



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!

Early Care and Education in the World Reports and Resources

- **Starting Strong II: A comparative picture of early care and education in 20 industrialized nations:** The recently released Starting Strong II report from the Organization for Economic Cooperation and Development provides a comparative picture of early care and education in 20 industrialized nations, discusses the policy approaches currently in effect and issues policy observations. The new report expands the number of countries reviewed and presents data from a second round of country reviews as well as a series of thematic workshops. Detailed analyses of demographic data for each country accompanies programmatic information. Factoid: At 2.0 percent of total GDP invested, Denmark leads the world in public investment in early childhood care and education. The U.S. spends 0.5 percent of GDP. To learn more, visit http://www.oecd.org/document/63/0,2340,en_2649_34511_37416703_1_1_1_00.html
- **MAURITIUS STUDY SUPPORTS PRESCHOOL'S VALUE:** A new study in Mauritius, a multi-ethnic, democratic island in the Indian Ocean, found that high quality preschool education can reduce lifelong aggressive and anti-social tendencies. The study, reported in *Preschool Matters* (December 2003), a publication of the National Institute for Early Education Research (NIEER), explored whether a program that offered both educational enrichment and proper nutrition might play a role in reducing violence and crime. In Mauritius, the researchers worked with children from two separate villages, matching 100 to be in an enrichment program with 400 of their peers who ranked similarly on temperament, family situation, parental employment, and education, and the age of mom at birth. By the age of 10, the children who attended the quality preschool showed better social skills, more organized thinking and had more friends than the children who received no such enrichment. By the age of 17 and 23, the researchers found the positive effects still pronounced with the young adults more socially adjusted, calmer and better able to get along with peers. As young adults, the children who attended the enriched preschools were up to 52% less likely to commit a crime. To download this study, search for "Effects of Environmental Enrichment..." at: <http://ajp.psychiatryonline.org> (From Exchange Every Day)
http://ajp.psychiatryonline.org/cgi/content/abstract/160/9/1627?maxtoshow=&HITS=10&hits=10&RESULTFORMAT=&fulltext=Mauritius&andorexactfulltext=and&searchid=1079986531369_6001&stored_search=&FIRSTINDEX=0&sortspec=relevance&resourcetype=1&journalcode=ajp (from NIEER)
- **Helping America's Working Parents: Lessons from Europe and Canada:** The United States lags far behind other nations on paid family leave, working time regulations, and affordable child care, according to a report by New America Foundation's Work and Family Program. The report provides data about child care, paid leave policies, and working time regulations in Europe and Canada and presents



several policy proposals to address the growing pressures on working parents in the U.S. The report is available at:

http://www.newamerica.net/Download_Docs/pdfs/Doc_File_2059_1.pdf

- **Dollars and Sense: A Review of Economic Analyses of Pre-K:** This research review from policy analyst Albert Wat at the national advocacy organization Pre-K Now brings together in one easy-to-use publication major economic studies of high-quality preschool education programs. From the long-term studies of the Perry Preschool Project to analyses by University of Chicago's James Heckman on pre-K's impact on productivity and implications for global competitiveness, the research is explained with overviews, summaries of findings, illustrations, guidance on methodology and definitions of commonly used research terms. Read it at:
http://www.preknow.org/documents/DollarsandSense_May2007.pdf
- **Effects of Public Preschool Expenditures on the Test Scores of 4th Graders:** Jane Waldfogel and Fuhua Zhai analyze data from seven countries, including the U.S., to explore correlations between publicly-funded early education and fourth grade math and science scores in this report.
<http://www.preknow.org/documents/EffectsofPublicPreschoolExpenditures.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).
- **Jordan's Strategies for Early Childhood Education in a Lifelong Learning Framework:** The latest in a series of reports on programs in other countries is now available from UNESCO: One of the four goals of Jordan's strategy is to provide education to increase parents' understanding of the importance of quality early childhood experiences and awareness of their role as children's first educators. Copies of the entire series are available by contacting UNESCO at: earlychildhood@unesco.org. This note was contributed by PARENTS FORUM www.parentsforum.org.
<http://unesdoc.unesco.org/images/0015/001515/151548E.pdf> (English)
<http://unesdoc.unesco.org/images/0015/001515/151548S.pdf> (Spanish)
<http://unesdoc.unesco.org/images/0015/001515/151548F.pdf> (French)



- **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