

JEANNE BROOKS-GUNN

VITAE

Address:

Teachers College
Columbia University
New York, New York 10027
212-678-3338 tel. 212-678-3676 fax.
brooks-gunn@columbia.edu

Education:

B.A. Connecticut College, 1969	Major: Psychology
Ed.M. Harvard University, 1970	Major: Human Learning & Development
Ph.D. University of Pennsylvania, 1975	Major: Human Learning & Development

Current University Positions:

2000-	Professor of Pediatrics, College of Physicians and Surgeons, Columbia University.
1998- 2010	Founding director and co-director, Columbia University Institute on Child and Family Policy.
1997-	Visiting Research Collaborator, Bendheim-Thoman Center for Research on Child Well-being, Princeton University.
1993-	Member, Graduate School of Arts and Sciences, Columbia University.
1991-	Founding director and current co-director, National Center for Children and Families, Teachers College, Columbia University.
1991-	Virginia and Leonard Marx Professor in Child Development and Education, Teachers College, Columbia University.

Past University Positions:

1985-1990	Adjunct Faculty, Department of Pediatrics, University of Pennsylvania.
1978-1985	Assistant Professor of Clinical Pediatrics, College of Physicians & Surgeons, Columbia University.
1975-1984	Adjunct Faculty, Barnard College, Columbia University and University of Pennsylvania.
1983-1993	Senior Research Scientist, Division of Education Policy Research, Princeton, NJ.
1988-1989	Visiting Scholar, Russell Sage Foundation, New York City.
1982-2001	Director, Adolescent Study Program, Educational Testing Service and Columbia University.
1978-1983	Research Scientist (Associate Research Scientist, 1974-1977), Center for Research in Human Development, Educational Testing Service.

1977-1982 Associate Director, Institute for the Study of Exceptional Children, Educational Testing Service and St. Luke's-Roosevelt Hospital Center.

Awards and Honors:

- 2015 *Matilda White Riley Lecture Award*, Office of Behavioral and Social Sciences Research at the National Institutes of Health.
- 2013 Harvard Graduate School of Education Alumni Council Award for Outstanding Contribution to Education.
- 2012- Member, Network on Reversibility, National Institute on Aging Division of Behavioral and Social Research.
- 2011 *Men-in-Families Best Research Article Award* for "When fathers' supportiveness matters most: Maternal and paternal parenting and children's school readiness," (Martin, Ryan, and Brooks-Gunn, *Journal of Family Psychology*, 2010) from the National Council on Family Relations.
- 2010 Member, National Academy of Education (NAEd).
- 2010 Fellow, American Educational Research Association.
- 2009 Member, National Academy of Medicine (NAM).
- 2009 *Honorary Doctorate of Science* from Northwestern University.
- 2009 *Reuben Hill Award* for the best journal article published in 2008 to combine research and theory on the family with "Stability and change in family structure and maternal health trajectories," (Meadows, McLanahan, and Brooks-Gunn, *American Sociological Review*, 2008) from the National Council on Family Relations.
- 2008 *Dina Feitelson Research Award* for "Maternal reading and teaching patterns: Associations with school readiness in low-income, African-American families," (Britto, Brooks-Gunn, and Griffin, *Reading Research Quarterly*, 2006) from the International Reading Association.
- 2007 Invited Master Lecture in Family, Neighborhood, and Community Influences at Biennial Meeting, Society for Research in Child Development.
- 2005 *Distinguished Contributions to the Public Policy for Children Award* from the Society for Research in Child Development.
- 2004 *Margaret Mead Fellow Award* for contributions made to the progress of social sciences from the American Academy of Political Science.
- 2003 *Rosabeth Moss Kanter Award Excellence for Work-Family Research*, semi-finalist for the best article in 2002 (top 20 out of 2000 articles). (Waldfogel, Han and Brooks-Gunn, *Demography*), from the Center for Families at Purdue University and the Boston College Center for Work and Family.
- 2003 *Best Scholarly Contribution in 2002* (Brooks-Gunn, Waldfogel and Han, *Child Development*, 2003), from the Society for Social Work Research.

- 2002 *Raymond Vernon Prize* for an outstanding contribution to the *Journal of Policy Analysis and Management* (Hill, Waldfogel, and Brooks-Gunn in *Journal of Policy Analysis and Management*, 2002) from the Research for Policy Analysis and Management.
- 2002 *James McKeen Cattell Fellow Award* from the American Psychological Society.
- 2002 *Distinguished Contributions to Research in Public Policy Award* from the American Psychological Association.
- 2002 Fellow, American Association for the Advancement of Science.
- 2002 *James McKeen Catell Fellow Award*, Association for Psychological Science.
- 2002 Fellow, American Psychological Association.
- 2002 Fellow, New York Academy of Science.
- 2001 *Urie Bronfenbrenner Award* for life-time contribution to developmental psychology in the areas of science and society, from the Division of Developmental Psychology of the American Psychological Association.
- 2000 *Supporting Fatherhood Leadership Award*, for sustained commitment to improving the Early Head Start Program through a better understanding of the roles of fathers in children's lives from the Department of Health and Human Services.
- 2000 *W.T. Grant Lectureship* of the American Psychosomatic Society.
- 1999 *Gallagher Lectureship* of the Society for Adolescent Medicine.
- 1998 *Hammer Award, Vice President Gore's National Performance Review Award* for participation in the Fatherhood Initiative, sponsored by the Federal Interagency Forum on Child and Family Statistics and National Institute for Child Health and Human Development.
- 1997 *Nicholas Hobbs Award*, for policy research on children, from the Division of Children, Youth, and Families, of the American Psychological Association.
- 1996 *John P. Hill Award*, for excellence in theory development and research on adolescents, from the Society for Research on Adolescence.
- 1988 *William Goode Book Award* from the American Sociological Association (Furstenberg, Brooks-Gunn, and Morgan, 1987).
- 1977 Phi Delta Kappa
- 1975 Phi Delta Kappa Dissertation Award
- 1975 Pi Lambda Theta, Eta Chapter
- 1969 Honors and Thesis Award in Undergraduate Major
- Graduate and Post-Doctoral Training in Policy and Basic Research:
- 2010-2014 Member, Network on Inequality, Complexity, and Health (National Institutes of Health)

The Network on Inequality, Complexity, and Health (NICH) is a multidisciplinary network of experts, launched by the National Institutes of Health, who are exploring new approaches to understanding the origins of health disparities, or differences in the burden of disease among population groups. Using state-of-the-science conceptual and computational models, the network's goal is to identify important areas where interventions or policy changes could have the greatest impact in eliminating health disparities. Comprised of scientists with expertise across disciplines, including economics, biology, ecology, computer science, education, sociology, mathematics and epidemiology, NICH is the first network to apply systems science approaches to the study of health inequities. As a member of the network's developmental subgroup, Dr. Brooks-Gunn advised the development of an agent-based computer model simulating the development of dominance hierarchies and corresponding mental health problems among young children. This approach, previously unused by most developmental psychologists, allows for experiments that would be impossible or prohibitively expensive to conduct with human subjects. It therefore holds promise as a tool for understanding the development and consequences of hierarchical social systems in childhood.

1996-2005 Member, MacArthur Network on the Project on Human Development in Chicago Neighborhoods (John D. & Catherine T. MacArthur Foundation).

The Project on Human Development in Chicago Neighborhoods is a comprehensive longitudinal research endeavor with two primary, integrated aspects. The first is a study of Chicago's neighborhoods—including social, economic, organizational, political, and cultural structures. The second is a series of coordinated longitudinal studies that is following 7,000 randomly selected children, adolescents, and young adults, to examine the changing circumstances of their lives, including factors involved in the pathways that lead to compromised physical, emotional, and cognitive developmental outcomes. Ultimately, the project will help point the way to a better coordinated, more effective approach to human development; help policy planners design new strategies for prevention, treatment, and rehabilitation; and improve the quality of life in American communities and the life prospects of our cities' most disadvantaged residents.

1992-2004 Summer Fellowship Program for Child and Family Policy (*Putting Children First*) (Foundation for Child Development, W.T. Grant Foundation).

The purpose of the summer fellowship program is to provide advanced graduate students insight into child and family policy. Each summer 12-15 graduate student fellows from across the country and from multiple disciplines (psychology, public health, sociology, anthropology, demography, economics) are placed in city agencies to learn about how policy is developed. Fellows spend one day per week in seminars at the National Center for Children and Families. Over the past fourteen years, 140 fellows from across the country have participated.

1992-2003 Family Research Consortium (National Institute of Mental Health).

The consortium conducted a multi-site post-doctoral training program focusing on the development of research competencies related to collaborative, multidisciplinary studies of family risk and resilience. The National Center for Children and Families was one of the training sites. Yearly institutes are conducted on family research. The consortium has edited a series of books, including *Family Conflict and Cohesion* edited by Cox and Brooks-Gunn (2000).

1997-2007 Member, MacArthur Network on Family and the Economy (John D. & Catherine T. MacArthur Foundation). Three of our post-doctoral students have received fellowships through the Network to conduct policy research on the effects of money, work, child care, and parenting upon children's time use and achievement. The Network explores

issues such as marriage/divorce, family violence, and family members' use of time, as well as the role of families and communities in fostering successful child development. Based on the need to better understand the connections between families, labor markets, and the economy as a whole, the Network works to develop a new paradigm of family studies. It seeks to have an impact on the way social scientists think about the relationship between families and the economy.

1993-2005 Member, NICHD Research Network on Child and Family Well-being (National Institute of Child Health & Human Development).

Post-doctoral fellows and junior faculty affiliates conduct policy research through the National Center for Children and Families in psychology, economics, sociology and social work. The NICHD Network examines the factors associated with child and family well-being using a number of national data sets. More process-oriented issues are addressed using observational data. Prevention and intervention will be considered via analysis of evaluations of demonstration programs. The Network also works to improve federal statutes on child and family well-being.

Working Groups and Network Consortia:

2014- Member, Committee on the Use of Economic Evidence to Inform Investments in Children, Youth, and Families, National Research Council, Institute of Medicine.

2013 Member, National Research Council Group on Economic Benefits

2011- Member, INET Global Human Capital and Economic Opportunity Working Group.

2010-2015 Member, Network on Inequality, Complexity and Health.

2010-2011 Organizing Group Member, NICHD Vision, Behavior.

2007-2010 Member, National Forum on Early Childhood Policy and Programs.

2007- Fellow, Center for the Study of Poverty and Inequality at Stanford University.

2001- 2009 Editor, Series on Adolescents, Harvard University Press.

1998- 2004 National Fellow, Harvard University Multi-disciplinary Training Program in Inequality and Social Policy.

1998-2003 Member, Roundtable on Children, The Brookings Institute, Washington, D.C.

1997-2005 Member, Network on Family and Economy, MacArthur Foundation.

1997- 2004 Senior Research Affiliate, Joint Center for Poverty Research, Northwestern University and University of Chicago.

1997- 2012 Member, Early Head Start Research Consortium.

1993-1995 Member, Committee on the Measurement of Poverty, National Research Council and National Academy of Sciences.

1993-2002 Member, Human Development and Learning Committee, Canadian Institute For Advanced Research.

- 1993-2005 Member, National Institute of Child Health & Human Development, Research Network on Child and Family Well-Being.
- 1992-1994 Member, Committee on Child Abuse and Neglect, National Research Council and National Academy of Sciences.
- 1992-2004 Member, Family Research Consortium, National Institute of Mental Health.
- 1991-1995 Member, Consortium on Depression in Children and Adolescents, W. T. Grant Foundation.
- 1991-1995 Member, Reproductive Transitions Working Group, MacArthur Foundation.
- 1989-1996 Member, Working Committee on the Urban Underclass (Neighborhoods, Families and Children), Social Science Research Council.
- 1988-1989 Member, Committee on Behavioral and Social Sciences and Education on AIDS Research, National Research Council and National Academy of Sciences.

Advisory Committees:

- 2015- Member, Advisory Board, A Better Start Evaluation, United Kingdom.
- 2013-2014 Member, I-CORE Committee, Israel Science Foundation.
- 2013- Member, NICHD Board of Scientific Counselors, Oversight of Intramural Research.
- 2011-2012 Member, Senate Advisory Committee on Head Start Research and Evaluation.
- 2009-2011 Member, Jury for Klaus J. Jacobs Research Prize, Jacobs Foundation.
- 2008-2012 Member, Advisory Board, EHS Family and Child Experiences Survey (Baby FACES), Department of Health and Human Services.
- 2008-2010 Member, Advisory Committee, Secondary Data Analysis in Developmental Research, Foundation for Child Development.
- 2007-2008 Member, Advisory Committee, Healthy People 2020, Secretary's Advisory Committee Subcommittee on Developmental Stages, Life Stages, and Health Outcomes, Department of Health and Human Services.
- 2004-2006 Member, National Institute on Drug Abuse Council.
- 2003-2005 Member, Advisory Board, Future of Children, David and Lucille Packard Foundation.
- 2003-2008 Member, Advisory Board, Panel Study of Income Dynamics, Institute of Social Research, University of Michigan.
- 2002-2004 Member, National Institute on Drug Abuse Mentor Program.
- 2001-2002 Member, Technical Advisory Group, RAND-ACF TANF Synthesis Project. RAND and the U.S. Department of Health and Human Service.
- 2000-2003 Member, Advisory Council, Child and Family News.
- 2001-2006 Member, Governing Council, Society for Research in Child Development.

- 2001-2002 Member, Taskforce on Improving Middle Grades, New York City Board of Education.
- 1999-2001 Member, Advisory Council, National Survey of Parents and Pediatricians, Gerber Foundation and the American Academy of Pediatrics.
- 1999-2001 Member, Board of Directors, Society for Prevention Research.
- 1999-2001 Member, Maternal and Child Health Advisory Council, March of Dimes Foundation.
- 1999-2000 Member, National Advisory Panel, Head Start 2010: Fulfilling the Promise, National Head Start Association.
- 1998-2000 Member, Advisory Council on Youth Risk Behavior, National Center on Addiction and Substance Abuse, Columbia University.
- 1998-2000 Member, Advisory Council of the Healthy Adolescents Project, American Psychological Association.
- 1998-2002 Member, Technical Work Group, Growing Up In Poverty Project, University of California (Berkeley) and Yale University.
- 1998-2002 Member, Executive Committee, Center for Urban Policy, Columbia University.
- 1997-2004 Member, Advisory Committee, Social Welfare Indicators Survey Center, Columbia University.
- 1997-1999 Member, Administration for Children's Services, Research Advisory Panel, New York City.
- 1996-1997 Member, Committee for Demographic and Behavioral Sciences Branch, on Research Directions for the 21st Century. (National Institute of Child Health & Human Development).
- 1996-2004 Member, Advisory Committee, Joint Center for Poverty Research, Northwestern University and University of Chicago.
- 1996-2004 Member, Advisory Council, Institute for Research on Poverty, University of Wisconsin.
- 1995-1998 Member, Technical Review Panel, Early Childhood Longitudinal Study, U.S. Department of Education.
- 1995-1997 Member, Advisory Committee, Presidential Task Force on Adolescent Female Development, American Psychological Association.
- 1995-1997 Member, Technical Review Committee, Healthy Families America, National Committee on Child Abuse, Chicago, IL.
- 1995-1996 Member, Advisory Committee, Task Force on Public Health and Behavioral and Social Science. (American Psychological Association and Centers for Disease Control).
- 1994-1997 Member, Advisory Committee, Task Force on Poverty, American Psychological Association.
- 1994-1995 President, Society for Research in Adolescence.

- 1991-1995 Member, Lilly Endowment Initiative on Youth and Caring.
- 1991-1998 Member, Advisory Committee on Pathways to Adulthood, Johns Hopkins University.
- 1991-1993 Member, Working Committee on the Effects of Child Support Reforms on Maternal and Child Well-Being, Russell Sage and Ford Foundations.
- 1991-1992 Member, Office of Minority Affairs Fact Finding Team, National Institutes of Health.
- 1989-1990 Member, Science Policy Working Group on Adolescence, Carnegie Corporation.
- 1988-1994 Member, Governing Council, Society for Research in Adolescence.
- 1988-1993 Member, Visiting Committee, College of Health & Human Development, Pennsylvania State University.
- 1988-1992 Member, Child Health and Development Advisory Panel, National Health Policy Forum, Washington, DC.
- 1988-1989 Member, Steering Committee for Adolescent Health and Developmental Research Planning, Bureau of Maternal and Child Health, DHHS.
- 1985-1988 Member, National Institute of Health Review Committee.
- 1985-1993 Member, Advisory Committee for Longitudinal Research, Henry Murray Center, Radcliffe College.
- 1984-1990 Member, Governor's Council for the Prevention of Mental Retardation, State of New Jersey.
- 1983-1986 Member, National Advisory Committee, specializing in program design and evaluation for the Infant Health and Development Program.
- 1982-1983 Member, committee to provide guidance on priorities for research on young handicapped children and their families for the National Institute of Handicapped Research, U. S. Department of Education.
- 1982-1983 Member, committee to develop a Five Year Plan for the National Institute for Child Health & Human Development in order to establish research and funding priorities for the 1980s.
- 1979-1983 Member, Board of Trustees, New Jersey Neuropsychiatric Institute, a state mental retardation institution.
- 1979-1983 Member, Board of Directors, Society for Menstrual Cycle Research.

Review Committees:

- 2013- Member, Editorial Board, International Journal of Psychology
- 2004-2005 Member, Committee to Select Editor of *SRC D Monographs*, Society for Research on Child Development.
- 2003-2005 Member, James McKeen Fellow Award Committee, American Psychological Society.

- 2003-2005 Member, National Center for Policy Research for Women & Families' Research Network.
- 2003-2005 Editorial Advisory Board, *Encyclopedia of Adolescence*, Elsevier Science.
- 1999- 2009 Associate Editor, *Social Policy Report*, Society for Research in Child Development.
- 1997-1999 Member, Oversight Committee, UNOCAP, National Institute of Health.
- 1996-1999 Member and Chair, March of Dimes Foundation Review Committee.
- 1990-1991 Program Chair, Society for Research on Adolescence.
- 1984-1985 Program Chair, Adolescence and Life Span, Society for Research in Child Development.
- 1983-1985 Member of the Human Learning and Development Study Section, National Institutes of Health.
- 1983-1985 Member of the Small Business Program Study Section, Ad Hoc Committee, National Institutes of Health.
- 1981-1982 Program Chair, Social Development, International Conference for Infancy Studies.
- 1981-2005 Member, Review Panels for Emotional and Personality Processes. Society for Research in Child Development, Society for Research in Adolescence, International Conference on Infancy Studies, Population Association of America, International Society for Behavioral Development, American Psychosomatic Society, American Psychological Association and other societies.
- 1981- Project reviews for the Commonwealth Fund, the Robert Wood Johnson Foundation, the W. T. Grant Foundation, the MacArthur Foundation, the Russell Sage Foundation, the Foundation for Child Development, the Pew Charitable Trust, the Lilly Endowment, the Rockefeller Foundation, the Ford Foundation, Smith-Richardson Foundation, and the Spencer Foundation.
- 1978- Article reviews for *Child Development*, *Developmental Psychology*, *Merill-Palmer Quarterly*, *Science*, *Psychological Bulletin*, *Journal of Applied Developmental Psychology*, *Psychology of Women Quarterly*, *Sex Roles*, *Journal of Health Psychology*, *Psychosomatic Medicine*, *Journal of Behavioral Medicine*, *Journal of Personality and Social Psychology*, *Pediatrics*, *Journal of Pediatrics*, *Journal of the American Medical Association*, *Proceedings of the National Academy of Sciences*, *Society for Research in Child Development Monographs*, *Prevention Science*, *American Journal of Public Health*.

Professional Memberships:

American Academy of Political and Social Science, Fellow
American Association for the Advancement of Science, Fellow
American Education Research Association, Fellow
American Psychological Association, Fellow in Division 1, 7, 35, and 37
American Psychological Society, Fellow
New York Academy of Sciences, Fellow
Society of Clinical Child and Adolescent Psychology
Society for Prevention Research
Society for Research in Child Development
Society for Research in Adolescence
Society for Behavioral Pediatrics

Major Research Projects:

- 2016 - Room to Grow: Comprehensive Early Childhood Parenting Supports and Children's Health and Development (Robert Wood Johnson Foundation)
- The Room to Grow (RTG) project examines an innovative early childhood program that combines income supports, parenting education, and connections to community services to promote the early health and development of young children. It is a collaborative effort with the Columbia School of Social Work and Columbia University's Mailman School of Public Health and is part of the Robert Wood Johnson Foundation's Interdisciplinary Research Leaders Program. (Brooks-Gunn, PI; Waldfogel, PI)
- 2016 - Universal Pre-K Implementation Study: Variation by Setting and Auspice (Foundation for Child Development)
- The Universal Pre-K (UPK) Implementation Study will inform the NYC Department of Education's decisions by comparing UPK programs in three NYC community districts across settings (schools, CBOs) and auspices (DOE, ACS, CCDF, Head Start, private funding). New York City must make critical decisions about how to allocate UPK funding and monitor program performance. The study will examine variation in teacher characteristics, professional development, instructional approach, and program-level structural characteristics. (Kagan, PI; Brooks-Gunn, Co-PI)
- 2014 - Getting Ready for School (Institute for Education Sciences, U.S. Department of Education and the Heising Simons Foundation)
- Getting Ready for School (GRS) is an integrated school readiness intervention for parents and teachers that targets the necessary literacy, math, and self-regulation skills to help children enter Kindergarten ready to learn. GRS is designed on the foundation that parents and teachers independently influence school readiness, and that targeting both has increased potential to affect children's outcomes. Therefore, the GRS intervention places equal emphasis in the home and preschool environments. Although numerous high quality interventions target one or two readiness skill areas, none had previously taken a fully integrated perspective, incorporating pre-academic (literacy and math) and self-regulation skills. It is quite challenging for classroom teachers to incorporate multiple separate curricula into the school day. Thus, a fully integrated approach aims to remove this burden. (Duch, PI; Noble, PI; Brooks-Gunn, Consultant; Ginsburg, Consultant; Morrison, Consultant).
- 2013 - Support for Child and Family Well-Being: A Randomized Experiment of Subsidized Housing in New York City (Doris Duke Charitable Foundation)
- The Support for Child and Family Well-Being study supports the addition of new families with children to the sampling frame for the NYC Housing and Neighborhood Study; the addition of a child care module to the follow-up interview for parents of children under age 8; and the implementation of a mixed-methods study of usage of child care centers co-located at selected affordable housing sites. (Brooks-Gunn, PI).
- 2010- The New York City Housing and Neighborhoods Study (National Institutes of Health, the John D. and Catherine T. MacArthur Foundation)
- The New York City Housing and Neighborhoods Study is an ongoing evaluation project that will examine associations between residential context and child development and health and adult health and behavior by 1) following near-poor families that are better off than those living in public housing, but still disadvantaged because they generally do not qualify for other forms of public assistance; 2) examining the impact of "in-place"

subsidized housing with a comparison of mixed-income and exclusively low-income housing developments; and 3) comparing the effects of moving to subsidized housing in a new neighborhood with receipt of subsidized housing in the same neighborhood where the participant currently lives. (Brooks-Gunn, PI).

- 1997- The Fragile Families and Child Well-Being Study (Ford Foundation, Robert Wood Johnson Foundation, Public Policy Institute of California, Hogg Foundation, St. David's Hospital Foundation in Austin, the Commonwealth Fund, Fund for New Jersey, Newark Beth Israel Foundation, National Institute of Child Health & Human Development, W.T. Grant Foundation)
- The Fragile Families and Child Well-Being Study addresses three areas of great interest to policy makers and community leaders – non-marital childbearing, welfare reform, and the role of fathers--and brings these three areas together in an innovative, integrated framework. The study is following a cohort of 6000 unwed and wed parents and their children in over 20 cities. The project is a multidisciplinary endeavor (McLanahan and Garfinkel, PIs; Brooks-Gunn, Co-PI).
- 2001-2007 The Fragile Families Child Care and Maternal Employment Substudy (National Institute of Child Health and Human Development).
- The Fragile Families Child Care and Maternal Employment Substudy provides an in-depth exploration of early maternal employment and child care experiences in low-income families. Specifically, this project is exploring linkages between timing, intensity, and stability of maternal employment in the first four years of life; the type intensity, quality and stability of child care arrangements used by the family; the psychological climate of the family (including mental health of parents, relationship between the mother and father, conflict in the household, and stability of household members); and the parenting behavior of the mothers. A major goal is to examine maternal employment and child care in states with varying labor markets, child support laws and welfare programs. (Brooks-Gunn, PI).
- 2000-2009 Infant Health and Development Project: Adolescent Follow-up (Robert Wood Johnson Foundation).
- Recent reports from early childhood educational programs on participants in adolescence and early adulthood have revealed that several programs have increased school achievement and reduced risky behavior in adolescence. The Infant Health and Development Program (IHDP) is an 8-site randomized trial conducted in a study population heterogeneous for socio-economic status and developmental vulnerability by virtue of enrolling 1000 low birth weight (LBW, <2500 grams) premature infants. Results of IHDP at three years of age following the intervention phase, and at follow-up at five and eight years of age parallel the results of earlier intervention studies, especially among children in the heavier low birth weight group. The IHDP children were seen again at age 18, when some intervention effects were sustained in the heavier weight group. (McCormick, PI; Brooks-Gunn, Co-PI).
- 2000-2007 The Fragile Families and Child Neglect Substudy (National Institute of Child Health and Human Development, National Institute of Mental Health).
- The Fragile Families and Child Neglect Substudy aims to examine the relationship between economic factors and child neglect. Through the addition of an in-home assessment neglect module to the Fragile Families and Child Well-being Study, this research investigates how parental resources, in the form of parental presence or absence, time, and money, affect both physical and emotional neglect of children at age three and five. The work will also examine how parental resources interact with other factors that

affect child neglect, including parental stress and depression, and community characteristics such as community poverty, neighborhood cohesion, social control and violence. A major focus of the research is on the effects on neglect of public policies, such as welfare programs and child support enforcement, which influence parental resources. (Christina Paxson, PI; Waldfogel and Brooks-Gunn, Co-PIs).

1997-2003 Neighborhoods and Children: Project on Human Development in Chicago Neighborhoods (John D. & Catherine T. MacArthur Foundation, National Institute of Justice, National Institute of Mental Health, Administration for Children, Youth and Families, the Child Care Bureau and the National Institute for Child Health and Human Development).

This project is designed to study the origins and developmental pathways of social competence and antisocial behavior from birth through young adulthood within a variety of communities. A major focus of the study is to elucidate the effects of community and neighborhood contexts on individual behavior. The project is comprised of several components, including a longitudinal study of over 6000 families and children, and a community survey in over 300 Chicago neighborhoods. (Earls, PI; Sampson, Raudenbush and Brooks-Gunn, Co-PIs).

1995-2010 Early Head Start Evaluation (Administration for Children, Youth and Families, DHHS).

We participated in a five-year evaluation of the efficacy of Early Head Start services for infants and young children. The evaluation includes 17 sites across the nation (3000 children) and uses a randomized experimental design. We also revisited all study participants when the children were in fifth grade. (West, PI; Brooks-Gunn, Co-PI).

Completed Projects:

2001-2006 Columbia University Head Start Quality Research Center: Using Assessment to Improve School Readiness and Head Start Program Quality (Head Start Bureau, ACYF Commissioner's Office of Research and Evaluation).

To promote the school readiness of preschool children in Head Start, eight new Head Start Quality Research Centers (HSQRC) partnerships between academic researchers and Head Start programs were charged with implementing and evaluating an intervention designed to improve child outcomes. Accordingly, the Columbia University HSQRC has created and launched an innovative and holistic observational assessment system and will conduct a randomized, experimental evaluation in two Head Start Programs in Connecticut. The intervention involves training Head Start staff to observe and assess children, classrooms, and programs, interpret and share results with parents, teachers, and staff, and together make improvements based on assessment results. Professional development, resources, and technical assistance are also provided to staff throughout the assessment-interpretation-action cycle. (Kagan, PI; Brooks-Gunn, Co-PI).

2001-2005 Moving to Opportunity: 5-Year Impact Evaluation (National Institute of Child Health & Human Development, Spencer Foundation).

The Moving to Opportunity for Fair Housing Demonstration is a 5-site, randomized housing mobility experiment in which families with children who lived in public housing in high-poverty neighborhoods were assigned to one of three conditions: (1) experimental group who received Section 8 housing vouchers and special assistance to move only to low-poverty neighborhoods; (2) comparison group who received Section 8 housing vouchers under regular, geographically unrestricted program; or (3) control group who did not receive vouchers but continued to receive project-based assistance. Our 5-year

cross site evaluation will focus on program impacts on child and family well-being. (Kling, PI; Brooks-Gunn, Duncan, and Kats, Co-PIs).

2000-2005 Los Angeles Family and Neighborhood Study (L.A. FANS). (National Institute of Child Health & Human Development).

L.A. FANS is a longitudinal study of families and the neighborhoods in which they live. Neighborhoods in Los Angeles County were stratified by income (high, medium, and low) and 65 neighborhoods were randomly selected to yield a representative, stratified sample of very poor, poor, and non-poor neighborhoods. Fifty households were randomly selected per neighborhood, and households with children were over-sampled. In addition, approximately 500 households (1,000 children) will be added over the course of the study to capture changes in neighborhood migration. This study will address three key issues: (a) effects of neighborhoods on children and families; (b) effects of welfare reform at the neighborhood level; and (c) residential mobility and neighborhood change (Pebley, PI; Brooks-Gunn, Consultant).

1998-2005 Yonkers Family and Community Project (National Science Foundation, National Institute of Child Health & Human Development).

The overall goal of this study is to examine the impact of neighborhood change -- moving from high poverty, predominately minority neighborhoods into more affluent neighborhoods -- on low-income parents and their children. Following a federal court order to remedy long-standing racial segregation in public housing and in schools (*U.S. vs. City of Yonkers, et al., 1985*), the city of Yonkers built 200 units of low-rise public housing in mostly white, middle-income neighborhoods. Subsequently, a group of very low-income, mostly African American and Latino families moved into the housing in the mid 1990's. The National Center for Children and Families conducted a 3-year follow-up of the 317 African American and Latino families (both those who moved to new neighborhoods and those who stayed in the old neighborhoods).

1998-2005 Life Skills Training Project (National Institute of Drug and Alcohol Abuse). This project is in collaboration with the Cornell Medical School in implementing and evaluating the Life Skills Training intervention -- a school-based drug abuse and violence prevention program with a sample of 6th graders in New York City schools. A sub-study is being conducted on 400 adolescents selected from the program and control groups for a more in-depth analysis of social skills as assessed in videotaped interactions at the school. Through this investigation we hope to determine the extent to which reductions in drug use and aggression/violence are mediated through changes in generic and problem-specific cognitive-behavioral skills (Graber, Brooks-Gunn and Nichols, Co-PI's).

1997-2005 Intergenerational Pathways to Success Pathways to Adulthood: The Baltimore Prenatal Cohort Follow-Up (Robert Wood Johnson Foundation, W.T. Grant Foundation, Bureau for Maternal and Child Health).

This project is a thirty-year longitudinal study of families begun in the late 1950s/early 1960s. The project allows for a comparison between parenting and childhood in two generations given its unique 30 year focus. Information on fertility, health, employment, poverty and social status of the first two generations was obtained, as well as cognitive, health and behavioral outcomes during childhood for the second and third generations. The primary objective is the identification of factors that enable children (second and third generation) to break out of the disadvantageous circumstances in which they were raised to become successful, self-sustaining adults (Shapiro and Hardy, PIs; Brooks-Gunn, Co-PI).

- 1997-2004 Synthesis and Profile of Studies of Young Children's Education, and Development (SPEED). (Office of Educational Research and Innovation, Assistant Secretary for Planning and Evaluation, DHHS, National Institute of Child Health & Human Development).
- What are the current large-scale research initiatives on early childhood development? How have these initiatives drawn on and expanded on the findings of past research? How is the current generation of studies breaking new ground and, once concluded, how will these studies transform out knowledge and our thinking? What will be the implications of the findings vis-a-vis research, practice, social service, and social policy? These are questions presently being addressed by this project. The SPEED project focuses on selected contemporary large-scale federally funded initiatives on young children's health, development and education as well as selected privately funded initiatives (Brooks-Gunn, Fuligni, and Berlin, Co-PIs).
- 1997-2003 Panel Study of Income Dynamics--Child Development Supplement (National Institute of Child Health & Human Development, John D. and Catherine T. MacArthur Foundation).
- The Panel Study of Income Dynamics (PSID), begun in 1968, is a longitudinal survey of a representative sample of U.S. men, women, and children and the families in which they reside. In 1997 and 2002, the PSID supplemented the existing longitudinal study with information on parents and their children ages one to twelve. Data were collected from the parents, the children, and teachers. The collection of time-use diaries from the child and teacher is unique to this supplement. (Hofferth, PI; Brooks-Gunn and Duncan, Co-PIs).
- 1997-2002 Story times: Language and Literacy in the Context of Home Visiting Programs (Spencer Foundation).
- The Home Visitor Study focuses on the literacy interactions between 40 African-American young mothers and their preschool aged children who participate in a home based early intervention program (Home Instruction Program for Preschool Youngsters, or HIPPPY) that helps educationally and economically disadvantaged parents provide educationally stimulating activities and environments for their pre-school aged children. This study focuses on change in maternal and child reading over the twelve month period during which they received services by HIPPPY home visitors.
- 1996-2004 Family Work: The Effects of Maternal Employment on Single Black Mothers and Their Children (W.T. Grant Foundation).
- This project explores how poor single mothers of preschoolers in New York City manage work and families. We are interested in how poor mothers with young children manage the transition to self-sufficiency, especially in a low-wage market. About 200 families drawn from welfare rolls are being followed. One half has entered the workforce, and the other half have not.
- 1996-2003 Moving to Opportunity: NYC (U.S. Department of Housing and Urban Development, Russell Sage Foundation).
- The goal of Moving to Opportunity is to assist poor families now living in public housing to move out of high poverty areas of large cities. We will describe the adaptation of youth who move from public to private housing in poor and non-poor communities in New York City. This evaluation uses a randomized experimental design: moves to low poverty communities, moves with Section 8 vouchers within New York City, and stayers in public housing (Brooks-Gunn, PI).

- 1991-2001 Effects of Maternal and Home Characteristics upon the Cognitive and Emotional Well-being of Low Birth weight Infants: A Multicenter, Randomized Trial of the Efficacy of Early Intervention Services (March of Dimes Foundation).
- Using data from the Infant Health and Development Program (IHDP), this project examined whether intervention programs benefited mothers as well as children, and if so, how. The efficacy of the intervention in altering maternal beliefs about childrearing, emotional functioning, and social support was examined. In addition, the possibility that the learning environment of the home acts as a mediator of the relationship between maternal characteristics and child outcomes at ages 3 and 5 was examined (Klebanov and Brooks-Gunn, Co-PIs).
- 1997-1999 Making Ends Meet (W.T. Grant Foundation, Assistant Secretary of Planning and Evaluation, DHHS).
- This project examined the budgets of mothers who are on welfare, in months where they have received sanctions (and grant cuts) and months where their benefits are at the maximum. This study focused on 30 mothers in New Jersey, who were seen 3 times over a one year period.
- 1995-1999 Promoting Healthy Adolescence (Robert Wood Johnson Foundation).
This project profiled and synthesized current research practice and policy on positive youth development.
- 1993-1996 Project BEGIN (Centers for Disease Control).
- A three-year planning grant was awarded to assess the feasibility of initiating a large-scale early intervention program for mothers with low educational levels and their young children. New York City is one site. The project was a collaborative endeavor between Columbia University Teachers College, Einstein College of Medicine, the New York City Department of Health, and the New York State Department of Health.
- 1994-2005 Contextual, Behavioral and Physiological Processes in Girls and in Boys (National Institute of Child Health & Human Development, National Institute of Mental Health).
- This four year longitudinal project investigates the biological correlates of emotional development and regulation during middle childhood and the beginning of puberty in African-American and White girls. Stress reactivity, hormonal changes, family interactions and peer group interactions are being examined. A three year longitudinal study of boys has been funded to parallel the study of girls. It is focusing on aggression, stress reactivity and early pubertal hormone changes. (Brooks-Gunn and Graber, PIs).
- 1994-1996 Neighborhood Resources and Ethnic Integration: Latino Families, Youth and Children (Foundation for Child Development).
- This project explored the link between community level measures, family level measures, and selected indicators of child behaviors and outcomes. The focus was on developing measures for use with Latino groups as well as understanding why many Latino families with children are not connected to the health and social service systems. Mexican-American and Puerto Rican families living in Chicago were the focus.
- 1992-1996 The Role of Maternal Characteristics on Low Birth Weight Children's Behavior (National Institute of Child Health & Human Development).
- This project examined whether or not certain maternal characteristics (maternal education and emotional functioning) were more important for children who are lighter or sicker at

birth. The strength of associations between child outcomes and maternal characteristics was examined separately for children who received an extensive early childhood intervention and children who received pediatric follow-up, but no intervention services. The direct and indirect effects of maternal characteristics upon child outcomes were examined.

1991-1995 Neighborhood Effects on Children, Youth, and Mothers (Russell Sage Foundation, Social Science Research Council, Smith-Richardson Foundation).

This project examined the effects of neighborhood residence upon children's well-being and teenage girls' fertility and high school completion using two national data sets. Two edited volumes were published by the Russell Sage Foundation.

1991-1995 Teenage Parent Demonstration Project: The Newark Family Study (Rockefeller Foundation, Foundation for Child Development, Spencer Foundation).

This project was an evaluation of the effects of childcare referral, education, and job training services for teenage mothers in Newark, New Jersey. The purpose was to see how family interactions and maternal parenting styles are influenced by the intervention and how they influence child outcomes.

1990-1993 Implications of the Family Support Act for Children and Parents (Foundation for Child Development).

A conference was held on the implications of the Family Support Act for children's and women's development. An edited volume of the proceedings was published by Cambridge University Press.

1990-1992 Expanded Child Care Options Demonstration: Feasibility Study (Rockefeller Foundation).

A feasibility study was conducted with Mathematica Policy Research, Inc., on providing high quality, community-based child care for near poor and poor families in 3 communities in New Jersey (using a randomized trial).

1989-1997 Nutrition and Behavior in Adolescent Girls (National Institute of Child Health & Human Development).

This project followed a sample of 200 girls (and their mothers) who were seen in junior and senior high school as they made the transition to young adulthood. The purpose was to look at the development of emotional, eating, and body image problems.

1989-1993 Outcomes of Multigenerational Child Care Arrangements (National Institutes of Child Health & Human Development).

The prevalence and consequences of multigenerational child care were being investigated, using data from two national samples (National Longitudinal Survey of Labor/Youth and National Survey of Families and Households) as well as a sample of teenage parents from Baltimore, Maryland.

1987-1996 Infant Health and Development Program Follow-up (Robert Wood Johnson Foundation, Pew Charitable Trust, Bureau of Maternal & Child Health, National Institutes of Child Health & Human Development).

A follow-up of the Infant Health and Development Program, an 8-site randomized clinical trial, was conducted to test the efficacy of early intervention services (home

visiting and center-based care) upon low-birth-weight, pre-term children. These families were followed through the child's middle childhood years.

- 1986-1992 Complications of Delayed Puberty and Secondary Amenorrhea (National Institutes of Health).
- A 3-year longitudinal study of secondary amenorrhea, bone density, and skeletal problems in young women was conducted. Athletes and non-athletes were followed prospectively in order to look at the effects of amenorrhea, eating problems, and exercise upon bone density.
- 1986-1987 The Emergence of Depression in Adolescence: Biological and Social Factors (Society for Research in Child Development Study Group Conference).
- A study group was funded; the proceedings appeared as a special issue of *Journal of Youth and Adolescence*.
- 1985-1993 School Functioning in Middle Childhood: Effects of Birth Weight (National Institute of Child Health & Human Development, Bureau of Maternal and Child Health, W.T. Grant Foundation, Robert W. Johnson Foundation).
- A follow-up study of over 2,000 8-year-olds who were normal and low birth weight with a focus on very low birth weight infants (under 1500 grams) was conducted. The purpose was to investigate possible long-term cognitive, academic, and behavioral consequences of low birth weight.
- 1984-1991 Grandmother's Role in Teenage Parenthood (National Institute of Child Health & Human Development, Dodge Foundation).
- The grandmother's role in families where a teenage pregnancy occurred was investigated. Teenage mothers, their mothers, and their toddlers were observed in order to understand the nature of such family systems.
- 1984-1989 Girls' Psychological Adaptation to Physical Maturation (National Institute of Child Health & Human Development).
- A 5-year longitudinal study of girls' adaptation to physical maturation was conducted. The purpose is to look at psychological adjustment, academic achievement, and social relationships in young adolescents.
- 1983-1997 Antecedents and Consequences of Teenage Parenthood (Commonwealth Fund, Robert Wood Johnson Foundation, William T. Grant Foundation and Ford Foundation).
- A 20-year follow-up of the long-term consequences of teenage parenthood upon children's academic, work, and fertility status (the Baltimore Study) was undertaken. Children of teenage mothers studied since 1967 were seen as they make the transition to adulthood. *Adolescent Mothers in Later Life* was published as a result.
- 1983-1986 Improving Pregnancy Outcome: The Harlem Hospital Maternal Advocate Program (Commonwealth Fund).
- This project evaluated a program to improve pregnancy outcome and reduce infant morbidity by augmenting an existing service system in Central Harlem. Several types of interventions were implemented including an intensive outreach program to find those pregnant women who do not receive antenatal care in a timely fashion and a maternal advocate program to provide pregnant women with parenting information.

- 1983-1984 Timing of Maturation Status and Social Functioning in Adolescence (Society for Research in Child Development Study Group Conference).
- A study group was funded; two volumes of the *Journal of Youth and Adolescence* were devoted to this conference.
- 1982-1988 The Development of Eating, Stress and Menstrual-Related Problems in Adolescent Girls (W.T. Grant Foundation).
- In order to examine the psychosocial, physical, and endocrinological development during adolescence, cross-sectional and longitudinal investigations were undertaken using a large sample of girls. Of special interest were responses to highly competitive environments--athletic, academic, and artistic. Girls were attending academically oriented and performing arts schools were seen, as were girls who competed in athletics on a national basis.
- 1980-1981 Girls at Puberty (Study Group Conference funded by the Johnson and Johnson Company).
- A working conference was held at the Salk Institute. The volume, *Girls at Puberty*, was based on this conference.
- 1977-1982 Institute for the Study of Exceptional Children. (U. S. Department of Education).
- An Early Childhood Institute was established at Educational Testing Service and the St. Luke's-Roosevelt Hospital Center in order to conduct research on, develop diagnostic and assessment instruments for, and create curriculum for at-risk children. Major longitudinal follow-up studies were conducted, intervention modules using microcomputer technology were designed, and techniques to assess the abilities of children with specific dysfunctions were refined. The cognitive, linguistic, social, and emotional functioning of handicapped infants was studied longitudinally. Down's syndrome, cerebral palsy, developmentally delayed, and multiply handicapped children were seen in programs throughout New Jersey. A longitudinal study of low-birth weight infants was also conducted.
- 1976-1978 Social Determinants of Menstrual-Related Behaviors (National Science Foundation).
- The development of attitudes and expectations about the menstrual cycle and menarche in adolescents and adults was assessed in cross-sectional and longitudinal investigation.
- 1973-1976 The Development of Visual Self-Recognition in Infancy (National Institute of Mental Health).
- The development of visual self-recognition was studied across the first 24 months of life. Eight different studies using different representational forms (mirrors, videotapes, pictures) were conducted. In addition, the cognitive and social antecedents of self-recognition were examined. The book, *Social Cognition and the Acquisition of Self*, was written.
- 1973-1974 Social Perception and Peer Group Interaction in Infancy (National Institute of Education).
- Infants' social cognitions about persons were studied in order to understand how cognitions varying as a function of familiarity, gender, and age and infants' responses to peers.