

I N P R A C T I C E

# Creating Access to Early Childhood Education for Infants and Toddlers with Disabilities

*Lessons learned from a collaboration  
between the Conrad N. Hilton Foundation  
and the National Office of Head Start*

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Learning Partnerships

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## Foreword

Guided by the directives of our founder, the Conrad N. Hilton Foundation is committed to serving vulnerable children. We also seek to partner with organizations that share our interests and offer opportunity to amplify the impact of our investments.

These core principles led to our involvement, beginning in 1997 and lasting through 2007, with the National Office of Head Start to ensure that children with disabilities have full access to the benefits of early childhood development programs. This innovative collaboration between the federal government and a private foundation involved more than \$38 million in funding and resulted in meaningful services being extended to more than 17,000 infants and toddlers, as well as their families, nationwide.

The Hilton/Early Head Start Training Program yielded successful program practices for including a previously underserved population. It also led to insights for productive foundation-government partnerships. And, like most major new initiatives, it involved lessons learned that can inform future success.

We are pleased to have this paper, written by a respected independent evaluator, Ruth Brousseau of Learning Partnerships, to offer to others who seek to improve the access and delivery of services to children with disabilities, or who seek to design and implement public-private partnerships that benefit people in need.



Steven M. Hilton  
President and CEO, The Conrad N. Hilton Foundation  
September, 2010

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### *About the Author*

**Ruth Brousseau**, Ph.D., is founder and principal of *Learning Partnerships*, and a consultant to foundations and nonprofits on evaluation and organizational learning. Her professional experience includes serving as Director of Evaluation and Organizational Learning at The California Wellness Foundation, as Program Executive in community health for the San Francisco Foundation, and as Executive Director of the Mental Health Association of San Francisco. Ms. Brousseau received her Ph.D. in Psychology and Social Relations from Harvard University. She was a National Science Foundation Fellow.

### *About the Conrad N. Hilton Foundation*

The **Conrad N. Hilton Foundation** was created in 1944 by international business pioneer Conrad N. Hilton, who founded Hilton Hotels and left his fortune to help the world's disadvantaged and vulnerable people. The Foundation currently invests in ten priority areas, including initiatives in providing safe water, ending chronic homelessness, preventing substance abuse, caring for vulnerable children, and extending Conrad Hilton's support for the work of Catholic Sisters. Following selection by an independent international jury, the Foundation annually awards the \$1.5 million Conrad N. Hilton Humanitarian Prize to a nonprofit organization doing extraordinary work to reduce human suffering. Since its inception, the Foundation has awarded nearly \$900 million in grants; \$80 million was distributed in 2009. The Foundation's assets are nearly \$2 billion, as of December 31, 2009.

### *About In Practice*

**In Practice** is a series of knowledge papers published by the Conrad N. Hilton Foundation. It reports on Foundation program strategies and partnerships and seeks to help inform the practice of other funders and policymakers working in areas of great human need.

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## Introduction

From 1997 through 2007 the Conrad N. Hilton Foundation and the National Office of Head Start collaborated to fund the Hilton/Early Head Start Training Program to include children with disabilities—including serious disabilities—in the new Early Head Start program. Together, the Hilton Foundation and Head Start Bureau<sup>1</sup> contributed equally to the \$38 million, ten-year budget for this project that touched the lives of over 17,000 young children with disabilities. Collaborations between government and foundations are difficult to start and sustain. To contribute to knowledge about foundation-government funding partnerships and what it takes to make them successful, this paper explores this long-lasting and successful collaboration.

The Hilton/Early Head Start Training Program (H/EHSTP) started soon after the first Early Head Start programs were funded in late 1995. With a first five-year granting period from the Office of Head Start and the Hilton Foundation, the Hilton/Early Head Start Training Program went very quickly to national scale, reaching 80% of all Early Head Start sites in the country, and in a second five-year granting period reaching 65% of all sites (which continued to increase in numbers throughout the ten years) not touched in Phase 1. Over the course of the 10 years of funding the Hilton/Early Head Start Training Program reached a total of 480 sites where more than 17,000 infants and toddlers with disabilities and their families were served.

This program focused on children with a variety of disabilities including, for example, children with cerebral palsy, autistic spectrum disorders, Down syndrome, and spina bifida. Federal regulations required that Early Head Start set aside at least ten percent of its enrollment opportunities for children with disabilities. The number of sites meeting this mandate increased in both grant periods, from 42% to 63% in Phase 1 and from 49% to 75% in Phase 2. Participating Early Head Start programs increased the percentage of infants and toddlers with disabilities served from 11% to 17% over the course of the four years. From the beginning, sponsors were concerned that many efforts to recruit children with disabilities were limited to children with milder levels of disabilities such as speech and language difficulties; they therefore increased the emphasis on integrating children with more severe disabilities. By the end of Phase 2, a sampling of participating programs indicated that over half of the enrolled children with disabilities had at least a moderate delay or disability and 22% had a severe disability. Participating Early Head Start programs were serving more children with disabilities and more children with significant disabilities.

## Background

The Hilton/Early Head Start Training Program was evaluated over the ten years of its implementation by two different firms resulting in volumes of evaluation results. To gain a bird's eye view of program accomplishments, the Hilton Foundation contracted with Patrizi and Associates to summarize what had been learned through the evaluations, to address specific questions related to impact, and to obtain the input of experts in the field of early childhood education in order to do a critical analysis and summary of what the program had achieved. This assessment, which was done by Ruth Brousseau for Patrizi and Associates, emphasized that the foundation-government collaboration had to be seen as one of the major accomplishments of the H/EHSTP. This paper looks more closely at this aspect of program accomplishments and identifies factors contributing to the success and longevity of this collaboration.

### Setting the stage: Aligned interests and a galvanized field create potential for collaboration

*Essential to the success of this collaboration was an alignment between the mission and mandate of the Hilton Foundation and the national Head Start Program with their mutual obligation to help young children in need.*

Essential to the success of this collaboration was an alignment between the mission and mandate of the Hilton Foundation and the national Head Start Program with their mutual obligation to help young children in need. The Hilton Foundation had been established in 1944 by Conrad Hilton. Hilton himself witnessed poverty as a child growing up in rural New Mexico but had achieved wealth developing hotels, starting with the Mobley Hotel in Cisco, Texas where he had leased rooms to oil field workers in eight-hour increments. Conrad Hilton's will made the Foundation his primary beneficiary when he died in 1979, and in it he emphasized that funding from the Foundation should be directed to meeting the needs of the most vulnerable populations, specifically mentioning children as a population to which Hilton Foundation funds should be directed.

The origin of the government side of this collaboration came when the Head Start Program was first written into law by a single line in Lyndon Johnson's Economic Opportunity Act of 1964 that created a national pre-school program for economically disadvantaged pre-schoolers between 3 and 6 years of age. Head Start is now the longest running federal anti-poverty program. Debates about the program's success are longstanding, yet its position has been buttressed with evidence documenting its effectiveness found through periodic evaluations that have been conducted since Head Start's inception.<sup>2</sup> There have also been studies critical of Head Start, often because they find that gains made in Head Start fade after "graduates" matriculate into poorly performing urban schools or that there are gains in some areas of functioning but not all.<sup>3</sup> One of the most recent rigorous evaluations of Head Start, the congressionally mandated Head Start Impact Study,

found positive differences between Head Start attendees and control groups on many but not all dimensions of cognitive and social development and health.<sup>4</sup>

Galvanizing the interest of both the Foundation and Head Start was a rapidly changing and newly invigorated field of early childhood education. Social policies and programs had long recognized early childhood as a critical period during which economic disadvantage can create a gap in the cognitive development of poor and middle class children. A number of longitudinal research studies have shown that this gap bears a profound influence on children's subsequent success in school and in life, and this body of research was influential in both creating and sustaining Head Start over its lifespan.<sup>5</sup>

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A field-changing shift was occurring in the early 1990s as a result of new brain imaging technologies. Studies enabled by these new scanning techniques emphasized the importance of neural development in the first three years of life and the perspective developed that interventions—such as Head Start—that began at age three were already late in the developmental trajectories of young children at risk.<sup>6</sup> The goal for early childhood specialists and policy makers influenced by these results became to provide preventive services in the first three years of life. Responding to the new research, the Head Start Authorization Act of 1994 funded Head Start to create Early Head Start programs to enroll children from even before birth until they are old enough to transfer to regular Head Start. Three percent of the 1995 Head Start budget was allocated for Early Head Start, and this amount has increased in subsequent years as the programs grew from 200 programs to over 700 programs.

At the same time that Early Head Start was being designed, the Conrad N. Hilton Foundation was seeking to strengthen and expand its existing investments in helping vulnerable children. Steve Hilton, then Vice President of Programs at the Foundation and now its President and Chief Executive Officer, sought advice from experts in child health and education. These consultants, also influenced by the new emphasis on the first three years of life, were following the development of Early Head Start and suggested that the Foundation consider working with the Early Head Start Program as it was beginning to unfold.

## Relationships: A critical ingredient for a successful collaborative

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A critical step for the potential collaboration was establishing a relationship with the national Office of Head Start. To accomplish this Steve Hilton traveled to Washington to meet with Helen Taylor, who served as the appointed Associate Commissioner for Head Start in the Clinton Administration. As Jim O'Brien from the Office of Head Start explained, "It made quite an impression that Steve Hilton came to this nondescript Washington office. There was a demonstration of leadership and commitment that we knew we could count on from the beginning." Although Helen Taylor died from cancer several years into the work with the Foundation, the openness of the relationship she established with Steve Hilton, the flexibility with which she approached the work together, as well as her commitment to making something work set a tone that others saw lasting throughout the project.

Everyone interviewed for this report mentioned that these positive working relationships sustained over a long period of time were an essential ingredient for the success of this foundation-government collaboration. The Head Start office emphasized that the relationships, the effort that went into establishing them, the tone of respect, and the flexibility and willingness to work through difficulties that inevitably arise were impressive from the start. The Hilton Foundation also emphasized that the ease of the working relationships and the continued attention of the Office of Head Start to this project were ongoing motivating factors for them.

Many long lasting programs fade in importance with staff turn-over and it is notable that there was longevity of staff on the part of both the Foundation and government. Although there was a change in leadership at the head of the Office of Head Start due to the death of Helen Taylor and new appointments to that position from the Bush Administration, Jim O'Brien was the primary contact for the project and was perceived as a stable, reliable and committed presence throughout the lifespan of the collaboration. Over the ten years of the H/EHSTP work Steve Hilton maintained an important role with the program even as his responsibilities within the Foundation changed over time, providing continuity with the three different Foundation program officers that held responsibility for this project over that decade.

## A collaboration challenge: Finding points of leverage within dramatically different budget contexts

Many foundation-government partnerships fail to ever get off the ground because it is difficult to find a meaningful role for foundation dollars in the context of government budgets that dwarf what even the largest foundations can bring to the table. Within the broad idea of working with Head Start, a challenge for the Hilton Foundation was to find a focus for its funding in order that its funds, generous as they were, would not get lost in the multi-billion dollar Head Start budget. It was equally important to the Office of Head Start to find a project that would clearly benefit the children they served and whose impact would augment and not supplant what was already in place. It was also important that the program impact would clearly offset the additional time and effort required for collaboration.

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In early discussions the planning group that consisted of the Hilton Foundation, consultants contracting with the Foundation, and the Office of Head Start considered different possibilities for focusing funds such as confining the Hilton Foundation's work to California or to the western states as well as considering an emphasis on children with disabilities. Steve Hilton, working closely with Don Hubbs, then Hilton Foundation President, agreed to focus on improving services to infants and toddlers with disabilities and their families in Early Head Start. This emphasis was in line with the Foundation's efforts to serve the most needy and vulnerable children, reflected in Conrad Hilton's wishes expressed in his Last Will and Testament and consonant with other substantial funding the Foundation had done, such as providing important grant funding to the Perkins School for the Blind. Important in this formative stage of the collaborations was that both the Foundation and the Office of Head Start saw clear advantages to working together, and that there was some degree of parity in the costs and benefits for both parties.

A major point of attraction for the Hilton Foundation was that by tapping into a national program with multiple sites in every state as a vehicle for service delivery, collaborating with Early Head Start meant that the Foundation could leverage its impact far beyond any stand-alone project that it alone could have funded. Additional benefits, alluded to earlier, included working in the newly invigorated field of early childhood education on a project in strong alignment with the desires of the Foundation's founder.

From the perspective of Early Head Start, the focus on children with disabilities created the opportunity to assure that Early Head Start would not only enroll children with disabilities—they were required by law to do that—but that they would have the flexibility allowed by external funding to learn what it would take to do that well. This squared well with the values of Early Head Start leadership.

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From a more political viewpoint, the collaboration also started at a time when there was encouragement from the Clinton Administration to develop public-private partnerships, so it was helpful to the overall reputation and standing of Head Start to be able to point to this collaboration as an accomplishment.

The focus on including infants and toddlers with disabilities into Early Head Start created a unique program that enabled both the Foundation and Head Start to clearly see where their dollars were going and to identify the relative contributions of the two partners to the program. Although a successful collaboration doesn't necessarily require equal dollar commitments, it is notable that this collaboration was funded nearly equally by the two sponsors. Together, the Foundation and the federal government invested more than \$38 million from 1997-2007 (\$18.7 million from the Foundation and \$19.7 from Head Start). Steve Hilton originally went to Washington thinking that the Hilton Foundation would commit between \$5 and \$10 million. Helen Taylor believed the program would cost at least \$10 million, and the Hilton Foundation flexibly responded by committing \$11.2 million for a five-year period, with OHS contributing \$4.7 million. When grants were renewed for an additional five years at an increased level of support, the ratio was reversed, with OHS committing two-thirds (\$15 million) and the Foundation one-third (\$7.5 million) in Phase 2.

### **The critical role of the intermediary in making the partnership work**

Linda Brekken first became involved with the Hilton Foundation when Steve Hilton and the two consultants (Richard Cohen and Vivian Weinstein) he had engaged to help with the exploratory work tapped her to help identify potential investment opportunities in early childhood development. Dr. Brekken, a psychologist, was at that time located at California Institute on Human Services,<sup>7</sup> a research group at Sonoma State University in California. With a strong background in early childhood development and considerable experience consulting to Head Start, Brekken brought important areas of expertise to the group.

The Hilton Foundation was impressed with the skills and commitment brought by Dr. Brekken and her California Institute on Human Services (CIHS) group during the planning phase. When it became clear that the direction chosen by the Foundation was within Brekken's areas of expertise, Hilton requested a grant proposal from her with the intention of funding CIHS to develop the Hilton/Early Head Start Training Program to include infants and toddlers with disabilities in Early Head Start programs.

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One of the major challenges of foundation-government partnerships is that the two types of sponsoring organizations have very different cultures. Responsibility for bridging these cultural differences, to be the flexible spring connecting the two very different types of organizations, falls to the intermediary organization implementing the program.

For CIHS, the cultural differences between the two sponsoring organizations came into play even before grants were made. While the Hilton Foundation requested a sole-source proposal, the Office of Head Start, on the other hand, needed to go through a competitive contracting process. It was not until Head Start had held an open bidding process and Brekken and her group had successfully won the competition for this contract that it was definite that CIHS would be the fiscal intermediary.

Many of the cultural differences between governments and foundations stem from the very different accountability and regulatory requirements of government compared to foundations, and these differences often revolve around financial matters. These were a major factor for the intermediary, and in order to respond to the financial reporting requirements of both funders, the CIHS managed two separate, but closely related budgets and wrote reports on two different schedules to meet the funders' distinct reporting needs and requirements.

Brekken pointed to other areas that required skillful navigation to run a successful program. Several sensitive areas had to do with the position of her group functioning as an independent, free-standing organization working within and even influencing a much larger organization such as Head Start that has its own well developed history and culture. Head Start funds a training and technical assistance system for its programs, and the H/EHSTP was to supplement and not supplant those services.

As an example of the diplomacy required, an essential element of the H/EHSTP intervention was providing training to Head Start federal employees and contractors, as well as Early Head Start program staff on issues related to including children with disabilities into their programs. Head Start has its own training programs and infrastructure, and it required substantial time and trust-building by Dr. Brekken and her staff to gain acceptance of the new H/EHSTP. Initially, some H/EHSTP staff paid by CIHS were actually located in regional Head Start training and technical assistance offices, and it required skill and sensitivity on everyone's part to make this arrangement, of sharing space, but not being employed by the same organization, work smoothly.

## Broad-based training

A critical question for any foundation-government collaboration is whether there is added value from working together beyond what each partner could individually accomplish. There are several examples of these “added value” benefits in the Hilton Foundation-Office of Head Start collaboration. For example, a benefit of the collaboration was that the H/EHSTP was able to take advantage of OHS’ resources and strong infrastructure but at the same time have additional flexibility. Observers of H/EHSTP point to several examples, described below, when foundation and government funding worked together to achieve a different and higher quality program than either alone would have been able to achieve.

The intervention developed by CIHS to provide intensive team-based training on inclusion of infants and young children with disabilities into Early Head Start programs consisted of four, four-day annual trainings called SpecialQuests that took place regionally and were accompanied with follow-up coaching for each team at their local sites. Observers point to the composition of the SpecialQuest teams—made possible by the collaboration—as one of the break-through aspects of the collaboration.

While the Office of Head Start invests seriously in training Head Start staff, its training budgets sometimes extend participation to child care providers. With flexible funding from the foundation-government partnership, the Hilton/Early Head Start Training Program was able to reach beyond Early Head Start staff to include other members of the community who also play important roles in the lives of infants and toddlers with disabilities and their families. Perhaps most significant was the inclusion of the parents of children who have disabilities in SpecialQuest trainings. Parents who came to the trainings reported that SpecialQuest gave them skills that would help them be better advocates for their children, not just in early childhood but throughout their lives. Early Head Start staff found that parents’ participation was valuable to them by helping them deepen their knowledge and appreciation for what it means to have a child with a disability and to have them included in Early Head Start programs.

In addition to parents, other community service providers important in the lives of children with disabilities were also able to participate as team members in SpecialQuest trainings. These providers included early intervention specialists funded through Part C of the Individuals with Disabilities Education Act (IDEA) to provide specialized services and supports to families of infants and toddlers with disabilities. From discussions with parents and teachers in the first five years of funding for H/EHSTP, trainers learned that the connections for children with community child care providers and with Head Start itself were sometimes challenging to negotiate. Consequently, in the second five years of funding

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representatives of Head Start and child care were also included in the trainings. Through these connections, Early Head Start staff, as well as families of children with disabilities, became more knowledgeable about and better integrated with other community resources important to these children, and other providers became more aware of Early Head Start as a resource.

The SpecialQuest intervention had a strong focus on training, and the quality of the program was directly influenced by the quality of the training tools—videos and written material—that were used in SpecialQuest trainings. Program observers report that Steve Hilton was clear from the outset that he wanted the videos and other training materials created for H/EHSTP to be of very high quality, and they were. Production of these materials reached a level of expense that government funds could not support within their resources, but many program observers, including the Office of Head Start, point to the quality of these materials as an important contributor to the success of the program. These training tools remain essential for sustaining and disseminating the training program. The SpecialQuest Multimedia Training Library is available online via <http://www.specialquest.org/>.

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### Sustaining a Ten-Year Journey

Launching a program with an innovative collaboration between a government office and a foundation is not easy. The factors that helped sustain the partnership over ten years mentioned by program participants were similar to those that had enabled the launch.

Ongoing commitment from the leadership of both the Foundation and Head Start was critical. The Hilton Foundation Board was enthusiastic about this program and encouraged staff to pursue it throughout the decade of involvement. Head Start staff commented that Steve Hilton's involvement was not just symbolic, but included meeting with program leaders, conducting site visits at Early Head Start sites and attending SpecialQuest meetings where he could see the program in action and talk with participants. This provided a solid and first-hand grounding in the program and its benefits. Likewise, the program held the attention of top leadership at the Office of Head Start. The commitment of organizational leadership was mirrored by the positive relationships between the program and project officers at Hilton and the Office of Head Start.

The ongoing capacity of Linda Brekken and the CIHS team to successfully navigate the different styles, cultures and requirements of the two funders and to create a positive feeling of excitement and achievement about the program built a solid and stabilizing base for this collaborative. Although any ten-year program has wrinkles and tough spots, the CIHS team capably steered a course that was effective and rewarding for the two participating organizations. As one Head Start

staffer pointed out, "In our office we are accustomed to just hearing about problems, but this program gave us something very positive to focus on." Observers and participants in this program also point to the ongoing evaluation of the initiative as an important ingredient of its longevity. Meetings with the evaluators provided the opportunity for Office of Head Start and Hilton Foundation staff to meet annually to review progress, and to share what was being learned from the evaluation. External experts who served as evaluators helped deepen program understanding by infusing data consistently into program planning and activities. This ongoing feedback of data occasionally challenged the program and always broadened the perspective on the program and its accomplishments by bringing in other developments in the field. Participants found learning and implementing practices shown to have an impact on young children with disabilities and their families to be very motivating.

### Exit

Conclusion of the second five-year phase of the Hilton/Early Head Start Training Program created a natural decision point for the funders. To Steve Hilton, the strong reach of the Hilton/Early Head Start Training Program into most Early Head Start sites across the country, the proactive work that the program had already undertaken to help sites sustain the knowledge they had gained, and the high quality training materials that could be used independently to continue to disseminate knowledge about including children with disabilities at new sites led to his belief that, "If ever there was a time for a foundation to declare victory and move funds to another arena, this was it." The Office of Head Start also said that they were very aware of the time limited nature of Hilton Foundation funding and grateful for the ten years of funding.

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Yet there was also sentiment among some program participants and observers that the exit could have been more gradual, graceful and effective. To several, the exit was the roughest point on the ten-year journey, and they suggested that a wind-down grant would have helped secure the gains of the ten years and create a more thoughtful off-ramp. The Office of Head Start did commit funds for an additional three years that has enabled Dr. Brekken and her team to continue work in some states. Signifying the importance of the program to their office and to the children with disabilities now participating in large numbers in the Early Head Start sites around the country, the Office of Head Start has retained the name Hilton in the title of the program they have continued funding to honor the work that the Hilton Foundation had kicked off and continued to fund for a full decade.

## Summary

The decade long funding partnership of the Office of Head Start and the Hilton Foundation points to the potential for successful collaborations between these very different kinds of institutions and highlights some critical success factors. These include mission alignment and clear benefits for each partner from the collaboration; active engagement from the highest leadership of the two partnering organizations that endures over time and is reflected in staff-to-staff relationships; an approach to addressing the imbalance created by the different budget sizes of foundations and government; an intermediary that can diplomatically and effectively bridge the cultural differences between different types of organizations; using the strengths of both types of institutions to create a whole that is larger than the sum of its parts or what either partner could have accomplished alone; and integrating ways of learning from the funded work into ongoing program activities to maintain the interest and engagement of all participants in the program over the long haul.

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## ENDNOTES

- <sup>1</sup> The Head Start Bureau is known today as the Office of Head Start and is the agency within the U.S. Department of Health and Human Services' Administration for Children and Families providing federal leadership and coordination for Head Start program activities.
- <sup>2</sup> For an example of a positive review, see: Eliana Garces, Duncan Thomas, Janet Currie, Longer-Term Effects of Head Start The American Economic Review, Vol. 92, No. 4 (Sep., 2002), pp. 999-1012, quoted in [http://en.wikipedia.org/wiki/Head\\_Start#cite\\_ref-11](http://en.wikipedia.org/wiki/Head_Start#cite_ref-11). 8/24/09
- <sup>3</sup> For an example of a "mixed review" research overview see, Long Term Effects of Early Childhood Programs on Cognitive and School Outcomes. S. Barnett (1995, Winter), The Future of Children, 5(3), 25-50. Available online (8/24/09) at:  
[http://www.futureofchildren.org/futureofchildren/publications/docs/05\\_03\\_01.pdf](http://www.futureofchildren.org/futureofchildren/publications/docs/05_03_01.pdf)
- <sup>4</sup> Head Start Impact Study: First Year Findings research conducted by Westat for the federal Office of Planning, Research and Evaluation. Available online (8/24/09) at:  
[http://www.acf.hhs.gov/programs/opre/hs/impact\\_study/reports/first\\_yr\\_execsum/firstyr\\_sum\\_title.html](http://www.acf.hhs.gov/programs/opre/hs/impact_study/reports/first_yr_execsum/firstyr_sum_title.html)
- <sup>5</sup> For a review and synthesis of many different early intervention programs see, "Investing in Our Children: What We Know and Don't Know About the Costs and Benefits of Early Childhood Interventions," Lynn A. Karoly, Peter W. Greenwood, Susan S. Everingham, Jill Hoube, M. Rebecca Kilburn, C. Peter Rydell, Matthew Sanders, James Chiesa, Rand Corporation Publications, 1993-2003. Available online at:  
[http://www.rand.org/pubs/monograph\\_reports/MR898/](http://www.rand.org/pubs/monograph_reports/MR898/) (8/24/09)
- <sup>6</sup> This research is reviewed in, "From Neurons to Neighborhoods: The Science of Early Childhood Development," by Deborah Phillips and Jack Shonkoff, for the Board of Children, Youth and Families of the National Academies of Science, 2003.
- <sup>7</sup> CIHS stopped functioning as a research institute in 2007 and Brekken and other research groups that had been at CIHS moved to the Napa County Office of Education.