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The School of the 21st Century National Training Institute

Program

Yale University
New Haven, CT
July 17-18, 2006



WHAT IS THE SCHOOL OF THE 21ST CENTURY



The School of the 21st Century (21C) is a community school model that incorporates early childhood programs, after-school care, and other family support services designed to promote the optimal growth and development of children beginning at birth. Known as Family Resource Centers (FRC) in some communities, 21C has proven successful in urban, rural, and suburban areas, as well as in affluent, middle-class, and poor communities. In many schools, 21C serves as an umbrella for an expanded array of programs that include in addition to childcare and family support services, adult education, youth development programs, and health and social services, transforming traditional schools into year-round, multi-service centers. For more information, visit <http://www.yale.edu/21C>.

Join the 21C Network!

Interested in learning about the latest research, new funding opportunities evaluation findings, and more to support your school-based, school-linked child care and family support programs? Then join the 21C Network. Network members receive the 21C newsletter and other relevant information. In addition they can take advantage of consultation and training from Yale University and share successful strategies with other practitioners throughout the country. The 21C Network provides several different levels of membership tailored to meet the diverse needs of sites interested in continuous quality improvement.

General Membership: Any individual, school or organization that would like information and regular updates on 21C and school-based family support services is eligible for general membership in the 21C Network. General members receive the 21C Newsletter and other relevant material and can participate in the 21C Listserv. (Annual Cost: Free)

Contract Membership: On a fee-for-service basis, new and established 21C schools can receive technical assistance, site visits, and consultation ranging from intense mentoring and coaching to brief assistance on a specific issue. (Annual costs: varies)

For more information on joining the 21C Network, please call, e-mail, or write us at: The School of the 21st Century, Yale University, The Edward Zigler Center in Child Development and Social Policy, 310 Prospect Street, 3rd Floor, New Haven, CT 06511-2187, (203) 432-9944, Yale21C@Yale.edu.

Linking Communities, Families and Schools

PROGRAM AT A GLANCE

MONDAY, JULY 17

8:00 a.m. to 9:00 a.m.
Breakfast/Registration

9:00 a.m. to 9:45 a.m.
Welcome/Keynote

9:45 a.m. to 10:00 a.m.
Coffee Break

10:00 a.m. to 11:45 a.m.
Seminars

12:00 p.m. to 1:20 p.m.
Lunch

1:30 p.m. to 3:00 p.m.
Concurrent Sessions

3:00 p.m. to 3:15 p.m.
Refreshment Break

3:15 p.m. to 4:45 p.m.
Concurrent Sessions

5:00 p.m. to 6:00 p.m.
Yale Tour

TUESDAY, JULY 18

8:00 a.m. to 9:00 a.m.
Breakfast/Registration

9:00 a.m. to 9:45 a.m.
Plenary Session

9:45 a.m. to 10:00 a.m.
Coffee Break

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Yale Tour

QUESTIONS? The Registration Desk is open
Monday and Tuesday from 8:00 a.m. to 4:45 p.m.

MONDAY, JULY 17

Ballroom

8:00 A.M. TO 9:00 A.M.
BREAKFAST/REGISTRATION
VISIT THE EXHIBITORS IN THE PRE-ASSEMBLY AREA

Ballroom

9:00 A.M. TO 9:45 A.M.
WELCOME/KEYNOTE

WELCOME

Matia Finn-Stevenson, Director, The School of the 21st Century; Associate Director, The Edward Zigler Center in Child Development and Social Policy, Yale University

KEYNOTE

The Real Meaning and Root Causes of the Achievement Gap

Edward Zigler, Sterling Professor of Psychology; Director, The Edward Zigler Center in Child Development and Social Policy, Emeritus, Yale University; Founder, The School of the 21st Century

Ballroom

9:45 A.M. TO 10:00 A.M.
COFFEE BREAK
VISIT THE EXHIBITORS IN THE PRE-ASSEMBLY AREA

10:00 A.M. TO 11:45 A.M.
SEMINARS (SELECT ONE)

College

What Schools Can Do to Help Children Succeed: Emerging Lessons from Research

Drawing on lessons from emerging research, this presentation will address challenges and opportunities in implementing effective early teaching strategies for low-income children. The presenter will focus primarily on what we are learning about the importance of intentional curricula and teacher support strategies and the implications for the early childhood and early education community.

♦ *Jane Knitzer, Director, National Center for Children in Poverty, New York, NY*

Temple

Emotional Literacy and Academic Achievement: Inexorable Links

Researchers associate emotion-related skills with success in many areas of life, including social relationships, academic achievement, and job performance. Recent studies underscore the critical role of emotional development and emotional skills, but in practice we lag far behind; schools do not focus on emotional development, and teachers do not have opportunities for relevant pre-service and in-service training. This session will describe the research base, programs, and tools that we've developed to address these needs. A discussion on how emotional literacy training can help schools achieve national academic goals and state standards will also be included.

♦ *Marc Brackett, Research Scientist in Psychology, Yale University*

Ballroom

12:00 P.M. TO 1:20 P.M.
LUNCH
VISIT THE EXHIBITORS IN THE PRE-ASSEMBLY AREA

MONDAY, JULY 17

1:30 P.M. TO 3:00 P.M. CONCURRENT SESSIONS I (SELECT ONE)

Temple

Making A Difference: Why Some Schools Succeed and Others Fail

This interactive session will include an examination of factors that distinguish highly effective schools. Attention will be given to practices, structures, and conditions that facilitate strong student achievement and successful implementation of school reform programs. The presenter will address best practices in the following areas: student support systems, school organization and culture, challenging standards and curriculum, active teaching and learning, leadership, and school-family-community partnerships.

♦ Ann Levett, Executive Director, School Development Program, Yale University

College

Spending Smarter: Using Existing Funding Streams to Provide Services

Struggling to make ends meet and provide quality pre-K programs for children and families? Find out how you can maximize the impact of existing funds to provide services that can improve children's ability to succeed in school.

♦ Jane Knitzer, Director, National Center for Children in Poverty, New York, NY

Wooster

Parent Involvement: Practical Strategies

Parent involvement is a key factor in student achievement but a real challenge. Some schools, however, are very effective in this regard. In this workshop, a leading educator will describe parent involvement activities leading to success. Walk away with handouts and practical strategies you can implement at your school.

♦ Norma Meek, Boyd County School District (Ashland, KY) Reading Coach, Parent Involvement Coordinator and After-School Liaison; Senior Associate, The Edward Zigler Center in Child Development and Social Policy, Yale University

Ballroom

3:00 P.M. TO 3:15 P.M. REFRESHMENT BREAK

VISIT THE EXHIBITORS IN THE PRE-ASSEMBLY AREA

3:15 P.M. TO 4:45 P.M. CONCURRENT SESSIONS II (SELECT ONE)

Temple

After-School Programming: A Formula for Success

Within each of the various strategies for implementing after-school programs is a basic formula that will guarantee success. In this session, a veteran 21C expert on youth services and two program evaluators discuss a common sense approach to one after-school program and some of the positive outcomes it has yielded.

♦ Misty Ginicola, Senior Associate/Research and Evaluation, The Edward Zigler Center in Child Development and Social Policy, Yale University

♦ Jennifer Walker, Director, Youth Development and Education, Independence Public Schools, Independence, MO

♦ Alina Yekelchik, Research Coordinator, The Edward Zigler Center in Child Development and Social Policy, Yale University

MONDAY, JULY 17

CONCURRENT SESSIONS II (CONTINUED)

Wooster

Overcoming Barriers to Learning: A Conversation with Edward Zigler

Edward Zigler will lead an informal, interactive session on the role of 21C in promoting optimal development and overcoming barriers to learning.

College

Panel Discussion: Principal/Coordinator Collaboration—Making it Happen

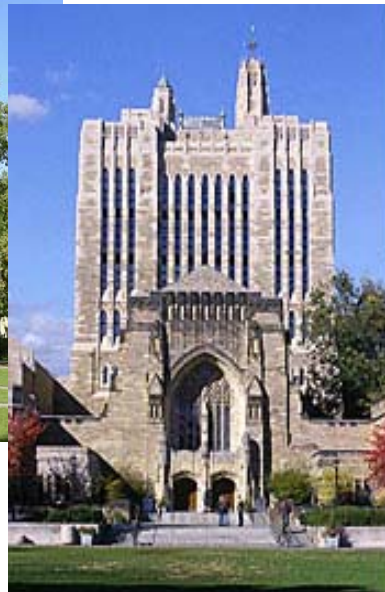
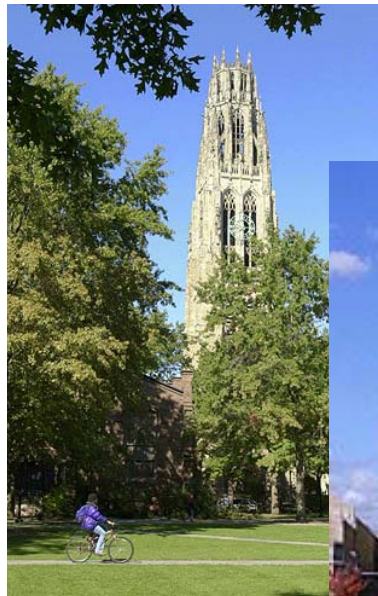
A collaborative effort and principal involvement are key factors for successful implementation of supplementary services. The benefits are evident in positive student outcomes and the integration of 21C in the school. But challenges exist. A panel presentation from seasoned 21C principals and coordinators will address the qualities of successful principal/21C coordinator interactions. Gain perspective on the issues and explore effective ways that 21C coordinators and school administrators work together successfully.

- ♦ *Julie Goodan, FRC Coordinator, Somerset Family Resource & Youth Services Center, Somerset, KY*
- ♦ *Maureen Partyka, FRC Coordinator, Middletown School District, Middletown, CT*
- ♦ *Loretta Rubin, Principal, Farm Hill School, Middletown, CT*
- ♦ *Hal Ward, Principal, Cowsert Elementary, Clinton, AR*
- ♦ *Moderator: Beth Lapin, Senior Associate/21C Direct Services, The Edward Zigler Center in Child Development and Social Policy, Yale University*

**Meet in
Hotel
Lobby at
4:55pm**

5:00 P.M. TO 6:00 P.M. YALE TOUR

Take a guided walking tour of the historic Yale campus to learn the many stories associated with this famed institution. No charge for conference participants.



TUESDAY, JULY 18

Ballroom

8:00 A.M. TO 9:00 A.M.
BREAKFAST/REGISTRATION
VISIT THE EXHIBITORS IN THE PRE-ASSEMBLY AREA

Ballroom

9:00 A.M. TO 9:45 A.M.
PLENARY SESSION

Factors that Contribute to Preschool Teacher Job Stress and Ideas for Intervention

The effectiveness of early education services is largely related to the quality of interactions between teachers and children. Job stress and depression clearly impact the quality of one's work, and the research on the topic is only beginning to emerge. This plenary session will highlight the rate of elevated teacher job stress and depression in early education programs, how it relates to the quality of teacher-child interactions, and various models for reducing work-related stress and ensuring effective relationships and interactions.

♦ *Walter Gilliam, Assistant Professor, Child Study Center; Director, The Edward Zigler Center in Child Development and Social Policy, Yale University*

Ballroom

9:45 A.M. TO 10:00 A.M.
COFFEE BREAK
VISIT THE EXHIBITORS IN THE PRE-ASSEMBLY AREA

10:00 A.M. TO 11:45 A.M.
SEMINARS (SELECT ONE)

College

Panel Discussion: Growing and Sustaining Your Program

As 21C/Family Resource Center programs grow, administrators wrestle with the questions bedeviling all programs: How do we flourish without sacrificing quality? How can we sustain the program and find financing, year after year? How do we ensure continuity in the face of staff and leadership changes? In its 18th year as a 21C school, the Independence, MO, public school district has an impressive record of continually growing 21C. In this session, Superintendent, Jim Hinson and some of the key staff share their secrets to success.

♦ *Jim Hinson, Superintendent, Independence Public Schools, Independence, MO*

♦ *Jon Pye, Principal, Bryant Elementary School, Independence, MO*

♦ *Jennifer Walker, Director, Youth Development and Education, Independence Public Schools, Independence, MO*

♦ *Moderator: Patty Schumacher, Senior Associate/Coordinator, 21C Leadership Development, The Edward Zigler Center in Child Development and Social Policy, Yale University*

Temple

Helping Preschoolers Get Ready to Read

This session will present current research-based guidelines on best practices in preschool classrooms for supporting children's reading readiness skills. Participants will learn about several resources and tools that can be used to help create strong supports for preschoolers' early language and literacy development. The session will also help participants develop strategies for sustained planning and professional staff development that can lead to enhanced classroom and parent supports for literacy growth.

♦ *Sheila Smith, Research Scientist and Director, Best Practices in Early Literacy Project, NYU-Steinhardt School of Education, Child and Family Policy Center, New York, NY*

TUESDAY, JULY 18

Ballroom

12:00 P.M. TO 1:20 P.M.

LUNCH

VISIT THE EXHIBITORS IN THE PRE-ASSEMBLY AREA

1:30 P.M. TO 3:00 P.M.

CONCURRENT SESSIONS III (SELECT ONE)

College

Walk-Through Observations: What to Look for in Effective Before- and After-School Programs

Before- and after-school programs provide an opportunity for enrichment and supervision and can lead to academic success, but only if implemented correctly. Walk-through observations techniques—discussed in this sessions—provide administrators with efficient means to gauge program effectiveness. Participants will learn what to look for in an effective after-school program and how to document what they observe, as well as when and how to follow up on the observations.

♦ *Matia Finn-Stevenson, Director, The School of the 21st Century; Associate Director, The Edward Zigler Center in Child Development and Social Policy, Yale University*

♦ *Misty Ginicola, Senior Associate/Research and Evaluation, The Edward Zigler Center in Child Development and Social Policy, Yale University*

♦ *Norma Meek, Boyd County School District (Ashland, KY) Reading Coach, Parent Involvement Coordinator and After-School Liaison; Senior Associate, The Edward Zigler Center in Child Development and Social Policy, Yale University*

Temple

Behavioral Problems in Preschool Classrooms: Rates, Descriptions, and Potential Responses

This session will discuss research describing the rate of severe behavior problems in preschoolers and the ways in which these behavior problems manifest in classrooms. Although expulsion, suspension, and other curtailment of services are common responses to behavior problems, no evidence suggests such techniques are effective for helping children enter kindergarten with the needed skills for success. This session will focus on some of the program, classroom, and teacher characteristics associated with severe classroom behavior problems, as well as recent evidence regarding the effectiveness of social-emotional curricula and classroom-based behavioral consultation.

♦ *Walter Gilliam, Assistant Professor, Child Study Center; Director, The Edward Zigler Center in Child Development and Social Policy, Yale University*

Wooster

Leadership and Academic Expectations

Much of the current literature points to the importance of high teacher expectations, especially for the achievement of minority students, yet many of the daily experiences of teachers reinforce reduced expectations. A key element of leadership in a high achieving school is identifying sources for lower expectations and building an alternate culture of success.

♦ *Jonathan Gillette, Director, Teacher Preparation Program; Lecturer, Child Study Center and Sociology, Yale University*

Ballroom

3:00 P.M. TO 3:15 P.M.

REFRESHMENT BREAK

VISIT THE EXHIBITORS IN THE PRE-ASSEMBLY AREA

TUESDAY, JULY 18

3:15 P.M. TO 4:45 P.M.

CONCURRENT SESSIONS IV (SELECT ONE)

Temple

Emotional Literacy and Academic Achievement

Emotional skills are essential to school achievement yet are often ignored. In this workshop, the presenter will explore highlights from the previous day's seminar on the topic and provide educational leaders with an understanding of the impact of emotional literacy on school achievement and a perspective on options for training programs for both students and teachers.

♦ *Marc Brackett, Research Scientist in Psychology, Yale University*

Wooster

Promoting Language and Literacy Development in the Middle Grades: Tools for Educators and Families

Although educators, researchers, and policy makers continue to emphasize the importance of literacy development during elementary school, less attention is directed toward children in grades four through eight, despite recent findings that reading achievement of middle-school students has changed little over the past decade. This workshop will provide participants with information and resources to facilitate the language development and literacy of children in middle school. Specific strategies and materials that can be used in the classroom will be highlighted, as well as techniques to enhance the role family members and other adult caregivers play in promoting literacy at home.

♦ *Michelle Albright, School-Age Literacy Coordinator, The Edward Zigler Center for Child Development and Social Policy, Yale University*

♦ *Patty Schumacher, Senior Associate/Coordinator, 21C Leadership Development, The Edward Zigler Center in Child Development and Social Policy, Yale University*

College

Walk-Through Observations: What to Look for in Effective Preschool Classrooms

Do you know how to gauge effective practice in early childhood? Do you wonder why the preschool classroom is so noisy? Do you have questions about the teacher's role in a preschool setting? In this session, participants will learn walk-through observation techniques and acquire the ability to assess what's going on in the preschool classroom.

♦ *Matia Finn-Stevenson, Director, The School of the 21st Century; Associate Director, The Edward Zigler Center in Child Development and Social Policy, Yale University*

♦ *Misty Ginicola, Senior Associate/Research and Evaluation, The Edward Zigler Center in Child Development and Social Policy, Yale University*

♦ *Norma Meek, Boyd County School District (Ashland, KY) Reading Coach, Parent Involvement Coordinator and After School Liaison; Senior Associate, The Edward Zigler Center in Child Development and Social Policy, Yale University*

**Meet in
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Lobby at
4:55pm**

5:00 P.M. TO 6:00 P.M.

YALE TOUR

Take a guided walking tour of the historic Yale campus to learn the many stories associated with this famed institution. No charge for conference participants.

**Red Box
near the
Registration
Desk**

**PLEASE FILL OUT THE EVALUATION FORM THAT IS IN
YOUR REGISTRATION ENVELOPE AND RETURN IT TO THE
RED BOX NEAR THE REGISTRATION DESK.
THANK YOU!**

BIOGRAPHIES

Michelle Albright

Michelle Albright joined the staff of the Yale Bush Center in the fall of 2004 and heads the development of the Middle Childhood Language and Literacy Project for 21C. For the past decade, Michelle has been developing, implementing, and evaluating school-based interventions that aim to enhance children's academic engagement and performance, as well as social-emotional health. Her research and clinical work has focused on addressing the unique needs of minority youth in urban areas including Chicago, Baltimore, and New York City.

Michelle earned a Ph.D. in clinical psychology from the University of Illinois at Chicago, completed an APA approved internship at University of Maryland, and was a NIMH post-doctoral fellow in quantitative training in mental health research at New York University. She was a founding member of an elementary school-based health center and an interdisciplinary university-based research center, as well as a core member of a team that has developed school-based programs to enhance children's homework performance, family involvement in education, and teachers' capacity to communicate with families. All of the projects she has worked on represent partnerships between schools, universities, and community, state, and/or federal organizations.

Michelle has published on a variety of topics, including a guide for teachers on how to reach out effectively to families. She serves as a programmatic and statistical consultant to several organizations and foundations and continues to teach undergraduate and graduate students in the fields of psychology and education.

Marc Brackett

Marc Brackett is an Associate Research Scientist in the Department of Psychology at Yale University. He is also the Associate Director of Yale's Health, Emotion, and Behavior Laboratory, and Faculty Fellow of the Edward Zigler Center in Child Development and Social Policy.

Marc's current research focuses on the measurement of emotional intelligence in children and adults; links between emotional intelligence and important life outcomes, including well-being, academic performance and success in the workplace; and testing whether emotional literacy training can improve personal lives and academic/work performance, particularly among school teachers and students. Much of this research is being extended to different cultures, including England, Spain, Croatia, and India.

Marc is the author, co-author, or editor of more than three-dozen scholarly publications, including three educational curricula: Emotional Literacy in the Middle School, Emotional Literacy in the Elementary School, and The Emotionally Intelligent Teacher. He is also the principal investigator on two grant-funded projects examining the short- and long-term effects of emotional literacy training in school children. He regularly works with school systems and corporations throughout the world in the areas of assessment, training, and leadership development.

Matia Finn-Stevenson

Matia Finn-Stevenson holds positions as both a research scientist at the Yale University Child Study Center and as the associate director of The Edward Zigler Center in Child Development and Social Policy. At the

BIOGRAPHIES

Zigler Center, she serves as the director of the School of the 21st Century program.

Matia has done extensive research in child development and work-family life issues. Her current research examines the impact of demographic and other changes on schools and the involvement of schools in childcare and family support programs. She is the author and co-author of numerous scholarly publications, the most recent of which discuss school reform, evaluations of school-based support services, and child development. Among her many publications are books entitled Children in the Changing World: The School of the 21st Century: Linking Child Care and Education; Child Development and Social Policy; and The First Three Years and Beyond: Brain Development and Social Policy.

Matia has been an advisor on domestic policy issues to the staff of the White House Office of Policy Development and a consultant to the Connecticut legislature's Committee on Work and Family, the Committee on Education and Labor, the U. S. House of Representatives, and the U. S. Senate Subcommittee on Children, Youth, Families, Alcohol, and Drug Abuse. She regularly advises school districts and state departments of education on programs and services for children and serves as a consultant to state and federal policymakers and foundations. She earned her doctorate from Ohio State University, Columbus, Ohio.

Jonathon Gillette

Jonathon (Jack) Gillette is director of the Teacher Preparation and Education Studies Program at Yale University and a lecturer in sociology. He teaches a number of education courses, including a course on organizational theory and school reform. Until recently, Jack was the director of Professional Development and Consultation for the Yale Child Study Center's School Development Program, a national school reform model developed by Dr. James P. Comer. He was also a member of the ATLAS design team, a New American School design and of the CoZi model design team, a collaboration between Dr. James Comer and Dr. Edward Zigler. His research and writing interests include school reform, organizational change, and race in American education.

Jack earned his B.A. from Harvard University, an M.A.T. from Wesleyan, and a Ph.D. in Administrative Science from Yale University in 1985. He has taught at the high school and graduate school levels. He was a teacher at Hillhouse High School in New Haven and directed Title VII and Title X federally funded programs. He has also taught graduate business students at Yale's School of Organization and Management.

Walter Gilliam

Walter S. Gilliam is an assistant professor of Child Psychiatry and Psychology at the Yale University Child Study Center. On July 1, 2005, he became director of The Edward Zigler Center in Child Development and Social Policy. He is a fellow at the National Institute for Early Education Research (NIEER) and the National Center for Infants, Toddlers, and Families (Zero to Three).

Walter's research involves early childhood education and intervention policy analysis (specifically how policies translate into effective services), ways to improve the quality of pre-kindergarten and child care services, and the impact of early childhood education programs on children's school readiness. His scholarly

BIOGRAPHIES

writing addresses early childhood care and education programs, school readiness, and developmental assessment of young children.

Over the past few years, Walter has led national analyses of state-funded pre-kindergarten policies and mandates, how pre-kindergarten programs are being implemented across the range of policy contexts, and the effectiveness of these programs at improving school readiness and educational achievement. Additional studies currently being conducted include the ability of high-quality pre-kindergarten to close racial and socioeconomic gaps in school readiness and educational achievement, mental health and social-emotional development as factors of school readiness, methods for improving the quality of both center- and family-based child care programs, and international comparative studies of early education and child care in the United State and Russia.

Misty Ginicola

Misty Ginicola has been working with 21C since 2002 in various capacities. She is currently a Senior Associate leading 21C Research and Evaluation. She, along with Matia Finn-Stevenson oversees all major research projects at 21C, including the current evaluation projects on 21C in Arkansas and quality after-school programming in the Independence School District in Missouri.

Misty recently completed her Ph.D. (which will be conferred in December 2006) at Yale University on the expression of depression in children. In addition to her work at 21C, she also recently accepted a position on the teaching faculty at Southern Connecticut State University in the School of Education - Department of Counseling and School Psychology. She works there training future school psychologists and community and school counselors.

She is generally interested in how developmental theory and research can help inform educational practice and policy. Her primary research interests are the development and expression of mental health problems in children, the nature and course of mental health problems in children with mental retardation, and school programs which improve children's social and emotional functioning, in addition to academic skills.

Julie Goodan

Julie Goodan, who holds a Master's Degree in education, is a former classroom teacher. In the fall of 1988, she initiated the Somerset Independent School System's school-age child care program, which has served as a statewide model and has been featured in national magazines. In 1991, she assumed the duties of the first coordinator of Somerset's Family Resource & Youth Services Center. The center is the 1998 recipient of the Dr. Harry Cowherd Award for "exemplary service to Kentucky students and families" given by the Kentucky Cabinet for Families and Children. The Somerset Family Resource & Youth Service Center has been a national demonstration site for Yale University's Schools of the 21st Century since January 1999.

Julie has presented numerous workshops at national conferences including the National School Age Child Care Conference, Families First, and Yale's Schools of the 21st Century. She has also provided trainings for Wesley College and KET. Julie currently holds a level 5 training credential for early childhood and serves as a board member and education chair for the Somerset-Pulaski County Chamber of Commerce. She also serves on the board of Watershed Arts Alliance.

BIOGRAPHIES

Jim Hinson

Jim Hinson, superintendent of the Independence School District since 2002, began his career as a sixth grade teacher in Carthage, Missouri. After six years in the classroom, he became an elementary school principal. At the age of 33, he was named superintendent of the Greenfield School District in southwest Missouri. He then moved to the East Newton School District to serve as superintendent. Jim graduated from Missouri Southern State College and holds a master's and specialist degree from Southwest Missouri State University. He received his doctorate in education from St. Louis University, St. Louis, Missouri.

Jane Knitzer

Jane Knitzer is the executive director of the National Center for Children in Poverty (NCCP), whose mission is to promote research-informed policy to improve the lives of low-income children and families. She is also a clinical professor of population and family health at the Mailman School of Public Health. As a psychologist, she has focused her own research on improving public policies related to children's mental health, child welfare, and early childhood education. Her work on mental health includes the ground-breaking policy reports, Unclaimed Children: The Failure of Public Responsibility to Children and Adolescents in Need of Mental Health Services and At the School House Door: An Examination of Programs and Policies for Children with Behavioral and Emotional Problems. At NCCP, she has led the Center in raising mental health issues in the context of child and family health and school readiness.

Jane has been on the faculty at Cornell University, New York University, and Bank Street College of Education. She is a member of the New York State Permanent Judicial Commission on Justice for Children, and a past president of Division 37, Child, Youth, and Family Services, of the American Psychological Association, and of the American Association of Orthopsychiatry. Among other awards, she was the first recipient of the Nicolas Hobbs Award for Distinguished Service in the Cause of Child Advocacy from the American Psychological Association.

Beth Lapin

Beth Lapin joined the staff of the Edward Zigler Center as senior associate in the summer of 2002. She heads technical assistance, training, and program development operations for the Schools of the 21st Century initiative. In her position with Schools of the 21st Century, Beth is focusing on the development and implementation of 21C in Arkansas, a major initiative funded through a grant from the Winthrop Rockefeller Foundation. Currently, thirty-three programs are implementing 21C in Arkansas.

Beth comes to the Zigler Center with hands-on experience in all aspects of the 21C components and was formerly a Family Resource Center director in Connecticut. She also led statewide community planning efforts related to public health issues and managed a national grassroots campaign. She has published in a wide array of journals and newsletters on a variety of topics. Beth has conducted orientation and training for people of all ages and backgrounds and administered a range of volunteer and grant programs.

Beth has a BS in biology with a minor in education, an MA in biological sciences, and an MSW with a major in community organizing and a focus on children and family issues.

BIOGRAPHIES

Ann Levett

M. Ann Levett serves as executive director of the School Development Program (SDP), a national school reform program at the world-renowned Child Study Center at Yale University. A professional educator for nearly 30 years, she has also taught at all PreK-12 and college levels and served in the positions of interim superintendent, deputy superintendent, assistant superintendent, secondary principal, assistant principal, and special education teacher. Before beginning this fulltime position with SDP in 2000, Ann served as chair of the Master's in Educational Leadership and Principal Licensure programs at Antioch University McGregor in Yellow Springs, Ohio.

Ann earned a B.S. in speech and language pathology, masters' degrees in special education and public administration, and an education specialist degree in educational administration before earning her doctorate in educational administration at the University of Georgia in 1992. She also served as a National Review Panelist and Site Visitor for the National Blue Ribbon Schools (National Schools of Excellence) program for more than 12 years. She has been a speaker for state and national conferences, and she serves as an educational consultant for school districts, community organizations, and other entities. She has created and conducted leadership development academies for principals, aspiring administrators, and parents in addition to programs designed to address behavior management issues and special education concerns.

Ann's research interests include minority student achievement, leadership development, and instructional leadership. Her most recent publication is a chapter entitled Performance Management: The Principal's First Priority. This appears in The Field Guide to Comer Schools in Action.

Norma Meek

Norma Meek is currently the district reading coach for the Boyd County (Kentucky) School System and senior associate at the Zigler Center. She recently won the Intel/Scholastic/Blue Ribbon Schools of Distinction in Parent/Teacher Involvement Award for Summit Elementary, where she also serves as parent/teacher coordinator. Norma is also director of the summer math/reading program. Serving as area education projects coordinator through the Tri-State Foundation, she distributes grants to classroom teachers for innovative programs. She is also the new president of the Court Appointed Special Advocate (CASA) in KY.

Norma chaired a Kentucky Child 2000 Initiative and also chaired a Kentucky Work Group on the Governor's Early Childhood Initiative. In 1995, Norma's Family Resource Center received the first Harry J. Cowherd Award for Excellence and in 1997 received the Kentucky Coalition's Ruth Lerman Fitzpatrick Award. In 2001, she received the YWCA Twin Award for Education. Throughout her career she has been named Teacher of the Year twice. Appointed by the mayor, Norma is a Central Park Board Commissioner and a member of CASA (Court Appointed Student Advocate). She recently became a member of the National Early Literacy Advisory Council. Serving on the Governor's Extended Learning Opportunities Council keeps her active in after-school programming.

BIOGRAPHIES

Maureen Partyka

Maureen Partyka earned a masters degree from Sacred Heart University and a sixth year in early childhood regular and special education from St Joseph College in West Hartford, CT. She has worked in the field of early childhood for more than thirty-five years. Presently, Maureen is the Family Resource Coordinator for the Middletown School System.

Maureen has served on the Governor's Council for the Connecticut State Birth to Three System. She has been a member of the clinical faculty for Yale Child Study Infant Development Training Program. In addition, she has held adjunct faculty positions at both St Joseph College and Middlesex Community College. She presently serves on the Middletown School Readiness Council, the CT Family Resource Alliance, and Policy Board for Early Head Start in Middletown.

Jonathan Pye

Jonathan Pye is the principal of Bryant Elementary School in Missouri's Independence School District. He earned his Ph.D. from University of Missouri-Columbia 1998. He was also visiting professor at University of Missouri-Columbia from 1998 to 2003.

Loretta Rubin

Loretta Rubin has been principal of Farm Hill Elementary School in Middletown, Connecticut for the past seven years. The Connecticut Association of Schools (CAS) named her 2006 Connecticut National Distinguished Principal. Farm Hill School is being recognized by the Connecticut Vanguard Initiative for the coming school year.

A 34-year veteran educator, she previously served as a principal in Derby, Connecticut, and, for 24 years, a teacher in the New Haven Public Schools. During her career, she restructured the Middletown ESL Program, established a School Readiness Program in Derby and a HOT School Program at Edgewood School in New Haven.

Patty Schumacher

Patricia Schumacher joined the staff of the Yale Zigler Center in the summer of 2005. Patty has 32 years of public school experience ranging from classroom instructor, counselor, elementary principal, director of elementary education, to associate superintendent.

As principal, she successfully implemented a School of the 21st Century program at William Southern Elementary in Independence School District in 1988. In 1993, William Southern was named a National Blue Ribbon School and Patty was recognized as the Principal of the Year. As an Associate Superintendent in Independence, MO, Patty was responsible for the expansion and quality of the School of the 21C Programs in all 14 elementary schools and at the district's Head Start Center serving more than 1500 children a year. Working Mother magazine and NBC's Tom Brokaw recognized The Independence School District for its outstanding role in meeting the needs of children and families in the community.

BIOGRAPHIES

Patty has been the recipient of several awards, most recently: Yale University Outstanding Public Service to Children and Families, University of Missouri College of Education Recognition for commitment to all children's learning, National PTA Honorary Life Member, and Who's Who among Outstanding Americans. She currently serves on the board for the Independence Chamber of Commerce, Child Abuse and Prevention Association, University of Missouri Joanne H. Hook Center in Educational Renewal, Missouri Partnership for Educational Renewal, University of Missouri College of Education Alumni Board, and YouthFriends. Patty has served on numerous national boards and committees.

Shelia Smith

Sheila Smith is a research scientist at the Child and Family Policy Center in New York University's Steinhardt School of Education. Her work has focused on efforts to strengthen early childhood programs and policies. She has directed several of the Center's early literacy initiatives, including two Early Reading First Centers of Excellence Projects, which are testing new methods for improving supports for children's language and literacy development and parent involvement in preschool programs.

Sheila also directs Center projects focused on improving supports for children's social-emotional development in preschool programs. Through trainings and participation in city and state planning initiatives, she disseminates research on parent involvement, best practices in early childhood education, and preschool quality improvement strategies.

Jennifer Walker

Jennifer Walker is the director of Youth Development and Education for the Independence School District in Independence, Missouri. As director she coordinates before- and after-school learning centers (Kids' Safari) at 13 elementary locations. She also manages nine 21CCL projects that are currently being evaluated by the Schools of the 21st Century. Prior to her employment with the Independence District, Jennifer worked for 10 years in higher education and the private sector at the Francis Child Development Institute teaching early education and school-age care credit course work as well as advocating and presenting nationally on children and family related topics. She holds a B.S. degree in child development and M.Ed. degree in curriculum and instruction.

Hal Ward

Hal Ward is the Principal at Cowsert Elementary in Clinton, Arkansas where they are implementing 21C through a grant program made possible by the Winthrop Rockefeller Foundation.

Alina Yekelchik

Alina joined the staff of the School of the 21st Century in August of 2004 as a research coordinator. She is currently working on several program evaluations as well as a project designed to impact the immigrant sector. Alina comes from an extensive legal background, working as a paralegal in a NYC law firm as well as experience in the field of education. She has a B.A. in political science and secondary social studies from SUNY College at Cortland and is currently pursuing a master's degree in sociology.

BIOGRAPHIES

Edward Zigler

Edward Zigler, Sterling Professor of Psychology Emeritus at Yale University, is the former head of the psychology section of the Child Study Center at Yale's School of Medicine and founder of Yale's Center in Child Development and Social Policy. The Center has been renamed in his honor and is now known as The Edward Zigler Center in Child Development and Social Policy. He is the founder of the School of the 21st Century, which has been adopted by more than 1,300 schools nationwide.

Zigler regularly testifies as an expert witness before congressional committees and has served as a consultant to a number of cabinet-rank officers. He was one of the planners of Project Head Start and President Carter later named him chair of the 15th anniversary Head Start analysis committee. From 1970 to 1972, he was the first director of the U. S. Office of Child Development (now the Administration on Children, Youth, and Families) and chief of the U. S. Children's Bureau. He was also a member of the Advisory Committee on Head Start Quality and Expansion and of the planning committee for the Early Head Start program for families and children ages zero to three.

Zigler's many honors include awards from the American Psychological Association, the American Academy of Pediatrics, the Society for Research in Child Development, the American Academy of Child and Adolescent Psychiatry, the American Academy on Mental Retardation, the American Orthopsychiatric Association, the National Head Start Association, the Heinz Foundation, and Teachers College, Columbia University. Among his many honorary degrees are those from Boston College and McGill University in Canada.

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