

NATIONAL LEAGUE OF CITIES
EARLY CARE AND EDUCATION CITY NETWORK
NOVEMBER/DECEMBER 2006

Thank you for your ongoing interest in strengthening early care and education. If you have any questions about the network or this Update, contact Tonja Rucker, Senior Program Associate, Institute for Youth, Education, and Families (YEF Institute) at: rucker@nlc.org, phone – 202/626-3004 or fax – 202/626-3043. The YEF Institute staff wants to thank all of the members of the Early Care and Education City Network for working so diligently on behalf of young children. Your dedication and commitment to strengthen early care and education provides numerous families with resources that improve their quality of life. We look forward to working with you and continuing to build upon the successes of initiatives launched in your community.

NLC NETWORK NEWS

- **Upcoming YEF Institute Audioconference:** Municipal officials and city staff are invited to register for these free, hour-long audioconferences to learn new ideas, strategies, and innovations to help children, youth, and families succeed.
 - **December 14, 2006 at 4:00 p.m. EST** – “A Seat at the Table: Engaging Youth as City Leaders”For more information, see http://www.nlc.org/iyef/events_audioconferences/1607.cfm
- **Contest to Rename Youth as City Leaders Website – Ideas Due Dec. 15.** The Youth as City Leaders website is a youth-centered, interactive web venue that allows young people involved in local government to learn from and network with their peers in other cities. The site hosts blogs, discussion forums, interviews with members of youth councils, and information about youth councils across the country. The YEF Institute has announced a contest to rename the website, in which three youth finalists will receive up to \$500 in expenses paid to attend two days of the Congressional City Conference in Washington, D.C., from March 11-15, 2007. The winning young person will receive national recognition through a photo and story in *Nation's Cities Weekly*. In addition, local news media and top city officials in the winner's hometown will be notified and encouraged to recognize his or her achievement. Youth ideas for a new website name are due by Friday, Dec. 15, to fellow@nlc.org. Ideas will be posted on the Youth as City Leaders website in December so that youth can vote to determine the three finalists.
- **Apply Now for Leadership Academy on City Roles in Combating Childhood Obesity – Jan. 2007.** City officials can now apply to receive subsidies for attending a Leadership Academy on city-school strategies to combat childhood obesity in Nashville, Tenn., during the week of Jan. 29, 2007. The two-day academy will focus on the implementation of federally mandated school wellness plans as a catalyst for community-wide efforts to address childhood obesity. City leaders interested in forging stronger partnerships with schools will be given a unique opportunity to learn and network with officials from cities and schools across the country. Two-person teams composed of one elected city official or senior municipal staff person and one superintendent or assistant superintendent may apply to attend the leadership academy. Selected participants will be reimbursed for travel-related expenses (airfare, hotel, meals, parking, etc.). Participating teams will also be given preference for a

follow-up school wellness planning technical assistance project involving four to six cities. The joint application for cities and schools can be found at www.nlc.org/iyef. If you have additional questions contact Leon Andrews at andrews@nlc.org.

- **Adopted the Platform for Strengthening Families.** NLC's *City Platform for Strengthening Families*, developed by municipal officials from cities of all sizes and regions of the country, outlines four essential tasks that are necessary for sustained progress to be made on behalf of children, youth, and families. The platform also offers a menu of action steps in seven areas to provide city officials with ideas for getting started. More than 40 cities in 23 states have now formally adopted the platform and are using it as a framework to guide and assess local action and a way to highlight their commitment to helping young people and their families succeed. Cities can formally adopt the platform through a city council resolution, mayoral proclamation, or other public announcement. View the List of Cities and Learn How to Adopt the Platform: <http://www.nlc.org/iyef/a%5Fcity%5Fplatform/>

CITY SPOTLIGHT: Austin, Texas (Pop.700,407) Greater Austin (1,452,529)

NOTE: This spotlight provides an opportunity to gather ideas from other network members. Each month, we will spotlight a new city or region. You are encouraged to share information about your local efforts, so that we can spotlight your activities and best practices in a future update.

Austin is located among the rolling hills and lakes of Central Texas, the seat of state government, an educational oasis with several area universities and an entertainment complex. Many of the long-time residents and recent arrivals are having and raising children in the city. Elected officials in Austin are responding to the needs of these families in a variety of ways.

To strengthen the early care and education system in Austin, city officials set out to better understand the needs and issues facing parents with young children. In response to concerns about the availability and quality of licensed child care centers, the city conducted a survey of all licensed child care centers within Travis County. The survey instrument gathered information about funding sources and tuition, programs offered, budget and financial status, staff size, staff education and experience, wages and benefits, and staff turnover. This information enabled the city to have an accurate picture of the early care and education situation in Austin and to offer improved support and plans for programs that offer professional development for providers.

The City of Austin is taking important steps to ensure sufficient, affordable, quality early care and education opportunities for all families. Officials recognize the importance of early care and education for short/long term outcomes for children, the importance for parents as workers, and the importance of the early care and education industry for the regional economy. Officials have identified key leaders and stakeholders to systematically examine and design early care and education programs for families with young children. The city's early care and education efforts are divided into four categories: child care quality improvement, subsidized child care for low income families, early care and education policy and planning, and benefits for city employees.

Child Care Quality Improvement

Research shows that child care quality is related to children's readiness to succeed in kindergarten. Accordingly, city staff persons in coordination with the early childhood community have designed and implemented a variety of quality improvement initiatives for early

care and education centers and family child care homes across the city. Austin's current quality improvement programs include:

- FamilyConnections Child Care and Parenting Resource Center provides materials and training for child care providers and parents. Some of the services are delivered on-site at centers through the use of a resource van. A resource library is available to early care and education providers and parents. The library is certified as a Family Place Library by *Libraries for the Future* (www.lff.org). It is the only Family Place Library in Texas.
- The Accreditation Project provides on-site consulting and mentoring, educational materials, and scholarships for centers that are working on improving the quality of their program by meeting Texas Rising Star (a state program) quality standards and/or NAEYC Accreditation standards.
- The Jeannette Watson Fellowship Program provides wage supplements to qualified early childhood teachers. The primary goals are to keep qualified teachers in the classroom and to reduce teacher turnover.
- The Teacher Training, Retention, and Compensation (TRAC) Program pays the cost of tuition and books for preschool teachers attending child development classes. It also includes a small stipend as the teachers reach education milestones. The teacher's center must agree to provide a pay raise when the course of study is completed, and the teacher agrees to remain at the center for a year.
- The Fix-It Program matches consultants with the needs of an individual center for four to ten hours of consultation. All Austin early care and education centers are eligible for help through the Fix-It Program.
- The Child Care Switchboard, operated by a nonprofit but funded by city dollars, helps low income families find child care through an extensive child care database and search tool operated by the local child care resource and referral agency.
- Mentor programs for early care and education providers are available through a coordinated system through three child care quality providers. Mentors work with centers at various levels:
 - Those that need help meeting basic licensing standards;
 - Providers ready to commit to meeting quality standards for the first time or regain a lost quality certification; and
 - Providers who are working toward NAEYC accreditation.
- Child Care Facility Improvement Project is managed by Success By 6 (SB6) to improve the physical environments of child care providers. The city provided seed funding for SB6 to bring community volunteers to work on improvement events for child care facilities. They are also recruiting donations of materials for projects. Matches between businesses and specific providers are being developed. SB6 hopes to sustain the project through donations even after the city's seed funding is expended.

In the last few years, efforts have made the early care and education system more coordinated between FamilyConnections, the child care resource and referral agency, Austin Community College, and WorkSource Child Care Solutions, the child care contractor for the local workforce board. Quality improvement services are now more focused on working with center directors as change agents for their programs. Another focus is on providing a series of intensive trainings that take place over a designated period of time. With strong involvement by SB6, the early childhood community is expanding and strengthening professional development opportunities for early education staff.

Subsidized Child Care

The cost of early care and education services is often beyond the means of low and moderate-income working families. Subsidized child care can assist parents in meeting the cost of child care for their children. Through social service contracts the city purchases child care for low income (200% of Federal Poverty Guidelines) families. Some city funds are used to match federal Child Care & Development Block Grant (CCDBG) funding which increases service capacity.

Early Care and Education Policy and Planning

The city supports community planning for early care and education related issues through its citizen advisory board, the Austin Child Care Council. The Child Care Council makes recommendations to the City Council of plans for the creation, development, and implementation of programs for quality child care. The Council also has provided input on neighborhood planning, zoning, and building codes issues related to child care. With the implementation of SB6 at the local United Way, a strong partnership has developed and the two groups share many of the same members and work jointly on projects.

The Early Childhood Coordinator in the city's Health and Human Services Department provides staff support to the Child Care Council. In addition, the Coordinator provides planning support for the Community Action Network's Early Care and Education Planning Group and program and technical assistance for the many child care related contracts, child care providers and the community.

The county government is a critical partner in early care and education efforts. Travis County coordinates with the city in funding many of the child care contracts and in early childhood planning. The county and the Austin Independent School District each have a representative on the Child Care Council.

In addition, the child care resource and referral agency publishes an annual child care status report. The first year's report took a broad look at child care and child care quality in Austin. Subsequent years will include an update of city data and trends and an in depth look at a specific topic such as child care staff education/experience levels.

Benefits for City Employees

Eligible City employees can get a portion of their monthly child care expenses reimbursed. The city also provides scholarships for part of the cost of summer children's programs operated by the Parks and Recreation Department for city employees.

For additional information contact: Ron Hubbard, Early Childhood Coordinator, 512-972-5028 or ron.hubbard@ci.austin.tx.us.

STRATEGY SPOTLIGHT:

RAISING AWARENESS ABOUT THE IMPORTANCE AND BENEFITS OF EARLY CARE AND EDUCATION PROGRAMS

NOTE: Strategy spotlights can help spark ideas that might be appropriate for your community. If you have additional approaches to contribute on this month's topic, please pass them along so we can add them to this list for future use.

Communicating the importance and benefits of early care and education to every segment of the community is one of the most important things we can do to ensure that programs and services continue to be available for parents and young children across this nation. With yearly budget cuts and diminished resources, it is vitally important that local communities pull together to create strong systems of support for young children and their families.

One way to ensure strong community buy-in is for elected officials, city staff, and advocates to be armed with accurate information as to the benefits of early care and education. City leaders must attract and retain a growing base of support from multiple segments of the local community so that they can maintain or strengthen their current service delivery. This can be carried out by developing informational materials, forming key partnerships with key leaders and the media, and directly communicating with representatives from throughout the community.

Raising awareness about the benefits and success of early care and education may convince people to support services with their heart, time, and money. When city leaders focus attention on early childhood issues they can be an important catalysts for change. Local elected officials can capitalize on their influence and visibility with the general public and other policymakers to foster widespread support for local action on early care and education.

THE STRATEGY IN FOCUS

Early care and education programs for young children, birth to age 8, often centers on healthy physical, cognitive, emotional, and social development. Parents are an integral part of this early education process but over 60 percent of U.S. households with children under the age of six have both parents in the workforce. City sponsored early education programs are a valuable resource for parents who are trying to balance the demands of work and family.

Child care advocates and experts are increasingly calling for a system of early care and education for young children that is based on the view that high-quality early care and education is a necessary public investment. Results consistently show that investing in high quality early childhood programs help kids enter kindergarten with the skills they need to learn and that those children continue to be successful in school and ultimately become contributing members of society.

Early care and education programs have demonstrated a range of short term and long term for both participating children and, in many instances, for other family members as well. The

benefits to cities include expanding access to quality services for all families; children entering school ready to learn; families becoming more stable, and early childhood programs becoming a valuable asset for local economic development.

Elected officials and senior city staff persons are embracing the critical importance of the early childhood years and are working together to strengthen the existing early care and education infrastructure in their cities. Educational messages and materials are being delivered to the general public through the media, to targeted neighborhoods, to public policy makers and to parents and caregivers. Many of the positive outcomes affected by investing in early care and education programs can generate quantifiable spillover benefits. Some of this spillover may generate savings for cities while benefits accrue to private individuals. Investing in young children's education today will enable this nation to be competitive for the 21st century.

WHAT CITY LEADERS CAN DO:

- **Commission an early care and education “Return on Investment” (ROI) report.** The principal purpose of this type of report is to demonstrate that public investment to assist families in obtaining childcare services in order to work actually pays its own through local economic stimulus and the resulting increased tax revenues to local jurisdictions. This resulting ROI is predicted upon the direct and indirect earnings consequences of removing the childcare cost impediment to employment, as well as the local economic stimulus that increased childcare spending represents.
- **Utilize fact sheets and tool kits based on current research and data.** These materials should be designed to support and strengthen advocacy and outreach efforts. The importance and benefits of early care and education data may help local communities plan and strengthen their efforts. Send packets of information on early care and education to all libraries and public facilities. Include materials for business leaders, medical providers, faith leaders, school staff, and parents.
- **Utilize and work proactively with local media outlets.** Make a list of the media in your area and if possible develop a relationship with one reporter in each media outlet. Mail press releases, try to place articles in newspapers, and respond to an editorial if a constructive debate seems possible. When organizing an event, ask for a news photographer and television reporter/camera coverage of the event. Offer to give a radio, television, or newspaper interview prior to the event. Have people lined up who will add the “human element” to the story.
- **Convene public celebrations that awards successful programs and support from community partners.** Give awards for achievement to programs that have made a difference in the lives of families who have benefited from services. This can help promote community involvement and support. Positive recognition and reinforcement for business contributions can help secure long-term involvement and encourage other companies to consider similar involvement. Work to get radio, television, or newspaper coverage and publish a list of agencies and businesses that have made a difference in the lives of local families.

- **Engage employers in early care and education efforts.** Often having the involvement of a CEO or well-respected business leader can lend clout and influence to an early childhood initiative. A business leader could be an honorary chair of an early childhood task force; raise awareness of the importance of early education through speeches and appearances; participate in advocacy efforts at the local and state level; or help recruit additional community/business leaders. City leaders can organize discussion sessions and events targeted towards the needs and interest of the business community.
- **Inform the Entire City Council.** Attend city council meetings to showcase programmatic impact and the benefits of providing quality education and care for young children. It is vitally important to be armed with accurate information to support the importance of programming and to inform councilmembers of existing work that is already underway. If these presentations are consistently given, they may help increase buy-in and support from all members.

CITY EXAMPLES

The cities listed below are engaged in various activities and efforts to raise awareness about the importance and benefits of early care and education programs.

- **San Antonio, Texas.** A few years ago approximately 3,000 San Antonio children were on waiting lists to receive public funding for child-care services. Many if not most of the families of these children, especially those headed by single parents, were unable to find gainful employment because of prohibitive costs of childcare. The city commissioned a report entitled “*Public Funding of Childcare Services Subsidy or Human Capital Investment?*” The principal purpose of this report was to demonstrate that public assistance to these families in obtaining child care services more than pays its own way through local economic stimulus and the resulting increased tax revenues to the city. The results demonstrated that the City of San Antonio can expect to earn a simple annual return of well over 56 percent on public investment in childcare. In other words, not only will the program cover its own incremental costs, but the community will realize 56 cents in additional tax revenue for each dollar directly expended on providing child care to those cannot presently afford it.
- **Charleston, South Carolina.** Mayor Joseph P. Riley Jr. is a tremendous supporter and champion of early care and education. In Spring of 2006, he invited all of the local media outlets- newspaper and television- to a meeting in his office to discuss the importance of early care and education to the overall success and growth of the city. Mayor Riley asked that they commit a certain portion of their coverage and resources to cover and promote early childhood issues and programs. Leaders in the local media agreed to support these efforts and the amount of coverage and interests in early education have tremendously increased. An example of the success of the partnership with the local media is when Charleston hosted its 4th Annual "First Day Festival" on Sunday August 20, 2006. Mayor Riley hosted this free community celebration of education to welcome the beginning of a new school year. The event, coordinated out of the Mayor’s office, provided parents with information about student support services and parents can pick up school supplies and enjoy the food and entertainment. With great support from media outlets, the attendance

this year surpassed 8,000 and close to 100 businesses donated supplies.

- **Kansas City, Missouri.** The vision of the Metropolitan Council on Early Learning (MCEL) is that all children will enter school prepared for success. MCEL serves as a think tank and change catalyst for the development and implementation of an early learning system in Greater Kansas City. Municipal officials, local business leaders, and major fundraisers for congressional and gubernatorial candidates serve together on a regional advisory board that helps market early childhood efforts and secures both seed capital and sustaining funding for area programs. A limited number of highly engaged businesses serve as ambassadors in promoting early childhood issues to their peers. MCEL is very intentional about what they ask local business leaders to do, ensuring that the task is both substantial and something on which they have expertise. The Compensation Advancement Pilot Program (CAPP) provides funds for supplemental wages and flexible benefits to early learning teachers in 30 centers. Participating programs have lower turnover rates and higher levels of staff education than other early learning centers in the region.

RESOURCES

The Center for Children, Families, and the Law — Researchers and program officers in state departments work together to define issues relating to quality and the nature of the workforce. The Center also designs research to assess key questions and interpret findings. A number of papers from various research studies are available on the website. For more information see: <http://www.ccfll.unl.edu/projects/cprojects/ecp/mwcr.html>.

Early Childhood Research and Practice (ECRP) — ECRP is a peer-reviewed electronic journal that covers topics related to the development, care, and education of children from birth to approximately age eight. ECRP emphasizes articles reporting on practice-related research and development, and on issues related to practice, parent participation, and policy. ECRP is a fully bilingual (English and Spanish) journal. For more information see: <http://ecrp.uiuc.edu/>.

The Alliance for Early Childhood Finance — The Alliance is dedicated to seeking more rational financing of early care and education in America through inquiry, analysis and communication among early care and education policy activists. This website will serve to link you with new resources, ideas, meetings and on-line discussions on a variety of topics related to early care and education finance. Numerous list serves, conference calls, and discussions are held around the country. For more information see: <http://www.earlychildhoodfinance.org>.

Useful websites:

Child Care and Early Childhood Research Connections — The site offers a comprehensive and easily searchable collection of nearly 9,000 resources from the many disciplines related to child care and early education. For more information visit: <http://childcareresearch.org/discover/index.jsp>.

The National Institute for Early Education Research (NIEER) — NIEER supports early childhood education initiatives by providing objective, nonpartisan information based on research. The goal of NIEER is to produce and communicate the knowledge base required to ensure that every American child can receive a good education at ages three and four. The

Institute offers independent research-based advice and technical assistance to four primary groups: policy makers, journalists, researchers, and educators. For more information see: <http://nieer.org/>.

Jumpstart — Jumpstart was founded in 1993 at Yale University at the intersection of two national trends: the public need for quality early childhood programs and the emerging national service movement recruiting thousands of college students to community service. The Jumpstart model pairs Jumpstart-trained college students, called Corps members, with young children in one-to-one partnerships that are uniquely designed to develop literacy, language, and social skills. For more information visit:

http://www.jstart.org/index.php?submenu=about_us&src=gendocs&link=About_Us&category=Main.

Publications:

Public Funding of Child-Care Services: Subsidy or Human Capital Investment? by Texas Perspectives Inc., 2004. The report provides a summary of a study launched to demonstrate that public assistance to lower-income families in obtaining child-care services pays its own way through local economic stimulus and increased tax revenues. The summary of the study can be found at: <http://www.sanantonio.gov/comminit/pdf/112604%20Child%20Care.pdf>

The Economic Promise of Investing in High-Quality Preschool, released by The Committee for Economic Development (CED) concluded that implementing preschool programs for all can be expected to generate \$2 to \$4 in net present-value benefits for every dollar invested and provide a boost to long-term economic growth. To read the report, go to: http://www.ced.org/docs/report/report_prek_econpromise.pdf.

The Effects of Investing in Early Education on Economic Growth, by William T. Dickens, Isabel V. Sawhill, and Jeffrey Tebbs, The Brookings Institute, April 2006. This policy brief analyzes the impact of a high-quality universal preschool policy on economic growth, concluding that such a policy could add \$2 trillion to annual U.S. GDP by 2080. The full report is available at: <http://www.brookings.edu/comm/policybriefs/pb153.htm>.

Early Childhood Education for All: A Wise Investment, by Calman and Whelan, April 2005. This report argues that quality early education benefits children from all socioeconomic groups. The authors explain the short- and long-term economic benefits to communities as well. The report is available at: <http://web.mit.edu/workplacecenter/docs/Full%20Report.pdf>.

The Economic Benefits of High-Quality Early Childhood Programs, by Ellen Galinsky, (2006), the Families and Work Institute. This report examines the factors associates with high-quality early education programs. The researcher examines three well-known, high-quality programs-- the High/Scope Perry Preschool Project, the Carolina Abecedarian Project, and Chicago's Child-Parent Centers--and for one of the first times, has examined what those programs actually did to have such lasting impact decades later. The report is available at: http://www.ced.org/docs/summary/summary_prek_galinsky.pdf.

RESOURCES FOR COMMUNITIES

Validating A Tool for Comparing Early Care and Education Program Costs — The CT Early Care and Education Finance Project developed the Tool for Comparing Early Care and Education Program Costs, a tool that estimates the operating cost of center-based early care and education. The Tool is an interactive spreadsheet that estimates the costs of operating a "generic" center or school-based early care and education program for preschool aged children. To learn more visit: http://www.ctkidslink.org/pub_detail_311.html.

Fit Source: Physical Activity and Nutrition Resources for Child Care Settings — Fit Source is a web directory that links child care and after school providers to a wide variety of physical activity and nutrition resources? Housed within the website of the National Child Care Information Center (NCCIC), Fit Source offers links to activities, lesson plans, healthy recipes, information for parents, and many other downloadable tools that can be used to incorporate physical activity and nutrition into child care and after school programs. Resources are organized by age: infant/toddler, preschool and school-age. To learn more visit: <http://fitsource.nccic.acf.hhs.gov/fitsource/>.

RESEARCH AND REPORTS

Early Childhood Teachers Often Ill Prepared to Support Children with Disabilities by Florence Chang, Diane M. Early, and Pamela J. Winton, FPG Child Development Institute at the University of North Carolina at Chapel Hill, August 2006. A recent survey of early childhood teacher preparation programs showed that even though early intervention and special education are part of many programs' missions, coursework and training often fall short. Findings from the survey are highlighted in a new FPG Snapshot which is available at <http://www.fpg.unc.edu/%7Eimages/pdfs/snapshots/snap31.pdf>.

In Our Backyards: Local and State Strategies to Improve the Quality of Family Child Care by Katie Ham, Barbara Gault, and Avis Jones-DeWeever, Institute for Women's Policy Research, 2005. This report observes that the care provided by family child care providers for 1.4 million children is inconsistent in quality. Among the recommendations of the researchers are developing community mentoring programs, conducting needs assessments to determine gaps in service, creating a single entry point from which providers can access services and resources, and linking compensation to professional development, and developing higher standards. The report is available at: <http://www.iwpr.org/pdf/G717.pdf>.

Is Child Care Ready? Nationwide Child Care Disaster Planning Initiative by Beverly Schmalzried, The National Association of Child Care Resource and Referral Agencies, 2006. This report is part of the nationwide effort to train providers, inform parents, and partner with local, state, and federal agencies to ensure that every child in child care is protected in the face of disaster. Disaster preparation guides are available online for child care centers, family child care providers, parents, and child care resource and referral agencies. To read the full report visit: http://www.naccrra.org/disaster/docs/Disaster_Guide_MECH.pdf.

The NICHD Study of Early Child Care and Youth Development: Findings for Children up to Age 4 ½ Years by NICHD, January 2006. This newly published 62-page booklet describes the findings from the NICHD Study of Early Child Care and Youth Development (SECCYD). Among the findings: family characteristics have more influence on child development than does experience in child care. One of their major findings: Children who were cared for exclusively by their mothers did not develop differently than those who were also cared for by others. To read the booklet, visit: http://www.nichd.nih.gov/publications/pubs/upload/seccyd_051206.pdf.

The School Readiness Gap by Michael Sadowski, Harvard University. In the most recent issue of the researcher examines why pre-kindergarten, not just preschool, may be the key to narrowing disparities in achievement by race, ethnicity, and income. To learn more go visit: <http://www.fcd-us.org/PDFs/08-09-06sadowskireprint0706.pdf>.

Toward a National Strategy to Improve Family, Friend, and Neighbor Child Care: Commonwealth Report Examines the Effects of New Legislation on Early Childhood Services by J. Lee Kreader and Sharmila Lawrence, September 2006. The National Center for Children in Poverty recently released a report, which highlights findings from a national symposium that the Center organized in November 2005. This report outlines current research and assesses policies and practices that are in place to support an infrastructure for family, friend, and neighbor care. It concludes with a set of recommendations in the areas of practice, policy, and research. To learn more visit: <http://nccp.org/media/ffn06.pdf>.

The Economics of Early Childhood by Kimberly Lucas, ZERO TO THREE, September 2006. This article outlines current economic research, its application within the field of child development, and ways in which early childhood professionals and economists can join forces to advocate for greater investment in programs that support infants, toddlers and their families. To read more visit: <http://www.zerotothree.org/policy/pdf/The%20Economics%20of%20Early%20Childhood%20FINAL.pdf>.

High Quality Preschool Can Increase Social Mobility by W. Steven Barnett and Clive R. Belfield, The Future of Children, Fall 2006. This report looks the important role that various educational reforms-especially universal preschool-could play in equalizing economic opportunity in this country and increasing the social mobility of disadvantaged children and families. The researchers look at the results of three key longitudinal studies of intensive high quality early childhood intervention programs, as well as studies and data about state-funded preschool programs, Head Start programs, and other child care and early education programs around the United States. The report is available at: http://www.futureofchildren.org/usr_doc/05_5563_barnett-belfield.pdf