



Deborah Greenwald

WestEd

Infant/Toddler Specialist Network Lead, Regions VI-X

Education

M.A., Human Development, Pacific Oaks College, Pasadena, CA, 1999

B.A., Child Development, Humboldt State University, Arcata, CA, 1993

Background

Ms. Greenwald has worked exclusively in the infant/toddler (I/T) early education field in a variety of roles for 28 years. She had 12 years of experience as an I/T caregiver in a variety of group care settings early in her career and worked closely with Magda Gerber, a renowned Infant Specialist. She taught parent/infant guidance classes at Pacific Oaks College and Resources for Infant Educators (RIE). She worked as an Infant/Toddler Specialist in a child care resource and referral (CCR&R) agency. Ms. Greenwald has developed and conducted numerous training events, revised key Program for Infant/Toddler Care (PITC) publications, and developed and provided training to early care professionals all over the country. She is a PITC graduate and faculty member in PITC Institutes. She directed the project to develop the Infant/Toddler Learning and Development Guidelines for the California Department of Education. Recent projects include the development of online course materials for the Office of Head Start (OHS), revision of several PITC Guides to Infant/Toddler Care and PITC Trainer’s Manuals, and development of training materials for the state of Ohio. Ms. Greenwald participates in multiple training events yearly as PITC faculty and a representative of WestEd.

Relevant Skills and Expertise

- Infant/Toddler Care—**28 years**
- Training—**16 years**
- TA Design/Delivery—**3 years**
- Project Management—**13 years**
- PITC Credentialed
- Faculty member at PITC Trainer Institutes
- Director and content developer: *The Infant/Toddler Learning and Development Program Guidelines* Project focused on defining the components of high-quality care for children birth to age 3 for the California Department of Education
- Co-editor: *Concepts for Care: 20 Essays on Infant/Toddler Development and Learning*, 2006

Relevant Experience

Senior Program Associate, Infant/Toddler Guidelines Project, WestEd, 2002–Present. Ms. Greenwald’s responsibilities started with her role as Project Director for the California state guidelines for high-quality I/T care. This included the development of the publication as well as support materials and events such as a workbook, videos, satellite downlinks, and training events. She has been a PITC faculty member since 2000, teaching cognitive development and guidance and discipline sessions for I/T teacher trainers all over the country. She has directed the revision and development of numerous training materials and publications, such as PITC training manuals and guides. Ms. Greenwald participated as a key developer in a collaborative project to develop an online associate’s degree on I/T learning and development for OHS. In addition, she has most recently been developing online materials on I/T learning and development standards and formative assessment for the state of Ohio. This has included project management, collaboration, content development, and training events.

Infant/Toddler Specialist, Infant/Toddler Quality Improvement Program, Children’s Services Center, 1999–2001. As an Infant/Toddler Specialist at this CCR&R agency, Ms. Greenwald provided training and technical assistance to I/T child care providers in a two-county area in Florida on topics such as curriculum, child care environments, and inclusions of infants and



toddlers. She gained experience with rural communities, developed training materials, presented at conferences, purchased and distributed equipment, made recommendations to policy committees, and managed the program’s budget.

Lead Teacher, Infant/Toddler Parent Program, Pacific Oaks College and Children’s School, 1996–1998. Ms. Greenwald was responsible for developing and implementing curriculum with infants and toddlers and educating parents about I/T development. She planned and designed child care environments, conducted and facilitated parent and staff meetings for parenting groups, and addressed the needs of parents and families in the program.

Primary Caregiver and Teacher for Toddlers, Montessori School of Pensacola, 1994–1996. Ms. Greenwald studied and implemented the Montessori curriculum for infants and toddlers. She worked closely with school staff to help develop the toddler program. In addition, she became certified by the American Montessori Society (AMS), won an award for best thesis pertaining to Montessori from AMS, and began training Montessori I/T teachers.

Primary Caregiver, Humboldt State University Toddler Center, 1989–1993. Ms. Greenwald studied and implemented PITC with a small group of toddlers.

Primary Caregiver, South Bay Infant Center, 1989–1990. Ms. Greenwald studied and implemented the RIE Approach in this unique center dedicated to demonstrating Magda Gerber’s RIE Approach.

Caregiver, Child Educational Center, 1987–1988. In this center, which served families who worked for the National Aeronautics and Space Administration’s Jet propulsion Laboratory, Ms. Greenwald worked in a classroom caring for 1-year-old children and began learning about infant care and development.

Work History

WestEd	Senior Program Associate	2002–Present
Children’s Services Center	Infant/Toddler Specialist	1999–2001
Pacific Oaks College and Children’s School	Lead Teacher, Infant/Toddler Parent Program	1996–1998
Montessori School of Pensacola	Primary Caregiver and Teacher for Toddlers	1994–1996
Humboldt State University Toddler Center	Primary Caregiver	1989–1993
South Bay Infant Center	Primary Caregiver	1989–1990
Child Educational Center	Caregiver	1987–1988



Laura Johns
Infant/Toddler Specialist Network Lead, Regions I-V

ICF International

Education

Ph.D., Early Childhood Care and Education, The Union Institute and University, Cincinnati, OH, 2003
B.A., Theatre and Speech, San Diego State University, San Diego, CA, 1985

Background

Dr. Johns has 16 years of experience in early childhood (EC), specializing in infant/toddler (I/T) care, professional development, and technical assistance (TA). Currently, she serves as a Senior TA Specialist at ICF to states and territories on EC topics including consumer education and I/T inclusion. She also currently serves as a Managing Partner at Propulsion Squared (Propulsion²), a consulting firm she co-founded, as System Architect and Director for the Early Education Empowerment Zone (E³Z) in Georgia, as an education consultant for African SOUP, and as an instructor at Georgia State University. Before her current work, she was the director at the Georgia Department of Early Care and Learning (DECAL), where she oversaw development of the Georgia Program for Infant/Toddler Care (PITC) and led the design of Georgia’s tiered Quality Rating and Improvement System (QRIS).

- Relevant Skills and Expertise**
- Child Care—**16 years**
 - Technology and Distance Learning—**10 years**
 - Capacity Building Activities—**10 years**
 - Coordination of EC Services—**16 years**
 - TA Design/Delivery—**16 years**
 - Strategic Planning—**16 years**
 - Growth and Development of Children birth to age 13—**16 years**
 - I/T Child Care Programs—**16 years**
 - Current System Architect and Director for E³Z
 - Former Director of Quality Initiatives at Georgia DECAL

Relevant Experience

Managing Partner, Propulsion², 2015–Present. Dr. Johns co-founded this consulting company focused on human service, education systems building, and education reform in the United States and abroad.

Senior TA Specialist, ICF International, 2014–Present. Dr. Johns supports the National Center on Child Care Quality Improvement in providing TA and services to federal and state-level programs, focusing on licensing, QRIS, family engagement, and early learning guidelines. She also authored a three-part series of briefs about consumer education resources.

System Architect and Director, E³Z, 2014–Present. Dr. Johns serves as the lead architect for a coordinated system of high-quality care and education in a multi-county region in Georgia. The system serves a population of approximately 10,000 children under age 5, with a goal of addressing high rates of poverty and education deficits, increasing early childhood outcomes, and reducing the achievement gap. She develops, implements, and monitors community-based projects and programs related to increased outcomes for young children and families of diverse backgrounds and needs. She also oversees cradle-to-career education initiatives that improve access to and the quality of EC programs. She develops partnerships between statewide organizations, businesses, families, and other stakeholders and identifies new funding opportunities to bring additional resources, ensuring project sustainability.

Educational Consultant, African SOUP, 2013–Present. Dr. Johns provides training and TA to 90 early educators in 17 African SOUP Schools in Uganda. This work supports active learning practices. She oversees the development of a primary grade curriculum focused on critical, creative, and ethical thinking.



Instructor, Early Childhood Education, Georgia State University, 2011–Present. Dr. Johns is responsible for the development, design, and implementation of the curriculum for the Early Care and Education Department.

Director, Quality Initiatives, Georgia DECAL, 2011–2014. Dr. Johns oversaw state quality initiatives, including Georgia’s tiered QRIS, the Georgia PITC, inclusion and coordination, and the child care resource and referral TA system. She also oversaw statewide efforts to define standards for cultural competency. Dr. Johns designed the Quality Rated website for families and participated in the development of Georgia’s professional development registry. She created and delivered professional development modules on cultural competency, recognizing and reporting child abuse and neglect, family engagement, and the use of early learning standards.

Manager, Georgia PITC, Georgia DECAL, 2010–2011. Dr. Johns managed a high-quality training and intensive TA program for child care professionals specifically working with I/T. Her responsibilities included leading cross-state partnerships for the PITC, managing the project budget, increasing statewide professional development offerings, and developing online platforms for different EC communities. She supervised and coached 10 Infant/Toddler Specialist and wrote and delivered over 48 full-day professional development seminars. She also developed a framework and content for an interactive online Learning Management System and for the Georgia PITC website.

Director, Education, Legacy Academy, Inc., 2005–2010. Dr. Johns directed all educational aspects of 21 education programs, enrolling over 2,500 students. She was responsible for the licensing and opening process of 10 locations, as well as administering quality assurance and professional development initiatives. She led the National Association for the Education of Young Children accreditation process, ensuring 100% achievement.

Senior Associate, Professional Development and Consulting, Care Solutions, Inc., 2000–2005. Dr. Johns developed and implemented professional development seminars for the I/T community. She also authored web-based classes and early education teacher curriculum.

Consultant and Trainer, Professional Development and Consulting, Care Solutions Inc., 1999–2005. Dr. Johns’ responsibilities included grant writing, training and TA, program development and evaluation, early childhood teacher education, curriculum design and implementation, project management, and advocacy and consulting.

Work History

Propulsion ²	Managing Partner	2015–Present
ICF International	Senior Technical Specialist	2014–Present
E ³ Z	System Architect and Director	2014–Present
African SOUP	Educational Consultant	2013–Present
Georgia State University	Instructor, Early Childhood Education	2011–Present
Georgia DECAL	Director, Quality Initiatives	2011–2014
	Manager, Georgia Program for Infant/Toddler Care	2010–2011
Legacy Academy Inc.	Director, Education	2005–2010
Care Solutions Inc.	Senior Associate, Professional Development and Consulting; Consultant and Trainer, Professional Development and Consulting	2000–2005 1999–2005



Tina Jiminez
Region VIII Infant/Toddler Specialist

WestEd

Education

M.A., Human Development, Pacific Oaks College, Pasadena, CA, 2001

1998 B.A., Human Development, Pacific Oaks College, Pasadena, CA, 1998

Background

Ms. Jiminez has over 29 years of child care experience, including 14 years specific to infant/toddler (I/T) care. Beginning her career as a nationally certified family child care provider, she is now the Regional Training and Technical Assistance (T/TA) Coordinator for WestEd’s Early Education Effectiveness Exchange (E4). She has worked with I/T programs for over 14 years and has been certified in the Program for Infant/Toddler Caregiver (PITC) for 12 years. She is an expert in providing research- and evidenced-based T/TA to teachers, community leaders, and state policymakers. Before joining WestEd, Ms. Jiminez chaired the City of Oceanside Child Care Committee and collaborated with city officials to develop and coordinate multiple city events. Ms. Jiminez has provided leadership training at both the state and national level.

Relevant Skills and Expertise

- Child Care—**29 years**
- I/T Development—**14 years**
- PITC Certification—**12 years**
- Coordination of EC Services—**11 years**
- TA Design/Delivery—**15 years**
- Children with Special Needs—**29 years**
- Received Performance Recognition Award from WestEd for work on the design and presentation of “Side-by-Side Coaching and PARS Assessment Tool” at PITC Advance Trainings (2012)
- Lead writer on two online curriculum resources, “Circles of Communication” and “Conversational Prompts,” as part of the PD2GO series (2014)

Ms. Jiminez has worked to build capacity of providers serving infants and toddlers in Region IX and throughout CA. Although she does not live in Region VIII, she is willing and able to travel, and she excels at building deep relationships and navigating complex practice and policy environments. Her expertise in I/T development and systems building, combined with her extensive training and experience working with diverse programs make her a strong fit for Region VIII.

Relevant Experience

Regional T/TA Coordinator, E4, WestEd Center for Child and Family Studies (CCFS), 2013–Present. Ms. Jiminez provides community outreach and coordinates E4 services for five Bay Area counties, working with county leaders to plan and design quality improvement activities to support I/T programs and classrooms in achieving quality improvement goals. She assesses the needs of the county Child Signature Program (CSP) and assists staff with identifying applicable resources, designing in-person quarterly regional meetings to build capacity in supporting regional implementation efforts. She also designs and delivers monthly curriculum training webinars through Professional Development 2 Go (PD2GO) for CSP staff. Ms. Jiminez disseminates information and designs weekly professional development sessions to build capacity in supporting the CSP and Quality Rating and Improvement System efforts both locally and at the state level. She leads weekly meetings for Regional T/TA Coordinators via WebEx, collaborates with colleagues in the design and facilitation of the statewide CSP Annual Meeting, and assists in the development and design of PD2GO curriculum.

Early Childhood Education (ECE) Instructor, UC Davis Extension, 1999–Present. Ms. Jiminez is an Adjunct Instructor in the Department of Early Education and teaches a wide spectrum of early education classes including the Center on Social and Emotional Foundations for Early



Learning’s Teaching Pyramid, Serving Children with Special Needs, Culture and Care of Young Children, Math, Science, Language and Literacy, and Family Child Care Business Practices. Ms. Davis also served as an Adjunct Faculty member of the ECE department at Mira Costa College from 2001 to 2002.

Infant/Toddler Specialist, WestEd CCFS, PITC Partners for Quality (PQ), 2001–2013. Ms. Jiminez successfully led PITC T/TA services for more than 50 I/T programs, working with diverse programs, Program Directors, administrators, and teaching staff to provide high-quality I/T care practices and implement PITC Essential Policies. She supported the Regional Coordinator in the recruitment of programs for PITC PQ services as well as supported “Beginning Together” staff to support programs in inclusion practices.

Consultant and Coach, WestEd CCFS, Excellence in Early Education (E3) Institute, 2008–2013. As Consultant, Ms. Jiminez worked with E3 Program Administrators to develop a system of coaching practices for CSP programs. She coached and provided TA to Program Administrators, site directors, and teaching staff in developing quality improvement plans for 6 diverse CSP programs and 16 classrooms and mentored programs in the implementation of quality improvement goals. Ms. Jiminez conducted multiple classroom assessments using the Early Child Environment Rating Scale, Infant/Toddler Environment Rating Scale, Family Child Care Environment Rating Scale, and Classroom Assessment Scoring System (both I/T and preschool), and she supported programs in analyzing data to support planning of ongoing quality improvement goals.

Owner, A Helping Hand Consulting Service, 1995–2008. Ms. Jiminez owned and operated a private consulting service, specializing in organizational development and leadership of nonprofit organizations. She provided training and consulting on such topics as leadership, communication, conflict resolution, diversity, and mentoring. Her clients included Head Start agencies, school district staff, family child care board members, and resource and referral agencies. She was invited to present the keynote at the California Family Child Care Conference and co-presented at National Association for Family Child Care Leadership Training sessions.

Owner, Learn ’n’ Care Family Child Care and Enrichment Program, 1986–2002. Ms. Jiminez operated a highly successful, nationally accredited family child care program in Oceanside, CA, serving over a hundred families throughout her career. She supervised three employees and established a Parent Advisory Committee that supported program improvement and family involvement.

Work History

WestEd, E4	Regional T/TA Coordinator	2013–Present
WestEd, CCFS, PITC PQ	Infant/Toddler Specialist	2001–2013
WestEd CCFS, E3 Institute	Consultant and Coach	2008–2013
UC Davis Extension	ECE Instructor—Adjunct	1999–Present
Mira Costa College	ECE Instructor—Adjunct	2001–2002
A Helping Hand Consulting Service	Owner and Operator	1995–2008
Learn ’n’ Care Family Child Care and Enrichment Program	Owner/Family Child Care Provider	1986–2002



Jane Kretzmann
Tribal Specialist

WestEd

Education

M.A., Education, University of Iowa, Iowa City, IA, 1973

B.A., English, University of Iowa, Iowa City, IA, 1971

Background

Ms. Kretzmann has 20 years of experience in the early care and education field and 15 years of experience working to promote high-quality care for tribal children and families. Her areas of expertise include early childhood system development and adaptation of systems to culturally specific populations; capacity-building and resource coordination in support of tribal communities; child care’s links with other programs serving families and caregivers (e.g., mental health, family support); and brain development (neurobiology, adverse childhood experiences, and resilience). Before her position as a private consultant, Ms. Kretzmann designed and implemented special initiatives related to infant/toddler (I/T) development, with a special focus on children in tribal child care and other racial and ethnic minority communities. Early in her career, Ms. Kretzmann worked as a State Refugee Program Coordinator and led the development of culturally appropriate educational, employment, health, mental health, and social services for refugees across the state of Minnesota.

Relevant Skills and Expertise

- Child Care—**20 years**
- Infant/Toddler Care—**20 years**
- TA Design/Delivery—**10 years**
- Supporting Tribal Communities—**25 years**
- Tribal Child Care—**15 years**
- CCDF Statutes and Regulations—**10 years**
- Founded and directed the Project for Babies across MN, SD, and ND
- Co-chaired the Minnesota Coalition for Targeted Home Visiting
- Founding member of the Grantmakers Concern with Immigrants and Refugees and the Early Childhood Funders Network
- Betty Hubbard Statewide Award for Maternal and Child Health (2002)
- MN Association for the Education of Young Children Distinguished Service Award (2011)
- Champion for Children Minnesota Chapter of Prevent Child Abuse America Award (2014)

Relevant Experience

Private Consultant, 2014–Present. Ms. Kretzmann consults with a network of public and private organizations including Prevent Child Abuse Minnesota, Minnesota Communities Caring for Children, Minnesota Department of Human Services Mental Health/Family Service Collaboratives, Wilder Research, and the University of Minnesota Harris Program in Infant Mental Health. She works to support the special needs of the tribal early childhood programs, including state and county Early Head Start and Head Start, a tribal Montessori language immersion program in St. Paul, and the American Indian Babies Coalition. She provides expertise and capacity building related to prevention-focused work for young children and families, promoting lifelong health using a framework that considers the impact of early adversity on development, and promoting compassionate communities and systems that integrate understanding of the impact of trauma and adversity on human health and development into policy and practice.

Senior Fellow, Center for Early Education and Development, University of Minnesota, 2011–2014. Ms. Kretzmann directed the Project for Babies, a three-state initiative across Minnesota, North Dakota, and South Dakota. She conducted Legislative Leadership Institutes on Child Development Research and Policy in North and South Dakota with tribal leaders and legislators, and she collaborated with American Indian and African American communities to promote healthy



development of children birth to age 3. She worked with stakeholders to increase understanding of the early years, responsive relationships, and the impact of trauma on social emotional development. Ms. Kretzmann worked to develop culturally appropriate resources to meet the needs of tribal children and families. She also facilitated convenings of American Indian community members and professionals including a Casey Family Programs event and a workshop on Project for Babies at White Earth Child Care Communities conference.

Senior Program Officer, Minnesota Community Foundation, 2009–2011. Ms. Kretzmann designed and implemented special initiatives related to I/T development and integrated current scientific knowledge about child development into programs, practice, and sustainable systems change. She founded the Project for Babies in Minnesota, North Dakota, and South Dakota. The project formed strategic partnerships with Council of State Governments Midwest Region, Children’s Defense Fund of Minnesota, Wilder Foundation, University of Minnesota Institute on Child Development, state agencies, tribal communities, and African American networks. It resulted in the formation of American Indian and African American Babies Coalitions; five Legislative Leadership Institutes in Child Development Research and Policy; new legislation to identify and treat maternal depression; multiple consultations between researchers and communities most affected by toxic stress; commissioning of multiple reports.

Senior Program Officer, Bush Foundation, 1988–2008. Ms. Kretzmann conducted site visits, gathered research, consulted experts, prepared memoranda for board funding decisions, and led the development of new programs. She developed and managed multi-year grants in partnership with the Program for Infant/Toddler Care to develop statewide training systems for child care providers in Minnesota, North Dakota, and South Dakota with a specific emphasis on trainers and professional development in tribal child care and in other racial and ethnic minority communities. Other projects included developing an American Indian Child Welfare Certificate at the University of Minnesota; language immersion programs in tribal child care; and services for Indian women and children at the MN Indian Women’s Resource Center.

State Refugee Program Coordinator, Minnesota Department of Human Services, 1978–1988. Ms. Kretzmann led the development of culturally appropriate educational, employment, health, mental health, and social services for refugees across the state of Minnesota and a range of philanthropic, federal, state, and county systems. The work encompassed multiple health and human service areas (e.g., child care, aging, health) and promoted mutual assistance associations for community self-determination and cultural preservation.

Work History

Private Consultant	Private Consultant	2014–Present
University of Minnesota, Center for Early Education and Development	Senior Fellow, Director of Project for Babies	2011–2014
Minnesota Community Foundation	Senior Program Officer	2009–2011
Bush Foundation	Senior Program Officer	1988–2008
MN Department of Human Services	State Refugee Program Coordinator	1978–1988
Lutheran Immigration and Refugee Service	Resettlement Coordinator and Case Worker	1975–1978



Julie Law
Region VI Infant/Toddler Specialist

WestEd

Education

Ph.D., Human Development and Family Science, Ohio State University, Columbus, OH, 2000
M.S., Human Development and Family Science, Ohio State University, Columbus, OH, 1995
B.S., Family and Consumer Sciences, Eastern Michigan University, Ypsilanti, MI, 1993

Background

Dr. Law has more than 17 years’ experience developing and creating infant/toddler (I/T) curricula, teaching and mentoring I/T teachers, and providing consumer education and support to families of infants and toddlers. Currently, she is Senior Research Associate in the Center for Child and Family Studies (CCFS) program at WestEd. In this role, she contributes to the research and content development of an online early childhood (EC) initiative, Professional Development to Go (PD2GO). Dr. Law has an extensive background in EC, curriculum, and professional development. Before joining WestEd, she had worked in the EC field for over 15 years, developing and delivering professional education opportunities and trainings for the early childhood workforce, and she worked as faculty at institutes of higher education teaching courses on child development.

Dr. Law has worked with the Region VI states through her role in national I/T efforts. Although she does not live in Region VI, she has facilitated national trainings for the Program for Infant/Toddler Care (PITC)–Early Head Start Home Visitor Training Institutes held in several states including Texas. She is able and willing to travel to meet the needs of the Regional Office and Child Care and Development Fund grantees. Her expertise in facilitating professional trainings and providing direct service to culturally diverse populations makes her a strong fit for this region.

Dr. Law has worked with the Region VI states through her role in national I/T efforts. Although she does not live in Region VI, she has facilitated national trainings for the Program for Infant/Toddler Care (PITC)–Early Head Start Home Visitor Training Institutes held in several states including Texas. She is able and willing to travel to meet the needs of the Regional Office and Child Care and Development Fund grantees. Her expertise in facilitating professional trainings and providing direct service to culturally diverse populations makes her a strong fit for this region.

Relevant Experience

Senior Research Associate, CCFS, WestEd, 2012–Present. Dr. Law currently serves as Senior Research Associate, where she contributes to content development for the PD2GO training modules as a member of the Early Education Effectiveness Exchange project. She assists in the development of formative child development assessments and kindergarten readiness assessments, and she serves as faculty for the PITC Home Visitor Institutes in the area of early brain development and responsive relationships. She mentors, trains, and coaches practitioners, ensuring that their work with parents and families includes research and evidence-based practices.

Consultant, CCFS, WestEd, 2011–2012. Dr. Law served as a consultant and content expert for CCFS, where she developed data collection materials, developed workshop training content and curriculum, provided support for coaches in the classroom, and assisted in writing the final report and evaluation of the Reflective Curriculum Training & Technical Assistance Pilot Project, which was funded by First 5 California Power of Preschool Bridge.

Assistant Professor/Early Childhood Faculty Coordinator, San Francisco State University (SFSU), Department of Child and Adolescent Development, 2006–2012. As Assistant

Relevant Skills and Expertise

- Infant/Toddler—**17 years**
- Early Head Start—**8 years**
- Child Care Environments—**14 years**
- Child Development Training—**17 years**
- Cultural Diversity/Dual-Language Learners—**11 years**
- Cross-Sector Systems Building—**6 years**
- TA Design/Delivery—**14 years**
- Coauthor of three PD2GO online infant/toddler training modules
- Served as a consultant on a kindergarten readiness project in Chengdu, China, where she mentored kindergarten teachers on responsive practices to support social and emotional development in children



Professor and Early Childhood Faculty Coordinator, Dr. Law developed course curricula using the latest research and best practices and taught courses on child development, EC, and applied research. Dr. Law demonstrated her systems-building expertise by working across departments and offices to develop the SFSU Children’s Campus Child Care Center. She planned room arrangements, contributed to the environmental layout of the center design, and created materials and coordinated professional development opportunities for early childhood staff at the campus child care center.

Trainer, Center for Excellence in Child Development, University of California—Davis (UC-Davis), 2006–2011. As trainer, Dr. Law facilitated trainings for the Family Child Care at Its Best Training Project throughout California. This project aimed to provide trainings on child development, multi-age group settings, and business practices for family- and center-based early childhood staff.

Program Coordinator/Child Development Specialist, CCFS Early Childhood Lab, UC-Davis, 2002–2006. As Program Coordinator, Dr. Law organized, oversaw, and evaluated the Infant and Toddler Program of the University Lab School. Her work included supervising teaching staff, mentoring student caregivers on developmentally appropriate curriculum in early childhood, and providing parent education on a variety of child development topics. She partnered with Early Intervention Specialists and Mental Health Professionals to support the needs of children and families in the program.

Adjunct Assistant Professor, UC-Davis, Solano Community College, Sacramento City College, Santa Rosa Junior College, 2001–2006. Dr. Law served on the faculty of several local colleges serving as a Professor of Child Development. She developed and facilitated lectures in courses in early childhood development and education; human development; child development; and child, family, and community. Dr. Law conducted assessments and advised students on writing, content learning, and professional experiences.

Lecturer, Family Science and Human Development Department, Ohio State University, 1997–2000. In this role, Dr. Law developed and delivered lectures on child development and lifespan human development. She also supervised child development students’ lab experience and provided feedback and coaching on child development, environments, assessment of children, and writing skills.

Work History

West Ed	Senior Research Associate	2012–Present
San Francisco State University, Department of Child and Adolescent Development	Assistant Professor/Early Childhood Faculty Coordinator	2006–2012
Various local colleges	Adjunct Assistant Professor	2001–2006
Center for Excellence in Child Development, UC-Davis	Trainer	2006–2011
CCFS Early Childhood Lab, UC-Davis	Program Coordinator/Child Development Specialist	2002–2006
Ohio State University, Family Science and Human Development Department	Lecturer	1997–2000



Elizabeth Magruder
Region VII Infant/Toddler Specialist

WestEd

Education

M.E., Curriculum Design and Instruction,
University of San Diego, CA, 1994
B.A., Diversified Liberal Arts, University of San
Diego, CA, 1992

Background

Ms. Magruder has more than 20 years of experience in training and technical assistance (T/TA) in the education and early education fields. In her current role as the Regional T/TA Coordinator for the Early Education Effectiveness Exchange (E4), Ms. Magruder coordinates TA design and delivery for the Child Signature Programs (CSP) in the Southern

California region. She works to improve quality in programs that serve infants and toddlers, as well as preschool-age children, by coordinating a team of early education experts, family support specialists, and mental health specialists to provide TA that strengthens and aligns services for infants and toddlers and preschool-age children. Before WestEd, Ms. Magruder served as an early care and education consultant for the California Department of Education. Her career has focused on building leadership capacity, strategic planning across systems and sectors, and ensuring high-quality early education programs beginning as early as infants and toddlers.

Although Ms. Magruder does not live in Region VII, she has extensive experience building collaborations across organizations and states and working with national efforts that include the Region VII states. This includes her role at the 2015 National Institute for Early Childhood Professional Development Conference, where she co-presented *Creating a High-Performing Cross-Disciplinary Professional Development Design Team: A Systems-Thinking Approach*.

Relevant Experience

Regional T/TA Coordinator, E4—WestEd, Center for Child and Family Studies, 2013–Present. Ms. Magruder provides TA and coordinates TA teams that support improvement of Southern California CSPs and Quality Rating and Improvement Systems (QRIS). She ensures that programs, including those serving infants and toddlers, receive high-quality TA services. This includes providing capacity building for management teams; supporting programs as they determine their community’s supply and demand for infant/toddler services and other age groups; and promoting cross-systems that ensure families, including those with infants and toddlers, receive aligned services, inclusive of developmental screenings, early intervention, family services, and health/mental health services. As the E4 Implementation Lead, she facilitates in-person and virtual meetings and oversees team-building and professional development activities to support the E4 T/TA coordinators in their work across the state. Ms. Magruder manages online professional learning and networking opportunities that support E4, CSP (including those working with infants and toddlers), and QRIS staff.

Early Care and Education Consultant, California Department of Education, 2011–2013. Ms. Magruder was a consultant for the Sacramento County Office of Education. She worked to advance

Relevant Skills and Expertise

- Infant/Toddler Child Care Programs—**6 years**
- EC Experience—**6 years**
- TA Design/Delivery—**20 years**
- Coordination of EC Services, Including Early Intervention and Screenings—**22 years**
- Capacity Building—**22 years**
- Cross-Sector Building—**22 years**
- Author: *Many Languages, One Teacher* NAEYC Young Children, 2013
- Coauthor: *Getting it RIGHT for Young Children from Diverse Backgrounds: Applying Research to Improve Practice with a Focus on Dual Language Learners* (2nd Edition), Chapter 6
Bilingual in English and Spanish



the professional development of infant, pre-toddler, toddler, preschool, and kindergarten educators. She coordinated projects that focused on the support and implementation of statewide preschool quality improvement programs. She coordinated videotaping of teachers and provided onsite coaching support. She supported coaches serving infants/toddlers in Child Signature Programs on Classroom Assessment Scoring System professional development practices. From 2011 to 2012, Ms. Magruder consulted with the Fresno County Office of Education, serving as a Preschool Articulation and Transitional Kindergarten Environmental Coach.

Transitional Kindergarten (TK) Development and Implementation Lead, Los Angeles Unified School District, 2009–2011. Ms. Magruder managed multiple aspects of the TK preschool program including program development, advising for the initial implementation, and researching statewide developmental kindergarten programs for identifying best practices for toddlers. She managed the budget and site implementation, curriculum, assessment, and progress report tools. She developed the 2010–2011 TK professional development series, conducted classroom observations, and delivered training on operations and curriculum and assessment. She designed and developed content for dual-language digital applications for toddler and preschool-age children and families.

Professional Development Facilitator, Various School Districts throughout Los Angeles County, 2006–2009. Ms. Magruder designed and conducted faculty and student workshops in language arts curriculum, teaching strategies, and writing development.

University Supervisor, University of San Diego, School of Leadership and Education Sciences and San Diego Unified School District, 1994–2004. Ms. Magruder supervised student teachers throughout the San Diego Unified School District. She conducted observations, reviewed planning documentation and reflective assignments, and supported the clinical teachers’ work with the intern, serving as a liaison between the school and University.

University Master Teacher, University of San Diego, Alcala Park, California La Jolla Elementary, La Jolla, California, 1993–2004. Ms. Magruder supervised teachers and managed the training and development of practicum students. She supported lead teachers in curriculum planning, delivery, assessment, and classroom management. She also provided cognitive coaching and reflective feedback on daily and long-range goal mapping.

Program Quality Review Consultant, San Diego Unified School District, 1994–2002. Ms. Magruder conducted assessments and program evaluations to measure accountability and effectiveness throughout the district.

Work History

WestEd, E4	Regional Training and Technical Assistance Coordinator	2013–Present
California Department of Education	Early Care and Education Consultant	2011–2013
Los Angeles Unified School District	Transitional Kindergarten Development and Implementation Lead	2009–2011
School Districts in LA County	Professional Development Facilitator	2006–2009
San Diego Unified School District, and University of San Diego, School of Leadership and Education Sciences	University Supervisor	1994–2004
University of San Diego, Alcala Park, and La Jolla Elementary	University Master Teacher	1993–2004
San Diego Unified School District	Program Quality Review Consultant	1994–2002



Kelley Perkins
Region III Infant/Toddler Specialist

ICF International

Education

Ph.D., Human Development and Family Studies, University of Delaware, Newark, DE, Anticipated Completion December, 2015

M.S., Human Development and Family Studies, University of Delaware, Newark, DE, 2011

B.A., Child Development, Lynchburg College, Lynchburg, VA, 2000

Background

Ms. Perkins has 15 years of experience in child development and early childhood (EC) services. She has deep expertise in infant/toddler (I/T) services, consumer education, and professional development. She has significant direct service experience as a teacher, child care center director, and I/T center director, which is complemented by her direction of a credit-bearing leadership initiative for early childhood professionals, multiple contributions to leading and supporting programs and initiatives designed to increase quality of EC services, specifically for I/T, and her current role as an assistant professor at Rowan University teaching classes related to I/T and knowledge acquisition. She also instructs community-based classes specializing in professional development for the EC workforce. She has knowledge and expertise in I/T systems and services, building professional development and leadership capacity of the workforce, training other I/T instructors on policy and practice of quality I/T care, and conducting research.

She currently lives in Region III and has worked with Region III states for 8 years.

Relevant Experience

Assistant Professor, Rowan University, 2014–Present. Ms. Perkins teaches undergraduate classes in topics related to I/T and knowledge acquisition, including Growth and Learning: Birth to 5 Years Old, Characteristics of Knowledge Acquisition, and Teaching in Learning Communities.

Program Coordinator, Delaware’s Early Learning Leadership Initiative, National Louis University, 2013–2014. For the Early Learning Challenge, Ms. Perkins increased leadership skills of Delaware’s early childhood administrators, directors, and emerging leaders. She created a new blended learning model for leadership support, initiating communities of practice across the state to support leaders in enrolling in and completing the Aim4Excellence Director’s credential, a nationally recognized online credential accredited by the National Association for the Education of Young Children. She initiated and facilitated the communities of practice, supported and tracked participants’ progress, developed recruitment and marketing efforts, and communicated with stakeholders. She provided onsite technical assistance (TA) and coordinated with higher education institutions to help secure articulation of the credential for college credit.

Adjunct Faculty, University of Delaware, 2011–2013. Ms. Perkins taught undergraduate and graduate courses on families and community, child development, professional development, and supervision.

Relevant Skills and Expertise

- Child Care—**15 years**
- Coordination of EC Services—**15 years**
- TA Design/Delivery—**6 years**
- Communities of Practice—**6 years**
- Professional Development—**10 years**
- Systems Building—**6 years**
- Former I/T center director
- Created communities of practice across Delaware, increasing completion of nationally recognized accredited online professional development credential
- Specialized in systems building while at the Delaware Institute for Excellence in Early Childhood



Instructor, Community-Based Professional Development for Early Childhood Educators, 2009–Present. Ms. Perkins instructs classes in professional development for instructors, early learning, I/T services, and preschool curriculum.

Research Assistant, Delaware Institute for Excellence in Early Childhood, 2009–2013. Ms. Perkins worked on several projects providing TA to community-based early childhood programs, creating professional development for I/T instructors, and building quality EC systems. She developed protocols and implemented family child care focus groups for the Delaware Stars program (DE’s Quality Rating and Improvement System), including a qualitative and quantitative-based research agenda. Ms. Perkins worked on the Early Childhood Council of Delaware’s Strategic Plan by providing research synthesis and support. She developed and piloted new quality assured training for the early childhood workforce. She developed and coordinated Delaware’s I/T and Preschool Inclusion credentials. She created and implemented an I/T literacy professional development program. She also co-wrote and implemented new Early Learning Foundations training for directors and early childhood professionals.

Center Director, The Learning Experience, 2008–2009. Ms. Perkins’ responsibilities included supervising a child care center for children age 6 weeks to 6 years, supervising 30 staff members, and growing connections to families and the community through consumer education programming.

Center Director, New Moms, New Expectations, Catholic Charities, 2005–2008. In this position, Ms. Perkins directed an I/T Child Care Center, deepening her expertise in the direct needs, policies, and requirements of a child care center. She ensured that the center adhered to all licensing requirements. She hired and trained all staff and planned developmentally appropriate curriculum.

Preschool, Kindergarten, and Second Grade Teacher, Various Schools, 2000–2005. Ms. Perkins constructed and instructed a curriculum for toddlers and delivered high quality instruction to toddlers and school-age children

Work History

Rowan University	Assistant Professor	2014–Present
Delaware’s Early Learning Leadership Initiative, National Louis University	Program Coordinator	2013–2014
University of Delaware	Adjunct Faculty	2011–2013
Community-Based Professional Development for Early Childhood Educators	Instructor	2009–Present
Delaware Institute for Excellence in Early Childhood	Research Assistant	2009–2013
The Learning Experience	Center Director	2008–2009
Catholic Charities	Center Director, New Moms, New Expectations	2005–2008
Abbot District	Preschool Teacher	2003–2005
Sunrise School	Kindergarten Teacher	2001–2003
Lynchburg Public School District	Kindergarten and Second Grade Teacher	2000



Ronna Schaffer
Region I Infant/Toddler Specialist

ICF International

Education

B.A., Developmental Psychology, University of Massachusetts—Dartmouth, Dartmouth, MA, 1999

A.A., Early Childhood Education, Fisher College, Boston, MA, 1982

Background

Ms. Schaffer possesses more than 35 years of experience in the early childhood (EC) field, including 20 in Head Start/Early Head Start (HS/EHS). From 1977 until 1994, she worked at the program level as a classroom teacher for toddlers and preschoolers. She then served as Education Manager for a Rhode Island HS program. She helped spearhead a successful EHS proposal, and in 1997, she became the EHS Education and Disabilities Coordinator for that program. In that role, she convened a community team to create all protocols and policies to ensure compliance with federal EHS mandates. Later, she became the Director of a newly funded EHS program in Massachusetts and was responsible for developing all systems and policies. During this time, she served as a mentor for newly funded EHS Program Directors, sharing her expertise with other programs throughout the region, and she recently has focused on deep assistance to early childhood programs participating in Bright Stars, Rhode Island’s Quality Rating and Improvement System (QRIS), as well as professional development and training to support infant, toddler, and preschool professionals. Because of her experience working with young children from at-risk populations, she has served on a wide variety of statewide advisory boards in Massachusetts.

Ms. Schaffer currently resides in Region I and has 38 years of experience working with Region I states.

Relevant Experience

Professional Development and Technical Assistance (TA) Specialist, Center for Early Childhood Professionals, Education Development Center, Inc., 2015–Present. Ms. Schaffer provides training and TA directly to EC programs enrolled in the Bright Stars QRIS, helping them to improve their program’s QRIS scores. She develops and facilitates a wide range of professional development topics and trainings to support HS/EHS and child care staff to better their services to young children.

Early Childhood Education (ECE) Specialist, Education Development Center, Inc., 2014–2015. Ms. Schaffer worked on the HS T/TA project in Rhode Island to support all HS/EHS programs throughout the state. She collaborated with staff from the Center for Early Learning Professionals on various projects for state child care and HS staff.

T/TA Provider, Education Development Center, Inc., 2010–2014. Ms. Schaffer supported the Rhode Island HS T/TA project and the Rhode Island Child Care Resource Center to develop and implement professional development activities and onsite TA on a variety of EC topics.

EHS Director, Associates for Human Services, Inc., 2000–2014. Ms. Schaffer managed all aspects of the EHS program, including systems and policy design, staff support and supervision,

Relevant Skills and Expertise

- Child Care—**35 years**
- Coordination of EC Services—**21 years**
- TA Design/Delivery—**5 years**
- QRIS Systems—**15 years**
- PITC certified
- Served as Secretary on the Massachusetts Head Start Association Board of Directors for over 7 years
- CDA Advisor for Infant/Toddler and Family Child Care



recordkeeping and monitoring, and development of community partnerships, including partnerships with Family Child Care providers and network systems. She worked in collaboration with Program Managers, the local HS program, and other community agencies to ensure high-quality EHS service delivery. Additionally, she collaborated with Family Child Care providers to offer services to EHS families as appropriate. She was featured in Module 2 of the *Steps to Success* curriculum designed for Early Literacy Mentor-Coaches in HS/EHS. During her time as Director, Ms. Schaffer served on Massachusetts’ QRIS committee to advise on quality indicators for center-based classrooms and family child care programs; her expertise aided the Massachusetts Department of Early Education and Care with the development of the statewide QRIS. She represented EHS as a team member on the board of the Maternal, Infant, and Early Childhood Home Visiting Program, sponsored by the Massachusetts Department of Public Health. Additionally, she served as secretary on the state’s Head Start Association Board of Directors for over 7 years.

Education and Disabilities Coordinator for EHS, New Visions for Newport County, 1997–2000. Ms. Schaffer developed startup policies and procedures for education and disabilities services. She managed delivery of education and disabilities services for children enrolled in EHS and ensured implementation of the Head Start Program Performance Standards; Americans with Disabilities Act; Individuals with Disabilities Education Act; and other standards and provisions. She worked with teachers, parents, local education agencies, and community agencies to develop curriculum plans and Individual Education and Family Service Plans. Ms. Schaffer observed and monitored classroom activities and children’s records while she simultaneously supported professional development of staff to include serving as Child Development Associate (CDA) Advisor for all staff hired without certifications.

Education Manager for HS, New Visions for Newport County, 1994–1997. Ms. Schaffer was responsible for ensuring high quality EC services were provided to preschool children and their families. She collaborated with the management team and staff to ensure adherence to and implementation of Head Start Program Performance Standards and Rhode Island child care requirements. She supervised and coached new teaching staff and oversaw curriculum and assessment systems. She also assisted in writing an EHS grant, which was successfully funded.

Prior Relevant Experience, 1977–1994. Ms. Schaffer was a classroom teacher in various child care settings, working with toddlers and preschool-age children. She built and maintained positive, nurturing, and supportive relationships with children and their families. She planned and provided the learning environments and experiences that fostered physical, social, intellectual, and emotional development to include individualized curriculum.

Work History

Education Development Center, Inc.	Professional Development and Technical Assistance Specialist	2015–Present
	ECE Specialist	2014–2015
	T/TA Provider	2010–2014
Associates for Human Services, Inc.	EHS Director	2000–2014
New Visions for Newport County	Education and Disabilities Coordinator for EHS	1997–2000
	Education Manager for HS	1994–1997
Prior Relevant Experience	Classroom Teacher	1977–1994



Michelle Soltero

WestEd

Region IX Infant/Toddler Specialist

Education

M.A., Human Development, Pacific Oaks College, Pasadena, CA, 1995

B.S., Child Development, San Diego State University, San Diego, CA, 1983

Background

Ms. Soltero is an early care and education expert with over 30 years of experience in infant/toddler (I/T) supply building, professional development, and child development. Beginning her career as an I/T teacher at a child care center in 1983, she currently serves as a Regional Coordinator for Region IX’s Program for Infant/Toddler Care (PITC) and a Training and Technical Assistance (T/TA) Coordinator for WestEd’s Early Education Effectiveness Exchange (E4) program. Previously, Ms. Soltero has held a wide range of early care and education positions, ranging from TA provision to higher education and professional development.

Ms. Soltero lives in Region IX and has worked on early education and I/T issues in the region for 32 years.

Relevant Experience

T/TA Coordinator, Early Education Effectiveness Exchange, WestEd, 2013–Present. As T/TA Coordinator at E4, a T/TA initiative in California dedicated to quality improvement and professional development, Ms. Soltero designs and delivers T/TA activities at the state level, engages regional learning communities of county-level early childhood specialists, and plans and facilitates quarterly meetings.

Regional Coordinator, PITC, WestEd, 1999–Present. As Regional Coordinator, Ms. Soltero supports PITC Partners for Quality (PITC PQ) training activities within Region IX. She established and now maintains a regional network of PITC Infant/Toddler Specialists, leading their professional development and reflective practices trainings. She collaborates and coordinates training efforts with the California Department of Education and other early childhood quality improvement initiatives. Ms. Soltero also provides training, coaching, and mentoring to licensed early childhood programs including state-funded, church-based, for-profit, and family child care homes; leads regional seminars to promote the California Infant/Toddler Early Learning and Development System; and organizes special events to promote the PITC PQ program.

Adjunct Faculty, National University, 2013–2014. As a faculty member, Ms. Soltero taught courses in person and using distance learning technology on I/T development and early childhood education language and literacy.

Adjunct Faculty, PITC Trainers Institute, WestEd, 2004–2008. Through a partnership with Fresno University, the PITC Trainers Institute offers academic credit for family child care networks through PITC training agreements. Ms. Soltero teaches coursework on a variety of early care and education issues, including I/T inclusion, child development, and early literacy.

Relevant Skills and Expertise

- Child Care—**32 years**
- Building Supply of I/T Care—**32 years**
- Family Engagement—**32 years**
- Coordinates PITC PQ training activities throughout Region IX
- Piloted an academic course for credit in infant care and development in Region IX
- Provided startup planning and support to EHS programs throughout California



Senior Program Officer, Head Start Quality Improvement Center Development Associates, Inc., 1998–1999. As a Senior Program Officer and Infant/Toddler Specialist in Region IX, Ms. Soltero provided T/TA to new Early Head Start (EHS) programs. She provided support on areas including providing startup planning, establishing professional development plans, implementing Head Start Performance Standards for EHS programs, and developing work plans. Ms. Soltero piloted an academic course for credit in infant care and development and provided site assessments to determine training needs for EHS staff.

Education and Professional Development Coordinator, Educational Enrichment Systems, Inc., 1993–1998. In this role at a nonprofit child development agency, Ms. Soltero led all education and professional development efforts. She collaborated with site administrators and teaching staff to implement the agency’s curriculum standards and policies, and she identified program- and classroom-level areas for improvement for programs serving children birth to 5. She established a timeline with center directors to maintain program quality and address areas in need of improvement, and she compiled written reports on program standards and accreditation.

Resource Supervisor, YMCA Childcare Resource Services, 1990–1993. Ms. Soltero provided TA to persons interested in opening child care businesses on licensing standards regarding the operation of child care centers and homes. She worked directly with parents and families of infants and toddlers, providing consumer education on child care quality, licensing, and child development. She maintained a resource library of 1,500 books, videos, and periodicals on early care and education topics, and she developed activities to support children’s learning.

Various Early Childhood Education Positions, 1983–1990. Early in her career, Ms. Soltero held a variety positions overseeing a wide range of early childhood programs, including a school-age care program and two child care centers. She oversaw program development, professional development, licensing compliance, and developed policies and procedures. Previously, she also served as an I/T teacher in a classroom for children birth to 3. She provided relationship-based care with emphasis on parent partnerships and developmentally appropriate activities.

Work History

WestEd	Training and Technical Assistance Coordinator	2013–Present
	Regional Coordinator	2013–2014
	Adjunct Faculty	2004–2008
Adjunct Faculty	National University	2013–2014
Senior Program Officer	Head Start Quality Improvement Center Development Associates	1998–1999
Education and Professional Development Coordinator	Educational Enrichment Systems, Inc.	1993–1998
Resource Supervisor	YMCA Childcare Resource Services	1990–1993
Program Director	YMCA of San Diego, Border-view Branch	1989–1990
Center Director	Child Development Associates	1985–1989
Infant/Toddler Teacher	Children’s Circle Child Care	1983–1985



Jeanne VanOrsdal
Region V Infant/Toddler Specialist/ Tribal Lead

ICF International

Education

M.Ed., Early Childhood Administration, National Louis University, Wheeling, IL, 2004.

B.S., Child Development, Rockford College, Rockford, IL, 1990

Background

Ms. VanOrsdal has 25 years of experience in the child care field, including 24 years of experience in infant/toddler (I/T) care and 7 years of experience in tribal child care. She brings expertise in early childhood health and safety, quality I/T environments, professional development, and cross-system collaboration. As the Director of Healthy Child Care America, Ms. VanOrsdal provides technical assistance (TA), training, and resources focused on high-quality standards for health and safety in early childhood. She has extensive experience teaching early childhood professionals and students as an adjunct faculty member and has taught courses including “Health, Safety, and Nutrition for the Young Child” and “Infant and Toddler Development.” Earlier in her career, Ms. VanOrsdal was employed as a Director and Professional Development Coordinator at YWCA Child Care Solutions. She has also held positions as a Center Coordinator, Pre-K Teacher, and I/T Room Teacher.

Ms. VanOrsdal resides in Region V and has worked with the Region V states for 25 years.

Relevant Experience

Manager, Early Education and Child Care Initiatives, American Academy of Pediatrics, 2008–Present. Ms. VanOrsdal manages multiple national grants that provide TA, training, and resources for adult learners on the highest-quality health and safety standards in early education. As the Director of Health Child Care America, Ms. VanOrsdal uses multiple learning tools including webinars, online learning modules, and presentations to promote the education of best practices of health and safety standards and to increase access to preventive health services, safe physical environments, and a medical home for all children. She developed an online curriculum for early childhood (EC) providers on I/T health and development, and she facilitated a dissemination strategy for updated crib standards working with the Office of Child Care and the Consumer Product Safety Commission. She works with the Sudden Infant Death Syndrome Task Force at the American Academy of Pediatrics and the National Institute of Child Health and Human Development Safe to Sleep campaign to keep the EC provider resources and materials up to date with the latest research and standards for infants. Ms. VanOrsdal collaborates with the National Tribal Center on initiatives related to the targeted health and safety training and TA needs to support the tribal community. She presented at the Region V Tribal Administrator’s Meeting on Health and Safety and worked with the Tribal TA center staff to develop a Safe Sleep brochure for the tribal community. Ms. VanOrsdal provides her health and safety expertise to the Tribal Center.

Relevant Skills and Expertise

- Child Care—**25 years**
- Tribal Child Care—**7 years**
- TA Design and Delivery—**16 years**
- Infant/Toddler Child Care Programs, Including EHS, and CCDF—**24 years**
- Current Project Director of Healthy Child Care America
- Presented health and safety information at the Region V Tribal Administrator’s meeting
- Collaborated with the National Tribal TA Center to develop a Safe Sleep brochure for the tribal community
- Planned and facilitated professional development of 1,000 child providers while employed at YWCA Child Care Solutions
- Member of the Sudden Infant Death Syndrome task force at the AAP



Adjunct Faculty, Highland Community College, 2011–Present. Ms. VanOrsdal provides instruction for a hybrid class (a combination of online and in-person) on the topic of “Health, Safety, and Nutrition for the Young Child.” She developed the online curriculum, evaluates student performance, and provides regular feedback for adult learners. Ms. VanOrsdal also acts as a mentor to early childhood practitioners.

Adjunct Faculty, Rasmussen College, 2009–2010. Ms. VanOrsdal provided instruction for an online course, “Child Development.” She also designed an online course on “Infant and Toddler Development” by providing subject matter expertise, using the latest learning tools for online learning, and analyzing research and resources.

Adjunct Faculty, Northern Illinois University, 2008. Ms. VanOrsdal led a course entitled, “History of Early Childhood Education.” She developed curriculum and assessment tools adaptable to undergraduate and graduate students and condensed the course material into an 8-week accelerated schedule.

Adjunct Faculty, Rock Valley College, 2004–2007. Ms. VanOrsdal taught undergraduate courses such as “Music for the Young Child,” “Math for the Young Child,” and “Child Development.” She developed curriculum, evaluated student performance, and provided regular feedback. Ms. VanOrsdal advised and mentored early childhood students on their professional goals and participated in faculty meetings related to strategic planning on program development.

Director, Professional Development Coordinator, I/T Credential Coordinator, YWCA Child Care Solutions, 1990–2008. Ms. VanOrsdal oversaw the daily operations of the Child Care and Development Fund program grant for four counties in Illinois, including budget planning and monitoring, supervision of a staff of 25, and evaluation of program effectiveness. She planned and facilitated professional development of 1,000 child providers. Ms. VanOrsdal was responsible for assessing the professional development needs of early childhood practitioners and providing professional development counseling. She developed and provided mentoring for a training program of 10 modules for early childhood providers to assist them in achieving a child development associate credential. Throughout her professional development work, she promoted cultural awareness and sensitivity to support and strengthen low-income families. Ms. VanOrsdal participated in the statewide professional development system committees and subcommittees, including Quality Rating Systems, Professional Development Advisory Committee, Level 1 Credential, and Illinois Trainer’s Network.

Work History

American Academy of Pediatrics	Manager, Early Education and Child Care Initiatives	2008–Present
Highland Community College	Adjunct Faculty	2011–Present
Rasmussen College	Adjunct Faculty	2009–2010
North Illinois University	Adjunct Faculty	2008
Rock Valley College	Adjunct Faculty	2004–2007
YWCA Child Care Solutions	Director, Professional Development Coordinator, I/T Credential Coordinator	1999–2008
Stepping Stones Child Center/ Kid Konnection	Center Coordinator/Pre-K Teacher/Infant and Toddler Room Teacher	1991–1999



Julie Weatherston
Region X Infant/Toddler Specialist

WestEd

Education

M.A., Early Childhood Education, Mills College, Oakland, CA, 1994

B.A., Psychology, University of Michigan, Ann Arbor, MI, 1990

Background

Ms. Weatherston is an expert in infant/toddler (I/T) care, quality improvement, consumer education, and training and technical assistance (T/TA). She is the Director of Communications for WestEd’s national public awareness movement “For Our Babies,” which is designed to promote healthy development of babies from preconception to age 3. She also supports consumer education and content development for the Early Education Effectiveness Exchange (E4), a quality improvement initiative across California. Previously, she served as the Professional Growth Coordinator for the Program for Infant/Toddler Care (PITC) Partners for Quality (PQ) and was a PITC trainer for programs across northern California. She worked for 9 years as a Regional Child Care Coordinator on the West Coast for the U.S. General Services Administration (GSA), where she planned and oversaw child care program development.

Relevant Skills and Expertise

- I/T Child Care Programs—**23 years**
- TA Design/Delivery—**9 years**
- Child Care Quality Improvement—**22 years**
- Promoting Coordination of Infant Toddler Services—**18 years**
- Expert in strategic communication and advocacy to promote healthy development of young children
- Certified PITC Trainer
- Led the development of *Special Seminars on Infants and Toddlers, Implementing PITC at Community Colleges*
- Managed and monitored nine regional child development sites for GSA

Although Ms. Weatherston does not live in Region X, through her experience with national efforts such as the GSA Child Care program and WestEd’s For Our Babies campaign, she has worked with the Region X states. She is able and willing to travel from her residence in northern California to meet the needs of the Regional Office and Child Care and Development Fund grantees. Her expertise in I/T development, program quality, and communications make her a strong fit for Region X.

Relevant Experience

Senior Program Associate, E4, Center for Child and Family Studies, WestEd, 2014–Present.

Ms. Weatherston supports content development and consumer education for E4, a statewide T/TA academy for early childhood programs across California. To promote provider engagement in the initiative, she maintains the website, newsletter, blog, and social media presence with up-to-date information on current and relevant resources focused on quality improvement. She conducts interviews and writes E4’s “Story Corner” featuring collaborative professional relationships that support programs in building and sustaining high-quality care for young children. Ms. Weatherston also consults on curriculum design and development for TA activities. For example, she supports content development for the “PD to Go” collection of individual, easy-to-use 15-minute professional development “packs” focusing on systems thinking, intentional interactions in teaching, and effective assessment.

Director of Communications, For Our Babies Campaign, Center for Child and Family Studies, WestEd, 2011–Present. Ms. Weatherston leads all public relations via print, web, and social media channels for the For Our Babies campaign, a national consumer education movement



promoting healthy development in U.S. children from conception to age 3. She disseminates research-based information to parents, providers, and the general public to promote prenatal care, paid leave, well baby care, and quality I/T care. Responsibilities include maintaining the campaign website, writing media outreach on Facebook and Twitter, recruiting volunteers, interfacing with outside organizations, creating partnerships, and speaking at rallies and conferences. For Our Babies now has an active Facebook and Twitter presence and infant advocates represented in all 50 states.

Professional Growth Coordinator, PITC Partners for Quality, Center for Child and Family Studies, WestEd, 2004–2011. Ms. Weatherston developed curriculum content and coordinated academic credit for PITC Partners for Quality, a T/TA program developed to improve the quality of family child care and center-based I/T care throughout California. She managed the PITC Regional Support Network and capacity-building efforts, and she oversaw a statewide system for providing academic units for PITC Partners for Quality Training Plans. She developed materials for PITC training courses, managed the PITC Partners for Quality Training Resource Materials, and maintained the PITC Partners for Quality Information on the PITC website.

PITC Trainer, PITC Partners for Quality, Center for Child and Family Studies, WestEd, 2002–2004. Ms. Weatherston provided T/TA to I/T programs throughout northern California to support high-quality, responsive, relationship-based I/T care. She held a lead role in coordinating the *Special Seminars on Infants and Toddlers, implementing PITC at Community Colleges*, an initiative to promote the use of PITC across community colleges. Ms. Weatherston also led the development of virtual tours of the PITC demonstration programs on the PITC website.

Regional Child Care Coordinator, GSA, 1993–2002. Ms. Weatherston planned, promoted, coordinated, monitored, and managed the child development program for GSA in Region IX. For the nine regional sites, she oversaw design, construction, and renovation of child care facilities, all of which had I/T classrooms. Ms. Weatherston evaluated the effectiveness of each child care center and monitored compliance with the license including financial viability. She also created and consulted with nonprofit boards of directors and helped them to hire high-quality child development providers and raise thousands of dollars to defray family costs for I/T care.

Work History

WestEd	Senior Program Associate	2014–Present
	Director of Communications	2011–Present
	Professional Growth Coordinator	2004–2011
	PITC Trainer	2002–2004
U.S. General Services Administration	Regional Child Care Coordinator	1993–2002
	Student Teacher	1992–1994
San Francisco State Child Study Center	Volunteer Preschool Teacher	1991
Project Outreach Program, University of Michigan	Coordinator	1989–1990



Holly Wilcher
Region IV Infant/Toddler Specialist

ICF International

Education

M.S., Child and Family Development, University of Georgia, Athens, GA, 2001

B.A., Psychology, University of North Carolina Wilmington, NC, 1999

Background

Ms. Wilcher has 14 years of experience in the field of early childhood, including professional development, early intervention, mental health, infant/toddler (I/T) programming, and distance learning. Her experience ranges from direct service as an early childhood teacher to state-level strategic planning, including project facilitation, child development and early childhood systems research, higher education instruction, training, and technical assistance (TA). She has worked in several states on professional development, serving as an Early Childhood Mental Health Educator at the Colorado Office of Professional Development and as Training Approval Coordinator at the University of Georgia. Ms. Wilcher has been engaged in national policy and professional development implementation in various roles at Zero to Three (ZTT), where she is currently a Senior Research Analyst with the Early Head Start (EHS) National Resource Center (NRC). Before that, she served as Senior Information Specialist and TA Specialist at the National Center on Child Care Professional Development Systems and Workforce Initiatives (PDW Center), a Distance Learning Specialist for the Maternal, Infant, and Early Childhood Home Visiting (MIECHV) Technical Assistance Coordinating Center, and as a writer and analyst with the National Infant/Toddler Child Care Initiative (NITCCI).

Relevant Skills and Expertise

- I/T Child Care Programs—**14 years**
- Child Care—**14 years**
- CCDF—**13 years**
- Capacity-Building Activities—**5 years**
- Technology and Distance Learning—**12 years**
- Growth and Development of Children Birth to Age 13—**14 years**
- Former TA Specialist at Zero to Three
- Developed a database of early intervention specialists to serve I/T with disabilities and families

Ms. Wilcher lives in Region IV and has been working with Region IV states for 5 years.

Relevant Experience

Senior Research Analyst, EHS NRC, ZTT, 2014–Present. Ms. Wilcher develops and implements a system for engaging in a regular review of emerging research and trends in the I/T field. She translates emerging research-to-practice strategies that can be shared through EHS products, trainings, and resources with the EHS and early childhood field. She also ensures integration of research-based knowledge into EHS NRC products by reviewing for and contributing to the evidence base related to I/T development. Ms. Wilcher works closely with the ZTT Senior Evaluation Manager to support a continuous improvement undertaking in the EHS NRC, providing analysis of usage analytics and evaluation data. She leads the development of a research component for the annual national Birth to Three Institute focused on the latest, cutting-edge needs of the EHS field. She conducts training as needed on behalf of EHS NRC to disseminate research-to-practice information.

TA Specialist, PDW Center, ZTT, 2013–2014. Ms. Wilcher established and maintained positive ongoing relationships with assigned states and regions in order to provide effective TA that supported an integrated professional development system and workforce initiatives that met the needs of the early childhood and school-age child care workforce. She worked with the Office of Child Care Regional Offices, the Child Care State Systems Specialist Network, and state/territory



leads to develop a customized TA plan for each assigned state and territory annually. She developed, delivered, and facilitated TA to support Child Care and Development Fund (CCDF) lead agency efforts to improve access to professional development and support to the workforce.

Senior Information Specialist, PDW Center, ZTT, 2012–2013. Ms. Wilcher’s responsibilities included researching and analyzing information needed to produce high-quality, effective, and appropriate materials related to integrated child care professional development systems and workforce initiatives. She also proposed and developed resources based on analysis and CCDF Administrators’ goals, including policy reports, briefs, fact sheets, presentations, talking points, tool kits, and other materials for both print and electronic media. She contributed to the creation and management of an integrated database that tracks Center and state progress. She contributed to the conversion and adaptation of project publications for Section 508 compliance and web-posting requirements.

Distance Learning Specialist and Writer/Analyst, ZTT, 2011–2012. As a Distance Learning Specialist for the MIECHV TA Center, Ms. Wilcher provided distance learning for all topics related to home visiting services for I/T professionals. As a Writer/Analyst for the NITCCI, she researched I/T policies and practices within professional development systems to promote improved career opportunities for I/T educators.

Early Intervention Personnel Development Specialist/Early Childhood Mental Health Educator, Colorado Office of Professional Development, 2006–2011. Ms. Wilcher helped develop a database of early intervention specialists to better serve infants and toddlers with disabilities and their families across Colorado. She also helped Colorado adopt both the Pyramid Model and the Special Quest approach to promote early childhood mental health competencies in the early childhood (EC) workforce and to promote better inclusion of I/T with disabilities in all EC settings, including CCDF programs.

Training Approval Coordinator, University of Georgia, 2002–2006. Ms. Wilcher observed and coded toddlers’ play behavior as it related to personality development. She worked as a teacher in the I/T classroom at the child development lab school. She also reviewed licensed, approved training for the early childhood and school-age workforce. Many trainings related to quality I/T care.

Work History

Zero to Three	Senior Research Analyst, EHS NRC	2014–Present
	Technical Assistance Specialist, PDW Center	2013–2014
	Senior Information Specialist, PDW Center	2012–2013
	Distance Learning Specialist, MIECHV Technical Assistance Center	2011–2012
	Writer/Analyst, National I/T Child Care Initiative	2011
Colorado Office of Professional Development	Early Intervention Personnel Development Specialist	2009–2011
	Early Childhood Mental Health Educator	2006–2009
University of Georgia	Training Approval Coordinator	2002–2006