





We are proud and hopeful, in celebrating the 10th anniversary of this gathering, that our community continues to be committed to working together to find the solutions to help our children succeed, in school and in life. In this handout, we have included next steps recommended by the presenters, along with opportunities to gather and keep these discussions going throughout the year. Filled with suggested book titles, films, scholarly articles, trainings, grant opportunities and contact information for local experts, we hope that this booklet itself becomes a well-used resource for you and your colleagues. Thank you for your work every day of the year and for joining us today.

-Robyn Lightcap, Executive Director

A special thanks to the 2019 Summit Planning Committee Members:

Shauna Adams, Associate Professor of Early Childhood Teacher Education, Executive Director, Center for Early Learning, University of Dayton; 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, Assistant Director, The Glen Early Learning Center; Pam Bitsko, Principal, Huber Heights City Schools; Mandie Burns, Youth Services Director, Dayton Metro Library; Hope Collins, Birth to 3 Consultant, Learn to Earn Dayton; Maya Dorsey, Director of Family Engagement and Community Partnerships, Learn to Earn Dayton; Kelly Ely, Director, Goddard School in Centerville; Gayle Fowler, President, Parent, Family, & Couple Education Services; Lakendra Harris, Family and Community Partnership Coordinator, MVCDC Inc.; Marietta Harris, Preschool and Special Education Supervisor, Trotwood-Madison City Schools; Laura Inkrott, Teacher, Northridge Local Schools; Palmer Jason, Director, Good Shepherd Academy; 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, Dayton Public Schools; Tonya Mathis, Assistant Dean of Instruction for Early College Programs for Southeast Indiana, Wright State University; Debbie Nerderman, Childhood Development Director, YMCA of Greater Dayton; Swapna Purandare, Associate Professor of Early Childhood Education, Sinclair College; Jessica Saunders, Director of the Office of Community Health and Engagement Programs, Dayton Children's Hospital; Errin Siske, Creative Director, Learn to Earn Dayton; Danielle Smith, Family and Community Partnership Coordinator, MVCDC Inc.; Sarah Tirey, Parent; Lea Wilcox, Parent; Noreen Willhelm, Consultant, Learn to Earn Dayton

Agenda

March 8, 2019 | 8:00 a.m.-3:00 p.m.

8:00 a.m.

Welcome Robyn Lightcap, Executive Director,

Learn to Earn Dayton

Making the Connections: Families Dr. Shauna Adams, University of Dayton

Family Engagement Impact Stories A Video Production of B2 Studios

Making the Connections: ACEs & Trauma Jessica Davies, Montgomery County

Educational Service Center

Trauma/ACEs Impact Stories A Video Production of B2 Studios

> 9:00 a.m. Break

9:15 a.m.

Making the Connections: Culture & Equity Michael Carter, Sinclair College

> A Video Production of B2 Studios **Equity Impact Stories**

> > 9:40 a.m.

Invitation to Dialogue at Your Table Sue Gunnell, Superintendent,

> **Huber Heights City Schools and** Tony Thomas, Superintendent, Northmont City School District

10:00 a.m.

Announcements Maya Dorsey, Director of Family Engagement

and Community Partnerships, Learn to Earn Dayton

10:10 a.m. **Break**

10:30 a.m. Breakout #1

12:00 p.m. LUNCH

During lunch, please select from the buffet, then choose one of these options:

- 1. Data Walk with Charmaine Webster. This is an opportunity to review and discuss disaggregated data, including information by district, that graphically and powerfully demonstrates the educational challenges our children are facing. (Room 116)
- 2. No Small Matter. This 70-minute documentary shares powerful stories about how quality early child care and education affects the most crucial time in a child's development and sets the stage for lifelong learning and success. It will start promptly at 12:15 p.m. (Charity Earley Auditorium)
- 3. Readiness Coalitions Meetings (Listed on page 13)

1:30 p.m. Breakout #2

3:00 p.m. Departure

Thank you for coming to the 10th Annual Readiness Summit!

Poll Everywhere Instructions

Two times today, we will ask you to participate in a very quick survey, using your phone. To prepare, please text RSummit2019 to 22333 to join the group. You will only need to do this once; you will stay in the group for the rest of the day. You won't, however, be able to respond to a poll until it has been activated by the speaker. And that's how it will work: one of the speakers will ask you to respond to a question; you'll respond by sending a one-letter text.

Featured Speakers



Dr. Shauna Adams is the Executive Director of the Center for Early Learning at the University of Dayton. This center is not a place but rather a group of initiatives designed to support early learning. Dr. Adams chairs the Family Engagement Collaborative of the Miami Valley and serves on several boards for organizations related to Early Childhood. She is an Associate Professor of Early Childhood in the Department of Teacher Education, where she teaches graduate and undergraduate courses in family engagement and early childhood research, leadership and advocacy. After 12 years in P-12 schools as a special educator and school psychologist, she earned a doctorate in early childhood from the University of Cincinnati. Since becoming faculty at UD, Dr. Adams has had the privilege of working as the liaison to the Bombeck Family

Learning Center, the University of Dayton's Early Childhood Demonstration School which has served as an inspiration for articles, books and presentations. She is a coauthor of the textbook, Developing and Administrating a Child Care and Education Program as well as the ACCESS Curriculum series.



Jessica Davies is the Director of Social Emotional Learning Services (SEL) for the Montgomery County Educational Service Center in Dayton, Ohio. The SEL Division of the MCESC supports school districts with implementing whole-child focused initiatives including creating trauma sensitive schools, integrating systematic social emotional learning, prevention programs, staff wellness and consultation regarding students with intensive needs. Jessica is a licensed school administrator and school psychologist who has worked in school districts in Pennsylvania, Massachusetts, and Ohio, serving both urban and suburban populations. She is passionate about sharing the latest evidence-based strategies, based on cutting-edge brain research, in order to help educators and students have the best chance of reaching their full potential.



Michael Carter has served as Senior Advisor to the President and Chief Diversity Officer at Sinclair College since 2015. Previously, he was Sinclair's first Superintendent of the Division of School and Community Partnerships where he drove the increase in college credit options for high school students, increasing the number of students from 500 to almost 3,000 in five years. Over his 17-year career at Sinclair, Michael has served as Senior Vice President, Senior Director of High School Linkages, and Director of the Fast Forward Center, a nationally recognized model in dropout recovery. In 2010, Michael was awarded the National Dropout Prevention Center's Crystal Star Distinguished Service Award. Michael serves on boards and committees of organizations including Dayton Early College Academy, Daybreak, Montgomery County Equity

Fellows, Mentoring Collaborative of Montgomery County, Miami Valley Urban League and Dayton-Montgomery County Scholarship Program. He has been a radio-reading volunteer for Goodwill Easter Seals for many years. A former public school teacher, administrator and coach, Michael has over 36 years of experience working with youth. He holds a B.A. from Wittenberg University and an M.S.Ed. from Wright State.

Breakouts

Each breakout will be offered twice, once during each breakout session. Below is a quick-reference to the breakout locations, followed by detailed descriptions with recommendations you can take after the Summit.

Breakout	Facilitators	Room #
1. The Power of Connection: Conscious Discipline	Susan Hampel Joni Spencer	116
2. Culturally Responsive Teaching and the Brain	Maya Dorsey Latoria Marcellus	282
3. Everybody In, Nobody Out: Engage all Families	Dr. Shauna Adams Gayle Covington Fowler	120
4. Connecting with Traumatized Children: Relationships, Rewarding, Relevant, Repetitive, Rhythmic & Respectful	Jessica Davies	Charity Earley Auditorium
5. Local Organizations' Approaches to Equity	Michael Carter	119
6. Brain Development and Resiliency	Dr. John Duby Dawn Selby	Smith Auditorium
7. Don't Assume, Ask: Getting Past Bias and On to Connection	Amaha Sellassie	127
8. State Advocacy for Equity	Lynanne Gutierrez	133

1. The Power of Connection: Conscious Discipline

Connection empowers us to soothe our emotional state and opens us up to exercise our executive skills of learning and problem-solving. Connection is the power behind all change needed for our homes, classrooms, community and ultimately the world. Participants will learn a few simple steps to increase their ability to connect. (Room 116)

Facilitators: Joni Spencer, LSW, Certified Conscious Discipline Instructor; Susan Hampel, Preschool Promise, Certified Conscious Discipline Instructor



Recommended Next Steps

- Learn more about the power of connection through "Conscious Discipline".
- Become a member of the free Conscious Discipline website, https://consciousdiscipline.com/.
- Schedule a conscious discipline training by contacting Joni Spencer, joni7betterways@yahoo.com or Susan Hampel, susanchaos2calm@gmail.com.
- · Begin a coaching program again by contracting Joni Spencer or Susan Hampel or going to the website.
- · Join our book discussion: Touch: The Power of Human Connection on May 9. See page 13 for details.

Resources

- · I Love You Rituals by Dr. Becky A. Bailey
- Conscious Discipline: Building Resilient Classrooms, by Dr. Becky A. Bailey
- There's Got To Be A Better Way: Discipline That Works!, by Dr. Becky A. Bailey
- Shubert and Sophie Series found on https://consciousdiscipline.com/



- Joni Spencer, Certified Conscious Discipline Instructor and Coach, joni7betterways@yahoo.com, (937) 361-0186
- Susan Hampel, Certified Conscious Discipline Instructor and Coach, <u>susanchaos2calm@gmail.com</u>, (937) 232-9868

2. Culturally Responsive Teaching and the Brain

Culturally responsive teaching is an important pathway to closing the achievement gap for our marginalized students. Building on the work of Zaretta Hammond, participants will explore how the brain and learning intertwine. You will be introduced to new ways to engage culturally diverse students and recognize the value of seeing differences as benefits, rather than as deficits. (Room 282)

Facilitators: Maya Dorsey, M.Ed, MEDL, Director of Family Engagement and Community Partnerships, Learn to Earn; and Latoria G. Marcellus, M.Ed, Director of Quality, Preschool Promise



Recommended Next Steps

- · "We would advise participants to begin to build genuinely authentic relationships with those who are different from themselves."
- · Join our book discussion: Leading with Cultural Intelligence: The Real Secret to Success on June 6. See page 13 for details.

Resources

- · Culturally Responsive Teaching and The Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students, by Zaretta Hammond
- "A Poem for my White Friends," by Norma Johnson. YouTube: https://www.youtube.com/watch?v=3UVIgjuovt8

Be sure to visit our Readiness Summit Vendors!

- Lakeshore Learning Materials, Carol Gilles, (310) 537-8600 x2718, cgilles@lakeshorelearning.com
- Help Me Grow, Marianne Pohlmann, (937) 208-8375, mkpohlmann@premierhealth.com
- Five Rivers Metroparks, Outdoor Education, Jeremy Barkley, (937) 279-6976 x3112, jeremy.barkley@metroparks.org
- 4C for Children, Lisa Babb, (937) 723-2713, lbabb@4cforchildren.org
- Parent, Family and Couple Education Services (PFACES), Gayle Fowler, (937) 478-4835, gcfowler@pfacesllc.com
- Kaplan Early Learning Community, Marieca Anthony, (330) 283-1945, manthony@kaplanco.com
- Southwest Ohio Association for the Education of Young Children (SWOAEYC), Lois Keil, (937) 416-7786, lakeil67@aol.com

- Renaissance Learning, Charles Pollington, (513) 814-2519, charles.pollington@renaissance.com
- Learn to Earn Dayton, Lauren Smith, lauren.smith@learntoearndayton.org
- Preschool Promise, Barb Elrod, barbara.elrod@preschoolpromise.org
- Saving our Sons, Tenola Oliver, (937) 520-8110, electleadershipacademy@gmail.com
- K-3 Climbers, Anne Larsen, (216) 903-5181, anne@k3climbers.com
- Groundwork Ohio, Lynanne Gutierrez, (614) 204-6106, lwolf@groundworkohio.org
- Dayton Metro Library, Kathleen Moore, kmoore@daytonmetrolibrary.org

3. Everybody in, Nobody Out; Engage All Families!

This session provides an opportunity for family service professionals and educators to explore strategies for building meaningful family engagement. Tips will be shared to help participants identify current barriers, develop family friendly and welcoming environments, and create more diverse and inclusive classrooms and centers. (Room 120)

Facilitators: Gayle Covington Fowler, Family Advocate & Engagement Consultant, Parent, Family and Couple Education Services (PFACES, LLC); Shauna M. Adams, Ed.D., Executive Director, Center for Early Learning and Associate Professor of Early Childhood Education, University of Dayton

Panelists: Jonelle Carroll, Kettering City Schools; Kathleen Moore, Dayton Metro Library; Michael Newsom, Montgomery County Fatherhood



Recommended Next Steps

- · Reserve a Family Engagement System Self-Evaluation (FESSE) introduction to further family engagement strategies (See Resources, page 7).
- Develop a 4-6 week family engagement action plan that includes an equity statement.
- · Join us for our book discussion: (Mis)Understanding Families: Learning from Real Families in Our Schools on November 21. See page 13 for details.

Resources

- Where to find diverse books: https://bit.ly/2FdG3Pd
- Fostering language development with all children: https://bit.ly/2GvbskS
- Boost children's brain through engagement: https://bit.ly/2nZZ1Tv
- The windows and mirrors of your child's bookshelf, Grace Lin, https://bit.ly/2lqLpjC
- Engaging families in literacy and learning, https://bit.ly/2SJhN2E
- · Fathers' Involvement in Children's Learning
- Dads Shape Their Kids' Education, https://bit.ly/2JX7CPz
- Education app from Bloomz: Teacher-Parent Communication, https://bit.ly/2KSKG41
- Busier schedules necessitate rethinking parent communication strategies, https://bit.ly/2sQjCvB
- Engaging Families to Transform Education, https://bit.ly/2AoxIsD
- Family Engagement in Public Libraries, https://bit.ly/2SZcD1Y
- Probing the Impact of Parent-Teacher Digital Communication, https://bit.ly/2SHeJ7h
- Relationship Building: Parent/Teacher Communication, https://bit.ly/2DOV4YG



- FESSE (Family Engagement System Self-Evaluation) Training Introduction, Staff and Community Trainings, Family Engagement Collaborative of Miami Valley, www.familyengagementcollaborative.com
- Parent Family and Couple Education Services (PFACES, LLC), www.engaging-families.com, (937) 478-4825
- Fatherhood: Montgomery County Fatherhood, Michael Newsom, (937) 496-7569, newsom@odjfs.state.oh.us
- Youth and Family Resources: Jonelle Carroll, Kettering City Schools, www.familyresourcesite.com, jonelle.carroll@ketteringschools.org
- Families & Literacy: Kathleen Moore, Dayton Metro Library, kmoore@daytonmetrolibrary.org, (937) 496-8509

4. Connecting with Traumatized Children: Relationships, Rewarding, Relevant, Repetitive, Rhythmic & Respectful

The development of a child is profoundly influenced by experience. Experiences shape the organization of the brain which, in turn, influences emotional, social, cognitive and physiological activities. Insights into this process come from understanding brain development. Based on a neurosequential understanding of brain development, the Neurosequential Model (NM) is a developmentally sensitive, neurobiologically-informed approach to clinical work, education, and caregiving. Educators will share their insights and offer concrete examples of interventions that allow students to self-regulate and become more engaged in the learning process. (Charity Earley Auditorium)

Facilitators: Jessica Davies, Director of Social Emotional Learning, Montgomery County Educational Service Center (ESC); David Paxton, Chief Clinical Officer, The Village Network; Jackie Renegado, Social Emotional Specialist & Occupational Therapist, Montgomery County ESC; Kaylee Reese, Intervention Specialist, Montgomery County ESC

Recommended Next Steps

- Ensure that you and/or your employees have an understanding of trauma and stress and how these factors affect the youth we work with, as well as ourselves. Work with consultants to identify the needs of your school/organization, regarding training and support.
- · Use our recommended resources to become more knowledgeable and create learning communities around the topics that are most applicable to you and your organization.
- · Understand that this is a paradigm shift for most organizations, and becoming trauma-sensitive is an ongoing process that takes time. But the results and rewards are truly life-changing.
- · Join us for our book discussion: The Boy Who Was Raised As A Dog: and Other Stories from a Child Psychiatrist's Notebook - What Traumatized Children Can Teach Us about Loss, Love, and Healing on September 19. See page 13 for details.

Resources

- · Changeable: How Collaborative Problem Solving Changes Lives at Home, at School, and at Work, by J. Stuart Ablon
- Trauma Sensitive Schools: Learning Communities Transforming Children's Lives, K-5, by Susan E. Craig and Jane Ellen Stevens
- · Fostering Resilient Learners: Strategies for Creating a Trauma-Sensitive Classroom, by Kristin Souers and Pete Hall
- Help for Billy: A Beyond Consequences Approach to Helping Challenging Children in the Classroom, by Heather T. Forbes
- · ChildTrauma Academy, http://www.childtraumaacademy.com/
- The ChildTrauma Academy Channel https://bit.ly/2SFNKsH
- · Helping Traumatized Children Learn (publication from the Trauma and Learning Policy Initiative, a collaboration between Massachusetts Advocates for Children and Harvard Law School) https://traumasensitiveschools.org/tlpipublications/



- Montgomery County Educational Service Center Social Emotional Learning Team: Training, consultation, and coaching on creating trauma sensitive/socially emotionally supportive learning environments. Contact Jessica Davies, jessica.davies@mcesc.org, (937) 225-4098, www.mcesc.org
- * The Village Network: Dave Paxton, dpaxton@thevillagenetwork.com, (740) 390-0193, www.thevillagenetwork.org
- Montgomery County Alcohol, Drug Addiction & Mental Health Services (ADAMHS), http://www.mcadamhs.org/

5. Local Organizations' Approaches to Equity

Attendees will learn about some exciting initiatives in the Dayton community that are addressing the needs of vulnerable youth and families. (Room 119)

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

Panelists: Robbie Brandon, Founder and CEO, Sunlight Village; Monnie Bush, Founder and Executive Director, Victory Project; Jonathan Cain, Founder and Executive Director, Future Stars of Dayton; Karlos Marshall, Co-Founder, Conscious Connect



Recommended Next Steps

- · Identify strategies you can use to reach youth in your community whether individually or in partnership with others.
- Volunteer with one of the organizations you learned about in this breakout:
 - Victory Project http://www.victoryproject.org/about/
 - Conscious Connect http://theconsciousconnect.org/
 - Future Stars of Dayton https://www.futurestarsofdayton.org/
 - Sunlight Village https://www.facebook.com/sunlightvillageinc/
- · Join us for our book discussion: Some of My Best Friends Are Black: The Strange Story of Integration in America on April 11. See page 13 for details.

6. Brain Development and Resiliency

We will examine the science of brain development, from prenatal to 3rd grade, and how that affects a child's ability to learn. Then attendees will learn to use the knowledge of the effects of ACEs and toxic stress on brain development to establish meaningful relationships with parents and their children, with practical ways of changing the trajectory of a child's life by building resiliency in the earliest years. (Smith Auditorium)

Facilitators: Dawn Selby, RN, BSN, IBCLC, Help Me Grow Brighter Futures; John C. Duby, MD, FAAP, CPE, Professor and Chair, Department of Pediatrics, Wright State University Boonshoft School of Medicine and Vice President of Academic Affairs and Community Health, Dayton Children's Hospital



Recommended Next Steps

- · Increase community awareness of evidence-based Home Visiting programs such as Nurse Family Partnership, Healthy Families America and Early Head Start. The goal of these programs is to intervene before a child is born and stay on the scene through his or her third birthday.
- · Join us for our book discussion: The Deepest Well: Healing the Long-Term Effects of Childhood Adversity on October 24. See page 13 for details.

Resources

 Bridges Out of Poverty: Strategies for Professionals and Communities, by Philip E. Devol, Ruby K. Payne and Terie Dreussi Smith



- Help Me Grow Brighter Futures, (937) 208-GROW, https://www.facebook.com/HMGBF/
- * Everyone Reach One Infant Mortality Task Force, https://www.phdmc.org/everyone-reach-one
- Bridges out of Poverty Training at The Glen at St. Joseph, April 12 and October 18 https://www.glenatstjoseph.org/trainingcenter/bridges-out-of-poverty/

7. Don't Assume, Ask: Getting Past Bias And On To Connection

We all have implicit biases that influence our interactions with others. If we want to make strong connections with families, students, and our colleagues we need to become aware of those unconscious biases and suspend judgment, ask questions, and take time to understand cultural differences. Attendees will learn how to manage biases and be intentional and curious about people who are different from ourselves. (Room 127)

Facilitators: Amaha Sellassie, MA, Assistant Professor, Sinclair College, Co-Director, West Dayton Strong; Carmen M. Culotta, Ph.D., Instructor of Psychology, Wright State University; Christa Preston Agiro, Ph.D., Associate Professor, Teacher Education, Wright State University



Recommended Next Steps

- · Host a training in your organization with one of the local experts on equity and/or restorative justice.
- Host a listening session with students served in your organization to hear their perspectives.
- · Have dinner with someone who is different from yourself.
- · Join us for our book discussion: Blindspot: Hidden Biases of Good People on August 29. See page 13 for details.

Resources

- Harvard Implicit Bias Test: https://implicit.harvard.edu/implicit/takeatest.html
- · "Do Early Educators' Implicit Biases Regarding Sex and Race Relate to Behavior Expectations and Recommendations of Preschool Expulsions and Suspensions?" Dr. Walter Gilliam, Yale University
- NPR summary: https://n.pr/2i5wg4F
- Yale link: https://bit.ly/2Efciju
- · Reaching and Teaching Students in Poverty: Strategies for Erasing the Opportunity Gap (Multicultural Education Series), by Paul C. Gorski and James A. Banks
- Blindspot: Hidden Biases of Good People, by Mahzarin R. Banaji
- · Overcoming Bias: Building Authentic Relationships Across Differences, by Tiffany Jana
- 13th (film) https://www.imdb.com/title/tt5895028/
- Paper Tigers (film) https://www.imdb.com/title/tt4076258/
- The Mask You Live In (film) http://therepresentationproject.org/film/the-mask-you-live-in-film/



- · Christa Preston Agiro, Ph.D., Associate Professor, Teacher Education Wright State University, christa.agiro@wright.edu. Dr. Agiro speaks about how race, class, gender, sexual orientation, and other cultural identities impact educational experiences and what teachers can do to help all students succeed
- Darsheel Kaur, Restorative Justice Consultant, Trainer, and Circle Keeper, <u>DarsheelKaur@gmail.com</u>. Through Restorative Solutions, Darsheel offers trainings and workshops to educators and youth workers on Restorative Justice and circles as a way to build and strengthen community, in and out of the classroom. Her work focuses on building transformative communities: communities with the collective hope and agency to create meaningful and lasting transformation within, amongst, and beyond themselves
- Carmen M. Culotta, Ph.D., Instructor of Psychology, Wright State University, (937) 775-7135, carmen.culotta@wright.edu
- Amaha Sellassie, Sinclair College, amaha.sellassie@sinclair.edu

8. State Advocacy for Equity

This breakout, presented by Groundwork Ohio, the statewide advocacy organization for early childhood education, will help you translate the critical work you do and share the stories of the families and children you serve with legislators to influence statewide policy. Want to know how you can have a direct impact on Ohio's early childhood systems and the upcoming state budget? Groundwork will offer practical advice and resources to develop your advocacy skills and advance equitable outcomes for all our children. Groundwork used an equity lens to examine statewide data and will help attendees understand how to deliver powerful stories that reflect the local data and your experiences. (Room 133)

Facilitator: Lynanne Gutierrez, Esq., Groundwork Ohio, Policy Director & Legal Counsel

Recommended Next Steps

- · Visit the Groundwork Ohio Equity Social Media booth at the Readiness Summit to take pictures and record short videos to share your story with our network.
- · Join the Groundwork effort to amplify the voices of business and community leaders, teachers, providers, pediatric and mental healthcare professionals and child advocates. Stay engaged with timely updates by signing up for our "e-news" at www.GroundworkOhio.org.
- · Follow @GroundworkOhio on Twitter and Facebook. Share your support for investing in Ohio's early childhood education programs with on your social media accounts. Be sure to tag @GovMikeDeWine and @GroundworkOhio! Check out updated sample posts/tweets on www.GroundworkOhio.org/engage.
- · Write a letter to Governor Mike DeWine thanking him for his thoughtful agenda and stressing the importance of making strategic investments in quality early childhood education. Check out our sample letter at www.GroundworkOhio.org/engage.
- · Submit an op-ed or and letter-to-the-editor expressing your support for our shared agenda. Check out our tips at www. GroundworkOhio.org/engage.
- · Attend Groundwork's Advocacy Day at the statehouse on May 8 to educate policy makers about the benefits of and critical need for early childhood education. Get more information at www.GroundworkOhio.org/engage.
- · Engage with your legislators in Columbus at the Statehouse or by planning a site visit to your program, using the Groundwork Provide Engagement Toolkit available at www.GroundworkOhio.org/engage.

Resources

- · Groundwork Ohio Advocacy Factsheets & Resources https://www.groundworkohio.org/resources?platform=hootsuite
- · Ohio Early Childhood Equity Report https://www.groundworkohio.org/equityreport
- Ohio Early Childhood Equity Videos & Social Media Toolkit https://www.groundworkohio.org/equity-toolkit
- Early Childhood Equity Selected News Articles https://www.groundworkohio.org/equityreportpress
- Read about the latest and greatest resources on early childhood education from across the state of Ohio and around the country at https://www.groundworkohio.org/earlyed

Additional Resources



Culturally Responsive Teaching Training

Join us for training on Culturally Responsive Teaching & the Brain by Zaretta Hammond. The training will be limited to 30 participants and registration is required.

Register at learntoearndayton.org/crt-signup

Thursday and Friday, June 6 and 7

12:00-4:00 p.m.

Downtown Dayton Metro Library

*A \$100 stipend will be available to participants who attend both days and create a plan to implement learnings in their organizations.

For more information, please contact maya.dorsey@learntoearndayton.org

Please bring your own copy of Culturally Responsive Teaching & the Brain by Zaretta Hammond to the training, or contact Maya if you need help getting a copy.



AGrow Up Great Passport to Kindergarten Application for 2019-20 School Year

Sponsored by PNC Grow Up Great, Passport to Kindergarten is a year-long program that provides professional development to Preschool teachers of high-need children, while also offering enriching opportunities to their students and families.

Passport to Kindergarten's focus is on creating a strong foundation for reading and helping families learn how they can teach their children at home. Teachers get training in dialogic reading and on sharing AWEsome moments with their students.

What are AWEsome moments?

A stands for "Ask" your child questions.

W stands for "Wait" for your child to think about his or her response.

E stands for "Elaborate" on your child's thoughts.

Passport to Kindergarten families also are involved in free learning opportunities sponsored especially for them at cultural institutions in the Dayton community.

For more information on becoming a Passport to Kindergarten classroom, visit https://learntoearndayton.org/passport. Applications are due on Friday, April 19, 2019.



Purpose

Student Success 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.

Who Can Apply

Applicants may be a school district, childcare or Preschool provider, or nonprofit, but must represent a partnership of at least three organizations.

Due Date: April 19, 2019

Awards Announced: May 17, 2019

Grant Awards and Use of Funds

Grant awards typically range from \$500-\$8,000. They are for projects focused on issues related to equity and eliminating opportunity gaps, trauma informed care, brain development, social emotional learning, culturally responsive teaching, family engagement, understanding bias or attendance awareness. Grant funds may be used to purchase books and materials, offer stipends to teachers and facilitators, pay for meals for participants, etc.

Project examples include:

- a. Start a Professional Learning Community (PLC) around resources related to the grant focus areas
- b. Host joint trainings for district and childcare/afterschool staff
- c. Increase family engagement by providing family/parent listening sessions or training
- d. Create campaigns or initiatives to improve attendance of all students, with a focus on African American male students
- e. Develop efforts to provide systemic developmental screenings for children birth to age 3, or partner with parents of young children to train and empower parents to support their children's learning at home
- f. Address suspension rates and alternatives for Preschool-8th grade students, with special attention to students of color, and implement proven strategies such as restorative justice.
- g. Partner with the local library to promote daily reading with parents of children birth to age five. Initiate summer reading programs to decrease summer slide.

Submission Instructions

Please email your Project Description, Project Budget, and Letters of Support to maya.dorsey@learntoearndayton.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 Letters of Support from at least two additional partners.
- d. Projected outcomes and measurements how will you know if you are successful?

2. Project Budget

Additional Resources, continued



Book Discussions will be held from 5:30 p.m. to 7:00 p.m. at the Downtown Dayton Metro Library,

215 E. Third Street, Dayton 45402. RSVP for the Book Discussions at learntoearndayton.org/books





Some of My Best Friends are Black: The Strange Story of Integration in America, by Tanner Colby

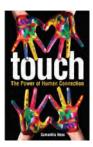
Thursday, April 11, 2019 | Led by Michael Carter





Thursday, June 6, 2019 | Led by Maya Dorsey and Latoria Marcellus



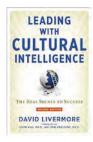


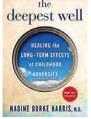


The Boy Who Was Raised As A Dog: And Other Stories From

a Child Psychiatrist's Notebook—What Traumatized Children Can Teach Us About Loss, Love, and Healing (3rd Edition), by Bruce D. Perry and Maia Szalavitz

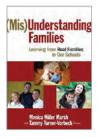
Thursday, September 19, 2019 | Led by Jessica Davies





The Deepest Well: Healing the Long-Term Effects of Childhood Adversity, by Nadine Burke Harris

Thursday, October 24, 2019 | Led by Dawn Selby



(Mis)Understanding Families: Learning From Real Families in Our Schools, by Monica Miller Marsh and Tammy Turner-Vorbeck Thursday, November 21, 2019 | Led by Gayle Covington Fowler and Shauna M. Adams



Lunch Room Assignments

- Data Walk Charmaine Webster **Room 116**
- No Small Matter Film Charity Earley Auditorium

Coalitions

- Northridge, Todd Petty **Room 121**
- Vandalia Butler, Lisa Hildebrand **Room 262**
- New Lebanon, Dena Shepard Room 282



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 author)



brothers

Can I

FOUCH Your

Hair?



















I Can Do It Too! by Karen Baicker (2010) You and Me by Rebecca Dotlich (2018) My First Ramadan by Karen Katz (2015)

I Belong by Cheri Meiners (2018) I Play by Cheri Meiners (2018) Baby says by John Steptoe (2018)

Picture Books

Mae Among the Stars by Roda Ahmed (2018) Just Like Brothers by Elizabeth Baguley (2018) Knock Knock by Daniel Beaty (2013) What If... by Samantha Berger (2018) Far Apart, Close In Heart by Becky Birtha (2017) Marvelous Me by Lisa Bullard (2002) My Family Celebrates Kwanzaa by Lisa Bullard

(2018)I Am Enough by Grace Byers (2018)

Love by Matt de la Peña (2018) Bird by Zetta Elliot (2017)

Lucia the Luchadora by Cynthia Garza (2017) Hello Goodbye Dog by Maria Gianferrari (2017)

I Am Loved by Nikki Giovanni (2018) Yo, Soy Muslim by Mark Gonzales, (2017) Scaredy Kate by Jacob Grant (2014) Who's in My Family? by Robie Harris (2012)

Who? by Robie Harris (2018)

A Terrible Thing Happened by Margaret Holms (2002)

I, Too, Am America by Langston Hughes (2012) Lullaby by Langston Hughes (2013) Daddy Calls Me Man by Angela Johnson (2000) Can I Touch Your Hair? by Irene Latham (2018) Most People by Michael Leannah (2018) Peace Is An Offering by Annette Lebox (2015) Julian Is A Mermaid by Jessica Love, (2018) Beautiful by Stacy McAnulty (2016) Brave by Stacy McAnulty (2017)

What Is Given From The Heart by Pat McKissack (2019)

Lola Reads to Leo by Anna McQuinn (2012)

Be Kind by Pat Zietlow Miller (2018)

Don't Touch My Hair by Sharee Miller (2018)

Early Sunday Morning by Denene Millner (2017)

Gracias/Thanks by Pat Mora (2009)

Dreamers by Yuyi Morales (2018)

He's Got The Whole World In His Hands illustrated by Kadir Nelson (2005)

My Brother Charlie by Holly Peete (2010)

Allie All Along by Sarah Reul (2018)

The Breaking News by Sarah Reul (2018)

The Word Collector by Peter Reynolds (2018)

Keep Climbing, Girls by Beah E. Richards (2006)

Hidden Figures by Margot Shetterly (2018)

The Thing Lou Couldn't Do by Ashley Spires (2017)

Healing Days: A Guide For Kids Experiencing Trauma by Susan Farber Straus (2013)

I Love My Hair! by Natasha Tarpley, 2003

Mommy's Khimar by Jamila Thompkins-Biglow (2018)

I Am Human by Susan Verde (2018)

In Your Hands by Carol Boston Weatherford (2017)

The Day You Begin by Jacqueline Woodson (2018)

Visiting Day by Jacqueline Woodson (2015)

Love by Stacy McAnulty (2018)



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



