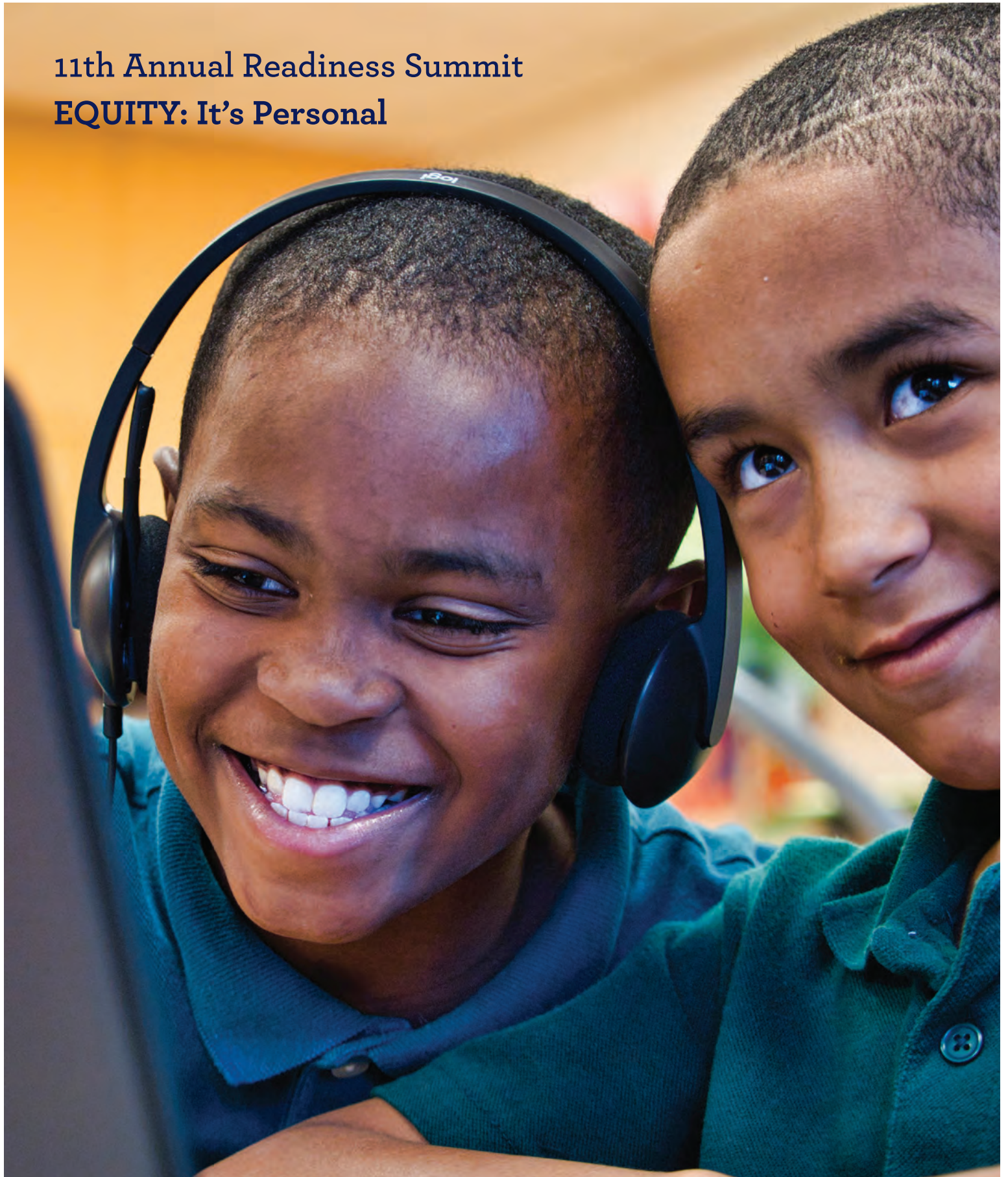


11th Annual Readiness Summit
EQUITY: It's Personal



Presented by Montgomery County

READINESS SUMMIT





Thank you for joining us for what promises to be a powerful, moving yet very practical 11th Annual Readiness Summit. We're trying a new approach, with facilitated personal discussions in the first breakouts; two more distinct groups of action breakouts; and a new tool for an interactive question-and-answer session over lunch. We're especially excited to invite you to a two-day training in April with Zaretta Hammond, the groundbreaking author of Culturally Responsive Teaching and the Brain. Check out the details on page 17. But today, meet Dwayne "D.J." Batiste, the charming and engaging personification of the impact of a skilled, caring teacher.

—Robyn Lightcap, Executive Director, Learn to Earn Dayton

Thank you to our Let's Talk Facilitators

- **Danya Berry**, Director of Operations/Director of College Counseling, Dayton Early College Academy
- **Devon Berry**, Director of Human Resources, West Carrollton City Schools
- **Michael Carter**, Sinclair College, Senior Advisor to the President and Chief Diversity Officer
- **Frederick Leon Cox II**, Executive Director, Racial Justice Now!, Equity Dialogue Facilitator, coxfredL@gmail.com
- **Palmer Jason**, Co-Founder, Good Shepherd Academy
- **Darsheel Kaur**, owner, Kaur Restorative Solutions. Dialogue, workshop, and training design and facilitation, circle keeping. Restorative Justice/Restorative Practices, Psycho-social trauma and Resilience, Cultural Humility, healing and wellness practices. darsheelkaur@gmail.com
- **Tommie Lewis**, President and CEO, Make It Plain Consulting, an HR/Diversity Management firm specializing in inclusion consulting, workforce training, culture coaching and economic inclusion. www.MIPCLLC.com
- **Christa Preston Agiro**, Ph.D., Associate Professor, Wright State University
- **Grace Schoessow**, Early Childhood Mental Health Program, Coordinator Whole Child Matters Initiative Greene County Educational Service Center
- **David Taylor**, Deputy Superintendent, DECA

Agenda

March 6, 2020 | 8:00 a.m.-2:30 p.m.

- 8:00 a.m.** Welcome, Overview of Data
Robyn Lightcap, Executive Director, Learn to Earn Dayton
Video: *Learning Takes A Relationship*, from B2 Studios
What Equity Means to Me
Kimberly Jarvis, Owner, On Purpose Academy
Superintendent Perspective, Introduction of Speaker
Scott Inskeep, Kettering Superintendent
- 8:30 a.m.** Keynote: Equity: It's Personal, *D.J. Batiste*
- 9:30 a.m.** Break
- 9:45 a.m.** Equity: Let's Talk
- 10:45 a.m.** Break
- 11:00 a.m.** Equity: Let's Act – First group of breakouts
- 12:15 p.m.** Lunch – Q&A with *D.J. Batiste*
Facilitated by Nathan Warner, Principal, Trotwood Early Learning Center
- 1:30 p.m.** Equity: Let's Act – Second group of breakouts
- 2:30 p.m.** Conclude from breakouts

Wifi: Username scc-corp-09
Password c0rpMar650 (0 are zeros)

Breakout schedule at a glance *See pages 21-22 for a building map*

11 A.M. LET'S ACT 1		1:30 P.M. LET'S ACT 2	
Session	Room	Session	Room
Conscious Discipline... for Administrators	Earley	Culturally Responsive Teaching	116
Cultural Humility and Equity	282	Recovering from Desegregation	131
Using Books...to Address Equity, Inclusion	Smith	I Matter: Wellness Starts with Me	Earley
HB 318 Suspensions & Expulsions	131	Racial Wealth Gap Experience	171
Helping Our Boys Be Their Best	116	Equity Through Social Emotional Learning	Smith
Help Your Organization Be Anti-Racist	127		
Racial Wealth Gap Experience	171		

Join the conversation! Follow us on Facebook at <https://www.facebook.com/LtoED/> and on Twitter @LtoED. Use our Twitter hashtags: #EquityItsPersonal, #ReadinessSummit, #LearnToEarnDayton.

Keynote speaker: Dwayne “D.J.” Batiste

When Dwayne “D.J.” Batiste arrived late to Donna Porter’s classroom on the first day of his senior year at Picayune (Mississippi) Memorial High School, he had a plan and a lifetime of experience that told him how to control a classroom.



D.J. had been raised by his grandmother in the small town near New Orleans, where more than 30% of students were African American and 20 percent of the community lived below the poverty line. He had spent his school career basking in the attention generated by bad behavior and its inevitable outcomes – in- and out-of-school suspensions, assignment to alternative schools, even a brief stay in a youth detention center.

But he hadn’t met a teacher trained in a classroom management program called Conscious Discipline.

Mrs. Porter used the concepts of Conscious Discipline and D.J. became an integral part of the classroom. He learned new skills and strategies to handle conflict in life at home and in the classroom. He now works with her in training other teachers in classroom management. He is an inspirational speaker who talks honestly of the day-to-day struggles of life on the street and the powerful impact of a caring teacher.

New this year!

Equity: Let’s Talk! This first breakout session will be a facilitated discussion of the ideas raised by D.J. Batiste’s keynote address. We will talk about the ways in which each of us can make the quest for equity personal, then in the second and third breakouts, we explore opportunities to act.

Check your nametag for your room assignment for Let’s Talk.

Lunchtime Q&A with D.J. Batiste

You can submit questions anytime and vote


- ▶ From your phone, scan the QR code, or open www.slido.com
- ▶ Enter the code “READY” in the bar and click the green arrow to be added to the 2020 Readiness Summit group.



Questions

- ▶ Click “**TYPE YOUR QUESTION**” or the green “**ASK**” circle.
- ▶ Type your question.
- ▶ Hit “**SEND**”. Submit questions any time during the Summit.

Voting on Questions

- ▶ You can vote **up** or **down** on the questions which interest you on the main meeting screen.
- ▶ If you see a question you like, click the **icon**. 
- ▶ You may re-open Slido at any time throughout the Q&A period to submit or vote on questions.

Notes

As you contemplate what you've heard from D.J. Batiste today, consider these questions:



What do you think?



How do you feel?



What questions do you have?



What do you want to do?

Notes

As you contemplate what you've heard from D.J. Batiste today, consider these questions:



What do you think?



How do you feel?



What questions do you have?



What do you want to do?

Conscious Discipline: Let's Get It Started! Next Steps For Administrators

Plan your next steps with Conscious Discipline to reduce stress in adults and children; increase test scores and teaching time; build a positive school climate and create a safe, connected, problem-solving environment for ALL children and adults. **(Charity Earley Auditorium)**

Anita Craighead, *Preschool Promise Conscious Discipline and Curriculum Coach*; Hertia Mims, *Preschool Promise Coaching Specialist*; Susan Hampel, *Certified Conscious Discipline Instructor*



Recommended Books/Articles

- [*Conscious Discipline: Building Resilient Classrooms*](#) by Dr. Becky A. Bailey



Recommended Website Links

- www.consciousdiscipline.com
- Real Talk for Real Teachers Podcast



Suggested People, Resources in the Community

- Susan Hampel, susanchaos2calm@gmail.com, (937) 232-9868, Preschool Promise/Conscious Discipline Certified Instructor
- Joni Spencer, joni.spencer@consciousdiscipline.com, 937-361-0186, Conscious Discipline Certified Instructor, Loving Guidance

- Amy Speidel, amy.speidel@consciousdiscipline.com, Loving Guidance Master Instructor



Training/Workshop ideas

- Visit the Preschool Promise website for training information and opportunities, <https://www.preschoolpromise.org/>
- CD1 Summer Institute <https://consciousdiscipline.com/professional-development/events/>
- Conscious Discipline Introduction 1-Day Workshop, April 13, for classroom teachers and administrators. See page 17 for details. To register, <https://bit.ly/39QjIXi>

Cultural Humility and Equity

Explore concepts of cultural humility vs. cultural competence, the depths of culture beyond surface-level differences such as food and dress, and how this relates to equity in our schools and communities. **(Room 282)**

Darsheel Kaur, *restorative practitioner, community educator, facilitator, writer. Kaur Restorative Solutions.*



Recommended Books/Articles

- [*For White Folks Who Teach In The Hood...And The Rest of Y'all Too*](#) by Christopher Emdin
- [*Teaching Community: A Pedagogy of Hope*](#) by bell hooks
- [*We Want to Do More Than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom*](#), by Bettina L. Love



Recommended Website Links

- <https://www.healingjustice.org/podcast/generation2p>



Suggested People, Resources in the Community

- Frederick Leon Cox II, Executive Director, Racial Justice Now!, Equity Dialogue Facilitator, coxfredL@gmail.com
- Darsheel Kaur, darsheelkaur@gmail.com
- Amaha Sellassie, internationalmorality@gmail.com

Your Recommended Next Steps:

- Reflect on your own identity and biases.
- Practice listening with genuine curiosity and humility in your day-to-day life.



Effectively Using Books in the Classroom to Address Equity, Diversity and Inclusion

Teachers and caregivers play an important role in shaping young children's attitudes toward physical differences associated with race. Children notice racial differences at a very early age and learn ideas and assumptions from the structural and historic racism they observe around them. In this session, we will explore using picture books in the early childhood classroom to teach and talk about race. **(Smith Auditorium)**

Kathleen Moore, Dayton Metro Library; Angela Shelton; Jennifer Ramig



Recommended Books/Articles

- "Children, Race and Racism: How Race Awareness Develops" by Louise Derman-Sparks, Carol Tanaka Higa, Bill Sparks. <https://bit.ly/3898Zqz>
- *Anti-Bias Education for Young Children and Ourselves, 2nd Ed.* by Louise Derman-Sparks & Julie Olsen Edwards.
- "Ten Tips For Reading Picture Books With Children Through A Race Conscious Lens" by Megan Dowd Lambert. <https://bit.ly/39eVQfJ>
- Social Justice Books: Teaching for Change <https://socialjusticebooks.org>
- Reading While White <http://readingwhilewhite.blogspot.com/>
- Embrace Race <https://www.embracerace.org/>
- The Windows and Mirrors of Your Child's Bookshelf, Grace Lin's Ted Talk. <https://www.youtube.com/watch?v=wQ8wiV3FVo>
- We Need Diverse Books <https://diversebooks.org/>



Recommended Website Links

- Diverse Bookfinder <https://diversebookfinder.org/>



Suggested People, Resources in the Community

- Dayton Metro Library's youth librarians

Your Recommended Next Steps:

- Audit your classroom, school and home libraries for representation of diverse identities.
- Evaluate books for racism and weed out any potentially problematic books.
- Plan conversation prompts to use when sharing books aloud that teach children to respect and embrace differences, to feel pride in their racial identity, and act against bias and unfairness.
- Regularly ask Dayton Metro Library's children's librarians for recommendations of new, quality diverse picture books available to be used in classrooms and at home.

HB 318 Suspensions and Expulsions

Participants will learn strategies for implementing Ohio House Bill 318, which requires districts to employ Positive Behavioral Interventions and Supports (PBIS) and multi-tiered behavioral supports (MTSS) to help reduce disciplinary referrals, especially for grades Pre-K to 3rd grade. **(Room 131)**

David Taylor, Deputy Superintendent, DECA, moderator; Lisa Golden, Director, Nationwide Children's Hospital; Malissa Doster, Executive Director, Yellow Springs Community Childcare Center; Jackie Renegado, SEL Supervisor, Montgomery County ESC; Eric Wright, Dayton Leadership Academies; Dion Sampson, Community Member



Recommended Books/Articles

- HB 318: Legislative Summary, <https://bit.ly/3bpOhEG>
- Using House Bill 318 Requirements to Create Caring Communities, <https://bit.ly/2OFzQ5X>



Recommended Website Links

- Bold Beginning – Ohio's early childhood programs and services for children, families and communities: <https://boldbeginning.org/>
- Creating Caring Communities: <https://bit.ly/3883k41>
- Early Childhood Mental Health: <https://bit.ly/2tHIVDU>



Suggested People, Resources in the Community

- Preschool Expulsion Hotline: to request a free consultation, call (844) 678-2227
- Nationwide Children's serves as the hub for the statewide Preschool Expulsion services, <https://bit.ly/3bndDmL>
- Samaritan Behavioral Health responds to requests for Montgomery County providers, (937) 734-8333
- Samaritan Behavioral Health responds to the Preschool Expulsion Hotline requests for help in Montgomery County, (937) 734-8333



Training/Workshop ideas

- Free Training for Preschool: the Ohio Department of Job and Family Services purchased a series of trainings titled "Preventing Expulsion." These Ohio-approved online trainings are now available in the Ohio Professional Registry (OPR). The six-part series is based on the Center on the Social and Emotional Foundations for Early Learning (CSEFEL) Teaching Pyramid Model for supporting Social Emotional Competence in Infants and Young Children. The modules are intended to be viewed in order and include: The Teaching Pyramid; Nurturing Relationships; Supportive Classrooms; Understanding Behavior; Describing Behavior; and Working with Families. The courses are appropriate for infant, toddler and preschool staff and administrators. To register for these courses, log into your OPR profile at <https://registry.occrra.org>, then click on Find Training and enter Preventing Expulsion into the title search.
- More Calm, Less Chaos: Supporting House Bill 318 Through Creating Integrated SEL/Trauma Informed Classrooms, April 21. See details on page 17.

Your Recommended Next Steps:

- Become informed by exploring information and resources.
- Reflect on how this new information impacts your professional and personal life.
- Share the information and resources with others.
- Plan ways you can personally help reduce the negative impact of suspensions and expulsions while improving positive supports for children.

Helping Our Boys Be Their Best

Participants will review differences between the ways girls' and boys' brains are wired. They will learn strategies to support boys' development, with a strong focus on involving positive male role models in the classroom. **(Room 116)**

Kwanah Bronaugh, CEO, KB Educational Staffing Services; Michael Newsom, Fatherhood Director, Montgomery County Office of Strategic Initiatives



Recommended Books/Articles

- [*Wired to Move! Facts and Strategies for Nurturing Boys in Early Childhood Settings*](#) by Ruth Hanford Morhard
- [*The Boy Crisis: Why Our Boys Are Struggling and What We Can Do About It*](#) by Warren Farrell and John Gray



Recommended Website Links

- <https://www.fatherhood.org/>
- <http://www.nea.org/assets/docs/educatingblackboys11rev.pdf>



Suggested People, Resources in the Community

- PFACES (Parent, Family & Couple Education Services)
109 White Allen Ave. Dayton, OH 45405
(937) 478-4825
<http://www.pfacesllc.com/home.html>

- Montgomery County Office of Reentry
1111 S. Edwin Moses Blvd. Ste 1175
Dayton, OH 45422
<https://www.mcoho.org/departments/reentry/>



Training/Workshop ideas

- Visit the Preschool Promise website for additional information and opportunities, <https://www.preschoolpromise.org/>
- 24/7 Dad (2-hour modules), offered by Every Parent Matters through Public Health Dayton-Montgomery County and the Montgomery County Fatherhood Initiative, <https://bit.ly/39kLIHW>

Your Recommended Next Steps:

- Get males actively involved in your program! Use the resources you have immediate access to which could include male family members of the children; other male staff, including support staff: janitors, coaches, and security guards, as well as males from community organizations.

Be sure to visit our Readiness Summit Vendors located in the hallway this year!

- 4C for Children
- Boonshoft Museum of Discovery
- Dayton Children's/Imagination Library
- Dayton Metro Library
- Family Engagement
- Five Rivers MetroParks, Miami Valley Leave No Child Inside
- Groundwork Ohio
- Help Me Grow
- Kaplan Early Learning Community
- Kids Read Now
- Lakeshore Learning Materials
- Learn to Earn Dayton
- PFACES (Parent, Family and Couple Education Services)
- Preschool Promise
- Renaissance Learning
- Teaching Strategies
- University of Dayton

How To Help Your Organization Be Anti-Racist

Participants will be led through a discussion guided by the book *How to be an Anti-Racist* by Ibram X. Kendi, and will learn how institutions can move toward becoming truly anti-racist and what that means. **(Room 127)**

Michael Carter, Sinclair College, Senior Advisor to the President and Chief Diversity Officer



Recommended Books/Articles

- [*Stamped from the Beginning: The Definitive History of Racist Ideas in America*](#) by Ibram Kendi
- [*The Color of Law: A Forgotten History of How Our Government Segregated America*](#) by Richard Rothstein
- [*White Fragility: Why It's So Hard for White People to Talk About Racism*](#) by Robin DiAngelo
- [*So You Want to Talk About Race*](#) by Ijeoma Oluo



Recommended Website Links

- www.sinclair.edu/diversity
- www.splcenter.org
- www.learn-to-earn-dayton.org
- www.ncore.ou.edu



Suggested People, Resources in the Community

- Amaha Sellassie, Sinclair Professor, amaha.sellassie@sinclair.edu

- Erica Fields, Dayton Human Relations Council, Erica.Fields@daytonohio.gov
- Myla Cardona-Jones, Sinclair Professor, myla.cardona-jones@sinclair.edu
- Dr. Lawrence Burnley, University of Dayton Vice President for Diversity, Equity and Inclusion, lburnley1@udayton.edu



Training/Workshop ideas

- [National Conference on Race and Ethnicity in American Higher Education \(NCORE\) Conference](#), May 26-30, 2020, New York City
- [The Defamation Experience](#), November 19, 2020, Sinclair College
- Black Unity Conference, February 6, 2021, Sinclair College

Your Recommended Next Steps:

- Participate in diversity, equity and inclusion events and activities.
- Continue the conversation with colleagues, family and friends.
- Learn something new about another culture every day.
- Travel: "Show me a well-travelled person, and I'll show you a person who's not a racist."

Racial Wealth Gap Experience

Imagine what others feel when you walk in the shoes of an underserved family, in this interactive experience that offers participants a practical and eye-opening understanding of the actions that have created the massive racial wealth gap in America. This understanding is the first step toward ending that divide. **(Room 171)**

Mark Willis, Nicole Wasmuth, Adama Diakhate, Maryam Gula, Hall Hunger Initiative



Recommended Books/Articles

- "The Case for Reparations" by Ta-Nehisi Coates, The Atlantic Monthly, June 2014. <https://bit.ly/2H3EE07>



Suggested People, Resources in the Community

- NCCJ (National Conference for Community and Justice) <http://www.nccjgreaterdayton.org/>



Recommended Website Links

- Bread for the World, <https://bit.ly/39fNZi0>

Your Recommended Next Steps:

- First, understand that the policies that created the racial wealth gap in this country were adopted intentionally. Second, this is not something in our past; it still has massive impact today.
- Use your voice to speak out against all forms of racism.

Notes

Culturally Responsive Teaching

This session will explore how educators develop trust and cultural awareness, challenge implicit biases, and engage in critical reflection as they create a class and schoolwide community, that respects and enables students to become independent learners pursuing high quality academic achievement. **(Room 116)**

Rochonda Nenonene, Ph.D. Assistant Professor, University of Dayton, School of Education and Health Sciences, Department of Teacher Education



Recommended Books/Articles

- Authors: Richard Milner, Bettina Love, Django Paris & Samy Alim



Suggested People, Resources in the Community

- Dr. Novea McIntosh, University of Dayton, nmcintosh1@udayton.edu

Your Recommended Next Steps:

- Read widely regarding culturally responsive/sustaining education.
- Engage in self-reflection.
- Create an action plan. What will you do to create a more inclusive environment?
- Find community resources/experiences to understand the culture and traditions which exist in the community you teach in.
- Ask students. Don't make assumptions. Empower the voice of the student in your classroom.

Recovering From Desegregation: Navigating the Persistence of Inequity

This is an interactive session addressing how the historical path of desegregation led back to segregation and providing insights into segregation's legacy of opportunity gaps. Participants will also discuss the self-work necessary for mitigating the negative impacts of race in educational spaces. **(Room 131)**

Frederick Leon Cox II, Executive Director, Racial Justice Now!; and Christa Preston Agiro, Ph.D., Associate Professor, Wright State University



Recommended Books/Articles

- [*We Want to Do More than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom*](#) by Bettina Love
- [*Savage Inequalities: Children in America's Schools*](#) by Jonathan Kozol
- [*Reaching and Teaching Students in Poverty: Strategies for Erasing the Opportunity Gap*](#) by Paul Gorski

- The Opportunity Atlas: <https://www.opportunityatlas.org/>



Suggested People, Resources in the Community

- Frederick Leon Cox II, Executive Director, Racial Justice Now!, Equity Dialogue Facilitator, coxfredL@gmail.com
- Christa Agiro, Associate Professor, Wright State University, christa.agiro@wright.edu



Recommended Website Links

- Cooper Center Racial Dot Map: <https://demographics.coopercenter.org/racial-dot-map>

Your Recommended Next Steps:

- Dismantle segregation when it is causing opportunity gaps.

I Matter: Wellness Starts with Me

Since the quality of our relationships is heavily dependent on our own physical and mental well-being, this session encourages and offers ways to prioritize taking care of ourselves to be able to build strong connections with the children who need us the most. And because our relationships with young children set the foundation for all future relationships and learning experiences, our wellness matters! This session will offer encouragement and ways to prioritize self-care to boost mental health and wellness. Building on D.J.'s insights, together we will plan and practice ways to reduce stress and find joy. **(Charity Earley Auditorium)**

Grace Schoessow, MS, Early Childhood Mental Health Program, Coordinator Whole Child Matters Initiative Greene County ESC; Lynne Willis, Specialist, Quality Programs, 4C for Children



Recommended Books/Articles

- *The 5 Languages of Appreciation in the Workplace: Empowering Organizations by Encouraging People*, by Gary Chapman and Paul White
- *Building Your Bounce: Simple Strategies for a Resilient You*, by Mary Mackrain & Nefertiti Bruce



Recommended Website Links

- Conscious Discipline: <https://consciousdiscipline.com/webinars-simple-steps-to-self-care-for-educators/>
- Devereux Center for Resilient Children-Building Your Bounce: <https://centerforresilientchildren.org/building-your-bounce-webinars/>
- Center for Early Childhood Mental Health Consultation, Georgetown University Center for Child and Human Development: <https://www.ecmhc.org/>

- Talk back to your unhelpful thoughts: <https://bit.ly/2uufLsd>
- Stress: The Basics: <https://bit.ly/2S5Ou8s>
- Relaxation Exercises: <https://bit.ly/2OABA01>



Suggested People Resources in the Community

- Early Childhood Mental Health Training, provided regionally at no cost by Whole Child Matters Master Trainers, SUTQ/OCCRRRA approved: <https://bit.ly/37cF1AR>



Training/Workshop ideas

- Early Childhood Mental Health Training Sessions:
- Taking Care of Ourselves
 - Building Your Bounce
 - FLIP IT
 - Conscious Discipline & Self Care
 - Adult Resilience

Your Recommended Next Steps:

- Feel encouraged to have conversations about wellness and self-care within your organization.
- Make time every day to practice appreciation and encouragement for yourself and everyone around you.

Racial Wealth Gap Experience

Imagine what others feel when you walk in the shoes of an underserved family, in this interactive experience that offers participants a practical and eye-opening understanding of the actions that have created the massive racial wealth gap in America. This understanding is the first step toward ending that divide. **(Room 171)**

Mark Willis, Nicole Wasmuth, Adama Diakhate, Maryam Gula, Hall Hunger Initiative



Recommended Books/Articles

- "The Case for Reparations" by Ta-Nehisi Coates, The Atlantic Monthly, June 2014. <https://bit.ly/2H3EE07>



Recommended Website Links

- Bread for the World, <https://bit.ly/39fNZi0>



Suggested People, Resources in the Community

- NCCJ (National Conference for Community and Justice) <http://www.nccjgreaterdayton.org/>

Your Recommended Next Steps:

- First, understand that the policies that created the racial wealth gap in this country were adopted intentionally. Second, this is not something in our past; it still has massive impact today.
- Use your voice to speak out against all forms of racism.

Supporting Equity Through Social and Emotional Learning

Social emotional competencies are vital to closing the equity gap of opportunity. This session will take a closer look at how Social Emotional Learning (SEL) folds into our community work around equity. **(Smith Auditorium)**

Shannon Cox, Superintendent, Montgomery County Educational Service Center (MCESC); Amy Anyanwu, Asst. Superintendent, MCESC; Jessica Davies, Director of Social Emotional Learning Services, MCESC



Recommended Books/Articles

Articles and Book Chapters

- "Social and emotional learning and equity in school discipline." Gregory, A., & Fergus, E. (2017). *Future of Children*, 27(1), 117-136.
- "Framing social and emotional learning among African American youth: Toward an integrity-based approach." Jagers, R. J. (2016). *Human Development*, 59, 1-3.
- "Toward a theory of culturally relevant pedagogy." American Educational Research Journal, 32(3), 465-491. Ladson-Billings, G. (1995).
- *Social and Emotional Learning In The Classroom: Promoting Mental Health and Academic Success* (Chapter 5: "One size does not fit all: Adapting social and emotional learning for use in our multicultural world," pp. 83-102). Merrell, K. W., & Gueldner, B. A. (2010). New York: The Guilford Press.
- "Toward a critically conscious approach to social and emotional learning in urban alternative education: School staff members' perspectives." Slaten, C. D., Irby, D. J., Tate, K., & Rivera, R. (2015). *Journal for Social Action in Counseling and Psychology*, 7(1), 41-62.

Books

- *Cultural Diversity and Social Skills Instruction: Understanding Gender and Ethnic Differences*. Cartledge, G., & Milburn, J. F. (1996). Champaign, IL: Research Press
- *Excited To Learn: Motivation and Culturally Responsive Teaching*. Ginsberg, M. B. (2015). Thousand Oaks, CA: Corwin Press.
- *Yes, You Can!: Advice For Teachers Who Want A Great Start With Their Students Of Color*. Thompson, G. L., & Thompson, R. (2014). Thousand Oaks, CA: Corwin.

Briefs and Reports

- *Pursuing Social and Emotional Development Through a Racial Equity Lens: A Call to Action*. The Aspen Institute (2018), Washington, DC.
- *Equity & social and emotional learning: A cultural analysis*. Jagers, R. J., Rivas-Drake, D., & Borowski, T. (2018). Chicago IL.
- *Transformative Social and Emotional Learning (SEL): Toward SEL in Service of Educational Equity and Excellence*. *Educational Psychologist*. Jagers, R.J., Rivas-Drake, D., & Williams, B. (2019).
- *Building equitable, safe and supportive schools: Trauma and culturally sensitive practices for guidance*. Osher, D., Kanter, E., LaHayne, S., Moroney, D., Money, J., & Nolan, E. (2019). Washington, DC: Move This World and American Institutes for Research.



Recommended Website Links

- Collaborative for Academic, Social, and Emotional Learning: <https://casel.org/equity-and-sel-resources/>
- National Equity Project: <https://nationalequityproject.org/about/social-emotional-learning-equity>



Suggested People Resources in the Community

- Shannon Cox - Montgomery County Educational Service Center (MCESC), shannon.cox@mcesc.org
- Amy Anyanwu - MCESC, amy.anyanwu@mcesc.org
- Jessica Davies - MCESC, jessica.davies@mcesc.org



Training/Workshop ideas

MCESC Professional Development:

- Best Practices in Implementation of SEL for educators and administrators
- Creating Integrated SEL & Trauma Informed Schools (trainings and customized teacher cohorts)
- Supporting Equity through Social Emotional Learning

Your Recommended Next Steps:

- Commit to reading one of the resources we shared and then intentionally choose one way you can apply it to your work or life.
- Complete a needs assessment for your organization regarding where you are with SEL and equity and where the gaps are, then start small and choose something that can be accomplished in a fairly short amount of time.
- Be more aware of your own social emotional skills and take note of your strengths and areas of improvement. Choose one area you would like to improve and write down how you will be intentional about this.

Notes



Upcoming Opportunities and Trainings



Mini-Grants

Have an idea on how to ensure Equity in your organization with your partners? Apply for funding, \$500-\$10,000 per project. Mini-grants support community partnerships focused on early learning and improving outcomes for students from Birth to 8th grade and their families in Montgomery County.

Applicants may be a school district, childcare or Preschool provider, or nonprofit, but must represent a partnership of at least two organizations. Grant funds may be used to purchase books and materials, offer stipends to teachers and facilitators, pay for meals for participants, etc.

To submit a Mini-grant proposal, please email your Project Description, Project Budget, and Letters of Support to maya.dorsey@learntoearnadayton.org.

1. Project Description:

- a. Describe specific project to be funded and timeline.
- b. Explain how the project will close the racial equity gaps, improve quality and participation in preschool, improve kindergarten readiness, summer/afterschool learning or reduce chronic absenteeism.
- c. List of partners who will help develop and implement the project. Include Letter of Support from at least one additional partner.
- d. Projected outcomes and measurements - how will you know if you are successful?
- e. Project Budget



Passport to Kindergarten

Passport to Kindergarten is a year-long program for Preschool teachers and young learners' families which promotes literacy and language skills. Visit the Preschool Promise website for more information, <https://www.preschoolpromise.org/PassporttoKindergarten.aspx>



Discussions, Trainings and Workshops

March 12 and March 24 Facilitated book discussions of *Culturally Responsive Teaching and the Brain* in preparation for the April training with Zaretta Hammond. When you register for the training at <https://bit.ly/2Sbx5Lz>, you will have the option to sign up to attend one of the book discussions. The discussions will be held from 5:30 to 7:00 p.m. at the Montgomery County Educational Service Center, 200 S. Keowee St., Dayton, OH 45402.

April 13 Conscious Discipline Introduction 1-Day Workshop. Join us for a free, one-day workshop and discover why an intentional approach to developing self-regulation skills in students and teachers is the #1 skill needed in bullying prevention. This program is designed for teachers, administrators, behavioral support specialists and support staff of children in Pre-K through 3rd grade and will be facilitated by Conscious Discipline Master Instructor Amy Speidel. Learn proven strategies to decrease discipline referrals, stop bullying behavior, experience academic success and increase staff satisfaction and engagement. Register at <https://bit.ly/39QjIXi>. The workshop will be held at Grace United Methodist Church, 1001 Harvard Blvd, Dayton, OH 45406, from 8:30 a.m. to 4 p.m. Lunch is provided and parking is free.

April 21 More Calm, Less Chaos: Supporting House Bill 318 Through Creating Integrated SEL/Trauma Informed Classrooms. Participants will gain an understanding of what a classroom can look like when trauma-informed and integrated social emotional learning practices are in place – much more calm and much less chaos! Learn how stress, trauma and ACES affect learning, emotional regulation, and behavior. Research shows that educators are in a prime position to heal brains and build resilience in children. This session will provide an introduction to brain-based interventions that will accomplish this and can be implemented the next day. Focus will be on how we can *regulate before we educate* and *connect before we correct*. Our ultimate goal is accessing our learning brains so that together we can decrease stress, build strong social emotional and academic skills, and increase positive behavior through a safe and supportive learning environment. Register at <https://www.learntoearn Dayton.org/HB318-registration>. 4:30-6:30 p.m. at the Montgomery County ESC, 200 S. Keowee St., Dayton, OH 45402.

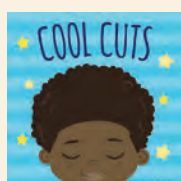
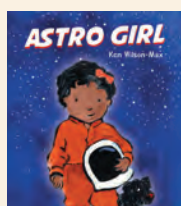
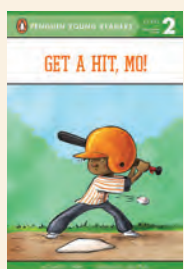
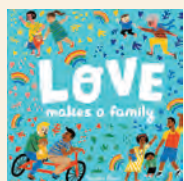
April 24-25 Culturally Responsive Teaching for Preschool Teachers with Zaretta Hammond, best-selling author of *Culturally Responsive Teaching and the Brain*. This 2-day training will challenge your thinking and will get you ready to do the long-term work of instilling culturally responsive teaching practices in all that you do to serve students and families. Apply at PreschoolPromise.org <https://www.preschoolpromise.org/ZarettaHammond-CRTworkshop.aspx>.

April 28-29 Culturally Responsive Teaching for Kindergarten through Higher Ed educators with Zaretta Hammond. This 2-day training is for administrators, principals, teachers, coaches – all who are committed to changing practices to ensure culturally responsive teaching is embedded in their school or organization. Seats are limited, so participants must apply at <https://bit.ly/2Sbx5Lz> to attend.

Book Recommendations for Young Learners from Dayton Metro Library

Books featuring African American lead characters and/or focused on diversity and social-emotional health

(alphabetical by title)



Board Books

[Baby Botanist](#) by Laura Gehl (2019)

[Baby's First Words](#) by Stella Blackstone (2017)

[Bath! Bath! Bath!](#) by Douglas Florian (2018)

[Bitty Brown Babe](#) by Deborah Lefalle (2019)

[Dream Big, Little One](#) by Vashti Harrison (2018)

[Global Baby Boys](#) by Maya Ajmera (2014)

[I Can Dream](#) by Betsy Snyder (2018)

[I Love Science](#) by Allison Wortche (2019)

[Leo Gets a Checkup](#) by Anna McQuinn (2018)

[Love Makes a Family](#) by Sophie Beer (2018)

[Rosa Loves Dinosaurs](#) by Jessica Spanyol (2018)

[Rosa Plays Ball](#) by Jessica Spanyol (2018)

[Rosa Rides Her Scooter](#) by Jessica Spanyol (2018)

[Toesy Toes](#) by Sarah Yi-Mei Tsiang (2018)

[What Do I Feel? / ¿Que siento?](#) by Annie Kubler (2015), bilingual: Spanish and English

[Where Do Pants Go?](#) by Rebecca Van Slyke (2019)

[Whose Knees are These?](#) by Jabari Asim (2019)

Early Readers

[Apple Picking Day!](#) by Candice Ransom (2016)

[Garden Day!](#) by Candice Ransom (2019)

[Get a Hit, Mo! \(Mo Jackson\)](#) by David A. Adler (2016)

[I Am a Super Girl!](#) by Kelly Greenawalt (2019)

[Kick It, Mo!](#) by David A. Adler (2018)

[Spider-Man: Into the Spider-Verse: Passport to Reading](#) by Rory Keane (2018)

[Snow Day!](#) by Candice Ransom (2018)

Picture Books

[A Beach Tail](#) by Karen Lynn Williams (2010) (PreK-1st)

[A Boy Like You](#) by Frank Murphy (2019) (K-2nd)

[All Are Welcome](#) by Alexandra Penfold (2018) (PreK-2nd)

[All Different Now: Juneteenth, the First Day of Freedom](#) by Angela Johnson (2014) (2nd-3rd)

[Around the Table that Grandad Built](#) by Melanie Heuwer Hill (2019) (PreK-2nd)

[Astro Girl](#) by Ken Wilson-Max (2017) (PreK-K)

[B is for Baby](#) by Atinuke (2019) (PreK-K)

[Be a Maker](#) by Katey Howes (2019) (PreK-1st)

[Bea's Bees](#) by Katherine Pryor (2019) (1st-3rd)

[Bilal Cooks Daal](#) by Aisha Saeed (2019) (PreK)

[Brave Ballerina: The Story of Janet Collins](#) by Michelle Meadows (2019) (PreK-2nd)

[Carmela Full of Wishes](#) by Matt de la Peña (2018) (PreK-2nd)

[Cece Loves Science](#) by Kimberly Derting (2018) (K-3rd)

[Common Threads: Adam's Day at the Market](#) by Huda Essa (2019) (PreK)

[Cool Cuts](#) by Mechal Renee Roe (2020) (PreK-1st)

[Daniel's Good Day](#) by Micha Archer (2019) (PreK-K)

[Fairy Science](#) by Ashley Spires (2019) (K-2nd)

[Fearless Mary: Mary Fields, American Stagecoach Driver](#) by Tami Charles (2019) (PreK-3rd)

[The Best Kind of Bear](#) by Greg Gormley (2019) (PreK)

[The Big Bed](#) by Bunmi Laditan (2018) (PreK-K)

[The Big Five](#) by Bella Makatini (2019) (PreK-K)

[The End of Something Wonderful](#) by Stephanie Lucianovic (2019) (1st-3rd)

Picture Books (continued)

[Five Minutes: \(That's a Lot of Time\) \(No, It's Not\) \(Yes, It Is\)](#) by Liz Garton Scanlon (2019) (PreK-1st)

[Georgia's Terrific, Colorific Experiment](#) by Zoe Persico (2019) (K-3rd)

[Going Down Home with Daddy](#) by Kelly Starling Lyons (2019) (PreK-2nd)

[Granddaddy's Turn: A Journey to the Ballot Box](#) by Michael S. Bandy (2019) (2nd -3rd)

[Grandpa's Stories](#) by Joseph Coelho (2019) (PreK-3rd)

[Hair, It's a Family Affair!](#) by Mylo Freeman (2019) (PreK-2nd)

[Hair Love](#) by Matthew Cherry (2019) (PreK-3rd)

[Hammering for Freedom](#) by Rita Lorraine Hubbard (2018) (1st-3rd)

[Hands Up!](#) by Breanna J. McDaniel (2019) (PreK-3rd)

[Harriet Gets Carried Away](#) by Jessie Sima (2019) (PreK)

[Henry's Freedom Box: A True Story from the Underground Railroad](#) by Ellen Levine (2007) (2nd-3rd)

[Hey, Wall: A Story of Art and Community](#) by Susan Verde (2018) (K-3)

[Hide and Seek](#) by Polly Noakes (2019) (PreK-K)

[The Hike](#) by Alison Farrell (2019) (PreK-K)

[Home is a Window](#) by Stephanie Parsley Ledyard (2019) (PreK-3rd)

[How to Read a Book](#) by Kwame Alexander (2019) (K-3rd)

[How to Take Care of Your Dinosaur](#) by Jason Cockcroft (2019) (PreK-1st)

[I Am Perfectly Designed](#) by Karamo Brown (2019) (PreK-2nd)

[I Can Write the World](#) by Joshunda Sanders (2019) (K-3rd)

[I Used To Be Famous](#) by Tara Luebbe and Becky Cattie (2019) (PreK-1st)

[Ice Breaker](#) by Rose Viña (2019) (PreK-2nd)

[I'm a Brilliant Little Black Boy!](#) by Joshua Drummond (2016) (PreK-2nd)

[If Sharks Disappeared](#) by Lily Williams (2017) (K-2nd)

[Izzy Gizmo](#) by Pip Jones (2018) (PreK-2nd)

[The King of Kindergarten](#) by Derrick Barnes (2019) (PreK-K)

[The Little Red Stroller](#) by Joshua Furst (2019) (PreK-K)

[Lola Goes to School](#) by Anna McQuinn (2019) (PreK)

[Look Up With Me](#) by Neil Degrasse Tyson (2019) (PreK-2nd)

[Loretta's Gift](#) by Pat Zietlow Miller (2018) (PreK-1st)

[Love You Head to Toe](#) by Ashley Barron (2019) (PreK)

[Lovely](#) by Jess Hong (2017) (PreK-2nd)

[M is for Melanin](#) by Tiffany Rose (2019) (PreK-K)

[Max Speed](#) by Stephen Shaskan (2019) (PreK-K)

[Mira's Curly Hair](#) by Maryam Al Serkal (2019) (PreK-1st)

[Missing Daddy](#) by Mariame Kaba (2019) (PreK-1st)

[My Hair](#) by Hannah Lee (2019) (PreK-1st)

[My Mama is a Mechanic](#) by Doug Cenko (2019) (PreK)

[My Mommy Medicine](#) by Edwidge Danticat (2019) (PreK)

[The Night is Yours](#) by Abdul-Razak Zachariah (2019) (PreK-2nd)

[Nighttime Symphony](#) by Timbaland (2019) (PreK)

[Not Quite Snow White](#) by Ashley Franklin (2019) (1st-2nd)

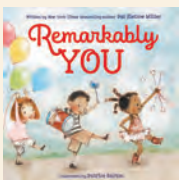
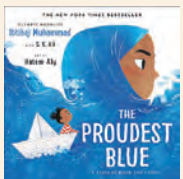
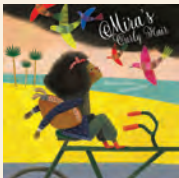
[Octopus Stew](#) by Eric Velasquez (2019) (K-2nd)

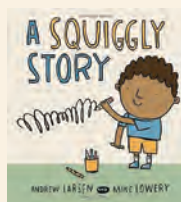
[Off & Away](#) by Cale Atkinson (2018) (PreK-2nd)

[The One Day House](#) by Julia Durango (2017) (1st-3rd)

[Parker Looks Up](#) by Parker Curry (2019) (PreK-1st)

[The Proudest Blue](#) by Ibtihaaj Muhammad (2019) (K-3rd)





Picture Books (continued)

[*Remarkably You*](#) by Pat Zietlow Miller (2019) (PreK-1st)

[*Right This Very Minute*](#) by Lisl H. Detlefsen (K-1st)

[*Rocket Says Look Up!*](#) by Nathan Bryon (2019) (K-2nd)

[*Ruby Finds A Worry*](#) by Tom Percival (2019) (PreK-2nd)

[*Saturday*](#) by Oge Mora (2019) (PreK-1st)

[*Sing a Song*](#) by Kelly Starling Lyons (2019) (1st-3rd)

[*Sisters: Venus & Serena Williams*](#) by Jeanette Winter (2019) (K-3rd)

[*Small World*](#) by Ishta Mercurio (2019) (PreK-2nd)

[*Some Days*](#) by Karen Kaufman Orloff (2019) (PreK-K)

[*A Squiggly Story*](#) by Andrew Larsen (2016) (PreK-2nd)

[*Sulwe*](#) by Lupita Nyong'o (2019) (PreK-2nd)

[*Tallulah the Tooth Fairy CEO*](#) by Dr. Tamara Pizzoli (2019) (1st-3rd)

[*Thank You, Omu!*](#) by Oge Mora (2018) (PreK-2nd)

[*Thinker: My Puppy Poet and Me*](#) by Eloise Greenfield (2019) (1st-3rd)

[*Twins*](#) by Mike Ciccotello (2019) (PreK-1st)

[*Tyaja Uses the THiNK Test*](#) by Linda Ryden (2019) (K-3rd)

[*Undeclared*](#) by Kwame Alexander (2019) (2nd - 3rd)

[*Wallpaper*](#) by Thao Lam (2018) (PreK-2nd)

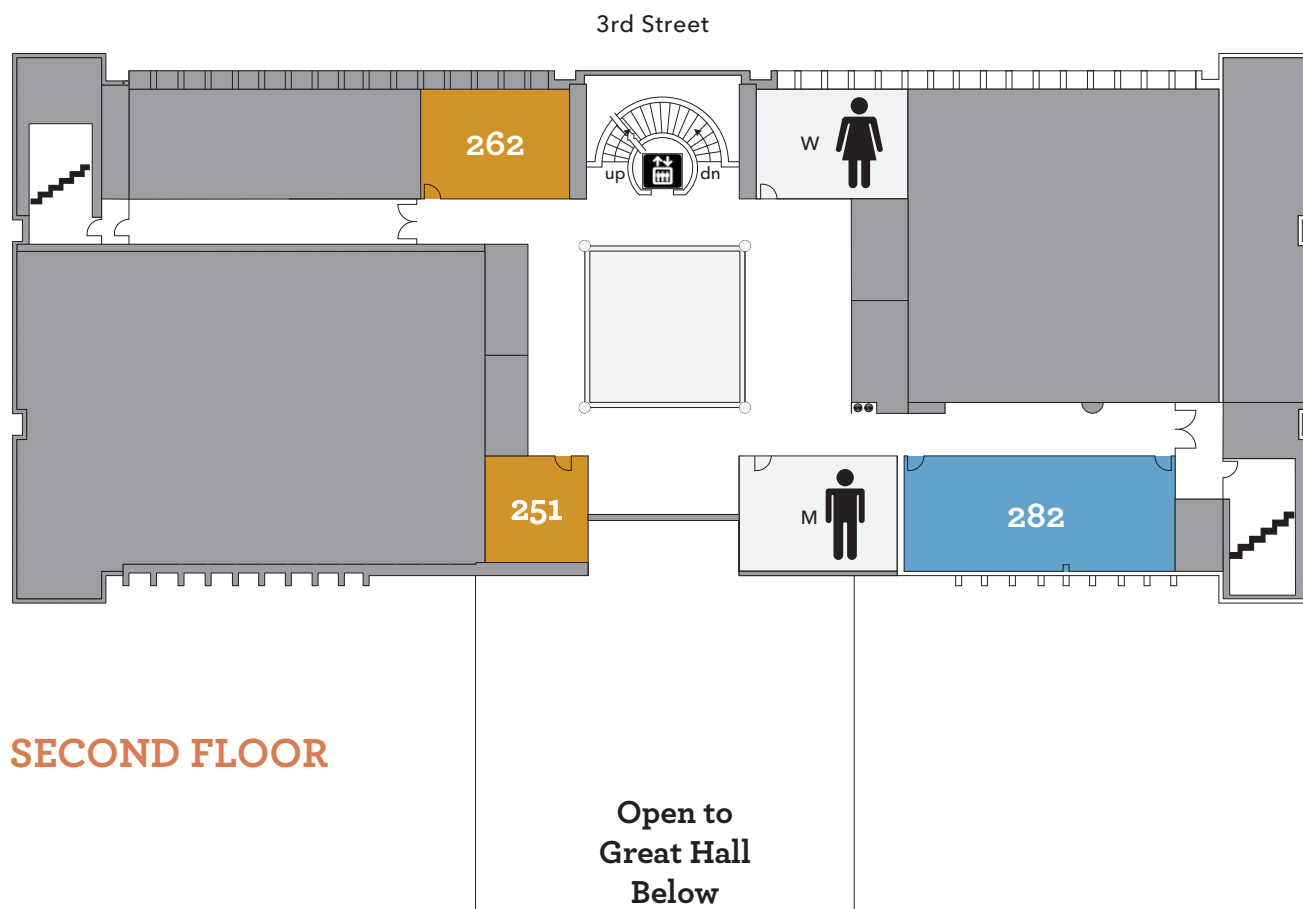
[*Want to Play Trucks?*](#) by Ann Stott (2018) (PreK-K)

[*When Aidan Became a Brother*](#) by Kyle Lukoff (2019) (PreK-2nd)

[*When Grandma Gives You a Lemon Tree*](#) by Jamie L.B. Deenihan (2019) (PreK-1st)

[*You and Me and Home Sweet Home*](#) by George Ella Lyon (2009) (1st-3rd)





A special thanks to the 2020 Summit Planning Committee Members:

Pam Albers, Director, Help Me Grow Brighter Futures; **Lisa Babb**, Strategic Director, Miami Valley 4C for Children; **Ellen Belcher**, Communications Director, Learn to Earn Dayton; **Markia Benjamin**, Co-Director, The Glen Early Learning Center; **Pam Bitsko**, Principal, Huber Heights City Schools; **Trish Burke-Williams**, STEM Advising Manager, Sinclair College; **Mandie Burns**, Youth Services Director, Dayton Metro Library; **Carrie DePalma**, Literacy Specialist, Centerville City Schools; **Maya Dorsey**, Director of Family Engagement and Community Partnerships, Learn to Earn Dayton; **Gayle Fowler**, President, Parent, Family, & Couple Education Services; **Laura Inkrott**, Director of Curriculum, Northridge Local Schools; **Palmer Jason**, Director, Good Shepherd Academy; **Darsheel Kaur**, Kaur Restorative Solutions; **Robyn Lightcap**, Executive Director, Learn to Earn Dayton; **Requette Lindsay-Eloi**, Prenatal Outreach Coordinator, Public Health-Dayton and Montgomery County; **Karen Lombard**, Director of Early Childhood Education Curriculum and Instruction, Dayton Public Schools; **Tonya Mathis**, Diversity and Inclusion Program Manager, Boonshoft School of Medicine; **Lakendra Moore**, Family and Community Partnership Coordinator, MVCDC Inc.; **Pam Morningstar**, Guidance Counselor for Preschool, Trotwood; **Swapna Purandare**, Associate Professor of Early Childhood Education, Sinclair College; **Danielle Smith**, Family and Community Partnership Coordinator, MVCDC Inc.; **Sarah Tirey**, Parent; **Hope Vuto**, Birth to 5 Program Manager, Learn to Earn Dayton; **Veronica White**, Program Manager, WorkDay; **Lea Wilcox**, Parent, Huber Heights City Schools; **Noreen Wilhelm**, Consultant, Learn to Earn Dayton



Learn to Earn Dayton Staff

Tom Lasley
Chief Executive Officer

Robyn Lightcap
Executive Director

Maya Dorsey
Director of Family
Engagement and
Community Partnerships

Marie Giffen
Director of Finance

Bryan Stewart
Director of Workforce

Hope Vuto
Birth to 5 Program Manager

Lauren Smith
Graduate Assistant

Ellen Belcher
Communications Director

Errin Siske
Creative Director

Thank you to our
Presenting Sponsor:



Learn to Earn
Sponsors:



StriveTogether
Every child. Cradle to career.



The Spurlino
Foundation



Thanks to Project Read for organizing today's book drive!

READINESS SUMMIT

inspire. motivate. equip.



Learn to Earn Dayton
Ready to Learn. Explore. Earn.