

**The Edward Zigler Center in Child Development and Social
Policy
Yale University**

Annual Progress Report 2004 – 2005

Prepared by:

Sandra J. Bishop-Josef, PhD, Assistant Director

Contact:

Walter S. Gilliam, PhD, Director
Edward Zigler Center in Child Development and Social Policy
Yale University
310 Prospect Street
New Haven, CT 06511

(203) 785-3384
Walter.Gilliam@yale.edu

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In 2004-2005, the Edward Zigler Center in Child Development and Social Policy at Yale University continued its work toward the goal of improving the lives of America's children and families. Highlights of the Center's activities for the year include:

NATIONAL INITIATIVES

- The **School of the 21st Century (21C)**, a school reform effort that transforms the traditional school into a year-round, multi-service center providing high-quality child care and other services from early morning to early evening, year round, has now been implemented in more than 1300 schools across the US. Under the direction of Matia Finn-Stevenson (Zigler Center Associate Director) and with the support of the 21C staff, the 21C office at the Center serves as a national hub for the program, providing training and consultation to schools in the early stages of implementing the program, ongoing support to established 21C programs, developing exemplary programs on topics such as literacy, health and mental health and publishing policy briefs and a nationally circulated newsletter on issues pertaining to schools and the provision of services. The 21C office also coordinates the 21C National Network and directs the activities of a group of National Peer Trainers. A national outcome evaluation of the program indicated that the program as implemented in school districts around the country provides high quality care that is contributing to students' academic achievement.

- A key focus during the past year has been on the continued development of **21C** as a state-wide **initiative in Arkansas**. The Winthrop Rockefeller Foundation provided an initial 5 year grant to establish 21C in Arkansas and, in 2004, a second concurrent five year grant to establish an infrastructure to sustain the growth of the initiative.

- The Zigler Center continues to host a national 21C conference at Yale, and is also encouraging 21C sites to host the conference in their communities. The 15th annual **School of the 21st Century National Conference** was held in July 2004 in Kansas City, MO and was hosted by the Independence Public School District. The conference drew

several hundred participants, who came to learn how to adopt the School of the 21st Century model in their communities.

- Work on the **Head Start** program continues to be a focus of the Center. We have been working with policy makers to design needed research, improve performance standards, expand enrollment (especially for infants and toddlers), and examine accountability measures. We have been consulting with members of Congress and the Bush Administration about their plans to change the program's administration and goals. The Center has also been working with both Republican and Democratic members of Congress in the drafting of the Head Start Reauthorization Bill.

- Efforts related to **universal preschool education** are also underway at the Center. We have worked to focus academic and political attention on early care and education and to propose future directions for services and underlying policies. We are also developing a vision of Head Start's place in the movement toward universal public preschool. A book on universal preschool is in press.

PUBLIC INFORMATION

- Center faculty members gave numerous **interviews** to newspaper reporters, broadcast journalists and magazine writers on child- and family-related topics of national interest. They also published **opinion pieces** for newspapers and **articles** for the popular press.

- The Center continued its **web site**: www.yale.edu/bushcenter. The site gives the Center a presence on the Internet, making information on its activities available to a vast audience. A related site, www.yale.edu/21C, focuses on the School of the 21st Century, providing information and updates on the program, as well as links to various other organizations and research studies related to child development and education.

- The Center's social policy **lectures** are open to the public and are regularly attended by representatives from governmental and community agencies from New Haven and throughout Connecticut, as well as by the general public. Several lectures were also videotaped and broadcast on CT-N, the television network of the Connecticut General Assembly.

- The Center served as an advisor for a **symposium**, "Improving the Well-Being of Our Children: Closing the Gap Between Research and Policy", hosted by the Yale Bioethics Project and Casey Family Services on April 8, 2005.

TESTIMONY, CONSULTATIONS AND TECHNICAL ASSISTANCE

- Center faculty serve as **consultants** to federal and state government agencies, and advise members of Congress and Connecticut and other state legislators. They also give **testimony** before Congress and state legislatures.

- Matia Finn-Stevenson and the School of the 21st Century staff provide **consultation and technical assistance** to schools in Arkansas and several other states, and have provided information to policymakers in Kansas and Missouri interested in 21C as an approach to universal preschool. In addition, they have worked with 21C and other educators on language development and literacy for preschool children, the development of plans for language development and literacy among school-age children, and dissemination of information regarding young immigrant children and their families.

RESEARCH AND POLICY ANALYSIS

- **Research** concerned with children and their families was conducted by Center fellows and their faculty advisors. Topics of research included: child care, child abuse and neglect, pre-kindergarten programs, mental health services, Head Start, immigrant students' and families' experiences in schools, and the impact of school-based interventions on poor children's academic and social development.

- **Policy analysis** focused on areas such as: federal policy which impacts poor children and their families (Head Start, Early Head Start, other early intervention programs); state and federal policy on child care; parental leave; and school-linked/school-based family support services for children at risk.

TRAINING PROGRAM FOR FELLOWS

- **61 fellows** participated in the Center's training program (28 pre-doctoral fellows, 4 postdoctoral fellows, 7 undergraduate fellows, 12 early career fellows, 8 mid-career fellows, and 2 senior fellows). Of these, 15 are minority students.

- Center **faculty** (40 distinguished faculty members in the fields of psychology, medicine, social work, public health, political science, and law), worked with Center fellows on research and policy analyses related to early intervention for disadvantaged children (including Head Start), school reform, success in school, child care, health, mental health, and other child and family issues.

- 21 social policy **lectures** addressed topics such as early childhood education, poverty, school readiness, standardized testing, after-school programs, urban adolescents, youth violence, indicators of child well-being, science literacy, emotional intelligence, obesity, health, depression, and research at the intersection of psychology and social policy.

- Twelve fellows participated in the Center's seminar **course**, "Research Topics in Child Development and Social Policy", that offered a more formal introduction to the policy making process, as well as an opportunity to study particular policy issues in depth.

- More than **450 fellows** have completed their training in social policy at the Center and, in almost every case, are pursuing careers where an understanding of the policy-making world can be applied for the benefit of children and families.

- Over the years, several former Center fellows have received prestigious **Congressional** or **Executive Branch fellowships** and spent a year or more working in Washington, DC. These include: Deborah Phillips, Sandra Bishop, Caryn Blitz, Amy Sussman, Kathy HoganBruen, Brenda Jones Harden, Tamara Jackson, Kim Thomas-Hauser, Victoria Brescoll, Valerie Maholmes, Sara Vecchiotti, and Shadi Houshyar. They have been sponsored by the American Psychological Association, Society for Research in Child Development, or the Women's Research and Education Institute.

PRESENTATIONS

- Center faculty members and fellows gave more than 100 **presentations** throughout the U.S., as well as abroad, on their research and policy work related to children and families.

PUBLICATIONS

- Recent **books** published by Center faculty include:

Zigler, E., Gilliam, W., & Jones, S. (in press). A vision of universal preschool education. New York, NY: Cambridge University Press.

Zigler, E. & Styfco, S. J. (Eds.). (2004). The Head Start Debates. Baltimore, MD: Brookes Publishing.

Zigler, E., & Singer, D. G., & Bishop-Josef, S. J. (Eds.). (2004). Children's play: The roots of reading. Washington, DC: Zero to Three Press.

- In addition to the books, hundreds of **articles, chapters and reviews** on topics relevant to children and families were published by Center faculty and fellows during the year.