



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!

Curriculum/Program Quality Reports and Resources

- **Home Visitation in 2005: Outcomes for Children and Parents:** This new Working Paper from the Invest in Kids Working Group looks at the economic returns of home visiting programs for young children. While the evidence available to date indicates that quality home visiting programs produce modest benefits, the evidence on combining home visiting with other early childhood education programs suggests they produce longer-lasting outcomes. Programs also appear to be more effective when the services provided are aligned with the most pressing needs of the population served. The lack of consistent measurements in the research, however, calls for a more standardized approach to truly measure a program's effectiveness. The Working Paper (92 pages) is available at: http://www.ced.org/docs/report/report_ivk_gomby_2005.pdf.
- **Transcript of Chat on Preschool Expulsion:** This chat, sponsored by EdWeek, uses as its jumping-off point the recent Yale University Child Study Center findings that prekindergarten children are being expelled from their classes for behavior problems at a higher rate than students in K-12 schools. The study showed that for every 1,000 preschoolers enrolled in state pre-K programs, 6.67 are being tossed out of school, compared with 2.09 per 1,000 students in elementary, middle, and high schools, according to the research. Expulsion rates are even higher for preschoolers enrolled in community-based programs. The thought of preschoolers' being ejected also suggests to some experts that pre-K teachers—many of whom don't have college degrees—need more training in how to handle difficult youngsters. Sample comment from Kelly Hogrefe, Coordinator, Orange County (CA) Department of Education: In Orange County, CA we have just completed a 2 year program that utilized trainings followed by on site TA tailored to the needs of the program. The TA involved assistance with children about to be expelled. The success rate for this service in ECE programs was phenomenal. Out of 42 observations: 30 continued to be enrolled, 5 moved, 2 went to special ed, 4 went to K and only 1 was discharged due to behavior (biting). This seems to indicate that if ECE teachers receive more support from community resources AND on site TA children could be more successful in ECE programs." A complete transcript is posted here: http://www.edweek.org/chat/transcript_07_27_2005.html
- **FULL-DAY KINDERGARTEN: A STUDY OF STATE POLICIES IN THE UNITED STATES:** The Education Commission of the States (ECS) has released a new study that shows more must be done to increase access to full-day kindergarten for all children. While enrollment in full-day kindergarten has increased nine-fold over the last twenty years, less than two-thirds of America's five-year-olds attend a full-day program and only nine states guarantee universal full-day kindergarten. ECS is calling on state legislators,



school board members, state education department leaders and other policymakers to: (1) Ensure full-day kindergarten is a component of states' early learning and elementary school improvement efforts; (2) Require school districts to provide full-day kindergarten; and (3) Fully fund full-day kindergarten and provide other financial incentives to increase access to full-day kindergarten. The report indicates that many states: (a) Lack policies that provide universal access to full-day kindergarten; (b) Lack adequate funding policies for full-day kindergarten; (3) Lack policies that address the quality of full-day kindergarten. The study's findings are significant because a growing body of research confirms that the first years of life are critical regarding both cognitive and social-emotional development. Studies show that full-day kindergarten helps close achievement gaps between children. <http://www.ecs.org/clearinghouse/62/41/6241.pdf>.

- **EARLY CHILDHOOD EDUCATION AT A CROSSROADS:** A growing body of research has demonstrated the critical role high-quality early childhood education plays in students' success, not only in the elementary grades but throughout their lives. The decisions we make now about the ways today's preschool and early elementary students are taught will affect our society for many years to come. "Focus on Early Childhood Education" offers the full text of a Harvard Education Letter article series on preK-3 education, along with links to the latest research and other resources on early childhood education. In the lead article, Stanford School of Education dean and early childhood education expert Deborah Stipek assesses the state of preschool and elementary education in the U.S., evaluates current federal initiatives and their impact, and suggests directions for future development. She writes, "Preschool education programs offer us an important opportunity to narrow achievement gaps before children begin school. A question that is not yet settled, however, is what kinds of instruction will narrow these gaps without undermining young children's enthusiasm and self-confidence. ...Increased attention to academic skills is not a problem as long as it does not come at the expense of attention to social skills, emotional well-being, and other resources (such as dental care) that Head Start centers traditionally have provided." Also, Harvard Graduate School of Education professor Catherine Snow, an expert in early reading and literacy development, talks about the importance of vocabulary and other literacy skills in preparing young children for later academic success and in closing early achievement gaps. <http://www.hel-earlyed.org/>
- **Why We Care About the K in K-12 Kindergarten as a Bridge Between ECE and K-12:** CCW/AFTEF collaborated with the National Association for the Education of Young Children and other K-12 groups, including the American Federation of Teachers, on an article in NAEYC's March 2005 edition of Young Journal. "Why We Care About the K in K-12" draws attention to kindergarten's role as an important bridge between early childhood education and the K-12 system. Included in the article are research-based principles for what kindergarten programs, at their best, should look like. The principles include employing degreed, certified educators who have high-quality professional preparation and relevant training or experience in the developmental and educational needs of young children. The article can be viewed at <http://www.journal.naeyc.org/btj/200503/>.
- **TAKING LESSONS FROM A BABY:** The new issue of "Greater Good" profiles a Canadian program called Roots of Empathy that teaches compassion and parenting skills to



children. The program's key innovation is in designing its curriculum around the development of a newborn baby. Through the program, hundreds of newborn babies are paired up with local public school classrooms; the same baby visits the same classroom over the course of the school year. By watching "their" child develop physically and emotionally, the children gain a greater understanding of how to understand their own emotions and the emotions of others. Roots of Empathy has been rigorously evaluated by researchers, and they've found that the program not only improves participating students' social skills but improves their academic achievement as well.

http://peacecenter.berkeley.edu/SpringSummer05_Naiman.pdf

- **Stair Steps to Quality:** The United Way of America Success By 6 program recently released a new guidebook entitled /Stair Steps to Quality: A Guide for States and Communities Developing Quality Rating Systems for Early Care and Education. The resource is available at http://national.unitedway.org/files/pdf/sb6/StairStepstoQualityGuidebook_FINALforWEB.pdf.
- **UK Research Report Says Schools Give Children Too Little Play Time:** A government-funded study just released in the United Kingdom says children are being denied the chance to develop at school through imaginative play because they spend so much time learning to read and write. Conducted by the University of Plymouth and made public by the British Economic and Social Research Council, the study received immediate backing from parent's groups concerned that children are being pushed into formal education at too young an age. Observers for the study made 71 visits to groups of 4- and 5-year-olds.
- **New York State Issues New Core Curricula:** New grade-by-grade curricula for math and English Language Arts spell out what students in New York State should know and be able to do as a result of skilled instruction in those two subject areas in every grade, from pre-K to 12. The state's 90-page revised core curriculum adds a literacy strand for pre-K through grade 8. The math and ELA curricula can be downloaded by going to www.nysut.org/standards. Here are the English standards: <http://www.emsc.nysed.gov/ciai/ela/elacore.pdf>
- **Leading the Way to Quality Early Care and Education:** This recently released technical assistance CD-ROM includes video clips, PowerPoint presentations, handouts and electronic links and is particularly useful for training staff, learning what states are doing to support early learning, and finding print and online resources. A complimentary copy of the CD-ROM can be ordered from the Child Care Bureau website. http://www.acf.hhs.gov/programs/ccb/ta/ltw_cd.htm
- **In Our Own Backyards: Local and State Strategies to Improve the Quality of Family Child Care:** This study examines local and state programs and policies to improve the quality of family child care. Through literature review and interviews with child care



experts and program administrators, key needs and strategies for improving quality in family child care settings were identified. The report describes approaches used by four state-wide programs and nine local programs. The study was made possible through the generous support of the John S. and James L. Knight Foundation. This work is a part of the Institute for Women's Policy Research's larger effort to provide information and technical assistance to those seeking to improve access to quality affordable early care and education. By Katie Hamm, Barbara Gault, Ph.D., and Avis Jones-DeWeever, Ph.D., July 2005. (Available for \$25.00 at: <http://www.iwpr.org/store/Details.cfm?ProdID=125&category=>)

- **In Our Own Backyards: Local and State Strategies to Improve the Quality of Family Child Care:** The report profiles fourteen innovative local and state programs working to improve the quality of family child care. Two NACCRRRA members are among the programs highlighted- the California Child Care Initiative Project and the Child Care Association in Wichita, Kansas. In Our Own Backyards identifies several problems facing family child care providers-isolation, low earnings, and lack of training opportunities- as barriers to quality in family child care settings. The report recommends several policy changes and programmatic strategies to overcome these barriers. Strengthening the capacity of resource and referral agencies is first among the recommendations. Other policy proposals include expanding quality improvement funds and extending efforts to regulate unlicensed providers. In Our Own Backyards also identifies a number of best practices for FCC initiatives, such as community needs assessment. <http://www.iwpr.org/pdf/G717.pdf>
- **From One Class to Another: How Transitions May Affect Infants and Toddlers:** This Snapshot from the Frank Porter Graham Child Development Institute summarizes findings from a study of the impact of transitioning from one child care classroom to another. The researchers wanted to determine whether lack of caregiver continuity relates to problem behaviors. The study found that while, on average, children did not exhibit high levels of distress either pre- or post-transition, younger children (infants) experienced more distress than older children (toddlers) after changing classrooms. This lead researchers to conclude that the age of the child should be considered when deciding whether to have a child change classrooms. The Snapshot is available at: <http://www.fpg.unc.edu/~images/pdfs/snapshots/snap25.pdf>
- **Young Children Develop in an Environment of Relationships,** National Scientific Council on the Developing Child, a project of the Heller School for Social Policy and Management at Brandeis University, 2004. This working paper of the National Scientific Council on the Developing Child addresses scientific findings, unfounded assertions, and science-policy gaps regarding the importance of a variety of relationships for early childhood development. This paper finds that the need for stable, predictable relationships in child care settings is important for children's development. It argues that repeated "detaching" from old caregivers and "re-attaching" to new ones can be emotionally distressing, whereas a secure relationship results in greater social competence for the child, fewer behavior problems, and enhanced thinking and reasoning skills at school age. The paper concludes that the generally poor quality of care provided in many child-care arrangements in the United States does not support these benefits because of high caregiver turnover, poorly designed programs, or inadequate preparation. For a copy of this paper, please go to



http://www.developingchild.net/papers/paper_1.pdf.

- **FULL-DAY KINDERGARTEN: JUMPING INTO THE RIGORS OF LEARNING**
Kindergarten, which is German for "children's garden," is serious stuff these days. With half-day programs giving way to full days in state after state, the curriculum once saved for first grade has been pushed down to 5- and 6-year-olds. Nearly 98 percent of youngsters in the United States attend kindergarten, 60 percent of them in full-day programs, according to the U.S. Census Bureau. Once focused heavily on a child's social and emotional development, kindergarten is now a largely academic experience sometimes with math drills and daily homework and worksheets. In many schools, reports Valerie Strauss, time for music, art, recess and games has withered. Kindergarten also has become a political battleground, as lawmakers, educators and parents argue over what should be taught. Ready or not, kids are expected to do more in kindergarten now than just a few years ago, and many educators say that makes sense in many ways. But many educators worry that too many children are no longer being allowed to be children. What has been lost is much of the focus on socio-emotional development that provided the foundations in behavioral training for school and life," said Jill Fox, associate professor of teacher education at Virginia Commonwealth University's School of Education. Though children are more savvy today than 20 years ago, their development patterns haven't changed fundamentally, educators say, and they need to be taught the same social skills -- how to cooperate, for example -- that their parents learned in kindergarten. <http://www.washingtonpost.com/wp-dyn/articles/A62371-2004Oct25.html>
- **Quality Pre-Kindergarten: Key to Crime Prevention and School Success:** Fight Crime, Invest in Kids released a report showing that quality child care cuts crime, leads to higher academic achievement, and saves money. For the full report, please go to www.fightcrime.org
- **The Cost and Quality of Full-Day Year-Round Early Care and Education in Massachusetts: Infant and Toddler Classrooms:** The Massachusetts Cost and Quality Study, jointly funded by the Massachusetts Department of Education and the Child Care Bureau of the Administration for Children and Families of the U.S. Dept. of Health and Human Services, examined full-day, year-round, community-based center care for preschool-age children and for infants and toddlers to determine:
 - What is the quality of early child care and education services in Massachusetts?
 - What are the costs of early child care and education services?
 - What is the relationship between quality and costs? Does it cost more to provide higher quality care?
 - What is the relationship between the family income of children served and the quality of care provided by early child care and education programs?
 - The report on infant and toddler classrooms is now available at: <http://www.wcwoonline.org/earlycare/infant-toddlerfinal.pdf>



- **“Financing Quality Rating Systems: Lessons Learned.”** By Louise Stoney. Alliance for Early Childhood Finance. September 2004. This report addresses the need for child care and early education quality rating systems (QRS), and provides some examples. QRSs are easily understood rating systems, like the five-star ratings commonly used to assess restaurants and hotels, which rate the quality of child care and early education programs. Such rating systems are useful tools for parents, who want to ensure that their children are receiving quality care, as well as for private and governmental funding organizations that are increasingly interested in ensuring that they fund only quality programs. This report can be found at:
http://www.earlychildhoodfinance.org/handouts/Louise_Stoney_QRS_Financing_Paper.pdf
- **New York State Issues New Core Curricula:** New grade-by-grade curricula for math and English Language Arts spell out what students in New York State should know and be able to do as a result of skilled instruction in those two subject areas in every grade, from pre-K to 12. The state’s 90-page revised core curriculum adds a literacy strand for pre-K through grade 8. The math and ELA curricula can be downloaded by going to www.nysut.org/standards. Here are the English standards:
<http://www.emsc.nysed.gov/ciai/ela/elacore.pdf>
- **ENGAGING THE PUBLIC TO GET EVERYBODY READY FOR SCHOOL:** For communities dealing with contentious problems, public officials wrestling with tough policy choices or organizations faced with an apathetic or angry public, public engagement offers a means to: (1) Help citizens understand complex problems; (2) Involve those who are normally excluded from policy debates; (3) Promote productive public and leadership dialogue; and (4) Create momentum for change by building common ground, managing differences and creating new partnerships. To further these aims, Public Agenda had released a new discussion guide called, "Everybody Ready for School," focusing on the best ways to ensure high-quality pre-school and other school readiness programs for children. Choicework Guides support dialogue and deliberation on a wide variety of issues. They have been used by thousands of citizens looking to gain perspective on public issues. With the support of the Graustein Memorial Fund, Public Agenda created video and print discussion materials for use in community conversations nationwide. The materials are already being used in Connecticut to help communities engage on this critical education issue.
http://www.publicagenda.org/pubengage/pdfs/school_readiness.pdf
- **Breaking the Piggy Bank: Parents and the High Price of Child Care:** The nationwide survey of child care prices finds that parents across the United States are struggling to meet the high cost of child care. Many families face a Catch-22. They need to work to support their families. They rely on child care to go to work. But, the high price of child care - a staggering \$3,016 to \$13,480 a year for one child - strains family budgets and forces parents to make sacrifices in the quality of care their children receive. "The public hears a lot about rising health care costs. But, families are likely to spend more on child care than they do for health care and food combined," explained Linda Smith, Executive Director of the National Association of Child Care Resource and Referral Agencies, who published the report. http://www.naccrra.org/docs/policy/breaking_the_piggy_bank.pdf



- **The Benefits of High-Quality Early Childhood Education Programs: What Makes the Difference?:** (excerpt from an email from Ellen Galinsky) I am very pleased to send you a paper that I wrote for the Committee for Economic Development. I just received the pdf of the paper today! This is what CED says about the report: CED's latest paper, *The Benefits of High-Quality Early Childhood Education Programs: What Makes the Difference?*, by Ellen Galinsky, President of the Families and Work Institute, a New York City based research organization, examines the factors associated with high-quality early education programs. Ms. Galinsky examined three well-known, high-quality early education programs - the High/Scope Perry Preschool project, the Carolina Abecedarian Project and Chicago's Child-Parent Centers (CPC) - and for one of the first times, has examined what those programs actually did to have such lasting impact decades later, relying, in part, on interviews with the principal investigators of those programs.



Galinskypaperfinal.
pdf (214 KB...

- **Preschool Curriculum Decision-Making: Dimensions to Consider:** The educational effectiveness of preschool relies on a program's curriculum, or the content of what children learn in preschool and how it is taught. Given the multitude of available curriculum models, confusion regarding which ones are more appropriate for young children overall or specific populations of 3- and 4-year olds is easily possible. Although the field of early childhood education does recommend program practices within a broad range of acceptable methods called Developmentally Appropriate Practices, the field does not promote any single curriculum model as "best," and no state government or federal entity mandates use of just one particular curriculum in their publicly funded preschool programs. However, if one of the goals of preschool programs is to improve children's school success by enhancing their early abilities, programs do need to decide the content of what children should learn, as well as how they will best learn it. The purpose of this [report](#) is to provide a framework for decision-makers to use in evaluating which curriculum might be most appropriate for their specific preschool program. The framework consists of a series of questions focusing on the curriculum model and the supports the model developer provides.
<http://nieer.org/resources/policybriefs/12.pdf>
- **ZERO TO THREE Releases Community Profiles and Cross-Community Scan:** Last spring, 32 communities responded to ZERO TO THREE's Request for Information about local collaborative efforts to build a coordinated system of services for young children (prenatal through age five) and their families. Profiles of these communities are now posted on our website. In addition, a cross-community scan summarizes characteristics of these early childhood system building initiatives in communities. Community leaders will be featured at a national policy summit entitled "In Our Own Backyards: Local Initiatives that Change Young Children's Lives." Co-hosted by ZERO TO THREE and Cuyahoga County, Ohio's Invest in Children, the summit will be held on June 6 - 8, 2007 in Cleveland.
http://www.zerotothree.org/site/DocServer/BM_communityscan_5_14_07.pdf?docID=3261



- **Profiles:**
http://www.zerotothree.org/site/PageServer?pagename=ter_pub_communityprofiles
- **Core Knowledge for PK-3 Teaching: Ten Components of Effective Instruction:** Michael Sadowski, writing for the Foundation for Child Development, fuses research with standards from national education organizations to identify what teachers from pre-k to third grade must know and do to give children a high-quality early learning experience.
<http://www.fcd-us.org/pdfs/SadowskiBrief.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
- **MEASURING AFTERSCHOOL PROGRAM QUALITY: A GUIDE TO ASSESSMENT TOOLS:** The Forum for Youth Investment just released this new report. Thanks to growing interest in youth program quality, many tools are now available to help organizations and systems assess and improve quality. Given the size and diversity of the sector, it is unrealistic to expect that any one tool or process will fit all programs or circumstances. This new report from the Forum for Youth Investment provides potential users with useful information to guide their decision-making. To read the full report go to http://www.forumfyi.org/Files//Measuring_Youth_Program_Quality.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/>

- **Complementary Learning: The Harvard Family Research Project's Model for Child and Family Success:** Using family involvement storybooks is just one way to put into action Harvard Family Research Project's "complementary learning" approach to closing the achievement gap. Complementary learning is a comprehensive model that fosters partnerships between families, schools, and other non-school supports. You can learn more about complementary learning at <http://www.gse.harvard.edu/hfrp/projects/complementary-learning.html>
- **California Releases Infant/Toddler Learning and Development Program Guidelines:** State Superintendent of Public Instruction Jack O'Connell today announced the availability of a new California Department of Education publication developed with the nonprofit research agency WestEd entitled Infant/Toddler Learning and Development Program Guidelines. Guidelines is designed for center-based and family child care programs to help enhance the well-being of children enrolled in early care and education programs. The publication presents a comprehensive set of research-based information that is essential to create and maintain quality group care and education during the first three years of children's lives. The recommendations begin with a focus on developing programs with rather than for families and consider children's individual strengths, needs, and abilities. The new publication builds on this research and offers guidelines to develop a relationship-based program. Guidelines includes a discussion about meeting the needs of children with disabilities or other special needs, as well as children from different cultural backgrounds. There is also a section on operating programs and on supporting early learning and development. This system also includes high-quality DVDs and publications in English and Spanish for professional development; availability of free on-site training for center-based programs and small groups of family child care and license-exempt providers; demonstration sites at several community colleges in the state; and an observation assessment instrument called the Desired Results Developmental Profile. Future materials will include Infant/Toddler Learning and Development Foundations and a corresponding curriculum framework. To purchase a hard copy of Infant/Toddler Learning and Development Program Guidelines for \$19.95, please call 1-800-995-4099. Or you may download a free copy at <http://www.cde.ca.gov/re/pn/fd/documents/itldprogguidelines.pdf>.
- **Michigan Takes Innovative Approach to Early Learning Guidelines:** Basing their approach on New Zealand's work in early childhood curriculum and theory, Te Whariki (literally "woven mat"), the Michigan State Board of Education recently approved innovative early learning guidelines for infants and toddlers. In the early childhood context, Te Whariki



refers to the interwoven principles and strands that together form the wahriki or framework for each child's development and learning. Using this framework to spur new thinking, Michigan's early childhood community rejected their initial attempt at using a typical framing approach based on developmental domains and began talking about weaving and braiding: development is not linear but is interwoven, and early developments contribute to later accomplishments. The result is a document with early learning standards and quality program standards for infants and toddlers that align with the state's pre-kindergarten standards (see www.michigan.gov/documents/mde/ECSQ-IT_Final_180649_7.pdf).

- **Guides to Developing Pre-k - 12 Standards:** This new web site from McREL examines issues surrounding PreK-12 standards, answers common questions through research and case studies, and provides strategies and resources for aligning curriculum and instruction with standards. <http://www.mcrel.org/keystolearning/>

- **Children NOW Releases its 2006 Report Card:** The State of the State's Children identifies critical issues affecting children's well-being and threatening to compromise public health and the economy. This nonpartisan report assigns letter grades to individual issues, such as a "C-" in early care and education, a "C-" in K-12 education, and a "B-" in health insurance. Recommendations are provided for how policymakers can better address children's basic needs for growing into productive adults. The report presents the most current data available on the status of California's children, who represent 27% of all Californians and 13% of the nation's kids:
http://publications.childrennow.org/publications/invest/reportcard_2007.cfm
 - 760,000 California children, ages 0-18, don't have health insurance.
 - One in three of California's 6- to 17-year-olds is obese or overweight.
 - About 58% of California's 3- and 4-year-olds do not attend preschool.
 - About 60% of California's 2nd- to 11th-graders did not meet state goals for math and reading proficiency in 2006.
 - As many as 30% of the state's children live in an economically-struggling family, able to pay for only the most basic needs.

- **Developing Safety and Quality Ratings for Child Care: Issues and Options:** Although the state licenses about 58,000 child care facilities serving up to 1.2 million children, there is little information readily available to parents about the safety and quality of this care. This report from the Legislative Analyst's Office describes options to improve the availability of such information. We recommend that the availability of existing information be improved and that ratings be established based on a provider's safety history. (28 pp.)
HTML: <http://www.lao.ca.gov/2007/childcare/childcare.htm> Adobe Acrobat: <http://www.lao.ca.gov/2007/childcare/childcare.pdf>.



- **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.
- **Task Force Recommends Seamless Learning Day for School Age Children:** No one believes that when the bell rings at the end of the school day, children stop learning. Curiosity bubbles inside the minds of children from the moment they wake in the morning until they go to bed at night. Our challenge is to encourage, connect, and foster learning throughout a child's day. How do we help children make sense of all the information and experiences in their lives? Policymakers face a challenge: How do we ensure that all children have opportunities to reach their full potential in a competitive world where thinking skills are the most important asset of a society? According to an urgent report from the Time, Learning, and After school Task Force funded by the Charles Stewart Mott Foundation, we can start by organizing learning time more effectively. The paradigm in this report is unique. It requires us to think beyond our individual responsibilities and consider the organizational, policy, and traditional barriers we impose on creating a seamless learning day for children. We are not getting very far, very fast because we persist in placing all the responsibility for teaching on the schools and on a short school day. The aspirations of every community -- affluent to low income, homogeneous to widely diverse -- are limited by these habits. Without a broader view of learning, all American school-age children will be denied access to experiences that will help them be successful lifelong learners. Based on extensive research and emerging policies and practices, the Task Force envisions a system rich with multiple ways to learn and develop, anchored to high standards, and aligned to educational resources throughout a community. <http://www.edutopia.org/pdfs/ANewDayforLearning.pdf>.
- **Preschool Directors Speak on Policy Options:** PACE's statewide survey of 439 directors of community preschools, those funded outside of school districts, inquired about basic facts and their perceptions of long-term issues. Preschool access and quality remain unfairly distributed among California's diverse communities. Persisting questions examined include how to grow more plentiful and higher quality preschools, and how to ensure a robust balance between organizations run by schools or community organizations. Despite rising interest among policy makers, we know little about how preschool directors themselves understand and evaluate differing policy options. <http://pace.berkeley.edu/reports/WP%2007-1.Web.pdf>
- **Latest NICHD Study Shows Early Child Care Linked to Increases in Vocabulary:** The most recent analysis of a long-term NIH-funded study found that children who received higher quality child care before entering kindergarten had better vocabulary scores in the fifth grade than did children who received lower quality care. The study authors also found that the more time children spent in center-based care before kindergarten, the more likely their sixth grade teachers were to report such problem behaviors as "gets in many fights,"



"disobedient at school," and "argues a lot." However, the researchers cautioned that the increase in vocabulary and problem behaviors was small, and that parenting quality was a much more important predictor of child development than was type, quantity, or quality, of child care. The study appears in the March/April 2007, issue of Child Development. Talking to Slate magazine's Emily Bazelon, co-author Maria Burchinal, University of North Carolina, put the finding in context. "I'm not sure we communicated this, but the kids who had one to two years of daycare by age 4½—which was typical for our sample—had exactly the level of problem behavior you'd expect for kids of their age. Most people use center care for one or two years, and for those kids we're not seeing anything problematic." To read more about the report visit

http://www.nichd.nih.gov/news/releases/child_care_linked_to_vocabulary_032607.cfm

- **In Preschool Matters: Here Come the 3-Year-Olds!:** The latest issue of Preschool Matters features a look at states that are taking the lead on public pre-k for 3-year-olds. The Erikson Institute's Barbara Bowman, NIEER Co-Director Ellen Frede, and NIEER Research Associates Amanda Colon and Alexandra Figueras discuss mixed-age classrooms and why one size doesn't fit all when it comes to preschool education. <http://nieer.org/resources/printnewsletter/FebMar2007.pdf>.
- **Children's Outdoor Play & Learning Environments: Returning to Nature:** This article highlights preferences for outdoor spaces that are completely different from the areas called playgrounds that most adults design for them. The authors discuss the importance of outdoor space and developmentally appropriate learning environments for young children. <http://www.whitehutchinson.com/children/articles/outdoor.shtml>
- **Play: Essential For All Children:** The legendary and highly regarded report presents ACEI's beliefs about play and cites the supporting research and theory. Then, authors then describe the guiding principles and practices for play experiences. Finally, ACEI's call to action on play is presented. The Association recognizes the need for children of all ages to play and affirms the essential role of play in children's lives. <http://www.acei.org/playpaper.htm>.
- **A Compact for Developing the Whole Child:** A new report from the Association for Supervision and Curriculum Development, The Learning Compact Redefined: A Call to Action, provides the impetus for educators, policymakers, parents, community leaders, and other stakeholders to change the conversation about learning and schooling from reforming its structures to transforming its conditions so that each child can develop strengths and restore unique capacities for intellectual, social, emotional, physical, and spiritual learning. The Compact asks local, state, and national policymakers to ensure conditions that support comprehensive approaches to learning – to engaging the whole child. Download at <http://www.ascd.org/learningcompact>.



- **A "National Childlife Preserve:" SOUTH AUSTIN PRESCHOOL DOESN'T MAKE CHILDREN LEARN THEIR ABCs:** Habibi's Hutch, a Texas preschool celebrating its 25th anniversary this year, calls itself a "Natural Childlife Preserve." It doesn't make children sit down and learn their ABCs or separate them into different classes or even say "please" or "thank you," said Andrew Urbanus, the school's director. Children ages 18 months to 4 years spend as much time as possible outdoors in a huge backyard filled with swing sets, sand piles, playhouses and toys learning how to get along with each other, Urbanus said. If children can learn how to talk to each other, or even yell when they're upset, then there will be less biting and hitting, he said. Teachers constantly watch over the students and help them talk to each other when fights begin, he said. Children are allowed to cover their bodies with washable paint, run around in their underwear and walk barefoot over the sand-covered outdoor play area. Urbanus said no child has been kicked out of Habibi's, which means "beloved one" in Arabic. More than 60 children are enrolled at the school, reports Claire Osborn in the American-Statesman. The young students perform their own plays and have cooking classes with items such as pasta, salad and banana bread on the menu once a week. There is a two-hour nap time every day. Susan Empson, an associate math professor at the University of Texas, said her children attended Habibi's Hutch 10 years ago. "My kids were well prepared for kindergarten even though they hadn't had a curriculum that helped them learn to count," Empson said.
<http://www.statesman.com/news/content/news/stories/local/01/22/22preschool.html>
- **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>.
- **Improving the Quality of Family Child Care:** Programmatic and policy changes are needed to combat the isolation, low earnings, and lack of training opportunities faced by family child care providers, according to a study by the Institute for Women's Policy Research. Their report, In Our Backyards: Local and State Strategies to Improve the Quality of Family Child Care, aims to aid policymakers, program administrators, and advocates in delivering policies and programs that promote quality care for children in family child care settings, and to encourage the replication of successful programs and practices across the country. Download an overview of the study at http://www.iwpr.org/pdf/FamilyChildCareMediaRelease_8_3_22005.pdf. Download the complete study at <http://www.iwpr.org/pdf/G717.pdf>.



- **Every Child, Every Promise: Turning Failure into Action:** A study by America's Promise – The Alliance for Youth says two out of every three young people are not receiving the "promises" from society required to assure that they succeed. The Every Child, Every Promise: Turning Failure into Action report takes a whole child approach, measuring the presence and impact of five fundamental resources — or promises — research has shown affect the development and lives of America's youth. The report breaks down the promises as follows: 1. Caring adults 2. Safe places and constructive use of time 3. A healthy start and development 4. An effective education 5. Opportunities to make a difference helping others. For school-age children, the report says 31 percent receive four to five promises, 48 percent receive two to three promises and 21 percent receive zero to one promise. Among the recommendations in the report are investment in early childhood education and passage of the Calling for 2-1-1 Act that would create a nationwide 2-1-1 telephone service for easy access to information and referral services on how Americans can give and receive help for children. The Founding Chair for America's Promise is Gen. Colin Powell and his wife, Alma J. Powell, is the Chair.
<http://www.americaspromise.org/ECEP.aspx?id=208>
- **Classroom Quality and Time Allocation in Tulsa's Early Childhood Program:** Georgetown University's Deborah Phillips, William T. Gormley, and Amy Lowenstein compare characteristics of Tulsa universal pre-K classrooms to a sample of state-funded pre-K classrooms in seven other states, finding that the Tulsa programs for 4-year-olds are of higher quality. The authors suggest three reasons: school district governance, strict standards for teacher qualifications and small class sizes. The study is available at http://www.fcd-us.org/resources/resources_show.htm?doc_id=507566
- **Investing in Quality: Policies, Practitioners, Programs and Parents: A Four-Point Plan to Deliver High Quality Early Learning and Care Services in Ontario:** This report is the government's framework to ensure exemplary practices in early learning and care settings. This report is the work of an expert panel on quality and human resources in early learning settings. The panel focused on four points: The panel writes: "... it will not be enough to establish a College of Early Childhood Educators and a recruitment campaign, if the system does not address the fundamental issue of wages and working conditions. It will not be enough to set quality standards, if the system is not funded at a level to support quality. It will not be enough to increase education requirements for practitioners without providing appropriate education programs and accessible, meaningful opportunities for professional development. It will not be enough to upgrade practitioner qualifications if practitioners do not have the resources, learning environments and supports they need to deliver high quality, inclusive, evidence-based programs."
www.children.gov.on.ca/NR/CS/Publications/QHRReport_en.pdf.
- **Supporting Growth and Development of Babies in Child Care: What Does the Research Say?:** This brief outlines research to make the case that state policies can



promote the quality and continuity of early childhood experiences and positively impact the healthy growth and development of babies and toddlers in child care—the central tenet of the Charting Progress for Babies in Child Care project, conducted by CLASP with ZERO TO THREE. The majority of infants and toddlers will spend some time in non-parental care during these early years; and research shows that secure relationships with parents and caregivers are of primary importance for cognitive, social, and emotional development. The project will highlight how state child care subsidy, licensing, and quality enhancement policies can increase the odds that vulnerable babies and toddlers have positive early learning and development experiences when in child care settings.

http://clasp.org/publications/supporting_babies.pdf

- **IT'S MORE THAN CONTENT: EARLY LEARNING STANDARDS:** As early childhood education continues to rise to the top of federal, state, and local policy makers' agendas as a "tool" to improve children's academic performance in the later grades, many researchers and experts within the field are raising cautionary flags to ensure that policy makers understand the uniqueness that exists within the early childhood years. These stakeholders want to ensure that policy makers do not simply push down K-12 education reforms for the early years. A new Early Childhood Research & Practice article investigates repackaging of the K-12 standards within early childhood education through a case study of the formulation and implementation of Wisconsin's Model Early Learning Standards.
<http://ecrp.uiuc.edu/v9n1/brown.html>