

SARAH
LAWRENCE
COLLEGE

CHILD
DEVELOPMENT
INSTITUTE

Community Impact Report
November 2019

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, as well as, in the larger community. CDI carries out its mission through public events, professional development programs, collaborative projects and community outreach.

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 should 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.

From the beginning, CDI has been interactive with the Early Childhood Center, the Child Development Masters Program, and the Art of Teaching Masters Program. This ongoing collaboration is now being envisioned as the Children, Childhood, and Education Cluster at the College, as we look at ways to continue to build and expand the work we do.

Faces of CDI

Staff of 2018-2019 included Tricia Hanley, Director; Deanna Mancini, Administrative Assistant; Alfonso Navarrete-Mojica, Graduate Assistant and CAPE Coordinator; and Kai Hollander, Undergraduate Intern.

The CDI staff make decisions jointly with the CDI Steering Group: Lorayne Carbon, Jan Drucker, Kim Ferguson, Barbara Schechter, as well as the CDI Professional Advisory Board Chair, Abigail Canfield. CDI has two consultants who offer their expertise: Sara Wilford and Yvette Richardson; and a Professional Advisory Board made up of professionals in education, social work, developmental psychology, media, and advocacy.

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).

April 12, 2018

Reisinger Concert Hall, Sarah Lawrence College

Dr. Fraser Brown is the first Professor of Playwork in the UK. He is the Program Leader for the BA (Hons) Playwork degree at Leeds Beckett University, and the specialist link tutor for the postgraduate play therapy courses run by the Academy of Play and Child Psychotherapy. He has presented at conferences across the UK and around the world, and has produced several key texts in the field of play and playwork. Dr. Brown is the Chair

and Co-Founder of the *Aid for Romanian Children* charitable trust, and a member of the Executive Board of the Association for the Study of Play (TASP).

Dr. Brown's presentation summarized the findings from a small-scale observational study of the impact of a therapeutic playwork project on a group of children in a Romanian paediatric hospital. The children were abandoned at birth, and subsequently spent most of their time tied in a cot, with little positive input into their lives. Although a playworker started working with the children, nothing else changed for them. They still spent the rest of their day tied in the same cots, having little interaction with anyone else. They were not bathed, their diapers were left unchanged for long periods, and they were not fed properly. In some cases, the changes were dramatic, providing strong evidence of the power of play as a therapeutic and developmental agent. The presentation was supported by "before and after" video footage.

April 4, 2019

Reisinger Concert Hall, Sarah Lawrence College

The 2019 lecture, "*Ensuring the 'Good Childhood' in a Rapidly Changing World: A Nordic American Dialogue*" was presented to over 150 attendees, featured two keynote speakers and served as the kick-off event for the 2019 Nordic Symposium.

Judith T. Wagner is Emerita Professor of Child Development and Education and Director of The Broadoaks Laboratory/Demonstration School of Whittier College, serving children from preschool through 8th grade. Judith is immediate past Deputy President of the World Organization for Early Childhood Education (OMEP) and currently serves as one of its representatives at the United Nations, where she advocates for migrant and refugee children and serves as the liaison with UNICEF for water, sanitation, and hygiene education (WASH) in early childhood settings.

Judith also teaches and conducts research in Scandinavia, where she studies the Nordic concept of The Good Childhood, as well as social status and experience of ethnic minority children in Danish primary schools. Judith has published and edited numerous articles and books on the topic of Nordic approaches to early childhood education and care.

Dr. Judith Wagner's presentation for the 2019 Longfellow Lecture was entitled "*Fishing Naked: A Nordic Vision of The Good Childhood*". Judith explained, throughout the 20th and 21st centuries, child and family policies have maintained privileged, high profile positions in Nordic societies. This commitment to children is driven by an ideology known as The Good Childhood (*en god barndom* in Danish); a unique and deeply held vision of what life should be like for all children. The concept rests on these bedrock principles as they apply to children: rights, democracy, egalitarianism, emancipation, cooperation, and solidarity.

Using photographs and anecdotes, this presentation provided an overview of The Good Childhood as it is animated in everyday preschool life, with comparisons to familiar American ideals and practices. The presentation examined the ways in which The Good Childhood may be changing (undermined?) as a result of current political and societal circumstances, including migration and global trends in education, such as earlier emphasis on measurable academic achievement. The presentation also questioned whether The Good Childhood, wholly or in part, could be transplanted into the United States.

Dr. Denisha Jones, former Director of Teacher Education and Professor at Trinity Washington University, is currently the Director of the Art of Teaching Program at Sarah Lawrence College as of August 2019. Dr. Jones began her career in education as a kindergarten teacher in DC. She also worked as a preschool director before spending the last 14 years in teacher education. In 2011, Dr. Jones became active in the fight to stop the

corporate takeover of public education, organizing and speaking at numerous rallies, marches, and conferences. She has been a board member and administrator for the Badass Teachers Association, Inc. (BATs), and currently she is the interim Assistant Executive Director for BATs and she serves as Chairwoman of the National Advisory Board for the Public Education Defense Fund. Dr. Jones has been working with Defending the Early Years as an advisory board member since 2014. Her research interests include developing a critical consciousness in pre-service teachers, organizing activist research projects that challenge the privatization of public education, and leveraging the intersection of public policy, social movement lawyering, and critical social justice education to dismantle the neoliberal assault on public education.

Dr. Denisha Jones' presentation for the 2019 Longfellow Lecture, "*The Good Childhood for All: Making Dream a Reality in the U.S*" posed the question; is it possible for all children in the United States to experience "the good childhood"? In our current free-market approach to early childhood education, we know that access to high quality developmentally appropriate early care and education are based on income and race. Although most people would agree that all children are entitled to the good childhood, the reality remains elusive for many children. As we move toward the future, it is imperative that we work together to ensure that the dream of a good childhood for all becomes a reality.

This presentation provided an overview of how the good childhood is withheld from the lives of low-income children of color. An analysis of statistics related to child poverty, early childhood education, and adverse childhood experiences demonstrated the current situation. The presentation explore how the Global Education Reform Movement operates in the U.S. and prohibits all children from experiencing the good childhood. Denisha also explored potential policy solutions at the national and local level. Participants were asked to consider what they could do to protect childhood so that all children may experience the good childhood.

The Nordic Symposium

April 5-6, 2019

Scandinavia House

58 Park Avenue, New York, NY 10016

CDI in partnership with the American-Scandinavian Foundation offered a two-day symposium, *Ensuring the "Good Childhood" in a World of Cultural and Technological Change: Expanding the Nordic-American Dialogue on Early Education*. This was the third in a series of Nordic-American symposia. The event took place April 5th – 6th 2019 at Scandinavia House in Manhattan and included over 120 participants. There were over 30 presenters from across the United States and the Scandinavian countries such as Denmark, Norway and Sweden.

The schedule included a series of panel discussions, pairing speakers from both the US and the Nordic Countries, on the following topics:

"Education for Sustainable Development and Play"

"Environments, Design and Technology"

"Free Play and Teacher Guided Play – A Nordic Approach"

"Community Adventure Play for All Children"

The panel discussions were recorded and are available, both on our website sarahlawrence.edu/cdi/public-events/symposium and on the Digital Commons digitalcommons.slc.edu/cdi.

There were also a selection of 13 concurrent sessions, in which participants were able to break out into smaller groups and continue conversations on play, sustainability, gender, early literacy, loose parts play, forest kindergartens, as well as issues of race and ethnicity in both the US and Scandinavian countries.

Thomas H. Wright Lecture

The Thomas H. Wright Lecture, inaugurated in 1995, honors Thomas H. Wright's dedication to Sarah Lawrence and his long service on the Board of Trustees. An endowment, established by the Leon Lowenstein Foundation, funds the lecture.

July 9, 2018

Reisinger Concert Hall, Sarah Lawrence College

The 2018 lecture, "Small Actions for Big Justice" was presented by Albert Sykes, Executive Director of the Institute for Democratic Education in America (IDEA). This native son of Mississippi has a powerful personal story, one that is rooted in the struggles and search for quality education through community organizing and youth advocacy. In Mississippi, Albert has also helped lead the growth and development of a new statewide cadre of math literacy workers and young political organizers. He works on both the local and national level around critical issues such as education reform, zero-tolerance policies, and the school to prison pipeline. He advocates for policies such as Quality Education as a Constitutional Right and works in conjunction with many organizations, including the NAACP, where he serves on the Statewide Education Committee.

During his childhood and adolescence, Albert came to understand how the families surrounding him in Mississippi contributed to the civil rights movement as local heroes in the community. The impact of their small everyday actions, which stemmed from a multi-faceted approach to address the innate responsibility to turn over a better community for the next generation, inspired Albert and his own quest of advocacy for a community and a country that is inclusive of everyone.

October 24, 2019

Heimbold Visual Arts Center, Sarah Lawrence College

The 2019 lecture, "*Social Justice Belongs in Our Schools*" was presented by Sydney Chaffee '05. Sydney is a 9th grade Humanities teacher, department chair, and instructional coach at Codman Academy Charter Public School in Dorchester, MA. As 2017 National Teacher of the Year, she has spoken to audiences around the world about the limitless power of teachers and students to change the world. Sydney is a National Board Certified Teacher with a passion for helping diverse learners grow through authentic, relevant, interdisciplinary curricula. She earned her B.A. from Sarah Lawrence College and her M.Ed. from Lesley University.

In her presentation, Sydney contends that it is a fact that politics are in our classrooms and that the aim is to empower students to articulate their own opinions. Bringing Social Justice into our schools allows students to think about multiple perspectives and differing opinions, have conversations with each other, to dig into complex topics and to build skills to work towards a better world.

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 and/or continuing education requirements. CDI's five-day professional development programs, Play's the Thing, Empowering Teachers, and Teaching the Environment, also offer the option to earn one graduate credit.

Play's the Thing: Facilitating Play and Therapeutic Aspects of Play

April 26-28 and May 4-5, 2019

45 Wrexham Road, Bronxville NY 10708

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 over 250 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 Play Program has taken place in the spring, while the Early Childhood Center is still in session because observation in the ECC is central to the program. The ECC is on the same schedule as the public school system, therefore the program is offered over two weekends during the school year (including one Friday) so that public school teachers can participate.

The 2019 Play's the Thing program included 16 participants, who explored developmental, clinical and cultural aspects of play in children's lives. The first weekend of the program, Facilitating Play for Children, focused on developmental aspects of play and the second weekend of the program, Therapeutic Aspects of Play, focused on the role of play in clinical settings.

Empowering Teachers

July 8-11, 2019

Wrexham, Sarah Lawrence College

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. This year the Wright Lecture was scheduled for October. 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 2019 Empowering Teachers program was four intensive days attended by 12 participants, who were a mix of educators working with children from preschool through high school. The theme "*Social Justice at School: Making Room for the Complex of Personal Identities of All Children*" explored concepts of self and identity along with race, gender, privilege and how they can and do impact a child's experience in school and in life.

The Empowering Teachers program continues to be funded through income from the Thomas H. Wright Fund and the Cisneros Fund.

Teaching the Environment

August 5-9, 2019

*Center for the Urban River at Beczak
35 Alexander Street, Yonkers NY 10701*

In collaboration with the Sarah Lawrence College Center for the Urban River at Beczak (CURB), CDI held its annual *Teaching the Environment* program; an intensive week-long professional development program with an environmental education focus. Through hands-on sessions, field experiences, dialogue, and readings, the program aims to support participant's integration of theory, research, and practice to further their understanding and articulation of educational content covered during the week, but also of their teaching practices.

The 2019 Teaching the Environment program, *Discovering Urban Landscapes*, was held from August 5 – 9, 2019 and attended by 17 participants. The program had a mix of educators who work with children from early childhood through high school, including eight Fellows from the Center for STEM Education at Mercy College. Topics included Bird-walking, When Learning Comes Naturally, Exploring Biodiversity of the Hudson River, and The Art of Nature.

Sustainability in the Classroom

June 8, 2019

*Center for the Urban River at Beczak
35 Alexander Street, Yonkers NY 10701*

A one-day professional development opportunity on sustainability, in collaboration with the Elisa Caref, Director of Education at the Center for the Urban River at Beczak. Seven participants learned about local pollution sources and cleanup efforts, received tips for classroom projects to teach students about sustainable practices through science, and get first-hand experience in life cycle and compost activities. The workshops were hands-on, outdoor experiences that teachers of all grade levels were happy to participate in and earned 5 CTLE hours.

This Knowing, This Speaking: Children's Conversations with the Natural World

October 26, 2019

*Center for the Urban River at Beczak
35 Alexander Street, Yonkers NY 10701*

A collaboration with the Touchstone Center, each workshop considered the various qualities of play, imagination, and wonder, as well as how they relate to children's scientific and expressive understanding of the world. Using both the indoor and outdoor spaces of CURB - the workshops explored the individual's unique way of questioning, translating, and conversing with the language that is nature. Fourteen attendees participated in workshops led by Richard Lewis and Jeanie Yeo from The Touchstone Center, as well as Tanya Ferguson, and Eli Caref.

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 (CAPEs) encourage children to use their imaginations, develop initiative, collaborate, and problem-solve using materials from their own communities. Using “loose parts,” such as, cardboard boxes, tires, fabric, plastic bottles, recyclables, wood, and other materials, children direct their own play, collaborate, and test out ideas.

In 2018-2019 in the United States, CDI held CAPEs/CAPE Trainings with the following organizations and community events:

- Global Day of Play at County Road School, Demarest NJ
- Nordic Symposium at Scandinavia House, NYC
- Play’s the Thing 2019 and Lunchbox Kids at Sarah Lawrence College
- Ethical Culture Nursery School, White Plains
- Advisement Seminar Class, Art of Teaching, Sarah Lawrence College
- Early Childhood Center, Sarah Lawrence College
- Yonkers Basics, 2nd Anniversary Celebration, at Yonkers Riverfront Library
- Family Services of Westchester, Early Head Start and Head Start, at The North Street Center
- Prekindergarten Transition Summit and Kindergarten Information Summit, Yonkers Public Schools
- Neighbors Link of Mount Kisco and Ossining
- Neighbors Link Parent-Child Programming of Mount Kisco and Ossining
- San Andres Summer Camp, Yonkers
- South Broadway Business Improvement District, at Lincoln Memorial Park, Yonkers
- Riverfront Library, Yonkers
- Sarah Lawrence College, Center for the Urban River at Beczak, Yonkers
- Sarah Lawrence College Refugee Program, at Center for the Urban River at Beczak, Yonkers
- African American Advisory Board Family and Friends Day, Yonkers
- Mayfair at Sarah Lawrence College
- National Night Out, Yonkers
- PS 30, Yonkers

Play Assessment Research and CAPEs

CDI remains 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) may 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. CDI is beginning to explore where CAPEs are located within the broader context of play research.

As an Institute, we have provided CAPEs on the campus of Sarah Lawrence College, in the local community, and abroad in Antigua, Tanzania, Malawi, and Zimbabwe. Through our community partners and parents, we have learned that 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. This feedback is all a direct result of CAPEs. Our research in recent years has more formally assessed the impact of CAPEs as well as parents' and educator's perceptions and attitudes regarding play, and has involved:

- 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 CDI's initiative 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 recent research findings have been incorporated into a toolkit that can be shared with organizations, parks, schools, and families interested in facilitating CAPEs in their communities. The toolkit includes 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 is available on Digital Commons at: digitalcommons.slc.edu/cdi. We are working with local community partners to adapt and translate the toolkit for use in their communities.

In June 2018, following the model of Community Participatory Action Research, four CDI members traveled to Antigua to implement a CAPE program with Island Academy with the goal of bringing CAPEs to the local government schools. Over the course of three days, they held Facilitator Trainings for 14 teachers and administrators and facilitated CAPEs for approximately 150 children. There is the potential for a similar collaboration in Jamaica.

Following the above-mentioned CAPE research exploring parent and educator perceptions of play, CDI has begun piloting a new phase of CAPE research. This new phase has a number of potential aims, including:

- Exploring how symbolic play manifests across world cultures via CAPEs
- Tracking and analyzing differing play themes that emerge consistently in CAPEs

In the 2018-19 year, CDI began to pilot the use of video and audio recordings to provide a basis for identifying patterns in the play of children participating in CAPEs and collecting usable data for potential research aims. The goal of this work is to gather a body of CAPE documentation to be used in data analysis for future research efforts.

SLC Summer Connections with Refugee and Immigrant Families Program

For the past two years, CDI has collaborated with the Office of Community Partnerships to offer SLC Summer Connections with Refugee and Immigrant Families Program. Refugee and immigrant families (67 participants: 30 adults, 37 children, 1 to 17 years of age) were invited for a series of six Sundays from 12-4pm at the Center for

the Urban River at Beczak (CURB). Each week, the program offered children educational opportunities as well as sports and arts and crafts. Activities included: science activities such as making homemade ice cream, an egg drop competition and seining in the Hudson River, math games, reading with partners, meeting and learning about small animals, playing soccer and badminton, participating in two Community Adventure Play Experiences (CAPEs), dancing, water-play, and various arts/crafts (including making playdough and slime, painting, and jewelry-making). For parents, each week, the program provided English conversation (led by various SLC faculty and staff, and community volunteers), as well as a time to meet and talk with one another in a social atmosphere and to join in with the children's activities. Over the course of the summer, staff informally helped individuals with resume and essay writing and information pertaining to higher education opportunities. Being together on Sundays helped to create opportunities for cross-cultural exchange and for participants to share their skills and talents and experiences with one another. Examples of activities led by participants include learning and playing Venezuelan baseball and learning and practicing Venezuelan dances. Each week, the group shared lunch together and three of these meals were donated from community partners. This program is a continuing collaboration between CDI and the Office of Community Partnerships and Service Learning.

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

In recent years, the CDI staff and steering group regularly attended meetings and contributed 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
- Kindergarten Readiness Community Action Network (CAN)
- 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
- United Nations
- U.S. Play Coalition
- Westchester Association for the Education of Young Children
- Yonkers Arts Weekend (YAW)
- Yonkers Basics

Sarah Lawrence College and Undergraduate Collaborations

In 2018-2019, the Child Development Institute has worked closely with many other offices and groups on the SLC Campus, including:

- Office of Admissions
- Office of Diversity and Campus Engagement
- Health Services
- Anita L. Stafford Community Partnerships and Service Learning Program
- Intensive Semester in Yonkers
- Center for the Urban River at Beczak (CURB)
- Sarah Lawrence College Summer Psychology Research and Internship Program

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

Community Engagement

CDI has supported undergraduate students in linking their classwork with community work and as a result, 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 2018-2019, CDI had a Graduate Assistant who served as CAPE Coordinator as well as an Undergraduate Intern. Both students worked in the CDI office coordinating materials for events, collecting and maintaining CAPE materials, facilitating CAPEs, leading CAPE Facilitator Trainings, videotaping CAPEs for research, and organizing the data for play research. In addition to these responsibilities, the CDI Undergraduate Intern conducted an Independent Study exploring early literacy, which intersected with CDI's ongoing work and plans for a Family Literacy Program in the future.

Student Conference Projects

Undergraduate and graduate student conference work is an in-depth, individual project developed in collaboration with faculty, linked to seminar courses. 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 other outreach programs and melding theory and practice, students are able to engage in a well-rounded learning experience while being supported by faculty, staff, and community partners.

Mainsprings

CDI has continued its relationship with Mainsprings, (formerly Janada L. Batchelor Foundation for Children) in Kitongo, Tanzania.

April 2018

Teachers and administrators from Mainsprings came to Bronxville for two weeks. They attended Play's the Thing, visited the ECC, met with ECC teachers, and attended various events on campus. They also visited public schools in Yonkers and New York City and participated in local community events.

January 2019

The Director of CDI and one of the ECC Lead Teachers, traveled to our Partner School, Mainsprings, in Mwanza, Tanzania. They spent part of each day in the Pre-K through 2nd grade classrooms. They worked with the

teachers, thinking about ways to incorporate play into the curriculum and the classrooms, through math games, storytelling, book making, sensory play and block building. They spent time with the girls who live on campus, participated in community events, and met with administrators to learn more about each other's cultures and discuss the ways in which CDI and Mainsprings can continue our partnership and support one another.

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. Occasional Papers can be accessed on our website slc.edu/cdi/resources as well on Digital Commons, digitalcommons.slc.edu/cdi.

Digital Commons

CDI has a collection of materials on the College's institutional repository, Digital Commons. Digital Commons is an open access platform used by hundreds of institutions across the United States. The CAPE Toolkit, CDI's Occasional Papers, and recordings of past Longfellow Lectures and Wright Lectures are all part of the collection and can be accessed at digitalcommons.slc.edu/cdi.

Support

CDI's programming and outreach would not be possible without the generous support of its donors and funders. As of May 31, 2019, CDI's endowment, comprised of seven endowment funds, is approximately \$1,195,720. The Marx Fund, Canfield Fund, Margery Franklin Fund, and Jane Orans 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. Additionally, with two substantial contributions to the endowment, CDI moves much closer to the goal of being able to cover its own operating budget.

In recent years, the Child Development Institute received funding from the Seth Sprague Educational and Charitable Foundation and M&T Bank to cover tuition scholarships for teachers to attend CDI's Professional Development Programming. These scholarships have served 33 teachers thus far.

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

Follow Us!



[slc_childdevelopmentinstitute](#)

[slc_cape](#)



facebook.com/CDIatSLC

facebook.com/SLCCAPE