



**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!**

**State/Federal Initiatives, Legislation and Funding and Related Resources**

- **WILL VOUCHERS WORK FOR EARLY CHILDHOOD EDUCATION?** Pre-kindergarten vouchers in Florida have tested the resolve of educators and policymakers who have traditionally opposed school choice initiatives. On the one hand, pre-k vouchers are tuition certificates that allow parents to send their children to private schools, including sectarian institutions. Voucher opponents claim that such policies reduce diversity and the quality of peer interactions, because parents' tend to choose schools that enroll similar families. Alternative policies that minimize parent decision-making may better reduce segregation by race, class, language or social and moral values. On the other hand, Florida is expanding the early learning opportunities available to disadvantaged families. Very few other states have even addressed this problem, because early childhood education has traditionally been considered a private activity, governed by parents and protected from state interference. Opponents of choice have been forced to ask, do the ends of this particular program justify its means? A new paper by Shana Kennedy-Salchow addresses this question. The paper employs four criteria --freedom of choice, equity, productive efficiency, and social cohesion -- to analyze the regulation, finance and social services provisions of the Florida pre-k program. The paper concludes that an efficient allocation of early learning opportunities will occur. But, the large disparities that exist between different social and economic classes will not be addressed. Policymakers must decide whether this is an adequate solution. (26 pages) <http://www.ncspe.org/list-papers.php>
- **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>  
<http://www.ecs.org/clearinghouse/62/41/6241.pdf>.

- **Potential Grant Resources for Child Care Facilities Development in California:**  
Designed to help child care providers and child care advocates identify and access grants to build, purchase, expand, and/or renovate child care centers. The publication contains a matrix of institutions (government, private foundations, community foundations, and community development financial institutions) that offer grants for child care facilities development. This document also includes information about geographic focus and contact information (from *Building Child Care*)  
<http://www.buildingchildcare.org/2005%20Grant%20Resources%20FINAL.pdf>
- **California's Child Care and Development System: A California Budget Project Report:** A new California Budget Project (CBP) report examines California's subsidized child care and development system, which provides services to hundreds of thousands of children through an array of programs. This report is available at [www.cbp.org](http://www.cbp.org). Major findings of the report include:
  - More than 200,000 children were estimated to be waiting for subsidized child care in 2003.
  - Most families waiting for subsidized child care have very low incomes and need child care to support their employment.
  - The state has not increased the income eligibility limit for subsidized child care since 2000, which reduces the number of families who qualify for subsidized care and fails to recognize the cost pressures on the state's lower-income families.
  - Funding for California's child care and development programs has more than tripled since 1996-97, largely due to the implementation of welfare reform, but has declined since 2001-02, after adjusting for inflation.
  - The Governor's proposals to impose a time limit on CalWORKs Stage 3 child care, change the income eligibility measure for subsidized child care, and reduce reimbursement rates for license-exempt child care providers could negatively affect California families' ability to obtain appropriate subsidized child care and development services.
- **Early Learning Left Out:** This report by Voices for America's Children examines public investment in the District of Columbia and nine states - IL, KY, MS, NJ, NM, OH, OK, TX, and VA - of state, federal, and school system funding for education and development. **The study**

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found that for every public dollar invested in a school-aged-child's education and development within the states studies, 52 cents is invested in a college-aged youth, but only 21 cents is invested in a pre-school child and 9 cents in an infant or toddler. The report is available at: [www.voices.org/ece/ello2](http://www.voices.org/ece/ello2)

- **Education Report Exposes Problems in After School Funding:** As early as 2008, California will significantly increase funding for after school programs under the guidelines of Proposition 49, the 2002 after school initiative. In anticipation of this milestone, Children Now has released a report that offers ways to strengthen California's publicly-funded after school programs before Prop. 49 is implemented. It also highlights results from our survey of after school programs about the barriers they encountered while trying to secure funding. Download a copy of this report at: [http://www.childrenow.org/assets/pdf/issues\\_education\\_afterschool\\_report\\_2005.pdf](http://www.childrenow.org/assets/pdf/issues_education_afterschool_report_2005.pdf)
- **Going to Scale with High-Quality Early Education: Choices and Consequences in Universal Pre-Kindergarten Efforts:** Rachel Christina, JoVictoria Nicholson-Goodman. The movement toward universal pre-kindergarten (pre-K) presents policymakers and implementers with many new challenges. Drawing on a review of the literature and interviews with pre-K personnel in a representative sample of eight U.S. states, this report describes the challenges confronting states that are seeking to create statewide public systems of high-quality pre-K services, as well as some of the progress they have made in doing so. Two main challenges were identified: (1) providing universal services and (2) providing comprehensive services. A summary of this report is available at <<http://www.rand.org/publications/RB/RB9101/>>. The full report is available at <http://www.rand.org/publications/TR/TR237/>.
- **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))
- **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](http://www.nysut.org/standards). Here are the English standards: <http://www.emsc.nysed.gov/ciai/ela/elacore.pdf>
- **Power to the People: New Report on Ballot Measures for Early Childhood/After-school:** In the face of state and federal cuts in funding for child care and early education programs, many advocates for children have taken their case directly to voters, in the form of

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ballot initiatives and referendums. A new study by the National Women's Law Center finds that, not only have these ballot campaigns enjoyed a fairly high rate of success on election day, but when they win, they can be a cost-effective strategy to substantially increase and preserve public investment in early care and education and after-school (ECE/AS) programs. This report is a systematic examination of most of the state and local ballot measures that have appeared on the ballot through 2003 where ECE/AS was the central or a significant objective of the measure: 13 separate measures in seven states (Alabama, California, Colorado, Florida, Tennessee, Oregon, Washington) and 18 very similar measures in several Florida counties. The Executive Summary is available here:  
<http://www.nwlc.org/pdf/PowertothePeopleFinal2005ExecSummary.pdf>.

- **FUNDING GUIDE FOR POLICYMAKERS AND ADVOCATES:** The National Center for Children in Poverty (NCCP) released *Spending Smarter: A Funding Guide for Policymakers and Advocates to Promote Social and Emotional Health and School Readiness*. The guide is designed to help state and community policymakers, agencies, families, and other advocates maximize the impact of existing funding streams to support positive social and emotional development, early intervention, and treatment strategies that can improve school readiness. Both an Executive Summary and the full report are available at [http://nccp.org/pub\\_ssf.html](http://nccp.org/pub_ssf.html).
- **Child Care Assistance in 2004: States Have Fewer Funds for Child Care:** State spending on child care assistance declined in 2004 for the first time since the passage of welfare reform in 1996. Child care assistance helps low-income families find and retain the jobs they need to support their families. This policy brief, which examines national expenditure data for the Child Care and Development Block Grant and Temporary Assistance for Needy Families (TANF), finds that 30 states made cuts to their child care programs and fewer families received the child care help they needed to work and succeed. 3 pages. 12/1/2005. <http://www.clasp.org/publications/childcareassistance2004.pdf>.
- **The Erosion of Child Care Funding for Working Families in Connecticut:** This report describes how Connecticut's current vision that all children enter kindergarten ready for school success and the related new investments in early care and education, are being more than offset by insufficient funding, and in some cases funding cuts for related programs, specifically State Funded Centers, School Readiness and Care4Kids. Cuts in funding to the Care4Kids program (reduced by nearly 40% from FY02 to FY05) coupled with unequal payment rates across state agencies for similar services (\$5,500 from DSS as compared to \$7,500 from SDE per child) and no cost of living increases for State Funded Centers have actually driven programs into deficit, requiring them to borrow money just to make payroll. (December 2005). Download this 18 page report here:  
<http://www.ctkidslink.org/publications/ece05fundtrends12.pdf>.
- **Early Care and Education Partnerships Guide:** There is a new report by the Partnership Impact Research Project, based at Education Development Center, Inc. (EDC), entitled *Early Care and Education Partnerships: State Actions and Local Lessons*. The report addresses

different ways state and local early education programs have used their funding and resources to improve child care services. You can download the report by going to [http://ccf.edc.org/partnership\\_report.asp](http://ccf.edc.org/partnership_report.asp) (from the Better Baby Care listserv)

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- **NIEER Releases Preschool Report:** The National Institute for Early Education Research recently released The State of Preschool: 2003 State Preschool Yearbook. This report examines state-funded preschool programs and finds that many of these programs are failing our children because of a lack of high standards and inadequate funding. Only a few states-- Georgia, Oklahoma, and New Jersey--stand out as exemplary models for other states. Online at -- [www.nieer.org/yearbook](http://www.nieer.org/yearbook)
  
- **President's Budget Cuts Child Care for More Than 300,000 Children**  
Under the Administration's proposed budget, at least 300,000 fewer children would receive child care assistance in 2009 than in 2003. This would occur because child care funding would be essentially frozen through FY 2009, making it impossible for states to maintain their current levels of child care assistance. However, the Administration's budget almost certainly underestimates the number of children that would lose child care over the next five years if the proposed budget was adopted, according to a recent analysis from CLASP and the Center on Budget and Policy Priorities (CBPP), Reversing Direction on Welfare Reform: President's Budget Cuts Child Care for More Than 300,000 Children, by Jennifer Mezey, Sharon Parrott, Mark Greenberg, and Shawn Fremstad. (From a CLASP email)  
[http://www.clasp.org/DMS/Documents/1076435768.7/CC\\_reversing.pdf](http://www.clasp.org/DMS/Documents/1076435768.7/CC_reversing.pdf) (from a CLASP email)
  
- **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.wcwonline.org/earlycare/infant-toddlerfinal.pdf>
  
- **From the Center for Law and Social Policy:** The Center for Law and Social Policy (CLASP) recently posted new publications on its website, <http://www.clasp.org>:  
**Meeting Great Expectations: Integrating Early Education Program Standards in Child Care** by Rachel Schumacher, Kate Irish, and Joan Lombardi. In the past decade, expectations have been raised about early care and education programs ensuring that young children are ready for school. However, child care policy and funding is often left out of this discussion. In order to achieve improved child outcomes, policymakers must invest in

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improved program standards in child care. This report examines three strategies in seven states that have integrated program standards into child care by directly tying standards to funding: the delivery of state pre-kindergarten (Georgia, New Jersey, and New York) and Head Start (Ohio, Oklahoma, and Oregon) in child care settings and the use of contracts including required standards with child care providers (California). These states are requiring participating child care providers to meet early education program standards that routinely exceed those required by state child care licensing rules. They are also providing additional monitoring, technical assistance, and fiscal resources to help participating programs meet these standards.

Report:

[http://www.clasp.org/DMS/Documents/1061231790.62/meeting\\_rpt.pdf](http://www.clasp.org/DMS/Documents/1061231790.62/meeting_rpt.pdf)

Policy brief:

[http://www.clasp.org/Pubs/DMS/Documents/1061231579.27/meeting\\_brief.pdf](http://www.clasp.org/Pubs/DMS/Documents/1061231579.27/meeting_brief.pdf)

- **The Role of State Public Health Agencies in Child Care:** This fact sheet highlights the need for state participation in early childhood development and opportunities for state public health agencies to partner with child care professionals to improve the health and safety of young children in child care settings. The fact sheet, produced by the Association of State and Territorial Health Officials, presents information on the role of child care for families, national and federal health and safety in child care initiatives, and examples of ways state public health agencies can pursue early childhood development initiatives. The report is intended for use by state and territorial health officials in broadening involvement in early childhood development and strengthening partnerships with child care professionals. The fact sheet is available at: [http://www.astho.org/pubs/ChildCareFINAL\\_11-22\\_.pdf](http://www.astho.org/pubs/ChildCareFINAL_11-22_.pdf)

- **New Features Added to the California Department of Education Funding Web site**

Outside Funding

<http://www.cde.ca.gov/fg/fo/of/ap/>

Funding administered by agencies outside the California Department of Education (CDE). If you know of funding to add to this site, please use the Outside Funding Form posted on the page.

Funding Results

<http://www.cde.ca.gov/fg/fo/fr/>

Recipients of grants, contracts, and apportionments administered by CDE.

Available Funding

<http://www.cde.ca.gov/fg/fo/af/>

Funding profiles, requests for applications, proposals, and other data prior to deadlines.

Search CDE Funding

<http://www.cde.ca.gov/fg/fo/sf/>

Search CDE funding by fiscal year, type, status, topic, keyword(s), or any combination. Use Advanced Search for more choices.

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Note: Because the site is being reorganized, all funding may not be presented. If you have questions or suggestions for the site, please contact Grace Massey Holt (916-319-0490) or Dan Holt (916-319-0378).

- **Investing in the Child Care Industry: An Economic Development Strategy for Kansas**  
Louise Stoney, Mildred Warner, Adrienne E. Woolley, and Abby Thorman (April 2003)  
A report from the Mid-American Regional Council points to Kansas' need to increase its investment in child care.  
[Read more](#)
- **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>
- **California's Preschool Space Challenge:** Advancement Project ([www.advanceproj.org](http://www.advanceproj.org)), a non-profit policy and legal action organization, has produced the first comprehensive analysis of preschool space in California. The forthcoming report examines the availability of preschool space under two scenarios: "Preschool for All" in which preschool is made universally available to all of the state's 4-year-olds; and "Targeted Preschool," which makes preschool available to children in low-performing school districts.  
<http://www.advanceproj.org/preschool/>
- **Do Your Members of Congress Protect Children?** Last week, the CDF Action Council released its 2006 Children's Defense Fund Action Council® Nonpartisan Congressional Scorecard, which grades every member of the House and Senate based on key votes affecting children. Find out who got a perfect score, who "failed," and how your elected officials rate when it comes to protecting children with their votes!  
<http://www.childrensdefense.org/site/DocServer/scorecard2006.pdf?docID=3341>.
- **Recommendations to Support High-quality Early Education Programs Through Reauthorization of the No Child Left Behind Act:** Unlike other early care and education funding sources, Title I of the No Child Left Behind Act (NCLB) has seen some increases in funding levels since 2002. As a result, a number of policymakers interested in investing in high-quality early care and education programs have turned to Title I as a funding

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source. This publication, which draws from two years' study of the relationship between Title I and high-quality early education, offers recommendations for the reauthorization of NCLB. [http://clasp.org/publications/nlcb\\_ee\\_recgs.pdf](http://clasp.org/publications/nlcb_ee_recgs.pdf)

- **Low Salaries for Staff, High Costs to Children: State-by-State Wage Data for the Early Childhood Education Workforce: Increase in Minimum Wage May Benefit Early Childhood Educators:** At a Capitol Hill rally on Nov. 16, Democratic senators made a vow that one of the first issues they will address in the new Congress will be raising the minimum wage. Early childhood educators continue to be one of the lowest paid professions in the United States. According to a Center for the Child Care Workforce/AFTEF report, only 22 out of the 820 job descriptions in a Bureau of Labor Statistics survey pay less than child care workers and 124 job titles pay less than preschool teachers. The report finds that while preschool teacher wages have shown an increase over the past five years, child care workers actually have seen a slight dip in salaries. As a result of this unequal increase in wages, the quality of care our youngest children receive could suffer, and additional pressure will be put on a field that already is experiencing high turnover rates and difficulty attracting high-quality applicants. To view the CCW/AFTEF report, *Low Salaries for Staff, High Costs to Children: State-by-State Wage Data for the Early Childhood Education Workforce*, visit <http://ccw.cleverspin.com/pubs/2005Compendium.pdf>.
- **Kids' Share 2007: How Children Fare in the Federal Budget:** Caught between ever-rising expenditures on adult health care and retirement programs and their own programs that often lack automatic growth, children will see their shares of federal domestic spending and the gross national product decline by double digits over the next decade, according to a report released today by the nonpartisan Urban Institute. As a piece of the federal domestic budget (excluding defense and international affairs), spending on children will decline under current law from 15.4 percent in 2006 to 13.1 percent in 2017, a nearly 15 percent drop. It declined from 20.1 percent in 1960 to 15.4 percent in 2006, even as it grew from \$53 billion to \$333 billion in today's dollars over that period. The report is available at [http://www.urban.org/UploadedPDF/411432\\_Kids\\_Share\\_2007.pdf](http://www.urban.org/UploadedPDF/411432_Kids_Share_2007.pdf).
- **State Policy Options to Improve Delivery of Child Development Services: Strategies from the Eight ABCD States:** The Commonwealth Fund recently published this report that describes how changes in policies can improve the delivery of child development services. To learn more, please go to: [http://www.cmwf.org/publications/publications\\_show.htm?doc\\_id=434687&#doc434687](http://www.cmwf.org/publications/publications_show.htm?doc_id=434687&#doc434687)
- **CHOICES: War in Iraq Or 47,487,032 Children Attending One Year of Head Start?:** The cost of war in Iraq has exceeded \$350 billion and the cost to American taxpayers continues to increase. Federal funding requests by President Bush to support his new plan to send more than 20,000 additional troops to Iraq remind the American people of the important tradeoffs in continuing to wage war. The National Priorities Project estimates that \$350 billion would have built more than 35,000 new elementary schools nationwide or hired 6

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million teachers. Click the link below to view comparisons of war costs to funding Head Start, expanding health insurance to children, funding public education, providing college scholarships, and building safe and affordable public housing. <http://costofwar.com/index-public-education.html>

- **CDF Action Council Ranks Legislators on Their 2005 Votes to Protect Children:** The CDF Action Council today released its 2005 Children's Defense Fund Action Council Nonpartisan Congressional Scorecard. It includes annual rankings of Members of Congress according to how often they voted to protect children during the 2005 congressional session. Twenty-three Senators and 90 House Members consistently voted to protect children and scored 100 percent. Almost one-third of the Senators and more than one-third of the House Members scored zero for 2005 in voting on legislation that will impact the lives of children in America. The 2005 Congressional Scorecard tallied nine Senate votes and nine House votes that directly impacted the lives of children. Because heated debate about taxes and the federal budget consumed much of the 2005 Congressional session, many of the Scorecard's votes are focused on the federal budget and tax bills. The complete 2005 Children's Defense Fund Action Council's Nonpartisan Congressional Scorecard provides charts showing how all Members of Congress and state delegations voted on key legislation affecting the lives of children. The report is available online at <http://www.cdfactioncouncil.org/scorecard2005.pdf>.
- **Connecticut's Early Childhood Investment Framework:** If you have not been following the work of the Early Childhood Education Cabinet or its partner, the Early Childhood Research and Policy Council, it's time for you to get onboard. "Ready by 5, Fine by 9" is the Cabinet's Early Childhood Investment Framework. It's just 28 pages long, written in real people language, and online at --[www.ecpolicycouncil.org/docs/ready5\\_fine9.pdf](http://www.ecpolicycouncil.org/docs/ready5_fine9.pdf).
- **Making a Difference: Excellence in Early Childhood Education: Recommendations to the 110th U.S. Congress:** NAEYC offers this Call to Action for the 110th Congress to provide a federal commitment to the goal of providing all children with the early development and learning experiences that make them successful in school and beyond. The recommendations in this document are both necessary and achievable and reflect research and experience on how to support children's positive development and learning. Collectively, the NAEYC recommendations represent essential, interlocking elements of high-quality programs for all children from birth through the early elementary grades. Download the document here: <http://www.naeyc.org/policy/federal/pdf/CALLtoACTION107Combo.pdf>.
- **The State of Preschool 2006: State Preschool Yearbook:** NIEER's annual report ranks all 50 states and the District of Columbia on pre-k quality, funding, and availability. Key among the 2006 Yearbook's findings are these facts: Regionally, the South continues to lead the way for quality. Alabama and North Carolina carried the torch by meeting all ten of the NIEER quality benchmarks. Sixteen other states increased the number of quality benchmarks met. Over the past two years, state pre-k investments have grown by more than \$1 billion. Despite



this, NIEER has found that average per-child spending was down in FY06, indicating that states are expanding enrollment faster than they are increasing funding. <http://nieer.org/yearbook/>.

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

- **DELIVERED PAPERS AND ARCHIVED VIDEO OF SPEAKER PELOSI'S NATIONAL SUMMIT ON AMERICA'S CHILDREN AVAILABLE ON WEB:** The delivered papers and an archived video stream of the proceedings of US Speaker Pelosi's National Summit on America's Children is now available. <http://speaker.gov/issues?id=0032>.

- **DEATH & TAXES: A GUIDE TO HOW YOUR FEDERAL DOLLARS ARE SPENT:** The 2008 federal discretionary budget request for the United States is \$1.075 trillion. At the link below, you can find a graph that depicts the president's budget request for 2008. It will be debated, amended, and approved by Congress, ideally by October 1, to begin the next year. The discretionary budget includes spending that must be approved by Congress every year. It is paid for largely with your federal income taxes and includes all departments within the federal government. Unlike Social Security, Medicare, and Medicaid, which are paid for by separate taxes, the discretionary budget is a uniquely revealing look at our national priorities. It fluctuates yearly according to the wishes of the president, the power of the Congress, and the will of the people. Overall, military/national security funding represents \$717 billion or 67 percent of the President's discretionary budget. Non-military/security

spending is \$358 billion or 33 percent. Click the link below to examine specific agency budgets, including the Department of Education. <http://www.thebudgetgraph.com/poster/>

- **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'

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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>

- **The Finance Project Releases Report on Innovative Funding Strategies:** The Finance Project recently released a research brief entitled ***Using TANF to Finance Out-of-School Initiatives***. The brief, which updates a 1999 report, describes how program developers and policymakers can use Temporary Assistance for Needy Families (TANF) funding to support out-of-school time initiatives. Specifically, the brief outlines three strategies to utilizing TANF funding, considerations for each strategy, and examples of how states currently are utilizing TANF funding. To view this study, click [here](#). **Connecting the Links in the Policymaking Chain: Successful Collaboration between Government Leaders and Early Childhood Advocates:** Some of the most significant changes in public policy resulted from collaborations between advocates and government leaders. In Illinois, Elliot Regenstein has worked tirelessly with both legislators and state advocacy groups in order to create positive change for Illinois's young children through the *Preschool for All* initiative, which supports children birth through age five. ZERO TO THREE had the opportunity to talk with Elliot to learn more about the important work he has done for the young children of Illinois, and the ways in which collaboration have figured prominently in Illinois's success. [Read the interview now!](#) Source: Zero to Three Policy Network, 8/6/07, [http://www.zerotothree.org/site/PageServer?pagename=BM\\_08\\_06\\_07](http://www.zerotothree.org/site/PageServer?pagename=BM_08_06_07)