

National Task Force on Early Childhood Education for Hispanics

Para Nuestros Niños Annotated Bibliography

Theme: *Education policy in early education*

Ackerman, D. J. (2004). Getting Teachers from Here to There: Examining Issues Related to an Early Care and Education Teacher Policy, *Early Childhood Research and Practice* (Vol. 7).

This article explores the following two issues regarding early childhood education: the constraints facing early care and education teachers in improving their credentials and the capacity of teacher preparation programs to support policies that require teachers to have a BA degree, and in turn help create a qualified and knowledgeable workforce.

Beatty, B. (2000). "The letter killeth": Americanization and multicultural education in the United States, 1856-1920. In R. Wollons (Ed.), *Kindergartens and cultures: The global diffusion of an idea*. New Haven: Yale University Press.

Author reviews the history of kindergarten, as introduced by the German free-thinkers in the mid-1850s and how this became Americanized and how it managed to frame multicultural education from 1856 to 1920.

Bogard, K., & Takanishi, R. (2005). PK-3: An aligned and coordinated approach to education for children 3 to 8 years old. *Social Policy Report: Giving Child and Youth Development Knowledge Away*, 14(3), 1-23.

This article reviews the current body of literature and extant data that describe the need for increased attention to the front end of education to ensure school readiness and educational achievement for all children. The authors describe a pre-kindergarten through 3rd grade approach that includes the alignment and coordination of standards, curriculum, instruction or pedagogy, and assessment for children aged 3 to 8 years old.

Calderón, M. (2005). *Head Start Reauthorization: Enhancing school readiness for Hispanic children*. Washington: DC: National Council of La Raza.

Calderon argues that because of the changing demographics of the country the future of Head Start is linked to the success of Latino children. She points out that access and quality of Head Start should be improved specially for Hispanic families. She also makes recommendations for improving the program for Latino families.

California Children and Families Commission. (2002). *Building Blocks*, 2(2).

This issue of *Building Blocks* contains five articles that look at a) envisioning a birth-college-age education system in California, b) county-funded health coverage for young children, c) recommendations for the school readiness working group, d) the growing number of states moving toward universal preschool programs, and e) the facts of proposition 10 in California.

California Tomorrow. (2004). *Ready or not? A California Tomorrow think piece on school readiness and immigrant communities*. California Tomorrow.

This report is an urgent call to policymakers, family and child advocates, funders, immigrant-serving organizations, early childhood educators and K-12 educators to engage in dialogue about the impact of school readiness efforts on immigrant families in particular – to examine basic assumptions, as well as differences in agendas. The report has chapters on the political context for school readiness initiatives, the central role of families, the complexities of culture and language in early child development and learning, testing and assessment, a “ready schools” agenda, and a final chapter presents a vision of asset-based immigrant-responsive school readiness. A bibliography is included

Center for American Progress, & Institute for America’s Future (2004). *Overview – Renewing our schools, securing our future: A national task force on public education*.

This document gives a brief overview of a recently launched initiative, which is a joint project of the Center for American Progress and the Institute for America’s Future, that looks at status of public education in the US. This Task Force, co-chaired by Gov. Janet Napolitano, Governor of Arizona, will examine strategies that work, including “home-grown” initiatives of proven effectiveness and successful approaches to address inequities and ensure that our public education system responds to the demands of the new country.

Clark, D. (Director) (2004). *The challenge for education reform: Standards, accountability, resources and policy*. Washington, D.C.: The Aspen Institute.

The Challenge of Education Reform – Standards, Accountability, Resources, and Policy was the theme of the 2004 conference sponsored by the Aspen Institute Congressional Program, held February 17-22 in Cancun, Mexico. The meeting was the eleventh in a series that examines policy options for promoting the education and well-being of children and adolescents, and thus the well-being of the nation. A bipartisan group of 17 Members of Congress participated, together with ten invited experts with relevant knowledge and experience. Rather, the aim was to help inform policy makers and facilitate the search for common ground on which effective American legislative policy must rest, examining a range of issues. They included, a) raising achievement for all children, b) English language learners, c) reducing achievement disparities, d) resource equity, e) leaving no child behind, f) building capacity, g) principal matters, h) teacher qualifications, i) the school as a professional environment, j) success in postsecondary education, and k) changing the profile of the American college student.

Clements, M., Reynolds, A., & Hickey, E. (2004). Site-level predictors of children’s school and social competence in the Chicago Child-Parent Centers. *Early Childhood Research Quarterly*, 19, 273-296.

Researchers examined the influence of individual and site-level factors from the Chicago Child-Parent Centers (CPC) early educational program on four competence outcomes for 1,539 minority youth in the Chicago Longitudinal Study. Results, limitations, and policy implications are discussed.

De Vita, C. & Mosher-Williams, R. (2001). *Who speaks for America's children: The role of child advocates in public policy*. Washington, D.C.: The Urban Institute Press.

In this book leading experts in children's health policy, education policy, community organizing, and sociology focus on the ways nonprofit organizations and community groups influence policymaking on children's issues. Seven chapters frame the issues, raise critical questions, and explore opportunities for further study.

García-Coll, C., & Szalacha, L. (2004). The multiple contexts of middle childhood. In R. Behrman (Ed.), *The Future of Children*, 14(2), USA: Princeton University and the Brookings Institution.

This article of *Future of Children* provides a conceptual model of child development that incorporates the contextual, racial, and cultural factors that can play critical roles for children who are not a part of mainstream society. The authors conclude by offering various strategies for working with children of color and children of immigrant families to form a society that strives to promote positive pathways through middle childhood for all children.

Gilliam, W. (2005). *Prekindergarteners left behind: Expulsion rates in state prekindergarten programs*. FCD Policy Brief Series No. 3. Foundation for Child Development.

This brief summarizes the first study ever conducted on the rate of expulsion in prekindergarten programs. It includes data for the nation as a whole as well as data for 40 states that fund prekindergarten. The findings are based on data collected in the National Prekindergarten Study (NPS).

Gilliam, W. S., & Marchesseault, C. M. (2005). *From Capitols to Classrooms, Policies to Practice: State-funded Prekindergarten at the Classroom Level*. Yale University Child Study Center.

This is a report that uses data from the national Prekindergarten Study (NPS). It is the first large-sample, broad-based study to evaluate the implementation and classroom practices of state funded prekindergarten systems across all the states that fund them. Its purpose is to accurately describe state-funded prekindergarten systems as they exist and place the descriptive data collected within the context of state policies and mandates. It describes teacher educational attainment, experience, in-service training, teacher compensation and benefits.

Greenberg, M., Rahmanou, H., Miller, H., Kaugmann, K., Lay, J. C., Novelli, W., & Goyer, A. (2004). Four commentaries: Looking to the future. In R. Behrman (Ed.), *The Future of Children*, 14(2), USA: Princeton University and the Brookings Institution.

In order to provide an array of perspectives about policies needed to serve the growing number of children of immigrant families in our country, this section gives the responses of various experts across various organizations and backgrounds. Their question was, "How should policymakers, advocates, stakeholders, and practitioners respond strategically and proactively to demographic change and increasing diversity in order to

promote the healthy development, productivity, and well-being of our nation's children into the future?"

Herbert, B. (2003, February 27). Hijacking the future. *New York Times*.

This periodical discusses New York Gov. George Pataki's public education budget for the state of New York, which the author argues "would devastate school programs".

Hunnicutt, K., & Castro, M. (2004). Population figures at odds with legal and policy priorities in education: How Census 2000 data suggest hostility towards Mexican-origin Arizonians. Unpublished paper.

Using Arizona 5-percent Public Use Microdata Sample (PUMS) from the 2000 Census, authors compared language related figures for the Mexican origin population with those for the total population. In this analysis, the authors' purpose is to more fully characterize the Arizona population to assist in improving education, language, and legal policy in the state and to propose that current legal, language, and education initiatives are at odds with population figures.

Jamieson, A., Curry, A., & Martinez, G. (2001). *School enrollment in the United States: Social and economic characteristics of students, October 1999*. Washington, D.C.: U.S. Department of Commerce, Economics and Statistics Administration, U.S. Census Bureau.

Highlights school enrollment trends and the social and economic characteristics of the student population in the U.S. Findings are based on data collected in the Current Population Survey (CPS) conducted by the Census Bureau in October 1999.

Kagan, S. (2004). *Early learning standards*. Presentation to the Foundation for Child Development, August 4, 2004.

This PowerPoint presentation reviews the different types of learning standards, a national study investigating these standards, the challenge of aligning standards with curricula and assessment, and work related to international learning standards.

Levitt, H., O'Connell, A., & McCoach, D. (2004). *Using Hierarchical Logistic Regression procedures to predict enrollment in full-day kindergarten*. Paper presented at American Educational Research Association annual meeting, April 12, 2004, San Diego, CA.

This paper uses the ECLS-K national longitudinal dataset to examine how family, community, and school level variables interact to influence the probability of a child being enrolled in full-day kindergarten.

Maxwell, K., Clifford, R., Ridley, S., Gillanders, C., & Stebbins, H. (2003). *Prekindergarten policy framework*. National Prekindergarten Center, FPG Child Development Institute, The University of North Carolina at Chapel Hill. Available at www.fpg.unc.edu/~npc/ Framework provides a comprehensive array of topics on the dimensions of high quality prekindergarten programs; a concise summaries of the research on prekindergarten;

examples of state programs including links to state prekindergarten websites; and bibliographies and web resources for more information on each topic.

Mintrom, M. (2001). *Achieving quality early childhood education for all: Insights from the policy innovation diffusion research - Working Paper Series*. New York, NY: Foundation for Child Development.

Based on the view that major changes in the social and economic context in the United States require major policy changes related to early childhood education, this paper examines the factors supporting public policy changes and how advocates for change in early childhood education might incorporate effective strategies.

Napolitano, Gov. J. (2004, January 22). School readiness action plan: A five-year roadmap to ensure children in Arizona begin 1st grade safe, healthy, & ready to succeed by developing a high quality early childhood education system for Arizona.

This document outlines Governor Napolitano's five-year plan for improving the well-being of Arizona's young children. Listed here are plan's recommended actions; legislative, policy, and practical changes needed to carry out recommendations; and the anticipated dates to begin each of these changes.

Nathan, F. (1999, Winter). *Setting priorities: How to pay for full-day kindergarten*. Santa Fe, NM: Think New Mexico.

This report focuses on one way in which the Legislature and the Governor could pay the cost of implementing full-day kindergarten by re-allocating General Fund dollars from non-essential and duplicative spending and by eliminating wasteful and inefficient subsidies.

National Association of State Boards of Education (2003). *Creating a unified, comprehensive system of early childhood education*. Alexandria, VA: NASBE.

This report describes the research, policy issues, and the conceptual framework that served as the basis for how NASBE led states through strategic interventions to address critical issues in early childhood education. This report highlights the accomplishments of each Network state and the primary findings based on surveys and interviews of policy makers and agency staff. Included are implications for enhancing and expanding the multi-step process in developing cohesive early childhood programs and policies across the U.S.

National Association of State Boards of Education (2004). *Early success performance plan: Montgomery County Public Schools*. Alexandria, VA: NASBE.

NASBE asked Dr. Jerry Weast, Superintendent of Montgomery County Public Schools (MCPS), to provide the Study Group with information about the district's *Early Success Performance Plan*. Summarized in this brief report, this initiative, which targets resources at the youngest learners, is part of a comprehensive strategic approach to producing high student achievement in one of the most diverse school districts in the nation.

National Center for Education Statistics-NCES- (2004). *Before-and After-school care, programs, and activities of Children in Kindergarten Through Eighth grade: 2001*. Kleiner, B., Nolin M. J., Chapman, C., & National Household education Survey Programs.

This report investigated the care of children before and after school in students as young as kindergarteners an as old as eighth grade. This is nationally representative sample. Some of the key findings were; 20% of children in kindergarten through eighth grade had regularly scheduled nonparental arrangements before school in 2001, and 50% had nonparental arrangements after school. It described the most common alternatives within this population.

Ochshorn, S. (2000). *Partnering for success: Community approaches to early learning. A report on partnerships in low-income communities*. New York, N.Y.: Child Care Action Campaign.

This report is about the rich possibilities for transformation in the care and education of early childhood in the United States. Findings of recent research in early childhood education and care are included, as well as recommendations for policy makers and administrators that serve young children in the U.S.

Organization for Economic Co-operation and Development, (2000). *Early childhood education and care policy in the United States of America*. Organization for Economic Co-operation and Development.

This article captures three major policy priorities that currently dominate the early childhood education and care debate and policy-making in the USA. This short, scene-setting chapter aims to briefly outline these current priorities. Chapter 3 presents some of the main contextual factors shaping these policies, and Chapters 4 and 5 describe and discuss the themes and issues arising from the visit in more detail.

Pinzer, M. (2004, January 29). Bush names child advocate to key post to implement pre-k initiative. *The Miami Herald*.

Newspaper article that discusses the appointment early childhood advocate David Lawrence by Governor Jeb Bush to help Florida's initiative to implement universal prekindergarten.

Policy and Program Studies Service-PPSS- (2003). *A Snapshot of Title I Schools Serving Migrant Students, 2000-01*. U.S. Department of Education, Kirby, S. N., McCombs, J. S. & Naftel, S.

The report compares Title I schools in terms of migrant population. Title I schools with migrant students appeared to be making a great efforts to involve parents both at school and at home, compared with title I schools with no migrant students. Less than 30% of teachers who taught migrant students in title I schools with migrant student reported receiving professional development in instructional strategies to teach migrant students.

Potter, D., Shi, S., & Cook, D. (2003). *Early outcomes and lessons learned from South Carolina's school readiness initiative: 1999-2002 program evaluation report*. Columbia, SC: Office of First Steps.

This purpose of this report was to fulfill the legislative mandate for an external evaluation of South Carolina's early childhood initiative to improve children's school readiness called South Carolina First Steps to School Readiness (First Steps). This effort was to be reported to the legislature on January 1, 2003.

Reed, D. (2005). Educational resources and outcomes in California, by race and ethnicity. *California Counts*, 6(3),1-23. California Economic Policy, Public Policy Institute in California.

Authors in this article examine family and school resources, student outcomes, and public policy initiatives affecting California's students from early childhood through university. Describes several factors potentially contributing to racial and ethnic gaps in college completion.

Reynolds, A. (2003). The added value of continuing early intervention into the primary grades. In A. Reynolds, M. Wang, & H. Walberg, *Early childhood programs for a new century*. Washington, D.C.: CWLA Press.

This purpose of this chapter was to review the evidence about the added value of early childhood programs that continue into early grades. The author finds substantial support that the effects of early childhood programs that begin in preschool and continue to second and third grade are greater than the effects of programs that begin and end in preschool. He concludes that extending preschool programs upward into the primary grades has significant empirical support.

Reynolds, A., Temple, J., Robertson, D., & Mann, E. (2001). Long-term effects of an early childhood intervention on educational achievement and juvenile arrest: A fifteen year follow-up of low-income children in public schools. *Journal of the American Medical Association*, 285(18).

Examined long-term effectiveness of the Chicago Child-Parent Center program on rates of high school completion and school dropout by age 20. Found that, compared to nonparticipants and adjusted for covariates, preschool participants had higher rate of high school completion, more years of education, and lower juvenile arrest and violent crime arrest rates. Effects were greater for boys than girls.

Rosenthal, E., & Rathbun, A. (2005). *Regional differences in kindergartners' early education experiences*. National Center for Education Statistics, U.S. Department of Education. This statistics in brief report describes kindergartners' early education experiences in each of the four regions of the United States. Findings from this report indicate that kindergartners' preschool experiences and kindergarten program type vary by the regions in which their schools are located and by the regional characteristics of these kindergartners, their families, and their schools.

Sawhill, I. (Ed.) (2003). *One percent for the kids: New policies, brighter futures for America's children*. Washington, D.C.: Brookings Institution Press.

This volume argues forcefully that the life prospects of children at the bottom of the socioeconomic ladder can be improved substantially—and the growing gap between them and more privileged children reduced—by making appropriate investments now. Twelve authors contribute to this book. Chapter 7, by Wolfe and Scriver, entitled *Providing universal preschool for four-year-olds*, argues that all children would gain from being in a well-implemented preschool program at the age of four.

School of the 21st Century (21C). *Partners for success: Linking communities, families, and schools*. School of the 21st Century, Yale University.

Program for the 2002 School of the 21st Century conference held at Yale University. Program had special foci on early literacy and school readiness, children's health, family involvement, and grant writing and financing.

School of the 21st Century (21C). *Responding to the needs of today's children and families*. School of the 21st Century, Yale University.

A pamphlet that describes the 21C, which is a model for school-based preschool, after-school care and family support services designed to promote the optimal growth and development of children beginning at birth. Pamphlet includes research related to 21C, ways to finance 21C, and some frequently asked questions.

Scott, C. (2005). *Leaderships Matters: Governor's pre-k proposals fiscal year 2006: Pre-K Now*.

This report evaluates all 50 U.S. governors and the mayor of the District of Columbia in terms of their budgetary proposals and the State remarks in support of voluntary pre-k for all.

Scutari, C. (2004, March 13). Napolitano brainstorms for all-day kindergarten. *The Arizona Republic*.

Discusses Napolitano's strategies to convince Arizona legislation to pass the full-day kindergarten initiative, and fit this into the state budget.

Shonkoff, J. & Phillips, D. (2000). *From Neurons to Neighborhoods: The Science of Early Childhood Development*. Washington, D.C.: National Academy Press.

Seitzinger-Hepburn, K. (2004). Building culturally and linguistically competent services to support young children, their families, and school readiness. Baltimore, MD: Annie E. Casey Foundation

This report is a tool kit has been created for the Annie E. Casey Foundation to help promote early childhood development and school readiness. The purpose of this tool kit is to provide guidance, tools, and resources that will assist communities in building culturally and linguistically competent services, supports, programs, and practices related to young children, their families. By offering services in culturally and linguistically

meaningful ways, communities can engage all families and support young children being ready for school.

- Stanfield, R. (2004). *Chicago's child-parent centers: Providing the value of early childhood education in the real world*. Baltimore, MA: The Annie E. Casey Foundation.
This article discusses the empirical evidence showing that a government-run program, the Child-Parent Centers in Chicago (CPC), serving thousands of inner-city children and spending about the same amount per child as Head Start, can generate powerful benefits that stay with the kids until they are 20 years old.
- Stipek, D. (2002). At what age should children enter kindergarten?: A question for policy makers and parents. *Social Policy Report*, 16(2).
This report summarizes research that bears on the issue of school entry policies. It focuses on the age children should be to enter kindergarten and the potential benefits of delaying school entry for all or some children.
- Stipek, D. (2005). Early childhood education at a crossroads. *Harvard Education Letter*, 21(4), 1-3.
This article reviews the development and present state of preschool access in the United States. It briefly reviews the history of early education programs and challenges that lie ahead in order to continue promoting universal access to preschool programs.
- Stritikus, T. (2002). *Immigration and the politics of English-only*. New York: LFB Scholarly Publishing.
This book discusses the debate over the English-only movement, examining how it affects teachers and students and highlighting one California district's experience with changes brought about by Proposition 227.
- U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS)
Population, Family, Neighborhood: Number of Children Under Age 18 in the U.S.: 1950-2002: 2002.
- Van de Water, G. & Rainwater, T. (2001). *What Is P-16 education? - A primer for legislators: A practical introduction to the concept, language and policy issues of an integrated system of public education*. Denver, CO: Education Commission of the States.
This primer is a practical guide to a P-16 educational system. It contains a basic orientation to P-16 education, an overview of the varying definitions of P-16, and specific policy questions for legislators to consider. Appendices include a glossary of terms, a list of selected readings, and links to a variety of resources and materials on P-16.
- Watson, J. and West, J. (2004). Full-day and Half-day Kindergarten in the United States: Findings from the Early Childhood Longitudinal Study, Kindergarten Class of 1998-99. (NCES June 2004) Washington, DC: National Center for Education Statistics.

Western Interstate Commission for Higher Education (2003). *Knocking at the college door: 1988-2018*. Boulder, CO: Western Interstate Commission for Higher Education.

This report looks at historical and projected trends in elementary and secondary school enrollments to better understand what has happened and what is likely to happen with the high school graduating class over the next several years. In addition to examining the graduating classes at the state, regional, and national level, this report probes two prominent characteristics of students that relate to their success in graduating from high school: family income and race/ethnicity.

Wingett, Y. (2004, February 27). Full-day kindergarten gains support. *The Arizona Republic*.

Discusses the potential effects, the cost, and general details of Gov. Napolitano's plan to implement full-day kindergarten for Arizona's poorest children.

Zaslow, M., Calkins, J., Zaff, J., Halle, T., & Margie, N. G. (2000). *Background for community-level work on school readiness: A review of definitions, assessments, and investment strategies*. Child Trends, Final Report to the Knight Foundation.

This report is structured into two parts. The first part highlights school readiness assessments and definitions; these are taken from conclusions from the work of the National Education Goals Panel (NEGP) on school readiness and from related research. The second part reviews the literature on how communities can invest in and contribute to school readiness.