The final paper (presented by Stephanie Jones, Harvard University) will discuss how this approach fits into a broader initiative designed to reduce achievement disparities through vertically-aligned interventions across developmental stages.

This integrated intervention for families of infants and toddlers is embedded in a broader project known as “School Reform and Beyond”, a multidisciplinary, multi-site initiative involving researchers at Harvard University, New York University, the University of Michigan, and the University of Pittsburgh, to enhance outcomes for children from birth through elementary school. Other team members are testing interventions for children in preschool and elementary school, with the goal of taking to scale a sustainable, efficient, and developmentally-integrated set of evidence-based interventions that accelerate learning, health, and development of children in poverty across early childhood.