

## Coordinated Integration Data Systems for Early Identification

### National Advisory Council

#### **Anna Corona, MPH**

##### **Program Manager, Child and Adolescent Health AMCHP**



Anna Corona, MPH is the program manager on the child and adolescent health team. In this role, Ms. Corona provides needed support and quality improvement expertise to her team members on several key projects, including the AYAH CoIIN, Healthy Weight CoIIN and the current Action Learning Collaboratives led by this team. Ms. Corona previously served as a senior public health nutritionist and site supervisor for a local WIC program under the Virginia Department of Health. She also has experience in program planning, analysis, and evaluation through her previous stints with the Florida Department of Health, particularly in the area of tobacco prevention and cessation. There, she was instrumental in collaborating with state managers to evaluate statewide data, refine data collection tools, and facilitate training on refined tools. Ms. Corona received a dual Bachelor of Science in human nutrition, food, and exercise and in biological sciences from Virginia Polytechnic Institute and State University, followed by her MPH in social and behavioral sciences from the University of Florida.

#### **Christopher Botsko, Altarum**



Christopher Botsko has over 20 years of experience providing support and conducting research and evaluation studies on early childhood system building initiatives. These initiatives have included a focus on improving data systems with the goal of better serving children and families. Mr. Botsko served as project manager and then project director for the TA Center that provided technical assistance to the original ECCS grantees. In that role, he successfully supported 49 states and 5 jurisdictions in completing a needs assessment and strategic plan. Mr. Botsko played a key role in the design and final report for the second evaluation of the first version of ECCS. He has worked on system building at the national, state, and community-level. He provided technical assistance to the Preschool Development Grant Birth-to-Five planning grantees and led the development of guidance on the required needs assessment which had a strong focus on comprehensive system-building across sectors. He provided evaluation and technical assistance support to the Virginia Smart Beginnings initiative which provided funding to regional coalitions to develop and implement community-level early childhood system building plans. He led the development of a toolkit to support plan implementation and evaluation for Smart Beginnings' coalitions. Mr. Botsko worked on a series of projects for YMCA of the USA to evaluate and support chronic disease intervention and prevention initiatives most of which involved efforts to increase referrals among health providers through the use of coordinated intake and referral

systems. He has participated in multiple projects related to improving services for families of children with special health care needs including a study of best practices in the integration of physical and mental health and efforts to improve oral health services. Mr. Botsko has a masters degree in Sociology from Indiana University and a bachelor's degree with high honors from Rutgers University.

**Dr. Colleen Murphy**

**Vice President of the Early Childhood Connector at Start Early**



Dr. Colleen Murphy is the Vice President of the Early Childhood Connector at Start Early. She has 30 years' experience working with early childhood programs at the local, state, and national level including Head Start, Help Me Grow, MIECHV Home Visitation, Early Childhood Comprehensive Systems, Child Care Licensing, and Early Intervention. She has also provided technical assistance to communities and states on topics such as early childhood system building, data integration, measurement strategies, home visiting, and developmental screening initiatives. Previously, she was the Early Childhood Project Director at the National Institute for Children's Health Quality (NICHQ), provided technical assistance to states across federal contracts, collaborated with private and federal technical assistance centers to support state grant implementation and to support states with data integration efforts at Applied Engineering Management (AEM), and spent 10 years working for the Utah Department of Health – Bureau of Child Development as the Early Childhood Utah program manager where she oversaw the development of Utah's early childhood integrated data system. Colleen holds a PhD in Infant and Early Childhood with an emphasis in Social-Emotional Development and Master of Science degrees from Benedictine University in Management and Organizational Behavior and a Master of Arts in Infant and Early Childhood Development with an emphasis in Mental Health & Developmental Disorders from Fielding Graduate University.

**Dr. Cynthia Tate, BUILD Initiative**



Cynthia L. Tate, Ph.D. works with The BUILD Initiative, a national effort that advances state work on behalf of young children prenatal to five, and their families and communities. As a State Services Liaison, she provides consultation and technical assistance to state cross-sector leadership teams, and works with leaders to improve and expand access to opportunities and promote equitable outcomes for young children and families.

As a state Lead for the National Center for Infants and Toddlers Hub, she provides technical assistance and resources to state leaders for the Pritzker Children's Initiative's Prenatal to Three national effort, supporting the state in expanding access to high quality early childhood services. As Faculty of the Equity Leaders Action Initiative, she works with other faculty to develop and deliver webinars and consultation to states on implementing policy and systems change to increase racial equity in prenatal to three systems.

Prior to joining BUILD, she served as the Executive Director of the Illinois Governor's Office of Early Childhood Development. In this capacity she led strategic partnerships with state agency leadership and private sector partners to develop and implement early childhood policy across multiple state agencies.

Dr. Tate has been a senior administrator for the Illinois Department of Children and Family Services, creating the first Office of Child Well Being. She led the implementation of the state's birth-through-three federal demonstration project for infants and toddlers in foster care; and initiated the Early Childhood Court Team.

Dr. Tate received her doctorate in Clinical Psychology from the State University of New York at Albany and completed her internship in child/adolescent and community psychology at Rush Medical Center. She received her Bachelor's degree from Fisk University. She is a mom, a sister, an aunt, and a fierce advocate for the country's most vulnerable children.

**Iheoma U. Iruka, Ph.D.**



**Research Professor, Department of Public Policy**

**Fellow, Frank Porter Graham Child Development Institute (FPG)**

**Founding Director, Equity Research Action Coalition at FPG (the Coalition)**

Iheoma U. Iruka (pronounced EE-OMAH EE-ROO-KAH), Ph.D., is a Research Professor in the Department of Public Policy, a Fellow at the Frank Porter Graham Child Development Institute (FPG) and the Founding Director of the Equity Research Action Coalition at FPG (the Coalition) at the University of North Carolina at Chapel Hill. Dr. Iruka is leading projects and initiatives focused on ensuring that minoritized children and children from low-income households, especially Black children, are thriving through the intersection of anti-bias, anti-racist, culturally grounded research, program, and policy. Some areas of focus include family engagement and support, quality rating and improvement systems, and early care and education system and programs. Dr. Iruka serves and has served on numerous national and local boards

and committees, including the National Advisory Committee for the U.S. Census Bureau, the National Academies of Sciences, Engineering, and Medicine, the American Psychological Association's Board of Educational Affairs, Brady Education Foundation, and Trust for Learning.

She has a B.A. in Psychology from Temple University, an M.A. in Psychology from Boston University, and an M.S. and Ph.D. in applied developmental psychology from the University of Miami, FL.

## John Eisenberg

### Executive Director of the National Association of State Directors of Special Education (NASDSE)



On December 4, 2018, John Eisenberg assumed the role of Executive Director of the National Association of State Directors of Special Education (NASDSE). Before this new role, Mr. Eisenberg worked in the Office of Special Education and Student Services at the Virginia Department of Education for fifteen years, seven of those as the State Director of Special Education. Throughout his career in special education, he worked in a variety of other roles including Director of the Virginia Deaf-Blind Project, Technical Assistance Specialist with the National Technical Assistance Consortium for Deaf-Blindness and a classroom teacher for

students with developmental disabilities and Deaf-Blindness. Mr. Eisenberg proudly served on the NASDSE Board of Directors for over four years and became President in 2015. Mr. Eisenberg earned his M.Ed in severe disabilities from Hunter College at the City University of New York and his B.A. from New York University. He is also a proud graduate of the Virginia LEND program from Virginia Commonwealth University. He comes from a family of teachers and special educators and is very passionate about improving the educational outcomes of children and families across the United States.

**Julia Abercrombie, MPH**

**Behavioral Scientist with Learn the Signs Act Early**



Julia Abercrombie, MPH is a Behavioral Scientist with the Learn the Signs. Act Early. program in the National Center on Birth Defects and Developmental Disabilities, Centers for Disease Control and Prevention (CDC). She supports Learn the Signs. Act Early. partnerships with early childhood programs to promote early identification of children with developmental delays and disabilities so that they and their families can access services as early possible. Julia earned a BA in Psychology from Emory University and was awarded her MPH in Behavioral Science and Health Education from the Rollins School of Public Health, Emory University.

**Kathleen Hebbeler, Ph.D.**

**Senior Principal Education Researcher with SRI International's Center for Learning and Development**



Kathleen Hebbeler, Ph.D., is a Senior Principal Education Researcher with SRI International's Center for Learning and Development where she oversees research, evaluation, and technical assistance projects focused on services and supports for young children and their families. Currently, Kathy serves as the principal investigator for a study examining the inclusion of child with disabilities in child care in California. Kathy provides technical assistance to states through the Early Childhood Technical Assistance Center (ECTA) and the Preschool Development Grants Birth to Five Technical Assistance Center (PDG B-5). She served as the co-director of the Center of IDEA Early Childhood Data Systems (DaSy) which works with early intervention and early childhood special education state agency staff to improve the quality and use of data and to build early childhood data systems. Kathy's areas of expertise include home visiting, child development, early intervention, general and special education, child care, assessment, data systems, accountability, early childhood policy, state systems building, evaluation, and community collaboration.

**Kimberly Martini-Carvell, MA**

**Executive Director of the Help Me Grow National Center**



Kimberly Martini-Carvell is the Executive Director of the Help Me Grow National Center. She also holds the position of Associate Director for Capacity Building, Organizational Learning & Professional Advancement for Connecticut Children's Office for Community Child Health.

Prior to joining the National Center, Kimberly worked as Associate Vice President for programs at The Village for Families and Children in Hartford where she created and managed prevention and early intervention programs for families and children. She also worked as a child and family development consultant for the United Way of Central & Northeastern Connecticut, as director of the CT Family Development Institute of the Children's Trust Fund, and as an adjunct professor for the University of Connecticut's School of Family Studies.

During her career, Kimberly has served on the national Zero to Three Policy Committee, the National Childhood Traumatic Stress Network's Birth-6 Workgroup, and the leadership team of the Connecticut Parent Educators Network. She served as a fellow at the National Council on Family Relations and a master facilitator for the Child and Family Partners certificate program. Kimberly has presented the Help Me Grow model at national and international convenings, including the bi-annual World Association of Infant Mental Health Congress.

**Maureen Greer**

**Executive Director of the IDEA Infant and Toddler Coordinators Association**



Maureen Greer, of Emerald Consulting, specializes in perinatal and early childhood policy with a focus on evaluation, data analysis and finance systems. Maureen serves as the Executive Director of the IDEA Infant and Toddler Coordinators Association. She has worked with states on a systems approach to maternal and early childhood issues, on CDC projects focused on public health, and several OSEP funded Technical Assistance Centers. As the Part C Coordinator in Indiana she oversaw a comprehensive system evaluation and was responsible for a major redesign of the Part C early intervention finance and service delivery system. At Indiana University, she directed the training and technical assistance project for early intervention serving families, providers and the health care/medical community.

**Paul Dworkin, MD**

**Executive Vice President for Community Child Health at Connecticut Children's Medical Center**



Paul Dworkin is Executive Vice President for Community Child Health at Connecticut Children's Medical Center and professor of pediatrics at the University of Connecticut School of Medicine. For 15 years, he previously served as physician-in-chief at Connecticut Children's and chair of Pediatrics at UCONN. Dr. Dworkin's interests are at the interface among child development, child health services, and child health policy. Dr. Dworkin's honors include teaching awards from both universities he has served, visiting professorships, and named lectureships. He was the editor of the *Journal of Developmental and Behavioral Pediatrics* from 1997-2002 and was a member of the first entering class of the Academy of Distinguished Educators at the UCONN School of Medicine. In 2003, Dr. Dworkin received the prestigious C. Anderson Aldrich Award from the American Academy of Pediatrics in recognition of achievement in the field of child development. His vision led to the creation of *Help Me Grow*, a Connecticut statewide initiative to promote the early detection of children at risk for developmental and behavioral problems and their linkage to programs and services that is currently being replicated in more than 30 states.

Dr. Dworkin received his bachelor's degree from Rutgers University and his medical degree from the Johns Hopkins University School of Medicine. He completed his pediatric residency and fellowship training at Boston Children's Hospital. He received a certificate in policy analysis from the University of North Dakota. Dr. Dworkin has served on the boards of numerous community-based organizations and recently completed his tenure as chair of the board of the Urban League of Greater Hartford.

## Advisory Council Facilitators

**Stephanie Walchenbach, MPH**

**Waypointe Early Childhood Consulting**



Stephanie is an independent consultant focused on improving early childhood systems. An implementation expert for the HMG National Center, she delivers technical assistance to the Help Me Grow affiliate network. Her passion for early identification has guided her professional experience in pediatric audiology, special education, family resource navigation, and serving as a CDC Act Early Ambassador to Washington State.

**Elizabeth (Betsey) Howe, Ph.D.**

**Associate of University Centers on Disabilities**



Elizabeth is the AUCD/CDC Fellow for the Act Early Response to COVID-19 Project. In this position, Dr. Howe provides technical assistance to Act Early Response Teams, collaborates with evaluators, disseminates findings, and reports results to the funders. In addition, Dr. Howe leads a project to explore and develop a coordinated and integrated data system for the early identification of young children with developmental delays or disabilities (CIDSEI). Dr. Howe has extensive experience in early childhood intervention as both a practitioner and leader. She is passionate about remediating barriers that impede the actualization of an inclusive early childhood system that supports the best developmental outcomes for infants and young children with disabilities and their families.