

Early Childhood Workforce Development

*A Webinar from the Departments of Health and Human Services and Education
and AUCD's Early Intervention and Early Childhood Special Interest Group*

September 7, 2016

Webinar Overview

- Introductions
- Presentation
- Q & A after presentation
 - You can also submit any questions throughout the webinar via the ‘Chat’ box below the slides.
 - The moderator will read the questions after the presentations.
- Survey
 - Please complete our short survey to give us feedback for the next webinar!

Mary Beth Bruder, Ph.D.

For the past 40 years Mary Beth Bruder has been involved in the design, provision and evaluation of inclusive early childhood intervention services for infants and young children and their parents across local, state, national and international venues. She has directed over 75 demonstration, outreach, research and personnel programs. Currently she is Director of the University of Connecticut A.J. Pappanikou Center for Excellence in Developmental Disabilities Education, Research, and Service, and the Early Childhood Personnel Technical Assistance Center.

Jennifer Johnson, Ed.D.

Jennifer Johnson, Ed.D, is the Deputy Director of the Administration on Intellectual and Developmental Disabilities (AIDD), Administration for Community Living, U.S. Department of Health and Human Services. Dr. Johnson holds a doctorate in special education from the George Washington University (GW). She has worked at the Department of Health and Human Services for over a decade. She began her career with the federal government in AIDD when it was a part of the Administration for Children and Families. In her most recent position, she led the Office of Program Support for AIDD. Previously, Dr. Johnson worked in the private sector holding positions in organizations such as the Council for Exceptional Children, the National Clearinghouse for Professions in Special Education, the National Information Center for Children and Youth with Disabilities, the Institute for Women's Policy Research, and GW. Her work focused on a broad variety of disability issues, including early care and education, implementation of disability policy, the intersection of disability and diversity, and professional development for educators. As deputy director of AIDD, Dr. Johnson assists in providing overall leadership for the agency, including policy direction and management of staff and daily operations.

Linda Labas

Linda Labas, M.Ed. is the Early Childhood Coordinator at the Center for Community Inclusion and Disability Studies (CCIDS) at the University of Maine. She has been at the CCIDS since 1995. Ms. Labas has 40 years of experience in the field of early childhood education / early intervention. In her current capacity, Ms. Labas coordinates activities across projects related to early care and education. She is responsible for project development, start-up, and day-to-day management of early childhood outreach activities and was the lead for a state department initiative involving the development of an inclusive education and early childhood mental health training and consultation system for early care and education professionals for 13 years.

In 2013, CCIDS became a collaborative partner with University of Southern Maine Cutler Institute of Muskie School of Public Service, Maine Roads to Quality (MRTQ) for the newly awarded state Early Care and Education Professional Development Network (PDN). In this partnership, she oversees the training and consultation activities related to increasing access and participation of children with disabilities, and other diverse learning needs in quality inclusive early learning settings. Her work in this project also includes providing consultation to the PDN staff and consultants to support their ongoing professional development through a combination of on-site and distance technology.

Sandra Morris

Supported by federal and state funding, Sandra Morris has worked in the field of early childhood inclusion for almost 30 years providing resources, technical assistance, and professional development for teachers and caregivers as well as for early childhood trainers and instructors.

Sandra is one of the authors of the Child Care plus+ Curriculum on Inclusion: Practical Strategies for Early Childhood Programs as well as other inclusion resources for practitioners. She currently teaches an online course, Practicing Inclusion in Preschool Programs, for Montana Western. She also provides support and training for individuals who wish to qualify for Montana's Professional Development Specialist Approval System.



Workforce Development to Support Inclusion

Linda Labas, M. Ed.

Early Childhood Coordinator

September 7, 2016



States should ensure that existing early childhood professional development and TA efforts always consider and are inclusive of all children with disabilities.

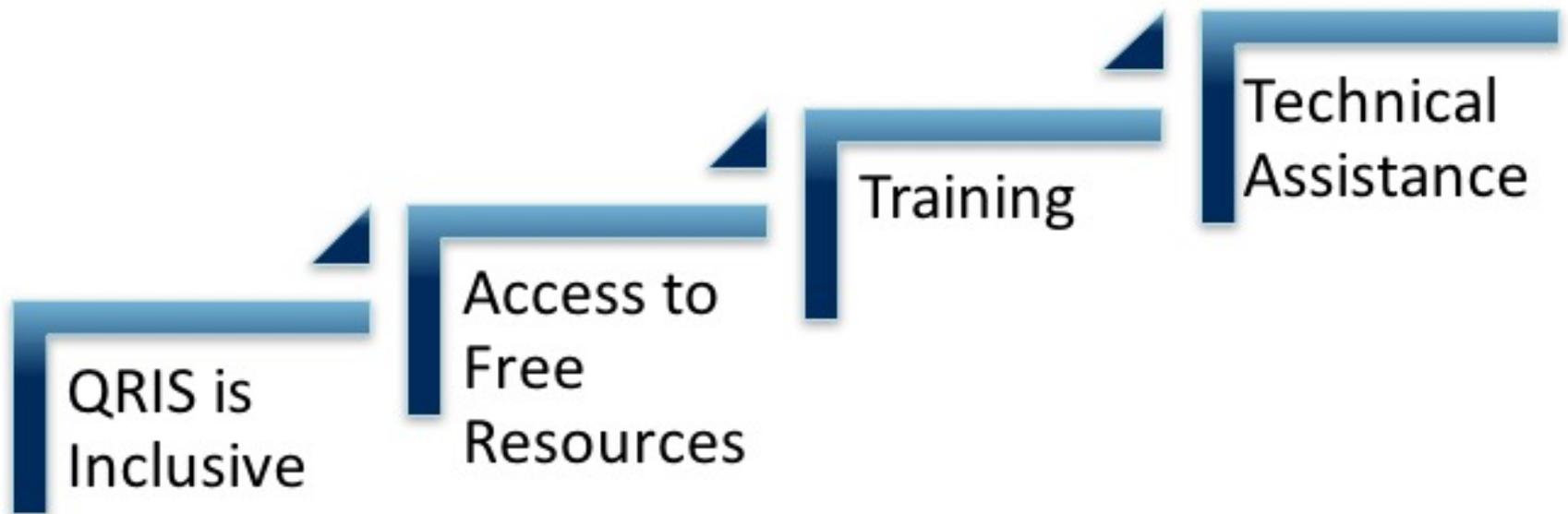
U.S. Department of Health and Human Services, & U.S. Department of Education. (2015). Policy statement on inclusion of children with disabilities in early childhood programs. Washington, DC: U.S. Department of Health and Human Services.



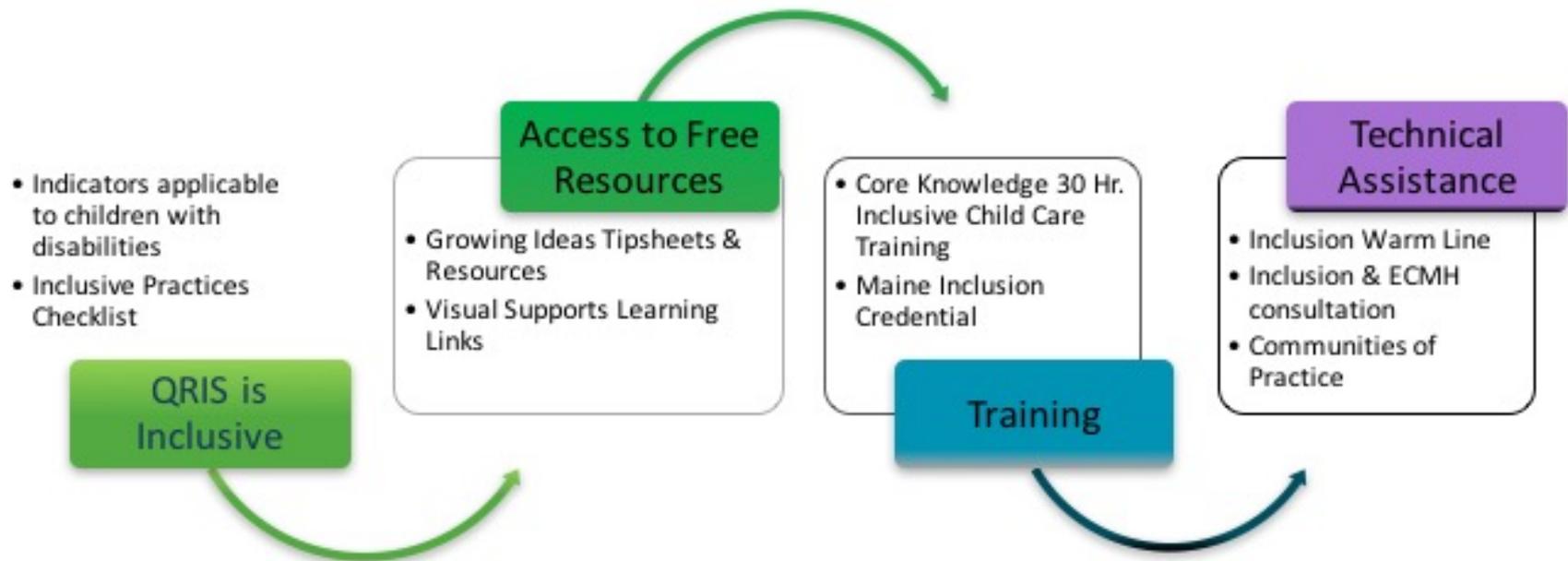
According to the National Association for the Education of Young Children & National Association of Child Care Resource & Referral Agencies, Early Childhood Education Professional Development: Training and Technical Assistance Glossary.

Early Childhood Education Professional Development is a continuum of learning and support activities designed to prepare individuals for work with and on behalf of young children and their families, as well as ongoing experiences to enhance this work.

Some recommendations from the HHS/DOE Joint Policy Statement



Our Continuum of Learning and Support Activities





Maine's QRIS

- Currently, recommendations for revising the QRIS standards and implementation process have been provided to the Maine Department of Health and Human Service.
- One recommendation was to make the current QRIS framework more inclusive.



Maine QRIS

To improve practitioner support for inclusion we recommended:

- Weaving inclusion and diversity standards throughout QRIS standards.
- Embedding the use of the **Maine QRIS Inclusive Practices Checklist** into the Evaluation Category of the QRIS Standards.
- Ensuring that additional coaching support is available to facilitate the application of inclusive practices.



Identifying free resources for States, programs, early childhood personnel, and families to support high-quality individualized programming and inclusion of children with disabilities in early childhood programs.

HHS/DOE 2014

CCIDS develops and disseminates materials to early childhood professionals and families. These resources can be found at

<https://ccids.umaine.edu/resources/>



Offering Cross-Sector Professional Development. HHS/DOE 2014

- Maine's Professional Development Partnership for Inclusion.
- CCIDS and Maine Roads to Quality Professional Development Network (MRTQ PDN)

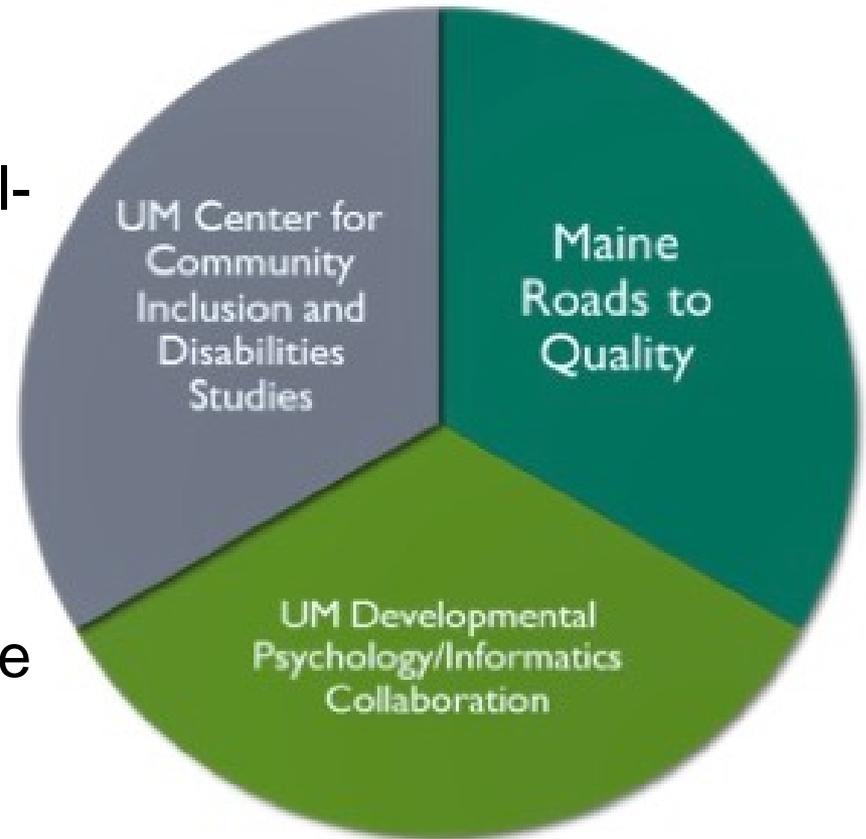
<https://ccids.umaine.edu/research-projects/mrtq-pdn/>

MAINE ROADS TO QUALITY

Early Care and Education Professional Development Network

What Is the PDN?

- A system for education, training, and technical assistance for Maine's early care and education and school-age child care workforce.
- A collaboration with University of Southern Maine, Maine Roads to Quality as the lead partner.
- Other PDN partners include the University of Maine's Child Care Choices Referral Database and the Center for Community Inclusion and Disability Studies (CCIDS).





MRTQ PDN Goal

All families and children will have access to a choice of high-quality child care options across diverse settings that meet their unique developmental, cultural, and linguistic needs.

<http://muskie.usm.maine.edu/maineroads/>

MAINE ROADS TO QUALITY

Early Care and Education Professional Development Network



CCIDS Sub-contract Activities (a)

- Ensuring that the current trainings include specific pedagogy for children with disabilities woven throughout the entire curricula.
- Developing and teaching supplemental courses that support early childhood practitioner's confidence and competence to care for and teach children with diverse learning styles and needs.



CCIDS Sub-contract Activities (b)

- Creating and field-testing the [Maine Inclusion Credential](#), a specialty credential tied to specific competencies designed to help practitioner's build skills, knowledge, resources, and attitudes to promote quality, inclusive practices in their programs.

MAINE ROADS TO QUALITY

Early Care and Education Professional Development Network



CCIDS Sub-contract Activities (c)

- Providing access to specialists, including inclusion facilitators and early childhood mental health consultants (distance and onsite consultation).
- Establishing an [Inclusion Warm Line](#) service; telephonic and email access to professionals for advice, problem solving and help locating resources.



Future Directions

- Increase practitioner access to inclusion and early childhood mental health consultation.
 - Goal of providing universal access to all early childhood programs in Maine.
- Explore the possibility of adding a Level II Inclusion Credential and a Maine Technical Assistance Credential.
- Expand access to the Inclusion Warm Line to parent/families.

MAINE ROADS TO QUALITY

Early Care and Education Professional Development Network



Questions?





Thank You!

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Embedding Inclusion in Professional Development



Responsibilities and Strategies



DEC/NAEYC Position Statement

- Shared assumptions about the meaning of inclusion are critical for determining
 - Who would benefit from professional development,
 - What practitioners need to know and be able to do, and
 - How learning opportunities are organized and facilitated as part of an integrated professional development system



Objective

To provide a pathway for instructors to respond to the growing need of early childhood practitioners to be prepared to provide care and education for each child



Basic Responsibilities

- Conduct PD sessions and classes in accessible locations and formats.
- Ask about participant accommodations on registration materials.
- Include instruction on how to access current information, support, and community resources.
- Invite guest speakers and develop panel presentations.



Embed Inclusion Practices and Principles

- Weave inclusion throughout instruction.
- Embrace diversity in teaching and learning activities and display appropriate learning tools.
- Include examples, stories, and pictures of children with and without disabilities or delays.
- Promote family-centered practices.
- Emphasize the importance of individualizing for each child.
- Engage participants in collaborative group activities.



Build Connections

- Help participants understand and value the synergistic relationship between DAP and inclusion practices.
- Use person-first language.
- Address the history of inclusion practices and legislation.
- Teach the process for making referrals.
- Introduce the roles of early intervention and special education professionals.



Showcase Inclusion Practices

- Display samples of materials that are already inclusive.
- Expand content and context to include a wide range of children's abilities.
- Create activities that help participants respond to a broad range of developmental diversity.



Conclusion

Educate teachers in professional development experiences that are themselves inclusive of inclusion practices.



Resources

- Inclusion Tip Sheets (34 topics)
 - www.ccplus.org
- “Embedding Inclusion in Existing Professional Development” (PD Solutions e-newsletter #29)
 - www.mtecp.org
- Syllabus – EDEC 340 Practicing Inclusion in Preschool Programs (UM Western)
 - sandra.morris@mso.umt.edu



Student Quote

I have learned a number of useful practices, developed numerous useful skills, and obtained various and useful resources. I now understand the background of inclusion. I have also learned to observe and appreciate young children's individual abilities and interests and know how to use the information to encourage play, interaction, learning, and openness.



Early Childhood Personnel Center

Early Childhood Workforce Development

Mary Beth Bruder, PhD,

University of Connecticut UCEDD

EARLY CHILDHOOD PERSONNEL CENTER

to facilitate the implementation of
**integrated and comprehensive
early childhood systems
of personnel development (CSPD)**
for all disciplines
serving infants and young children
with
disabilities

Comprehensive System of Personnel Development



OUTPUTS OF THE CENTER

- Knowledge Development
- Technical Assistance
- Leadership and Coordination

1) KNOWLEDGE DEVELOPMENT

- National Data Base of State Personnel Standards
- National Data Base of CSPD Components as Reported by State Part C and 619 Coordinators
- Research Syntheses
- National Initiative on Cross Disciplinary Standards and Competencies

Table 4. *Types of Trainer and Learner Activities Included Identified in Effective In-service for Teachers*

Study	Trainer/Coach Roles		Active Learning		Trainer Supports	
	Introduction	Illustration	Authentic Learning	Learner Reflection	Coaching/Mentoring	Performance Feedback
Blank & De las Alas (2009)	✓	✓	✓✓	✓	✓✓	NR
Blank et al. (2008)	✓✓	✓✓	✓	✓	✓	NR
Capps et al. (2012)	✓	✓✓	✓	✓	✓	✓
Cavanaugh (2013)	✓	✓	✓✓	NR	✓	✓✓
Dunst, Trivette, & Hamby (2010); Dunst & Trivette (2012)	✓✓	✓	✓✓	✓	✓	✓
Fukink & Lont (2007)	✓✓	✓✓	✓✓	✓	✓	✓
Ingersoll & Kralik (2004)	✓	NR	✓✓	✓	✓✓	NR
Ingersoll & Strong (2011)	✓	NR	✓✓	✓	✓✓	NR
Isner et al. (2011)	✓	NR	✓✓	✓	✓✓	✓
Joyce & Showers (1995); Showers et al. (1987)	✓✓	✓✓	✓✓	✓	✓✓	✓
Kretlow & Bartholomew (2010)	✓	✓✓	✓✓	✓	✓✓	✓
Saylor & Johnson (2014)	✓	✓✓	✓✓	✓✓	NR	✓
Snow-Renner & Lauer (2005)	✓	✓	✓	✓	NR	✓
Yoon et al. (2007); Guskey & Yoon (2009)	✓	✓✓	✓	NR	✓	NR
Zaslow et al. (2010)	✓✓	✓✓	✓✓	✓✓	✓✓	✓

NOTE. ✓✓= Primary focus of the inservice professional development in the studies in the research syntheses, ✓= Secondary or minor focus of the inservice professional development, and NR indicates that the research synthesists did not describe or include information in their reports to infer that the professional development included the inservice practice characteristic.

EFFECTIVE TRAINING

1. The explicit explanations and illustrations of content or practice to be learned
2. Active and authentic job-embedded opportunities to learn the new practice
3. Performance feedback on the implementation of the practice
4. Opportunities for reflective understanding and self-monitoring of the practice implementation
5. Ongoing follow-up supports
6. Sufficient duration and intensity of training to provide multiple opportunities to become proficient in the use of a practice

CROSS-DISCIPLINARY PROCESS

- **National meetings of organizations to share information and priorities**
- **Joint presentations at discipline specific conferences**
- **Completed crosswalks of personnel standards across:**
CEC/DEC, NAEYC, AOTA, APTA, ASHA
- **Workgroup validated a refined item by item analysis of DEC/NAEYC personnel standards**
- **Articles published by disciplines organizations (IYC)**

DEC INITIAL SPECIAL EDUCATION EARLY CHILDHOOD SPECIALTY SET

- **Aligned with the 7 Initial CEC Preparation Standards**
- **23 Knowledge Statements**
- **57 Skill Statements**

CEC Initial Preparation Standards	CEC Initial Special Educator Preparation Standards Early Childhood Specialist Set (DEC Specialty Set)	2010 NAEYC Standards for Initial Early Childhood Professional Preparation Programs
Standard 1. Learner Development and Individual Learning Differences		Standard 1. Promoting Child Development and Learning Standard 2. Building Family and Community Relationships
<p>1.0 Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.</p> <p>Key Elements</p> <p>1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.</p> <p>1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.</p>	K1.1 Theories of typical and atypical early childhood development	1a: Knowing and understanding young children’s characteristics and needs, from birth through age 8
	K1.2 Biological and environmental factors that affect pre-, peri-, and postnatal development and learning	1b: Knowing and understanding the multiple influences on development and learning
	K1.4 Impact of medical conditions and related care on development and learning	
	K1.6 Factors that affect the mental health and social-emotional development of infants and young children	
	K1.9 Impact of language delays on cognitive, social-emotional, adaptive, play, temperament and motor development	
	K1.7 Infants and young children develop and learn at varying rates	<p>1a: Knowing and understanding young children’s characteristics and needs, from birth through age 8</p> <p>1b: Knowing and understanding the multiple influences on development and learning</p>
	K1.8 Impact of child’s abilities, needs, and characteristics on development and learning	<p>1a: Knowing and understanding young children’s characteristics and needs, from birth through age 8</p> <p>1b: Knowing and understanding the multiple influences on development and learning</p>
	<p>S1.1 Develop, implement, and evaluate learning experiences and strategies that respect the diversity of infants and young children, and their families</p> <p>S1.2 Develop and match learning experiences and</p>	1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children

Alignment of CEC/DEC Elements & NAEYC Elements

Example of Aligned Assessment Items

CEC Initial	NAEYC Initial	
4.1 Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.	3b Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection	
4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.	3c Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities	
4.3 Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities.	3b Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection	3d Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments
CEC Advanced	NAEYC Advanced	
1.1 Special education specialists minimize bias in assessment.	3c Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities	

Personnel Recommended Practices & Standard Areas

DEC Recommended Practices	CEC/DEC Initial Standards	NAEYC Initial Standards
Leadership	Learner Development & Individual Learning Differences	Promoting Child Development & Learning
Assessment	Learning Environments	Building Family & Community Relationships
Environment	Curricular Content Knowledge	Observing, Documenting, & Assessing to Support Young Children & Families
Family	Assessment	Using Developmentally Effective Approaches
Instruction	Instructional Planning & Strategies	Using Content Knowledge to Build Meaningful Curriculum
Interaction	Professional Learning & Ethical Practice	Becoming a Professional
Teaming & Collaboration	Collaboration	Early Childhood Field Experiences
Transition		

ECPC Cross Disciplinary Personnel Competencies

– AOTA, APTA, ASHA, DEC, NAEYC & ZTT

Family Centered Practice

Date-Based Intervention/Instruction

Coordination & Collaboration

Professionalism

2) TECHNICAL ASSISTANCE

- **General:** To provide information and resources on personnel development
- **Targeted:** To align national and state personnel standards and/or to align preservice preparation with inservice preparation (MA, RI, UT, HI)
- **Intensive:** To develop CSPD framework within 10 states:

Cohort 1: DE, IA, KS, OR

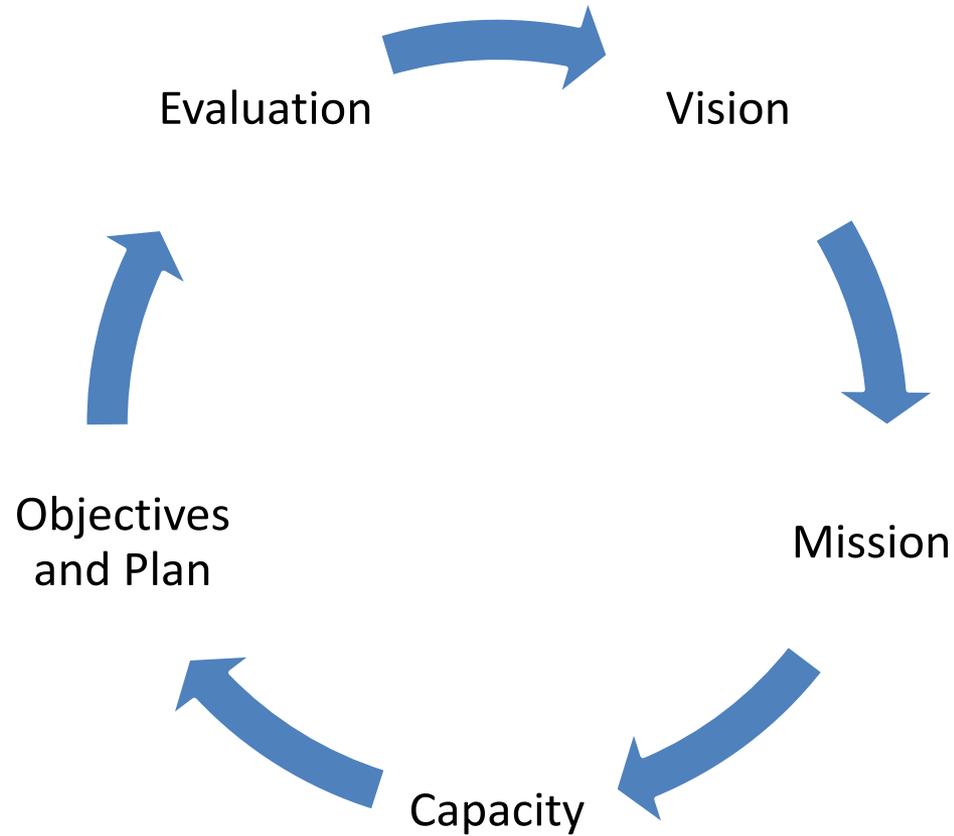
Cohort 2: AZ, NV, MI, PA, SC, VT



COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT

<p>Leadership, Coordination, & Sustainability</p>	<p>Quality Indicator 1: A cross sector leadership team is in place that can set priorities and make policy, governance, and financial decisions.</p> <p>Quality Indicator 2: There is a written multi-year plan in place to address all sub-components of the CSPD.</p>
<p>State Personnel Standards</p>	<p>Quality Indicator 3: State personnel standards across disciplines are aligned to national professional organization personnel standards.</p> <p>Quality Indicator 4: The criteria for state certification, licensure, credentialing and/or endorsement are aligned to state personnel standards and national professional organization personnel standards across disciplines.</p>
<p>Preservice Personnel Development</p>	<p>Quality Indicator 5: Institution of higher education (IHE) programs and curricula across disciplines are aligned with both national professional organization personnel standards and state personnel standards.</p> <p>Quality Indicator 6: Institution of higher education programs and curricula address early childhood development and discipline specific pedagogy.</p>
<p>Inservice Personnel Development</p>	<p>Quality Indicator 7: A statewide system for inservice personnel development and technical assistance is in place for personnel across disciplines</p> <p>Quality Indicator 8: A statewide system for inservice personnel development and technical assistance is aligned and coordinated with higher education program and curricula across disciplines</p>
<p>Recruitment and Retention</p>	<p>Quality Indicator 9: Comprehensive recruitment and retention strategies are based on multiple data sources, and revised as necessary.</p> <p>Quality Indicator 10: Comprehensive recruitment and retention strategies are being implemented across disciplines.</p>
<p>Evaluation</p>	<p>Quality Indicator 11: The evaluation plan for the CSPD includes processes and mechanisms to collect, store, and analyze data across all subcomponents</p> <p>Quality Indicator 12: The evaluation plan is implemented, continuously monitored, and revised as necessary based on multiple data sources</p>

STRATEGIC PLANNING



VISION STATEMENT: DELAWARE

In three to five years, there will be a cross sector sustainable personnel and professional development system for all programs serving young children birth to five to sustain a high quality work force.

VISION STATEMENT: KANSAS

Kansas early childhood CSPD will result in positive outcomes for young children and families

VISION STATEMENT: IOWA

Every child, beginning at birth, will be
healthy and successful

VISION STATEMENT: OREGON

We believe that as early childhood practitioners we are collectively responsible for assuring that the young children we work with are ready for school and are building the emotional and developmental tools necessary to live a life of positive experiences. Oregon's early intervention/early childhood special education (EI/ECSE) Comprehensive System of Professional Development (CSPD) will ensure that all EI/ECSE practitioners receive the appropriate training and support needed to provide effective services to infants, toddlers, and preschool children with special needs and their families, which will result in positive developmental and behavioral child outcomes.

STRATEGIC PLAN WORK PLAN

Goals/Objectives	Strategy	Persons Responsible	Timeline	Completion	Evaluation
GOAL 1.					
Objective 1.					
Objective 2.					
Objective 3.					
GOAL 2.					
Objective 1.					
Objective 2.					
Objective 3.					
GOAL 3.					
Objective 1.					
Objective 2.					
Objective 3.					

CEC Initial & Advanced Preparation Standards, Key Elements, Knowledge & Skills	KS Standards ECU B – K Content Knowledge	KS Standards ECU B – K Professional Skills
<p>Initial Standard 1: Learner Development and Individual Learning Differences</p> <p>1.0 Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.</p>	<p>Standard 1</p> <p>Child Development and Learning: Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They understand and value learner differences. They use their understanding of young children’s development and learning, to create environments that are healthy, respectful, supportive, and challenging for each learner.</p>	
<p>1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.</p>	<p>1.2.1 The Candidate possesses knowledge and understanding of family expectations and cultural requirements around educational settings. The candidate values diverse languages and cultures</p> <p>2.2.3 The candidate understands theories of family and community and how they impact child development</p> <p>2.2.5 The candidate understands Maslow’s hierarchy of needs, multiple intelligences theory, blooms taxonomy, learning styles research.</p>	<p>1.1.4 The candidate demonstrates respect for each child as a feeling, thinking individual and respect for each child’s culture, home language, individual abilities or disabilities, family context, and community. The candidate models and affirms anti-bias perspectives on development and learning.</p> <p>1.2.1 The candidate applies their understanding of language and culture in educational settings. The candidate seeks to integrate languages and diverse cultures into his/her instructional practice to engage learners.</p> <p>5.1.5 The candidate grounds their practice in a thorough, research-based understanding of young learners’ development and learning processes and they recognize that every child constructs knowledge in personally and culturally familiar ways as evident in their daily planning.</p>

3) LEADERSHIP AND COORDINATION

- **Leadership Institute with Part C and 619 Coordinators (20 states)**
- Collaborative with other OSEP Early Childhood TA Centers
- Collaborate with other DoE and HHS TA Centers

Inclusion Focus of ECPC Leadership Action Plans

STATE LEADERSHIP TEAMS

TO INTEGRATE PART C AND 619 INTO LARGER STATE EARLY CHILDHOOD INITIATIVES IN PERSONNEL DEVELOPMENT

- Connecticut
 - Delaware
 - Hawaii
 - Michigan
- Minnesota
- New York
 - Texas

PERSONNEL STANDARDS

TO INCLUDE CRITERIA TO ENABLE PERSONNEL TO SUPPORT ALL INFANTS AND YOUNG CHILDREN

- Arizona
- Colorado
- South Carolina
 - Virginia

GUIDANCE DOCUMENTS

TO DISSEMINATE INFORMATION ON HIGH
QUALITY INCLUSIVE PRACTICES FOR ALL
INFANTS AND YOUNG CHILDREN

- Colorado
- Delaware
- Virginia
- Washington D.C.

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

(INSERVICE) TO GUIDE INCLUSIVE PRACTICE

- Massachusetts
 - Virginia
- Washington D.C.

STATE POLICIES

**TO SUPPORT HIGH QUALITY INCLUSION FOR ALL
INFANTS AND YOUNG CHILDREN**

- Delaware
- Virginia

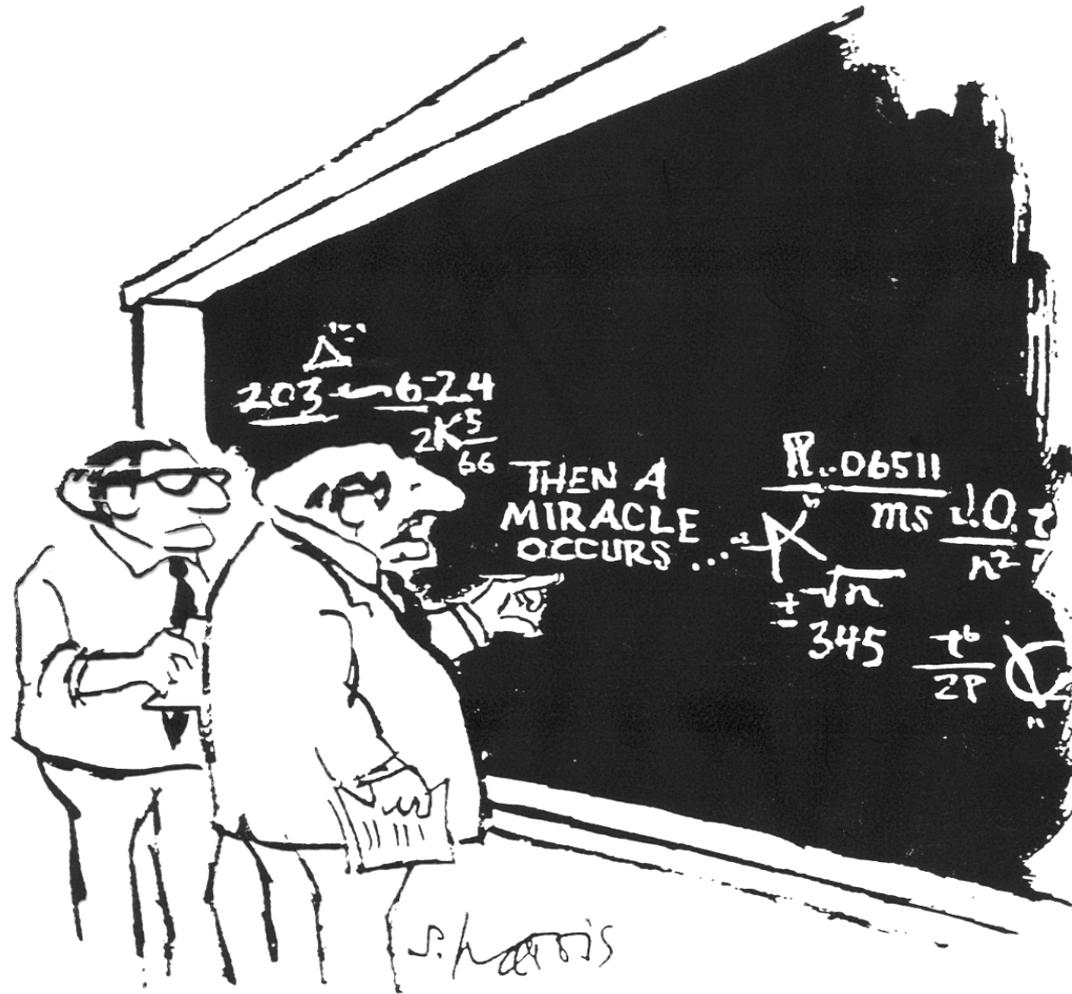
MOVED TO ECPC INTENSIVE TA

TO DEVELOP AN INTEGRATED CSPD

- Arizona
- Michigan
- Nevada
- Puerto Rico
- South Carolina

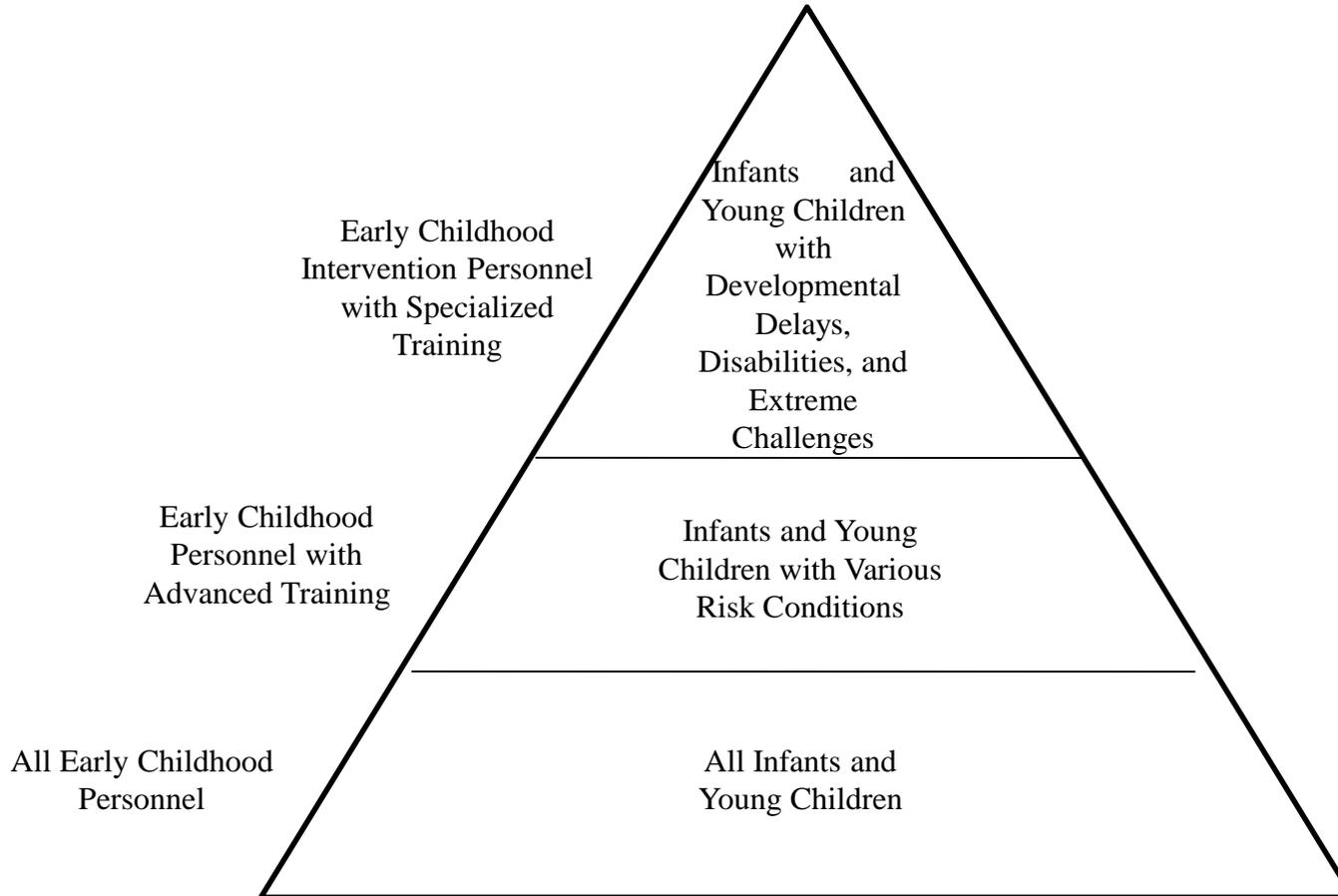


*“So, how come I get ”adapted leisure skill / gross and fine motor skill therapy”
and you get to just “play”?”*



"I think you should be more explicit here in step two."

Continuum of EC Personnel Competence



*Change is not magic or
inspiration.*

*It's completing many
undramatic, small steps
successfully.*

Visit the Websites

- AUCD Website: <http://www.aucd.org>
- EIEC SIG Website: <http://www.aucd.org/eiec>

Questions about the SIG?

- SIG Co-Chairs
 - Mary Beth Bruder: bruder@uchc.edu
 - Corry Robinson: Cordelia.Rosenberg@ucdenver.edu

Questions about the Webinar?

- Anna Costalas: acostalas@aucd.org

Please take a few minutes to complete our survey!