

SARAH LAWRENCE COLLEGE CHILD DEVELOPMENT INSTITUTE

Annual Report

SEPTEMBER 2015 – AUGUST 2016



Mission and Point of View

The Child Development Institute (CDI) was established in 1987 by a dedicated group of faculty. As an outreach arm of Sarah Lawrence College, CDI's mission is to promote a developmentally informed view of children, childhood, and education and to act as an internal resource on campus and in the community. CDI carries out its mission through public events, professional development programs, and outreach and collaborative projects.

In the progressive education perspective with which CDI identifies, the child is viewed as an individual in the social context, actively engaged in constructing knowledge through interactions with other people and the physical environment. CDI believes that the child's educational experience should encompass social, emotional, and imaginative aspects of life in concert with intellectual development and that schools and other institutions be developed as communities that attend to the interests and needs of children from diverse backgrounds. CDI emphasizes that the individual child, as well as groups of children, should always be considered in the context of their environments—family, neighborhood, school, and culture.

Faces of CDI

The Child Development Institute staff for 2015-2016 consisted of Saundra Norton, CDI Director, and Samuel Robbins, part-time CDI Administrative Assistant. CDI staff work closely with the CDI Faculty Advisory Group: Lorayne Carbon, Jan Drucker, Kim Ferguson, Barbara Schecter, and CDI Professional Advisory Board Chair, Abigail Canfield. CDI has two consultants who offer their expertise: Sara Wilford and Yvette Richardson; and an advisory board made up of Sarah Lawrence alumnae/i and professionals in education, social work, developmental psychology, media, and advocacy, as well as others with a strong interest in children and child development. Teachers from Sarah Lawrence College's Early Childhood Center and Community Adventure Play Experience facilitators and volunteers are also key faces of CDI.

Public Events

A series of public events sponsored by CDI each year brings the College community together with colleagues, experts, community partners, students at other institutions of higher education, and the public at large for lively presentations and discussions on a range of topics germane to children and childhood.

Cynthia Longfellow Lecture

The Longfellow Lecture is an annual event, initiated in the first year of CDI (1987) and funded by an endowment established by friends and family of Cynthia Longfellow (SLC '72).

The 2016 lecture, "Beyond Measure: Rescuing an Overscheduled, Overtested, Underestimated Generation: A conversation and film screening with Vicki Abeles" was presented in Reisinger Concert Hall on the Sarah Lawrence College campus on April 7 to over 200 faculty, staff, students, parents, and community members. Vicki Abeles, J.D., is an ex-Wall Street lawyer turned filmmaker, author and education advocate. Her first feature documentary, *Race to Nowhere*, was a vivid portrayal of the pressure-cooker culture dominating America's schools. Her second film, *Beyond Measure*, highlights the groundbreaking leaders transforming schools for the better. Her 2015 book of the same name is based on the extensive research done for the film. She is the founder of a non-profit, grassroots organization that guides communities as they redefine student success and promote the health, learning, and wellness of the whole child. The documentary featured Sarah Lawrence College alum Susan Engel and her son who was inspired to start his own school.

"No battery of tests can assess what most matters in life: integrity, determination, empathy, resourcefulness, connectedness, a thirst for knowledge, passion, creativity, adaptability, the aptitude to read not just books but also faces, confidence and kindness, respect. These are the qualities that adults who are truly prepared and engaged possess. They are beyond measure. And they are what we must actively cultivate in our children."
 – 2016 Longfellow Lecturer Vicki Abeles

Thomas H. Wright Lecture

In 1996, the Leon Lowenstein Foundation gave a grant to launch a fund in child development honoring Thomas H. Wright, former member of the Sarah Lawrence College Board of Trustees. The Lowenstein Foundation provided additional funds in subsequent years. Following consultation, the decision was made to use the income from the fund to establish an annual lecture, the Thomas H. Wright Lecture. Since 1997, the lecture has been the keynote of the Empowering Teachers program.

On July 11, 2016, this event took the form of a powerful lecture “Preserving Childhood at School: The Importance of Being Little” by Erika Christakis, MPH, MEd, to nearly 200 audience members in Reisinger Concert Hall. The early childhood education and *New York Times* best-selling author of *The Importance of Being Little*, Erika Christakis has spent her career as an advocate for children and families. She has written widely about child development from preschool through the college years, drawing on her hands-on experiences as a teacher, preschool director, school consultant, and college administrator. For two year, Erika wrote a *TIME.com Ideas* column, and her work has been featured in various media such as *The Atlantic*, *The Washington Post*, *The Boston Globe*, *CNN.com*, *Salon*, *NPR*, and the *Financial Times*. An honors graduate of Harvard College, she holds master’s degrees in public health, communication, and early childhood education. She is also a Massachusetts-certified early childhood teacher (pre-K through second grade) and licensed preschool director.

“The lecture was very interesting and it touched on so many important topics that we currently face in the school system. Erika did an amazing job to bring me back to those moments that I need to continue to focus on and it comes down to listening to children.”

– 2016 Wright Lecture Attendee

Professional Development Programs

Professional development programs are a core commitment for CDI. These programs provide meaningful educational experiences for participants, keep CDI’s thinking and practice energetic and informed, and serve as laboratories for exploring ideas. These programs now offer participants the opportunity to participate in the program while fulfilling professional development or continuing education requirements, and obtain graduate credit.

CDI provides follow up programming and field trips for past participants of CDI’s Professional Development Programming that are free of charge so that participants are able to connect and find support with each other throughout the school year. In 2015-2016, follow up programming included a return visit to Ella Baker in November while school was in session for the principal to share the school’s Learning Record approach and a visit to the High Line with the director of education, and invitations to our public lectures and receptions.

“It was a powerful week during the summer, a loving group, great discussions, immediate acceptance and support, easy to share, laugh with, listen. I feel like the week has made me not only a better teacher, but a better person. I count the days and clear my schedule as much as I can to attend the follow up sessions.”

– 2016 Empowering Teachers Attendee

In 2015-2016, the Child Development Institute received funding from the Seth Sprague Educational and Charitable Foundation to cover full tuition scholarships for New York City public school teachers to attend CDI’s Professional Development Programming. These scholarships have now served ten New York City public school teachers who have been able attend.

"My experience provided not only important professional development hours for me, but it gave me a space to feel supported, renewed, regenerated with people who I consider more than colleagues or friends, they are family. I really LOVE these learning experiences. Please never get rid of the NYC teacher grant. I look forward to coming to as many PD opportunities with CDI that I am able to attend."

– 2016 Empowering Teachers Attendee

Play's the Thing: Therapeutic Aspects of Play & Facilitating Play for Children

The Facilitating Play program was established in 2008 as an outgrowth of CDI's strong interest in promoting and strengthening children's play. With start-up funding from Community Playthings, this program has now served 185 professionals who are engaged with children's play, including early childhood teachers, social workers, therapists, children's museum educators, playground developers, parks department personnel, and graduate students in the Art of Teaching and Child Development programs. Sarah Lawrence College faculty and distinguished guest presenters facilitate the program each year.

Since its inception, the Facilitating Play Program has taken place over the course of a week in June while the Early Childhood Center is still in session because observation in the ECC is central to the program. And, because the ECC is on the same schedule as the public school system, CDI made the decision this year to offer the program over two longer weekends during the school year so that New York City public school teachers could participate.

The first weekend of the program Play's the Thing: Therapeutic Aspects of Play took place April 9-10 and included 13 participants with the program covering topics such as: when playing is therapeutic, play in the context of Child Life, Sand Play, Expressive Arts Therapies with hands-on demonstrations, Introduction to DIR/Floortime Model, and Play Therapy – A Jamaican Experience led by Marie Reynolds who is one of the first graduates of the Child Development Graduate Program and introduced play therapy to Jamaica.

"The therapeutic play sessions brought back many memories for me, some good, some bad, but always valuable. Working with children is extremely rewarding within the medical or educational setting. These sessions reinforced for me the fact that play is extremely important for children (and even for adults) regardless of what the child is going through or where they are in their lives.

– 2016 Therapeutic Aspects of Play Attendee

The second weekend of the program Play's the Thing: Facilitating Play for Children took place April 29-May 1 and included 9 participants with the program covering field observation in the ECC, sessions on designing play spaces for creativity and imagination, the meanings of play, play in cultural context, blocks in play, research and advocacy and included the creation of a Community Adventure Play Experience for area children during the Sarah Lawrence College Mayfair celebration on May 1.

"I can see why everyone wants to be a head teacher here. I LOVED the variety of teaching styles, spaces, and clear knowledge of a child's development. It was eye opening to see how valued play is by this group vs. what the DOE expects and judges. And the work Robbin did in Africa is awesome, reminds me of how much children need to explore. I feel like I want to make my classroom more open to extended play. "

– 2016 Facilitating Play Attendee

"I was very excited to be a part of this group and was impressed with relationships and support I felt during both sessions – it surpassed my expectations. I learned a lot about the information on each subject, but I especially felt I could absorb it with all of the hands-on experiences."

– 2016 Play's the Thing: Therapeutic Aspects of Play and Facilitating Play Attendee

Empowering Teachers

The Empowering Teachers program was established in 1989 as a forum for professional development and support for teachers, administrators, and other professionals working with children in early childhood, elementary, and middle school settings. Sarah Lawrence College faculty and distinguished guest presenters facilitate the exploration of each year's central theme. The Empowering Teachers program typically opens with a keynote address, the Thomas H. Wright Lecture. The program has served as a resource and network for more than 375 beginning and experienced professionals from school districts in Westchester and adjacent counties in New York, Connecticut, and New Jersey, as well as regions as far flung as Florida, Georgia, Michigan, California, Texas, Maine, and Venezuela.

The 2016 Empowering Teachers program was held from July 11-15 and attended by 9 participants. The program had a mix of teachers and administrators who work with children from infancy through middle childhood. Under the theme of *"Knowing and Valuing the Children We Teach: Preserving Childhood at School,"* educators explored visions of childhood and education and different aspects of preserving childhood and considering how as educators they can keep children's needs in the center of their learning experience in the classroom and still make room for their own and their children's creativity, imagination, and curiosity in the current school climate. Workshops provided participants the opportunity to discuss and reflect on individual identity as well as current tragedies that were taking place daily in the news during the week and how to make room for discussion of difficult topics that are personal, local, and global as they arise with hands-on sessions such as: Who am I and Who was I as a Child, *Preserving Childhood without Perpetuating Gender Bias in the Classroom*, *Exploring our Identities: A Deeper Dive*, a nature walk to consider *Nature and Wonderment*, Thinking Outside the Box about Radically Changing Life at School: Lessons from an outdoor Kindergarten, and Through the Eyes of a Child: Preserving Childhood Memories

The participants' evaluations of the Empowering Teachers program were very positive.

"I appreciate most the opportunity to exchange ideas of tough topics in a safe place with respectful individuals. Lovely way to get to know others better, and for someone like me who has trouble speaking up, an important way for me to gain confidence in my expression."

– 2016 Empowering Teachers Attendee

"Meeting everyone and listening to each other reminded me that we may ride different boats, but we are all here for the same reason – Children. What can we do or be to become better at what we do. For me, this program really empowers me in so many ways. Thank you!"

– 2016 Empowering Teachers Attendee

A significant portion of the Empowering Teachers program continues to be funded through income from the Thomas H. Wright Fund (including the Wright Lecture and other faculty expenses), as well as through CDI endowment funds generously supplemented by donations from Mariela Cisneros (in 2003) and Mary Lynn Bianco (via The Marclad Foundation in 2006).

Outreach and Collaborative Projects

In accordance with its mission, CDI pursues a range of outreach initiatives and collaborative projects.

Community Adventure Play Experiences

Community adventure play experiences (CAPE) are created by children using "loose parts" –cardboard boxes, tires, fabric, plastic bottles, recyclables, wood, and other materials. Community adventure play experiences encourage children to use their imaginations, develop initiative, collaborate, and problem-solve using materials from their own communities.

CDI first collaborated on a CAPE with Groundwork Hudson Valley on September 11, 2010 at Yonkers Riverfest. During the first years of the CAPE program, CDI created 3 CAPEs a year and then an average of 7 CAPEs a year for the following years. In 2015-2016, the Child Development Institute experienced dramatic growth in the CAPE programming and facilitated more than 30 CAPEs and CAPE trainings in the surrounding community. CDI has had to be creative in finding volunteers who are interested in community outreach, has created a system for collecting materials that is sustainable for the CAPEs (collecting driftwood from the nature center, bed risers from salvage drive, and used tires from campus security and phasing out paint and masking tape from the CAPEs for example), and has involved student assistants in creating a system for regularly organizing and storing materials (in the basement of a building on campus that was once a bowling alley in the 1850's for example).

In 2015-2016, CDI has its own logo designed by a children's book illustrator that appears on t-shirts for the facilitators to wear so children and adults can identify CAPE facilitators at the CAPEs. CDI continued its outreach to SLC undergraduates through its participation in the Undergraduate EXPO, CAPE facilitator trainings, and CAPEs. Students who worked with CDI who volunteered to create CAPEs were honored and invited to attend the annual dinner hosted by the Office of Community Partnerships on April 12th, honoring students who are involved in service learning in Yonkers.

In fall 2015, CDI introduced music to a few CAPEs with student musicians who played classical guitar and violin during the CAPE which was well-received by all. At another CAPE a student facilitator brought and played a ukulele which spontaneously inspired instruments to be created out of cardboard, paper towel rolls and string. In Spring 2016, CDI Professional Advisory Board Member Bill Crain donated wool from the rescued sheep that live at Safe Haven Farms to the CAPE program. In Spring 2016, CDI brought in a fiber artist to a CAPE for the first time to introduce the material of wool as a "loose part."

In May, 2016 CDI gave a presentation on CAPEs to the Chinese Delegation that included Hongbing Liu and Dan Zhao who were in Yonkers to receive honors from Mayor Mike Spano. During the presentation, Educational Consultant Dr. Rosemary J. Uzzo, invited CDI to give a similar presentation on CAPEs to an educational committee with the United Nations in 2016-2017. CAPEs will also be featured at a two-day symposium for teacher practitioners *The Good Childhood in a World of Change: A Nordic-American Dialogue on Best Educational Practices* at Scandinavia House in New York City in November 2016.

Examples of CAPEs CDI has facilitated in 2015-2016 in the United States include:

- **Sarah Lawrence College Winter CAPE** (Yonkers, NY) –February 28, 2015, CDI hosted its second annual winter CAPE for over 30 children and parents
- **Cluster** (Yonkers, NY) – March 11, 2015, CDI led a CAPE training for high school students who work with children in an afterschool program and then facilitated a CAPE for the children
- **Sarah Lawrence College Mayfair** (Yonkers, NY) – May 3, 2015, CDI hosted a CAPE as part of Mayfair campus for over 70 children
- **Casa de Esperanza** (Yonkers, NY) – May 6, 2015, CDI led a CAPE training for the Sisters and then created a CAPE for the bilingual mothers and children at Casa de Esperanza
- **Early Childhood Center** (Yonkers, NY) –June 22, 2015, CDI facilitated a CAPE for the ECC children and children of SLC faculty and staff as part of the first day of the Facilitating Play Program for 35 children

- **Iglesia Memorial de San Andres** (Yonkers, NY) – July 22 & 29, 2015, CDI facilitated two CAPEs for 20 children attending summer camp at Iglesia Memorial de San Andres
- **Early Childhood Center** (SLC campus) – September 4, 2015 CDI facilitated a CAPE training for 40 Sarah Lawrence College students
- **Center for the Urban River at Beczak** (Yonkers, NY) – September 11, 2015, CDI facilitated a CAPE in downtown Yonkers community and children from San Andreas for 15 children.
- **Philipse Manor Hall** (Yonkers, NY) – September 12, 2015, CDI partnered with the Office of Community Partnerships and 16 Sarah Lawrence College undergraduate students participating in the Intensive Semester in Yonkers program to create a CAPE during RiverFest for over 300 children
- **Friday, October 30th - Philipse Manor Hall** (Yonkers, NY) – Friday, October 30th, 2015, CDI facilitated a CAPE for 31 children in downtown Yonkers
- **SLC Fall CAPE** (Yonkers, NY) – November 14th, 2015, CDI piloted the first adult CAPE on Westland's Lawn for students, faculty, and staff and then facilitated a CAPE for 95 children from Lunchbox theater out of the Sarah Lawrence College theater program. It was the first CAPE for toddlers, teenagers, college students, parents, and grandparents playing together
- **New York City Parks and Recreation** (NYC, NY) – February 4, 2016, CDI led a CAPE training introducing CAPEs to 80 park rangers with New York City Parks and Recreation as part of their week-long Public Programs Summit at North Meadow Recreation Center in Central Park
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- **Center for the Urban River at Beczak** (Yonkers, NY) – April 2, 2016, CDI facilitated a CAPE as part of the NEA Hudson River Through the Arts at the Center for the Urban River at Beczak
- **SLC Spring CAPE** (Yonkers, NY) – April 16, 2016, CDI student assistants created a student initiated CAPE and facilitated the first CAPE for college students to provide stress relief during conference paper work and then CDI facilitated a campus CAPE for 30 children from the Sarah Lawrence College faculty and staff community and the children of Iglesia Memorial de San Andres
- **SLC Earth Day CAPE** (Yonkers, NY) – April 23, 2016, CDI student assistants created a student initiated CAPE and facilitated a second CAPE for college students to provide stress relief during conference paper work and then CDI facilitated a campus CAPE for 40 children from Sarah Lawrence College faculty and staff community and the children of Iglesia Memorial de San Andres
- **Yonkers Arts Weekend** (Yonkers, NY) – May 14, 2016, CDI facilitated a CAPE for 60 children as part of Yonkers Arts Weekend at Van Der Donck Park in partnership with the Mayor's office

- **Yonkers Thrives Day** (Yonkers, NY) – June 11, 2016, CDI facilitated a CAPE for 80 children as part of Yonkers Thrives day at Ridge Hill in partnership with the Mayor’s office
- **Cluster** (Yonkers, NY) – July 7, 2016, CDI facilitated a CAPE for 120 children from Cluster
- **Iglesia Memorial de San Andres** (Yonkers, NY) – July 27, 2016, CDI facilitated a CAPE for 35 children attending summer camp at Iglesia Memorial de San Andres
- **Cluster** (Yonkers, NY) – July 28, 2016, CDI facilitated a CAPE for 120 children from Cluster
- **Philipse Manor Hall** (Yonkers, NY) – July 29, 2016, CDI facilitated a CAPE for 37 children from the community of Yonkers

As a result of the increase in interest in CAPEs in the surrounding communities and without an increase in staffing or budgets, CDI has had to say ‘no’ to more community organizations and children’s and parent’s groups than we have been able to say ‘yes’ to. Creating CAPEs in the community involves having van drivers to transport the materials and volunteers, coordinating volunteers, and coordinating collecting materials. We have also discovered that many organizations who have been introduced to CAPEs and have tried to create CAPEs on their own, have not been able to due to limitations in storage, materials, transportation, and people energy all required to create CAPEs.

Future plans for CDI include creating a film and a tool-kit on “how to CAPE.” CDI continues to brainstorm on how to scaffold the CAPE experience to provide trainings for community organizations so that more and more organizations and neighborhoods are able to create child-directed and open play experiences on their own and eventually we can change the culture of play so it is active and accessible to all.

Play Assessment Research and CAPEs

CDI is actively involved in a community-based participatory action research project aimed at understanding parents’ and educators’ views of play and understanding how Community Adventure Play Experiences (CAPEs) might impact children’s play and their caregivers’ and teachers’ perceptions of it. We are working with children, parents and educators to provide more opportunities for free play (ideally in outdoor, natural environments) for children and their communities in diverse contexts.

As an Institute, we have facilitated CAPEs in and around Sarah Lawrence College (Yonkers, the Bronx, Westchester) and in Tanzania, Malawi and Zimbabwe and our program. From our collaborations with community partners and parents, we have learned that, as a result of CAPEs, children spend more time in self-directed free play with loose parts; parents, teachers and staff express a greater appreciation for this kind of play, and encourage it more. We are now more formally assessing the impact of CAPEs, as well as parents’ and educators’ perceptions and attitudes regarding play. Our research project involves:

- A questionnaire to assess the impact of CAPEs on parents’ and educators’ thoughts and attitudes about play, by interviewing them before and after CAPEs.
- Interviews of primary contacts at the organizations where the CAPEs take place before and after CAPEs to understand views of play, types of play children at their organization engage in, amount of time they spend playing, and availability of safe and accessible play spaces in their neighborhoods.
- Observations of children at CAPEs, including what the child is doing, how the child is entering into play, who the child is playing with, and how the child is engaging with the materials.

This project is the next step in a 10-year initiative by CDI to make the model of “Adventure Play” (prominent in Europe) available in the United States, and particularly to make it accessible to children in communities which lack outdoor play spaces and opportunities for children. A corresponding initiative is underway in Tanzania,

Malawi and Zimbabwe, where we collaborate with several community-based organizations working with orphaned and vulnerable children. The programs and research are based on the ever increasing evidence of the importance of free play for children's development, and of the consequences of play deprivation for children in many kinds of cultural and socioeconomic circumstances.

Our findings will be incorporated into a toolkit that can be shared with organizations, parks, schools, and families interested in facilitating CAPEs in their communities. The toolkit will include a suggested materials list and collection guide, facilitator guidelines, safety guidelines, training materials, and resources on the importance of play to share with participants. It will be shared with local, national, and international partners and will be available electronically on our CDI website. We will work with local community partners to adapt and translate the toolkit for use in their communities.

Workshop and Speakers Bureau

In 2009, CDI formally launched a Workshop and Speakers Bureau and enlisted the expertise of the ECC teachers to expand its capacity to reach beyond the campus community to connect directly with groups committed to facilitating lifelong learning. Funding from the Marilyn M. Simpson Charitable Trust, the Wallace Global Fund, and a number of individual donors supported the Bureau's launch. CDI's programs are designed for educators, school administrators, children's librarians, parents, community coalitions, and others who are involved in promoting children's creativity and healthy development. CDI addresses a range of topics and issues around children, childhood, and education, including but not limited to play, early literacy, ethics, and children and nature.

Participation in Community Groups and Coalitions

CDI faculty and staff regularly attend meetings and contribute to the following community organizations and coalitions, among others:

- Alliance for Childhood
- Child Care Council of Westchester
- Defending the Early Years
- Environmental Consortium of Hudson Valley Colleges and Universities
- Groundwork Hudson Valley
- North American Association for Environmental Education (NAAEE)
- New York Coalition for Play
- OMEP-USNC (U.S. chapter of the World Organization for Early Childhood Education)
- Progressive Education Network (PEN)
- Progressive Education Network of New York (PENNY)
- SLC in Yonkers
- Teacher Institute of Lower Westchester
- U.S. Play Coalition
- Westchester Association for the Education of Young Children
- Yonkers Arts Weekend (YAW)
- Yonkers Strive – Thrives Partnership
- Kindergarten Readiness Community Action Network (CAN)

Sarah Lawrence College and Undergraduate Collaborations

In 2015-2016 the Child Development Institute has worked closely with many community partners within the Sarah Lawrence College community. These include:

- Office of Diversity and Campus Engagement
- Diversity & Activism Programming Subcommittee (DAPS)
- Anita L. Stafford Community Partnerships and Service Learning Program
- Intensive Semester in Yonkers
- Office of Admissions
- SLC Thrives
- Center for the Urban River at Beczak (CURB)

CDI has continued its outreach to Sarah Lawrence College undergraduates through its participation in undergraduate EXPO, CAPE facilitator trainings, and CAPEs.

Service Learning

CDI has supported undergraduate students in linking their classwork with community work and in so doing, students broaden their academic inquiry, develop a deeper understanding of themselves and others, establish relationships with local leaders, cultivate important life skills, and stay connected to the Child Development Institute and Sarah Lawrence College after graduation. In 2015-2016, CDI had four undergraduate students working with CDI in the office on collecting materials, organizing materials, interviewing caregivers during CAPEs and inputting the data for play assessment research

Conference Projects

Conference work is an in-depth, individual project developed in collaboration with faculty. Each conference project is an opportunity to demonstrate mastery by creating original work that builds upon course work in ways that are unique to each student. By linking coursework with off-campus experiences with CAPEs and melding theory and practice, students engage in a well-rounded learning experience while being supported by faculty, staff, and community partners. In 2015-2016 five Sarah Lawrence undergraduates created conference papers around play and their involvement with CAPEs

Student-Led CAPE initiatives

In 2015-2016 CDI supported two Sarah Lawrence College undergraduate students who created CAPEs for students on campus on Westland's Lawn on November 18, April 13, and April 23, to give their peers a chance to play for stress relief as students were working on conference papers

Community Service through CAPEs

For each CAPE that CDI has created in the community, CDI has involved 3 undergraduates to drive vans for transporting materials and 3-16 mainly undergraduate volunteers from the undergraduate community to facilitate at each CAPE. In 2015-2016, CDI has involved 267 undergraduates in the day-of-CAPE programming.

In looking ahead for CAPE programming, CDI is in the process of creating a student-led CAPE volunteer initiative for student leaders who would be in charge of outreach on campus for finding and training student volunteers and CDI is also in the process of creating a CDI research internship for 1-2 undergraduates interested in research.

- **Sarah Lawrence College Winter CAPE training** (Yonkers, NY) –February 28, 2015 **25 SLC undergraduate students** from child development and psychology classes

- **Cluster** (Yonkers, NY) – March 11, 2015, **6 SLC undergraduate students** CAPE training for high school students who work with children in an afterschool program and then facilitated a CAPE for the children
- **Sarah Lawrence College Mayfair** (Yonkers, NY) – May 3, 2015, CDI hosted a CAPE as part of Mayfair campus for over 70 children. **5 SLC undergraduate students, 5 Art of Teaching graduate students**
- **Casa de Esperanza** (Yonkers, NY) – May 6, 2015, CDI led a CAPE training for the Sisters and then created a CAPE for the bilingual mothers and children at Casa de Esperanza. **4 SLC undergraduates**
- **Early Childhood Center** (Yonkers, NY) – June 22, 2015, CDI facilitated a CAPE for the ECC children and children of SLC faculty and staff as part of the first day of the Facilitating Play Program for 35 children. **3 SLC undergraduates**
- **Iglesia Memorial de San Andres** (Yonkers, NY) – July 22 & 29, 2015, CDI facilitated two CAPEs for 20 children attending summer camp at Iglesia Memorial de San Andres. **7 SLC undergraduate students**
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- **New York City Parks and Recreation** (NYC, NY) – February 4, 2016, CDI led a CAPE training introducing CAPEs to 80 park rangers with New York City Parks and Recreation as part of their week-long Public Programs Summit at North Meadow Recreation Center in Central Park. **2 SLC undergraduate students**
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- **Center for the Urban River at Beczak** (Yonkers, NY) – April 2, 2016, CDI facilitated a CAPE as part of the NEA Hudson River Through the Arts at the Center for the Urban River at Beczak. **8 SLC undergraduate students**
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Special Collaborations

Janada L. Batchelor Foundation for Children (JBFC)

In 2015-2016, CDI continued a growing partnership with the Janada L. Batchelor Foundation for Children (JBFC), a non-profit organization providing refuge for abandoned girls, primary, secondary and vocational education for community children, health services, and rural economic development through its farm. Spring 2016, CDI Faculty Advisory Group member Kim Ferguson returned for a second semester leading a Sub-Saharan Africa study abroad program with a focus on Human Development where Sarah Lawrence College students spent time in Tanzania, Malawi, and Zimbabwe with opportunities to engage in community-based work with JBFC. Kim and her students led seminars on storytelling, literacy and book-making, progressive philosophy, project-based approaches, and high school community-based research methods, and facilitated a Community Adventure Play Experience for children (CAPE). The workshops were well-received by the teachers who are already implementing some of the concepts shared in the workshops.

In February 2016, Kim and the teachers and staff of JBFC participated in a Skype call with Sarah Lawrence College Early Childhood Center teachers. Questions they shared during the call included:

- What are the challenges you face in your teaching?
- What made you want to become a teacher?
- How do you help struggling students and stubborn students?

All involved have a shared excitement to continue the dialogue. CDI and JBFC are interested in having ECC teacher Robbin Hawkins return to visit JBFC during a time when classes are in session. CDI and JBFC are continuing to work on having the Principal and Assistant Principal of the Joseph and Mary School come to Sarah Lawrence College in the future for a two-week teacher empowerment program. The program would include hands-on workshops, seminars, observations, school visits and address topics such as progressive approaches to teaching math and science, integrating art into the curriculum, observing and documenting children, teaching children with special needs, and facilitating play for young children.

In 2016, JBFC is starting an Office of Student Development that is charged with helping the whole student and CDI is compiling resources children's books, booklets, videos, and website links as JBFC builds their curriculum and continues to share books, films, and other resources to help address the professional development needs expressed by the teachers at JBFC's Joseph and Mary School.

"With each interaction with Sarah Lawrence, our teachers walk away so excited and reenergized to make their classrooms better than ever and to get to know their students in a completely new light." – Chris Gates, JBFC Founder and Executive Director

Teaching Artists Training

In 2016, CDI developed a new partnership with Community-Word, a New York City based 501(c)(3) arts-in-education organization that inspires children in underserved communities to read, interpret and respond to their world and to become active citizens through collaborative arts residencies and teacher training programs. Community-Word began 19 years ago as part of the Nomadic Pictures Documentary "No Time to be a Child," broadcast on PBS and came out of poetry workshops that founder and director, Michele Kotler, a Sarah Lawrence College graduate, ran for at-risk children. In September 2015, Sandra Norton joined Community-Word Project's Teaching Artist Training and Internship Program (TATIP) as a teaching artist with professional development programming through Brooklyn Arts Council, Carnegie, Center for Arts Education, Free Arts NYC, DreamYard Project, Center for Arts Education, MagicBox Productions, Marquis Studios, Maxine Greene Center, National Dance Institute, New Victory Theater, Teachers & Writers Collaborative and Wingspan Arts.

July 20-22, 2016, CDI and Community-Word Project's Teaching Artist Training and Internship Program (TATIP) partnered to provide a three-day professional development intensive workshop for advanced artists with more than two years teaching artist experience around the theme *Teaching Social Justice: Current Events through Art, Inquiry, and Reflection*. Twenty-two advanced teaching artists, creative writers, musicians, dancers, and theater artists came from around the country to Sarah Lawrence College with the final day focusing on arts and activism culminating in collaborative poems and performance at the Arts Horizons LeRoy Neiman Arts Center in Harlem. Some of the topics/questions that came up and were discussed:

- Role and importance of art in the classroom
- What does it mean to teach through activism and art?
- How to facilitate and support the diverse and individual interests of children and teachers in a classroom
- Bringing art in all of its forms into the classroom and taking the classroom out into the world of art
- How to provide collaborative teaching opportunities among classroom teachers and teaching artists.
- How to create curriculum designed to prepare practicing artists to transfer their talents to the classroom

"As I writer and as a dancer I have been hard-pressed to figure out how to bridge the gap between my art and my teaching. This workshop gave me ideas of how to do that and to make me feel valued as both an artist and a teacher. The sessions sparked ideas on how to use my craft to incorporate another element I have intense interest in - social justice. I would love to participate in more teaching artist trainings.

--2016 Teaching Social Justice Attendee

Resources

The Learning Child Series

The Learning Child Series was produced for public television by Jonathan Diamond Associates in collaboration with CDI. All four of the films (*When A Child Pretends, From Pictures to Words, Values Go to School, and When Learning Comes Naturally*) continue to reach the general public, and have aired on more than 150 stations across the United States, with re-broadcasting and DVD sales expanding that reach. The documentaries are often used in CDI's outreach with educators and parents.

Occasional Papers

In 1998, CDI began a series of Occasional Papers, some written by members of the faculty advisory group and others by speakers at CDI events or other invitees. Some of the topics addressed in the occasional papers include teaching social responsibility, fostering children's curiosity in the classroom, connections between play and literacy, creating community in the classroom, guidelines for observing young children, and nurturing children's strengths.

Support

CDI's programming and outreach would not be possible without the generous support of its donors and funders. As of May 31, 2016, CDI's endowment is approximately \$1,096,352 which is comprised of six endowment funds. The Marx Challenge and the Canfield Fund provide income for the operating budget. The Wright Fund and the Longfellow Fund provide income for two lecture programs. The Cisneros Fund supports the Empowering Teachers program. A final endowment fund (anonymous) provides for special projects.

Looking Ahead: New Collaborations

In Fall 2016, CDI in partnership with Philipse Manor Hall in Yonkers will be offering a regular schedule of Community Adventure Play Experiences free and open to the community at historic Philipse Manor Hall (29 Warburton Ave. Yonkers, NY): Saturday, September 10: 1:00 – 3:00 pm; Friday, September 23: 4:00 – 6:00 pm; Friday, October 7: 4:00 – 6:00 pm; Friday, October 21: 4:00 – 6:00 pm; Friday, November 4: - 4:00 – 6:00 pm.

November 18-19, 2016, CDI in partnership with the American-Scandinavian Foundation is offering a two-day symposium for teacher practitioners *The Good Childhood in a World of Change: A Nordic-American Dialogue on Best Educational Practices* at Scandinavia House in New York City

CDI is currently part of a Sarah Lawrence College working group of faculty and staff who are looking at ways in which the College can collectively provide deeper support to help meet the needs of the Yonkers community. In the coming year, CDI will be exploring ways in which it can expand its work in Yonkers and serve as a resource for parents, children, and educators in Yonkers.

For additional information on upcoming events, programs, and resources, visit the Child Development Institute website at www.slc.edu/cdi.