



2021 ANNUAL REPORT

Center for
Children and Families
Promoting optimal family and child development

Center for Children and Families, School of Behavioral and Brain Sciences
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A Message From Our Director:

Despite being a very difficult year, 2021 was the start of something wonderful with the beginning of our Research Experiences for Undergraduates (REU) program site. Funded by the National Science Foundation, the Center for Children and Families' REU program—a 42-week paid internship for students in developmental science—has been even better than we anticipated. The highly competitive participating students are driven by a deep curiosity to learn and a strong motivation to lend their voices to the field of developmental science. Our discussions have been enlightening, and their desires to participate in activities of the Center beyond the REU have been encouraging—and we are grateful. The REU is generating much appreciation for the Center throughout the University and beyond for our contributions to diversity, equity, and inclusion. We look forward to what will continue to develop through our REU program in its coming

years. 2021 was a year of transitions—from remote work to hybrid to back in person—and through the Center's services, new research initiatives, and student training, we learned a lot about families' needs and how best to support them. We are building on these lessons in 2022, reopening more of our program sites, and diving deeper into what it takes to generate greater knowledge and apply developmental science to services for children, families, and professionals. Our foundation is strong and the possibilities are exciting!

Sincerely,

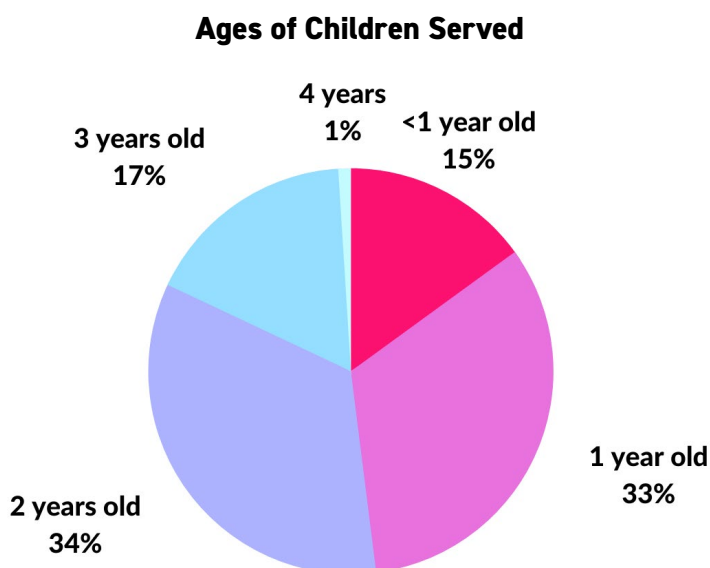
Margaret T. Owen



Margaret Tresch Owen, PhD
Director, Center for Children and Families
Robinson Family Professor of Psychology

Our Impact:

Our Families 136 children (122 families) served from across the DFW metroplex in our outreach programs.



77% of families reside in Dallas County
of children are Hispanic

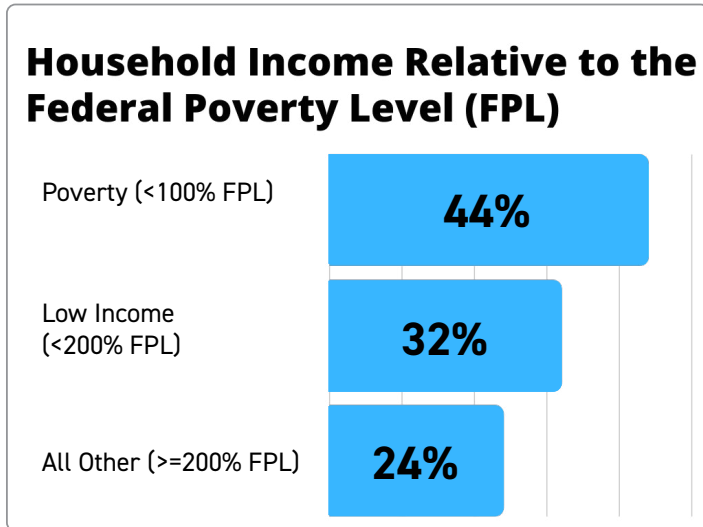
76% of children speak Spanish or Spanish/English
in the home

91% of parents served were mothers

79% of parents served were married

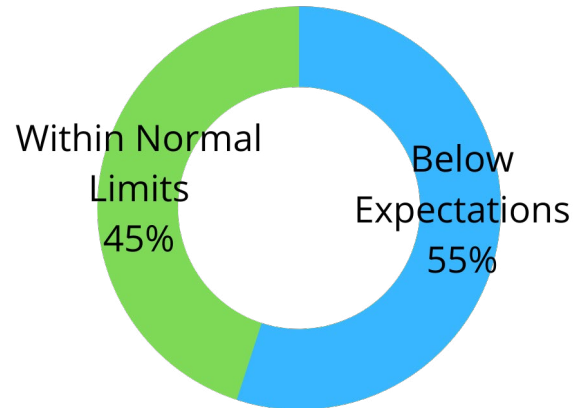
Our Impact, continued:

76% of families served reported low household income:



Grow With Me Program Developmental Screenings

Developmental Screening Results



"I learned how to understand my children at their different stages."

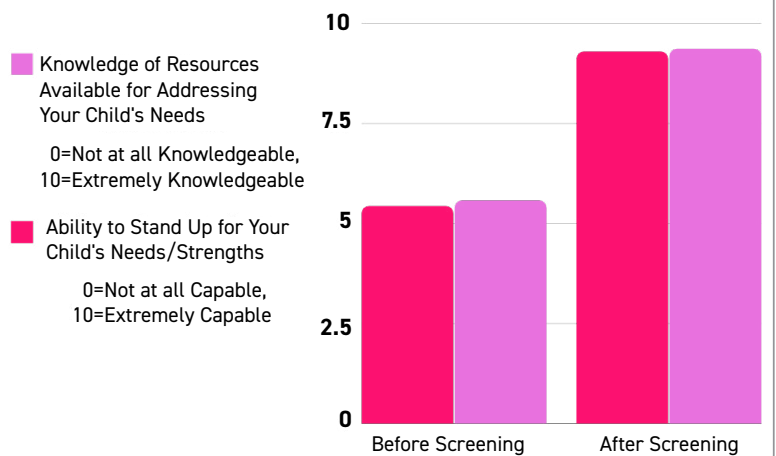


96 screenings conducted virtually and in-person in 2021.

55% of children scored below developmental expectations (1 or more standard deviations below the mean).

- 25 children were referred to external agencies for early intervention and 55 were provided individualized guidance and learning activities for promoting their development.
- 89% of parents reported that their understanding of their child's development had improved after receiving a developmental screening.
- In surveys completed after receiving the screening, parents reported feeling more equipped to stand up for their child's developmental needs and more knowledgeable of resources for their children's developmental needs.

Supporting Children's Developmental Needs



"Screenings should be offered in all programs because you never know what families are going through."

Play With Me Playful-Learning Program

125 children and over 100 parents served.

105 sessions of Play With Me offered at virtual and in-person locations.

75% of parents reported improvement in the effectiveness of their parenting strategies after the program.

"I learned that you don't have to teach them with structure all the time. Children learn by playing. Play with her and let her decide what she wants to play."

Student Training

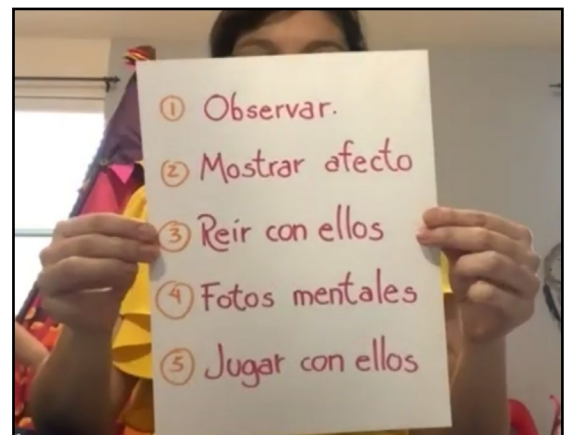


- 39 students were trained and contributed to CCF outreach programs.
- As a result of their participation, surveyed students reported improvements in their ability to interact and communicate with parents/caregivers, in their knowledge of child development, and in their ability to apply classroom knowledge to their work with children and families.

"With each passing semester with CCF, I feel more involved and included in a community and it pushes me to achieve more and dream bigger. Thank you!"

Educational Outreach

- CCF staff, faculty, students, and Play With Me program parents contributed to First3Years' 2021 Baby Day event, producing videos on regulating children's emotions, understanding developmental screenings, promoting positive discipline, and learning about how families can contribute to developmental science.
- 420 parents, practitioners, students, and researchers participated in our 13th annual lecture series.



"I enjoyed getting to know the families, learning how to interact with children and parents in a professional manner, and being able to share my experiences and progress with other students."

"I understand this better now and I know how to practice this with my child."





“The content and the presentation were extremely engaging, informative, thought-provoking, and useful.”

Revenue & Expenses



Total Revenue: \$407,746

Total Expenses: \$382,371

81% of funds supported our education and outreach programs

Selected Faculty Publications:



Adamson, L. A., Caughy, M. O., Bakeman, R., **Rojas, R., Owen, M. T.**, Tamis-LeMonda, C. S., Pacheco, D. Pace, A., & Suma, K. (2021). The quality of mother-toddler communication predicts language and early literacy in low-income Mexican-American children. *Early Childhood Research Quarterly*, 56, 167-179. <https://doi.org/10.1016/j.ecresq.2021.03.006>



Anderson, L., Caughy, M. & **Owen, M.** (2021). “The Talk” and parenting while Black in America: Centering race, resistance, and refuge. *Journal of Black Psychology*. <http://dx.doi.org/10.1177/00957984211034294>



Danovitch, J., **Mills, C.**, Sands, K., & Williams, A. (2021). Mind the gap: How incomplete explanations influence children's interest and learning behaviors. *Cognitive Psychology*. 130:101421. <https://doi.org/10.1016/j.cogpsych.2021.101421>.



Factor, L., & **Goffman, L.** (2021). Phonological characteristics of novel gesture production in children with developmental language disorder: Longitudinal findings. *Applied Psycholinguistics*, 1-30. <http://dx.doi.org/10.1017/S0142716421000540>



Nelson, J.A. & Holub, S.C. (2021). Mothers' and fathers' perceptions of daily mealtime coparenting. *Appetite*. 168:105757. <https://doi.org/10.1016/j.appet.2021.105757>.



Wiseman, K. B., **Warner-Czyz, A. D., & Nelson, J. A.** (2021). Stress in parents of school-age children and adolescents with cochlear implants. *Journal of Deaf Studies and Deaf Education*, 26(2), 209-222. <https://doi.org/10.1093/deafed/ena042>

Affiliated Faculty Research:

Dr. Candice Mills, associate professor of psychology, received a three-year, \$1.25 million grant from the National Science Foundation to develop an online platform to investigate cognitive development in young children. Building off of childrenhelpingscience.com, and other sites where families can participate in online research, the project will collect large and diverse samples of data in many studies over time, allowing researchers to reach diverse populations and collaborate in new ways. Results will have implications for improving theoretical models of cognitive development and education and launch discipline-wide opportunities for innovative, representative, and open research.



After 12 years, the Dallas Preschool Readiness Project (DPREP), now known as the Dallas Project on Education Pathways, came to a close. The longitudinal study, co-directed by Drs. Margaret Owen and Margaret Caughy, studied children's social, cognitive, and language development in the contexts of their family relationships and culture, spanning the years from early preschool through middle school. The project is one of the longest longitudinal projects on African American and Latino children's development of self-regulation, school readiness, and achievement in the United States.

Inaugural Research Experiences for Undergraduates Program Site:

Over 175 people applied for the first year our inaugural Research Experiences for Undergraduates (REU) program site, funded with a 3-year grant by the National Science Foundation. Titled "Culturally Responsive Research in Developmental Science," the year-long 42-week paid internship provides 11 historically underrepresented college students per year with the tools and connections to combine high-quality, developmental research with community-based outreach in CCF's Play With Me program.



"I'm so proud to offer my voice and contribute to the effort to diversify research in the field of developmental science. It's an honor to be given the opportunity to participate in this year's REU program at UTD!"

- Paloma Salas

"I'm excited to be part of something bigger than myself! My hope is that through my participation and contribution, I will be able to help shape the CCF REU Program for years to come!"

- Aurora Rochin

"I think it's important to have researchers [identify with] the communities they serve. I can literally speak your language."

- Rodrigo Davila

Longtime CCF supporters Norma and Don Stone established the Norma and Don Stone Endowment for the Center for Children and Families to support CCF's research, training, and outreach operations. Their support for the Center's future, emblematic of their strong support for both education and the arts throughout Dallas, is very much appreciated. In their honor, the Center's reception area was named for the couple.



"My entire professional life has been focused on young children, so a logical component was the focus on very young children. I enjoy an awareness of how young children develop and how to promote that development. The mission of the Center for Children and Families reflects those things that give me pleasure to support."

- Norma Stone

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