8:00am  Registration (Commons Building)
9:15am  Welcome and housekeeping
9:30am  **Keynote – Choosing Hope: Moving Forward from Life’s Darkest Hours**
        Kaitlin Roig-DeBellis, Executive Director and Founder, Classes 4 Classes
10:20am Book Signing, Break, and Transition to Morning Workshops
11:00am **Morning Workshops**
       - Wonderful Words: Making Vocabulary Come Alive in the Classroom
       - Providence Talks!
       - Starting Strong
       - Engaging Individuals and Communities
       - Let’s Hear it from the Kids
       - Childhood Exposure to Violence and Trauma: Strategies for Working with Students Who Have
         Been Exposed
       - Building MoMEntum: Digital Literacy in the Primary Grades
       - Food Pantries Can Feed Children’s Bodies and Minds
12:00pm Transition to Lunch
12:15pm Lunch
1:00pm  **Keynote – Building Launch Pads for Lifelong Success**
        Steve Rowe, President and CEO, Maine Community Foundation
1:45pm  **Plenary Session – Examining Impacts on Student Literacy: Helping Children While Documenting Effectiveness**
        Craig Mason, Professor of Education and Applied Quantitative Methods, University of Maine
2:15pm Transition to Afternoon Workshops
2:30pm **Afternoon Workshops**
       - Building Kinder Communities
       - Trauma and Pain-Based Behavior
       - Talk With Me Baby
       - Making Stone Soup: A Collaborative Approach to Developing a Community Center
       - Connecting Children to Nature through Children’s Books
       - Building Strong Foundations: Literacy Development Strategies for Our Youngest Learners
       - Literacy and Math – The Perfect Combination
       - How Can We Ensure that Children Who Struggle in Learning to Read and Write Gain the Skills
         for a Literate Future?
3:30pm Conference Ends

Share your favorite insights and moments from today’s conference on social media using the hashtag #BBFMaine.
Kaitlin Roig-DeBellis, Founder of Classes 4 Classes

Choosing Hope: Moving Forward from Life’s Darkest Hours

Kaitlin Roig-DeBellis was teaching her first graders at Sandy Hook Elementary School the day tragedy struck. She managed to save the lives of all 15 of her students by hiding them in a small bathroom located in the classroom. Since then, she has focused on moving forward with hope, determination, optimism, and sharing her story in order to help others. She is the Founder and Executive Director of Classes 4 Classes, a 501(c)(3) organization that serves as a social networking tool for every student in the United States to learn compassion, caring, kindness, and empathy through active engagement. Classes 4 Classes has worked with more than 3,500 students in 25 states, and will expand into all 50 states in 2017. Kaitlin is also the author of Choosing Hope: Moving Forward from Life’s Darkest Hours, which was a finalist in the category of memoir for the Books for a Better Life Awards.

Her awards include being selected as a Top 50 Teacher by the Global Teacher Prize; the alumni association’s Humanitarian Award from the University of Connecticut; two Honorary Doctorates; the Dedicated Teacher Award from the Chicago International Conference on Education; being honored as one of Glamour Magazine’s Women of the Year alongside Nobel Prize nominee Malala Yousafzai and Congresswoman and shooting survivor Gabby Giffords; and being selected by LOreal Paris as one of their “L’Oreal Paris Women of Worth,” for which she was recognized as one of “10 Inspiring Women Making Beautiful Differences in their Communities.” Kaitlin graduated from the University of Connecticut and earned her Masters of Education, with honors, from the NEAG School of Education. She currently teaches Education courses at Bay Path University as an Adjunct Professor and writes weekly educational blog posts for the Huffington Post.

Steve Rowe, President and CEO of Maine Community Foundation

Building Launch Pads for Lifelong Success

Steve Rowe has led the Maine Community Foundation (MaineCF) since 2015. MaineCF is a statewide community foundation with the mission of improving the lives of all Maine people. Before joining MaineCF, Steve led the Endowment for Health, New Hampshire’s largest health foundation. Prior to that he practiced law at Verrill Dana LLP and served for eight years as Maine’s Attorney General. Steve also served in the Maine Legislature, including a term as Speaker of the House. Prior to serving in government, Steve worked at UNUM Corporation and Fairchild Semiconductor in Maine. A graduate of West Point, Steve served as an Army officer. He now works out of MaineCF offices in Ellsworth and Portland.

Steve will discuss why high quality early childhood development is so important to lifelong learning and success, the impact of challenges faced by children and families today, and strategies to help others understand the importance of early childhood investments.
Craig Mason, Professor of Education and Applied Quantitative Methods, University of Maine

Examining Impacts on Student Literacy: Helping Children While Documenting Effectiveness

This presentation will review findings from the Barbara Bush Foundation’s Teen Trendsetters™ reading mentor program and discuss how literacy assessments can be used to help serve children’s needs while simultaneously evaluating and documenting program effectiveness. Challenges and strategies for doing so will also be addressed.

Craig A. Mason, Ph.D. is a Professor of Education and Applied Quantitative Methods at the University of Maine. His area of focus is developmental growth modeling in children and research methodology. He has more than 100 publications on topics ranging from the prenatal environment to designing healthy communities for elderly Hispanic seniors. He has been PI or Co-PI on $15 million in grants and contracts from the National Science Foundation, the National Institutes of Health, the Centers for Disease Control and Prevention, the U.S. Department of Education, and others.
Wonderful Words: Making Vocabulary Come Alive in the Classroom

Vocabulary is one of the five essential components of effective reading instruction. In this session, the presenters will share the principles of effective vocabulary instruction. Designing a classroom environment infused with vocabulary can enhance the word learning of elementary students. During the session, we will explore a variety of ways to incorporate vocabulary instruction throughout your day, including reading aloud, close reading, and literacy stations. The presentation will include research-based instructional practices to enrich your vocabulary instruction. Participants will leave with a collection of games, activities, graphic organizers, and picture book suggestions to make vocabulary come alive in your K-6 classroom.

Shelly Moody is a literacy coach at Atwood Primary School and Williams Elementary School in Oakland. She also oversees the Title 1 Reading program for students in grades 3-5. Shelly taught grades 3-5 for 15 years before moving into her coaching role. She has provided staff development to teachers in grades K-5 on topics of reading workshop, vocabulary, writing instruction, and proficiency-based education. In 2011, she was honored to be selected as Maine's Teacher of the Year.

Denice Yost Hatch has been teaching kindergarten for 10 years. She spent five years as a Distinguished Educator at the Department of Education working on standards-based education and student assessment. Early in her career, she was a middle school language arts teacher for seven years. Denice has her master's degree in technology education and currently teaches in a 1-to-1 iPad classroom.

Contact: Shelly Moody, smoody@rsu18.org; Denice Yost Hatch, dhatch@rsu18.org

Providence Talks!

Join Caitlin Molina, Executive Director of Providence Talks, to learn more about Providence Talks and how the City of Providence is working to close the “30 Million Word Gap.”

Providence Talks is working to do something never before attempted at the municipal level: to intervene at a critically early age, from birth to age three, to close the 30 million word gap at city-wide scale and ensure that every child in Providence enters a kindergarten classroom ready to achieve.

The Providence Talks model is built upon a foundational belief that all parents have the ability to improve their children’s futures with the right tools and support. Providence Talks combines innovative technology that measures children’s language environment with a high-quality curriculum and coaching to help children within the City of Providence reach their full potential.

To date, Providence Talks has reached more than 1,300 families with a goal of reaching 2,500 by December 2017. The concept was the grand prize winner in Bloomberg Philanthropies’ 2013 Mayors Challenge, a competition to generate innovative ideas that solve major challenges and improve city life—and have the potential to spread to cities worldwide.

Caitlin Molina is the Executive Director of Providence Talks. Previously, Caitlin served as Deputy Executive Director of Providence Talks since 2014, during which time the program has experienced significant growth and has now graduated more than 493 families. During this time, Caitlin has led the program’s approach to curriculum development, quality improvement, and the development and roll-out of new models. In addition to the oversight of the day-to-day operations for the program, she has led the technical assistance and training during the program’s expansion to include six agencies and more than 20 staff. Molina previously worked for Meeting Street as an Early Intervention Educator and taught 7th grade math at Gilbert Stuart Middle School while serving with AmeriCorps. She has a degree in Early Childhood Education and is a literacy specialist.

Contact: Caitlin Molina, cmolina@providenceri.com
Starting Strong

Starting Strong is the early age component of Portland ConnectED, a cradle to career initiative whose goal is that all young people graduate from high school and successfully transition to their next step. With a focus on birth to age 8, Starting Strong’s mission is to ensure children in Portland read by the end of third grade. Starting Strong believes that it takes the entire community to grow healthy readers, and is partnering with schools, parents, businesses, and community organizations to address four key issues that directly impact third grade reading: school readiness, attendance, summer learning, and early grade literacy.

This workshop provides an overview of how Starting Strong works in partnership to develop results-focused action plans that involve the entire community. We’ll discuss examples of the partnership’s recent successes and challenges related to utilizing data to develop shared accountability, expanding innovative programs to scale, and engaging key stakeholders in the work.

Katie Camplin is the Project Director for Starting Strong at the United Way of Greater Portland. Prior to joining the United Way, she worked for the Westbrook School Department as the Community Outreach Coordinator. Katie has been working for youth and families in the fields of education and community development for more than 10 years.

Contact: Katie Camplin, kcamplin@unitedwaygp.org • Website: www.unitedwaygp.org

Engaging Individuals and Communities

“Engaging Individuals and Communities” will focus on issues related to engaging and maintaining participation in education/community-based programming. This workshop is for those who are interested in deepening their individual and organizational knowledge of outreach, retention, and marketing strategies. The information presented is gleaned from research, experience, and demonstrated best practices. Our intention is to help programs grow and strengthen adult student engagement to support personal progress and successful outcomes.

Teyonda Hall has been the Director of the English Language and Literacy Program at Learning Works for five years. She earned a Master’s degree from the University of New England’s School of Social Work, with a concentration in program development. She has been a literacy volunteer for 15 years. Through her various roles, she has had the opportunity to work with varied populations and diverse interventions. She is a lifelong learner who enjoys trying new things and helping adult students accomplish goals.

Contact: Teyonda Hall, thall@learningworks.me

Let’s Hear It from the Kids

Teen Trendsetters is a peer mentoring program designed to help struggling readers in the early grades improve their literacy skills, increase their confidence in reading, and discover a love of reading for pleasure. Teens are paired 1:1 and meet weekly with their mentees using a high interest curriculum along with supplemental books to model, coach, and help the mentee apply effective reading strategies. This session will be facilitated by the mentors and mentees, who will share their experience in the Teen Trendsetters program and highlight the positive impact it has on their reading progress and leadership development. Following a student-led presentation, there will be a panel and open Q/A session.

Ann Marie Barter has nearly 30 years of experience as a teacher and administrator in Adult Education and programs for at-risk adolescents. She is currently the Senior Director for Programming and Strategic Alliances for the Barbara Bush Foundation for Family Literacy. She will be joined by students from the South Portland School Department and their advisor, Jaedra Rideout.

Contact: Ann Marie Barter, annmarie.barter@barbarabush.org
Childhood Exposure to Violence and Trauma: Strategies for Working with Students Who Have Been Exposed

National statistics tell us that 1 in 4 children will experience a traumatic event by the time they are 16 years old. There is increasing evidence that the “stress response” can cause the areas of a child’s brain that control fear to become overdeveloped, overpowering other areas of the brain that are required for positive academic learning. Traumatic experiences have the power to undermine the development of language skills, attention to classroom tasks, and the ability to remember new information. The good news is the presence of a supportive adult or environment provides a powerful buffer to children from the intense stress or anxiety that may occur when they are exposed to violence and trauma. This workshop will briefly introduce participants to the impacts of exposure to violence and trauma on children, will offer examples of how and why this impact manifests itself as behaviors, and will teach participants ideas and skills to help support a child, in the moment, when they may be experiencing a traumatic stress reaction.

Allegra Hirsh-Wright, LCSW, RYT, is the Training Manager, in the Department of Clinical Innovation, at Maine Behavioral Healthcare. Allegra is responsible for managing the development, dissemination, and implementation of training curricula associated with the goals of the department and the federally funded grant projects held within the department. She has expertise in direct clinical practice in Trauma-Focused Cognitive Behavioral Therapy, Child-Parent Psychotherapy, and Child and Family Traumatic Stress Intervention, as well as training, supervision, dissemination, and implementation of evidence-based child trauma treatments statewide. Allegra is a nationally certified TF-CBT Clinician and Clinical Supervisor, has specific expertise in the areas of secondary trauma, self-care, and resilience, and, as a contributing member of the Secondary Traumatic Stress Workgroup for the NCTSN, has contributed to fact sheets and a national website on secondary traumatic stress. Allegra has also co-authored an article on childhood exposure to violence, has contributed to a published book on childhood traumatic grief, and is an adjunct professor in the School of Social Work at the University of Southern Maine.

Contact: Allegra Hirsh-Wright, LCSW, RYT, ahirsh@mainebehavioralhealthcare.org

Building MoMEntum: Digital Literacy in the Primary Grades

This session will feature the literacy coaches who are working with K-3 classroom teachers in the Maine Department of Education’s pilot project, MoMEntum. The coaches will share information about the pilot, which is designed to support teachers’ knowledge and skill with high-impact instructional strategies that support literacy learning, including the integration of iPads as a literacy learning tool. Examples of successful instructional strategies and how these strategies can be supported through iPad technology will be shared. Participants who have iPads should bring them to the session.

Lee Anne Larsen is the Literacy Specialist at the Maine Department of Education. She is joined by Heidi Goodwin, MoMEntum Pilot Literacy Specialist for Maine DOE and Academic Coach for MSAD 54, and other literacy coaches from the MoMEntum K-3 Literacy Pilot.

Contact: Lee Anne Larsen, leeann.larsen@maine.gov
Food Pantries Can Feed Children’s Bodies and Minds

Most communities already have the resources to change this statistic: 10 million children living in poverty in our country do not have even one book to call their own. Almost every community has a food pantry. Every community has schools, day cares, churches, and a library where they can place collection boxes for donated, gently used children’s books. When children donate their outgrown books to food pantries, children help children end illiteracy. There is no shortage of gently used children’s books, only a shortage of redistributing them. Food pantries and the WIC offices are the most accessible places for parents in need to access books for their children. Participants will leave this session with the resources they need to elevate their local food pantry into a place that feeds children’s minds as well as their bodies.

Pam Leo is a family literacy activist, the author of Connection Parenting, and a new poem, “Please Read To Me.” Her enduring love of children’s books, her passion for literacy, and her commitment to empowering parents are combined in her new role as the founder of the Book Fairy Pantry Project, whose mission is “No Child With No Books,” because “Books change children’s lives… For good.”

Contact: Pam Leo, bookfairypantryproject@gmail.com • Website: www.bookfairypantryproject.com

Building Kinder Communities

This lively, informative, and interactive session helps adults build respect and inclusion by exploring ways to:

• Have positive conversations with children about disabilities
• Model positive attitudes and language for children at home and in the community
• Help children become more supportive and respectful of those of us with all types of special needs.

The program includes take-home resources to share with children.

The Cromwell Center for Disabilities Awareness, a Maine non-profit organization, delivers free awareness, sensitivity, and anti-bullying programs to southern and central Maine elementary school classrooms. Last school year, almost 13,000 students took part in these sessions. Unlike other programs that focus primarily on visible challenges, The Cromwell Center’s programs address all disabilities—learning, behavioral, emotional, developmental, and physical—with the goal of promoting safe, respectful, and inclusive schools and communities.

Trauma and Pain-Based Behavior

This presentation will help educators learn to recognize behaviors commonly exhibited by children who have experienced trauma, what can be termed “pain-based behaviors.” Ben will provide effective techniques and strategies for responding to pain-based behavior and helping children heal. He will review Adverse Childhood Experiences (ACEs) and factors that contribute to child resilience, and speak to the role educators and school personnel can play in helping children who have experienced trauma thrive.

Ben Strick is a Licensed Clinical Social Worker. He works as a clinician and project specialist at Spurwink, helping to implement new programs across the agency. He has worked for Spurwink for over 10 years and is a trainer for three evidence-based/evidence-supported treatment models. While Ben’s current outpatient clinical work is focused on adults struggling with severe and persistent mental illness, most of his previous work has been with multi-system involved children, youth, and families in residential, school based, and community-based settings.

Contact: Ben Strick, bstrick@spurwink.org
Talk With Me Baby

Talk With Me Baby offers a training program on “language nutrition,” which is defined as the use of language, beginning before birth and continuing throughout childhood, that is sufficiently rich in engagement, quality, quantity, and context that it nourishes the child socially, neurologically, and linguistically. The training provides vital information on the science behind language nutrition, cultivates the skills needed by early childhood educators and providers to model and effectively communicate language nutrition messages and practice to families, and supports parents as a child’s first and best teachers.

Vocabulary at the age of three is the single strongest predictor of a child’s future literacy and educational success, which has important implications for health and economic outcomes. Coaching parents to provide language nutrition to their children at an early age could drastically improve a child’s lifelong trajectory, and we believe that there are strategic workforces for delivering this coaching, including early educators, healthcare professionals, and foster care workers. Attendees will leave equipped to coach parents on the how and why of early language exposure.

Ann Marie Barter has nearly 30 years of experience as a teacher and administrator in Adult Education and programs for at-risk adolescents. She is currently the Senior Director for Programming and Strategic Alliances for the Barbara Bush Foundation for Family Literacy.

Contact: Ann Marie Barter, annmarie.barter@barbarabush.org

Making Stone Soup: A Collaborative Approach to Developing a Community Center

This session will share the collaborative approach (based on the folktale Stone Soup!) that the University of Maine used to draw on community resources to establish the Lifespan Community Literacy Center. It will also outline what the center does, how it operates, and offer a template for other organizations to create similar centers in their own community. Additionally, the presentation will cover current research initiatives and services being offered.

V. Susan Bennett-Armistead, Ph.D. is an Associate Professor and Program Coordinator of Literacy Education in the College of Education and Human Development at the University of Maine. She was also appointed the Correll Professor of Early Literacy. Dr. Bennett-Armistead received her doctorate in Teacher Education, Curriculum and Policy from Michigan State University, where she also received her bachelor’s in Child Development and Education. Prior to obtaining her doctorate, Dr. Bennett-Armistead was an early childhood educator for 14 years and later, the director of Michigan State University’s Child Development Laboratory, the largest lab school in the United States. Dr. Bennett-Armistead has authored and co-authored four books, several articles, a children’s informational text series, and a DVD on early literacy practices, and regularly speaks nationally and internationally on ways to support literacy development in homes and early education settings. She has served on the International Reading Association Early Childhood Task Force, is an area representative for the Literacy Research Association, and is an early literacy consultant to both Save the Children and Raising Readers. Recently, she created and administers the Lifespan Community Literacy Center at the University of Maine which serves children, families, and adults through tutoring via UMaine literacy coursework, a family-infant-toddler literacy focused play group, literacy focused child care during tutoring sessions for siblings or children of adults being tutored, and an ongoing collaboration with other area literacy agencies. This setting provides a context for research on a variety of topics including pedagogy, andragogy, parent-child interactions, and child development case studies. Her own research focuses on the role that families can play in promoting young children’s literacy development and in what ways schools and other contexts, such as doctors’ offices and jails, can support parents in building their children’s literacy. She has been married to her high school sweetheart for 32 years and is mother to six children, aged 2 to 26. She believes that is her most important credential.

Contact: Susan Bennett-Armistead, susan.bennett-armistead@maine.edu
Connecting Children to Nature through Children’s Books

Young children are innately connected to the natural world, but need to have opportunities to develop this connection. Providing children with experiences in the natural world addresses their developmental needs and encourages an environmental ethic. This workshop will explore children’s picture books that are focused on nature and how these can be used to provide experiences in the natural world. Several children’s books will be introduced that can be used as an introduction to ecological concepts. Through activities associated with each book, participants will discover how to integrate nature into their curriculum.

Patti Ensel Bailie, Ph.D, is an Assistant Professor of Early Childhood Education at the University of Maine at Farmington. She also served as Assistant Director of the Nature-based Early Childhood Education Certificate Program at Antioch University New England, as well as teaching courses on nature-based early childhood curriculum. She has worked in the field of early childhood environmental education for 25 years at three different nature centers in the Midwest: as founding director of the Schlitz Audubon Nature Center Preschool in Milwaukee, WI, Co-Director of the Early Childhood Outdoors Institute at the Fontenelle Nature Association in Omaha, NE, and as an early childhood environmental educator at the Nature Center at Shaker Lakes in Cleveland, OH. She has spoken and published nationally and internationally about connecting young children to nature.

Contact: Patti Bailie, patti.bailie@maine.edu

Building Strong Foundations: Literacy Development Strategies for Our Youngest Learners

Young children are naturally curious about language and literacy when provided opportunities to observe and experience talk, reading, and writing with the adults and other children in their environment. In this session, participants will explore strategies for facilitating literacy development in ways that value individuality and unique interests of learners from birth to kindergarten.

Lori Taylor, Ph.D., has worked as an educator for 31 years. Her teaching experience includes that of a special education teacher, classroom teacher in grades K-3, Reading Recovery teacher, teacher leader, literacy coach, adult education tutor, and graduate instructor. Currently, Dr. Taylor works within the literacy program in the College of Education and Human Development at the University of Maine as a Reading Recovery trainer. In that role, she works with young children at the acquisition stage of literacy learning, teacher leaders across the state of Maine, and beside teachers in many schools. Dr. Taylor provides professional development for teachers and teacher leaders, and engages with colleagues at national and international levels around research and practice in literacy teaching and learning.

Contact: Lori Taylor, lori.taylor@maine.edu
Literacy and Math – The Perfect Combination

Literacy development is the focus in many early childhood classrooms. However, current research shows that the early years are a critical period for mathematical development. Unfortunately, the classroom day isn’t any longer, so how can we teach more “subject” matter in the same amount of time? Fortunately, because literacy and math share several important similarities, combining them in early childhood classrooms is easier than one might think. This workshop will engage participants in discussions, hands-on examples and activities of how to combine math and literacy from preschool through the early elementary grades. By combining math with literacy, math can become more accessible to all children.

Julie DellaMattera is an assistant professor of Early Childhood Education and Development and the Department Chair for Educational Leadership, Higher Education, and Human Development in the College of Education and Human Development at the University of Maine. She received her Doctorate of Education degree in Educational Leadership with a focus on early education policy from the University of Maine. Prior to doctoral study, Julie worked as an elementary educator, a child development specialist, and an in-home literacy specialist, and was the co-owner and head teacher of a preschool that was awarded a State Certificate of Quality. Additionally, she has worked as the education specialist for Hancock and Washington counties, a gifted and talented coordinator for MSAD 56, and as a statewide early childhood trainer for Maine Roads to Quality. She serves on numerous state-level early childhood committees and is an advocate for supporting and sustaining quality early education programming. Currently, she teaches courses about infant and toddler development, early childhood math methods, creative thinking, and leadership in early education.

Contact: Julie DellaMattera, julie.dellamattera@maine.edu

How Can We Ensure that Children Who Struggle in Learning to Read and Write Gain the Skills for a Literate Future?

Every child has the potential to learn. Marie Clay has taught us that in order for children to learn they must be engaged, active, and successful while guided by expert instruction. In this session, participants will have the opportunity to explore the essential role language has on literacy development. We will examine the link between oral language, reading, and writing to support all children in achieving their full potential.

Natalie Peabbles is a regional Reading Recovery Teacher Leader based in York, Maine at the York School Department. She holds a C.A.S in Literacy Leadership from the University of Maine, Orono and a Maine certificate as a K-12 Literacy Specialist and classroom teacher. Currently, Natalie designs systems for instruction and intervention providing site specific professional leadership and development and graduate level courses. Before joining the York School Department, Natalie began her career as a classroom teacher and subsequently worked as a pre-k to sixth grade Literacy Coach. Throughout these experiences, she works alongside educators and administrators to coordinate professional learning opportunities.

Contact: Natalie Peabbles, npeabbles@yorkschools.org
The Barbara Bush Foundation for Family Literacy is the nation’s leading advocate for family literacy. The Foundation was established by Mrs. Barbara Bush in 1989, and today is a public charity that aspires to achieve a vision of fostering the opportunity for every man, woman and child to secure a better life through literacy. Focused on the “bookends of the K-12 system,” the Foundation champions the rights of preschoolers to start school prepared for academic success, while providing parents an educational opportunity to learn to read or graduate from high school, no matter their age. The Foundation made its initial investments in Maine just over 20 years ago, and since that time, it has provided more than $6 million in support for over 300 family literacy programs throughout the state.

Share your favorite insights and moments from today’s conference on social media using the hashtag #BBFMaine.