



CEED Stories: A Report

Center for Early Education and Development

<http://cehd.umn.edu/ceed/>

**CEED's mission is to improve
developmental outcomes for
children through:**

Applied Research

Professional Development

and

Outreach

From the Director

May, 2008



In the fall of 1973, my dear colleague and friend, Shirley G. Moore and I, along with a handful of colleagues, embarked on the exciting venture of establishing CEED. Initiated by the former College of Education, the Center was an attempt to respond to the increasingly vigorous interest in and commitment to the importance of the early years in a child's development. The oldest Center housed in the current College of Education and Human Development, CEED was envisioned as a multidisciplinary collaboration of faculty, students, and staff on campus with community partners and stakeholders who shared our interest in the welfare of young children and their families. Thirty five years later, and with the ongoing support of four former deans and the current Dean, Darlyne Bailey, CEED has flourished, driven by its focused mission to improve developmental outcomes for young children through applied research, training, and outreach. We have striven to effect positive change in early education, child care, and public policy.

For the past three years, it has been my pleasure to once again serve as Director of CEED, following in the more recent footsteps of Scott McConnell and the late Mary McEvoy, who significantly expanded CEED's horizons. I am so proud of the progress that CEED has continued to make in serving its mission. In the past few years, CEED merged with the former Irving B. Harris Training Center for Infant and Toddler Development; we formed a core Board of Directors; enlarged our Advisory Board to include over 50 campus and community leaders; established two new opportunities for professional participation in CEED—Field Faculty and CEED Fellows; and expanded our work force to include over 40 CEEDlings—research associates, project coordinators, graduate research assistants, undergraduate students, support personnel, and others.

In the fall of 2008, we also moved into the new Education Sciences Building nestled on the banks of the Mississippi River, offering us increased and more efficient space in which to pursue our agenda.

In the pages that follow, we have provided a snapshot of CEED today—a “show and tell” of some of our projects and activities and stories from some of our colleagues and partners.

This August, I will again step away from CEED and begin a one year phased retirement from the University. Leaving CEED does not mean that I will personally retreat from a strong commitment to facing the ubiquitous challenges that friends of young children must endure. Also, I will stand on the sidelines of CEED and continue to celebrate its accomplishments.

On behalf of the CEED family, thanks for all that **you** do to make the lives of young children and their families more fulfilling, productive, and satisfying.

Richard A. Weinberg, Ph.D.

A handwritten signature in black ink that reads "Richard A. Weinberg". The signature is written in a cursive, flowing style.

Distinguished University Teaching Professor of Child Psychology
Director of CEED



Photo by Karen Cadigan



Photo by Patrick O'Leary

Education Sciences Building, Past and Present

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About CEED

<http://cehd.umn.edu/ceed/aboutceed/>

The Center for Early Education and Development (CEED) at the University of Minnesota has spent over 30 years helping children from infancy through age eight to learn and develop to the best of their abilities. Through research and community outreach, we strive to effect positive change in early education, child care, and public policy.

CEED's mission is to improve developmental outcomes for children through:

- **Applied Research.** Identify pressing community needs and conduct focused, high-impact studies to solve the problems. Identify experiences and program options that promote young children's development and the skills of individuals who serve them.
- **Professional Development.** Provide current and future early childhood professionals with research-based training. Provide professional development that brings this knowledge to individuals who can use it.

- **Outreach.** Share knowledge widely to support program and policy development, strategic partnerships, and early childhood advocacy. Ensure a tight connection between what our communities want and what we offer with a higher degree of integration across the early childhood years.



Photo by Karen Cadigan

Christopher Watson and Patti Kester at the Minnesota State Fair

CEED promotes ongoing coordination and expansion of academic leaders interested in early education and development and provides leadership in the University's ongoing effort to engage the people and programs of Minnesota in ways that make real contributions to our quality of life. CEED is strong, vital, and positioned for an exciting future.

CEED/Harris Center Merger

A milestone in CEED's recent history was its merger with the Irving B. Harris Training Center for Infant and Toddler Development in September, 2005 (formerly housed in the Institute of Child Development). This integration of programs was one of the goals set out by the College's Task Force on Early Childhood Education chaired by current CEED



CEED presented the 2006 Shirley G. Moore Award to U of M President Robert Bruininks. Pictured left to right are Karen Cadigan, Robert Bruininks, Susan Hagstrum, Christopher Watson, and Marti Erickson

Photo by Leo Kim



Director Rich Weinberg. Over time, early childhood advocates and professionals have relied on both organizations for support in training, advocacy, and research. The new CEED has indeed provided the opportunity for staff in both entities to combine their resources and approach a shared mission with increased enthusiasm and commitment to young children and their families.

People

Whether the dyads are infants and parents, preschoolers and teachers, graduate students and faculty, or researchers and community members, relationships are the critical ingredient to learning and communicating.

At CEED, people are what gives our work scientific importance, social validity, and fun. With a staff of about 40, an advisory board of about 50, and dozens more field faculty, fellows, and community partners, CEED is a hub for multidisciplinary work that reaches Minnesota's young children and the adults who influence their lives.

See all our people online at <http://cehd.umn.edu/ceed/aboutceed/>.



Sara Zettervall and Tracy Morgan at the 2007 Harris Forum

Photo by Linda Bernin

CEED Board of Directors:

Richard Weinberg, Ph.D.

Director

Karen Cadigan, Ed.S., ABD

Director of Outreach and Public Policy

Martha Farrell Erickson, Ph.D.

Director of Harris Programs

Scott McConnell, Ph.D.

Director of Community Engagement

Amy Susman-Stillman, Ph.D.

Director of Applied Research and Training

Christopher Watson, Ph.D.

Director of Professional Development

CEED Storyteller: Martha Farrell Erickson

Martha Farrell Erickson, Ph.D., is Senior Fellow and Co-Chair of the President's Initiative on Children, Youth, & Families in addition to being CEED's Director of Harris Programs. Following decades of service to the University of Minnesota, she retires in May, 2008.

At the Harris Center, I was involved from the beginning as an associate. My focus on applying attachment research (e.g., the STEEP™ and SIB® programs, which are still in use) was among the core services Irving Harris wanted to fund when he set up the Harris Center. When time was right for CEED and the Harris Center to merge, I had just resigned as director of the Children, Youth and Family Consortium to become a Senior Fellow, with a reduced and more flexible schedule on my way to retirement. But Rich Weinberg and Byron Egeland, then directors of the Harris Center, persuaded me to lead the Harris Programs through the merger—and I'm glad I did!



Martha Farrell Erickson and her daughter, Erin Erickson Garner,

who host the weekly radio show "Good Enough Moms" together

Photo by MartinPhotoMedia
<http://www.martinphotomedia.com>

Most recently, I'm proud of the whole process of taking the idea of a certificate program in infant and early childhood mental health from a small meeting of Field Faculty in my living room (beginning of 2006) to an up-and-running program in August 2007. Leaders from different disciplines and sectors all came together to make the certificate program a reality and, simultaneously, to help build the new endorsement process that will help build capacity and ensure quality of services for infants, toddlers and families throughout the state.

It has been an extraordinary opportunity to work with both university and community leaders who are committed to linking research, practice and policy—people who bring amazing knowledge, passion and dedication to that challenging work. The experience has deepened my understanding of what successful collaboration requires. And it has provided ongoing learning about the real-world forces that support or hinder young children from getting what they need in order to thrive and succeed in school and life. We have come a long way; and we have a long way to go!

Projects

<http://cehd.umn.edu/ceed/projects/>

Assessment and Training Center

<http://cehd.umn.edu/ceed/projects/atc/>

CEED recently established an Assessment and Training Center (ATC) in collaboration with the national research center Child Trends. The Center has been conceptualized as a way to transmit CEED's unique observation and assessment skill and knowledge to the greater early childhood community, for program evaluation and improvement purposes. One of the perennial problems facing efforts to improve the quality of early childhood programs is that successful programs are rarely sustained. Innovative, cutting-edge model or pilot programs and interventions generally receive funding for initial project implementation, which usually includes specialized training for project staff. When funding runs out, however, the knowledge and skills are often lost. The areas in the early childhood field where this problem is becoming more acute are assessment and evaluation. Knowledge of methods, specific instruments, and uses of data for program improvement, to name a few, are becoming even more critical as the climate leans more heavily than ever toward program improvement and accountability. How can we harness the knowledge and skills acquired from innovative pilot projects, and sustain the next generation of best practices? The ATC is positioning itself to provide the kind of training in assessment and use of assessment data programs needed. *Funded by: Child Trends, Hennepin County, McKnight Foundation, Minnesota Early Learning Foundation (MELF).*

Certificate Programs

<http://cehd.umn.edu/ceed/certificates/>

Infant and Early Childhood Mental Health Certificate Program (IECMH): This post-baccalaureate certificate program enrolled its first cohort of 30 students in Fall, 2007.

Infant and Early Childhood Mental Health is an emerging area of scholarship, research, and outreach that defies contemporary disciplinary boundaries. Individuals working in many types of settings can benefit from research and theory that is cutting edge, interdisciplinary and, in many cases, readily applicable to their areas of work. In addition, there is strong movement among professionals to engage with one another and reduce isolation. A hallmark of the certificate curriculum is the creation of two tracks, one for licensed mental health professionals who wish to build their knowledge and skills in infant and early childhood mental health, dyadic or triadic treatment, and reflective consultation; and one for "front-line professionals" who work with young children and their families and who often confront complex mental health issues for which they feel unprepared. The establishment of this unique certificate program has already brought national recognition to CEED, the College of Education and Human Development and the University. *Funded by: Irving B. Harris Foundation.*

Early Childhood Policy Certificate (ECPC)

Program: The 12 credit post-baccalaureate ECPC Program is in its 4th year and currently enrolls 12 students from a variety of departments and with diverse professional backgrounds. This certificate develops individuals' capacity to apply research-informed knowledge of early development to federal and state policy affecting children up to age 8. The faculty includes instructors from a wealth of perspectives, disciplines, and academic units. This program has helped educate the state legislature on early childhood development and public policy issues. Students from the program have continued to serve as interns to the state's Early Childhood Caucus during the legislative session. *Funded by: the University of Minnesota.*

Early Childhood Research Collaborative (ECRC)

<http://www.earlychildhoodrc.org>

In collaboration with the Federal Reserve Bank of Minneapolis (FRB), CEED has established the Early Childhood Research Collaborative (ECRC), the mission of which is to promote multidisciplinary research on early childhood development from prenatal development to age 8. Aside from conducting research and policy analyses of large scale databases, activities have included disseminating knowledge and best practices through web resources and reports, convening national and local conferences and workshops, contributing to training, and collaborating with other groups within and outside the University. Discussion papers are posted on the Collaborative's joint website. Arthur Reynolds, CEED Fellow and a professor in the Institute of Child Development, and Judy Temple, another CEED Fellow and professor in Applied Economics and the Hubert Humphrey Institute, have led our collaboration with the FRB staff. In December, 2007, the ECRC hosted at the Federal Reserve Bank an invited conference for leading national researchers; the focus was on cost-effectiveness in early childhood intervention over the first decade of life. It is anticipated that the conference will be published as a volume, initiating the Human Capital Series on Early Childhood Development. *Funded by: the Federal Reserve Bank of Minneapolis, the University of Minnesota President's Initiative on Children, Youth, and Families.*

Five Hundred Under Five (500u5)

<http://cehd.umn.edu/ceed/projects/500u5/>

CEED is playing a role in designing and facilitating the University Northside Partnership, a community-University collaborative effort to enhance the social and economic environment in the diverse communities of North Minneapolis. One venture is Five Hundred under Five, a collaborative initiative of a growing group of agencies including Hennepin County's Department of Strategic Initiatives and Community Engagement, the Minneapolis Youth Coordinating Board, Way to Grow, Minneapolis Public Schools, and others. The goal is to

engage parents and community leaders in North Minneapolis in a cooperative, long-term and comprehensive effort. The plan is to create concerted action in high need neighborhoods, measuring and documenting change in those areas, making best practice recommendations for systems and policy innovations, and describing the effects of these changes for children and families in the focus areas. *Funded by: Blue Cross Blue Shield, Folwell Center for Urban Initiatives, Minnesota Early Learning Foundation, Minneapolis Youth Coordinating Board.*

Minnesota Early Learning Foundation (MELF) Evaluation

<http://cehd.umn.edu/ceed/projects/MELF/>

CEED is providing the core evaluation services for a new, significant statewide initiative to demonstrate the kinds of effective early childhood services that will contribute to improving the school readiness of low-income children. CEED has been funded to develop the evaluation framework and measurement model and provide technical assistance to innovative MELF-funded projects; to serve as the project officer for the evaluation of a scholarship plan, one of the MELF-funded initiatives; and to consult on policy implications of the work. We are aiming to identify key features of these programs and inform the system and legislative process such that a more coherent and generative early care and education system can be created. Through these activities we are addressing the gaps in access and information about quality early care and education. Additionally, CEED is establishing a data warehouse and a set of consent and research coordination agreements to create an infrastructure for contemporary and longitudinal research. *Funded by: Minnesota Early Learning Foundation (MELF).*



CEED Storyteller: Lauren Martin

Lauren Martin, Ph.D., is currently a Research Associate at CEED who brings a unique perspective to her work on the Northside through her training as an anthropologist.

I first learned about “Five Hundred under Five” (500u5) in 2005 when Scott McConnell began talking with me and my agency about what we might do to improve the lives of very young children on the Northside. At the time I was the Director of Research at Folwell Center for Urban Initiatives—our mission was to build economic opportunity and social

justice for residents of North Minneapolis. We knew that children on the Northside were, on average, less prepared for kindergarten than elsewhere in the Metro; we also knew that this kindergarten disparity set in motion profound, life-long

disparities around educational attainment, income, health, experience of violence, and likelihood of going to prison. In my community-based research and work with people in prostitution and gang-involved youth, I saw the impact of these disparities in people’s lives. It’s really hard to go back and fix a lifetime of disparities. 500u5 developed in response to this pressing community need to stop disparities before they start. Our goal is that 500u5 kids will be ready for kindergarten, no matter what it takes. I’ve done a lot of work with residents and families on the Northside, including surveys and research, canvassing, events and event planning, community work, and friendships. I know that parents want the best for their children!

We must begin our work by capitalizing on the hopes and dreams of Northside parents for their children. I truly believe that 500u5 has the right plan and partners to reach, engage and learn from parents and families, while at the same time bringing them what they need in ways that make sense for them and their families. I think our end result will be that more kids are better prepared for kindergarten and that they therefore have more options for their future. For me, working on the Northside has been life changing. I get to work with strong, caring, smart and loving people who not only retain their hope through struggles and obstacles, but continue to work for meaningful change.



Lauren Martin

Publications

<http://cehd.umn.edu/ceed/publications/>

Early Report Newsletter

Each issue of CEED's newsletter, *Early Report*, explores a specific topic related to young children and their families. Distributed to nearly 10,000 early childhood professionals, policymakers, parents, and other interested parties, *Early Report* examines one critical topic in each issue. Recent topics include:

- Infant and early childhood mental health
- The effects of poverty on young children
- Culturally competent practices

The newsletter is published biannually; current and past issues are available free for download on the CEED website.



Steps Toward Effective, Enjoyable Parenting (STEEP™) Facilitator's Manual



Many parents today live in highly stressful circumstances. They face multiple challenges as they care for their infants, often with little support. They may be struggling to come to grips with an abusive past. They are families at risk. Service providers working with these parents and children strive daily to provide the most effective support possible under difficult circumstances. To help them, we provide the comprehensive facilitators' guide for the award winning STEEP™ program (Steps Toward Effective, Enjoyable Parenting). The STEEP™ program is based on attachment theory and is grounded in more than 26 years of longitudinal research on risk and resilience conducted at the University of Minnesota's Institute of Child Development. Developed in 1986 by Drs. Byron Egeland and Martha Farrell Erickson, STEEP™ reaches out to parents even before their first child is born. STEEP™ works on the premise that a secure attachment between parent and infant establishes ongoing patterns of healthy interaction. A secure parent-child attachment

lays the foundation for later competence and well-being. Through home visits and group sessions, STEEP™ facilitators work alongside parents to help them understand their child's development. Parents learn to respond sensitively and predictably to their child's needs, and to make decisions that ensure a safe and supportive environment for the whole family. The STEEP™ manual is available for purchase on the CEED website.

Seeing Is Believing® (SIB) Training Manual and Practice DVD

Originally developed as part of the STEEP™ program, Seeing is Believing® is a unique practice that helps parents increase their sensitivity and responsiveness to their babies' cues by using a videotaping strategy. Through videotaping and guided viewing, Seeing is Believing® promotes perspective-taking by giving parents a chance to see, from the camera's point of view, what happens between them and their baby.

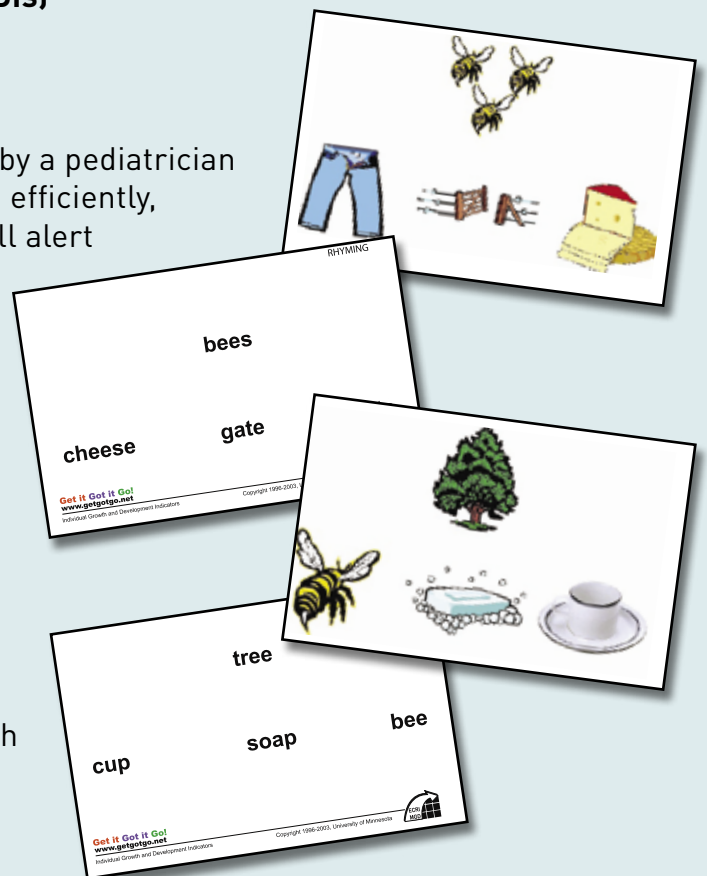


We have found video technology to be a remarkable tool in helping moms and dads gain new insight into their baby's feelings and behavior. The primary goal of using videotaping is to promote the parents' self-observation and reinforce their growing knowledge of and sensitivity to their babies. We urge parents to see their own strengths and those of their babies, and encourage them to consider their infant's perspective as they interact with their babies. The parent keeps the video as a documented memory of the baby's development. The Seeing is Believing® manual and DVD are available for purchase on the CEED website.

Individual Growth and Development Indicators (IGDIs) and Get It! Got It! Go!

<http://ggg.umn.edu>

These indicators resemble a “thermometer” used by a pediatrician to gauge a child’s general health status effectively, efficiently, and quickly. High readings from a thermometer will alert you that a child has a fever without telling you why she has a fever or what you can do to reduce the fever. Additional assessment will be required to understand the source of the fever and to generate ideas for reducing it. Similarly, IGDIs provide a relatively quick but effective and efficient reading of a child’s status and growth within multiple developmental areas, alerting educators and families to the need to intervene on behalf of children whose trajectories do not meet expectations. IGDl cards assess rhyming, alliteration, and picture naming skills. The cards can be purchased from a third party vendor through CEED, and progress can be registered and tracked on the Get It! Got It! Go! website.



CEED Storyteller: Mary Quinlan

Mary Quinlan, MS, is a CEED Field Faculty member who works at Mary Bridge Children's Hospital in Tacoma, WA.

A baby was born to a 20-year-old who lived at home with her own mother and teenage sister. The baby was born prematurely with hydrocephalus (too much fluid in the brain) and at three months had to have a shunt implanted to drain the excess fluid. Mother and baby were enrolled in the Parenting Partnership Program, but for the first six months the baby's mother was very difficult to engage; she avoided visits by either not being at home or on occasions she would greet the Family Support Worker at the door but not let her in. Several other providers dropped out of caring for this mother and baby after several months of this type of response.



As an adaptation of STEEP™, the Parenting Partnership Program follows STEEP™'s theoretical and philosophical foundations. We are aware that parents may be slow to trust and quick to feel judged or shamed and because of this we strive to meet them where they are at and try not to give up on them. As a result of the flexibility of our program, the Family Support Social Worker was able to continue to find a way to engage with this mom and help her to navigate the medical system in order to seek treatment for her baby as new developments arose. She was also able to gradually understand the mother's sensitivity and use this as a pathway to build on her skills to read and respond to her baby's cues and signals, in part by using Seeing is Believing®.

This family has now entered the third year of the Parenting Partnership Program and has established routine weekly visits as well as becoming regular participants at the monthly support groups. This mother has become increasingly independent, bringing her baby to all scheduled therapy sessions and ongoing doctor visits using Para transit services (which she was unable to do before due to her own anxiety). She now initiates calls to the Family Support Social Worker and is learning to stand up and advocate for her baby. This mother who once appeared detached and disengaged has become increasingly attentive and loving towards this baby, even though the baby has continued to become even more challenging due to brain abnormalities resulting in unpredictable, aggressive and often unsafe behaviors. Trusting relationships have been a major factor in the life of this mother, and it is by modeling a healthy, supportive relationship that we hope this mother can continue to build and strengthen a strong attachment with her baby and continue to identify supportive networks and use resources effectively.

Professional Development

<http://cehd.umn.edu/ceed/profdev/>

In-Person Trainings

CEED provides training services to parent groups and professionals in early education, health care, social services, and mental health fields. We tailor our trainings to group and organizational needs, be it a full-day presentation for 100 or a two-hour training for staff at a child care center. Trainings can incorporate an array of training materials such as manuals, videos, demonstrations or instructional interactive CD-ROMs. Trainings are currently available on the following topics:

- Steps Towards Effective Enjoyable Parenting (STEEP™) & Seeing Is Believing®
- Introduction to Infant Mental Health
- Addressing the Needs of Children Who Engage in Challenging Behavior
- Relationship-Based Work with Infants, Toddlers, and Their Families
- Bridging Education and Mental Health
- Monthly Reflective Practice Groups
- Parenting After an Infant Loss
- *And more* including attachment issues and home visiting. Check the CEED website for continually updated listings.



Online Courses

CEED offers a variety of online courses taught by experienced instructors who offer a wealth of expertise. Courses employ a variety of instructional elements, including video segments, case studies, discussion boards, live chats and problem-solving activities. Course topics include:

- Addressing the Needs of Children Who Engage in Challenging Behavior
- Relationship-Based Teaching with Young Children
- Parent Infant Pathways (PIP)
- Bridging Education and Mental Health (BEAM)
- Introduction to Infant Mental Health
- Seeing is Believing®



Featured Training Topics

Bridging Education and Mental Health (BEAM) is available both in person and as an interactive online course. The goal of BEAM is to support the social and emotional development of preschool children, specifically focusing on children with and without disabilities who engage in challenging behaviors and children who have experienced trauma, abuse or neglect. In this program, early childhood professionals receive training via online coursework and continued on-site coaching regarding social and emotional development of young children. The training material focuses on finding common ground between behavioral and therapeutic approaches to supporting children for whom professionals have concerns and/or children who engage in challenging behavior. Like many CEED projects, BEAM has included the development of numerous training resources provided to the early childhood teachers, including informational tip sheets, classroom materials, problem-solving frameworks, and assessment guides.

Reflective Practice Groups are available as in-person trainings and are intended for two groups: those who are currently working with parents and their very young children, and those who supervise them. Working with infants, toddlers, and their parents is both rewarding and challenging, evoking powerful feelings in the professionals who deliver these relationship-based services. By “stepping back” to explore observations, feelings, and actions, members of these groups can begin to understand our emotional responses. This practice of reflection helps professionals to remain emotionally available and connected to families—within appropriate boundaries—so that they can develop interventions that support the evolving relationship between the parent and child. These meetings promote professional development by using collegial relationships to encourage the thoughtful observation of oneself and others. The content for the groups emerge from the practice experiences of the participants.



CEED Storyteller: Charles Greenbaum

Charles W. Greenbaum is James Marshall Emeritus Professor of Social Psychology at The Hebrew University of Jerusalem, Israel, and served as Harris Visiting Scholar in 2007.

The fondest memories I have of my visit to Minnesota as Harris Visiting Scholar are the genuine interest, professionalism and friendliness of the people I met. There were a number of people who had spent time with us in Israel, and it was good reuniting with them, albeit briefly. Of course, reuniting with Rich and Gail Weinberg was a highlight. Rich's office must be the world's champ of neatness! If you haven't seen it, go and visit him there sometime.

The strongest lesson I learned from my Minnesota colleagues was that it is possible to have a functioning set of programs associated with child development at a leading University, in which theory and practice feed each other. CEED is a place that should be emulated at all universities around the globe.

Coming from a different country, Israel, where adaptation to different cultures is a necessary component of research and application with children and families, I learned that it is possible to respect other cultures in a genuine way. My evening meeting with the people from the Human Rights program showed me that one can integrate thinking about children's rights that could lead to a real impact on the life of children and families. We have learned in Israel that all are involved in child development; physicians, psychologists, lawyers, social workers, educators and others must work together for all children, Israel and Palestinian alike. All too often this cooperation is forgotten, sometimes in the heat of hostilities, and sometimes because of neglect. CEED and the programs it supports showed me that this kind of interchange and cooperation need not be a dream.

I learned a great deal from our meeting with Don Fraser, former Congressman and Mayor of Minneapolis. As volunteer active in children's rights, I don't think that there is another person in the world with his degree of commitment to human rights who has achieved so much in this difficult and often unpopular area. I learned from him the need for patience, persistence and constant effort to achieve really important goals.

The Harris Forum and Visiting Scholars Program bring together people who have something to say to the professional community in Minnesota. I suggest that a follow-up study of the scholars themselves will show that they have benefited even more in knowledge gained, as well as insights for research and for programs for the benefit of all children.



Charles Greenbaum with Don Fraser at the 2007 Harris Forum

Photo by Linda Bernin

Events

<http://cehd.umn.edu/ceed/events/>

Handouts and transcripts from many CEED events are available for free on the website. Future events will include free online video and PowerPoint content.



Harris Forum

As part of the Harris Visiting Scholar Program, we invite a key figure in the field of child development to address the public at the Harris Forum on a topic of relevance to parents of young children and professionals working with young children and their families. The program, now in its eleventh year, is recognized for bringing highly regarded national figures in the infant-toddler field to Minnesota to share their latest research, practice, and policy work. During a 2- or 3-day visit, the Visiting Scholar also speaks to and meets with other interested groups on campus or among CEED's community partner organizations. The Harris Forum is always free and open to the public. *Funded by: Irving B. Harris Foundation.*

Recent topics and speakers include:

- "Attachment, Culture, Trauma: Intervention with Ethnically Diverse Families," Dr. Chandra Ghosh Ippen, University of California, San Francisco (2008)
- "Children's Risks and Children's Rights: Perspectives on Resilience and Prevention," Professor Charles W. Greenbaum, The Hebrew University of Jerusalem (2007)
- "Making Early Education Opportunities Work for Kids and Teachers: Professional Development and Classroom Observation," Professor Robert C. Pianta, University of Virginia (2006)



McEvoy Lecture Series

Established in memory of former CEED Director Mary McEvoy, the McEvoy Lecture Series on Early Childhood and Public Policy seeks to:

- Provide a frequent, contemporary perspective on early childhood policy issues confronting Minnesota and the nation
- Foster deep and deliberative discussion of the issues among academics and policy makers/advocates
- Promote development of policies and practices that will enhance development and well being for children

Lectures take place approximately 3 times per year and typically include an annual panel of state legislators and policymakers. McEvoy Lectures are always free and open to the public. *Funded by: HB Fuller Foundation.*

Minnesota Early Intervention Summer Institute

Beginning in 2008, CEED is the home of the well-established annual Summer Institute, presented by the Minnesota ECSE Higher Education Consortium. Each Institute offers practitioners the opportunity to learn from a keynote speaker and then hone their skills in breakout sessions focusing on a related topic. The 2008 Institute, for example, focuses on Evidence-Based Practices and Recommended Practices. Attendees have the opportunity to earn CEUs or academic credits through the University of St. Thomas. *Funded by: Minnesota Department of Education.*

Minnesota Round Table

The Round Table is a biennial conference that brings together a panel of nationally recognized experts on children's issues for a lively discussion of a topic at the forefront of research and practice. Following a unique format that has ensured its success for 30 years, colleagues sitting at the Round Table respond to questions

posed by the moderator. They are encouraged to reflect, explore intuitive hunches, and challenge each other's ideas in an open, constructive environment. Recent topics include: "Risk, Resilience, and Race in Early Childhood: Issues for Research and Action" (2007); "The Education of Young Culturally and Linguistically Diverse Learners: Language, Culture, and Practice" (2005). *Self-funding.*

Strong Foundations Conference:

Minnesota's Birth-to-Three Conference for Healthy Development

<http://www.regonline.com/strongfoundations>

CEED is proud to be the fiscal home of this annual, state-wide conference for early childhood professionals. The conference is a collaborative effort of CEED and the Minnesota Departments of Education, Health, and Human Services. This conference is designed to strengthen the knowledge, skills, strategies and alliances of those who help expectant families, infants, toddlers, parents and all communities build a strong foundation for healthy development. *Self-funding with additional contributions from the Minnesota Departments of Education, Health, and Human Services.*



Photo by Karen Cadigan

CEED Storyteller: Representative Nora Slawik

Representative Nora Slawik serves in the Minnesota House of Representatives, and each fall she co-teaches a class for CEED's Early Childhood Policy Certificate Program.

The connection between CEED and the Capitol has been an important part of the state's early childhood policy work in general, and an important part of my work specifically.

My colleagues in the legislature and I have been grateful to have CEED's support for the Early Childhood Caucus. Since

2003, we have had

Early Childhood Policy student interns placed at the Capitol to assist with this important bipartisan work.

In addition, Karen Cadigan, CEED's Director of Outreach and Public Policy, helps convene annual legislative retreats that are now part of the policymaking landscape. Having nonpartisan

and knowledgeable resources,

like those at CEED, is a refreshing addition to the other kinds of input we get as politicians and policy makers. It is hard to imagine early childhood policy discussions in Minnesota without CEED's involvement, both as convener of dialogue and presenter of relevant research findings. I'm pleased to teach the course that serves as the cornerstone for the Early Childhood Policy Certificate. This connection between graduate students and real world policy makers is a rich learning experience for all and represents the best kind of University-Capitol partnership.



Representative Nora Slawik participated in the 2007 Capitol Read-a-thon

Partners

<http://cehd.umn.edu/ceed/partners/>

These partners have been selected for their roles in projects and programs mentioned in this report. For a complete list of partners, please see the website.

Institute of Child Development

<http://cehd.umn.edu/icd/>

The Institute of Child Development is an internationally known premiere center pursuing research on basic psychological processes underlying the development of infants, children, and youth, and on the applications of this knowledge to improving the quality of human life. The Institute is a part of the College of Education and Human Development at the University of Minnesota. ICD houses the courses for the Infant and Early Childhood Mental Health Certificate Program.

Institute on Community Integration

<http://cehd.umn.edu/ici/>

The Institute on Community Integration is a University Center for Excellence in Developmental Disabilities Education, Research, and Service (UCEDD) located in the College of Education and Human Development at the University of Minnesota. Its mission is to improve the quality and community orientation of services and supports available to individuals with developmental disabilities and their families. The Institute carries out interdisciplinary training, service and consultation, research, and information dissemination to address issues concerning individuals with disabilities across the life span.

President's Initiative on Children, Youth, and Families

<http://www.umn.edu/pres/picyf/>

The Initiative on Children, Youth, and Families was sponsored by University of Minnesota President Robert Bruininks. After six years, the Initiative came to a close in 2008, but many

important efforts that began with support from PICYF will be sustained through the Children, Youth and Family Consortium and will continue to benefit Minnesota's children, youth and families for some time to come. Its three objectives continue to be:

- Develop and implement a comprehensive communication strategy to advance knowledge and raise public awareness of the issues and challenges facing children, youth, and families
- Engage the expertise and commitment of new and ongoing University-community partnerships to identify solutions to challenges facing children, youth, and families
- Establish new, and expand existing, areas of research and academic exploration through a rigorous interdisciplinary agenda to improve the education and quality of life of children, youth, and families

Folwell Neighborhood Association

<http://www.folwell.org/folwell/>

The Folwell Center for Urban Initiatives pursues a comprehensive, creative and cross-neighborhood approach to address issues confronting North Minneapolis. Programs and projects are mutually supportive and



interdependent, utilizing multiple strategies of crime prevention and intervention, facilitation of multi-jurisdictional coordination, youth development, education, family support and community-based academic research. Folwell Center operates a community and economic development (CED) and a cluster of programs under the auspices of the 4th Precinct CARE Task Force (CARE Task).

Hennepin-University Partnership Liaison

<http://www.umn.edu/hup/>

In late 2004, Hennepin County and the University of Minnesota launched the Hennepin-University Partnership as an initiative to capture value for both organizations through a more strategic collaboration, connecting the two organizations where mutual benefit can be found. The Partnership includes collaborating on important community-based research, sharing academic and practitioner expertise, and providing students with field experience. The vision is to make the connection between the state's premier research institution and largest county more strategic, building from existing and historical collaborations towards a sustained and productive relationship—"connecting where it counts." The Hennepin-University Partnership web site is a tool for facilitating collaboration by providing information regarding upcoming events, past and current collaborative projects, topical meetings, how to find academic and practitioner expertise, and how to connect and work with students.

Itasca Project

<http://www.theitascaproject.com/>

The Itasca Project is an employer-led project to drive regional efforts to keep the Twin Cities



Photo by Karen Cadigan

economy and quality of life competitive with other regions, including the goal to improve early childhood development. CEED staff collaborated with University President Robert Bruininks, who chaired the Early Childhood Task Force for the Project.

Minnesota Legislative Early Childhood Caucus

http://www.geocities.com/eccaucus/EC_Caucus

The Minnesota Legislative Early Childhood Caucus was formed in 2002. The purpose of the caucus is to influence and shape public policies that impact Minnesota's youngest children, their families, and caregivers. The caucus seeks to educate legislators, create dialogue, build consensus, and provide direction for legislative action. The caucus is open to all members of the Minnesota Legislature. The ECC web site includes an updated membership list of the Early Childhood Caucus and other information.

Ready 4 K

<http://www.ready4k.org/>

Ready 4 K seeks to unite Minnesota's parents, communities, organizations, and policymakers to act and advocate for school readiness. Ready 4 K is engaged in a public awareness campaign highlighting the importance of school readiness and is working to improve parents' and other's efforts to prepare young children for kindergarten. In cooperation with many leaders in the early care and education fields, Ready 4 K also helps develop policy proposals that integrate the early childhood system, enhance parent education, and improve professional early care and education.

Way to Grow

<http://www.mplswayatogrow.org/>

Way to Grow helps parents prepare their young children for success in school by supporting and educating parents in their role as their child's first and most important teacher. Way To Grow is a school readiness program that uses home visitors to promote learning of both parents and children.

In Memoriam.



Mary McEvoy

1953-2002



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