C/FRC staff with tips on state advocacy and successful rural partnerships, while highlighting beneficial literacy programming.

Reid Livingston, Southeast Area Field Office Director, Save the Children, Berea, KY
Andrew Hysell, Director State Policy and Advocacy, Save the Children, Westport, CT
Ann Mintz, Education Advisor, Save the Children, Washington, DC

Visit exhibitor displays, as participating members demonstrate their products and describe their relevance to 21C programs.
Morning River Walk
Join Arkadelphia’s 21C Coordinator Pat Donlow Wright for a brisk stroll along the Arkansas River – where you may see the little rock of the city’s name! Pat is a recent participant in the fitness scene and a successful marathon contestant. Everyone is welcome to join us on this lovely walk. Meet promptly at the 21C Registration Desk on the B level.

Breakfast/Registration

Breakfast Address
The Honorable Mike Beebe, Governor, State of Arkansas

Concurrent Sessions V (select one)

Early Childhood – Today and Tomorrow
Tapping into the wealth of knowledge provided by a panel of experienced educators from diverse backgrounds, we will explore current early childhood topics, such as: what young children need; quality programs – closing the gap between research and practice; and teacher training – what future teachers of young children need to know.

Moderator: Patricia Schumacher, Senior Associate, Coordinator of 21C Leadership Development, School of the 21st Century, Yale University, New Haven, CT
Bettye Caldwell, Professor Emeritus, University of Arkansas for Medical Sciences, Little Rock, AR
Tonya Russell, Director, Division of Child Care and Early Childhood Education, Department of Health and Human Service, Little Rock, AR
Mark Cooper, Professor, University of Central Arkansas, Conway, AR

Parent-Teacher Conferences and Beyond: Collaboration for Success
This workshop provides information about parent-teacher conferences and other venues for working with parents that will improve their outcomes. Learn some formulas for success related to the setting and format for successful parent involvement.

Norma Meek, Senior Associate, 21C National Peer Trainer, School of the 21st Century, Yale University, New Haven, CT

Break
Arkansas Department of Education Session

**Preschool and Beyond: Making a Smooth Transition**

This presentation will share up-to-date research on what children and families are likely to experience during the transition from preschool to elementary school. Panelists will then discuss best practice recommendations regarding how preschool and elementary school staff can best support children during the transition, with a particular emphasis on creating and maintaining continuous, high quality learning opportunities and strong informational and relational linkages between people and settings. Specific topics to be covered include alignment of program architecture (e.g., learning standards, assessment, curricula) and classroom processes across preschool to 3rd grade and development of positive, sustained, and informed relationships among key players during transitions (e.g., child-teachers, teacher-parents, child-peers). Attendees will leave the session recognizing the importance of continuity and connections in support of successful transitions and their role herein.

*Moderator: Dee Cox, Coordinator Special Programs, Arkansas Department of Education, Little Rock, AR*

*Jason Downer, Senior Scientist, Center for Advanced Studies of Teaching and Learning, University of Virginia, Charlottesville, VA*

*Bridget Hamre, Research Scientist, Center for Advanced Study of Teaching and Learning, University of Virginia, Charlottesville, VA*

**Break**

**Preschool and Beyond: Making a Smooth Transition**
(continued)
Stacy Aldridge

Stacy Aldridge, from Jonesboro, AR, has taught preschool for the past eight years. She was one of the original Arkansas Early Intervention Case Management Coordinators for newborns to three-year-old children with disabilities or developmental delays. She is also the mother of three girls.

Kenneth A. Anthony II

Kenneth A. Anthony II is the district Family Resource Center coordinator for Windsor (CT) public schools. He oversees five family resource centers with before- and after-school components. He is also responsible for creating school, family, and community partnerships and working with other agencies and committees within the state. Anthony has been an integral part of the development of Windsor’s first parent and educator conference called Childhood Conversations: What’s Best for Our Kids? He was published in the journal Perspective (August 2005) with an article titled Working Together After School: Collaboration. Anthony was also Child Care Services Director at the New Britain-Berlin YMCA from 2002 – 2006. While there, he joined the school competencies with after-school enrichment activities to enhance student performance. He served on the Berlin Education Council and Tunxis Early Childhood Council and is an executive committee member of the Windsor Early Childhood Council, as well as an education consultant for the New Britain-Berlin YMCA Child Care and Youth programs.

Brittany Anuszkiewicz

Brittany Anuszkiewicz, senior program associate at The Finance Project, conducts research, policy tool development, and technical assistance activities that focus on financing and sustaining programs for children and youth. Prior to joining TFP, Anuszkiewicz worked as a fellow with the Forum For Youth Investment and as program assistant for The Annie E. Casey Foundation. Anuszkiewicz is an experienced facilitator and technical assistance provider, having supported numerous meetings and workshops throughout her career. Anuszkiewicz holds a MLA and certificate in nonprofit studies from Johns Hopkins University and BA in international relations from Towson University.

Soumya Bhat

Soumya Bhat focuses on the financing and sustainability of youth development and out-of-school time initiatives. She conducts research and develops policy tools and training materials for After School Investments, a technical assistance project of the US Department of Health and Human Services to support state and local efforts to provide quality after-school opportunities. Prior to joining The Finance Project, Bhat studied early education issues and school finance at The New America Foundation in Washington, DC. She holds a master’s degree from the LBJ School of Public Affairs at The University of Texas at Austin.

Jennifer Eden Brady

Jennifer Eden Brady is the director of training and management assistance at the Center for Summer Learning at Johns Hopkins University. Brady provides strategic direction for the
Biographies

Center for Summer Learning’s training and management assistance initiatives. She enhances the quality of summer programs by overseeing design, development, delivery, and evaluation of the Center’s learning initiatives. Since November 2005, Brady has led the Center in training more than 1,000 providers who collectively serve more than one million young people. Brady is a principal author of the Center’s newest publication, *Making the Most of Summer: A Handbook on Effective Summer Programming & Thematic Learning*.

**Bettye Caldwell**

Bettye Caldwell, professor emeritus at the Department of Pediatrics, University of Arkansas for Medical Sciences (UAMS), is a past president of the National Association for the Education of Young Children (NAEYC) and is internationally recognized for her research on the relationship between home environment and cognitive development in very young children. She worked for many years as a program director, university educator, and researcher. She is best known for emphasizing the importance of the first three years of life and for urging a productive integration between early child education and child care, which she described as *educare*.

Caldwell, who obtained her PhD from Washington University, has been editor of *Child Development* and received many awards, including the 2001 Dolley Madison Award for Outstanding Lifelong Contribution to the Development and Well-being of Very Young Children and Their Families and, most recently, the *Great Friend to Kids Award* given by the Association of Children’s Museums.

**Karyna Cintrón-Carbone**

Karyna Cintrón-Carbone received her BA at Tulane University in French and linguistics and completed a master’s in secondary education at the University of Arkansas at Little Rock. Throughout the years, she has taught Spanish at Mt. St. Mary’s in Little Rock and Searcy High School in Searcy, AR. While in Searcy, she completed her English as a second language (ESL) endorsement and started working with ESL students. In 2004, Cabot Public Schools offered her a position as ESL teacher and coordinator, where she is currently employed. During the summer, she offers workshops to the educational cooperatives in Arkansas and has presented for various co-ops throughout the state. The workshops are usually oriented for educators teaching ESL, Spanish immersion for Spanish teachers, and introductory Spanish course for all educators.

**Marilyn D. Carpenter**

Marilyn D. Carpenter received her bachelor’s degrees in elementary and secondary education from the University of Arkansas at Monticello. She received her elementary and secondary master’s degrees and her doctorate in educational administration from the University of Arkansas in Fayetteville. Her experience as an elementary, middle, high school teacher, K-12 principal, assistant superintendent, and college professor has exposed Carpenter to all levels of education. She is an educational consultant, public speaker, and serves as founder and senior partner for Quest Education. Currently, Carpenter is an assistant professor in the school of education at the University of Arkansas at Monticello; senior trainer for Quest Education; and contributing editor for *Emotional Literacy in the Classroom: Upper Elementary, A Social, Emotional, and Academic Learning Program*. She has collaborated with Marc Brackett, Yale University, on emotional intelligence research.
Biographies

Mark Cooper

Mark Cooper is a professor in the department of early childhood and special education at the University of Central Arkansas and a licensed professional counselor. Known better as Dr. Mark, he has been a contributing author to the *Autism Asperger’s Digest* and has also written for numerous other journals including *Focus on Autism and Other Developmental Disorders*, *Rural Special Education Quarterly*, *Phi Delta Pi Record*, *Children and Families*, *Journal of Early Education and Family Review*, and *National Forum for Educational Administration and Supervision*. More recently, Dr. Mark has written the book, *Bound and Determined*, published by Learning Disabilities Worldwide, Inc. This book of hope provides strategies for helping struggling learners succeed in the classroom and at home. Dr. Mark uses the venues of teaching, counseling, consulting, writing, and speaking to help teachers and parents guide, manage, and teach children more successfully. He combines understanding, sensitivity, and determination to help achieve his hope for children.

Dee Cox

Dee Cox is state coordinator for special programs for the Arkansas Department of Education. She began her educational career as a high school volunteer tutoring special education students. She completed her undergraduate degree by attending night school and working full time as a paraprofessional. Her educational background experience focuses on early childhood, parental involvement, elementary education, special education, educational examiner, as well as administration. She is also an adjunct professor at Henderson State University and Pulaski County Technical College. She has a BSE, MSE, MEd, and EdS and will complete her doctoral studies in May of 2008.

Gerald M. Cutts

Gerald M. Cutts, president and CEO of First Children’s Finance, is responsible for program oversight and development and fundraising. He has more than 20 years in the community development field, having packaged more than $10 million in housing and child care financing and funding. He contributes this experience to numerous professional associations and initiatives in Minnesota and nationally. He holds a degree in law and a master’s degree in urban planning. He managed a child care program for low-income children for five years and has taught at preschool, elementary, junior high, secondary, and college levels.

Pat Davenport

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

Davenport is an experienced presenter, speaking most recently at the Annual Conference of National Association of Community Schools, Annual Conference of the American Public
Biographies

Health Association, 11th Annual Conference on Advancing School Mental Health, 6th Annual Diversity Challenge Conference at Boston College, and Annual Conference of the National Black Child Development Institute.

Patricia W. De Barbieri

Patricia W. De Barbieri, a licensed professional counselor, has taught in public and private institutions. During her experience as university student counselor, mental health counselor, and director of a university mental health counseling center, she became interested in eating disorders. De Barbieri is a member of the NCAA Speakers Bureau and consults with student athletes, coaches, and athletic department administrators regarding the development of programming and support for athletes with eating disorders.

De Barbieri earned a BS from SUNY/Oneonta in child development and family relations, a MS in counselor education from Southern Connecticut State University, and her doctorate in education from Teachers College Columbia University in Adult Learning. Her dissertation research is on The Role of Learning in Recovery from Bulimia. She is a charter member of the Connecticut College Eating Disorders Task Force and a current member of the American Counseling Association, Connecticut Counseling Association, Connecticut School Counseling Association, Association for Counselor Education and Supervision, American Association of University Women, and American Association of University Professors.

Jason Downer

Jason Downer, research scientist at the University of Virginia’s Center for Advanced Study of Teaching and Learning, is a licensed clinical psychologist in the Commonwealth of Virginia. Downer received his doctorate in clinical-community psychology from the University of South Carolina. His research focuses on identifying and understanding supports available to children during early childhood and elementary school, with a particular emphasis on observing classroom processes across preschool through grade three. He has recently authored two chapters relevant to early schooling: one in the NAEYC publication Kindergarten Today about the transition from kindergarten to first grade and the other in School Readiness and the Transition to Kindergarten about father involvement with young children.

June Elliott

June Elliott, director of federal programs for Cabot (AR) public schools, began her career as a fourth grade classroom teacher in Forrest City, AR. Elliott moved her career to Bald Knob (AR) and became an English instructor for middle school students where she planned and implemented a restructuring of the sixth grade establishment. In 1993, she became a program administrator for the Arkansas Department of Education. As she pursued opportunities for higher education, she served as assistant principal at Cabot Middle and High School. In her current position, she administers all federal funds and state categorical funds and supervises 21C programs and all grant implementations throughout the district.

Elliott, who now lives in Cabot, has two sons with families involved in many school and community activities. She believes that schools are the heart of a community and she strives to increase opportunities for all students in the Cabot District.
Biographies

Erica Fancher

Erica Fancher is a graduate student in the 6th year certificate program in School Psychology at Southern Connecticut State University. Fancher is a research assistant working in the field of eating disorders.

Sharon Flowers

Sharon Flowers holds a MA in education from Western Kentucky University. She has been an educator for 20 years in various positions including high school mathematics teacher, mathematics specialist, assistant principal, and principal. She has worked in primary, middle, and high schools and currently serves as instructional supervisor in the central office of the Somerset (KY) Independent School System. She is married and has two daughters: Madison, a sophomore at The University of the Cumberlands and Sarah, a senior at Somerset High School. Flowers is an active member of the Lake Cumberland Church of the Nazarene.

Grace F. Fong

Grace F. Fong, professor at the University of Hawai‘i at Manoa in the department of family and consumer sciences, coordinates the family resources undergraduate internship program. She is an affiliate faculty member with the University’s Center on the Family and is the principal investigator for Learning to Grow, a project that provides educational outreach and resources for families with young children to enhance their early learning experiences and care.

Ellen Frede

Ellen Frede, associate professor at The College of New Jersey and co-director of the National Institute for Early Education Research (NIEER), is a widely published developmental psychologist, researcher, and teacher with extensive experience in early childhood program implementation and administration. Before joining NIEER, she served as assistant to the commissioner for early childhood education at the New Jersey Department of Education, where she oversaw implementation of high-quality preschool in more than 150 school districts.

Frede has a BA in early childhood education from the University of Michigan, a MA in human development from Pacific Oaks College, and a PhD in developmental psychology from Utah State University. She began her career teaching in a wide variety of early childhood classrooms and has served as a professional development specialist, project director, and principal investigator on numerous research projects that focus primarily on the relationship of program quality to child outcomes and early childhood inclusion practices.

Eugene E. García

Eugene E. García, vice president for education partnerships at Arizona State University (ASU), is responsible for coordinating campus-wide teacher preparation, as well as implementing an initiative to establish campus schools. In 2003, he was vice president for university-school partnerships at ASU, which involved strengthening K-12 education in Arizona related to distribution of fiscal and human resources. He was dean at Mary Lou Fulton College of Education at ASU from 2002 to 2006. From 1995 to 2001, he was dean and professor of the Graduate School of Education, University of California, Berkeley.
Biographies

García has published extensively in the area of language teaching and bilingual development. He was a senior officer and director of the Office of Bilingual Education and Minority Languages Affairs in the US Department of Education from 1993 to 1995. Currently chair of the National Task Force on Early Childhood Education for Hispanics, his recent research focuses on effective schooling for linguistically and culturally diverse student populations.

Martin Gardiner

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

Misty Ginicola

Misty Ginicola, senior associate in research and evaluation for the School of the 21st Century, is currently working on several research evaluations and heading up the addition of the mental health program to the School of the 21st Century’s program components.

Ginicola received her PhD from Yale University in 2006. She began working with the School of the 21st Century program in 2002 and has continued in different capacities. She is also on the teaching faculty at Southern Connecticut State University in the counseling and school psychology department. Her primary research interests are the development of mental health problems in children, the nature and course of mental health problems in children with mental retardation, and school programs which improve children's social and emotional functioning.

Julie Goodan

In the fall of 1988, Julie Goodan, who has a master’s degree in education, initiated the Somerset (KY) Independent School System’s school-age child care program, which has served as a statewide model and has been featured in national magazines. In 1991, Goodan assumed the duties of the first coordinator of Somerset’s Family Resource & Youth Services Center. The center is the 1998 recipient of the Harry Cowherd Award given by the Kentucky Cabinet for Families and Children. The Somerset Family Resource & Youth Service Center has served as a national demonstration site for Yale University’s School of the 21st Century.

Goodan has presented numerous workshops at national conferences including the National School Age Child Care Conference, Families First, and Yale’s School of the 21st Century, including serving as a National 21C Peer Trainer. She has also provided trainings for Wesley College and KET. Goodan serves as a board member and education chair for the Somerset-Pulaski County Chamber of Commerce.
Biographies

Larry J. Griffin

Larry J. Griffin began his career as an elementary school teacher in North Carolina, where he co-authored and implemented an interdisciplinary, arts-based curriculum and received several awards and recognitions. Griffin moved to Germany, where he managed early childhood programs for the military and worked for a child development credentialing program for both center-based and family child care providers stationed in and near Frankfurt.

Back in the US, Griffin served as program director at a private, non-profit school in Oregon, before returning to North Carolina where he worked for a Head Start program. He also served on numerous early education boards and committees and taught early childhood courses for two community colleges. Griffin joined Kaplan Early Learning Company in 2000 as national assessment specialist, where he holds trainings and presentations for teachers, administrators, and parents.

Griffin has a BA in early childhood and elementary education and MEd in education administration with an emphasis in curriculum and instruction, both from the University of North Carolina at Charlotte.

Joanna Grymes

Joanna Grymes earned her bachelor's, master's, and doctoral degrees in the area of family and child development. She has worked in the field of early care and education for more than 20 years, in a variety of settings and contexts but primarily in community-based settings providing services to children under the age of five. She also has provided professional development in the area of assessment to undergraduate and graduate students, as well as child care professionals, for more than 15 years. She currently coordinates a statewide project providing professional development and technical assistance to publicly funded preschool teachers in observational assessment techniques.

Bridget Hamre

Bridget Hamre, research scientist at the University of Virginia's Center for Advanced Study of Teaching and Learning, received a doctorate in clinical and school psychology from the University of Virginia. Her primary research interests lie in integrating psychological and educational theory and methodology. In particular, she is interested in identifying classroom-level processes that facilitate children's academic and socio-emotional development. Hamre has been involved in the development of MyTeachingPartner, an online system for teacher consultation that aims to improve the quality of teachers' social and instructional interactions with students. She also studies student-teacher relationships and co-authored the Student, Teachers, and Relationship Success System, an intervention aimed at helping teachers improve their relationships with students.

Jim L. Hinson

Jim L. Hinson, superintendent of the Independence School District (MO) since 2002, began his career as a sixth grade teacher in Carthage, MO. After six years in the classroom, he became an elementary school principal. At the age of 33, he was named superintendent of the Greenfield School District in southwest Missouri, later moving to the East Newton School District to serve as superintendent there. Hinson graduated from Missouri Southern State
Biographies

College and holds a master’s and specialist degree from Southwest Missouri State University. He received his doctorate in education from St. Louis University, St. Louis, MO.

Andrew Hysell

Andrew Hysell is director of state policy and advocacy for Save the Children’s US programs. Hysell, who has worked in politics and public policy his entire career, served in a policy capacity both for the Connecticut and Wisconsin legislature and has worked on Capitol Hill. He has run electoral campaigns in New York, Maine, and Washington. Hysell worked as the New England/Mid-Atlantic region advocacy director for the Campaign for Tobacco-Free Kids, during which time he earned his Juris Doctorate from the Georgetown University Law Center.

T. Kenneth James

T. Kenneth James, originally appointed as commissioner of the Arkansas Department of Education by Governor Mike Huckabee in 2004, was reappointed by Governor Mike Beebe in January 2007. Previously, he served as superintendent in Fayette County public schools (KY) and Little Rock, Van Buren, and Batesville (AR) school districts. James also served as assistant superintendent for educational services with the Escondido Union High School District in Escondido (CA). In 1998, he was selected as Superintendent of the Year for the State of Arkansas. James began his career in education in 1972 and has served as a classroom teacher, assistant principal, principal, coordinator of planning and assessment, and assistant superintendent.

James earned a doctorate in educational administration and supervision from Northern Arizona University and the United States International University in San Diego, California. He received a master’s degree in educational administration from Northern Arizona University and a bachelor’s degree from Arkansas State University.

Natalie Johnson-Leslie

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

Each time she conducts seminars on diversity, participants indicate that the sessions are highly interactive, appropriate, and applicable. Participants gain practical and ready-to-implement strategies to better serve all students. She uses songs, music, poetry, and lots of energy to bring life to the workshop sessions she facilitates. Participants will leave workshop with many thought-provoking ideas, along with initiative and practical approaches to immigration and diversity for their classrooms. Participants will have multiple opportunities for participation and networking in this highly stimulating workshop.

Brenna Jones

Brenna Jones, a teacher from Jonesboro, AR, has taught primary grades for six years and preschool for one year. She is married and has a three-year-old daughter named Jana.
Biographies

Catherine S. Katz

Catherine S. Katz, an expert cook, has developed the recipes for *The Flavor Point Diet* (Rodale, 2005), *Dr. David Katz’s Flavor-Full Diet* (Rodale, 2007), and www.thewaytoeat.net. She earned her bachelor’s degree in psychology at The University of California, Berkeley, and her doctorate in neuroscience from Princeton University. She has made significant scientific contributions to the study of olfaction and its link to memory and learning.

Catherine has collaborated with husband David Katz to develop *The Nutrition Detectives Program©*, an innovative nutrition training program for elementary school students, which teaches children to make good choices in the supermarket. The program has been delivered in schools across Connecticut and the United States, including district-wide implementation in Independence, MO.

David L. Katz

David L. Katz, associate professor (adjunct) of public health and director of the Prevention Research Center at the Yale University School of Medicine, earned his BA from Dartmouth College, his MD from the Albert Einstein College of Medicine, and his MPH from the Yale University School of Public Health. A board-certified specialist in internal medicine and preventive medicine, Katz has twice been recognized as one of America’s top physicians in preventive medicine by the Consumers’ Research Council of America.

An expert in weight management, nutrition, and chronic disease prevention, he served as an advisor on obesity control to the US Secretary of Health, Commissioner of the US Food and Drug Administration, ministries of health in Canada and Israel, and National Governors Association. Katz is founder and director of both the Integrative Medicine Center and Turn the Tide Foundation, Inc, a non-profit foundation dedicated to reversing trends in obesity and related chronic disease. The author of nearly 100 scientific papers and chapters and 11 books to date, Katz is the nutrition columnist to *O*, the Oprah Magazine, a syndicated health columnist for the *New York Times*, and has served as a medical contributor for ABC News.

Tina Kimbrell

Tina Kimbrell is 21 CCLC coordinator and district parent coordinator for Cabot Schools, AR. As she began her career in education, she became a remedial teacher for junior high students in Corning, AR, and soon became a classroom teacher of fifth grade students. After relocating to Paragould, AR, Kimbrell moved into a third grade position where she remained for 12 years. After completing her master’s degree in educational administration, her calling led her into the halls and offices as an assistant principal. After another move, she was drawn back into the third grade classroom for another year in the North Little Rock District. The administrative call was too loud to ignore and she moved back into the realm of administration in her present position. Kimbrell and her family live in Cabot, AR, where her son Kason is a sixth grader and her daughter Gracie is a first grader.

Ann Laudwig

Ann Laudwig is an elementary principal in the Independence (MO) School District. She is currently completing her second year as the principal at Sycamore Hills Elementary and fifth year as a principal.
Dianne Lawler-Prince

Dianne Lawler-Prince, chair, department of teacher education, Arkansas State University, served as president of the Southern Early Childhood Association and secretary on the Executive Board of the Association for Childhood Education International. She has taught graduate courses that addressed immigration issues and is an author of several books and articles. She has been the recipient of more than $1,800,000 in grant awards that supported programs for infants and toddlers, preschool, classroom action research, and staff development initiatives. During the 1990s, Prince led the ASU Arkansas Better Chance (ABC) programs to receive accreditation by the NAEYC Academy for Early Childhood Program Accreditation, an honor of distinction which recognizes quality and effort. Currently, Prince teaches research and methodology courses, among others, in the MSE graduate degree program in early childhood education.

Ann Levett

Ann Levett is the executive director of the School Development Program, a national school reform program at the Child Study Center, Yale University. She has taught at all preK-12 and college levels and served in various school administrative positions including interim superintendent. Levett’s research interests include minority student achievement, leadership development, and instructional leadership. Her most recent publication is a chapter entitled Performance Management: The Principal’s First Priority.

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

Michael Levine

Michael Levine is founding executive director of the Joan Ganz Cooney Center and senior associate at Yale’s Edward Zigler Center in Child Development and Social Policy. The Joan Ganz Cooney Center is a newly established educational media, research, and public dissemination organization housed within the offices of Sesame Workshop. The center will undertake and fund original research, forge partnerships with communications industry leaders to accelerate innovation in children’s media, and conduct symposia and an information dissemination program for policymakers and the public. Until recently, Levine was at The Asia Society, where he oversaw interactive media and educational initiatives to promote global knowledge and understanding. He coordinated development of the first national network of international studies schools for low income and minority secondary students and leads a multi-state network to promote international education in US schools. Previously, Levine oversaw Carnegie Corporation of New York’s work in early childhood development and primary grades reforms, where he won national recognition. Before joining Carnegie, Levine was in charge of dropout prevention programs for the New York City Board of Education and helped create a model interagency preschool program for at-risk children for Mayor Edward Koch. Levine received his BS from Cornell University and his PhD from The Heller School of Social Policy at Brandeis University. He serves as a frequent adviser to many nationally prominent companies.
Biographies

Reid Livingston
Reid Livingston, director of the southeast area office for Save the Children’s US programs, is responsible for managing staff in the Berea (KY) office as well as sub-offices in Memphis (TN), Columbia (SC), and New Orleans (LA). Before joining Save the Children in 1997, Livingston spent nine years as a lead community organizer for grassroots organizations in Kentucky and Louisiana; he also led a community loan fund in Kentucky and West Virginia. A graduate of Andover, he majored in southern history at Duke University.

RD Mallams
RD Mallams is finishing his fourth year as the principal at Thomas Hart Benton Elementary in the Independence School District, Independence, MO. He completed his doctoral degree from Saint Louis University. Student scores in his school in mathematics and communication arts have improved significantly, based on the annual state assessments over the past three years.

Karen Mapp
Karen Mapp, lecturer on education at Harvard’s Graduate School of Education, focuses her research and practice expertise in educational leadership and partnerships among schools, families, and community members. Mapp joined HGSE in 2005, after serving as the interim deputy superintendent of Family and Community Engagement for the Boston Public Schools. In addition, she served as president of the Institute for Responsive Education, a research, policy, and advocacy organization. Mapp holds a doctorate and master’s of education from HGSE in administration, planning, and social policy, a master’s in counselor education from Southern Connecticut State University, and a bachelor’s degree in psychology from Trinity College in Hartford, CT. She is the author of Making the Connection Between Families and Schools and Having Their Say: Parents Describe How and Why They Are Engaged in Their Children’s Learning and co-authored A New Wave of Evidence: The Impact of School, Family and Community Connections on Student Achievement and Beyond the Bake Sale: The Essential Guide to Family–School Partnerships (which includes a chapter entitled Linking to Learning: How Will Involving Parents Help Your Test Scores?)

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

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

Statewide she served as president of the Kentucky Coalition for Family Resource Youth Services Center and Kentucky Coalition for School Age Child Care and chaired one
Biographies

of the state’s six Kentucky Child Initiatives. She has served on several Governor Task Force Councils for children and as an officer on various councils and boards in her community. In addition she has made numerous state and national presentations on behalf of children.

Ann Mintz

Ann Mintz has worked in the education sector since 1975, when she taught second grade in a suburban public school in Columbia, MD. After teaching kindergarten through fourth grade, she became an elementary language arts resource teacher for a mid-sized school district in Maryland, where she worked with teachers to improve reading instruction. Most recently, she worked for 12 years as instructional coordinator in elementary language arts with the Howard County (MD) Public School System. During this same period, Mintz was an adjunct professor at Johns Hopkins University in Baltimore, MD. She has her BS in early childhood education from the University of Maryland and a master’s of education in reading/special education from Loyola College in Baltimore, MD.

Shirley Mitchell

Shirley Mitchell, from Jonesboro, AR, has taught preschool for the past fifteen years. For twelve years she was a program director/preschool teacher for a large childcare center in Jonesboro, AR. She is now a preschool teacher for Valley View Public School District (AR). Mitchell is the mother of three wonderful children and the grandmother of four marvelous grandchildren.

Fritzi K. Montgomery

Fritzi K. Montgomery is parent coordinator for Florence Mattison International Elementary School in Conway, AR. Montgomery provides direction for parent involvement at Florence Mattison and manages a parent center with resources for the parent and child to facilitate the child’s learning in the elementary school program.

Since September 2001, Montgomery has pioneered with four other local elementary parent coordinators a program called Prescription for Excellence that has helped the district with increased parent involvement and improved scholastic achievement. Montgomery publishes a monthly newsletter for parents from the parent center.

Kareem Moody

Kareem Moody is the program director of PARK (Positive Atmosphere Reaches Kids) and former youth services assistant for the city of Little Rock. He has worked with gang-involved youth as a youth initiative project coordinator (YIP). Moody is the author of the popular parenting resource Raise Them Up: The Real Deal On Reaching Unreachable Kids.

Mary Ann Nemoto

Mary Ann Nemoto is senior project coordinator for Learning to Grow, an educational outreach and resource development project of the University of Hawai’i’s Center on the Family. She has a bachelor’s degree in elementary/early childhood education and a master’s of education in early childhood education from the University of Hawai’i. She has more than 25 years of
experience working with young children and their families in educational and home settings. Her prior experience includes preschool director, Department of Education teacher, and supervisor of a home visiting/parent education program.

**Teri Patrick**

Teri Patrick has worked with children and families for more than 18 years, as a preschool teacher, early childhood special educator, parent educator, and program administrator. For the past nine years, she has worked at a family-centered substance abuse treatment facility providing oversight for childcare (infant to school-age) programming, parenting education, early intervention, and educational aspects of adult day treatment. She is currently project coordinator and parent educator trainer for the development of Brief Parenting Interventions. Patrick has conducted several conference presentations regarding working with at-risk families and parental substance abuse. She is a member of the National Association for the Education of Young Children (NAEYC) and past president and charter member of the local affiliate.

**Jonathan Pye**

Jonathan Pye is principal at Bryant Elementary School in the Independence (MO) School District. Pye received his PhD from University of Missouri-Columbia 1998. He was also visiting professor at University of Missouri-Columbia from 1998 to 2003.

**Tonya Russell**

Tonya Russell is director at the Division of Child Care and Early Childhood Education at the Arkansas Department of Health and Human Services. She has served as Head Start director for the Community Action Program for Central Arkansas and the University of Arkansas Medical Sciences campus. Prior to that, she served as the first Head Start Collaboration director for Arkansas. Additionally, she has served as coordinator for a local Even Start Family Literacy project and the Home Instruction Program for Preschool Youngsters at Child Development, Inc. She received a BA from Arkansas Tech University and has worked in the early childhood field for the past 15 years. She has two daughters.

**Patricia Schumacher**

Patricia Schumacher, senior associate, coordinator of 21C leadership development at Yale’s Edward Zigler Center in Child Development and Social Policy, has 32 years of public school experience ranging from classroom instructor, counselor, elementary principal, director of elementary education, to associate superintendent. As principal, she successfully implemented a School of the 21st Century program in the Independence School District (MO) at William Southern Elementary, which later was named a National Blue Ribbon School and Schumacher was recognized as Principal of the Year. As associate superintendent, Schumacher was responsible for the expansion and quality of the School of the 21C Programs in all 13 elementary schools and at the district’s Head Start Center.

Schumacher has been the recipient of several awards, most recently: Yale University Outstanding Public Service to Children and Families, University of Missouri College of Education Recognition for Commitment to All Children’s Learning, National PTA Honorary
Biographies

Life Member, and Who's Who Among Outstanding Americans. Schumacher has served on numerous national and local boards and committees.

Janet Shepard

Janet Shepard, training coordinator for Practical Parenting Partnerships in Jefferson City, MO, has held that position since the center opened in 1994. Duties include writing and reviewing training curriculum, managing a training team, and presenting training and other staff development to school personnel. Other experiences include working as a freelance trainer and facilitator in the fields of parenting education and drug prevention. She also has taught personal relationships and working with parents courses at the university level and served as a youth specialist for University of Missouri Extension. She holds a master’s degree in family studies from Southeast Missouri State University and has done additional graduate work in family studies at the University of Missouri – Columbia. She represents the field of parent involvement on several state committees and serves as a National Parenting Education Network (NPEN) council member.

Raymond Simon

Raymond Simon, United States deputy secretary of education since 2005, plays a pivotal role overseeing and managing the development of policies, recommendations, and initiatives that help define a broad, coherent vision for achieving the President’s education priorities, especially the No Child Left Behind Act. He also provides overall supervision and direction of program organizations of the Department. He had previously served as assistant secretary for elementary and secondary education.

Prior to this position, Simon was the chief state school officer for Arkansas. He also served as superintendent of the Conway (AR) School District. A Conway native, Simon began his education career in 1966 as a mathematics teacher in the North Little Rock School District, where he was also director of school food services and director of computer services until moving back to Conway to serve as assistant superintendent for finance. In addition, he has been an adjunct professor for both educational technology and school finance at undergraduate and graduate levels.

He received a bachelor’s and master’s degree in mathematics from the University of Central Arkansas and holds an educational specialist degree in school administration from the University of Arkansas.

Sandy Slade

For 20 years, Sandy Slade has been considered one of the best basketball handlers in the world. Sandy has performed for thousands at schools, camps, and WNBA and NBA games. She has appeared on the David Letterman Show, featured in a national TV commercial for Nintendo GameBoy®, and was hired in 2004 as a basketball double for Halle Berry in the movie CatWoman. Masterpiece Productions produced a one-hour documentary on Sandy called Sandy “Spin” Slade: Beyond Basketball, which was released in 2001.

Slade is also known for being one of the premier session speakers/presenters at state AHPERD (Association of Health, Physical Education, Recreation and Dance) and after-school
Biographies

Carolyn E. Stinnett

Carolyn E. Stinnett has been executive director of the Knox County Family Resource Center (FRC) in Knoxville, TN, for the past 13 years. She works directly with two elementary schools to develop family-friendly programs and increase parental involvement. The Center offers an extensive lending library for parents, school staff, and social service agencies and concentrates its efforts on family literacy, home visitation, intergenerational programming, and school readiness. As director, Stinnett offers information and referral services to all Knox County families. Before organizing the FRC, she served as director of a high school dropout prevention program and as a college instructor of English composition, literature, and technical writing.

Lee Vent

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

Jana Waits

Jana Waits is president of the Independence (MO) School Board. She and husband, Jim, graduated from Independence schools as did their two children, Jonathan and Jamie. Waits is serving on the board to ensure that the district continues to grow and improve in its ability to connect with, teach, and inspire every student from early childhood through high school to achieve at their highest level.

Jennifer Walker

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

Donna L. Wilson

Donna L. Wilson, who holds a bachelor’s degree from Western Kentucky University, has worked as a bank auditor and spent time as a stay-at-home mom. For the past 12 years, she has worked for the Somerset (KY) Independent School System and has served as the family resource staff member at Meece Middle School since 2002. Since its inception in 2004, she served as chair of Somerset’s health and wellness committee, which produced many system-wide projects, including SKIPS (Students Keeping In Physical Shape), which received the state OASIS Award in 2006. Wilson’s community activities include serving as a board member of the Pulaski County Library Advisory Board and CASA, United Way volunteer, and past president of Habitat for Humanity. Wilson has two children: Lee is a freshman at Furman University and Will is a junior at Somerset High School.

Lisa York

Lisa York, a public school educator for 20 years, is the teacher leader at Westside Elementary in Cabot, AR. York coordinates Westside’s preschool, after-school, and summer school programs and oversees the parent center. York is involved in the planning of curriculum, professional development, and the necessary grant guidelines to reach quality approval status. York completed a bachelor of science in education and a master’s degree in educational administration from the University of Central Arkansas in Conway.

Edward Zigler

Edward Zigler, Sterling professor of psychology emeritus at Yale University, is the former head of the psychology section of the Child Study Center at Yale’s School of Medicine and founder of the Center in Child Development and Social Policy. The Center, renamed in his honor, is now known as The Edward Zigler Center in Child Development and Social Policy. He is founder of the School of the 21st Century, which has been adopted by more than 1,300 schools nationwide. Zigler regularly testifies as an expert witness before congressional committees and has served as a consultant to a number of cabinet-rank officers. He was one of the planners of Project Head Start and President Carter later named him chair of the 15th anniversary analysis committee. He continues to work full-time on his scholarly efforts and is currently conceptualizing a new role for Head Start where universal public preschool becomes a reality.

From 1970 to 1972, Zigler was the first director of the US Office of Child Development (now the Administration on Children, Youth, and Families) and chief of the US Children's Bureau. He was also a member of the Advisory Committee on Head Start Quality and Expansion and of the planning committee for the Early Head Start program for families and children ages zero to three.

Zigler’s many honors include awards from the American Psychological Association, American Academy of Pediatrics, Society for Research in Child Development, American Academy of Child and Adolescent Psychiatry, American Academy on Mental Retardation, American Orthopsychiatric Association, National Head Start Association, Heinz Foundation, and Teachers College, Columbia University. Among his many honorary degrees are ones from Boston College and McGill University in Canada.
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<td>(501) 233-4117 (office), (501) 429-6543 (fax)</td>
<td>Lavina Grandon, Executive Director</td>
<td><a href="mailto:lavinagrandon@aracre.org">lavinagrandon@aracre.org</a></td>
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<td>Pat Davenport, CEO</td>
<td><a href="mailto:fast@fastnational.org">fast@fastnational.org</a></td>
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<td>JCCSI Childcare LINKS/Arkansas Parents as Teachers</td>
<td>1203 West Pullen Street, Pine Bluff, AR 71601</td>
<td>(870) 536-0520 (office), (870) 536-0533</td>
<td>Elaine Davis, Arkansas PAT State Leader</td>
<td><a href="mailto:elainewdavis@sbcglobal.net">elainewdavis@sbcglobal.net</a></td>
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Notes
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**Division of Child Care and Early Childhood Education, Arkansas Department of Health and Human Services**

**Arkansas Association of Educational Administrators (AAEA)**

And all who contributed items for the conference bags and door prizes!

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