

**NATIONAL LEAGUE OF CITIES
EARLY CARE AND EDUCATION CITY NETWORK
SEPTEMBER/OCTOBER 2007**

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

- **YEF Institute Announces Upcoming Audioconference Schedule**
NLC's Institute for Youth, Education, and Families (YEF) continues its popular audioconference series beginning in Sept. 2007. These free, hour-long audioconferences feature panel discussions of city officials and national experts in policy and programming to help listeners learn new strategies and ideas for supporting children, youth, and families. Registration is now open for:
 - **Thurs., Oct. 18, 2:30 p.m. Eastern Time:** "Building on Success: Taking City Initiatives to Scale"
 - **Thurs., Nov. 15, 12:30 p.m. Eastern Time:** "Seeking Financial Stability: City Strategies to Help Families Save and Build Assets"
 - **Thurs., Dec. 13, 12:30 p.m. Eastern Time:** "Reaching and Serving Immigrant Families"
 - **Thurs., Jan. 17, 2:30 p.m. Eastern Time:** "Safe Streets: Preventing Gang Affiliation and Violence"

TO REGISTER FOR THESE FREE CALLS, send complete contact information (name, address, city, state, phone, fax, and email) to iyef@nlc.org. Please indicate which audioconference(s) you are registering for. No phone registrations can be accepted. If you wish, gather a group of people around a speaker phone and use the call as a springboard for brainstorming or training. One day prior to the call, each registrant will receive an email or fax providing a toll-free, dial-in number.

- **YEF Institute Welcomes Megan Martin.**
The YEF Institute welcomes Megan Martin, who will join the staff as the new Program Associate for Youth Development on Mon., Sept. 10. Megan recently received her Masters degree from the University of Michigan's School of Social Work and has both a policy and practice background on youth-related issues since 1999. She will be working on the YEF Institute's initiatives to help cities combat childhood obesity and will be providing general support to the Institute's youth development team. Megan can be reached at (202) 626-3035 or martin@nlc.org.

CITY SPOTLIGHT: Charleston, South Carolina (Pop. Metro Area: 331,917 City: 107,887)

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.

Mayoral Leadership

Located in the “lowcountry” of South Carolina, Charleston is a mixture of urban, suburban and rural neighborhoods. Due to this unique setting, the diverse needs and assets of the area have contributed to a community which is culturally, geographically and historically rich, while remaining economically and educationally poor in many areas.

Recognizing that early intervention and support can improve low-income children’s chance of getting off to a good start in life, Mayor Joseph P. Riley Jr., the school district and other elected officials have made a significant investment in early literacy and quality early childhood education. To advance local efforts, the Mayor's Office for Children, Youth and Families (MOCYF) was created in 1994 to focus on improving the conditions for children, mobilizing resources in the community to work on their behalf, and developing strategies to support children, youth and families. Staff works to educate and communicate the needs and gaps in services for children and youth in the city. In addition to developing and piloting initiatives that are models and best practices for serving young children, there is a focus on building collaborative partnerships and identifying and connecting resources that already exist. The mayor and senior city staff hopes that these strategies will strengthen the capacity of local providers to meet the needs of young children and their parents.

Throughout his eight consecutive terms of office, Mayor Riley has worked to connect families with early childhood resources and to engage and empower parents. He has served as a catalyst mobilizing community leaders, school board members, council members, and businesses in a campaign to make early literacy a priority for the entire community. In 2005, Mayor Riley spearheaded a county-wide dialogue about the need for local municipalities to support a set of unified, community-based early literacy and parent support services. City and community leaders have and continue to build a sustainable infrastructure of services that relies on collaborative partnerships and volunteers.

Community Collaboration

With significant buy-in from the mayor and other elected officials, residents mobilized under the auspices of the Trident United Way Success by 6 Initiative to build unified and comprehensive partnerships to strengthen the local early education infrastructure. This coalition has been underway for quite some time and is composed of a diverse group of more than 30 early childhood professionals and community leaders, including representatives from the four school districts in the Charleston area, Head Start, public library and numerous non-profit organizations; educators from the local colleges and universities; medical professionals; and business leaders with an interest in the economic impact of early care and education. The Director of (MOCYF) has been a long-term member and leader within the coalition, working to ensure that young children are receiving needed supports and participating in quality programs that lead to a productive future.

The coalition developed the PROPEL (Partners Realizing Opportunities to Promote Early Learning) Project to build the foundation for a comprehensive, community based system of early literacy and parent support services across the age spectrum from birth to school entry. The city has brought together the area's Offices for Cultural Affairs and Parks and Recreation to create the plan for incorporating the PROPEL Project activities into existing community festivals. The mayor and city council are critical leaders in advocating public policy that improves the quality of early care and education in our community as well as across the state.

Early Care and Education Programs

The City of Charleston supports young children and their families through several programs and activities. Those programs and activities include:

- **Born to Read (Prenatal/Birth):** The City of Charleston launched Born to Read in Spring of 2006. Through this program, prospective and new parents receive “welcome baby” kits that encourage parents to read to their new baby. A private donor gave \$20,000 to fund the program, and the city partnered with the public library and medical university's children's hospital to launch the program.
- **Countdown to Kindergarten (Kindergarten Prep):** Countdown to Kindergarten is officially underway and the city is modeling their program after Boston's Countdown to Kindergarten initiative. Countdown targets parents of four-year-olds to help them with their child's transition into kindergarten. Local businesses, government agencies, libraries, and schools host events that focus on literacy and other school readiness skills. The program provides parents with school registration and school readiness materials to be used at home to enhance learning skills. Program staff attends city events to talk with parents about school readiness and enroll their four year olds in the program. The program also holds an annual kindergarten registration event which allows parents to meet with school officials and kindergarten teachers. During this time, parents receive additional information about health and dental screenings.
- **Countdown to Kindergarten Book Club:** Charleston is also incorporating a book club into Countdown to Kindergarten, an idea adopted from RALLY Jacksonville, an initiative in Jacksonville, Florida. The Countdown to Kindergarten Book Club engages families with four-year-olds in a year-long adventure of reading together. The goal of the project is to help build literacy as a core value in the home. The program partnered with Barnes and Noble Booksellers and area television, radio, and newspapers to create a book drive to collect books for families who were most in need. The mayor actively promoted community awareness on the importance of literacy and children receive a backpack filled with school readiness materials and an “I'm going to Kindergarten” tee-shirt.
- **First Day of School Initiative:** The First Day of School Initiative encourages parents to attend school with their children on the first scheduled day. Schools present activities for families such as workshops, picnics, or assemblies. The event generates widespread community support for schools and excitement about the beginning of another school year. Employers are encouraged to support education by allowing employees time off (paid, unpaid, or flextime) to participate in activities at their children's schools. The mission and purpose of First Day of School is to celebrate education by hosting special activities and getting parents to come to school with their children on the First Day of

each school year; make parents feel welcome right away; encourage their continuing involvement; then reap the benefits as parents, schools and communities team up to support their children's education.

- **Born Learning and Other Communication Campaigns:** Charleston launched a Born Learning campaign that airs public service announcements and distributes high-quality written parenting materials in the community to inform parents about resources and information on child development. In addition to the PSAs, Success By 6 created its own ads offering parenting tips and invited local businesses to sponsor the ads. The effort began with more than 100 ads running each month, many of them during peak airtime. Each ad promotes the city's 24-hour 211 information hotline where parents can call to request additional information on child development resources. Success By 6 has also created its own television show that airs continuously (new shows weekly) on the local cable station. This show features local experts and organizations that provide parents with information on child development, activities to do with their children, and community events.

The City of Charleston is committed to supporting young children. The mayor, city council, senior city staff, and community representatives continue to look for ways to better organize the infrastructure and design programs that will better serve young children and their parents.

For additional information, contact: Jacquie Kennedy, Executive Director, Mayor's Office for Children, Youth and Families (MOCYF) at 843-965-4190 or mocyf@ci.charleston.sc.us.

STRATEGY SPOTLIGHT: SUPPORTING SCHOOL READINESS INITIATIVES

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.

The first few years of a child's life are critical to learning and healthy development. Learning is a life long process but there are "windows of opportunity" that exist when the brain absorbs new information more easily than at other times during the lifespan. The early years of life are ideal for building a strong foundation for language development, problem solving, and behavior and emotional health. In addition, positive interactions and opportunities to learn with parents and providers can set the stage for children's ability to learn and be successful throughout the school years.

The behavioral and academic skills that children bring with them to kindergarten determine how children perform and how they feel about learning and their school experiences. The challenge is that children entering kindergarten vary in their early experiences and skill sets. The gap in achievement begins to form during the critical early years and gets harder to close as children get older.

To successfully ensure that many more children enter school ready to learn it is important to consider the family and community context in which they live, the schools they attend, and the services that are available to support their healthy growth and development. School readiness is

multi-faceted and so is the environment in which children grow and develop. It is vitally important that children are raised in environments that promote early learning and are equipped with the skills and tools needed for success in school.

THE STRATEGY IN FOCUS

Everyone benefits when all children enter school ready to learn. Ongoing research confirms that children's readiness for school is multidimensional, encompassing the whole range of physical, social, emotional, language, and cognitive skills that children need for healthy development. These dimensions of school readiness are important to school success and long-term success in life.

Research also suggests that what happens to children early in life has a profound impact on social development and achievement in school. Families, school staff and members of the local community are positioned to ensure that infants and toddlers are raised in environments that support optimal physical, social, emotional, and cognitive development. Parents, educators, community stakeholders, and policy-makers must work together to create a system that supports all young children's learning and readiness for school.

When children come to school ready to learn, they are much more likely to succeed in school and to become contributing members of society. Unfortunately many complex factors face families of young children that can promote or undermine early learning, healthy development, and family well-being. Today we know more than ever before about how young children develop and about how to best support early learning. Local policymakers play a critical role in allocating resources to support the school readiness of young children. Municipal officials can support and expand many current programming efforts that ensure that all families have access to the services and support needed to create an environment that supports early learning and development. Supporting families' parenting and childrearing efforts are critically important for ensuring that more young children enter school ready to succeed.

What City Leaders Can Do:

Mayors and other city officials can — and in many cities already do — play a key role in ensuring that all the children possess the skills they need to be ready and successful in school. Here are some key steps that city leaders can take:

- **Ensure that parents are aware of support services and quality education programs that promote healthy development.** Along with making community resources available to parents, cities must get the word out about programs and services. City leaders can engage in targeted outreach and connect parents with the information they need to make good decisions about their children's health, early care and early education. City leaders can engage in targeted outreach such as fliers, bulletins, newspaper advertisements, or even printing ads on grocery store receipts. By facilitating access to needed services, cities can create more positive early childhood experiences. Supporting programs that increase awareness and connect parents to community resources is a prime opportunity for mayors, city council members and other municipal leaders to promote school readiness and strengthen outcomes for young children.

- **Communicate to families about the importance of creating an early learning environment in the home.** Cities may consider partnering with their local United Way’s to launch a Born Learning campaign to support parents in getting their children ready for school. Born Learning includes nationwide public service announcements – television, radio and print ads and targeted billboards – in English and Spanish. The PSAs communicate that everyday moments can easily be turned into quality early learning opportunities for young children, as they are born learning. The ads drive parents to the official web site for tips, information and resources. In addition, educational material provided by Born Learning makes it simple and easy for parents, grandparents, informal caregivers and professional child care providers to find out about, understand, and apply the latest research to help children come to school ready to succeed. The material helps parents make learning fun and take advantage of everyday moments.
- **Provide a variety of supports to help ease children’s transition to kindergarten.** City leaders may consider developing a supportive infrastructure to guide the transition process of young children into the public schools. This may include city staff developing written materials (forms that support specific transition activities, transition plans, and interagency agreements) dedicating personnel for transition planning, and having administration staff participating in transition planning and activities. City leaders may also consider convening a city-wide summit that prepares families and children for transition that helps parents better understand the transition process
- **Initiate public education campaigns to promote public benefits.** Given the importance of socioeconomic factors, it might appear that a good way to ensure that all children are ready for school would be to help reduce disparities in parents’ economic resources. Programs such as the earned income tax credit (which supplements the earnings of low-income parents), the minimum wage, and the child tax credit increase low-income families’ economic well-being. Municipal officials can use their visibility with the general public to ensure that eligible families hear about and know how to claim tax credits and other work supports. Key opportunities include: public speeches to community members; town hall and city council meetings; business roundtables; newspaper editorials; television interviews; and special programs on cable TV local access channels.

City Examples

- **Burien, Washington.** In 2007, the City of Burien supported a new initiative to address early childhood education and better prepare children just entering school. The City Council in 2006 reserved \$50,000 for a school readiness initiative. For the past several months, city staff and school district officials have explored different program models and they chose “READY! for Kindergarten” that is now being implemented in the Tukwila School District. This program educates, encourages and supports parents in their critical role as their child’s first and most important teacher. In cooperation with Highline School District, the school readiness program focuses on Hazel Valley, Seahurst and Cedarhurst elementary schools. The city council voted to contract with a local nonprofit agency to implement the new program.

- **Boston, Massachusetts.** Under the leadership of Mayor Thomas M. Menino, the City of Boston and United Way of Massachusetts Bay announced a \$1 million city-wide, school readiness initiative. The public-private partnership seeks to prevent the achievement gap before it surfaces among the next generation of children. The \$1 million effort is funded by a grant from an anonymous donor of \$633,000, which is matched by more than \$360,000 in additional support and in-kind contributions from 12 partners. The grant, which will be managed by United Way and the Mayor’s Office, will fund the launch of a 30-person Mayor’s School Readiness Action Planning Team (APT). Funds will also be used to develop and pilot a new comprehensive Boston Public Schools Kindergarten Assessment. Some of the other components of the initiative include: A new 0-5 Data and Research Team (DART) to review data about young kids and their families across all fields; The development and dissemination of culturally appropriate tools to communicate child development information to parents; A “Talk Campaign” conducted by ReadBoston to bridge the severe vocabulary gap faced by low-income children entering school; and a “Parents Are A Child’s First Teacher” campaign conducted by Countdown to Kindergarten.
- **Stamford, Connecticut.** The Stamford School Readiness Program was established to provide three and four year olds at all economic levels with full-day or part-day early care and education programs. The appointed School Readiness Council has selected the CLC, Inc., a non-profit organization serving Stamford since 1902, to create, administer and operate the program in partnership with the City of Stamford and the Stamford Public Schools. The mayor, along with other community stakeholders, oversee the grant policy and to advise and make recommendations. The school readiness program in Stamford presently serves 500 children and it utilizes the Creative Curriculum, with instruction in reading, math, science, social studies, the arts and technology. There are many opportunities for parents to get involved with their child’s education including the much-acclaimed “Learning in a Bag” program which provides parents and child with lessons and materials to enhance and further nurture the learning experience at home. Stamford School Readiness also provides on-site Kindergarten registration, on-site English as a second language (ESL) classes and significant partnerships with The Ferguson Library, The Stamford Museum the Bruce Museum and Reading is Fundamental.
- **Portsmouth, Virginia.** Parents of newborn babies born in Portsmouth hospitals receive parenting information packets. In the past few years, thousands of parents have received packets. Each packets contains a board book, a Raising a Reader Video on how to share books with children, a toy, a brochure on Portsmouth programs, the kindergarten readiness checklist, and a handout on how to share books with infants. The materials are available for both Spanish- and English-speaking parents.

RESOURCES

The School Readiness Indicators Initiative — This initiative was a multi-state initiative that used child well-being indicators to build a change agenda in states and local communities in order to improve school readiness and ensure early school success. The task of participating states was to develop a set of child outcome and systems indicators for children from birth through the fourth-

grade reading test, an important red flag for children most at-risk for poor long-term outcomes, such as dropping out of school, teen pregnancy, and juvenile crime. For more information see: http://www.gettingready.org/matriarch/OnePiecePage.asp_Q_PageID_E_89_A_PageName_E_w_howeare

National Early Childhood Transition Center (NECTC) — NECTC's primary objective is to investigate and validate practices and strategies that enhance the early childhood transition process and support positive school outcomes for children with disabilities. This objective is met through four inter-related research activities that examine factors that promote successful transitions between infant/toddler programs, preschool programs, and public school programs for young children with disabilities and their families. For more information see: <http://www.ihdi.uky.edu/nectc/>.

National Center for Early Development & Learning (NCEDL) — NCEDL is a national early childhood research project supported by the US Department of Education's Institute for Educational Sciences (IES), formerly the Office of Educational Research and Improvement (OERI). Administratively based at the FPG Child Development Institute, NCEDL is composed of a collaboration with the University of Virginia & UCLA. Research at the NCEDL focuses on enhancing the cognitive, social and emotional development of children from birth through age eight. The staff at the Center work to determine the state of the nation and conduct research on critical issues in early childhood practices. For more information see: <http://www.fpg.unc.edu/~ncedl/>.

National Coalition for Parent Involvement in Education (NCPIE) — NCPIE advocates for the involvement of parents and families in their children's education and fosters relationships between home, school, and community to enhance the education of the nation's young people. The coalition conducts activities that the member organizations and their affiliates and constituencies in efforts to increase family involvement. In addition, they provide resources and legislative information that can help member organizations promote parent and family involvement. For more information see: <http://www.ncpie.org/>.

Child Trends — Child Trends is a nonprofit, nonpartisan research organization dedicated to improving the lives of children and families by providing research and data to inform decision-making that affects children. In addition to conducting its own research, Child Trends works with federal and state officials and other researchers to improve the quality, scope, and use of data on children and their families. Child Trends regularly and actively communicates key research and data on children and families to the media, public officials, professional organizations, foundations, service providers, and the general public. The website continuously updates trend data with the latest national estimates for all indicators, including school readiness. For more information please see: <http://www.childtrends.org>.

Useful websites:

ReadyWeb — ReadyWeb is a project of the Early Childhood and Parenting (ECAP) Collaborative, College of Education, at the University of Illinois. ReadyWeb provides a Virtual Library of the full text of documents and articles, and hyperlinks to documents and articles, on various topics related to school readiness. ReadyWeb also provides bibliographies of documents and journal articles from the ERIC database. These bibliographies are updated quarterly. For more information visit: <http://readyweb.crc.uiuc.edu/>.

Publications:

School Readiness: Helping Communities Get Children Ready for School and Schools Ready for Children — The brief begins by summarizing recommendations from the National Education Goals Panel for defining and assessing school readiness and then presents a framework for community investments based on an "ecological" view of child development. This framework not only considers factors related to the child, but also to the child's family, early childhood care and education, schools, neighborhood, and the larger society. The research brief includes some new research findings, as well as new sections on two additional factors that affect school readiness: emergent literacy and the media. The brief is available at: <http://www.childtrends.org/Files/schoolreadiness.pdf>.

Early Steps with Ready Schools: The CCSSO School Readiness Project by The Council of Chief State School Officers, December 2006. In this report, the School Readiness Project at the Council of Chief State School Officers examines learnings and accomplishments from state teams focused on developing Ready Schools in six states: Arkansas, Connecticut, Indiana, Oregon, Washington, and West Virginia. The report is available at: <http://www.ccsso.org/content/pdfs/Early%20Steps%20with%20Ready%20Schools.pdf>.

School Readiness: Closing Racial and Ethnic Gaps by The Future of Children, Vol. 15, Spring 2005. This issue focuses on children's lives before they get to school in an effort to understand how to close the racial and ethnic gaps in educational outcomes. The issue addresses the following questions: How large are the racial and ethnic gaps in school readiness?; How much of the gap is due to differences in children's socioeconomic background or to genetics? ; How much do disadvantages like poor health, poor parenting, low-quality preschool childcare, and low birth weight contribute to the gaps?; What lessons can we learn from new research on brain development?; and What do we know about what works and what does not work in closing the gap?. The issue is available at: http://www.futureofchildren.org/pubs-info2825/pubs-info_show.htm?doc_id=255946.

Readiness for School: A Survey of State Policies and Definitions, Early Childhood Research & Practice, Fall 2000, vol. 2, number 2, by Gitanjali Saluja, Catherine Scott-Little, Richard M. Clifford. This paper provides data on what states are doing with regard to defining and assessing the condition of children as they enter school, often referred to as readiness for school. Early childhood state representatives in each of the 50 states were contacted and interviewed regarding their state's policies on children's readiness for kindergarten. The full paper is available at: <http://ecrp.uiuc.edu/v2n2/saluja.html>.

RESOURCES FOR COMMUNITIES

Interactive Parenting Site The Go-To Mom — Child and family therapist Kimberley Clayton Blaine, a mother of two and former pre-K teacher, has launched a new website, The Go-To Mom, which is devoted to parenting issues, discipline strategies and advice on issues related to preschool. The site has a television format and Blaine takes questions live from parents. To learn more visit: <http://www.thegotomom.tv/>.

New Results from Long-Term Study of Chicago Child-Center Program: A 19-Year Follow-up of Low-Income Families — University of Minnesota researcher Arthur J. Reynolds reports

that by age 24, children who had participated in the Chicago Child-Parent Center preschools were more likely to have finished high school and be attending college, more likely to have health insurance coverage, less likely to be arrested for a felony or incarcerated, and less likely to have depressive symptoms. Reynolds and his colleagues report their latest findings in the August issue of the Archives of Pediatrics & Adolescent Medicine. To learn more visit: <http://archpedi.ama-assn.org/cgi/content/full/161/8/730>.

Update: The State Children's Health Insurance Program (SCHIP) — SCHIP covers some 6 million kids whose families earn too much to qualify for Medicaid and not enough for private insurance – expires on September 30. The House and Senate have passed their reauthorization bills, which President Bush has pledged to veto. To learn more visit:

- A statement and summaries of the bills, from the Center for Children and Families at Georgetown University. <http://ccf.georgetown.edu/>
- The basics on SCHIP and other bills before Congress, from the National PTA newsletter, This Week in Washington. http://www.pta.org/ia_newsletters_issue_1188945910750.html.
- A round-up of bills, including SCHIP, on Congress' to-do list, from the Child Welfare League of America's latest Children's Monitor Online. <http://www.cwla.org/advocacy/monitoronline-issueHL.asp?ISSUEID=152>.
- A round-up of SCHIP editorials and opinion pieces from around the country, from the Kaiser Network. http://www.kaisernetwork.org/daily_reports/rep_index.cfm?DR_ID=47277.
- Effective State Children's Health Insurance Program (SCHIP) Policy: In a policy forum hosted by the Promising Practices Network and Kansas Action for Children, top experts from around the country shared research and practice knowledge related to federal and state SCHIP policy. Video of the event is available online. http://www.promisingpractices.net/events/0706_schip.asp.
- Forty-four Senators Ask Bush to Rescind New SCHIP Enrollment Restrictions: A controversial new rule for the State Children's Health Insurance Program (SCHIP) requires states to prove that they're reaching 95 percent of eligible children living below 200 percent of poverty. States must reach that benchmark before expanding to cover those in families with higher earnings. The Kaiser Network has the scoop. http://www.kaisernetwork.org/daily_reports/rep_index.cfm?DR_ID=47421.
 - New York - The federal government has denied the state's request to expand SCHIP coverage to families with incomes up to 400 percent of the federal poverty level (insuring 70,000 additional children).
 - California- The legislature voted to expand health insurance to cover 4 million of the estimated 6.8 million uninsured; Governor Schwarzenegger says he will veto the bill.

Upcoming Conferences:

IYEF National Summit On Your City's Families – Sept. 30-Oct. 2, 2007: More than 400 municipal officials from cities across the country have already registered for the 2007 National Summit on Your City's Families in San Antonio. Don't miss out on the opportunity to take advantage of the NLC group rate. For more information, visit the website: <http://www.nlc.org/iyef/>, or contact Sharie Wood at (202) 626-3087 or wood@nlc.org.

37th Annual National Black Child Development Institute Conference: From October 21, 2007 - October 23, 2007 and held in Chicago, IL, the theme for this year's conference is "The Journey Continues: Giving Our Children a Chance." For more information, visit the website: <http://nieer.org/news/event.php?EventID=181>.

2007 NESA Conference

October 28, 2007 - October 30, 2007

San Diego, CA – Join participants from across the country at the National Even Start Association's 13th annual conference. For more information, visit the website:

<http://nieer.org/news/event.php?EventID=179>.

2007 NAEYC Annual Conference & Expo: From November 7, 2007 - November 10, 2007, in Chicago, IL, this conference provides participants with a variety of sessions focusing on practical experience and applied research. For more information, visit the website: <http://nieer.org/news/event.php?EventID=180>.

RESEARCH AND REPORTS

Supporting Healthy Relationships Between Young Children and Their Parents: Lessons from Attachment Theory and Research: This brief by Karen Appleyard and Lisa Berlin at Duke University explains the emotional ties between infants and their parents known as attachments, illustrates with examples, and describes the categories of secure and insecure attachments. The authors draw lessons from research on the subject and provide guidelines for supporting healthy relationships between young children and their parents. <http://www.childandfamilypolicy.duke.edu/publications/policybriefs/files/eca/Attachment-final.pdf>.

One in Five Women Are Deciding Against or Delaying Having a Child Because of the High Cost of Child Care and Preschool, Poll Shows: As children head back to school, a new national poll finds that the cost of quality preschool and child care is causing women of child-bearing age to decide against having a baby or delay having one. The poll, commissioned by the anti-crime organization Fight Crime: Invest in Kids, found that 23 percent of women ages 18-40 have delayed starting a family or decided not to have a second or subsequent child. That figure rose to 28 percent for women ages 25-34. As a first step toward making quality early education available to everyone, the law enforcement leaders (Fight Crime, Invest in Kids) called on Congress to restore Head Start and Child Care funding to their 2002 service levels. This would require an additional \$750 million for Head Start and \$720 million for the Child Care and Development Block Grants. Source: Early Education in the News, 8/17/07 <http://www.fightcrime.org/releases.php?id=347>.

Building Early Childhood Facilities: What States Can Do to Create Supply and Promote Quality: Much of the growth in early care and education can be attributed to research that shows the educational, social, and economic benefits of high-quality preschool education. As states' efforts to provide access to publicly funded high-quality early care and education continue to expand, ensuring an adequate supply of quality preschool facilities promises to become an increasingly important public policy function. This report explores common facility issues and

outlines strategies for policymakers to address early care and education facility needs. Source: NIEER <http://nieer.org/resources/research/Facilities.pdf>.

In Preschool Matters: Pre-K Progress in the States: Twenty-nine governors proposed significant expansions of state-funded preschool this year. This issue of Preschool Matters features an article on the momentum to provide voluntary preschool education for all and the importance of quality on positive outcomes.

Also in Preschool Matters:

- New Mexico, New Jersey: State Preschool Programs with Positive Effects
- Newsmaker: Dr. Gary Mangiofico of the Los Angeles Universal Preschool
- Financing New Facilities: Smart Money for Tomorrow's Preschools
- Overlooked Benefits of Vaccination

<http://nieer.org/resources/printnewsletter/AugSep2007.pdf>.

DOE's What Works Clearinghouse Review of Curricula and Practices:

The U.S. Department of Education's What Works Clearinghouse recently posted its review of 17 early childhood interventions aimed at children three to five years old in center-based settings. Each intervention review covers six domains — oral language, print knowledge, phonological processing, early reading/writing, cognition and math. Information on the developer, scope of use, teaching aspects, cost and research results is also provided. The Clearinghouse says interventions with a primary focus on socio-emotional development and approaches to learning may be addressed in a subsequent phase of its review. The new review is available at <http://www.whatworks.ed.gov/Topic.asp?tid=13&ReturnPage=default.asp>.

Cost Per Child for Early Childhood Education and Care: Comparing Head Start, CCDF Child Care, and Prekindergarten/Preschool Programs: This paper by Douglas J. Besharov, Justus A. Myers, and Jeffrey S. Morrow at the American Enterprise Institute calculates the actual per-child costs of Head Start (including Early Head Start), child care provided under the Child Care and Development Fund, and state-funded preschool programs. Costs per child varied dramatically between the programs. The paper is available at http://www.welfareacademy.org/pubs/Early_Childhood_Education_and_Care_Costs_07_0629.pdf.