



The Child Care Planning Council compiled these resources from a variety of electronic newsletters. We have now compiled them by subject. We hope it is helpful!

Culture, Socioeconomics & Class, Race and Immigration

- **2005 NATIONAL INDICATORS OF CHILD WELL-BEING:** The Federal Interagency Forum on Child and Family Statistics released America's Children: Key National Indicators of Well-Being, its annual report that details the status of children and families in the U.S. The report presents the latest available data on 25 indicators related to economic security, health, behavior and social environment, and education, as well as 9 background measures related to population and family characteristics. The report is available at <http://www.childstats.gov/>.
- **YOUNG & HOMELESS: NOWHERE TO GO AFTERSCHOOL:** Like thousands of children in California, Pedro Jimenez learned at a young age to navigate two different worlds. During the day he was a student at Barnard-White Middle School in Union City, but at night he lived alone in a dilapidated warehouse, eating canned food warmed on his broken barbecue grill. He trudged to school to distract himself and pick up his free lunch. thousands of California school children each year find themselves in similar straights -- living in shelters, motels, cars, with family friends and even on the street because they don't have a permanent home. During the 2004-05 school year, the Department of Education found 148,842 school children were homeless in California. Those figures have caught the attention of the state Senate Transportation and Housing Committee, which Monday released preliminary homeless figures from the 2005-06 school year. The committee found nearly 95,000 school-aged children were homeless last year and two-thirds of them in elementary school. Homelessness can have many effects on a child, but professionals who work with families and children say the most obvious and perhaps universal one is that students' school work suffers. When a child's living situation is uncertain, stressful or even dangerous, they focus on basic survival, reports Grace Rauh, figuring out where they will sleep, get their next meal and earn money.
http://www.timesheraldonline.com/ci_4579023.
- **Building culturally & linguistically competent services to support young children, their families and school readiness:** Toolkit is the accurate word that author Kathy Hepburn uses to describe this 2004 publication. It was developed to provide guidance, tools and resources to assist communities in building culturally and linguistically competent services, supports, programs and practices related to young children and their families. Each section includes an overview of a key content area (e.g., Learning about Family and Community: Family Culture and Information Gathering); critical questions for communities; key strategies for families, providers and administrators; guides, tip sheets and checklists; promising practices and annotated resources. It's an extensive collection of current and useful information and tools. For example, don't miss "Tips for Bringing Family Strengths into the Early Care and Classroom



Setting in Support of Multicultural Learning” on page 68. Download at <http://www.aecf.org/publications/data/cctoolkit.pdf>

- **FAMILY PERSPECTIVES ON PARENT-CHILD CONNECTEDNESS:** Parent-Child Connectedness: Voices of African-American and Latino Parents and Teens, produced by ETR Associates with support from the Annie E. Casey Foundation, summarizes findings from a focus group study with African-American and Latino parents and adolescents living in low-income neighborhoods in four states, including California. The report discusses participants' views on Parent-Child Connectedness (PCC) and presents important themes that emerged in response to questions about relationship-building, adolescents, parents, and families. The report also provides responses about how programs or interventions should be designed to help families who are struggling with PCC, and which community stakeholders and organizations would be most effective at implementing these interventions. It is available at <http://www.etr.org/recapp/research/PCCFocusGroupReport.pdf>.
- **THE INFLUENCE OF PRESCHOOL CENTERS ON CHILDREN'S DEVELOPMENT:** The Policy Analysis for California Education (PACE) center of UC Berkeley and Stanford University released a study which examined the effects of preschool and other forms of child care on children across differing socioeconomic and ethnic groups. How Much is Too Much? The Influence of Preschool Centers on Children's Development Nationwide used data from the National Center for Educational Statistics to examine the social development and early cognitive growth of 14,162 kindergartners nationwide. It found that attending a preschool center prior to kindergarten raises early language and pre-reading skills and math skills, especially for English-proficient Hispanic children and children from extremely poor families. However the study also found that attendance in preschool centers, even for short periods of time, hinders the rate at which young children develop social skills and display the motivation to engage classroom tasks. On average, the earlier a child enters a preschool center, the slower their pace of social development. For more information on the study and its policy implications, please go to http://pace.berkeley.edu/pace_publications.html.
- **Reaching Out to Diverse Families:** Research on family and community connections with schools has revealed that parents are interested in their children's academic success regardless of ethnicity, culture or economic status. What schools and programs describe as lack of participation from diverse families may instead reflect a different perspective on what it means to be involved. A new strategy brief from the Southwest Educational Development Laboratory (SEDL) discusses strategies for broadening and deepening involvement beyond the traditional fundraising or party-planning activities. The brief shares that schools that are successful in involving families build on the cultural values and foster communication with families. Successful schools also create an inviting environment for families, facilitate involvement by providing transportation, translators, and other similar services and help parents to support their children's academic needs. Download the brief at <http://www.sedl.org/connections/resources/rb/rb5-diverse.pdf> for considerations, strategies and resources that are relevant to our work with young children of all ages and settings.

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- **Pivotal role predicted for kids of immigrants** (From the Sacramento Bee): More than four in 10 California children born in the United States have at least one foreign-born parent, according to a study released today by the nonpartisan Public Policy Institute of California. Over the next two decades, these children will move from the public school system into colleges and the work force. Many will become voters who will wield considerable power in molding public policy. For the full 20 page report, click here:
http://www.ppic.org/content/pubs/CC_505KRCC.pdf
- **The Health and Well Being of Young Children of Immigrants** by Randy Capps, Michael Fix, Jason Ost, Jane Reardon-Anderson, Jeffrey S. Passel from the Urban Institute have lots of great data, including child care arrangements. The report is 57 pages and can be downloaded here: http://www.urban.org/UploadedPDF/311139_ChildrenImmigrants.pdf
- **More Latino and Bilingual Teachers Needed in Head Start:** A new paper released by the National Council of La Raza (NCLR), an advocacy organization that focuses on Latino issues, found that a major challenge to improve meeting the needs of Latino children in Head Start is the recruitment of Latino and bilingual Head Start teachers. The paper, Head Start Reauthorization: Enhancing School Readiness for Hispanic Children, reports that about a one-third of Head Start-eligible children are Latino, yet little is done to meet their needs, including the recruitment of Latino staff and/or encouraging bilingual teachers to gain credentials appropriate for this growing population. NCLR points out several challenges in recruiting such teachers including the . The need for more time to complete degrees and the need for a bilingual teacher career ladder that will help prevent Latino teachers from being demoted to teacher aides if they cannot meet the increasing demands to raise teacher requirements are some of the challenges cited in the report. Download a copy of the paper at <http://www.nclr.org/content/publications/detail/31454/>.
- **Study Finds Child Care and Preschool Benefits:** Children from low-income families who spend long hours in child care may be better off than children left in a home environment, a new study reports, countering some previous findings that suggested long periods of child care had a negative effect. The study, published in a journal titled Child Development, found that young children enrolled in child care centers and preschools develop early reading and language skills faster than children remaining in home-based care. For information about obtaining a copy of the study, please go to <http://www.srcc.org/cd.html>. (Society for Research in Child Development)
- **Cross-Cultural Considerations in Early Childhood Special Education:** Here is an excerpt from the conclusion of this report by the Early Childhood Research Institute on Culturally and Linguistically Appropriate Services (CLAS, available at <http://www.clas.uiuc.edu/techreport/tech14.html> #intro: "Strategies must be developed for increasing cross-cultural understanding both in general and in relation to individual families, with the goal of seeing through the eyes of the family and the child. In addition, individuals who are



members of multiple cultures must reflect on their own behavior and values from within the combination of these contexts. Interventionists should take no practice at face value, but instead should question and reflect on the beliefs and historical contexts in which it is based. Judgments about parenting practices can be made only within the context of what is appropriate for individuals from the particular culture. Finally, intervention practices must be designed within a broad framework of assisting children, interventionists, and families to build acceptable, two-way bridges between the cultural context of their own individual microsystems and the broader societies that form (and will form) the macro-contexts of their daily lives and practices." (from Abby Cohen)

- **SCHOOL READINESS: CLOSING RACIAL & ETHNIC GAPS:** This issue of "The Future of Children" focuses on children's lives before they get to school in an effort to understand how to close the racial and ethnic gaps in educational outcomes. The issue addresses the following questions: (1) How large are the racial and ethnic gaps in school readiness? (2) How much of the gap is due to differences in children's socioeconomic background or to genetics? (3) How much do disadvantages like poor health, poor parenting, low-quality preschool childcare, and low birth weight contribute to the gaps? (4) What lessons can we learn from new research on brain development? (5) What do we know about what works and what does not work in closing the gap? The questions elicit complex answers from the authors of the eight articles in the issue, but the message of this volume is that, taken together, family socioeconomic status, parenting, child health, maternal health and behaviors, and preschool experiences likely account for most of the racial and ethnic gaps in school readiness. http://www.futureofchildren.org/usr_doc/School_Readiness_Summary.pdf
- **Delaying Kindergarten: Effects on Test Scores and Childcare Costs:** Is it beneficial to delay the age at which children begin kindergarten? New research finds that kids who enter at age 6 instead of age 5, especially kids from disadvantaged families, do significantly better on standardized tests and learn more from schooling. But delaying entry also leads to substantial additional childcare costs, especially for poor families. These findings argue that policymakers may need to view entrance age policies as a package--one that considers both cognitive and noncognitive consequences. A RAND research summary is available at <http://www.rand.org/publications/RB/RB9082/>.
- **Web Resource: The Georgetown University Center for Child and Human Development** has many great resources, including an ongoing series of conference calls on cultural competence, social and emotional development of young children, etc. Visit them at: <http://www.georgetown.edu/research/gucdc/index.html>
- From Elizabeth Evans: I am very excited to present a copy of the latest IFF research project -- **focus group work with Latina mothers in low income communities in the Chicago Metropolitan area.** The region has the second largest number of Mexican immigrants in the United States and a Latino population that has grown at a record pace over the last 10 years.



The research was funded with a grant from the MacArthur Foundation and we hope it is a tool that can be used to advocate for resources and investment in Latino communities.

This research is the first of its kind to be completed in our area and one of only a few such projects done. I hope this work will also encourage more organizations to fund such work. You can obtain copies on our website http://www.iff.org/resources/content/3/6/documents/iff_latino_study.pdf

Contact:

Elizabeth A. Evans

Director of Public Policy and Communications

Illinois Facilities Fund

312-629-0060

eevans@iffund.org

www.iff.org

- **NEW FINDINGS - POSITIVE EFFECTS OF PRESCHOOL ATTENDANCE ON CHILDREN'S EARLY LANGUAGE AND PRE-READING SKILLS:** Young children from low-income families who are able to access center-based programs show markedly higher rates of cognitive development and growth in school-readiness skills, according to a report from PACE's Growing Up in Poverty Project (GUP), appearing in the journal, 'Child Development.' The Child Development journal article is posted on the web http://pace.berkeley.edu/Stanford_Child_Dev_Findings.pdf
- **Child-care in poor communities — the role of family child-care homes:** A research paper from the Growing Up in Poverty study, published in CHILD DEVELOPMENT last month, found that children from poor families displayed strong cognitive and school-readiness gains when enrolled in center-based programs. This analysis, based on 451 California and Florida mothers and their young children, also found that children attending family child-care homes (FCCH) displayed a *modest* tendency to display more misbehavior and *slightly* more aggression, compared to children cared for by kith or kin members. Leaders of the FCCH community have asked the research team to clarify this finding. Three points are relevant in understanding this finding. First, the negative effect on social development is small but statistically significant. Enrollment in an FCCH did not raise the incidence of misbehavior on all four subscales of the gauge of social development. Second, we observed wide variability in the quality of FCCHs in these low-income communities. Positive effects from quality indicators — providers with some college, positive interaction between provider/teacher and the child, and fewer children in the setting — apply to cognitive gains for children attending FCCHs. That is, children enrolled in higher quality FCCHs showed somewhat higher cognitive gains than children cared for exclusively by kith or kin members. Third, children attending FCCHs totaled 12% of the total sample of 451 children and parents. Tests of statistical significance, however, do take this into account, so they are valid for our sample. Future work could usefully focus on the cognitive, school-readiness, and social developmental effects of FCCHs. An earlier PACE project report detailed this variation in FCCH quality. This report also discusses how many mothers relying on FCCHs or kith and kin believe that these providers are



more flexible, easier to communicate with, and offer their child more individualized attention, compared to the perceptions of mothers using center-based programs. This report, "Child care aid and quality for California families", can be found on the PACE website [pace.Berkeley.edu]. The Growing Up in Poverty Project is a six-year effort, codirected by scholars at Berkeley, Stanford, and Teachers College, Columbia University. (from a PACE email)

- **Two new reports from the National Women's Law Center:** This week, the National Women's Law Center released two new reports: Child Care Assistance Policies 2005: States Fail to Make Up Los Ground, Families Continue to Lack Critical Supports and In Their Own Voices: Parents and Providers Struggling with Child Care Cuts. The reveal both the shortfalls in state child care policies for low-income families and the detrimental effect of these policies on the lives of parents, children and providers. These reports show that from 2001 to 2005 it became more difficult for low-income families to get needed child care assistance, and that when cuts are made, they have a palpable effect on parents, children, and child care providers. You can download a copy of the reports at:
[http://www.nwlc.org/display.cfm?section=childcare#\(State%20Child%20Care%20Policy\)](http://www.nwlc.org/display.cfm?section=childcare#(State%20Child%20Care%20Policy))
- **Public/Private Ventures Releases a New Policy Brief on Investing in Child Care:** Investing in family child care providers in Rhode Island reaped big rewards for providers and the kids they serve, according to a new policy brief, Investing in Child Care Brings Gains for Providers and Children, from Public/Private Ventures. The brief, based on the report, Investing in Low-Wage Workers, found that increases in reimbursement rates boosted the availability of subsidized child care, raised average incomes in the field and lifted many workers out of poverty. The report focuses on the Day Care Justice Co-op, a group of largely Latina and African American women in Rhode Island who organized a cooperative and worked to improve conditions for family child care providers.
http://www.ppv.org/ppv/publications/assets/207_publication.pdf
- **KEY FINDINGS: WHAT PREDICTS PARTICIPATION IN OUT OF SCHOOL (OST) TIME?** This Fact Sheet summarizes findings and implications from Harvard Family Research Project's (HFRP) recently completed Study of Predictors of Participation in OST Activities. With funding from the W.T. Grant Foundation, we examined the child, family, school, and neighborhood predictors of children's participation in OST activities, paying special attention to disadvantaged youth. The Fact Sheet highlights key findings for OST practitioners and policymakers as they work to address issues of access and equity, document service gaps, and target resources accordingly.
<http://www.gse.harvard.edu/hfrp/content/projects/afterschool/resources/factsheet.pdf>
- **DEMOGRAPHIC DIFFERENCES IN OUT OF SCHOOL (OST) PARTICIPATION:** This is a related resource -- a 2-page Research Summary synthesizing findings from two HFRP publications that examine demographic differences in children's OST participation. This summary, which contains a subset of findings contained in the Fact Sheet, presents key findings on differences in multiple dimensions of participation in a range of OST activities and among youth from varying family income levels and racial and ethnic groups.
<http://www.gse.harvard.edu/hfrp/content/projects/afterschool/resources/researchsummary.pdf>
To read more about the OST participation study, please visit the link below.

http://www.gse.harvard.edu/hfrp/projects/ost_participation.html

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- **Children in Immigrant Families Surprisingly Rooted in America: Three Out of Four Speak English Fluently:** Twenty percent of children in the U.S. now live with at least one foreign-born parent. A new research brief by Child Trends and the Center for Social and Demographic Analysis of the University at Albany, State University of New York, reveals that children in immigrant families are deeply rooted in the U.S. (four in five are American citizens) and nearly one-half speak English fluently and another language at home. At the same time, many young children in immigrant families would benefit from quality early education programs to further their integration into American society. http://www.childtrends.org/Files/Child_Trends-2007_04_01_RB_ChildrenImmigrant.pdf
Tables: http://www.childtrends.org/Files/Child_Trends-2007_04_01_TBL_ChildrenImmigrant.pdf
- **New Resources on State and Community Early Learning Systems:** The State Early Childhood Policy Technical Assistance Network has released two new publications,
- **Beyond Parallel Play: Emerging State and Community Planning Roles in Building Early Learning Systems and Village Building and School Readiness: Closing Opportunity Gaps in a Diverse Society,** regarding state and community roles in early learning policy. Beyond Parallel Play is a compilation of articles that emphasize investment in poor, immigrant, and minority neighborhoods and recommend incorporating community-building strategies into early childhood programs and services. Village Building and School Readiness looks at state and community governance structures in building early learning systems, and provides six case studies of states doing this important work. <http://www.finebynine.org/pdf/VBSR.pdf> and <http://www.finebynine.org/pdf/Beyond%20Parallel%20Play%20Oct2006.pdf>
- **Parent Involvement at Selected Ready Schools:** http://www.ccsso.org/content/pdfs/Parent_Involvement_at_Ready_Schools.pdf: At school entry, gaps already separate the readiness skills of white and higher-income three-to-five year olds from their black, Hispanic, and lower-income peers. While strong parent involvement has clear benefits, schools need specific strategies for involving low-income and culturally diverse families during the early grades. To contribute to these efforts, the Council of Chief State School Officers (CCSSO) commissioned a small study of parent involvement in four Ready Schools states: Connecticut, Indiana, Oregon, and Washington. Ready Schools states have been working with CCSSO for several years as part of the School Readiness Project. This project works to assist schools as they ease children's transition into kindergarten and improve the alignment between early care and the early grades, with a focus on low-income communities. The purpose of the study is to describe school-based opportunities to (1) create strong partnerships with parents and (2) involve parents in the life of the school generally and the learning experiences of their children in particular. An important focus of the study is highlighting school efforts that target communities most in need of high-quality early childhood services, including those with large populations of low-income, Latino, African American, and English language learner (ELL) students. Throughout the four states, schools profiled in this study have tailored formal and informal welcome strategies to family needs, despite little or no earmarked funding. While

practices vary from school to school, respondents emphasized the importance of offering multiple ways for parents to access information and support, offering activities at different times

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of the day, accommodating language needs, and providing refreshments. Schools offered a range of parent involvement opportunities including traditional parent organizations; advocacy and leadership activities; classroom help; home-based learning support; school and community events; and ideas generated by parents themselves.

- **PREDICTORS OF CHILD CARE SUBSIDY USE:** This December 2005 paper from the National Center for Children in Poverty by Sharmila Lawrence and J. Lee Kreader, states that what we know is: 1) Families with children ages birth through 5 are more likely to use subsidies than families with children ages 6 and over; 2) Families who currently receive or are transitioning from cash assistance are more likely to use child care subsidies than those with no recent history of cash assistance; 3) Single-parent families are more likely than two-parent families to use subsidies; 4) African-American mothers appear more likely to apply for and use child care subsidies than mothers from other racial/ethnic backgrounds; 5) Families using center-based care appear more likely to use child care subsidies than families using other forms of care; 6) Parents with higher tolerance for the hassles that families may encounter in applying for and maintaining child care subsidies appear more likely to use subsidies.
<http://nccp.org/media/CCSresbrief.pdf>
- **Basic Facts About Low-Income Children:** The National Center for Children in Poverty has released a new series of fact sheets, Basic Facts About Low-Income Children. The fact sheets track children in the United States who live in low-income families by age: birth to age 18; birth to age 6; and birth to age 3; and highlights information about family structure and resources available to families. http://www.nccp.org/pub_ecp06.html
- **Two-way and Monolingual English Immersion in Preschool Education: An Experimental Comparison:** This working paper looks at preschool programs that have sought to keep pace with the increasing numbers of children who are English language learners. This paper from NIEER presents the findings from a randomized trial of the effects of dual language or two-way immersion and monolingual English immersion preschool programs on children's learning. Programs used in the study were compared on measures of children's growth in language, emergent literacy, and mathematics. (description taken from National Institute for Early Education Research web site)
<http://nieer.org/resources/research/TwoWay.pdf>
- **Is Public Pre-K Preparing Hispanic Children to Succeed in School?** While public preschool programs are expanding across the country, there is a lag in participation by the nation's fastest growing and yet most educationally challenged group--Hispanic children. In this [brief](#) from NIEER, the authors present information about the Hispanic population in the context of preschool education and discuss issues of access, program quality, and instructional challenges as they relate to addressing the needs of Hispanic families. Many Hispanic children enter school behind their non-Hispanic counterparts and the authors contend that the gap in school

readiness is unlikely to improve without an effort to increase preschool participation by Hispanic children and design programs to better accommodate their learning needs.

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Recommendations include making ELL status a factor considered for targeted programs, comparative analyses of targeted programs, and better reporting systems to ensure quality data for research on Hispanic children and early education policies.

<http://nieer.org/resources/policybriefs/13.pdf>

- **Success By Ten: Intervening Early, Often, and Effectively in the Education of Young Children:** Success by Ten is a proposed program designed to help every child achieve success in school by age ten. It calls for a major expansion and intensification of Head Start and Early Head Start, so that every disadvantaged child has the opportunity to enroll in a high-quality program of education and care during the first five years of his or her life. Because the benefits of this intensive intervention may be squandered if disadvantaged children go from this program to a low-quality elementary school, the second part of the proposal requires that schools devote their Title I spending to instructional programs that have proven effective in further improving the skills of children, especially their ability to read. Findings from a number of rigorously conducted studies of early childhood and elementary school programs suggest that intervening early, often, and effectively in the lives of disadvantaged children from birth to age ten may substantially improve their life chances for higher educational attainment and greater success in the labor market, thereby helping impoverished children avoid poverty in adulthood. Another consequence would be to greatly improve the skills of tomorrow's workforce, thereby enhancing future economic performance. These benefits for children would be accompanied by benefits for their parents, many of whom work full time and need high-quality child care, such as the program would provide. Full report: <http://www.l.hamiltonproject.org/views/papers/200702ludwig-sawhill.pdf>.
- **Policy brief:** http://www.l.hamiltonproject.org/views/papers/200702ludwig-sawhill_pb.pdf
- **One Out of Five U.S. Children is Living in an Immigrant Family:** The fourth KIDS COUNT Data Snapshot highlights the 15.7 million children in immigrant families living in the United States. Although 80 percent of these children were born here and are entitled to the same support other citizen children receive, 'linguistic isolation and lack of economic resources put children in immigrant families at greater risk of growing up without the opportunities they need to succeed.' See how your state rates, and learn more, in this online brief. Full text at: www.aecf.org/kidscount/sld/snapshot_immigrant.pdf.
- **The Challenges of Change: Learning from the Child Care and Early Education Experiences of Immigrant Families:** One of every five children in the United States is the child of an immigrant. Although these children stand to benefit from high-quality child care and early education programs, available data show that they are less likely to participate in all types of nonparental care than children of U.S.-born citizens are. To explore the reasons for the lower participation of children of immigrants, CLASP conducted site visits across the country to learn first hand about the challenges that immigrant families face. CLASP sought out immigrant

leaders and direct service providers, immigrant parents, child care and early education providers, and policymakers. This report identifies multiple barriers that impede immigrant

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families from accessing high-quality child care and early education. It also highlights promising strategies being used in local communities to break down those barriers and to improve child care and early education programs so that they are more responsive to the needs of diverse immigrant families. It concludes with a set of recommendations for federal, state, and local policymakers, advocates, private foundations, and researchers. This paper is part of CLASP's Breaking Down Barriers project, which is supported by the [Foundation for Child Development](#) and other funders. Click [here](#) to download the entire report as a PDF. Click [here](#) to see the table of contents, with links to PDFs of individual chapters.

- **EFFECTIVE EARLY LEARNING: WHAT EVERY POLICYMAKER & EDUCATOR SHOULD KNOW:** This new publication from the National Center for Children in Poverty at Columbia University helps policymakers and educators understand two important elements: use of an intentional curriculum and professional development and teacher supports. Language and literacy skills are critical to success in school. For low-income preschoolers, increasing early literacy and math skills is vital to closing the achievement gap between them and their more advantaged peers. New research shows that an intentional curriculum and professional development and supports for teachers are important components of effective preschool classrooms and programs. A special focus on these strategies is important because many low-income children in early learning settings fall behind early and remain very much behind their peers in reading and math. To request paper copies contact Telly Valdellon at valdellon@nccp.org. For questions about these materials, please contact Lisa Klein at klein@nccp.org. http://www.nccp.org/pub_pes07a.html.
- **New Diversity Data Website:** The DiversityData project is a project of the Harvard School of Public Health. The website identifies metropolitan area indicators of diversity, opportunity, quality of life and health for various racial and ethnic population groups. This Website is now available to a wide variety of potential users interested in describing, profiling and ranking U.S. metros in terms of quality of life. The indicators provide a scorecard on diversity and opportunity, and allow researchers, policymakers and community advocates to compare metro areas and to help them advocate for policy action and social change. The choice of indicators was grounded in recent work on urban inequality and health inequality, which points to the significance of racial/ethnic disparities in health, educational, employment and housing opportunities across metro areas. <http://diversitydata.sph.harvard.edu/>. For example, here is a profile on the Oakland area: <http://diversitydata.sph.harvard.edu/profiles.jsp?ma=5775>.
- **New Autism Web Site for Spanish-Speaking Families:** A new Web site, created by families for families, provides information in Spanish about Autism Spectrum Disorders (ASD). A chat room and forum area are under development. These will be moderated by parents of children with autism. Two doctors and an advocate will help to answer questions. <http://www.manitasporautismo.com>
- **New Future of Children Report: Opportunity in America: The Role of Education:**

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This policy brief highlights the ways in which America's education system reinforces the lack of opportunity for children. There's a section on early childhood education that contains this quote: "The highest priority in education should be preparing very young children from poor families for school." Here's a link to coverage of the brief's release in the [Wall Street Journal](#), which noted the study's conclusion that, "the up escalator that has historically ensured that each generation would do better than the last may not be working very well."
http://www.futureofchildren.org/usr_doc/Opportunity_Policy_Brief.pdf

- **Children and Peace: New Preschool Curriculum on Bullying and More:** The Media Initiative for Children, developed by NIPPA (The Early Years Organization in Northern Ireland) and the Peace Initiative Institute (Pii) is a coordinated educational program that utilizes a combination of 60-second video clips and preschool curricula to communicate the value of respecting and including others who are different. The three types of differences highlighted in the program are physical, ethnic and sectarian. A fourth area, currently being developed, will focus on bullying. The Media Initiative for Children provides young children with an opportunity to openly discuss and acknowledge the feelings associated with similarities and differences between themselves and others. For information about this successful program and to view and download video clips go to: <http://www.pii-mifc.org/>
- **A Demographic Portrait of Young Hispanic Children in the United States:** The National Task Force on Early Childhood Education for Hispanics has released a [demographic portrait](#) of the population of young Hispanic children in the U.S.:
http://www.ecehispanic.org/work/demoportrait_brief.pdf
- **Opening Doors: Lesbian and Gay Parents and Schools:** discusses how lesbian and gay parents can help their children in school, how educators can help children in lesbian and gay families, and what these children need for a supportive learning environment. Online at http://www.familypride.org/atf/cf/{2A2C5E24-92CC-41DF-B4AA-448C71B7ED7D}/opening_doors.pdf
- **The Government Accountability Office (GAO) today released the following reports and correspondence:**
 - Reports:
 - Child Care and Early Childhood Education: More Information Sharing and Program Review by HHS Could Enhance Access for Families with Limited English Proficiency. GAO-06-807, August 17.
 - <http://www.gao.gov/cgi-bin/getrpt?GAO-06-807>
 - Highlights - <http://www.gao.gov/highlights/d06807high.pdf>
Executive summaries of the above report are available in Spanish



- (GAO-06-949), Chinese (GAO-06-950), Korean (GAO-06-951), and Vietnamese
- (GAO-06-952) at <http://www.gao.gov/translations/childcare.html>
- **Effective Preschool Curricula and Teaching Strategies: Pathways to Early School Success** - This new report from the National Center for Children in Poverty (NCCP) provides information from research and practice about curricular and teacher support strategies that are critical to reducing the achievement gap for young, low-income children. Two versions (full text, summary) are available online at http://www.nccp.org/pub_pes06b.html.
- **Full-Day vs. Half-Day Preschool: Recent Research:** The NIEER report "Is More Better? The Effects of Full-Day vs Half-Day Preschool on Early School Achievement" discusses a randomized trial that compared children from low-income families in half-day and full-day public preschool programs. Results show that children attending full-day programs did better on mathematics and literacy tests than children in a 2.5 to 3-hour public preschool program and the achievement gains continued at least until the end of first grade. The paper is available online at <http://nieer.org/resources/research/IsMoreBetter.pdf>
- **New GAO Report on Poverty in America:** Economic Research Shows Adverse Impacts on Health Status and Other Social Conditions as well as the Economic Growth Rate: In 2005, 37 million people, approximately 13 percent of the total population, lived below the poverty line, as defined by the Census Bureau. Poverty imposes costs on the nation in terms of both programmatic outlays and productivity losses that can affect the economy as a whole. To better understand the potential range of effects of poverty, GAO was asked to examine (1) what the economic research tells us about the relationship between poverty and adverse social conditions, such as poor health outcomes, crime, and labor force attachment, and (2) what links economic research has found between poverty and economic growth. To answer these questions, GAO reviewed the economic literature by academic experts, think tanks, and government agencies, and reviewed additional literature by searching various databases for peer-reviewed economic journals, specialty journals, and books. We also provided our draft report for review by experts on this topic. <http://www.gao.gov/new.items/d07344.pdf>
- **STRATEGIES FOR CLOSING ACHIEVEMENT GAPS:** A new guide from the National Education Association provides a multi-themed approach to closing the achievement gaps – focusing on Culture, Abilities, Resilience, and Effort (C.A.R.E.). The guide helps educators reflect on the causes of disparity in student achievement and explore ways to improve academic success by using innovative, research-based instructional strategies. By focusing on the themes of cultural, economic and language differences, unrecognized and undeveloped abilities, the power of resilience, and the importance of effort and motivation, "C.A.R.E.: Strategies for Closing the Achievement Gaps" advances the idea that if educators view these qualities of students as strengths, rather than deficits, they can be successful in closing achievement gaps. Click here for the guide: <http://www.nea.org/teachexperience/careguide.html>.



- **DIVERSE LEARNERS CAN BLOSSOM IN CULTURALLY RESPONSIVE CLASSROOMS** Increasingly, teachers and students come from different cultural backgrounds. Line up a representative sample of students from the nation's classrooms with a sample of teachers, and you'll see striking differences. Teachers, say Carol Weinstein and her colleagues at Rutgers University, are overwhelmingly white and English speaking. But more than one-third of K-12 students nationwide are not white, and about one in 10 speaks limited English. Socioeconomic differences are also significant, reports Susan Black. Most teachers are middle-class, but about 20 percent of U.S. students come from poor families and neighborhoods. The differences can erupt into cultural clashes, says Geneva Gay. Her studies show that many teachers expect their ethnically diverse students to learn and behave according to mainstream European-American cultural standards -- in other words, to learn and behave as the teachers do. How can schools overcome deeply embedded cultural conflicts? Gay recommends that teachers and school leaders become experts in "culturally responsive teaching," a method that uses students' "cultural knowledge, prior experiences, and learning styles" in daily lessons. Teachers should learn about their students' cultures and behaviors, determine what is acceptable in their environment, and acknowledge these beliefs and actions in their day-to-day teaching. <http://www.asbj.com/current/research.html>.
- **Reaching All Children? Understanding Early Care and Education Participation Among Immigrant Families:** by Hannah Matthews and Danielle Ewen. One in five children in the United States is the child of an immigrant. These children stand to benefit greatly from high-quality child care and early learning programs, yet appear less likely to participate in such programs. This paper summarizes evidence about the participation of young children of immigrants in early care and education programs as well as the demographic and socio-economic characteristics of immigrant families that likely influence participation. It then offers policy recommendations for state and local administrators of pre-kindergarten and other early care and education programs, and proposes areas for additional research. http://www.clasp.org/publications/child_care_immigrant.pdf.
- **Early Childhood Intervention Programs Save Money, Benefit Children:** Well-designed programs for disadvantaged children return more to society in benefits than they cost by enabling youngsters to lead more successful lives and be less dependent on future government assistance. Savings can range from \$1.26 to \$17 for each \$1 spent on the programs, according to the new RAND report, Early Childhood Interventions: Proven Results, Future Promise. <http://www.rand.org/pubs/monographs/MG341/index.html>.
- **Hmong Early Childhood Education Needs Assessment:** by Zha Blong Xiong, Ph.D. and Jesse Kao Lee for Ready 4 K. This first look at early care and education in the growing Hmong population within in the Minneapolis-St. Paul metropolitan area indicates that a language barrier and limited parental education are two leading challenges for many Hmong parents and their children. This study explores other issues related to early childhood education in the Hmong community, such as perceptions of school readiness, challenges parents face, and what Hmong parents can do for their children to prepare them for kindergarten. <http://www.ready4k.org/vertical/Sites/{C2E38BFF-E19D-4F31-8282-94D11BD421A4}/uploads/{49BDBD39-998A-411C-9D76-5C72A21805BF}.PDF>.



- **Undocumented Immigrant Youth: Guide for Advocates and Service Providers:** This new policy brief from the National Collaboration for Youth and National Juvenile Network focuses on undocumented immigrant youth: foreign-born children living in the U.S. without authorization. The brief aims to provide advocates and youth service agencies the background necessary to enhance collaboration as these groups. The brief also recommends policies and actions that immigration advocates, youth advocates, and service providers could adopt to improve the safety and well-being of immigrant youth. The brief is available online at: <http://www.nassembly.org/ncy/documents/ImmigrationBrief.pdf>.
- **What It Will Really Take to Close the Education Gap:** The New York Times Magazine Editor Paul Tough has written a comprehensive cover story in the November 26 issue exploring the challenges and successes in closing the achievement gap between disadvantaged children and their more fortunate peers. Setting his story in the context of the No Child Left Behind Act and its shortcomings, Tough draws insights from a broad swath of social and educational research exploring parent-child relationships, literacy, non-cognitive development and the econometric modeling of investment in early childhood education. He tracks the prodigious effort put forth by schools that are succeeding in closing the gap such as KIPP, Amistad Academy and North Star. Concludes Tough: With preschool education and other measures, the gap can be closed if we have the means and the will to do so. To read the article, visit: <http://www.nytimes.com/2006/11/26/magazine/26tough.html>
- **New Report Offers Insight Into the Well Being of the Nation's Children:** The Forum on Child and Family Statistics recently released its annual report *America's Children: Key National Indicators of Well-Being 2007*. The report offers detailed and condensed statistics describing the status of children and families in the United States. It examines multiple factors connected to demographic background, family and social environment, economic circumstances, health care, physical environment and safety, behavior, education, and health of our nation's children. To view this report click [here](#). Highlights are here: <http://www.childstats.gov/americaschildren/highlights.asp>
- **Making Pre-kindergarten Work for Low-income Working Families:** As of 2006, 38 states and the District of Columbia had pre-kindergarten programs, which vary considerable in their design. While low-income children stand to gain the most from early care and education initiatives, working families may not be able to access programs that are not responsive to their needs. This paper discusses research supporting the need to review initiatives to ensure maximum access for children in working families, especially low-income children; highlights key strategies to address the needs of low-income working families; and examines the extent to which state pre-kindergarten policies currently do so. This paper is based on research conducted for the CLASP report All Together Now: State Experiences in Using Community-based Child Care to Provide Pre-Kindergarten. http://clasp.org/publications/making_pre-k_work.pdf
- **THE NATION, NOT SCHOOLS, TAKES LOUSY CARE OF OUR CHILDREN:** Educators know first hand that less-privileged students -- an ever-growing number, seemingly -- enter school at a significant disadvantage compared to their more privileged peers. That gap opened up long before the school bell tolled. Even in schools where low-income children have made strong gains, the gap persists. Schools have little impact on poverty or the lack of good

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health care, decent jobs for parents, affordable housing and other social factors that contribute to a child's readiness to learn. Educators who voiced these concerns were often chastised as racist, class-biased or indulging in the "soft bigotry of low expectations." Schools may exacerbate the achievement gap, but they didn't create it in the first place. As a nation, writes Julia Steiny in The Providence Journal, we are shockingly content to tolerate widespread poverty among our fellow citizens. We are the richest country in the world, but one in five children is brought up in a family living at the federal poverty line. The quintile above them is not much better off. In short, we take lousy care of our kids, but find it convenient to blame the schools.

http://www.projo.com/opinion/columnists/content/se_educationwatch03_06-03-07_PT5QQFV.24c035f.html.

- **British Study Finds Disadvantaged Children Lagging by Age 3:** A study tracking more than 15,000 boys and girls born in the United Kingdom between 2000 and 2002 found that by age 3, children from disadvantaged families are already lagging about a year behind their middle-income peers. In vocabulary tests, 3-year-olds whose parents graduated from school were 10 months ahead of those from families where parents were poorly educated. The children of more educated parents were 12 months ahead in their understanding of colors, letters, numbers, sizes and shapes. The findings are from the Second Survey of the Millennium Cohort Study begun in 2001 by the Center for Longitudinal Studies at the Institute of Education at the University of London to provide a broad-based long-term picture of early childhood and family dynamics. In 1999, the UK launched the comprehensive Sure Start Program which provides universal preschool, child care and family and health services. The new Millennium Cohort Study report is available at <http://image.guardian.co.uk/sys-files/Society/documents/2007/06/11/MCS2.pdf>. (Just print out pages 1-15 if you want the Executive Summary).
- **The Unique Challenges to the Well-Being of California's Border Kids:** This report from Children Now states that only half of all children living on the border come from immigrant families--families with at least one parent born abroad. Moreover, 93% of all border kids are from families with at least one working parent, which mirrors the statewide percentage, and the vast majority of children of immigrants living on the border--81%--are U.S. citizens, a rate on par with the rest of California. <http://publications.childrennow.org/assets/pdf/policy/borderkidscount-2007.pdf>
- **The Challenges of Change: Learning from the Child Care and Early Education Experiences of Immigrant Families:** This new report from the Center for Law and Social Policy (CLASP) examines the challenges immigrant families face in accessing high-quality child care and early education. It presents strategies that are being used to break down those barriers and provides a set of recommendations for federal, state, and local policymakers, advocates, private foundations, and researchers. It is available online at http://www.clasp.org/publications/challenges_change.htm
- **Reducing Disparities Beginning in Early Childhood:** This "short take" discusses the research findings on socioeconomic disparity starting in very young children, as well as the role that State Early Childhood Comprehensive Systems (ECCS) plays in reducing disparities. http://www.nccp.org/publications/pdf/text_744.pdf. Source: Zero to Three Policy Network, 8/6/07, http://www.zerotothree.org/site/PageServer?pagename=BM_08_06_07