



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!

Public, Subsidized Preschool Reports and Resources

- **Is Public Pre-K Preparing Hispanic Children to Succeed in School?** While public preschool programs are expanding across the country, there is a lag in participation by the nation's fastest growing and yet most educationally challenged group--Hispanic children. In this [brief](#) from NIEER, the authors present information about the Hispanic population in the context of preschool education and discuss issues of access, program quality, and instructional challenges as they relate to addressing the needs of Hispanic families. Many Hispanic children enter school behind their non-Hispanic counterparts and the authors contend that the gap in school readiness is unlikely to improve without an effort to increase preschool participation by Hispanic children and design programs to better accommodate their learning needs. Recommendations include making ELL status a factor considered for targeted programs, comparative analyses of targeted programs, and better reporting systems to ensure quality data for research on Hispanic children and early education policies. <http://nieer.org/resources/policybriefs/13.pdf>
- **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>.
- **Disparities in California's Child Care Subsidy System: A Look at Teacher Education, Stability and Diversity:** Using data from the California Early Care and Education Workforce Study, commissioned by First 5 California and released in 2006, this policy brief focuses on disparities in staff professional preparation, stability, and diversity between licensed child care centers that receive public funding solely through vouchers, and those that receive it through a contract with Head Start or the California Department of Education. http://www.iir.berkeley.edu/cscce/pdf/subsidy_system07.pdf
- **WHAT DOES THE RESEARCH SAY ABOUT SCHOOL-BASED CHILD CARE?:** Each year, half a million teenagers become mothers in the United States. School-based child care programs are a positive way for educational institutions to encourage young mothers to return to or stay in school, prepare for employment, and acquire accurate information about child development and appropriate parenting practices. Nationwide, school-based child-care centers are increasing in number and are used to meet a variety of needs: They give teenage mothers an incentive to stay in school, and students interested in working with babies and young children get practical experience by changing diapers, resolving disputes over toys, and writing lesson plans.

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For some schools, career education is the main objective for operating child-care facilities. And in some cases, the centers provide on-site child care for teachers and other school employees. Evidence suggests: (1) When there are child care centers in public high schools, teen-age parents whose children attend the facility are more likely to complete their education and less likely to become dependent on welfare. (2) Schools benefit through lower dropout rates, improved parent education programs, vocational training for students, and increased performance from faculty who enroll their children in the facility. (3) Communities profit from having a lower number of welfare participants; more efficient use of public health, nutrition, and social services; and more accessible high quality child care. (4) The child care profession gains trained professionals, and all the children involved benefit from a high-quality preschool education. <http://www.principalspartnership.com/schoolbasedchildcare.pdf>

A. Head Start/Early Head Start

- **Making the Case: Improving Head Start Teacher Qualifications Requires Increased Investment:** Center for Law and Social Policy: What Does the Research Say about Teacher Education? Teachers with higher levels of education in early childhood development can improve outcomes for preschool children. Excerpt from the brief: Head Start reauthorization presents an important opportunity for Congress to make the goal of raising early childhood teacher education qualifications real and not another unfunded mandate that places burdens on states, programs, and teachers. An unfunded mandate will likely result in turnover and instability for the many children that rely on Head Start. This 16 page report can be downloaded here at: http://www.clasp.org/publications/hs_policy_paper_1.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

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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

- **Preparing for Success: How Head Start Helps Children with Disabilities and Their Families** by Danielle Ewen and Katherine Beh Neas. In 2004, 13 percent of the children in Head Start and Early Head Start (more than 134,000 children) were diagnosed with a disability. Without Head Start, some of these children might have gone undiagnosed, leaving their disabilities unaddressed for years. This paper, a joint venture between CLASP and Easter Seals, updates data from a 2003 paper of the same title. It details the requirements that Head Start grantees must meet to serve children with disabilities and provides data on how the programs are meeting them. http://www.clasp.org/publications/hs_disabilities_updated.pdf
- **More Latino and Bilingual Teachers Needed in Head Start:** A new paper released by the National Council of La Raza (NCLR), an advocacy organization that focuses on Latino issues, found that a major challenge to improve meeting the needs of Latino children in Head Start is the recruitment of Latino and bilingual Head Start teachers. The paper, *Head Start Reauthorization: Enhancing School Readiness for Hispanic Children*, reports that about a one-third of Head Start-eligible children are Latino, yet little is done to meet their needs, including the recruitment of Latino staff and/or encouraging bilingual teachers to gain credentials appropriate for this growing population. NCLR points out several challenges in recruiting such teachers including the . The need for more time to complete degrees and the need for a bilingual teacher career ladder that will help prevent Latino teachers from being demoted to teacher aides if they cannot meet the increasing demands to raise teacher requirements are some of the challenges cited in the report. Download a copy of the paper at <http://www.nclr.org/content/publications/detail/31454/>.
- **New Head Start survey:** The National Head Start Association and Pax World Funds (a socially responsible mutual fund) are released the findings of a survey on the public's attitudes and opinions on Head Start and its future. The survey was conducted by Opinion Research Corporation. Among the key findings:
 - More than nine out of 10 Americans (92 percent) support Head Start with federal money flowing directly to local Head Start programs.
 - Public support for Head Start is bipartisan. There is no meaningful variation in support levels of the more than 90 percent of Americans who back the current arrangement, where Head Start funds flow directly from Washington to local programs: Republicans (89 percent); independents (91 percent); and Democrats (96 percent).

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- Americans are leery about turning over Head Start to revenue-crippled states.
- Americans support expanding Head Start to cover more children.
- Lawmakers accused of "dismantling" Head Start face a likely backlash. More than four out five Americans (84 percent) would or might oppose an elected official accused of "dismantling" or otherwise "damaging" Head Start.
- Proposals to cut parental involvement in Head Start are strongly opposed.
- Results are based on interviews conducted by Opinion Research Corporation among a representative sample of 1038 adults 18 years old and older (527 men and 511 women) living in private households in the continental United States. Interviewing was completed at the ORC Central Telephone Facilities during the period of August 7-10, 2003. Completed interviews were weighted by four variables: age, sex, geographic region, and race, to ensure reliable and accurate representation of the total adult population. The margin of error at a 95 percent confidence level is plus or minus three percentage points for the sample of 1038. Smaller sub-groups will have larger error margins.
Please contact Maureen Thompson with the Hastings Group at 703/276-3251 if you have any questions.
- **NIEER Fact Sheet on Head Start Teachers – July 2003**
Serious efforts to improve the educational effectiveness of Head Start would need to begin with teachers. This [fact sheet](#) from NIEER presents information on Head Start teacher qualifications and compensation and on the estimated cost of placing a highly qualified teacher in every Head Start classroom.
- **Better Serving Children Through Collaboration: Head Start and Pre-K Working Together:** When state-funded pre-k programs and federally-funded Head Start programs collaborate, young children and their families benefit. That is the message from Better Outcomes for All, a new report from Pre-K Now and the Center for Law and Social Policy examining how Head Start and state pre-k programs can work together effectively and efficiently. This report combines national research on community-based pre-k settings with interviews of Head Start and state pre-k providers in five states. Collaboration opportunities are noted, challenges revealed, and solutions proposed, all based on real-world experience. Click here to get a copy of Better Outcomes for All from Pre-K Now's website. http://www.preknow.org/documents/HeadStartPre-KCollaboration_Jan2007.pdf.
- **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

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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 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>.

- **Child Care and Early Education State-by-State Data:** This set of state-by-state data includes new analysis of 2005 child care spending from Child Care Development Block Grant and Temporary Assistance for Needy Families funds and of 2005 Head Start Program Information Report data, along with data (published in March 2006) on states' use of community-based child care to provide pre-kindergarten. <http://clasp.org/publications/childcareearlyedmap.htm>.
- **Early Head Start and Teen Parent Families: Partnerships for Success:** This issue brief focuses on the special needs of teenage parents and their children ("teen parent families") and on how the unique set of services available through Early Head Start (EHS) programs can support them. Teen parent families face multiple risks, risks that may be substantially different from those faced by families with older parents and that may be further complicated by issues involving disability, abuse, or neglect. These issues are interrelated and must be integrated and addressed as programs design services to meet the needs of this population. http://clasp.org/publications/ehs_teens.pdf.
- **Fully Funding Head Start Will Boost Graduation Rates, Cut Crime:** A new report from Fight Crime: Invest in Kids suggests that if Head Start were fully funded, it could increase graduation rates by 10 percentage points. That, says the report, would decrease murder and assault by 20 percent, motor vehicle theft by 13 percent and arson by 8 percent. Economists Lance Lochner, University of Western Ontario, and Enrico Moretti, University of California, Davis, calculated the reductions in crime using their research on how graduation rates affect crime. The report is available at <http://www.fightcrime.org/reports/gradrates.report.pdf>.

B. State Funded Preschool

- **Preschool Education: A Concept Whose Time Has Come:** W. Steven Barnett published this article in the National Association of Elementary School Principals September 2005 issue. Here is an excerpt: "It is encouraging to see the steady growth in state-funded preschool programs over the past decade.

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Oklahoma and Georgia lead the country in providing voluntary universal preschool programs for four-year-olds. States like Florida, New York, North Carolina, and Massachusetts also are moving toward universally available programs despite significant budget challenges." View the entire article here: <http://www.naesp.org/ContentLoad.do?contentId=1665>

- **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/>.
- **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
- **NPR Radio Report: Calif. Sees State-Funded Preschool Shortage** by Elaine Korry Morning Edition, February 23, 2005 · A new report says hundreds of thousands of toddlers from low-income families are on waiting lists to get into state-funded preschools. A group of law-enforcement officials is fighting to ease the backup, saying that access to preschool pays off in lower crime rates years down the road. You can hear the piece by clicking here: <http://www.npr.org/templates/story/story.php?storyId=4509599>
- **All Together Now: State Experiences in Using Community-Based Child Care to Provide Pre-Kindergarten:** CLASP has released a new report on an important issue - how states can deliver pre-kindergarten in partnership with community-based child care settings. For the past year, we have been collecting data from state pre-kindergarten programs made possible by a grant from the Joyce Foundation. The paper, commissioned by the Brookings Institution, describes the emergence of the mixed delivery model, in

which pre-kindergarten is delivered in community-based settings and schools. The emergence of this model is significant to the future of early childhood education because it has the potential to:

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1. Break the traditional barrier between early education and child care policies and address the needs of children in working families in a coordinated way; and
2. Strengthen the quality of community-based child care programs by getting higher standards, more resources and supports into those settings where so many children of working parents already are.

We found 29 states that already have this type of model, and provide information on 11 key policy questions faced by states implementing this model. Our review of state policies suggests that, in some instances, state policies have been designed to build on potential advantages of this approach, although there is also ample evidence of missed opportunities. We conclude with recommendations for state policymakers. All Together Now: State Experiences in Using Community-Based Child Care to Provide Pre-Kindergarten by Rachel Schumacher, Danielle Ewen, Katherine Hart, and Joan Lombardi. This report includes illustrative examples of the different approaches and policies states are using. If you are interested in details on any of our 29 states, we have individual state summaries of each of the 29 states. Please contact Danielle Ewen at dewen@clasp.org or Rachel Schumacher at rschumacher@clasp.org for technical assistance and more information.

- **Five-State Study Shows Significant Gains from Pre-K:** A just-released NIEER study of pre-K programs in Michigan, New Jersey, Oklahoma, South Carolina and West Virginia shows gains in vocabulary, early math skills and print awareness comparable to those seen in an earlier study conducted in Oklahoma by William Gormley of Georgetown University. As with the Georgetown work, the researchers used regression discontinuity design, testing children at preschool entry and at kindergarten entry. NIEER director Steve Barnett says the study is significant because it shows large gains occurring in a number of well-established state-funded preschool programs of good quality. The study, *The Effects of State Prekindergarten Programs on Young Children's School Readiness in Five States*, is available at : <http://nieer.org/resources/research/multistate/fullreport.pdf>
- **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

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many states: (a) Lack policies that provide universal access to full-day kindergarten; (b) Lack adequate funding policies for full-day kindergarten; (c) 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>.

- **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 reports 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))
- **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>.
- **Better Serving Children Through Collaboration: Head Start and Pre-K Working Together:** When state-funded pre-k programs and federally-funded Head Start programs collaborate, young children and their families benefit. That is the message from *Better Outcomes for All*, a new report from Pre-K Now and the Center for Law and Social Policy examining how Head Start and state pre-k programs can work together effectively and efficiently. This report combines national research on community-based pre-k settings with interviews of Head Start and state pre-k providers in five states. Collaboration opportunities are noted, challenges revealed, and solutions proposed, all based on real-world experience. Click here to get a copy of *Better Outcomes for All* from Pre-K Now's website. http://www.preknow.org/documents/HeadStartPre-KCollaboration_Jan2007.pdf.



- **New Study Shows Arkansas State Preschool Program Improves Language and Math Abilities of Children:** A new study of the Arkansas Better Chance (ABC) state-funded preschool education program shows significant improvement in 4-year-old children's early language, literacy and mathematical development. The NIEER study, *The Effects of the Arkansas Better Chance Program on Young Children's School Readiness*, estimated the effects of preschool education programs on entering kindergartners' academic skills. Children were tested on math, vocabulary and early literacy skills. <http://nieer.org/resources/research/ArkansasYear1.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/>.
- **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
- **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