



February 13, 2020

Rep. Walker, Senator Osten, Senator Formica, Rep. Lavielle, and the distinguished members of the Appropriations Committee, my name is Cathy Battista and I am the president of the Connecticut Family Resource Center Alliance.

This testimony is an overview of the importance of CT Family Resource Centers. I want to first thank you for your on-going support.

Presently we have 57 sites located in 40 School districts. Just 2 years ago, we had 74 sites in the same number of school districts. We lost 16 sites and the remaining ones today are still underfunded. (See the attached list of sites that were cut.) We have always done so much with so little, but we are now at a breaking point and in crisis mode as we see the needs in our communities growing. The impact of trauma on children is leading schools to become more trauma-sensitive. FRCs can be part of the solution and impact their lives at a very young age.

Established in 1988, FRCs were part of the national movement to promote the importance of early childhood and its link to school achievement. They were also forerunners in the use of the school to provide early childhood education, child care and family support services, a model that has since been widely adopted in several states, most notably Kentucky, which included the Connecticut FRC model in the Kentucky Education Reform Act (KERA).

“The Connecticut Family Resource Center concept promotes comprehensive, integrated, community-based systems of family support and child development services located in public school buildings. This model is based on the "Schools of the 21st Century" concept developed by Dr. Edward Zigler of Yale University. Family Resource Centers provide access, within a community, to a broad continuum of early childhood and family support services which foster the optimal development of children and families.”

“A Family Resource Center is a model for school-based preschool, after-school care and family support services designed to promote the optimal growth and development of children beginning at birth. 21C, also known as Family Resource Center (FRC) in some communities, transforms the traditional school into

a year-round, multi-service center providing high quality, accessible services from early morning to early evening.”

The 21C/FRC model has proven successful in urban, rural and suburban areas, as well as in affluent, middle class and poor communities. More than 600 schools in 17 states implemented 21C in its first decade. The flexibility of the 21C/FRC model enables individual schools to tailor it to match their own needs and resources. In many communities, 21C serves as an umbrella for an expanded array of family support services including adult education, youth development and social services. Connecticut and Kentucky have launched statewide initiatives based on the model, and with the growing public interest in early childhood development, more states are starting pilot initiatives.

The grant-required components of the FRC target the 'whole' family regardless of socio-economic background – it is for all families, all children. (See attachment).”

We are presently in the State Department of Education. We serve the whole family, both children and adults. Programs and services are determined based on a needs assessment of the community. This can vary from town to town. For example, one community may have a greater need for before/after school childcare, while another community may not. It would be ideal to improve our collaborative efforts with other State departments such as the Office of Early Childhood, the Department of Labor, the Department of Children and Families and others. *Our components cross all departments.* Just think what we can accomplish if we coordinated not only our efforts, but also our funding. With FRCs as a ‘hub’, we can make this happen. We do not give ‘hand-outs’. We help families establish goals and guide them toward reaching those goals, both long-term and short-term. Our goal is to strengthen families and give them the tools necessary to reach their goals.

Our resources and programs include assistance with post-secondary education, job training, interview skills, home visitation (using the Parents as Teachers Curriculum), adult education, employment services, school readiness, budgeting workshops, parenting classes, intergenerational literacy, and child-development and social/emotional screening beginning at age 4 months. Childcare and transportation are the two most important barriers to progress. It is our hope to either collaborate with other agencies that have funding for this, or to provide them ourselves with increased funding. Presently, some sites offer free childcare while the parent attends ESL classes, for example. Some sites are also following the Two Generation Initiative since we have always provided a whole family approach. We are already ideally suited to be a Two Gen ‘hub’ in a community. Additional funding from the Office of Early Childhood, or the Department of Labor could make this happen.

Example of an FRC site and the continuum of support:

Phase 1: Learn Together Playgroups for new-born babies up to age 3; Ages & Stages child development and social emotional screening with referral, if necessary, to the CT Birth-3 system; parents and guardians participate. Socialization for the children and the adults begins.

Phase 2: Kids Corner program (preK) for 3 & 4 year olds. On-going screening with referral to the school system for support and services, if needed; school readiness and social/emotional learning; parent engagement – all before children are even enrolled in school.

Phase 3: School-age support, before and after school childcare, Homework Clubs, Community Service Clubs, student leadership training.

FRC grant funding changes almost every budget cycle. Each site is required to have one site coordinator who holds a Bachelor's Degree and, if there is more than one site in the district, one administrator, who holds a Master's degree. Usually, those 2 positions alone make up most of the budget. Additionally, many sites have reached their maximum in providing cost of living increases. With the up-and-down budgets, there is no guaranteed salary increases which has made it difficult to retain staff.

Family Resource Centers become part of the fabric of the school. Teachers, parents, grandparents and students alike come into our office for various reasons – sometimes as a refuge or maybe to have a cup of tea. Parents build trusting relationships with us. Children are comfortable with the school before they are enrolled and last, but not least, with early screening, we have seen dramatic improvement in our young children's growth, both developmentally and socially. Imagine what we could do with increased funding – funding that is in reality an **investment** in our families and children, an **investment** in our communities and an **investment** in our future.

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Family Resource Centers

Family Resource Centers

What are Family Resource Centers?

The Connecticut Family Resource Center concept promotes comprehensive, integrated, community-based systems of family support and child development services located in public school buildings. This model is based on the “Schools of the 21st Century” concept developed by Dr. Edward Zigler of Yale University.

Family Resource Centers provide access, within a community, to a broad continuum of early childhood and family support services which foster the optimal development of children and families. They offer parent education and training; family support; preschool and school-age child care; teen pregnancy prevention (positive youth development services); and family day-care provider training. Family Resource Centers provide:

- quality child care;
- physical accessibility in public schools;
- hours of operation consistent with family schedule; and
- family support and child care services administered by school or community-based agencies collaborating with schools.

What is the Philosophy?

Family Resource Centers embody the underlying concept that healthy development and good education begin with access to quality child care and support services from birth. This concept fosters the development of a system for child care and family support that takes advantage of the physical accessibility of the public school. The school is an institution that is known to, recognized by, and accessible to all families. The model offers preschool programs with operating hours that are consistent with parents’ schedules. The Connecticut model offers flexibility, in that family support and child-care services can be administered by the school or by community-based agencies on behalf of the school.

Family Resource Centers are expected to prevent an array of childhood and adolescent problems by strengthening effective family management practices and establishing a continuum of child care and support services that children and parents need. By using local public school buildings and resources, Family Resource Centers, with the collaboration of the school system, are able to better prepare children and families for success.

School-based Family Resource Centers collaborate with the many resources in their communities, including child-care providers, School Readiness Councils, local United Ways and service providers of the Departments of Social Services and Children and Families.

This philosophical foundation is designed to provide the best possible start for children and families of all racial, ethnic and socioeconomic groups living in communities in which Family Resource Centers are located. Like the public school system, Family Resource Centers provide a common ground for all families to benefit from the services offered, and a unique opportunity for families of diverse cultures and backgrounds to share and learn from each other.

Who is Eligible for Services?

All families who reside in the designated service area, regardless of income, are eligible for services offered by the center. Some services may require a family contribution based on a sliding fee scale established by the center or school.

What is the Legislative Authority?

Connecticut General Statutes Section 10-4o provides the authorization for Connecticut Family Resource Center Programs.

What are the Service Components?

Centers must provide or collaborate with existing agencies to offer the following services:

❖ **Quality Full-Day Child Care and School Readiness Programs**

Quality full-day child care and school readiness are services offered year-round for children ages three to five who are not enrolled in school. This service and the school-age child-care component operate on a sliding fee scale. Centers must be licensed by the Connecticut Department of Public Health and are expected to be accredited or in the process of being accredited by the National Association for the Education of Young Children or other accrediting agencies recognized by the State Department of Education.

Preschool programs must be in compliance with all state statutes and regulations governing child care and, in the case of the school readiness program, in compliance with the standards set for programs pursuant to Section 10-16p, as amended.

❖ **School-Age Child Care**

This component is offered for children enrolled in school up to the age of 12 for before and after regular school hours and on a full-day basis during school holidays and school vacation. This service is offered from 7:00 a.m. until school starts and from the end of the school day until 6:00 p.m., and is in operation full-time (7:00 a.m.- 6:00 p.m.) during the summer and when school is not in session.

❖ **Resource and Referral Services**

Family Resource Centers, by their location and access to families, have established themselves as a primary resource and referral service for issues concerning the well-being of families. Support services are provided to parents of newborn infants to ascertain their needs and provide them with referrals to other services and organizations and, if necessary, education in parenting skills.

❖ **Families in Training**

This component provides, within available appropriations, community support services to expectant parents and parents of children under the age of 3. Such services shall include, but not be limited to, providing information and advice to parents on their child's language, cognitive, social and motor development, visiting a participant's home on a regular basis, organizing group meetings at the center for neighborhood parents of young children and providing a reference center for parents who need special assistance or services. The program shall provide for the recruitment of parents to participate in such programs.

❖ **Adult Education**

This component offers a range of adult education opportunities, including parent training and adult education, support and educational services to parents with children who are participants of the child-care services of the program and who are interested in obtaining a high school diploma or its equivalent. Parents and their preschool-age children may attend classes together in parenting and child-rearing skills so as to promote the mutual pursuit of education while enhancing parent-child interaction. English as a Second Language (ESL) and Basic Skills may also be offered through this component.

❖ **Support and Training for Family Day-Care Providers**

A continuum of child-care opportunities are provided for families. The staff of the center offer training and technical assistance and other support to providers in the community and serve as an information and referral system for other childcare needs or coordinate such systems as may already exist in the community.

❖ **Teen Pregnancy Prevention (Positive Youth Development)**

The Family Resource Center provides a teen pregnancy prevention program to adolescents emphasizing responsible decision-making and communication skills. Aimed at children in Grades 4 through 6, this component offers a range of recreational and educational opportunities targeted at preventing teen pregnancy, substance abuse and school dropouts.

EXECUTIVE SUMMARY

June 2009

Submitted by

Matia Finn-Stevenson, Ph.D., Principal Investigator

Beth Lapin, Senior Associate, 21C Direct Services

Michelle Albright, Ph.D., Senior Associate, 21C Program Development

Executive Summary

The Yale Zigler Center in Child Development and Social Policy completed an evaluation of the Connecticut Family Resource Center (FRC) program. The one-year evaluation, conducted under the direction of Matia Finn-Stevenson, Ph.D., was funded by the Connecticut State Department of Education (CSDE) to provide a new generation of evidence about the program's operations and its impact on children, families, schools and communities to be used for planning and results-based accountability.

The FRC program is a school-based initiative implemented in 62 schools in the state. Administered by the CSDE, FRCs provide access to a continuum of services that foster the optimal development and education of children beginning at birth.

Established in 1988, FRCs were part of the national movement to promote the importance of early childhood and its link to school achievement. They were also forerunners in the use of the school to provide early childhood education, child care and family support services, a model that has since been widely adopted in several states, most notably Kentucky, which included the Connecticut FRC model in the Kentucky Education Reform Act (KERA).

Key Findings

The evaluation focused on 2007-08, although some information was collected in 2009. It is based on quantitative data from the 62 FRCs, as well as qualitative data collected through intensive site-based interviews and focus groups in five communities. Findings indicate that the FRC program is highly effective, is aligned with the state's *Ready by 5, Fine by 9* investment framework, and contributes to several programs and initiatives within the CSDE and other state agencies. The findings further show that FRCs:

Increase parental knowledge and skills related to child development and behavior, which allows parents to prepare their children for school. FRCs provide parenting workshops, monthly parent meetings, home visitations and playgroups for children from birth to age 5. The latter enable children to socialize with peers and are valued by parents, who are able to gauge their child's progress and readiness for school as compared with other children. For many parents in the study, playgroups provided the first such opportunity to get together with other parents and children. These and other activities resulted not only in increased parental knowledge but also in improvements in parenting practices and involvement in school, both critical factors essential to promoting children's academic achievement.

Administer developmental screenings of infants and toddlers leading to early identification of developmental delays, followed by services that can prevent or reduce special education needs as the child matures. In 2007-08 alone, the FRCs made 781 referrals for children from birth to age 8, close to half of which resulted in acceptance for service. The high numbers of children receiving intervention services because of FRC referrals is a significant contribution to meeting Connecticut's school readiness goals. It means that children receive appropriate services that address developmental

and learning problems and prevent, or lessen, the need for special education placements. The potential savings are substantial: In Connecticut, the annual cost in special education amounts to nearly \$22,000 per pupil.

Provide a single point of entry to programs and services and link schools, families and communities. The FRCs provide a “one-stop shop” for families with young children in need of multiple services. Parents indicated that until they became affiliated with the FRCs, they had no contact with community-based services and were unaware of resources that existed in schools. The FRCs have accumulated so much knowledge of community and school services over the years that they not only link families with needed services but also assist school staff and various community-based agencies that depend on the FRCs’ knowledge base and access to families.

Train more than 500 family child care and private providers leading to higher quality care for children in these facilities. This service is specific to FRCs and is of vital importance; national studies show that provider training is critical in reversing poor quality care, which can compromise the development of young children and their ability to learn.

Effectively respond to environmental changes within their schools and communities that have occurred during the past 20-plus years. The FRCs have kept pace with demographic changes and employ linguistically and culturally diverse staff, thereby enhancing their ability to work with immigrant families and assist school staff with translation and understanding how cultural variations influence school-family relations. Seventy-seven percent of the FRCs have bilingual staff and, as a group, staff members are fluent in 15 languages, with two-thirds of them fluent in Spanish.

Provide essential support to schools and other state agencies. The FRCs provide several services that meet the state’s goals for children, including school readiness programs and after-school 21st Century Community Learning Centers (21CCLC). The FRCs also provide Birth to Three playgroups and developmental screenings and referrals mentioned earlier. In addition, they make referrals for health and mental health services and, beyond their offering of FRC-required services, have embraced such needed initiatives as Consolidated School Health, Raising Readers (which focuses on parent literacy) and Welcoming Schools, providing a context within which to effectively integrate these initiatives in the school. As such, the FRCs contribute to and further the work of several state agencies, including the Departments of Education, Developmental Services, Social Services and the Child Development Infoline (CDI), maintained by the United Way’s 211 information and referral program.

Undertake a cost-effective approach to the provision of services. The FRCs provide multiple services but avoid duplication because service provision is based on needs assessments, which most FRCs conduct at least once a year. The FRCs identify service gaps, provide missing services and also indirectly contribute to the effectiveness of other efforts. For example, FRC staff members facilitate parents’ enrollment in English as a second language classes and enable parents to participate in adult education and programs to obtain high school diplomas by providing child care when these programs are offered.

Provide a critically important support network. It became apparent in this study that parents benefit not only from specific FRC services for them and their children but also from the network of support that FRCs provide. Parents reported that FRCs represent a safe and secure place for them to congregate, socialize and network. Some referred to the FRCs as their home and the FRC staff and other parents as their extended family. This support network is important for parents who are new to a community and especially helpful for first time parents, parents who are recent immigrants and parents experiencing challenges, whether personal or professional. Providing a support network is essential in preventing mental health problems and enhancing families’ abilities to cope with stressful situations. We regard this as one of the most important outcomes of the FRCs and note that this has implications for children, as well as their parents, since children are influenced by their parents’ mental health status.

Funding

The above noted and other findings are impressive but take on added significance when considered within the context of the overall FRC program budget, which in 2007-08 was \$6.3 million, for services provided to nearly 20,000 participants.

The ability of the FRCs, each of which received the same grant amount of slightly more than \$102,000 (reduced to \$97,200 in 2008-09), to meet program requirements is due in part to the FRCs ability to leverage additional support. FRCs receive grants as well as in-kind contributions from schools and community-based organizations, and some generate income from sliding scale parental fees for several services.

Additionally, FRCs use an extensive volunteer corps. Volunteers provided 2,771 hours of service, which, at a conservative estimate of \$8 per hour, amounted to a value of more than \$22,000 per month. Although significant in terms of the contribution to the budget and program operations, the fact that FRCs attract the interest and involvement of volunteers underscores the important role that FRCs play and their value in the community.

Recommendations

The findings show that the FRC program is aligned with the state's investment in early childhood and school readiness and is effective in providing needed services. Although acute economic conditions are likely to continue to challenge not only the FRC program but other services as well, the following short term recommendations deserve consideration:

1. Emphasize the role of the principal. The educational relevance of the FRC program to affect school achievement is often overlooked, especially among principals new to FRC schools. Therefore, the CSDE should require principals and other educational administrators in FRC schools to attend a minimum of two statewide principal meetings to ensure the opportunity for mutual support and understanding of the role they have in supporting the FRCs.

2. Develop an assessment system to enable FRCs to compile outcome data. Although maintaining data over time and taking the next steps to collect comparison data is both a costly and time-consuming process, we strongly encourage the data be collected for use in demonstrating both short-term and long-term outcomes. The CSDE may require each FRC to devote a percentage of grant funds for evaluation purposes and enable the FRC programs to coordinate local evaluation efforts and establish and maintain an assessment system.

3. Adopt quality criteria for the provision of Families in Training, preschool and school-age component. The effectiveness of FRC programs and services on students and families, in particular, school achievement, is largely dependent on the quality of service provided. Therefore, we recommend adopting and maintaining program quality guidelines among the core services of the FRC to sustain a consistent level of effectiveness among programs.

Conclusion

In summary, it is evident that FRCs are making a difference in the lives of children and families. Some data collected have implications for and may be used to meet results-based accountability requirements. The value of the FRCs may become even more apparent if resources were dedicated to undertaking regular evaluations and establishing an information system that would compile school record data and other assessments over time, showing the influence of FRCs on children as they progress through the elementary grades.

FRCs do so much with relatively small amounts of money, yet they could become victims of the current economic crisis. If this were to happen, it would severely compromise the state's goal to achieve school readiness for all Connecticut's young children; our findings indicated that the FRCs play an important role in achieving this goal. Also, thousands of families would be left without services and linkages to schools. There may be short-term savings in not funding the FRCs, but the savings would be offset by huge spending in special education in a year or two when children who did not receive developmental screening and follow-up services enter school. Failure to fund the FRCs would also put undue pressure on schools, communities and state agencies currently collaborating with and depending on the work and leadership of the FRCs. It is our recommendation that every effort be made to ensure the continued operation of this vital program.

School of the 21st Century

Responding to the needs
of today's children and families



School of the 21st Century

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What is the School of the 21st Century?

The School of the 21st Century (21C) is a model for school-based preschool, after-school care and family support services designed to promote the optimal growth and development of children beginning at birth. 21C, also known as Family Resource Center (FRC) in some communities, transforms the traditional school into a year-round, multi-service center providing high-quality, accessible services from early morning to early evening.

The 21C/FRC model has proven successful in urban, rural and suburban areas, as well as in affluent, middle class and poor communities. More than 600 schools in 17 states implemented 21C in its first decade. The flexibility of the 21C/FRC model enables individual schools to tailor it to match their own needs and resources. In many

communities, 21C serves as an umbrella for an expanded array of family support services including adult education, youth development and social services. Connecticut and Kentucky have launched statewide initiatives based on the model, and with the growing public interest in early childhood development, more states are starting pilot initiatives.

Guiding Principles

The School of the 21st Century is firmly grounded in the belief that all families in need of support and quality child care should be able to obtain these services. To achieve this goal, 21C/FRC sites uphold the following principles:

- strong parental support and involvement;
- universal access to programs achieved through sliding scale fees based on family income;
- programmatic focus on the physical, social, emotional and intellectual development of children;
- quality programming as measured by staff qualifications, staff-child ratios, group size, staff turnover and other relevant criteria;
- professional training and advancement opportunities for child care providers; and
- non-compulsory programming utilized at the discretion of the family.



The School of the 21st Century is right on target in tying together child care, preventive health care, after-school care, and parent education. Locating these in schools is one excellent way to bring a sense of community back to families. What better way to make this constellation of services available to all families and to ensure the healthy development of all children?

— T. Berry Brazelton

Author of *Touchpoints*

Core Components

Guidance and support for parents

Recognizing parents' important role in their child's development, 21C schools offer home visits, playgroups, and workshops for parents of young children. 21C schools also make a special effort to reach out to and involve parents of school-age children, providing regular opportunities for parents to meet and discuss a wide range of parenting issues.

Preschool programs

21C schools provide high-quality, developmentally appropriate, full-day, year-round services for children ages 3-5 at the school or at a school-linked site, laying the groundwork for positive interactions between schools and families and children's later success in school.

Before-school, after-school and vacation programs for school-age children

Either on site or at a linked site, 21C schools provide diverse, supervised activities for children during out-of-school time. School-age programs enable children to learn, grow and socialize in a safe and stimulating environment while also meeting the needs of working families.

Health education and services

In collaboration with community-based health care providers, 21C schools offer a range of services including: health, nutrition and fitness education, physical health services, care for children with special needs, developmental assessments, dental assessments and mental health services.

Networks and training for child care providers

To strengthen the quality of local child care, 21C schools offer workshops, training opportunities, support groups and newsletters to support community child care providers, with a special emphasis on family day care providers in the neighborhoods served by the school.

Information and referral services

21C schools inform families about community options for child care as well as the criteria for high-quality care. They also provide information about health care and other community services pertaining to the well-being of children and families.

One of the key attributes of effective programs is that they don't clone; rather they replicate the essence of a successful intervention while allowing each new setting to adapt many of its components to that locale's particular needs and strengths. I can think of no better example of this attribute in action than the Schools of the 21st Century.

— Lisbeth Schorr

Director

Harvard University Project
on Effective Interventions





To be able to go to school with your children?! Hey, now that is a blessing and a joy. Because I was not employed when my children began school, I was able to enroll them and at the same time engage myself in an atmosphere of work and play.

— Rachaelle Hayes-Ruff

Parent

Bowling Park

Elementary School

Norfolk, Virginia

Evaluation Research Says 21C Works!

Research on the 21C/FRC model indicates that the combination of services provided in the 21C model has strong benefits for children, parents and schools:

For children:

- Children participating in 21C for at least three years had higher scores on mathematics and reading achievement tests than children in a control, non-21C school.
- Children who participated in 21C beginning at age three started kindergarten ready to learn as evidenced by their scores on kindergarten screening tests.
- According to teachers, the 21C preschool program helped identify and address children's special learning needs early in the educational process.
- Availability of 21C child care services enabled parents to provide consistent adult supervision and high-quality out-of-home care, vital factors in healthy child development.

For parents:

- 21C parents gave their school higher marks for academic focus, caring and sensitivity, school-community relations and collaborative decision-making than did parents at a comparison school.
- 21C parents reported that:
 - they experience significantly less stress, as measured by the Parental Stress Index;
 - they spend less money on child care; and
 - they miss fewer days of work.
- According to teachers, 21C programs helped parents form an early and positive relationship with the school.

For schools:

- Principals in 21C schools reported:
 - increased parental involvement and parent appreciation for the school;
 - substantial reduction in school vandalism;
 - changes in teaching practices in first and second grade to reflect developmentally appropriate practice and provide greater individual attention; and
 - positive public relations because of the expanded services offered by the school.
- Teachers in 21C schools reported significantly improved school climate in areas such as leadership, achievement, motivation, parent and teacher involvement in decision-making, and school-community relations.

As we look at successful initiatives around the nation, none has had more success than the School of the 21st Century in being replicated in multiple settings. This program truly works for today's children and families — in all their diverse shapes and forms.

— Gerald Tirrozzi

Assistant Secretary

for Elementary Education

U.S. Department of Education

Related Research

Benefits of quality preschool

- Research is clear that the quality of child care has a lasting impact on children's well-being and ability to learn. Children in poor quality child care have been found to be delayed in language and reading skills, and to display more aggression towards other children and adults. In contrast, participants in quality preschool have been found to be more likely to be employed and married as adults, and less likely to have committed a crime.

Guidance and support for new parents

- Children in Parents As Teachers (PAT), one of the leading programs providing guidance and support to new parents, have been found to outscore their peers on measures of school readiness and later school achievement. PAT has also been found to reduce placement in special programs and lower the incidence of abuse and neglect. In addition, PAT parents are significantly more involved in their children's schooling.

Benefits of school-age child care

- High-quality school-age child care programs which offer structured, developmentally appropriate activities for children have positive outcomes for both children and families including improved social skills, reduced problem behavior such as vandalism and juvenile crime, and enhanced academic performance.



Financing the School of the 21st Century

There is enormous variety in the ways that different schools and districts finance their 21C programs. Some schools are able to completely fund the preschool-age and school-age child care components through fees paid by parents on a sliding scale according to income. In less affluent communities, some 21C services are paid for through local, state, and federal funds. All 21C schools usually require some initial start-up funds to create or renovate space or pay for outreach components. Start-up funds often come from local foundations or businesses through partnerships with local community-based organizations, or through reallocation of existing school district resources. Several states, including Kentucky, Connecticut and Arkansas, have made grants available to launch and support 21C/FRC programs. The following chart provides an overview of some of the types of funding sources used by 21C sites.

Revenue Sources for School of the 21st Century Programs

Source	Examples
fees	Most 21C schools charge weekly or monthly fees for both preschool and before- and after-school programs. To ensure universal access, fees are set on a sliding scale according to family income.
state grants	Each state is different, but many have special grant programs that can fund portions of a 21C program. The types of grants that are available in many states include: Early Childhood/ Preschool, School Improvement/ Reform, Family Partnership/ Involvement, Family Resource Center, Parents As Teachers, Dropout/Teen Pregnancy Prevention, Adult Education, Literacy and Universal Pre-Kindergarten.
federal programs	Specific federal programs change over time, but funding that has been used for 21C programs includes: Title I, Goals 2000, Head Start, 21st Century Community Learning Centers, Medicaid, Safe and Drug-Free Schools, USDA Food Programs (breakfast, lunch, snack, summer), Special Education, Adult Education and Literacy.
in-kind	Space, custodial services, utilities, transportation, materials, telephone, staff, etc., donated by the school district and other organizations.
other	Child care vouchers, partnerships with local nonprofit agencies/hospitals/universities, sponsorships/donations by local businesses, special events fundraising, private foundation grants, employer child care subsidies.

21C operates as a school-based community center. The approach has a solid track record providing each community with flexibility to create its own version, while adhering to core principles that promote child and family development.

— Ruby Takanishi

President

Foundation for Child Development

Consultation, Training and Technical Assistance

The School of the 21st Century model was developed in 1988 by Yale University Professor Edward Zigler, one of the principal architects of the federal Head Start program. While dedicated and enthusiastic program organizers at the school level have made the School of the 21st Century a reality, Yale University serves as a national resource to guide the growth of the initiative. Under the leadership of Matia Finn-Stevenson, 21C staff provide consultation and training for each of the core components:

- Initiating a home visitation and early parenting program
- Setting up a preschool program
- Establishing before-school, after-school and vacation care programs for school-age children
- Establishing or enhancing school-based health education and services
- Launching a Child Care Provider Network
- Creating an Information and Referral service

In addition, Yale consultants can provide training and technical assistance on the following management and implementation issues:

- Conducting a community needs assessment
- Generating support for 21C in the school and the larger community
- Locating funding sources and developing grant proposals
- Increasing family involvement
- Selecting appropriate curricula for preschool and school-age programs
- Assessing and ensuring high quality in all 21C programs
- Developing evaluation strategies

The level of Yale's involvement depends on the 21C Network membership option selected by the school or district (contact the Yale office for membership details).

Publications

The Yale School of the 21st Century initiative has developed an array of manuals and other written materials that can help answer 21C implementation questions. Some materials are included as part of 21C Network membership; all are available for individual purchase.

The School of the 21st Century provided the research base and the philosophic underpinning for one of the most successful aspects of the Kentucky Education Reform Act: the Family Resource and Youth Service Centers. Yale University continues to be a tremendous resource for training, guidance and support.

— Robert (Sandy) Goodlett
Executive Director
Kentucky Family Resource/
Youth Service Centers



Our school is a better place for children, their parents, and the community because of the School of the 21st Century. With a variety of services and an emphasis on quality, 21C has helped us create an optimum learning environment for children.

— Valerie Livingstone

Principal

Page/Hilltop School

Ayer, Massachusetts

Frequently Asked Questions

Does 21C target specific children or families?

One of the unique strengths of the 21C model is that it works for all children and in all types of communities. By using sliding scale fees and other innovative funding strategies, 21C services are made available to all families in a community regardless of income or family circumstances.

Do all schools implement 21C in exactly the same way?

The 21C model recognizes that every community is unique, and it is designed to respond flexibly to those differences. Implementation of a 21C program begins with a needs assessment to determine which of the 21C core components are necessary in a given community. Many schools already have one or more of the core 21C components in place before they adopt the 21C model. For these schools, 21C provides a guiding framework to explore the need for additional child care and family support services, building on what the school and community have already begun.

Our school is already overcrowded; how could we possibly add more programs?

21C schools have been creative about finding ways to accommodate 21C child care components by converting little-used classroom space; renting or purchasing nearby houses; renovating and utilizing unused school buildings; constructing separate facilities on school grounds; using modular or mobile buildings; or joining forces with local early childhood education providers and other nonprofits serving children and families. School-age programs can often use existing space in the school building, such as a cafeteria, a gymnasium or a large classroom.

Can we combine 21C with other school reform efforts?

The School of the 21st Century is a comprehensive approach to creating critical support services which works extremely well with other school reform programs. One such successful collaboration is the Comer/Zigler (CoZi) initiative, which is a combination of Dr. Edward F. Zigler's School of the 21st Century and Dr. James P. Comer's School Development Program. CoZi offers family support services linked to the school through a child-centered, collaborative decision-making structure.

Is it good for children to start school so young?

The School of the 21st Century is expressly designed for the optimal development of children and therefore recognizes the need for age-appropriate activities. The program does not advocate academics for preschool children or an extended academic day for school-age children. The School of the 21st Century emphasizes play and social relationships for preschool children and allows school-age children to choose from a variety of activities that develop their social, emotional, artistic, physical and intellectual abilities.

What is the teacher's role in 21C?

Although the programs that make up 21C operate independently of the teaching staff, teachers are key to the success of a 21C program. By keeping abreast of the many services offered through 21C, teachers can make referrals for students and families in need and promote the program in the community. Many teachers in 21C schools feel the program gives them more time to focus on teaching in its traditional sense since the necessary mechanisms are in place to provide students and families with other kinds of support services they might require.



When I need help reaching out to or meeting the needs of a particular family, the Family Resource Center makes my job easier in the best sense of the word. It enables me to focus on children's academic learning with assurance that their other needs are being addressed.

— Therese Horn

Teacher

Charter Oak Elementary School

West Hartford, Connecticut

How Does My School Become a 21C School?

Schools or school districts that want to implement the 21C model should contact the School of the 21st Century office at Yale University. 21C staff will be happy to provide more information about the initiative and to consult about how to build a version of the School of the 21st Century in your community. Staff can also help to arrange a visit to one of the national 21C Demonstration Sites, an orientation meeting at Yale, and/or register you to attend the 21C annual conference.



The School of the 21st Century programs make our school district especially desirable for many young families. By diminishing the divisions between child care and education, the model puts into practice the view that learning begins at birth.

— Robert Watkins

Superintendent

Independence, Missouri

Annual Conference

Each summer, the School of the 21st Century hosts an annual conference at Yale University. Workshop topics include management and implementation challenges such as fundraising, evaluation and program planning, as well as significant and timely topics such as brain research, technology and family involvement. The conference attracts school district personnel, early childhood professionals, parents, teachers and policymakers and is geared to meet the training needs of both beginning and mature sites.

21C Network

Schools interested in implementing the School of the 21st Century model are encouraged to become members of the 21C Network established and maintained by the School of the 21st Century initiative at Yale. Through the 21C Network, Yale keeps 21C schools informed about relevant research, new funding opportunities, evaluation findings and more, and schools are able to communicate with each other regarding implementation challenges and strategies. The 21C Network provides several different levels of membership tailored to meet the needs of sites just beginning implementation as well as mature sites interested in continuous quality improvement. For detailed information about membership options, contact the Yale office.



School of the 21st Century
Yale University
310 Prospect Street
New Haven, CT 06511-2187
203-432-9944 / 9945 fax
www.yale.edu/21C

I've worked in schools for more than 25 years, and the 21C/FRC program is the best strategy I know of to truly meet the needs of children and families. Parents love the fact that there is one place they can go to find answers to their most pressing concerns about their children's well-being.

— Norma Meek

Site Coordinator

Family Resource Center

Catlettsberg, Kentucky

School of the 21st Century
Yale University
310 Prospect Street
New Haven, CT 06511-2187

School of the 21st Century
Yale University
310 Prospect Street
New Haven, CT 06511-2187

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Request for Information

- Please add me to the School of the 21st Century mailing list
- Please send me information on 21C Network Membership options
- Please send me a brochure for the next School of the 21st Century Annual Conference
- We are interested in implementing 21C and would like Yale staff to contact us to explore next steps.

Name _____

Title _____

School/Organization _____

Mailing Address _____

Phone _____ Fax _____

Email _____

Comments: _____

Request for Information

- Please add me to the School of the 21st Century mailing list
- Please send me information on 21C Network Membership options
- Please send me a brochure for the next School of the 21st Century Annual Conference
- We are interested in implementing 21C and would like Yale staff to contact us to explore next steps.

Name _____

Title _____

School/Organization _____

Mailing Address _____

Phone _____ Fax _____

Email _____

Comments: _____

I look at the creation of the 21C/FRC program as one of the best examples of our ability to address the needs of real people. Everyone I talk to about this program says, 'How can we get this in our community?'

— John Larson

U.S. House of Representatives

1st Congressional District,

Connecticut

School of the 21st Century
Yale University

310 Prospect Street

New Haven, CT 06511-2187

203-432-9944 / 9945 fax

www.yale.edu/21C

2020-2021 CT Family Resource Center Alliance Contact List

Town/Site	Contact Person	Telephone	Fax	E-Mail Address
✓ Bloomfield				
Laurel School 1 Filley Street Bloomfield, CT 06002	Gail Nolan Co-chair- NFSN	860-769-5518 Ext. 213	860-769-5517	gnolan@blmfld.org
✓ Branford				
Indian Neck School 12 Melrose Avenue Branford, CT 06405	Michele Krumenacker Co-chair -Program Planning	203-481-5066	203-481-7160	mkrumenacker@branfordschools.org
✓ Bridgeport				
Cesar Batalla School 606 Howard Avenue Bridgeport, CT 06605	Kethlene Felican Torres	203-579-8526	203-579-8528	ktorres@bridgeportedu.net
Roosevelt School 160 Iranistan Avenue Bridgeport, CT 06604	Erica Rowe	203-275-2122	203-337-0120	ERowe@Bridgeportedu.net
Dunbar FRC 495 Waterview Avenue Bridgeport, CT 06608	Regina Vermont	203-275-2388 203-275-3648	203-337-0144	rvermont@bridgeportedu.net
✓ Bristol				
West Bristol School 500 Clark Ave. Bristol CT 06010	Sarah Holmes Linda Rich	860-584-7815		sarahholmes@ci.bristol.ct.us lindarich@bristol12.org
Greene-Hills School 718 Pine St. Bristol CT 06010	Sandra Godin Linda Rich	860-584-7822		sandragodin@ci.bristol.ct.us lindarich@bristol12.org
✓ Danbury				
Morris Street School 28 Morris Street Danbury, CT 06810	B. Estela Camacho Anne Mead	203-790-2682	203-731-8299 203-830-8514	camacb@danbury.k12.ct.us meadan@danbury.k12.ct.us

✓ East Hartford				
Franklin H. Mayberry 101 Great Hill Road East Hartford, CT 06108	Sharon Walker Mary Beth Kuzoian	860-622-5737	860.622.5719	walker.sl@easthartford.org kuzoian.mb@easthartford.org
✓ Silver Lane Elementary School				
15 Mercer Avenue East Hartford, CT 06118	Madelyn Torres Mary Beth Kuzoian	860-622-5515	860-622-5519	Torres.my@easthartford.org kuzoian.mb@easthartford.org
✓ East Haven				
Momauguin School 99 Cosey Beach Road East Haven, CT 06512	Marissa Velazquez	203-468-3305	203-468-3306	mvelazquez@east-haven.k12.ct.us
✓ East Windsor				
Broad Brook Elementary School 14 Rye Street Broad Brook, CT 06016	Kate Mable Secretary	860-627-9741	860-623-0717	kmable@ewct.org
✓ Enfield				
Henry Barnard School 27 Shaker Road Enfield, CT 06082	Amy Morales	860- 253-4721	860-741-4029	amorales@enfield.org
✓ Groton				
Catherine Kolnaski Magnet School 500 Poquonnock Road Groton, CT 06339	Julie O'Keefe Jennifer Messina	860-442-1798	860-442-8097	okeefej@childandfamilyagency.org messinaJ@childandfamilyagency.org
✓ Hamden				
Church Street School 95 Church Street Hamden, CT 06514	Guadalupe Kuilan Treasurer Luann Gallicchio	203-407-3111	203-407-5860	guadalupe.martinez@hamden.org lgallicchio@hamden.org
✓ Hartford				
Sarah J. Rawson STEAM School 260 Holcomb Street Hartford, CT 06112	Trisila Tirado Carmen Valenzuela Aldwin Allen Nuchette M. Black-Burke Shelimar Ramirez	860-695-6867 860-695-8748 860-695-8827	860-722-8342	TTirado@thevillage.org cvalenzuela@thevillage.org atallen@villageforchildren.org Nuchette.Black-Burke@hartfordschools.org Shelimar.Ramirez@hartfordschools.org

SAND Elementary School 1750 Main Street Hartford, CT 06120	Artie Hill Nuchette M. Black-Burke Shelimar Ramirez Aldwin Allen	860-695-5061 860-695-8748 860-695-8827	860-722-8377	ahill@thevillage.org Nuchette.Black-Burke@hartfordschools.org Shelimar.Ramirez@hartfordschools.org atallen@villageforchildren.org
Burns Academy of Latino Studies 195 Putnam Street Hartford, CT 06106	Maribel Bermudez Nuchette M. Black-Burke Shelimar Ramirez Aldwin Allen	860-695-2994 860-695-8748 860-695-8827	860-722-8469	mabermudez@thevillage.org Nuchette.Black-Burke@hartfordschools.org Shelimar.Ramirez@hartfordschools.org atallen@villageforchildren.org
María C. Sánchez 176 Babcock Street Hartford, CT 06106	Yesenia Conde Richard Gruber Nuchette M. Black-Burke Shelimar Ramirez	860-695-4940 860-966-0238 860-695-8748 860-695-8827	860-522-6028	yeseniac@hispanichealthcouncil.org richardG@hispanichealthcouncil.org Nuchette.Black-Burke@hartfordschools.org Shelimar.Ramirez@hartfordschools.org
Fred D. Wish Museum School 350 Barbour Street Hartford CT. 06120	April Gray-Pamphile Nuchette M. Black-Burke Shelimar Ramirez Aldwin Allen	860-695-5639 860-695-8748 860-695-8827		agraypamphile@thevillage.org Nuchette.Black-Burke@hartfordschools.org Shelimar.Ramirez@hartfordschools.org atallen@villageforchildren.org
✓ Hebron, Andover, Marlborough				
Gilead Hill School 580 Gilead Street Hebron, CT 06248	Rebecca Murray	860-228-0871	860-228-1213	beckyM@ahmyouth.org
✓ Killingly				
Goodyear Early Childhood Center 22 Williamsville Road Rogers, CT 06263	Sally Sherman Emily Ross	860-779-6770	860-774-6772	ssherman@killinglyschools.org eross@killinglyschools.org
✓ Manchester				
Washington Elementary School 94 Cedar Street Manchester, CT 06040	Telea Shepard Shelley-Ann Matthews	860-647-3330	860-647-5026	tshepard@echm.org smatthews@echm.org
✓ Meriden				
John Barry School 124 Columbia Street Meriden, CT 06451	Cathy Battista President	203-237-4743	203-630-4212	cathy.battista@meridenk12.org
Benjamin Franklin School 426 West Main Street Meriden, CT 06451	Jodi Kosienki	203-238-2316	203-630-4055	jodi.kosienki5@meridenk12.org

✓ Middletown				
Farm Hill School 391 Ridge Road Middletown, CT 06457	Amanda Talbot Donna Marino Tiasha Reed	860-347-0869 860-347-0869 C: 860-335-2693	860-347-0869	talbota@mpsct.org marinod@mpsct.org Reedt@mpsct.org
✓ Milford				
Mathewson School 466 W. River Street Milford, CT 06461	Margaret Kelly	203-783-3627	203-783-3627	pkelly@milforded.org
✓ New Britain				
Smith School 142 Rutherford Street New Britain, CT 06051	Sondra Sanford Janae Willis	860-223-8819	860-612-1527	sanfords@csgnb.org willisjan@csgnb.org
Jefferson Elementary School 140 Horseplain Road New Britain, CT 06053		860-224-3193	860-612-1527	
Chamberlain FRC 120 Newington Avenue New Britain 06051		860-832-5692	860-612-1527	
✓ New Haven				
Katherine Brennan School 200 Wilmot Road New Haven, CT 06515	Lensley Gay Lysie Rodriguez	203-691-2626 203-558-5725	203-946-2936	lensley.gay@new-haven.k12.ct.us lysie.rodriquez@new-haven.k12.ct.us
Hill Central School 140 DeWitt Street New Haven, CT 06519	Lysie Rodriguez	475-220-6140	475-220-6106	lysie.rodriquez@new-haven.k12.ct.us
Wexler-Grant Community School 55 Foote Street New Haven, CT 06511	Lysie Rodriguez Elisha Brown	475-220-5622	203-946-5380	lysie.rodriquez@new-haven.k12.ct.us elisha.brown@new-haven.k12.ct.us
Fair Haven Elementary School 164 Grand Avenue New Haven, CT 06513	Lysie Rodriguez Luz Betancur	475-220-2630	203-946-2936	lysie.rodriquez@new-haven.k12.ct.us luz.betancur@new-haven.k12.ct.us

✓ New London				
Jennings Elementary School 50 Mercer Street New London, CT 06320	Alexandra Colon Jennifer Messina	860-448-5294	860-442-8097	colona@childandfamilyagency.org messinaj@childandfamilyagency.org
Nathan Hale School 37 Beech Drive New London, CT 06320	Allison Troy Jennifer Messina	860-271-4044	860-442-8097	troya@childandfamilyagency.org messinaj@childandfamilyagency.org
✓ North Branford				
Jerome Harrison Elementary School 335 Foxon Road North Branford, CT 06471	Ann-Marie McCarthy Chair- Program Planning	203-484-4243	203-484-1445	amccarthy@northbranfordschools.org
✓ Norwalk				
Fox Run Elementary School 228 Fallow Street Norwalk, CT 06850	Lynn Sadlon	203-899-2326	203-899-2864	foxrunfrc@norwalkps.org
Side by Side Charter School 10 Chestnut St. Norwalk CT. 06854	Marlene De Bellis Beatriz Abreu	203-857-0306 Ext. 146		mdebellis@sbscharter.org babreu@sbscharter.org
✓ Norwich				
John B. Stanton FRC 386 New London Turnpike Norwich, CT 06380	Lynn DePina Cynthia Beauregard	860-823-4201 Ext. 2121 860-823-4207 Ext. 2736	860-823-4220 860-823-4250	lvdepina@norwichpublicschools.org cbeauregard@norwichpublicschools.org
✓ Plainfield				
The Early Childhood Center 651 Norwich Road Plainfield, CT 06374	Rena Cadro Myra Ambrogi	860-564-6456 860-564-6411	860-564-6409	cadror@plainfieldschools.org ambrogim@plainfieldschools.org
✓ Plainville				
Linden Street Elementary School 69 Linden Street Plainville, CT 06062	Donna Cavallaro	860-793-6304	860-793-3269	cavallarod@plainvilleschools.org

✓ Plymouth				
Plymouth Center School 107 North Street Plymouth, CT 06782	Lori J. Borysewicz Co-chair- NFSN	860-283-6167	860-845-5719	plymouthfrc@edadvance.org
✓ Putnam				
Putnam Elementary School 33 Wicket Street Putnam, CT 06260	Patricia Bryant	860-963-6940	860-963-5357	bryantp@putnam.k12.ct.us
✓ Stafford Springs				
West Stafford School 153 West Stafford Road Stafford Springs, CT 06076	Joann Moriarty Co- Chair- Communications Anna Gagnon	860-684-6927 860-684-3181	860-684-0328	MoriartyJ@stafford.k12.ct.us gagnona@stafford.k12.ct.us
✓ Stamford				
Westover Magnet School 412 Stillwater Avenue Stamford, CT 06902	Wendy Lesperance	203-977-4633	203-975-9559	wlesperance@stamfordct.gov
✓ Stonington CLOSED				
West Broad Street School 131 West Broad Street Pawcatuck, CT 06379	Shelley "Sam" Mandell	860-599-5633	860-599-0611	smandell@learn.k12.ct.us
✓ Stratford				
Stratford Academy 719 Birdseye Street Stratford, CT 06615	Janet Baxter Stacey Johnson	203-381-6992	203-381-6996	baxterj@stratk12.org johnsonst@stratk12.org
✓ Tolland				
Birch Grove Primary School 247 Rhodes Road Tolland, CT 06084	Laurel Leibowitz Vice President	860-870-6750 Ext. 30201		lleibowitz@tolland.k12.ct.us
✓ Torrington				
Vogel-Wetmore 68 Church Street Torrington, CT 06790	Michelle Anderson	860-567-0863 Ex. 1177	860-567-3381	andersonm@edadvance.org

✓ Vernon				
Maple Street School 20 Maple Street Vernon, CT 06066	Telea Shepard Joan O'Donnell	860-335-6954 860-432-5278 Ext. 136	860-870-6181 860-432-5470 860-896-4550	tshepard@echn.org jodonnell@echn.org
✓ Waterbury				
Woodrow Wilson Elementary School 235 Birch Street Waterbury, CT 06704	Cheryl Philips Chair- Advocacy	203-573-6664	203-573-6663	cphilips@waterbury.k12.ct.us
Jonathan E. Reed School 33 Griggs Street Waterbury, CT 06704	Latasha Martinez Chair -Communications	203-574-8180 Ext.101	203-574-6884	lmartinez@waterbury.k12.ct.us
✓ West Hartford				
Charter Oak Academy of Global Studies 425 Oakwood Avenue West Hartford, CT 06110	Deborah Zipkin	860-929-5575		deborah@bridgefamilycenter.org
✓ West Haven				
Savin Rock School 50 Park Street West Haven, CT 06516	Jean Vitale	203-931-4739	203-931-6853	jean.vitale@whschools.org
✓ Winchester				
Batcheller Early Education Center 201 Pratt Street Winsted, CT 06098	Ruthann Horvay	860-379-5423 Ext.5262	860-379-6521	ruthann.horvay@winchesterschools.org
✓ Windham				
Natchaug School 123 Jackson Street Willimantic, CT 06226	Edilma Maheu	860-465-2396	860-465-2383	emaheu@windham.k12.ct.us
✓ Windsor				
Oliver Ellsworth School 730 Kennedy Road Windsor, CT 06095	Renee Bryan	860-687-2070 Ext. 6229	860-687-2079	rbryan@windsorct.org