



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!

Language and Literacy Reports and Resources

- **RESOURCES FOR EARLY LITERACY MENTORS/COACHES:** Three resources from the Head Start: Steps to Success multimedia kit are now available to download. Decision Maker Guide describes how to develop strong, effective early literacy mentor-coaching systems and can be downloaded from <http://www.headstartinfo.org/cgi-bin/pubcatstore.cfm?CatID=388&do=detail>. Professional Development Plan is designed to strengthen and refine mentor-coaching skills and is at <http://www.headstartinfo.org/cgi-bin/pubcatstore.cfm?CatID=386&do=detail>.
- Protégé Journal is intended to help mentees extend their thinking about new ideas and is at <http://www.headstartinfo.org/cgi-bin/pubcatstore.cfm?CatID=389&do=detail>
- **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>
- **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)
- **Launching Literacy in After-School Programs: Early Lessons from the CORAL Initiative:** Funded by the James Irvine Foundation, CORAL (Communities Organizing Resources to Advance Learning) is a five-city, \$60-million effort to improve educational achievement through after-school programming. This first report on CORAL from Public/Private Ventures presents early findings from the initiative in terms of literacy gains and explores the program components likely to have contributed to these gains. http://www.ppv.org/ppv/publications/assets/192_publication.pdf
- **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>
- **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

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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://www1.hamiltonproject.org/views/papers/200702ludwig-sawhill.pdf>. Policy brief: http://www1.hamiltonproject.org/views/papers/200702ludwig-sawhill_pb.pdf

- **New National Center for Family Literacy Early Literacy Tool:** The Verizon Life Span Literacy Matrix was prepared for and introduced at the National Literacy Summit (October 2006) to inspire a national dialogue around effective, research-based practices to improve literacy achievement and to encourage broad collaborations among organizations and institutions engaged in building community literacy. This tool outlines literacy outcomes, appropriate instruments for measuring the outcomes, and effective research-based practices that enable programs and individuals to increase literacy development across the life span. The outcomes, measures and key practices are culled, to the extent possible, from the latest research syntheses. The matrix is organized by populations focusing on domains and ages: early literacy (birth to three years); three to five years; parent involvement—birth to five years; elementary school (Kindergarten through Grade 5); parent involvement—Kindergarten through Grade 3; middle and high school; and adult learners (those participating in basic education and literacy programs). For each domain and age, the relevant outcomes are identified in the first column, followed in the second column by appropriate measures for assessing achievement in that outcome. The third column in the matrix identifies the key practices and strategies that have been proven through scientific research to lead to achievement in the relevant outcome. The glossary of literacy terms is also useful. Available at: http://literacynetwork.verizon.org/fileadmin/download/13741_verizon_matrix.pdf
- **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

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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.

- **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>

- **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

- **Quality of Child Care Affects Language Development:** A study recently published in the Journal of Applied Developmental Psychology examines for the first time how the quality of childcare affects the development of specific language components. The study is unique in that participants were demographically homogenous — all were white children of



dual earner parents who had some level of higher education and were of middle income. To read a brief summary of the findings go to <http://www.fpg.unc.edu/~snapshots/snap40.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>.
- **NAP TIME & PLAY TIME & TIME TO LEARN FARSI:** Children such as these in the polyglot Washington, D.C. metro region often surprise their parents with language feats learned in day care. The large number of foreign-born care providers in the area enables many parents to kick-start their children's knowledge of a second or even a third language from among a growing babel that includes Arabic, Farsi, Urdu, Pashto, Hindi and Amharic, in addition to French and Spanish. Providers and parents say it's a mutually beneficial arrangement, reports Delphine Schrank in the Washington Post. Some immigrant women find that running a day-care center offers steady income, allowing them to work at home while imparting their culture and language to young children. "Kids are like sponges," said Omayma Eltayeh, a Sudanese-Egyptian day-care provider in Ashburn, Virginia, whose anarchic clients, all age five or younger, fall to attention when she commands them in Arabic to sit down, give a hug or eat their couscous. Experts caution that the academic benefits of bilingual or multilingual day care should not be overstated. The quality of in-home care varies widely. So do licensing requirements. Sometimes, the care is more about babysitting than education. Acquiring fluency requires substantial immersion in a language, beyond a few phrases for numbers and colors. Experts say it can make a difference if a provider speaks a language other than English continuously, frequently or only occasionally. But those youngsters who later lose their skill at a second language might find a payoff from early exposure to other cultures. <http://www.washingtonpost.com/wp-dyn/content/article/2007/06/23/AR2007062301390.html>.
- **National Evaluation of Early Reading First: Final Report to Congress:** The Early Reading First program provided grants that were designed to enhance teacher practices, instructional content, and classroom environments in preschools to ensure that young children, especially those from low-income families, start school with the skills needed for academic success. This report to Congress presents program impacts on children's language and literacy skills and on the instructional content and practices in preschool classrooms.

The report notes that the program had positive, statistically significant impacts on several classroom and teacher outcomes and on children's print and letter knowledge.
Report:

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http://www.mathematicampr.com/publications/redirect_pubsdb.asp?strSite=pdfs/earlyreading.pdf

Executive Summary:

http://www.mathematicampr.com/publications/redirect_pubsdb.asp?strSite=pdfs/earlyreading.es.pdf

- **Increasing Global Literacy for Youth Through After School Programs:** The Asia Society recently released *Afterschool for the Global Age*, which addresses how to use out of school time to prepare young people for employment and citizenship in the global environment. The report discusses innovative uses of community and international connections, project based learning, and educational technology to help youth build global literacy in out-of-school time. The report expands upon the findings of national, state and local leaders, and experts in informal learning and youth development at a meeting convened by the George Lucas Educational Foundation and the Asia Society in Collaboration with the Afterschool and Community Learning Network and the Children's Aid Society. To view this report click [here](#)