



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!

Universal Pre-K Initiatives Reports and Resource

- **Workforce Commission Advocates for Early Education:** The new Commission on the Skills of the American Workforce released its report "Tough Choices or Tough Times," a study recommending large-scale changes to the U.S. education system, including providing high-quality early education to all four year olds and "at-risk" three year olds. http://www.skillscommission.org/pdf/exec_sum/ToughChoices_EXECSUM.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/>.
- **THE PEW CHARITABLE TRUSTS: ADVANCING QUALITY PRE-K FOR ALL FIVE YEARS LATER:** Staff at The Pew Charitable Trusts have authored an essay (PDF) looking back on the first five years of the Trusts' initiative to advance high-quality, voluntary pre-k for all three and four year olds. http://www.preknow.org/documents/Pew_mid-point_essay_Dec2006.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 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>.

- **A Report On The Cost of Universal, High-Quality Early Education In Massachusetts:** In response to a request from the Massachusetts Legislature, the Early Education for All (EEA) Campaign, in partnership with the Center for Labor Market Studies at Northeastern University, identified the cost of full implementation of universal high-quality early education for all children ages three to five. EEA is pleased to release “A Report On The Cost of Universal, High-Quality Early Education In Massachusetts.” The findings from this comprehensive analysis will enable state policymakers to assess the appropriate level of incremental investment needed to phase-in and fulfill its commitment to high-quality “early education for all.”
http://www.strategiesforchildren.org/eea/0610_CostReport/ExecSummary.pdf.
- **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. 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>
- **Corporate America Is Fertile Ground for Pre-K Support, Says New Survey:** Concerns about the supply of skilled workers and the United States' global competitiveness are driving support for pre-k among American business executives, according to a survey conducted for the Committee for Economic Development and released with The Pew Charitable Trusts and PNC Financial Services Group in January. The survey shows that pre-k programs command wide support from management personnel at U.S. companies, with 81% saying that public funding of voluntary pre-kindergarten for all children would improve America's workforce. The survey results suggest that many executives, particularly those involved in recruitment and hiring, are aware of the benefits of high-quality pre-k and believe that those benefits will favorably affect their businesses.
http://www.ced.org/docs/poll_earlyed2006zogby.pdf.
- **EARLY CHILDHOOD EDUCATION: INVESTING IN QUALITY MAKES SENSE** Nearly four out of five states invest in preschool programs. However, states' financial commitment to early childhood education, their eligibility requirements, and the number of children who actually receive care vary widely, making high-quality and readily available state-funded preschool programs the exception rather than the rule. Research points to the benefits of high-quality, center-based programs include major components, according to new research edited by Lauren B. Resnick. This brief from the American



Educational Research Association (AERA) outlines effective program components and what policymakers should do to encourage successful early childhood education.

http://www.aera.net/uploadedFiles/Journals_and_Publications/Research_Points/RPFall05.pdf.